

COUNSELING PSYCHOLOGY



DOCTORAL STUDENT HANDBOOK 2023 - 2024

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Welcome!



Welcome to the Counseling Psychology doctoral program at Texas A&M University, a program offered by the Department of Educational Psychology. The doctoral program in Counseling Psychology 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/>

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 Mission

The Texas A&M Counseling Psychology program trains and graduates ethical and clinically competent counseling psychologists, commensurate with current expectations from the American Psychological Association Commission on Accreditation for health service psychology. The 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.

The mission of the program is consonant with the six core values of Texas A&M University: Excellence, Integrity, Leadership, Loyalty, Respect, and Selfless Service. At the heart of both the program and the university is the intention 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 everyday 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 practicum 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 research teams that address a wide-range of topics germane to under-represented, under-studied and under-served groups, many students have conducted their dissertations studying various cultural issues and concepts. Overall, the program faculty intends for students to get comprehensive and immersive 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 local school districts, (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.

Training Philosophy

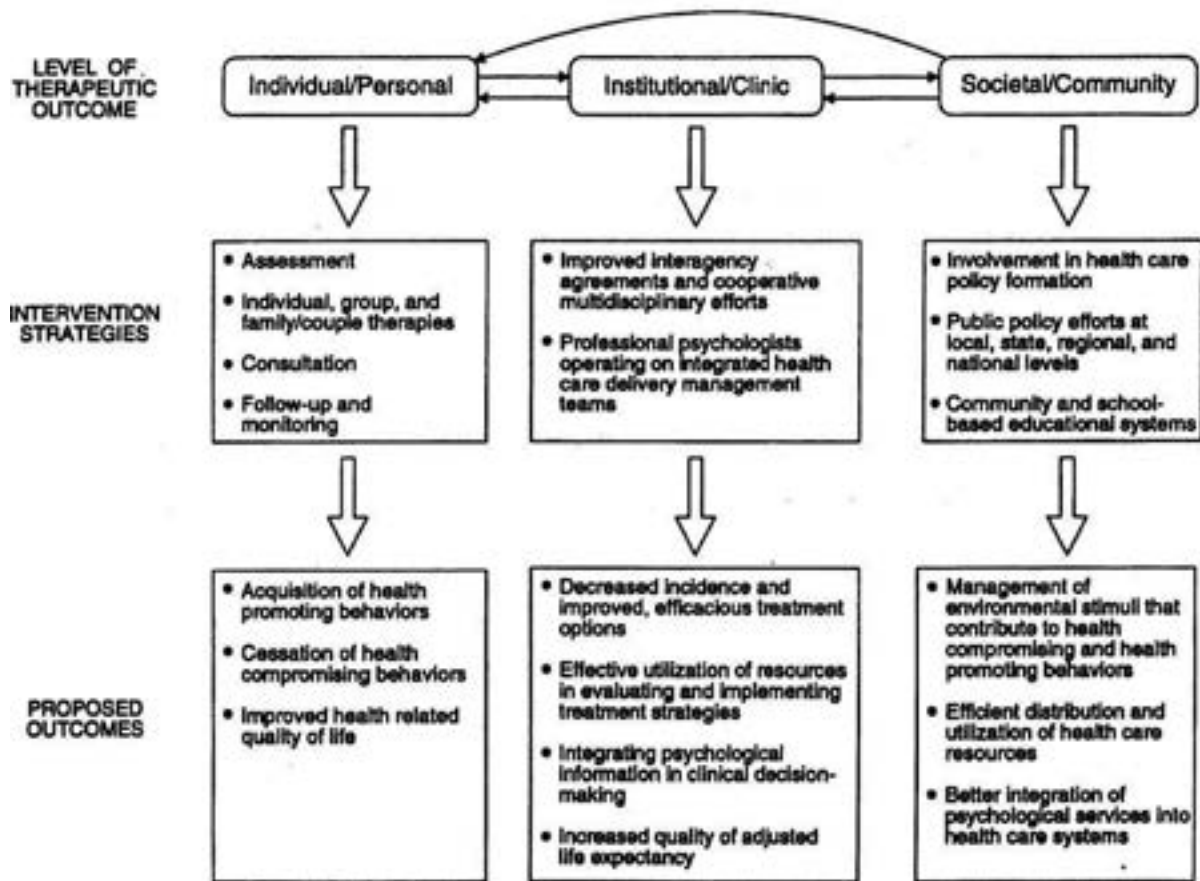
The Texas A&M Counseling Psychology program prepares scientist-practitioners within a cultural framework. Graduates are expected to effectively use critical thinking skills and empirical methods to design, conduct and evaluate psychological research and practice at all levels of professional activity. 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 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. The figure below depicts the various systems levels in which graduates may operate and intervene to facilitate the well-being of individuals, communities, and organizations, consistent with the contemporary conceptualization of health service psychology. The impact of our interdisciplinary collaborations at every level of service delivery and policy is depicted in the figure below:



