COUNSELING PSYCHOLOGY (CPSY)

DOCTORATE
THEORETICAL ORIENTATION
INDIVIDUAL, GROUP, AND COUPLE/FAMILY THERAPIES
EVALUATION
TÉXAS A&M COLLEGE STATION
PSYCHOPATHOLOGY
DIAGNOSIS
THEORY
RESEARCH PUBLICATIONS
ADVISOR
CONCEPTUALIZATION
TECHNIQUES
DIVERSITY
PROGRAM COUNSELING & ASSESSMENT CLINIC (CAC)
LEARNING APA ACCREDITED INTERNSHIP FIELD PRACTICUM

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY (EPSY)
Ph.D.
SCIENTIST-PRACTITIONER
FÉLD PRACTICUM
BRYAN

COUNSELING PSYCHOLOGY

MISIÓN, GOALS, & OBJECTIVES, MULTICULTURALISM, INTERDISCIPLINARY COLLABORATION, & COMMUNITY ENGAGEMENT
EMPIRICALLY SUPPORTED INTERVENTIONS
EMPIRICALLY SUPPORTED RESEARCH INTERVENTIONS
PROPOSAL
ASSESSMENT
DISSERTATION
PSYCHOEDUCATION
TELEHEALTH
PSYCHOTHERAPY
CONFERENCES
DIVERSITY

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM
2018-2019
TEXAS A&M UNIVERSITY
Counseling Psychology Student Handbook

COUNSELING & ASSESSMENT CLINIC (CAC)
LEARNING
APA ACCREDITED INTERNSHIP FIELD PRACTICUM

BRYAN

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Welcome to the Counseling Psychology doctoral program at Texas A&M University, a program offered by the Department of Educational Psychology. The doctoral Counseling Psychology program is accredited by the American Psychological Association. Our program is based on the scientist-practitioner model. We strive to train outstanding counseling psychologists who can advance theoretically-based, empirically-driven services that enhance the health and well-being of individuals and communities.

We are interested in training students from diverse backgrounds and with diverse clinical and research interests. Our program is committed to student development and to the integration of science and practice.

If you need any additional information, please contact the department’s Academic Advisor at (979) 845-1833 or visit the program website: https://epsy.tamu.edu/academics/counseling-psychology-doctoral/.
Disclosure of Education/Training Outcomes

Program information is provided in compliance with C-20 Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students. Domain G of the Guidelines and Principles for Accreditation of Programs in Professional Psychology (G & P) requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and with program expectations. The Student Admissions, Outcomes, and Other Data information is updated annually and posted at https://epsy.tamu.edu/academics/counseling-psychology-doctoral/student-admissions-outcomes-and-other-data/.

APA Accreditation

Inquiries about the accreditation status of the Counseling Psychology Program can be obtained from the American Psychological Association's Commission on Accreditation (CoA). The CoA can be reached at:

American Psychological Association
Office of Program Consultation & Accreditation
750 First Street NE Washington,
DC 20002-4242
Phone: (202) 336-5979
Email: apaaccred@apa.org
Program Philosophy

The Texas A&M Counseling Psychology program prepares scientist-practitioners within a cultural framework. The training and evaluation of students reflect the expectation that students will acquire both research and clinical skills. Students will be evaluated both formally and informally in the following four domains: academic progress, research skills, clinical skills, and professionalism. Further, they will be expected to demonstrate increasing professional understanding of the interface of Science and Practice as they progress through the program. This understanding of the interfacing values of Science-Practice should be manifested in a degree of professionalism that will be apparent in their interactions with clients, peers, supervisors, and the community at large. The academic, research, clinical, and professional standards of conduct expected to be exhibited as a student in the program and in future employment will be emphasized and evaluated by the program faculty.

Professionalism, as defined by this program, includes, but is not limited to consistent attendance in classes, openness to supervision, ethical and legal personal and professional behavior, acceptance of responsibility for decisions and the ensuing consequences, a commitment to viewing one's own and others' biases with objectivity, and approaching one's academic and personal needs proactively rather than reactively. Of particular importance to the faculty is that students be open to and appreciative of diversity and multiculturalism. Expectations for students exceed the mere avoidance of discriminatory behavior. Rather, students are expected, in line with APA and Division 17 Ethical Guidelines, to be informed about and affirming of differences in religious, cultural, racial and ethnic, gender, physical ability, and sexual orientation. It is expected that students will take responsibility for personal introspection and self-education, and if necessary, interpersonal conflict resolution, in order to foster an atmosphere of harmony and affirmation among colleagues and with clients.
Program Mission

The mission of the program is consonant with the strategic plan expressed for Texas A&M University in *Vision 2020: Creating a Culture of Excellence*. This statement champions the core values, mission, and vision of Texas A&M University, and it articulates the intention of the university to attain excellence in academic, research, service and teaching activities, and to develop leaders who will be involved on local, state, national and global stages. The following section explicates the three core themes of the counseling psychology doctoral program.

**Theme One: Multiculturalism**

The program recognizes that individuals exist in cultural, political, historical, and economic contexts. Understandably, these contexts significantly impact individuals' psychological development and every day functioning. Therefore, the counseling psychology faculty posits that inattention to these contexts in the training of psychologists is untenable. Accepting this premise as a mandate, the program aspires to mentor and train students who are culturally informed in theory, research, and practice. This is accomplished by actively: (a) recruiting a diverse and bilingual student cohort, (b) engaging in cutting-edge multicultural research in health, mental health, and educational disparities, (c) providing leadership and service in the area of health disparities, and (d) offering supervised counseling training with diverse clients.

The multicultural focus of the program can be described through three foci: targets, resources, and agencies and affiliations. All students in the program are required to have some common experiences such as the separate course in multicultural counseling, integration of multiculturalism throughout the curriculum, and supervised practica with diverse clientele. In addition, the program has an array of opportunities and experiences that augment the shared experience. Students vary considerably in their participation in these activities. For example, a number of students are members of one of the three multicultural research teams, many students have conducted their dissertations studying various cultural issues and concepts, and several students have been recipients of the competitive Diversity Fellowships. Overall, the program faculty intends for students to get a rich multicultural training experiences through the various avenues afforded.

**Theme Two: Interdisciplinary Collaboration**

The doctoral program recognizes the essential interdependency of counseling psychology with other disciplines. The interdependency is pertinent to research, training and practice missions. Program students thus interact with a variety of faculty, professionals and clients in the university and community at large. It is noteworthy that the counseling program’s emphasis on
interdisciplinary collaboration comports well with the same major focus on interdisciplinary activity at Texas A&M University, as well as with federal policy as expressed, for example, by the National Institutes of Health. The overall program objective is to inculcate in trainees a sophisticated appreciation of the methods, relevance and effectiveness of collaboration.

**Theme Three: Community Engagement**

The emphasis on community engagement is reflected in our partnerships with constituent agencies, institutions, and organizations. The program cultivates meaningful partnerships to advance the educational and training experience of students and to obtain community input for research, training, and policy initiatives. We use a scholarship-based approach to engagement that recognizes that community constituencies contribute to and participate in the creation of enriched training experiences, relevant research endeavors and informed policy initiatives. This has been explicitly demonstrated in (1) the development of Telehealth Counseling Clinic to provide mental health services to several sites throughout the Brazos Valley, (2) the development and implementation of psychological and educational initiatives in the Bryan ISD, (3) the community-based, policy-relevant, and interdisciplinary studies conducted by several research teams over the years. In this process, the program effectively responds to the stated needs and priorities of the immediate community and engages students in opportunities to meet and address those needs. These activities involve research, clinical, and consultative skills that are learned in our program and applied to address disparities in the community.

**Goals, Objectives, and Expected Student Competencies**

The TAMU Counseling Psychology doctoral program is accredited by the American Psychological Association (APA). To maintain this accreditation the program faculty must adhere to the expectations and regulations from this accrediting body. This requires ongoing communication with the accrediting body and updating program goals, objectives and competencies as indicated.

The program received continuing accreditation for a five year period. The following goals of the program were approved:

**Goal 1:** To prepare students to be entry-level counseling psychologists.
**Goal 2:** To prepare students to be scientist-practitioners.
**Goal 3:** To prepare counseling psychologists who operate as scientist-practitioners with competencies in multiculturalism.
Goal 4: To prepare counseling psychologists who operate as scientist-practitioners with competencies in interdisciplinary collaborations.  
Goal 5: To prepare counseling psychologists who operate as scientist-practitioners with competencies in community engagement.

However, the APA Office of Program Consultation and Accreditation now mandates all programs comply with the current Standards of Accreditation. This requires our program to train students to meet following discipline-specific knowledge objectives and profession-wide competencies expected of all accredited health service psychology training programs. The list below contains the competencies expected of our program, the required academic and training activities for them, and how and when these are assessed. This list is subject to evaluation and revision in our ongoing communication with and feedback from the APA Office of Program Consultation and Accreditation.

**Discipline-Specific Knowledge Category 1: HISTORY AND SYSTEMS**

<table>
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<tr>
<th>Competency:</th>
<th>Understanding and knowledge of the origins and development of major ideas in psychology.</th>
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<tr>
<td>Required academic/training activities</td>
<td>Course work* in EPSY 644, CPSY 626, CPSY 635, CPSY 662, CPSY 672, CPSY 679</td>
</tr>
<tr>
<td>How assessed</td>
<td>Course grades, written materials and observed behavior by faculty</td>
</tr>
<tr>
<td>When assessed</td>
<td>End of semester course grades; Annual reviews conducted by program faculty; portfolio submitted for comprehensive examination</td>
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*This has also been provided in EPSY 689: Special Topics – History and Systems of Psychology

**Discipline-Specific Knowledge Category 2: BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY**

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<tr>
<th>Competency:</th>
<th>Understanding and knowledge of the basic content areas in psychology including the five contents areas: Affective aspects of behavior, Biological aspects of behavior, Cognitive aspects of behavior, Developmental aspects of behavior, and Social aspects of behavior</th>
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<tr>
<td>Required academic/training activities</td>
<td>Course work as described in handbook: EPSY 606, EPSY 618, EPSY 621, EPSY 647, CPSY 626, CPSY 632, CPSY 635</td>
</tr>
<tr>
<td>How assessed</td>
<td>Course grades, written materials and observed behavior by faculty</td>
</tr>
<tr>
<td>When assessed</td>
<td>End of semester course grades; annual reviews conducted by program faculty; portfolio submitted for comprehensive examination</td>
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**Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge in Scientific Psychology**

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<th>Competency:</th>
<th>Understanding and demonstrating advanced integrative knowledge of multiple basic discipline-specific content areas (listed in Category 2)</th>
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<td>Required academic/training activities</td>
<td>Course work in CPSY 626, EPSY 627, SPSY 612, advanced field practicum placements and the CPSY 683 Assessment Practicum, research and dissertation credits, internship.</td>
</tr>
<tr>
<td>How assessed</td>
<td>Course grades and observed practice activity, presentations, products including case conceptualizations and assessments in CPSY 639, CPSY 664, CPSY 683 (assessment practicum), CPSY 684; materials submitted with portfolio; successful completion of the dissertation.</td>
</tr>
<tr>
<td>When assessed</td>
<td>End of semester course grades; annual reviews by program faculty, portfolio submitted for comprehensive examination; practicum evaluations, internship evaluations; dissertation defense.</td>
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**Discipline-Specific Knowledge Category 4: Research Methods, Statistical Analysis, & Psychometrics**

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<th>Competency:</th>
<th>Understanding and demonstrating advanced integrative knowledge of research methods, statistical analyses, and psychometrics</th>
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<tr>
<td>Required academic/training activities</td>
<td>Course work as described in ESPY 640, EPSY 641, EPSY 625, and advanced statistics and/or research design course; CPSY 683; CPSY 685, CPSY 690, CPSY 690, CPSY 691</td>
</tr>
<tr>
<td>How assessed</td>
<td>Course grades; observed activity in research, presentations and products including papers submitted in courses, authorship on professional manuscripts submitted for professional publication and proposals for professional conferences; course grades; materials submitted with portfolio; successful completion of the dissertation.</td>
</tr>
<tr>
<td>When assessed</td>
<td>End of semester course grades; annual reviews by program faculty, portfolio submitted for comprehensive examination; practicum evaluations, internship evaluations; dissertation defense.</td>
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### Profession-Wide Competencies

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<th>Competency:</th>
<th>Understanding and demonstrating advanced integrative and independent ability to conduct research and scholarly activity, and critically evaluate and disseminate research and other scholarly activity that contributes to the knowledge base.</th>
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</table>
| Elements associated with this competency | - 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. |
| Required academic/training activities | Research team involvement, research, direct study and dissertation credits; writing assignments in classes |
| How assessed | Evaluation of written materials submitted to counseling psychology faculty; contributions and activity on research team including scholarly products presented at conferences and submitted for publication in peer-reviewed outlets and publications; dissertation defense. |
| When assessed | End of semester grades; annual review conducted by faculty; portfolio assessment of artifacts and activities; dissertation |

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<tr>
<th>Competency:</th>
<th>Understanding and demonstrating knowledge of professional ethical and legal standards, recognize ethical dilemmas that may occur and apply ethical decision-making processes to resolve these, and conduct self in an ethical manner in all professional activities.</th>
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| Elements associated with this competency | - 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;  
  o Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and  
  o Relevant professional standards and guidelines.  
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.  
- Conduct self in an ethical manner in all professional activities. |
<p>| Required academic/training activities | Course work in CPSY 662, CPSY 664, CPSY 683, CPSY 684; CPSY 685, CPSY 690, CPSY 691, SPSY 612, EPSY 627 |
| How assessed | Course grades; completion of required CITI training for research; observed activity and products in courses (including presentations, |</p>
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<th>Competency:</th>
<th>Understanding and demonstrating knowledge of individual and cultural diversity, relevant theories and the empirical knowledge base, ability to work effectively with others from diverse background and identities, and be able to integrate awareness of their own personal attitudes may affect how they understand and interact with others.</th>
</tr>
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| Elements associated with this competency | • 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.  
• 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. |
| Required academic/training activities | Course work in CPSY 672, CPSY 626, CPSY 632, CPSY 633, CPSY 679, EPSY 627, SPSY 612, CPSY 639, CPSY 664, CPSY 683, CPSY 684, CPSY 685, CPSY 691 |
| How assessed | Course grades; observed activity and products in courses (including presentations, papers, discussion), supervised field practice (practicum, internship) and research settings; supervisor ratings of behavior |
| When assessed | End of semester course grades; annual reviews by program faculty, portfolio submitted for comprehensive examination; practicum evaluations, internship evaluations |
| Competency: | Understanding and demonstrating professional values and attitudes (including integrity, deportment, professional identity, lifelong learning, self-reflection, responsiveness to feedback, and overall professional effectiveness). |
### Elements associated with this competency

- 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.