The program will evaluate students using APA's Standards of Accreditation Competencies (SoA; see Appendix D). 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 the 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 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.

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.

APAGS Position Statement on the Rights of Psychology Graduate Students

Approved by the APAGS Committee, Dec. 9, 2015.

“The American Psychological Association of Graduate Students (APAGS) deems the rights described in this document to be indispensable to the fair, equitable and respectful treatment of every psychology graduate student throughout their education and training. The protection of these rights fosters the highest quality graduate training experience. APAGS considers these rights essential, not aspirational, and we urge graduate programs to implement these rights in their unique settings and training environments. We encourage current and prospective students to utilize these rights in making informed graduate program selections and in advocating for themselves as issues arise.”

1. Institutional Environment

- 1.1 Right to respectful treatment by faculty members, colleagues, staff, and peers.
- 1.2 Right to have professional and personal information handled in a sensitive and respectful manner such that personal information is only disclosed when it is deemed necessary for educational or training purposes, and that students are informed prior to any such disclosure (See Ethical Standard 7.04).
- 1.3 Right to affordable insurance inclusive of health, vision, dental, and mental health care coverage.

2. Program Policies

- 2.1 Right to publicly available, accurate, and up-to-date descriptions of costs, the availability of financial support, and the likelihood of ongoing support throughout training (e.g., percent of students with full and partial financial support during year one, year two, etc.; available funding options), to be provided prior to or immediately following the program's interviews for prospective students (See Ethical Standard 7.02).
- 2.2 Right to accurate and up-to-date information from research advisors and thesis/dissertation committee members on professional factors that could impact student training, career development, and timely program completion.
- 2.3 Right to access and exercise formal written policies regarding leave and accommodations as they pertain to pregnancy, parenting/caregiving, bereavement, medical or mental illness, and disability.
- 2.4 Right to access and exercise formal written policies and procedures regarding academic and placement/internship requirements, administrative procedures, evaluation, advisement, retention, average "time to degree," and termination (See Ethical Standard 7.02).
- 2.5 Right to express opinions and have representation on campus committees relevant to professional development, with voting privileges where appropriate.
- 2.6 Right to exemption from new graduation or program requirements, developed after admission, that might result in a delay of graduation.

3. Professional and Educational Training Opportunities

- 3.1 Right to appropriate professional training (e.g., teaching, research, clinical practice) in the current standards and practices of the discipline and specialty area (See Ethical Standard 7.01).
- 3.2 Right to be evaluated by faculty consistent with current ethical practices in employment, progression through the program, and grading, solely on the basis of

academic performance, professional qualifications, and/or conduct (See Ethical Standard 7.06).

3.3 Right to quality mentorship.

3.4 Right to change advisors and committee members for professional and personal needs.

3.5 Right to receive timely, ongoing feedback on all areas of trainee competency and the opportunity to address growth areas with support from faculty.