### Required academic/training activities

Course work in CPSY 631, CPSY 632, CPSY 633, CPSY 639, CPSY 679, CPSY 662, CPSY 664, CPSY 666, CPSY 683, CPSY 684, CPSY 691; membership in professional association, attendance at a professional conference.

### How assessed

Course grades; observed activity and products in courses (including presentations, papers, discussion), supervised field practice (practicum, internship) and research settings; supervisor ratings of behavior.

### When assessed

End of semester course grades; annual reviews by program faculty, portfolio submitted for comprehensive examination; practicum evaluations, internship evaluations.

### Competency:

*Understanding and demonstrating professional communication and interpersonal skills (including maintenance of effective relationships, ability to produce and comprehend oral, nonverbal, and written communication for various audiences) across academic, social and professional arenas*

### Elements associated with this competency

- 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.

### Required academic/training activities

Course work in CPSY 631, CPSY 672, CPSY 633, CPSY 666, CPSY 683, CPSY 689, CPSY 691.

### How assessed

Course grades; observed activity and products in courses (including presentations, papers, discussion), supervised field practice (practicum, internship) and research settings; supervisor ratings of behavior; successful defense of the dissertation.

### When assessed

End of semester course grades; annual reviews by program faculty, portfolio submitted for comprehensive examination; practicum evaluations, internship evaluations; dissertation defense.
<table>
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<tr>
<th>Competency:</th>
<th>Understanding and demonstrating knowledge of diagnostic classification systems, client strengths and psychopathology, and psychological assessment practices grounded in the best available empirical literature, within appropriate contexts.</th>
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</table>
| Elements associated with this competency | - 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, societal 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. |
| Required academic/training activities | Course work in CPSY 626, CPSY 632, CPSY 679, EPSY 625, EPSY 627, CPSY 683, CPSY 684 |
| How assessed | Course grades; observed activity and products in courses (including presentations, papers, case conceptualizations, assessment reports, case notes, discussion), supervised field practice (practicum, internship); supervisor ratings of behavior |
| When assessed | End of semester course grades; annual reviews by program faculty, portfolio submitted for comprehensive examination; practicum evaluations, internship evaluations |

<table>
<thead>
<tr>
<th>Competency:</th>
<th>Understanding and demonstrating knowledge of and competency with psychological interventions and associated literature base, utilizing evidence-based approaches effectively, and modifying these approaches consistent with ongoing evaluation and as indicated.</th>
</tr>
</thead>
</table>
| Elements associated with this competency | - Establish and maintain effective relationships with the recipients of psychological services.  
- 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.

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<tr>
<th>Required academic/training activities</th>
<th>Course work in CPSY 631, CPSY 633, CPSY 639, CPSY 664, CPSY 666, CPSY 683, CPSY 684, CPSY 689,</th>
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<tbody>
<tr>
<td>How assessed</td>
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</tr>
<tr>
<td>When assessed</td>
<td>End of semester course grades; annual reviews by program faculty, portfolio submitted for comprehensive examination; practicum evaluations, internship evaluations</td>
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**Competency:** Understanding and demonstrating knowledge of supervision models and practices.

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<tr>
<th>Elements associated with this competency</th>
<th>Demonstrate knowledge of supervision models and practices.</th>
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<tr>
<td>Required academic/training activities</td>
<td>CPSY 666, CPSY 683</td>
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<tr>
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</tr>
<tr>
<td>When assessed</td>
<td>End of the semester course grades and practice evaluations; annual reviews</td>
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**Competency:** Understanding and demonstrating knowledge of and competency with consultation models and practices, knowledge and respect for the roles and perspectives of other professions.

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<tr>
<th>Elements associated with this competency</th>
<th>Demonstrate knowledge and respect for the roles and perspectives of other professions.</th>
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<tr>
<td>Required academic/training activities</td>
<td>Course work in CPSY 689, CPSY 683, CPSY 691</td>
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<tr>
<td>How assessed</td>
<td>Course grades; observed activity and products in courses (including presentations, papers, case conceptualizations, discussion) and supervised field practice (practicum); supervisor ratings of behavior</td>
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<tr>
<td>When assessed</td>
<td>End of the semester course grades and practice evaluations; annual reviews</td>
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Training Philosophy

The Texas A&M Counseling Psychology program prepares scientist-practitioners within a cultural framework. Graduates are expected to effectively use critical thinking skills and empirical methods to design, conduct and evaluate psychological research and practice at all levels of professional activity. The program aspires to matriculate culturally-sensitive colleagues who can advance theoretically-based, empirically-driven services that enhance the health and well-being of individuals and communities. Specifically,

- We aspire to train psychologists who understand and use empirical, theoretical, clinical, and contextually-based knowledge to guide their conduct of and evaluation of psychological research. We seek to train psychologists to conduct investigations of and evaluate the effectiveness and efficacy of psychological interventions and to develop the skills to design, implement, and evaluate psychologically-based preventive and remedial programs that concern behavioral and social factors that influence health and well-being.

- We recognize that individuals exist in cultural, social, political, historical, and economic contexts. Thus, we aspire to mentor and train colleagues who are culturally informed in theory and practice. Consonant with the multicultural training guidelines provided by American Psychological Association, we matriculate students, who in research and practice:
  - recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.
  - recognize the importance of multicultural sensitivity/responsiveness, knowledge, and understanding about race, ethnicity, sexual orientation, gender, age, religion, spirituality, and physical challenges.
  - recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
  - apply culturally-informed skills in psychological research and practice
  - use organizational change processes to support culturally-informed policy development and practices.

- Consistent with the ideals of health service psychology, the TAMU counseling psychology doctoral program aspires to prepare graduates to who can collaborate with constituent agencies, institutions and organizations that can promote the health and well-being of individuals and communities. This requires experience in interagency collaborations in service, training and research, and the program actively cultivates and maintains
meaningful, interdisciplinary partnerships with several entities that advance the education and training experience of the program.
Resolution on Diversity

Whereas Texas A&M University, as a major public institution of higher education, has both an extraordinary opportunity and a special responsibility to create and maintain a climate that affirms diversity of views – diversity being an indispensable component of academic excellence, and

Whereas the academic identity of the Counseling Psychology program is rooted in the research-based Scientist/Practitioner model, and

Whereas the American Psychological Association (APA) deplores all public and private prejudice and discrimination based on race, ethnicity, religion, sexual orientation, gender, or physical condition, and

Whereas the APA supports and urges the enactment of civil rights legislation at the local, state, and federal level that offers citizens of the above diverse groups the same protections that are guaranteed to others, and

Whereas many youth and adults of diverse groups are at risk for psychological damage because of facing harassment and physical violence in school and social environments;

Therefore, be it resolved that the APA-accredited Counseling Psychology program’s mission is to embrace, welcome, and support group and individual diversity insofar as such diversity does not imply violence and discrimination; and

Be it further resolved that this program deplores prejudice and discrimination; and

Be it further resolved that the Counseling Psychology program, in accordance with the APA Code of Ethics, will support and encourage its faculty members and students to respect the rights of others to hold values, attitudes, and opinions that differ from their own, and to work to eliminate the effect of biases and prejudice that may create a hostile environment.
The Department of Educational Psychology

The Department of Educational Psychology is one of several departments in the College of Education and Human Development. The heads of the various departments work with the Dean of the College on matters of departmental or college interest. Graduate Students within the College of Education are also subject to the administrative control of the Office of Graduate Studies.

The Department of Educational Psychology offers undergraduate courses designed to assist prospective educators in understanding human learning and development. Such courses are presented as a service to students who are majoring in various fields of study other than educational psychology and who require these service courses for teacher certification with the Texas Education Agency or similar agencies in other states.

At the graduate level, the department offers the Master of Science, Master of Education, and Doctor of Philosophy degrees. Doctoral specializations include counseling psychology; school psychology; learning sciences; special education; and Hispanic bilingual education.

Policy on Course Papers and APA Style

It is the program policy that all papers written for CPSY course assignments must be written in APA style. We are committed to students learning the writing style that was originated by our profession and is used across different disciplines and required by many professional journals. As such, the faculty will have a percentage of the paper's grade assigned specifically to whether the paper follows the rules of APA style. Every student should own a copy of the Publication Manual of the American Psychological Association (6th edition). Additional helpful information can be found on the APA website.

http://www.apastyle.org/index.aspx

Plagiarism -- taking another’s work and presenting it as one’s own – is a serious ethical violation. All written materials submitted for evaluation in any course or educational or scholarly activity may be subjected to a text analysis to determine if any part of the material has been plagiarized. Any identified act of plagiarism will be considered an ethical violation and be treated as such by the program faculty.
Faculty

There are 45 faculty members in the Department of Educational Psychology. Students have the opportunity to study with many of the faculty. Research interests and academic backgrounds of the faculty in the department can be found at:
http://directory.cehd.tamu.edu/?dept=EPSY&g=10

CPSY Faculty

https://epsy.tamu.edu/academics/counseling-psychology-doctoral/

Program Faculty

Dr. Daniel F. Brossart
Dr. Linda G. Castillo
Dr. Tim Elliott
Dr. Lizette Ojeda
Dr. Charles Ridley
**Academic Advisor**

The Student Services office is located in Room 704 EDCT, just inside the main office of the Department of Educational Psychology. The department academic advisor handles the application process for the department, as well as interacting with departmental graduate students.

The following helps is provided:

1. Applications and advising for EPSY programs
2. Registration
   - Information
   - Drop/Add forms
   - Q-Drops
   - In-Absentia registration and information
3. Deadlines
   - Examinations
   - Dissertations and thesis
   - Graduation
4. Procurement of rooms for student advisory committee meetings
5. Grade sheets for teaching assistants and faculty
6. Maintenance of student records
7. Grade changes (through instructors)
8. Variable credit course sign-up (i.e. 485, 685, 683, etc.)
9. Student Information Management System (SIMS): Current tracking of courses, enrollment and student status
10. Internship application services
11. Ph.D. qualifying exam information
12. Record of address and phone numbers of current graduate students
13. APA Materials
   - Application forms for students
   - APPIC Directory (listing of internship sites)
14. Applications for other professional organizations
15. Dissertations
   - All EPSY dissertations are available for checkout in the EREL.
   - Computer access to dissertation topics, subtopics, and research design
16. Campus maps and community information
Program Planning

The maximum academic load for students on assistantship (or similarly employed) is 13 credit hours. Individuals who are not working can take more credit hours per semester. A maximum of 16 to 18 credit hours is suggested for those individuals. However, students are encouraged to take lower course loads when possible to enhance the learning process. Students on fellowship are required to take a minimum of 9 credit hours during the fall and spring terms. You are required to meet with your advisor (temporary or permanent) prior to registration each semester.

A. First Year Courses

The following are required courses that new students must enroll in during their first year.

Fall Semester

For those coming in with a BA:

EPSY 640 Experimental Design in Education I (3 hours)
CPSY 631 Techniques of Counseling (3 hours)
CPSY 672 Theories of Counseling and Psychotherapy (3 hours)
CPSY 626 Psychopathology (3 hours)

For those coming in with a MA/MS:

EPSY 640 Experimental Design in Education I (3 hours)
CPSY 631 Techniques of Counseling (3 hours)
CPSY 672 Theories of Counseling and Psychotherapy (3 hours)
CPSY 626 Psychopathology (3 hours)
CPSY 639 Practicum I (3 hours; must have previous practicum experience)

Spring Semester

For those coming in with a BA:

EPSY 641 Experimental Design in Education II (3 hours)
CPSY 633 Introduction to Group Counseling (3 hours; if not previously taken)
CPSY 679 Multicultural Counseling (3 hours)
CPSY 662 Professional Issues/Ethics (3 hours)
CPSY 639 Practicum I (3 hours)

For those coming in with a MA/MS:

EPSY 641 Experimental Design in Education II (3 hours)
CPSY 633 Introduction to Group Counseling (3 hours; if not previously taken) CPSY 679 Multicultural Counseling (3 hours)
CPSY 662 Professional Issues/Ethics (3 hours)

NOTE: If you do not have completed an undergraduate statistics course, you must take EPSY 435 or STAT 651 before enrolling in EPSY 640.

COURSE WAIVERS

Individuals who enter the program with relevant graduate coursework and those who already possess a master’s degree in a relevant field may request the faculty to consider waiving certain course in the doctoral program. In effect, past coursework may contribute to the doctoral program. Students who are seeking course waivers must submit (1) a letter listing the courses in which you are seeking a waiver; and (2) a copy of the syllabus for each course that is being requested. In some cases, faculty may also request evidence of performance in the course (including copies of a paper, a presentation in class, etc.).

Students who possess a master’s degree from a psychology department may find some “core course” relevant to the doctoral program, and faculty can evaluate the relevance and quality of previous coursework by reviewing the syllabus. Program faculty may also require the student to meet with a specific faculty member who assist in reviewing the quality and content of the previous course. However, students who enter with a master’s degree in a related field obtained in a department other than psychology often find that prior field work (in practica) may not apply to the current doctoral program. It is important that students receive supervision from licensed psychologists at approved sites during the program.
The following courses are not eligible for waivers:
- Theories of Counseling and Psychotherapy
- Multicultural Counseling
- Professional Issues/Ethics

Course waiver requests and materials should be emailed to the Director of Training prior to or on September 15. Please include subject heading “Course Waiver” in your email. **No late course waiver(s) request will be considered at the next program faculty meeting.** Course waivers are only considered during a student’s first year in the program. Undergraduate courses cannot be used as a waiver for graduate courses.

**B. Additional Program Planning Suggestions**

1. Each student is encouraged to develop an overall plan detailing the semester-by-semester sequence of courses to be taken. Flexibility is necessary, however, because some change in the pattern of course offerings is likely.

2. Prerequisite courses and core psychology courses that have not been taken previously should be scheduled early in the program.

3. The statistics, research, assessment, development, and diagnosis sequences should be completed before student’s last year of coursework.

4. Students should visit with their faculty advisor prior to registration each semester. Some programs require pre-registration meetings.

**C. Official University Degree Plan and Advisory Committee**

All graduate students are required to file an official degree plan with the Office of Graduate Students. Prior to this, students must form their Student Advisory Committee. Students should first select a Chair of the committee. The Chair will assist the student in selecting remaining members of the committee. However, final approval of committee members is determined by the dissertation Chair. Master’s committees will consist of three members at least one of which is from outside the Educational Psychology Department. Doctoral committees consist of four members at least one of which is from outside the department.

Master’s students are required to submit their degree plan during the semester they will complete 18 hours of coursework; for doctoral students, the plan is filed when they are completing 36 hours of coursework. Students will find themselves blocked from registration if they have not established a doctoral committee before the 36-hour limit.

The degree plan process is currently done on line. Students access the degree plan website through
the OGS website (https://ogsdpss.tamu.edu/). They complete the degree plan on line. The plan is then routed through the Student Advisory Committee for their approval. Following this it is approved by the department as to form and by the Department Head. OGS gives the final approval.

Once the Official University degree plan has been approved and filed, any subsequent changes in courses or committee may be made by filing a “petition” which outlines the changes with supporting reasons and is submitted to the Office of Graduate Studies. These forms can be found on the Office of Graduate Studies web site.

**Required Courses and Course Sequencing**

Each semester students are required to meet with their advisor to discuss course registration before registering for any courses. The table below lists the required classes that must be taken in the sequence indicated. Other courses may be taken as your schedule allows. Please keep in mind that all programs at TAMU have a limited ability to modify course offerings including time and days offered. The table is subject to change.
## Counseling Psychology Ph.D. Required POST-BACHELORS Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>CPSY 672 Theories of Counseling and Psychotherapy</td>
<td>CPSY 639 Practicum I*</td>
<td>CPSY 683 Practicum*&lt;br&gt;Psychology Core</td>
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<tr>
<td>CPSY 631 Tech. of Counseling</td>
<td>2CPSY 633 Introduction to Group (or CPSY 632 Career Counseling)</td>
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<tr>
<td>CPSY 626 Psychopathology</td>
<td>CPSY 679 Multicultural Counseling</td>
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<tr>
<td>EPSY 640 Exper. Design I</td>
<td>CPSY 662 Professional Issues/Ethics</td>
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<tr>
<td></td>
<td>EPSY 641 Exper. Design II</td>
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1If you do not have an undergraduate statistics course, you must take EPSY 435 or STAT 651 before enrolling in EPSY 640.

2These courses are offered on alternate years.

*Will occur at the CAC

| Second Year | | |
| CPSY 685 Research Team | CPSY 685 Research Team | Psychology Core Field Practicum |
| CPSY 664 Practicum II* | CPSY 683 Field Practicum | |
| SPSY 612 Intelligence | EPSY 627 Personality Assessment | |
| CPSY 635 Social-Counseling Interface | 2CPSY 633 Introduction to Group (OR CPSY 632 Career Counseling) | |
| CPSY 689 Organizational | CPSY 690 Research in CPSY | |

| Third Year | | |
| CPSY 685 Research Team | Advanced Statistics Course | CPSY 691 Dissertation Field Practicum |
| CPSY 683 Assessment Practicum | CPSY 685 Research Team | |
| CPSY 683 Field Practicum | 3CPSY 685 Research Proposal Core | |
| EPSY 625 Adv. Psychometrics | Field Practicum | |

3You must enroll under your dissertation advisor’s section.

| Fourth Year | | |
| CPSY 691 Dissertation | CPSY 691 Dissertation | | |
| CPSY 666 Supervision Field Practicum Psychology Core | Psychology Core Field Practicum | |
| | | CPSY 691 Dissertation Field Practicum | |

| Fifth Year | | |
| CPSY 684 Internship | CPSY 684 Internship | CPSY 684 Internship |
# Counseling Psychology Ph.D. POST-MASTERS Course Sequence

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<tr>
<th>Fall</th>
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<td>2(^\text{nd}) CPSY 633 Introduction to Group (OR</td>
<td>Psychology Core</td>
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<tr>
<td>Psychotherapy</td>
<td>CPSY 632 Career Counseling)</td>
<td>CPSY 683 Field Practicum</td>
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<td>CPSY 679 Multicultural Counseling CPSY 662</td>
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<tr>
<td>CPSY 626 Psychopathology</td>
<td>Professional Issues/Ethics EPSY 641 Exper.</td>
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<tr>
<td>EPSY 640 Exper. Design I</td>
<td>Design II</td>
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</tr>
<tr>
<td>CPSY 639 Practicum I*</td>
<td>CPSY 664 Practicum II*</td>
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2\(^\text{nd}\) These courses are offered on alternate years.

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<td><strong>Second Year</strong></td>
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<tr>
<td>CPSY 685 Research Team</td>
<td>CPSY 685 Research Team</td>
<td>Field Practicum</td>
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<td>CPSY 683 Field Practicum</td>
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<td>SPSY 612 Intelligence</td>
<td>CPSY 627 Personality Assessment</td>
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<td>CPSY 689 Organizational</td>
<td>2(^\text{nd}) CPSY 633 Introduction to Group (OR</td>
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<tr>
<td>Consultation: Theory &amp; Practice</td>
<td>CPSY 632 Career Counseling)</td>
<td>CPSY 683 Field Practicum</td>
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<tr>
<td>EPSY 625 Advanced Psychometric Theory</td>
<td>CPSY 660 Research in CPSY</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td>CPSY 685 Research Team</td>
<td>Advance Statistics Course</td>
<td>Field Practicum</td>
</tr>
<tr>
<td>CPSY 683 Assessment Practicum</td>
<td>CPSY 685 Research Team</td>
<td>CPSY 691 Dissertation</td>
</tr>
<tr>
<td>CPSY 666 Supervision</td>
<td>3(^\text{rd}) CPSY 685 Research Proposal</td>
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<tr>
<td>EPSY 625 Adv Psychometrics</td>
<td>Field Practicum</td>
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<td>Field Practicum Psychology Core</td>
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<td><strong>Fourth Year</strong></td>
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<tr>
<td>CPSY 691 Dissertation</td>
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<td><strong>Fifth Year</strong></td>
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<tr>
<td>CPSY 684 Internship</td>
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<td>CPSY 684 Internship</td>
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32
Annual Evaluation

Each year there is a review of every student's progress in academic performance, research skills, clinical skills, and professionalism. Program faculty is responsible for evaluating a student's personal characteristics as well as the student's academic performance. The student's in-class as well as out-of-class behavior and relationships may also be evaluated. To aid the faculty in evaluating students' progress, students will maintain and submit annually a portfolio of their work, which is accessible at the Doctoral Annual Review webpage: https://myrecord.cehd.tamu.edu/portal/dcreview/

Your portfolio should include the following:
1) Portfolio Introduction
2) Short Biography
3) Key Documents (e.g., most recent curriculum vitae, work samples from clinical practice documents, copies of submitted professional papers and/or presentations).
4) Progress indicators
   a. Proposal and Dissertation
   b. Research
   c. Teaching and Service
5) Research Interests
6) Professional Organizations
7) Awards
8) Leadership Roles
9) Publications
10) Presentations and Other Research
11) Copy of practicum hours (https://time2track.com/about/)
12) Copies of supervisor and/or instructor evaluations

For instructions for uploading documents to the portfolio, contact the department academic advisor at (979) 845-1833. The general rubric faculty use to conduct the annual evaluation is in Appendix J.

General areas that are evaluated during the annual review include the following:

Academic Progress and Research Skills

(Measures = GPA, publications, presentations, papers, dissertation proposal, comprehensive examinations, participation in class, participation in research teams)

- writing skill
- ability/verbal expression
- logical thinking & reasoning
- ability to synthesize and apply ideas
- abstract thinking ability
• ability to generate ideas
• research skills
• completing degree requirements in a timely fashion

**Professionalism**

(Measures = Observation by faculty, feedback from practicum and predoctoral internship supervisor, classroom behavior, faculty observations, practicum and predoctoral supervisor feedback, and faculty/student contact)

• knowledge of appropriate ethical guidelines in professional activities
• ethical behavior in academic environment
• fulfilling professional responsibilities (including keeping appointments, punctuality, maintenance of written records, practicing within area of competence, appropriate dress & behavior)
• collegial relationships with peers
• collegial relationships with faculty
• emotional maturity and stability
• constructive resolution of conflict
• interpersonal sensitivity & communication skills
• sensitivity to general issues of diversity
• openness to self examination & growth
• interest & commitment to learning
• appropriate classroom demeanor
• class attendance & participation.
• ability to meet deadlines
• maintaining contact with advisor
• completing program coursework in a timely fashion

**Clinical Skills**

(Measures = Practica supervisor & instructor evaluation, predoctoral internship evaluation, performance in practice-related classes)

• application of counseling theories & techniques
• assessment & diagnoses of mental health problems
• practice of career counseling
• techniques of prevention
• professional decision making & service delivery
• consideration of the current legal, social & contextual issues within clinical practice
• sensitivity to diversity in clients

**Notification of Annual Evaluation**

Annual evaluation for each student will be posted in his or her respective online portfolio account. Students must log in to view their evaluation. Once the student has read the evaluation, they can comment on the evaluation. Student also have the option to “Agree” or “Disagree” with the evaluation by clicking on the appropriate button. To ensure receipt of the evaluation, the Division Head will also mail a hard copy of the evaluation to the mailing address provided by the student in their online portfolio.

** Unsatisfactory Progress**

After faculty evaluation of the student, the following actions are available to the faculty for students meeting unsatisfactory progress:

1) A plan for remediation of the problem that is agreed to by the student and the faculty can be implemented;

2) The student can receive a formal reprimand from the faculty—with or without a remediation plan or sanctions. Copies of formal reprimands will be recorded in the student's departmental file.

3) The student can be placed on formal probation during the program. Such probation would include a written list of behaviors that must be displayed by the student during the probationary period and a description of sanctions to occur if the requirements of the probationary period are not met. Such a probation plan will include a specific time frame in which these behaviors must occur.

4) The student can be dismissed from the program.

The sanctions listed above do not have to be applied in any particular order; however, fairness in determining sanction(s) appropriate to the student problem is the goal. Additional departmental expectations and procedures serve as a general guide as well.
Failure to Maintain Professional Expectations

The Counseling Psychology program is committed to graduating students who reflect the highest standards of profession and follows the Council of Chairs of Training Councils (CCTC) training model for counseling psychology programs. The program faculty are enjoined by both ethical (APA Ethics Standards 1.04; 1.05) and legal guidelines to be responsible for monitoring the quality of the students. In addition to monitoring academic progress, we have a professional, ethical, and legal obligation to evaluate a student’s emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice in order to ensure—insofar as possible—that students who complete the programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this obligation and commitment, and within the parameters of their administrative authority, the CPSY program will not advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Failure to maintain professional expectations in one or more of the evaluated areas (academic progress, research skills, clinical skills, and professionalism) will require the student to meet with program faculty in a specially called session. Students will be given an opportunity to explain their circumstances to the faculty. Failure to maintain professional expectations includes (but not limited to):

- **Academic Progress** – Students who receive a grade of a C, D, F, or U in a course on their degree plan are required to inform their faculty advisor/chair immediately upon notice. Students have one year to re-take the course and must make a B or better. Further, it is the program faculty’s discretion to determine if the student will be given permission to continue with field placement activities. If the grade of the course is not rectified within one year, the student is placed on probation or dismissed from the program as determined by the program faculty.