3.6 Right to co-authorship in publications when the student has made significant contributions of ideas or research work (See Ethical Standards 8.11 and 8.12 a-c).

3.7 Right to freely communicate and collaborate with other academic colleagues.

3.8 Right to lead, assemble, and participate in organizations and activities outside the academic program.

3.9 Right to engage in self care as a routine practice throughout training (See Ethical Standards 3.05 and 3.06).

4. Work Environment

4.1 Right to fair compensation for services provided during training (e.g., graduate, teaching, and research assistantships).

4.2 Right for students providing services during training (e.g., teaching, research, clinical, and administrative graduate assistantships) to enjoy the recognitions, rights, privileges, and protections afforded to employees under state, provincial, territorial, and national labor laws.

4.3 Right to study and work in an environment free of exploitation, intimidation, harassment, or discrimination based on one's student status, race, ethnicity, skin color, national origin, religion, political beliefs, economic status, age, sex, gender identity, gender expression, sexual orientation, marital status, pregnancy or parental status, disability, medical or mental health conditions, ancestry, citizenship, military veteran status, or any other identity salient to the individual in admissions and throughout education, employment, and placement (See Principle E and Ethical Standards 3.01, 3.02, 3.03, 3.08).

4.4 Right to work under clearly expressed and mutually agreed-upon job descriptions and work or training conditions.

4.5 Right to perform only those tasks that relate to academic program requirements, professional development, and/or job duties.

4.6 Right to provide constructive and professional feedback to supervisors, directors, administrators, and staff concerning the quality and content of supervision

5. Appeals and Grievances

5.1 Right to clearly defined official grievance procedures and informal complaint procedures.

5.2 Right to whistleblower protection for exposing professional, ethical, or legal violations (See Ethical Standard 1.08).

5.3 Right to due process for any accusation of violation or infraction.

5.4 Right to be free of reprisals for exercising the rights contained in this document (See Ethical Standard 1.08).

For more information, please visit: <https://www.apa.org/apags/issues/student-rights-position>

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.

In 2021, the program received continuing accreditation for a ten-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.

The APA Office of Program Consultation and Accreditation 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 Areas

Category 1: HISTORY AND SYSTEMS OF PSYCHOLOGY

Description:	Understanding and knowledge of the origins and development of major ideas in psychology.	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Course work, assignments, written materials in EPSY 644 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ol style="list-style-type: none"> Course grade in EPSY 644 Annual evaluation 	Evaluation tool and location: <ul style="list-style-type: none"> EPSY 644 syllabus Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> EPSY 644 grade \geq B Annual evaluation rating \geq “<i>Meets the Minimum Level of Achievement (MLA)</i>” 	

Category 2: BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY

Knowledge Area:	<i>Affective Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none">● Course work, assignments and written materials in EPSY 606	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none">1. Course grade in EPSY 6062. Annual evaluation	Evaluation tool and location: <ul style="list-style-type: none">● EPSY 606 syllabus● Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none">1. EPSY 606 grade \geq B2. Annual evaluation rating in DSK Category 2 \geq “<i>Meets the Minimum Level of Achievement (MLA)</i>. ”	
Knowledge Area:	<i>Biological Aspects of Behavior</i>	

How does the program ensure that students possess knowledge?	<ul style="list-style-type: none">Course work, assignments and written materials in EPSY 621 or EPSY 634	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none">1. Course grade in EPSY 621 or EPSY 6342. Annual evaluation	Evaluation tool and location: <ul style="list-style-type: none">• EPSY 621 or EPSY 634 syllabus• Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none">1. EPSY 621 or EPSY 634 final grade \geq B2. Annual evaluation rating \geq “<i>Meets the Minimum Level of Achievement (MLA).</i>”	
Knowledge Area:	Cognitive Aspects of Behavior	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none">Course work, assignments and written materials in EPSY 606	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none">1. Course grade in EPSY 6062. Annual evaluation	Evaluation tool and location: <ul style="list-style-type: none">• EPSY 606 syllabus• Annual evaluation form in Appendix D
For each outcome above, what minimum	<ul style="list-style-type: none">1. EPSY 606 grade \geq B2. Annual evaluation rating in DSK Category 2 \geq “<i>Meets the Minimum Level of Achievement (MLA).</i>”	