- **Clinical Skills** - Upon the recommendation of the student's clinical supervisor at their practicum site and after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work and/or supervision may be required to re-take practica and not allowed to continue to field practicum. If student’s clinical and/or supervision work does not meet professional expectations after remedial work, the student is placed on probation or dismissed from the program as determined by the program faculty.
• **Professionalism** – If, in the professional judgment of the faculty, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practica, externships, internships, and violations of the student code of conduct), the faculty call for a meeting with the student to devise a plan for remediation. Further, it is the program faculty’s discretion to determine if the student will be given permission to continue in field placement activities. If student’s professionalism does not meet professional expectation after remediation, the student will be placed on probation or dismissed from the program as determined by the program faculty.

**Advising and Advisors**

A. **Temporary Advisor's Role**

Upon admission to the department, all students are assigned a temporary chair by their program faculty. The role of the advisor is to assist students in interpreting university, departmental, and program regulations and requirements. Please consult with temporary (or permanent) advisors prior to registering for the first semester of classes and each semester throughout the program.

Individual faculty may differ somewhat in their interpretations of the advising role. For example, faculty may differ in the demands of their schedules. Faculty and students also vary in their interpretations of mentoring roles. To some extent, mentoring relationships evolve over time and occur partly as a function of the personalities and the interests of given students and faculty. Thus, it is conceivable that the temporary advisor may not be the best match for a given student.

Once a permanent advisor has been determined, the advisee should work routinely with this faculty member to stay informed about their progress and development through the program. The advisor is responsible for reporting information about student progress from the program faculty to the student, and for reporting information the student may wish to present to the faculty. The advisor will represent the student in the annual evaluations and provide feedback to the student before and after the annual evaluations.

To ensure and document ongoing interactions between the advisor and the advisee a contact form is presented in Appendix L for students to complete at least once in the fall and in the spring semester. This form – the Advisor – Advisee Contact Form – should be completed by the student and uploaded by the student into the student’s online annual review folder. This will provide an ongoing record of interactions with the faculty advisor.
B. Role of Student’s Chair and Committee

A departmental faculty member must be the chair or co-chair of your committee. The student’s Advisory Committee has the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. The chair of the Advisory Committee will have immediate supervision of the student’s research and dissertation and has the responsibility for calling required meetings of the Advisory Committee. The duties of the Advisory Committee include responsibility for the degree program, research proposal, the preliminary examination, the dissertation and the final examination. In addition, the Advisory Committee as a group and as individual members are responsible for counseling the student on academic matters, and, in the case of academic deficiency, making recommendations to the Office of Graduate Studies.

C. Student Grievance Process

The Student Rules Part III delineate the University student grievance procedures: http://student-rules.tamu.edu/studentgrievanceprocedures. In addition to the grievance procedures established by the University, the Department of Educational Psychology has developed, after extensive student and faculty input, the following process. It is known as the Student Advocate Office and was established during the Fall 1987. An EPSY faculty member selected by the Department Head serves as the Departmental Ombudsperson. In the event of a conflict of interest between a student and the current Ombudsperson, an alternate faculty member may fill this role. There is also an Ombudsperson at the College level, as well as one at the OGAPS (ombuds@tamu.edu). The policies listed below derived by EPSY faculty, students, and the Department Head.

D. Pre-condition to Student's Initiation of the Grievance Process

Students are encouraged to meet with and attempt to resolve problems with the faculty member. If the student has met with the faculty member and the problem has not been resolved, they should contact the EPSY Ombudsperson. If a student does not choose to meet with the faculty member due to the nature of the problem, they may directly contact the Ombudsperson and initiate the grievance process.

E. Overview of Grievance Process

A student who has a faculty-student concern and who has addressed any preconditions for initiation of the grievance process is encouraged to meet with the EPSY Ombudsperson; however, a student may choose to meet first with other EPSY faculty member(s) or their Chair. Depending upon the nature of the student’s concern, the EPSY Ombudsperson may consult with the identified faculty member, the program coordinator/DCT, or the department head. At the discretion of the department head, the student’s concern may be communicated to the College of Education and Human
Development (CEHD) Dean’s office. When there is a discussion of a particular faculty-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information, as outlined in American Psychological Association ethical principles, will be maintained to the extent possible. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.

F. Resolution of Student Concerns

Resolution of a student’s concern may occur as a result of:

1. Student’s dialogue with the faculty member, or the EPSY Ombudsperson, CEHD Ombudsperson, Chair or Advisor, OPAGS Ombudsperson.
2. EPSY (CEHD, OPAGS) Ombudsperson holds discussions with the faculty member.
3. EPSY (CEHD, OPAGS) Ombudsperson relates discussion of the student’s concern with the program coordinator or the department head as appropriate. As a result of these discussions, the Ombudsperson and/or the department head may confer with the faculty member.

Pending the outcome of the above mentioned, or the nature of the student’s concern, the department head and/or student may enter into discussion with the CEHD Ombudsperson in the Dean’s office and appropriate University committees and administrators, including OPAGS. Any grievances or complaints warranting Department Head action are tracked by the Department Head.
Preliminary Examinations

Texas A&M University requires each doctoral student to pass written and oral preliminary examinations, also referred to as comprehensive examinations. While there may be differences in the format and content based on the student’s advisory committee, each program in the department has adopted their own policy covering this examination. There are several reasons for the preliminary examination. Traditionally, the examination provides faculty with an opportunity to ensure a graduate possesses important academic and professional values and information. The university requires a “final” examination to ensure the graduate possesses an expected command of the knowledge base required for the doctorate. And the accrediting body in our field – the American Psychological Association – requires that we assess students to ensure they possess specific competencies expected by the profession, consistent with our mission and our public statements. To maintain our accreditation, we must be responsive to the field and meet the changing standards and expectations. Therefore, it is important to appreciate our need to modify and update our preliminary examinations to meet new and evolving standards and expectations.

At present the CPSY program has a portfolio format to conduct our comprehensive exams. The portfolio is submitted prior to approval by the faculty to apply for internships. Importantly, the faculty may modify the present format to ensure that we meet expectations for continued accreditation.

Areas covered in the portfolio that constitute the comprehensive examination at present are as follows:

Area I – Self-Assessment as Scientist-Practitioner & Professional Development Plan

Area II – Research Competencies

Area III – Multicultural Competencies

Area IV – Measurement, Assessment, and Psychological Testing Competencies

Area V – Theories and Practice Competencies

Area VI – Ethical, Legal, and Professional Issues

Faculty are assigned to evaluate student products in each area. Attempts are made to ensure that advisors do not evaluate portfolios submitted by their advisees. The faculty meet to share their evaluations and determine if any remediation is required. These decisions are made on an individual basis. These decisions are made with considerable deliberation. The evaluation rubric currently used by the faculty is available in Appendix K.
Dissertation Proposal

Ideally, the dissertation presents the student with the opportunity to demonstrate abilities to independently and ethically conducting a research project with the supervision of senior, established colleagues serving as committee members, and then effectively communicate that work verbally and in writing to these colleagues. In the process, the student demonstrates a command of the relevant literature and the ability to think critically as a scientist-practitioner.

Every doctoral student (and Master’s thesis option students) must present a research proposal delineating the scope and methodology to be employed in his or her dissertation/thesis. The student works with his/her chair to prepare the proposal that is then shared with the Advisory Committee. At this time, the student will also schedule a proposal meeting at which time the committee members can offer suggestions, request changes, etc. in the proposal. Before beginning his/her research, the student must file an IRB and have the approval of the IRB Office.

Academic and training objectives are evaluated over the course of the student’s enrollment and culminate in the preliminary examinations, dissertation proposal, and final oral defense. Specific committee members can require varied components (e.g., Major Area Paper, topical written examination, publishable paper) as part of the evaluation process in addition to those required of all students.

Office of Graduate Studies (OGS) Doctoral Degree Requirements

See the Office of Graduate Studies Website
CPSY Program Dissertation Guidelines

The Counseling Psychology faculty recognizes the fact that completing a polished dissertation is a tremendous undertaking for all students. The addition of course work in the area of research is a reflection of our commitment to aid the student in becoming a good researcher. Following are the dissertation guidelines for our students:

1) A Counseling Psychology faculty member must be the chair or a co-chair of your committee.

2) Students are expected to adhere strictly to APA and TAMU ethical guidelines and procedures. It is the student’s responsibility to familiarize himself or herself with such guidelines and to be in compliance with them (e.g., IRB guidelines).

3) Students are expected to be thoroughly familiar with relevant literature by means of having conducted an extensive literature review.

4) Research hypotheses/questions should be directly related to information available in the literature.

5) Students should understand and be able to justify the rationale for their research design and should be able to specify its limitations.

6) It is the student’s responsibility to assure that any instruments developed and/or selected for the research are valid and reliable for the purposes of the study.

7) Students should understand and be able to justify their use of specific statistical procedures and/or qualitative analysis, and should be able to demonstrate that the underlying assumptions of those procedures were met. Please note that committee members provide guidance. However, students are expected to be able to run their own data analysis and interpretation.

8) The data that is analyzed should be current and relevant to the study of psychology.

9) The results of the statistical or qualitative analysis should be stated clearly and the conclusions reached should be justifiable and tied to the findings.

10) The limitations of the study, and the implications for future research, should be clearly delineated.

11) The dissertation is to be written in grammatical, standard English, following APA guidelines and appropriate literary style.
Summary of the Major Steps Required in Fulfilling the Doctoral Degree

1. Meet with temporary advisor to plan courses for first semester.
2. If applicable, meet with temporary advisor to complete any degree planning required by the program and begin requests for course waivers (Syllabi needed).
3. Submit degree program plan to appropriate faculty for approval.
4. Complete the on-line University degree plan and establish Student Advisory Committee.
5. Pass Qualifying exam requirement (If applicable).
6. Apply for permission to seek internship (if applicable).
7. Arrange and pass preliminary examination.
9. Complete formal course work detailed on degree plan.
10. Schedule and complete final examination (defense of dissertation).

Summary of the Major Steps Required in Fulfilling the Master’s Degree

1. Meet with temporary advisor to plan courses for first semester.
2. If applicable meet with temporary advisor to complete any degree planning required by the program and begin request for course waivers (Syllabi needed).
3. Submit degree program plan to appropriate faculty for approval.
4. Complete the on-line University degree plan and establish Student Advisory Committee.
5. Complete formal course work detailed on degree plan.
6. Schedule and complete final examination (or apply for exemption; M.Ed. only)
Research
A wide variety of research is conducted in the Department of Educational Psychology. Much of this research is grant related, while others reflect the research interests of departmental faculty and students. Research teams support the majority of all of the research and generally welcome new members to the teams. Doctoral programs in the department have varying requirements for participation in research, but all doctoral students are encouraged to participate in research throughout their graduate career in preparation for the research required by their dissertation topic.

Research Experience
Participation on a research team is required for second and third year students. Students may join a research team within and outside of the department. It is the student’s responsibility to approach the faculty member and request inclusion on the team. Students may be on more than one team, but must make a commitment to at least one team. On yearly evaluations, students must show evidence of team participation and increasing responsibility in research.

Research Publication and Presentation
Students must submit a manuscript for publication prior to applying for internship. Also prior to applying for internship, students must present a paper or poster at a state, regional or national psychological conference.

Research Involving Human Subjects
Anyone intending to do research with human subjects needs to be familiar with the policies regarding such research. ALL RESEARCH INVOLVING HUMAN SUBJECTS MUST BE REVIEWED BY THE INSTITUTIONAL REVIEW BOARD OF TEXAS A&M UNIVERSITY REGARDLESS OF FUNDING SOURCES.

The IRB review process can take some time and occasionally the IRB board will request changes to the proposed study, or pose questions that must be resolved before the study is approved. Consequently, students working on a dissertation project should budget their time accordingly and anticipate possible delays in IRB approval.
Information related to the IRB is available at the following web sites:

http://rcb.tamu.edu/humansubjects
https://vpr.tamu.edu/compliance/rcc/irb
Graduate Student Funding

See the Office of Graduate Studies Website

Ethical, Academic, and Professional Expectations of Students

Students in the program are expected to maintain high levels of performance in the following areas:

1) **Academic performance.** The expectation for academic performance is that the student maintain a grade point average and continuous enrollment to meet the requirements set for good academic standing by the Graduate College as stated in the Graduate Catalog. Although not required in all courses to the same extent, it is expected that students will demonstrate the ability to communicate their knowledge through papers, articles, reports, and other forms of written expression.

2) **Ethical behavior.** Students will behave in accordance with the ethical standards of the American Psychological Association. They are also expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University.

3) **Professional behavior.** Students have an obligation and expectation to behave in a professional manner befitting a psychologist in training. Such professional behavior is exemplified by forming respectful relationships with faculty, staff, other students, other professionals in the community, and clients.

4) **Continuous program progress.** Because of the professional nature of the training program, it is critical that students progress at a rate that is consistent with program guidelines. Grades of “Incomplete” are the rare exception and are given only under extraordinary circumstances and are given at the discretion of the instructor. Students who fall behind in program sequences and activities will not meet program expectations and will be noted as making “unsatisfactory progress” in the student’s annual evaluation and permanent record.
Unsupervised Independent Practice by Students

The training and practice of psychology (including conducting research) are governed by the *Ethical Principles of Psychologists and Code of Conduct*, American Psychological Association. Students may print a copy of this essential document from APA’s website (http://www.apa.org/ethics/).

Students and faculty within the State of Texas are also governed by the act and rules of the Texas State Board of Examiners of Psychologists (TSBEP). To access the rules governing practice, research, training, and supervision:

TSBEP website: www.tsbep.state.tx.us


Once students enter the TAMU graduate program in Counseling Psychology, they come under the Texas jurisdiction of professional rules and regulations. Hence, even activities they may have once enjoyed on a volunteer basis may no longer be appropriate or legal to engage in independently.

TSBEP rules prohibit the practice of psychology without a license. Students without a license may be employed to collect data, such as administering, proctoring, or scoring non-projective tests, obtaining histories or obtaining documentation for record-keeping purposes, provided it does not require psychological education or involve the provision of psychological services. Students engaging in any form of psychological services without a license must be pursuing a course of study in a recognized training institution. Thus, the student must be enrolled in a course at TAMU (e.g., practicum, field practicum) for this purpose. For further information, see Rules 465.3 and 465.4.

Unlicensed students engaged in volunteer activity as private citizens should not represent themselves in those capacities as TAMU Counseling Psychology students, or in any other way imply that they have competence or expertise consistent with the practice of counseling or psychotherapy.
Note about Course Incompletes

The counseling psychology program faculty takes incomplete grades (noted as an “I” on a student’s record) very seriously. As such, students who have an “I” in any courses on the degree plan are not allowed to continue to field placement. The incomplete will be noted as unsatisfactory progress in the student’s annual evaluation and noted in their permanent record. The grade of “I” excludes some courses such as CPSY 691 Dissertation and CPSY 683 Field Practicum. [Note: Assessment Practicum is not excluded.] Students may request program permission to carry an “I” for a short period of time. This request must include:

1) A letter (or email) written to the training director explaining the extenuating circumstances that necessitate an “I” in a course and a detailed timeline with dates and tasks that will be accomplished in order to completed the course.

2) A letter (or email) from the instructor indicating that she/he has agreed to assign an “I” and agrees a detailed timeline with dates and tasks that will be accomplished in order to completed the course. The student and the instructor must sign the letter.

Submission of a request does not guarantee students will be granted permission.

Students who fail to complete the course in a timely manner as agreed upon in the submitted letter to the program will be considered to not meet program expectations and will be noted as making “unsatisfactory progress” in the student’s annual evaluation and permanent record.
Practica

The provision of supervised experience in counseling and assessment is considered an integral part of the doctoral program in Counseling Psychology. Every student will receive basic skills training as a generalist. Because of the training nature of clinical work done in practica, all clinic supervisors share information (which may include personal information) with CPSY faculty about the student's performance in practica, which includes clinical, class, and supervisory performance as noted in the APA Ethics Code:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

 Practica at the Educational Psychology’s Counseling and Assessment Clinic (CAC) is required. The CAC caseload includes college students as well as community referrals. The CAC is equipped for videotaping and/or live supervision of cases. Students in the practica are expected to be familiar with and follow the APA Ethical Principles.

Students are expected to maintain up-to-date records of all client-related work using a data base such as Time2Track. Records will make it easier to verify clinical experiences when completing the APPIC application for Predoctoral Internships and are required for annual review of your progress to date.
Field Practica

Upon successful completion of practica and approval from the program, students are required to obtain field practicum experience. Sites that have been available for field practicum experience include Bryan ISD, Brazos Valley MHMR, TAMU Student Counseling Services (SCS), Veterans Administration Medical Center (Houston, Waco, Temple and Austin), Federal Prison Camp Bryan, and Austin State Hospital. An updated list can be found on the CPSY website. A licensed psychologist must supervise all students at a field practica site. One field practica placement (up to 2 semesters at 1 placement) may be supervised by a licensed mental health provider who is not a psychologist (e.g., LPC, Psychiatrist, etc.). Students are urged to pursue a CPSY 683 field practica experience at the Telehealth Counseling Clinic (TCC). The TCC is an advanced practicum and placement requires an application and an interview with the clinic director. The TAMU Counseling Psychology program is one of the very few accredited doctoral psychology doctoral programs in the nation with this type of field experience. Please visit the TCC website for details: https://telehealthcounseling.org/

Approved field practicum sites must provide some type of on-site supervision of your actual clinical performance at some point during the field experience (in person, live in a group setting, behind a one-way mirror, videotaped, etc.). All practicum activities must be recorded in a database. The field practicum instructor and clinical supervisor must verify all hours. All final evaluations from field supervisors must be submitted and saved in our database. Final evaluations from field supervisors must be received by the faculty instructor of record before a final grade is provided.

Students planning to take field practicum are required to have their site complete a field practicum Statement of Agreement contract. Contact Sally Kallina for a copy of the contract. Students are also required to obtain Professional Liability Insurance. APA provides insurance at reduced rates. More information can be found at: https://www.trustinsurance.com/Insurance-Programs/Student-Liability.

Students who want to obtain a field practicum at one of the Veterans Administration health care facilities in the area (College Station, Austin, Temple, Waco, Houston) must meet several requirements to qualify for training at a Federal facility, at which time the student will be subjected to a background check. The Division Head of the doctoral program must sign a form signifying that the student has met these criteria (which include tuberculosis screening, influenza vaccine, etc.). The Division Chair can provide a copy of the form that must be submitted. The background check may take some time, so it is recommended that the student initiate this process several months in advance before the practicum is scheduled to begin. A copy of the letter that specifies the various credentials that must be submitted to the VA site is contained in the list of approved field practicum sites.
The training director keeps a list of approved field practicum sites, and it is also available at https://epsy.tamu.edu/academics/counseling-psychology-doctoral/cpsy-field-practicum/.

Unapproved Sites

Students interested in an unapproved site may ask the program to consider the site for approval, but may not use the site until it has been approved. Contact the training director for more information. Practicum sites are evaluated in terms of the degree to which the site provides training consistent with program expectations and objectives, and each site must also conform to expectations that accompanying our accreditation. Efforts will be made to develop practicum sites at agencies where students will receive experience and training commensurate with the philosophies of the Counseling Psychology training program.

Internship

The APA Guidelines and the Counseling Psychology program require that students complete a full-time, 12-month internship prior to receiving the Ph.D. Students must work closely with their advisors to identify potential sites, and prepare a list of prospective sites for their internship applications. Students should submit the Academic Progress Checklist, Internship Intention Form, and supporting documentation by September 1st during the Fall semester of their last year in order to obtain permission to seek an internship (See Appendix B and C).

In accordance with the program’s long-term commitment to training professional leaders, students must receive favorable evaluations in all four domains to be endorsed for internship. Students who receive negative evaluations may be asked to delay internship application, obtain a psychological evaluation and/or counseling, extend their academic training, and/or take other action deemed appropriate by the faculty. As noted in the TAMU Graduate Catalog, Department of Educational Psychology:

"Preparation as a professional in the areas of emphasis offered in the department requires attention to personal characteristics of the individual and his or her socialization into the profession as well as to successful completion of academic course work. In particular, students should exhibit an orientation toward fostering human development and possess characteristics conducive to helping relationships."

Approval to submit an application for internship is based on the following:

1. Students must meet program standards for professional and personal growth as well as growth as a scientist and practitioner.
2. Students must have good standing in all four domains (academic, research, clinical, and professionalism).
3. Students must not be on probation.
4. Successfully propose their dissertation before the end of the fall semester of which they are applying for internship.

The request to apply for internship does not insure faculty approval. If approval is received, students may then begin the process of submitting material to internship sites. The list of internship sites for each student to subject to the approval of the program faculty.

Approval to submit **APPIC internship ranking** is based on the following:

1. Has passed comprehensive exams.
2. Does not have any failing grades (C, D, F, or U).
3. Does not have any incomplete grades.
4. Is not on probation.
5. Is in good standing.

Students who fail to meet criteria will be prohibited from submitting APPIC rankings. Students may reapply the following year under the same guidelines. Students will not be allowed to leave for internship with unfinished coursework, with failing grades (C, D, F, or U), or on probation.

Students are required to apply to APA-accredited internship sites. Non-APA internships may be approved by Counseling Psychology faculty only under extenuating circumstances and if the following requirements are met by the proposed site:

1. Must have more than one psychologist in a direct supervisory role.
2. Must provide a variety of training activities.
3. Setting must have an organized program for internship training.

The primary reference sources for internship sites are the internship’s web site, the APPIC web site, and the APPIC Directory of Internship Programs. We do not offer a specific course to prepare internship applications. However, the program usually provides a preparation program in the summer prior to internship applications for those who intend to apply that autumn. Participation is voluntary (but recommended) and the timing of the program depends on the availability of the instructor. For an overview of the APPIC, see the following website: [http://appic.org](http://appic.org)

Students must enroll for at least one hour of semester credit for each of the three semesters they are on internship. A student may enroll for more hours if needed to meet expectations for financial aid or loan repayment programs.
Internship Letters of Recommendation

In order to provide letter writers adequate time to prepare a letter for you, please provide a two-month notification. It would be beneficial and helpful to your letter writers to provide the following information:

- Current vita
- List of internship sites
- Copies of practicum evaluations
- Copies of internship applications essays
- Practicum hour log

Individual recommenders may require additional supporting materials.

Additional Sources of Information for Graduate Students in EPSY

The Office of Graduate Studies Student Handbook includes additional policies about which you should be informed. Especially relevant is information regarding registration (including continuous registration requirements, course load requirements, in residence registration, in absentia registration, and preregistration), time limits for completing degree requirements, scholastic requirements, thesis and dissertation policies, applying for degrees, and confidentiality of student records. This handbook is available in the Graduate Advisor's Office.
**Student Organizations**

A. **Educational Psychology Student Organization** (EPSO)

All graduate students in the Department of Educational Psychology are eligible for membership in EPSO. The objectives of EPSO are to foster intellectual and social interactions among students and faculty as well as to provide an opportunity for students’ families to interact with each other. In past years, EPSO has sponsored a series of workshops and seminars, trips to conferences, several faculty-student socials and numerous student parties. EPSO members have also been active in campus intramural sports.

EPSO dues are $25 per year. Money earned through dues and fundraisers support approximately 9 social functions for all graduate students and faculty in educational psychology. More importantly, money may be available to help students defray costs of attending conferences.

Additionally, through EPSO students elect program representatives to faculty committees and meetings.

B. **American Psychological Association** (APA)

Student affiliate membership in APA is available for nominal cost. Many students take advantage of this opportunity. Student affiliates receive the **Monitor** and may receive the **American Psychologist** at reduced cost. Personal liability insurance at reasonable costs is also available through this organization. Additionally students should consider joining APAGS that represents student interest in the various APA governing bodies.

C. **Texas Psychological Association** (TPA)

Many students are members and/or participate in TPA. TPA membership provides subscription to the online **Texas Psychologist**. TPA holds an annual convention and other meetings during the year and provides a venue for student presentations.

D. **Southwestern Psychological Association** (SWPA)

This regional association tends to be research oriented and is a convenient forum for presenting research efforts. Many students have been successful in having presentations accepted by SWPA.

E. **American Counseling Association** (ACA)

A number of students are members of and have presented at ACA. Their journal and conferences accept both conceptual and research oriented material.

F. **American Educational Research Association** (AERA)

Many students have also had presentations accepted at AERA and SERA. Both organizations accept research-oriented material on counseling issues.
Facilities and Services

A. Departmental Facilities

The Department of Educational Psychology is housed on the sixth, seventh floor and parts of the fourth and first floor of the Harrington Education Center Harrington Education Center Tower (EDCT).

The Educational Research and Evaluation Laboratory (EREL) is located on the seventh floor. This facility is designed to assist faculty and students in research design, statistics, and computer operations. In addition to expert consultation, computer terminals and word processing capabilities are readily available. Equipment, including laptops and projectors for presentations can be reserved through the EREL as well.

The Counseling and Assessment Clinic (CAC) is found in two locations, one on the third floor of Milner and the other in the Family Health Clinic on Texas Avenue in Bryan. The CAC offers counseling services and assessment on a sliding scale to university students, faculty and staff, as well as to the local community. Equipped with one-way mirrors and video streaming equipment at the Bryan location, this center provides an excellent setting, as well as a wide array of clients, for practicum training in the program.

An extensive test library at the Milner location affords students the opportunity to become acquainted with a wide variety of testing materials. Because the CAC provides services to the public, it is considered a clinical setting and appropriate professional attire is expected.

Clerical Support

General and Communication. The University, the Department, and the Program each have listservs that are used to maintain communication and provide information on various on-campus activities. The University, the College and the CPSY Program have Facebook accounts to share accomplishments and other news. All students are provided with email accounts. In addition, Code Maroon is the alert system to alert faculty and staff via text and/or email of any situations of concern on campus or in the immediate area.

All offices, including those of GAs, have computers with standard programs, and printers and/or the capacity to print to a shared printer or via the kiosk in the EREL. For students who do not have a GA-ship, they can request a study room at Evans Library – these are limited, and usually reserved for advanced students. All classrooms at this point have symposium with capability for projection from multiple media; software such as Camtasia is also on each of these systems.