Knowledge Area:	Developmental Aspects of Behavior	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none">Course work, assignments and written materials in EPSY 647	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none">Course grade in EPSY 647Annual evaluation	Evaluation tool and location: <ul style="list-style-type: none">EPSY 647 syllabusAnnual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none">EPSY 647 grade \geq BAnnual evaluation rating \geq “Meets the Minimum Level of Achievement (MLA).”	
Knowledge Area:	Social Aspects of Behavior	

How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Course work, assignments and written materials in CPSY 635 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ol style="list-style-type: none"> Course grade in CPSY 635 Annual evaluation 	Evaluation tool and location: <ul style="list-style-type: none"> CPSY 635 syllabus Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> CPSY 635 grade \geq B Annual evaluation rating \geq "Meets the Minimum Level of Achievement (MLA)." 	

Category 3: ADVANCED INTEGRATIVE KNOWLEDGE OF BASIC DISCIPLINE-SPECIFIC CONTENT AREAS

Description:	Understanding and demonstrating advanced integrative knowledge of multiple basic discipline-specific content areas (listed in Category 2)	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Comprehensive exam, dissertation research 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ol style="list-style-type: none"> Annual evaluation Portfolio evaluation 	Evaluation tool and location: <ul style="list-style-type: none"> Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	<ol style="list-style-type: none"> Annual evaluation rating \geq "Meets the Minimum Level of Achievement (MLA)." Portfolio evaluation for Area 1 \geq Meets or Exceeds the Minimum Level of Achievement (MLA). 	

Category 4: RESEARCH METHODS, STATISTICAL ANALYSIS, & PSYCHOMETRICS

Knowledge Area:	<i>Research Methods</i>
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Course work, assignments and written materials in CPSY 690

How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none">● Course grade in CPSY 690● Annual evaluation	Evaluation tool and location: <ul style="list-style-type: none">● CPSY 690 syllabus● Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	1. CPSY 690 grade \geq B 2. Annual evaluation rating \geq “ <i>Meets the Minimum Level of Achievement (MLA).</i> ”	
Knowledge Area:	<i>Statistical Analysis</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none">● Course work, assignments and written materials in ESPY 640, EPSY 641	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none">1. Course grades in EPSY 640, EPSY 6412. Annual evaluation	Evaluation tool and location: <ul style="list-style-type: none">● EPSY 640 and EPSY 614 syllabi● Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	1. EPSY 640 and EPSY 641 final grades \geq B 2. Annual evaluation rating \geq “ <i>Meets the Minimum Level of Achievement (MLA).</i> ”	
Knowledge Area:	<i>Psychometrics</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none">● Course work, assignments and written materials in EPSY 625	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none">1. Course grade in EPSY 6252. Annual evaluation	Evaluation tool and location: <ul style="list-style-type: none">● EPSY 625 syllabus● Annual evaluation form in Appendix D
For each outcome above, what minimum level of achievement (MLA) must be met?	1. EPSY 625 grade \geq B 2. Annual evaluation rating \geq “ <i>Meets the Minimum Level of Achievement (MLA).</i> ”	