On-line support is available for all classes via eLearning or an internal program, Moodle; the extent to which these are used varies by instructor. Finally, Student Computing Services is a large complex housing computers, a range of printing capabilities, and sufficient staff to provide hands-on, one-to-one assistance to faculty or students.
Within the Department, there is an Administrative Assistant to the Department Head (Cathy Watson) and three additional staff. Two of the staff are dedicated to financial matters (Angela Welch, Teresa Roberts). Ms. Welch may assist students in completing paperwork for any assistantships or hourly work, and may be of assistance should there be problems with financial aid. The other staff member is predominantly involved in the provision of supplies (Teresa Roberts), including supplies of faculty and GA offices, as well as the CAC. The third staff member (Sally Kallina) is responsible for the Academic Advising Office, as well as assisting with scheduling, book orders, and course evaluations. Vincent Maldonado now works in the main office as a full-time staff assistant for Ms. Kallina. The Academic Advising Office assists with the application process, registration, processing of forms for OGAPS (i.e., degree plans), and assistance in preparation for internship applications (i.e., with transcript requests). The GAs in the Academic Advising Office also assist with maintenance of student records, which are protected under FERPA. The Academic Advising office can help with other aspects of TAMU procedures as well.

**Research Support.** Clerical support for research activities within EPSY includes a range of services, including software and technology support through the Technology Office (4th floor) and the EREL for faculty, students, and staff (7th floor). For research papers and presentations, assistance is available for development and production of power point presentations and posters through the EREL and Technology Services. The EREL staff are available to assist with data analysis and use of various statistical software (e.g., SPSS, SAS, MPlus, Lisrel, Stata). Referencing software (RefWorks, EndNotes, and others) is available to students at no cost through the University; other major software products (e.g., Microsoft Office) are available at a significantly reduced cost.

In preparation of manuscripts and particularly the dissertation, the Chair of the student’s committee as well as other committee members will assist with editing and proofreading. Upon submission of the manuscript, additional review is completed by the staff of the Thesis Office. Other clerical support (i.e., assistance with writing skills) is available through the University Writing Center and POWER. The Thesis office also has a list of recommended individuals to assist with editing if appropriate.

**Practice Related.** Additional clerical support is provided for students and supervisors working in the clinic, with 50% of GA time devoted to assisting and instructing students in the form and format of records, chart notes, and reports. The clinic supports also include mailing and faxing of forms and keeping track of appointments. The CAC maintains current versions of major assessment tools and these can be checked out by students for coursework as well as for field experiences. For students in assessment classes, clerical support is provided with regard to scoring; the GA for the test library will provide assistance in checking in and out assessment kits as well as providing support for the use of Titanium and chart completion. University supervisors are available to students with emergency (on-call) procedures in place.
B. Financial Assistance

The Department of Educational Psychology annually provides assistance for 20-30 doctoral students through appointments to graduate assistant teaching, graduate assistant non-teaching, and lecturer positions. Additionally, a number of students are able to locate assistantships in other departments and agencies on campus.

Fellowships are available on a competitive basis through the University (Diversity, Pathways), the College (Merit, Strategic Scholar), and the Department (Heather Bradley Endowed Fellowship, Sarah May Endowed Fellowship, and others). For some of these, faculty make nominations at the time of admittance to the program. For others, the announcements are made public and it is the student responsibility to initiate the process. Travel awards are frequently available for conferences through the organization planning the conference; it is the responsibility of the student to apply for these. Each semester, some monies for student travel for the purpose of presenting at a conference is determined based on application to EPSO. Students must submit appropriate receipts within the designated time frame in order to get funding.

Other financial assistance is available through the Department of Student Financial Aid, located on the second floor of the Pavilion. Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to advise the Academic Advising office if they are looking for an assistantship. Possible jobs and GA-ship are posted on the EPSY site: http://education.tamu.edu/about/employment-opportunities and are included in the weekly EPSO Updates put out by the Academic Advising Office.

Financial aid programs for graduate students include the Robert T. Stafford Loan (formerly the Guaranteed Student Loan), the Perkins Loan (similar to the Stafford Loan), the Hinson-Hazlwood Loan, College Work Study, the Texas Public Education Grant and the State Student Incentive Grant. To be considered for all forms of aid available to graduate students, a student must file either the Financial Aid Form (FAF) or the Family Financial Statement (FFS). As of Fall 2016, students need to put all courses taken or planned on their degree plan even if not required for graduation or financial aid will adjust available funding. Additionally, there are loans available directly through the university financial aid office:

**Short Term Loans**
These loans are made to provide assistance to students who experience temporary financial difficulty in relation to educationally related difficulties, relocation expenses for graduating students, emergency medical expenses, rent, food and other bills. The amount of the loan, terms, and conditions vary according to the designated purpose. Generally, loans must be repaid (with 10% simple interest) within a prescribed payment period of 3 to 9 months.

**Emergency Tuition and Required Fees Loan Program**
All students enrolled at least one-half time and making satisfactory academic progress who can demonstrate financial need are eligible. Graduate students must have a 3.0 GPA and the
loan must be repaid (with a 5% interest rate) within 90 days (within 30 days during the summer).

**Little Loans**
Cannot exceed $50 and must be repaid within 30 days. Each loan is subject to a service charge.

**Installment Plan**
Tuition, required fees, room and board may be paid in installments during the Fall and Spring semesters. This plan must be requested at the time of registration, and a $15 service charge is added to the fees.

Please contact the Department of Student Financial Aid for further information and/or forms.

C. **TAMU Facilities**

**Texas A & M University Libraries.** Texas A&M University Libraries serves both the research and study needs of students and faculty across campus. Online research collections and services include Get it! deliverEdocs and Chat with Us, thousands of books and journals, subject guides and more. Study space and additional research help can be found in any of the libraries located across campus. The University Libraries encompasses five facilities plus the online library. The University's principal research collections, numbering over 1,300,000 volumes and the 3,800,000 micro-forms, are housed in two centrally located facilities – the Sterling C. Evans Library and Annex. Centralized reference service is available on the first floor of Sterling. The Documents Division, located on the second floor, offers assistance in using the large collection of government documents and technical reports. More than 15,000 serial titles are received, as well as state, national and foreign newspapers. The library also is a depository for selected federal documents. It also houses over 700,000 reports (primarily, but not exclusively, in the engineering disciplines) on microfiche.

Most materials may be checked out for a period of four weeks. Exceptions are periodicals, which can be checked out for four hours, and reference materials and materials temporarily reserved by instructors for required reading, which must be used in the library. As a member of the Center for Research Libraries, the library can provide access to the Center's more than 3,000,000 volumes of research materials. Information about the Center for Research Libraries is available from Interlibrary Services Division on the second floor of the library.

Another special service is offered in bibliographic instruction. Tours of the library can be arranged to cover areas from general orientation to in-depth bibliographic instruction in specific fields of study. Classroom instruction is also available. Contact the instructional services librarian for further information. The library's Automated Information Retrieval Service (AIRS) offers a wide range of on-line and laser disk bibliographic and statistical data bases. All major fields of inquiry are represented in the data bases. Types of materials retrieved by the system range from technical reports
and patent information to published articles and project descriptions for current research activities. Costs vary with the data base searched.

Students, faculty and staff can also access national and international bibliographic databases at a nominal cost through the "do-it-yourself" computerized searching service offered by the Reference Division. A Learning Resource Department (LRD) located on the sixth floor has more than 150 microcomputers with several printers that are available to students for class and research-related use. Audio visual materials and equipment also are available in this department. Students also make use of the Medical School library (across Wellborn Rd.) and the U.T. Austin Library.

D. Computing Services

The Computing Services Center (CSC) is a service facility dedicated to providing the best possible computation support promptly and at the lowest cost within the available resources. The center provides a centralized data processing facility for academic, research and administrative efforts of the University.

Students have access to the main frame computing system (students are assessed a fee for this service each semester). Computers are available for students in the Remote Computing Center (located downstairs behind the Sterling C. Evans Library), the Academic Computing Center (located in the Blocker Building), and the Teague Computing Center (located in the Teague Building). Assistance is available at each center for those students needing help.

E. University Student Services

The Division of Student Services is a cluster of administrative departments under the supervision of the Vice President for Student Services. It is designed to serve students at Texas A&M University and includes:

The Memorial Student Center (MSC) combines a beautiful facility and a wide variety of services and programs intended to meet the cultural, social and recreational needs of the university community. This facility includes meeting rooms, printing center, the central ticket office, lounges, a cafeteria and snack bar, bookstore, a music listening room, bowling lanes and art galleries. The MSC Council and Directorate is responsible for producing a wide variety of programs, ranging from ballet to leadership conferences, as well as for providing a laboratory for individual growth and development. All students are invited to become involved in MSC programs and to use the facilities and services of the MSC.

Office of the Students' Attorney offers legal advice and counseling to all students and recognized student organizations on a variety of matters including landlord/tenant problems, consumer protection, name change, auto accident and domestic relations law.
**Student Counseling Service** (University Counseling Center) provides limited duration counseling in the following areas: personal-social, crisis/emergency, marriage/couples, human sexuality, career and group counseling; a career, educational and personal growth information library; test interpretations; and referral to other services. Confidentiality, to the limits provided for by law and judicial decisions, is maintained for all students, and it is observed as well for students in the department who may receive counseling at the center.

**Student Activities** assists approximately 680 student organizations with organizational development, funding and activities. This office also publishes calendars, handbooks and other publications of an informational nature for the university community.

**Student Affairs** is responsible for on-campus housing, off-campus programs, withdrawals, student life, orientation, discipline, and other areas of student concern.

**University Health Service** (A.P. Beutel Health Center), which provides a modern clinic for outpatient services and beds for 44 inpatients. The facilities of the clinic include a modern laboratory and X-ray, physical therapy and diagnostic departments. The medical staff includes not only general practitioners, but also consulting specialists in general practice, surgery, orthopedics, urology, gynecology and psychiatry.

The University Health Center is closed during official University holidays. The outpatient clinic is open from 8:00 a.m. to 4:00 p.m., Monday through Friday. For illness requiring medical attention that occurs during hours the clinic is closed, the emergency room of this facility, located on the second floor, remains operable. The Health Center fee entitles the student to clinic visits as needed, most diagnostic examinations, care of illness or accidents, ten days of treatment(s) per semester for cases requiring hospitalization at the university, medications according to pharmacy policy (medications unavailable at the hospital must be purchased by the student), and X-rays and laboratory tests as indicated.

The University Health Center does not perform or provide care for major surgery. In these cases, the student selects the hospital and surgeon and assumes financial responsibility for surgical or medical procedures.

**Disabilities Services.** Texas A&M University does not discriminate on the basis of disability in admission or access to its programs. Otherwise qualified disabled students are offered a variety of forms of assistance through the Office of Support Services for Students with Disabilities is located in Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637 (v/tty). For additional information, visit [https://disability.tamu.edu/](https://disability.tamu.edu/).

The office, a component of the Department of Student Affairs, coordinates accommodations that may be needed in academic areas or residence life to permit students with disabilities to successfully
pursue a college education. The office also works closely with the Texas Rehabilitation Commission (TRC) to assist students with disabilities.

**F. Career Planning and Placement Center**

The University feels a definite responsibility to provide all possible assistance to its graduates in pursuing suitable professional career opportunities. The Career Planning and Placement Center is responsible for all placement services in all departments and divisions of the University. It provides a comprehensive on-campus recruiting/interviewing program as well as individual and group counseling services to insure that Texas A&M University graduates are well informed, prepared for the job search and availed of every opportunity to choose from professional alternatives.

The use of the services provided by the Career Planning and Placement Center is limited to students and alumni of Texas A&M University. Seniors and graduate students who wish to use these services should file a record of their qualifications with the Center early in the year during which their university work will be completed. The Center is located on the second floor of the Koldus Building.

**G. Recreational Facilities**

Texas A&M University is generally recognized as having one of the best all-around recreational sports programs in the country. Recreational Sports offers the Intramural Sports Program, Sport Club Program, TAMU Outdoors and informal recreational and fitness classes. Not only does it provide an opportunity for students to participate in a wide variety of sports activities, but it affords a splendid educational opportunity for the students serving as intramural officials and supervisors. Recreational Sports attempts to provide each student with the opportunity to participate in activities as regularly as his or her time and interests permit. These activities are organized on an individual basis as well as by team, thereby enabling all to participate. Both Bryan and College Station Parks and Recreation Offices offer year-round recreational service including swimming, baseball, tennis and soccer. In order to book any of the parks for use, contact either city office.

**H. Off Campus Center (OCC)**

The OCC provides students with information on apartments and houses and maintains a roommate locator file. The OCC also provides information on resolving landlord and room-mate difficulties and periodically conducts workshops to deal with these problem areas.

**I. Multicultural Services**

Multicultural Services provides retention programs and services for ethnic minority students at Texas A&M, including access to tutoring, day trips, and other activity. These services are predominantly geared toward undergraduates. The department's multicultural resources include video, audio, and printed material available for staff and student use; outreach programs to faculty
and students on cultural diversity and racism in higher education. Scholarship/fellowship information, extracurricular and academic counseling, a career development institute, and racial and cultural sensitivity and awareness seminars are offered by the department. The department also aids the University in its efforts to promote cultural pluralism in academics and extracurricular activities.
APPENDICES

APPENDIX A: CPSY DEGREE PROGRAM PLAN FORM

Counseling Psychology Program
Department of Educational Psychology
Texas A&M University
Ph.D. DEGREE PROGRAM PLAN August 2017

I. Psychology Core (21)

1. History & Systems (3)
   — A program approved History & Systems course

2. Biological Bases of Behavior (3) (one of the following)
   — EPSY 621 Clinical Neuropsychology
   — EPSY 618 Neuro/Genetic Disorders

3. Cognitive/Affective Bases of Behavior (3)
   — EPSY 606 Motivation & Learning

4. Social Bases of Behavior (3)
   — CPSY 635 Social and Counseling Psychology Interface

5. Individual Behavior (6)
   — CPSY 626 Psychopathology
      (Required cohort class – Fall 1st year)
   — EPSY 647 Lifespan Development

6. Measurement (3)
   — EPSY 625 Advanced Psychometric Theory

II. Research Core (32)

1. Statistics and Research Design (9)
Note: If you do not have an undergraduate statistics course then you will need to take EPSY 435 Ed. Stats. or STAT 651 Statistics in Research I BEFORE taking EPSY 640.

_____ EPSY 640 Experimental Design in Ed. I (required)
_____ EPSY 641 Experimental Design in Ed. II (required)

One Advanced Statistics Course: (No substitutions allowed)

_____ EPSY 630 Single-Case Research
_____ EPSY 637 Qualitative Methods & Analysis (requires a prerequisite, per graduate catalog: Prerequisites: Graduate classification; introductory course in qualitative methods; and approval of instructor)
_____ EPSY 642 Meta-Analysis of Behavioral Research
_____ EPSY 643 Applied Multivariate Methods
_____ EPSY 651 Theory of Structural Equation Modeling
_____ EPSY 652 Theory of Hierarchical Linear Models
_____ EPSY 654 Longitudinal Data Analysis
_____ EPSY 655 Item Response Theory
_____ EPSY 656 Survey Instrument Development
_____ EHRD 655 Qualitative Research Methods (requires a prerequisite, see graduate catalog)

2. Research Experience (11)

_____ CPSY 685 Directed Studies (4) (No substitutions allowed) (Research Team Practicum). One credit hour per semester required. A total of four hours required.
_____ CPSY 690 Theory of CPSY Research (3)
(required cohort class-Spring, 2nd year post BA)
_____ CPSY 685 Research Proposal Development (4)
(required cohort class-Spring, 3rd year post BA)
3. Dissertation (12)

   ____ CPSY 691 Dissertation Research

III. Counseling Psychology Core (12)

1. Professional Orientation (3)
   ____ CPSY 662 Professional Issues/Ethics (No substitutions allowed)
   *(required cohort class- Summer 1st year)*

2. Career (3)
   ____ CPSY 632 Career Counseling

3. Multicultural Counseling (3)
   ____ CPSY 679 Multicultural Counseling (No substitutions allowed)
   *(required cohort class- Spring 1st year)*

4. Theory (3)
   ____ CPSY 672 Theories of Counseling and Psychotherapy
   *(required cohort class-Fall, 1st year)*

IV. Practitioner Core (39)

1. Diagnosis & Assessment (6)
   ____ SPSY 612 Individual Assessment of Children’s Intelligence
   *(required cohort class – Fall 2nd year post-BA)*
   ____ EPSY 627 Structured Personality Assessment
   *(required cohort class – Spring 2nd year post-BA)*

2. Interventions (9)
   ____ CPSY 631 Techniques of Counseling
   ____ CPSY 633 Introduction to Group Process
   ____ CPSY 636 Psychological Consultation to Organizations

3. Practica (9)
   ____ CPSY 639 Counseling Practica I (No substitutions allowed)
___ CPSY 664 Counseling Practica II  
___ CPSY 683 Assessment Practicum

(No substitutions allowed)

Note: Students may be required to take additional practica in the CAC before they may take CPSY 683 Field Practicum. Decision is based upon faculty evaluation of student performance in practicum.

4. Advanced Practica (6)

___ CPSY 683 Field Practicum (required; can be taken more than once)
___ CPSY 666 Practicum in Counselor Supervision

5. Internship (1*)

___ CPSY 684 Professional Internship

*NOTE: Students must register for at least one hour of internship for each semester (fall, spring, summer).
**APPENDIX B: CPSY ACADEMIC PROGRESS CHECKLIST**

**Student:**

**Dissertation Chair:**

**Date:**

---

The completed checklist and all supporting materials must be uploaded to your online portfolio.

<p>| | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>1. Student's permanent advisor has been chosen by student; student has notified temporary advisory of the choice; permanent advisor has agreed to serve [deadline: September of 2nd year].</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>2. Student's GPR at TAMU is above requirement. (supporting documentation is in student's portfolio).</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>3. A paper or poster has been presented at a regional, state or national psychological conference (copy of paper, poster, and/or conference program is in student's portfolio) and/or</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>4. Manuscript has been submitted to a journal with student as first author or as a co-author (copy of editorial correspondence is in student's portfolio).</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>5. Master’s and/or PhD Degree plan has been filed with the Office of Graduate Studies.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>6. Preliminary examinations have been passed and report filed with the Office of Graduate Studies. [copy of filed report in student's portfolio].</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>7. Dissertation has been proposed and filed with the Office of Graduate Studies. [copy of filed report in student's portfolio]</td>
</tr>
</tbody>
</table>

If no, expected date: ________________

---

**Dissertation Chair Signature:**

**Date:**
APPENDIX C: CPSY INTERNSHIP INTENTION FORM

Department of Educational Psychology
Counseling Psychology Program
Texas A&M University

DOCTORAL INTERNSHIP INTENTION

The student is responsible for filing his/her internship intention by September 1st prior to the calendar year in which the internship is to begin. Plans for the internship should be discussed thoroughly with the graduate committee chair before filing this form.

1. Name__________________________________________________________

2. Intended date to begin internship____________________________________

3. Progress in study program

   Academic course work to be completed______

   ____________________________________________ Hours

   Incomplete grades to be removed_________ Hours

   A paper or poster has been presented at a regional, state or national psychological conference
   (copy of paper, poster, and/or conference program is in student's portfolio)
   ________ Yes or expected date _________

   Manuscript has been submitted to a journal with student as first author or as a co-author
   (copy of editorial correspondence is in student's portfolio)
   ________ Yes or expected date _________

   Preliminary exams, written and oral successfully
   completed
   ________ Yes or expected date _________

   Dissertation proposed and approved by committee
   ________ Yes or expected date _________

   Indicate number of practicum clock hours completed (including masters hours):

   Direct: _____
   Indirect: ______
   Total: _____
4. Courses completed to date (Please attach copy of transcript):

5. Briefly describe your goals for internship (what you hope to gain from the experience).

6. Post-doctoral work objectives:

7. Briefly describe any special expectations you have for an internship (such as geographic location, type of agency, type of supervisor, client characteristics, stipend level, etc.)

8. Attach a list of the sites (and addresses) of the internships to which you plan to apply (VA, Medical Center, CMHC, etc.)

9. Attach copy of recent transcript

________________________________________________________________________

For Departmental Use Only

Approved to seek internship (Date): ________________________________

________________________________________________________________________

Dissertation Committee Chair ________________________________

Director of Training ________________________________
APPENDIX D: AUTOMATED DEGREE PLAN SUBMISSION SYSTEM

The Automated Degree Plan Submission System is a web-based system, which allows a graduate student to complete, audit, and submit his or her degree plan on-line. The student’s chair is notified by e-mail that he or she needs to go on-line to review a degree plan. If the chair approves the degree plan, the other committee members are notified by e-mail to review the degree plan. Upon approval of all committee members, the degree plan is ready to be reviewed by a departmental representative, usually by a staff member first and then by either the department head or graduate advisor. Once the department has approved the degree plan, it is ready to be reviewed by the Office of Graduate Studies. Upon OGS approval, the student will receive and e-mail notification of approval or denial. At any step along the way the degree plan may be rejected and sent back to the student for changes. If the degree plan is rejected at any point, the approval process begins anew.

To access the system, go to http://ogsdpss.tamu.edu, click on STUDENTS, and log in using your NetID. The following link provides information about how to complete the degree plan online: http://ogaps.tamu.edu/Buttons/Resources-for-Degree-Completion.
APPENDIX E: PETITION FORMS FOR AMENDING THE DEGREE PLAN

http://ogaps.tamu.edu/Buttons/Forms-Information

To determine if a course work petition has been approved by OGS, run a degree evaluation through Howdy Portal. If the new courses are listed in the degree evaluation, the petition has been processed. To find out the status of other petitions, contact the graduate advising staff within their program.

Course Change, Change of Committee, Waivers or Exceptions to University Requirements, and Petition for Extension of Time Limits (PDF)


Change of Major/Degree/Department (PDF)

APPENDIX F: OFFICE OF GRADUATE STUDIES (OGS) DOCTORAL DEGREE REQUIREMENTS

Steps to Fulfill Doctoral Degree Requirements

(Separate from program requirements)

http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Doctoral-Degree-Requirements

<table>
<thead>
<tr>
<th>What to Do</th>
<th>When</th>
<th>Approved by</th>
<th>DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with departmental graduate advisor to plan course of study for first semester.</td>
<td>Before first semester registration.</td>
<td>Graduate advisor</td>
<td></td>
</tr>
<tr>
<td>2. Establish advisory committee; submit your degree plan online.</td>
<td>Following the deadline imposed by the student’s college and approved no later than 90 working days prior to preliminary exam.</td>
<td>Advisory committee, department head and OGS</td>
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<tr>
<td>3. Complete course work detailed on degree plan and ELP requirements (if applicable).</td>
<td>Before preliminary exam.</td>
<td></td>
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<tr>
<td>4. Submit checklist and the report of the Preliminary Exam.</td>
<td>Must be received by OGS 10 working days after exam date and at least 14 weeks prior to the final defense date.</td>
<td>Advisory committee, department head and OGS</td>
<td></td>
</tr>
<tr>
<td>5. Submit proposal for dissertation or record of study.</td>
<td>No later than 15 working days prior to submission of the Request and Announcement of Final Examination (dissertation defense).</td>
<td>Advisory committee, department head and OGS</td>
<td></td>
</tr>
<tr>
<td>6. Complete residence requirement. (Check with your department if there is a residency requirement).</td>
<td>Before submitting request to schedule final oral examination.</td>
<td>OGS</td>
<td></td>
</tr>
<tr>
<td>7. Apply for a degree online at the Howdy portal; pay graduation fee.</td>
<td>During the first week of the final semester; pay graduation fee after graduate application is submitted; see OGS calendar for deadlines.</td>
<td>OGS</td>
<td></td>
</tr>
<tr>
<td>8. Submit request for</td>
<td>Must be received by OGS at least 10</td>
<td>Advisory committee,</td>
<td></td>
</tr>
<tr>
<td>Permission to hold and announce final oral examination.</td>
<td>Working days before final exam date; see OGS calendar for deadlines.</td>
<td>Department head and OGS.</td>
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<tr>
<td>9. Upload approved PDF file of the completed dissertation or record of study and submit signed approval page to the Thesis Office.</td>
<td>See OGS calendar for deadlines.</td>
<td>Advisory committee, department head and OGS.</td>
<td></td>
</tr>
<tr>
<td>10. Graduation; arrange for cap and gown.</td>
<td><a href="http://graduation.tamu.edu/">http://graduation.tamu.edu/</a></td>
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</tbody>
</table>
APPENDIX G: OFFICE OF GRADUATE STUDIES (OGS) REQUIREMENTS TO COMPLETE THE MASTER’S DEGREE

(Separate from program requirements)

Information is located at http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Master-s-Degree-Requirements
APPENDIX H: APA PRINCIPLES AND CODE OF ETHICS

American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct: Including 2010 Amendments

http://www.apa.org/ethics
APPENDIX I: DEPARTMENTAL DISSERTATION POLICIES

SUBJECT: Policies Regarding Dissertation

1. The dissertation proposal must be presented by the student to his or her advisory committee in an open meeting announced two weeks ahead of time with an invitation to attend for other students and faculty.

2. The student, with supervision by the dissertation advisor, must produce an early “polished” draft of the dissertation and present it to the advisory committee at least four weeks prior to the planned dissertation defense. Assistance from individual committee members for this early draft may be solicited. The committee should return the draft with corrections within two weeks and recommend whether the defense should be held.

3. The student should tentatively schedule his or her defense with the committee at the time of presenting the early draft, i.e., four weeks ahead of time. If the defense is held, the dissertation advisor must announce it with a letter to the Office of Graduate Studies and the student should provide copies to the committee members at least four weeks ahead of the date of the defense.

4. The student must present a final draft of the dissertation that has addressed any feedback from the committee, to his or her advisory committee and to the department head at least two weeks prior to the scheduled dissertation defense.

5. Any additional changes in the dissertation that may result from the defense will be made by the student and approved by the dissertation advisor before it is turned in to the thesis clerk at the library.

6. When submitting signature pages for the department head’s signature, please also submit a substantially corrected copy of the dissertation. Allow at least a 48 hour turn around for the department head to read the dissertation and sign off on the signature pages.
APPENDIX J: ANNUAL EVALUATION RUBRIC

Annual Evaluation

2018 – 2019

Name:

ADVISOR:

According to the APA Standards of Accreditation, all accredited programs must be in compliance with the new competencies expected by the Office of Accreditation. Therefore, these competencies must be evaluated and rated.