Profession-Wide Competencies

Competency:	(i) Research	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • 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 training/experiential activities to meet each element.	<ul style="list-style-type: none"> • Writing assignments in classes: CPSY 690 • Research team involvement and directed study activity (including contributions and activity on research project(s) including conference presentations, publication submissions, publications) • Dissertation (CPSY 691) 	
How outcomes are measured	How outcomes are measured: <ul style="list-style-type: none"> • Annual evaluation • Comprehensive examination: Portfolio Area II: Research • Dissertation 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Annual evaluation form in Appendix D • Portfolio form in Appendix E
Minimum levels of achievement (MLAs)	By end of Program: <ul style="list-style-type: none"> • CPSY 690 grade \geq B • Successful dissertation defense • Faculty rating of the portfolio section Area II is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” • Annual evaluation rating for all competencies is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” Annual Evaluation: <ul style="list-style-type: none"> • Annual evaluation rating \geq ““<i>Meets Minimum Level of Achievement</i>”” 	

Competency:	(vii) Intervention
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Elements associated with this competency from IRC-8 D	<ul style="list-style-type: none"> ● 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. 	
Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> ● Course work, assignments and observed behavior in CPSY 631, CPSY 633 ● Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship) 	
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> ● Course grades in CPSY 631 and CPSY 633 ● Practicum evaluations ● Annual evaluation ● Comprehensive examination: Portfolio Area V Theories and Practice ● Internship evaluation 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> ● CPSY 631 and CPSY 633 syllabi ● Practicum evaluation form ● Annual evaluation form in Appendix D ● Portfolio evaluation form in Appendix E
Minimum levels of achievement (MLAs)	<p>By end of Program:</p> <ul style="list-style-type: none"> ● CPSY 631 and CPSY 633 grades \geq B ● Faculty rating of the portfolio section Area V is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” ● Annual evaluation rating for all competencies is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” ● Internship evaluations favorably rate the student intervention skills <p>Annual Evaluation:</p> <ul style="list-style-type: none"> ● Annual evaluation rating \geq “<i>Meets Minimum Level of Achievement</i>” ● Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 	

Competency:	<i>(viii) Supervision</i>	
Elements associated with this competency from IRC-8 D	<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. 	
Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> • Course work, assignments and observed behavior in in CPSY 666 • Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship) 	
How outcomes are measured	How outcomes are measured: <ul style="list-style-type: none"> • Course grades in CPSY 666 • Practicum evaluation • Annual evaluation 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • CPSY 666 syllabi • Practicum evaluation form • Annual evaluation form in Appendix C
Minimum levels of achievement (MLAs)	By end of Program: <ul style="list-style-type: none"> • CPSY 666 grade \geq B • Annual evaluation rating for all competencies is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” Annual Evaluation: <ul style="list-style-type: none"> • Annual evaluation rating \geq “<i>Meets Minimum Level of Achievement</i>” • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 	

Competency:	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>
Elements associated with this competency from IRC-8 D	<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices.
Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> • Course work, assignments and observed behavior in in CPSY 636 • Supervised field experiences: CPSY 683 and 664 (practicum) CPSY 684 (Internship)

How outcomes are measured	How outcomes are measured: <ul style="list-style-type: none"> • Course grades in CPSY 636 • Practicum evaluation • Annual evaluation 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • CPSY 636 syllabi • Practicum evaluation form • Annual evaluation form in Appendix C
Minimum levels of achievement (MLAs)	By end of Program: <ul style="list-style-type: none"> • CPSY 636 grade \geq B • Annual evaluation rating for all competencies is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” Annual Evaluation: <ul style="list-style-type: none"> • Annual evaluation rating \geq “<i>Meets Minimum Level of Achievement</i>” • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 	

Department of Educational Psychology

The Counseling Psychology doctoral program (CPSY) at Texas A&M University is offered by the Department of Educational Psychology (EPSY). The Department of Educational Psychology is one of several departments in the College of Education and Human Development (CEHD). 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 Grad School.

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 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.

The main office for the Department of Educational Psychology can be found on the 7th floor of Harrington Education Tower (EDCT) in Room 704 EDCT.

A. Department Faculty

There are 43 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:

<https://directory.education.tamu.edu/?dept=EPSY&g=10>

B. CPSY Faculty

The Counseling Psychology doctoral program has 7 core faculty members. Four of these are tenured faculty members, one is on the tenure track (Dr. Kala Reindel), two are professional track members (Drs. Kelly Lee and Carly McCord), and one is an ACES Assistant Professor (Dr. Timothy Lawrence). Students are free to work with any of these faculty members on research and other professional pursuits.