<table>
<thead>
<tr>
<th>SoA COMPETENCY</th>
<th>Developmental Level of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline-Specific Knowledge Category 1</strong></td>
<td>Below</td>
</tr>
<tr>
<td>History and Systems</td>
<td></td>
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<tr>
<td>Understanding and knowledge of the origins and</td>
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<td>development on major ideas in psychology, including</td>
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<tr>
<td>counseling psychology</td>
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<tr>
<td><strong>Discipline-Specific Knowledge Category 2</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Content Areas in Scientific Psychology</td>
<td></td>
</tr>
<tr>
<td>Understanding and knowledge of the basic content</td>
<td></td>
</tr>
<tr>
<td>areas in psychology including the five contents</td>
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<tr>
<td>areas: Affective aspects of behavior, Biological</td>
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<tr>
<td>aspects of behavior, Cognitive aspects of behavior,</td>
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<tr>
<td>Developmental aspects of behavior, and Social</td>
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<tr>
<td>aspects of behavior</td>
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<tr>
<td><strong>Discipline-Specific Knowledge Category 3</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Integrative Knowledge in Scientific</td>
<td></td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Understanding and demonstrating advanced</td>
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<tr>
<td>integrative knowledge of multiple basic discipline-</td>
<td></td>
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<tr>
<td>specific content areas (listed in Category 2).</td>
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<tr>
<td><strong>Discipline-Specific Knowledge Category 4</strong></td>
<td></td>
</tr>
<tr>
<td>Research Methods, Statistical Analysis &amp; Psychometrics</td>
<td></td>
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<tr>
<td>Understanding and demonstrating advanced</td>
<td></td>
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<tr>
<td>integrative knowledge of research methods, statistical analyses, and psychometrics</td>
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<tr>
<td>Profession-Wide Competencies</td>
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<tr>
<td>Understanding and demonstrating advanced integrative and independent ability to conduct research and scholarly activity, and critically evaluate and disseminate research and other scholarly activity that contributes to the knowledge base</td>
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<tr>
<td>Understanding and demonstrating knowledge of professional ethical and legal standards, recognize ethical dilemmas that may occur and apply ethical decision-making processes to resolve these, and conduct self in an ethical manner in all professional activities</td>
<td></td>
</tr>
<tr>
<td>Understanding and demonstrating knowledge of individual and cultural diversity, relevant theories and the empirical knowledge base, ability to work effectively with others from diverse background and identities, and be able to integrate awareness of their own personal attitudes may affect how they understand and interact with others.</td>
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</tr>
<tr>
<td>Understanding and demonstrating professional values and attitudes (including integrity, deportment, professional identity, lifelong learning, self-reflection, responsiveness to feedback, and overall professional effectiveness).</td>
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</tr>
<tr>
<td>Understanding and demonstrating professional communication and interpersonal skills (including maintenance of effective relationships, ability to produce and comprehend verbal, nonverbal, and written communication for various audiences) across academic, social and professional arenas</td>
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<tr>
<td>Understanding and demonstrating knowledge of diagnostic classification systems, client strengths and psychopathology, and psychological assessment practices grounded in the best available empirical literature, within appropriate contexts.</td>
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<tr>
<td>Understanding and demonstrating knowledge of and competency with psychological interventions and associated literature base, utilizing evidence-based approaches effectively, and modifying these approaches consistent with ongoing evaluation and as indicated.</td>
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<tr>
<td>Understanding and demonstrating knowledge of supervision models and practices.</td>
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<tr>
<td>Understanding and demonstrating knowledge of and competency with consultation models and practices, knowledge and respect for the roles and perspectives of other professions.</td>
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</tbody>
</table>
Note: Portfolios that are incomplete, do not follow APA style guidelines, or that are poorly written will not be reviewed.

According to the APA Standards of Accreditation, all accredited programs must be in compliance with the new competencies expected by the Office of Accreditation. Therefore, these competencies must be evaluated and rated in the portfolio.

The general rubric first proposed in 2015 concern the competencies that were used to evaluate portfolio prior to 2017. These may be helpful for rating the separate sections and, in turn, inform the final ratings for the SoA competencies.

The portfolio should be submitted electronically and in “hard copy” to the Division Head by August 15 of each year.

<table>
<thead>
<tr>
<th>SoA Competency</th>
<th>Below Expected Developmental Level of Competency</th>
<th>Meets Developmental Level of Competency</th>
<th>Exceeds Developmental Level of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline-Specific Knowledge Category 1</td>
<td>Understanding and knowledge of the origins and development of major ideas in psychology.</td>
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</table>

<table>
<thead>
<tr>
<th>Discipline-Specific Knowledge Category 2</th>
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<tbody>
<tr>
<td>Understanding and knowledge of the basic content areas in psychology including the five contents areas: Affective aspects of behavior, Biological aspects of behavior, Cognitive aspects of behavior, Developmental aspects of behavior, and Social aspects of behavior</td>
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<tr>
<th>Discipline-Specific Knowledge Category 3</th>
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<tbody>
<tr>
<td>Understanding and demonstrating advanced integrative knowledge of multiple basic discipline-specific content areas (listed in Category 2)</td>
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<tr>
<td>Discipline-Specific Knowledge Category 4</td>
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<tr>
<td>Understanding and demonstrating advanced integrative knowledge of research methods, statistical analyses, and psychometrics</td>
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<tr>
<td>Profession-Wide Competencies</td>
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<tr>
<td>Understanding and demonstrating advanced integrative and independent ability to conduct research and scholarly activity, and critically evaluate and disseminate research and other scholarly activity that contributes to the knowledge base</td>
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<tr>
<td>Understanding and demonstrating knowledge of professional</td>
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<tr>
<td>Ethical and legal standards, recognize ethical dilemmas that may occur and apply ethical decision-making processes to resolve these, and conduct self in an ethical manner in all professional activities</td>
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<tr>
<td>Understanding and demonstrating knowledge of individual and cultural diversity, relevant theories and the empirical knowledge base, ability to work effectively with others from diverse background and identities, and be able to integrate awareness of their own personal attitudes may affect how they understand and interact with others</td>
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<td>Understanding and demonstrating professional values and attitudes</td>
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<tr>
<td>(including integrity, deportment, professional identity, lifelong learning, self-reflection, responsiveness to feedback, and overall professional effectiveness)</td>
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<td>Understanding and demonstrating professional communication and interpersonal skills (including maintenance of effective relationships, ability to produce and comprehend verbal, nonverbal, and written communication for various audiences) across academic, social and professional arenas</td>
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<tr>
<td>Understanding and demonstrating knowledge of diagnostic classification systems, client</td>
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<tr>
<td>strengths and psychopathology, and psychological assessment practices grounded in the best available empirical literature, within appropriate contexts</td>
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</tbody>
</table>
General Rubric for Program Competencies, Adopted 2015

AREA I – Self-Assessment as a Scientist-Practitioner & Professional Development Plan

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Expected Developmental Level of Competency</th>
<th>Meets Developmental Level of Competency</th>
<th>Exceeds Developmental Level of Competency</th>
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</thead>
<tbody>
<tr>
<td>Is able to identify and integrate domains of science and practice/</td>
<td>No understanding to incorrect or superficial understanding.</td>
<td>Correct understanding with sufficient supporting rationale.</td>
<td>Correct understanding with excellent supporting rationale.</td>
</tr>
<tr>
<td>Discuss activities you have done to date to facilitate your development as a scientist-practitioner</td>
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<tr>
<td>Discuss your knowledge, skills, competencies, or accomplishments that support you as a scientist-practitioner.</td>
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</tr>
<tr>
<td>Identify an area in which you have a particular scholarly and clinical interest, training, and expertise. Discuss your plan for further development in this area.</td>
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<tr>
<td>Career goal statement</td>
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<tr>
<td>Discuss your areas for further growth and development as a scientist-practitioner and your plan for growth.</td>
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</tbody>
</table>

Area II - Research Competencies

**Expected Competencies met:**

2A1 - Student will demonstrate an in-depth understanding and knowledge of research design and analysis.

2A2 - Student will demonstrate the ability to ethically and competently conduct and communicate research.

4A – Student will participate in scholarly activities that address community needs on a local, state and/or national level.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Expected Developmental Level of Competency</th>
<th>Meets Developmental Level of Competency</th>
<th>Exceeds Developmental Level of Competency</th>
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<tbody>
<tr>
<td>Below Expected Developmental Level of Competency</td>
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<tr>
<td>Meets Developmental Level of Competency</td>
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<tr>
<td>Exceeds Developmental Level of Competency</td>
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</tbody>
</table>

Describe your primary areas of scholarly and scientific areas of interest. Discuss how this contributes to your identity as a scientist-practitioner.

Discuss your development in scientific and scholarly competencies as you matriculated through the program. This will include your work on research teams, work with faculty members, and other related activities that resulted in peer-reviewed manuscripts and presentations. Clearly articulate your role on the collaborative effort and how your work contributed to the research.

Describe any other scholarly and scientific activities that contribute to the community and advance the profession.
**Area III - Multicultural Competence**

**Expected Competencies met:**

3 – Student will demonstrate knowledge and integration of theory and research in multiculturalism in their assessments and interventions with various culturally diverse clients.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Expected Developmental Level of Competency</th>
<th>Meets Developmental Level of Competency</th>
<th>Exceeds Developmental Level of Competency</th>
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</thead>
<tbody>
<tr>
<td>Describe how your evolving self-awareness as a cultural being impacts your work with clients.</td>
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<tr>
<td>Describe your understanding of cultural concepts (both within group and between group aspects) and how you apply this knowledge to your assessment and interventions.</td>
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<tr>
<td>Describe a plan to further develop multicultural competence and its application to assessment and interventions.</td>
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<tr>
<td>The case presentation should provide information on how cultural components were integrated into your case conceptualization, treatment plan, and how these cultural issues informed your selection of culturally-informed techniques practiced in therapy sessions.</td>
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</tbody>
</table>
Area IV - Measurement, Assessment, and Psychological Testing Competencies

**Expected Competencies met:**

1B1 - Student will demonstrate an in-depth understanding and knowledge of theories and methods of counseling practice.

1B2 - Student will demonstrate an in-depth understanding and knowledge of theories and methods of psychological assessment.

1B3 – Student will demonstrate knowledge and integration of theory and research in multiculturalism in their assessments and interventions with various culturally diverse clients.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Expected Developmental Level of Competency</th>
<th>Meets Developmental Level of Competency</th>
<th>Exceeds Developmental Level of Competency</th>
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</thead>
<tbody>
<tr>
<td>Using a case study from a client you have worked with during your assessment practicum, discuss the process you used to determine the client's probable diagnosis (or diagnoses). Write a one-page case study “summary” for the client. Remove information that would allow identification of the client. In your case presentation, include relevant diagnoses you considered and what lead you to these potential diagnoses (e.g., specific symptoms, history, intake information, etc.). Include cultural considerations that were taken into account when determining a diagnosis. Did you rule out any possible diagnoses? If so, what</td>
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</table>
caused you to eliminate these diagnoses from consideration?

Using the same case written above, present an integrated assessment report using at least 2 psychological tests (in addition to interview material). This can be a report you completed at a practicum site. The report should be constructed similarly to reports completed during the assessment course series. See Appendix C. The report must also include cultural considerations that were taken into account during administration, interpretation, and recommendations for treatment.

**Area V. Theories and Practice Competencies**

**Expected Competencies met:**

1B1 – Students will demonstrate an in-depth understanding and knowledge of theories and methods of counseling practice.

<table>
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<tr>
<th>Criterion</th>
<th>Below Expected Developmental Level of Competency</th>
<th>Meets Developmental Level of Competency</th>
<th>Exceeds Developmental Level of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include copy of a case presentation that emphasizes your theoretical orientation.</td>
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<tr>
<td>Include a copy of Career Development theory paper</td>
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</table>

**Area VI. Ethical, Legal, and Professional Issues**
Expected Competencies met:

1A2 - Student will demonstrate an in-depth understanding and knowledge of the history of the discipline of psychology.

1B3 - Student will demonstrate an in-depth understanding and knowledge of professional identity and standards.

2A2 - Student will demonstrate the ability to ethically and competently conduct and communicate research.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Expected Developmental Level of Competency</th>
<th>Meets Developmental Level of Competency</th>
<th>Exceeds Developmental Level of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) a copy of Ethics paper or (2) Describe an ethical dilemma you have faced in your work with a client. The first part of this artifact should focus on describing the nature of the dilemma and the inherent conflict, not on how it can be resolved. Which portions of the APA Ethical Principles of Psychologists and Code of Conduct apply to this dilemma? Discuss the dilemma in terms of virtue ethics principles such as justice, autonomy, beneficence, non-malfeasance. Describe an ethical resolution for the dilemma that you find most satisfactory. (Note that if you were actually faced with the dilemma, you need not describe how it was actually resolved.)</td>
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</tbody>
</table>
APPENDIX L: ADVISOR-ADVISEE CONTACT FORM

The following Advisor-Advisee Contact Form must be completed when meeting with your advisor every semester. A PDF version of it can be found online in the CPSY page of the Educational Psychology Graduate Student Academic Advising group on eCampus.

Advisor – Advisee Contact Form
Counseling Psychology Doctoral Program

DATE: ____________________ TIME: ____________________

ADVISEE: ____________________

MODALITY

☐ In person
☐ Long-Distance

Type: ☐ telephone ☐ Skype/Other videoconference

TOPICS DISCUSSED (check all that apply)

☐ Academic Performance
☐ Practicum Training
☐ Professional Development
☐ Practicum Performance
☐ Academic Committees
☐ Research (team)
☐ Coursework
☐ Research (dissertation)
☐ Degree Plan
☐ Assistantship/Employment
☐ Internship
☐ Remediation (see remediation plan)

ADDITIONAL COMMENTS (optional):

SIGNATURES

_____________  ______________
Advisee Advisor