Dr. Linda Castillo- CPSY Program Chair

Dr. Tim Elliott

Dr. Timothy Lawrence

Dr. Kelly Lee- Training Director

Dr. Carly McCord

Dr. Lizette Ojeda- Field Practicum Coordinator

Dr. Chuck Ridley

More information about each of these core faculty members' research interests and academic backgrounds can be found at: <https://epsy.tamu.edu/academics/counseling-psychology-doctoral/>

C. Role of the Faculty Advisor

Upon admission to the department, all students are assigned a temporary faculty advisor from among the CPSY faculty. The role of the faculty advisor is to assist students in interpreting university, departmental, and program regulations and requirements. Individual faculty may differ somewhat in their interpretations of the advising role. For example, faculty may differ in the demands of their schedules. Tenured, tenure-track, and clinical CPSY faculty members serve as advisors.

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, and another CPSY faculty member may become the student's permanent advisor.

Once a permanent advisor has been determined, the student 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. Students are also expected to consult with their advisor prior to registering for classes.

Whenever students meet with their faculty advisors, they should complete the Advisor-Advisee Contact Form (see Appendix B) and upload the completed form into their online annual review folder. This form ensures and documents ongoing interactions between the advisor and the advisee. Students are expected to meet their advisor and complete the form at least once in the fall and the spring semesters.

D. Student Advisory Committee

In order to graduate, all graduate students are required to form a Student Advisory Committee, which must ultimately be approved by the Grad School. This 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. All Student Advisory Committees are led by the dissertation chair of the committee. In some cases, students choose to have a co-chair as well.

Students should begin this process by choosing the dissertation chair of their committee. The dissertation chair or co-chair must be a core CPSY faculty member. The dissertation chair will then assist the student in selecting the remaining members of their committee. The dissertation chair will also have immediate supervision of the student's research and dissertation and has the responsibility for calling required meetings of the Advisory Committee. The Advisory Committee overall is responsible for the degree program, research proposal, preliminary examination, dissertation, and 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 Grad School.

Master's committees must have three members, one of which must be outside the Department of Educational Psychology. Doctoral committees must have four members, one of which must be outside the Department of Educational Psychology. Students will submit their Student Advisory Committee composition to Grad School online at their website (<https://ogsdps.tamu.edu/>).

E. Department Academic Advising

Within the EPSY main office, there is the Student Advising Office in Room 704 EDCT. Academic Advisors handle the administrative affairs of students in the EPSY department. Academic Advisors can assist with scheduling, book orders, and course evaluations. In addition, the Academic Advising Office assists with the application process, registration, processing of forms for Grad School (i.e., degree plans), and assistance in preparation for internship applications (i.e., with transcript requests). The Academic Advising Office also provided maintenance of student records, which are protected under FERPA.

Students can find help for the following issues from the department Academic Advisors:

1. Applications and advising for EPSY programs
2. Registration
 - a. Information
 - b. Drop/Add forms
 - c. Q-Drops
 - d. In-Absentia registration and information
3. Deadlines
 - a. Examinations
 - b. Dissertations and thesis
 - c. 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
 - a. Application forms for students
 - b. APPIC Directory (listing of internship sites)
14. Applications for other professional organizations
15. Dissertations
 - a. All EPSY dissertations are available for checkout in the EREL.
 - b. Computer access to dissertation topics, subtopics, and research design
16. Campus maps and community information

F. 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 is across campus in a building referred to as the Stack. 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 video streaming equipment, 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 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 at <https://lms.tamu.edu/Training-Support>. Finally, Open Access Labs offers a range of printing capabilities and sufficient staff to provide hands-on, individualized assistance to faculty or students. More information can be found at: <https://oal.tamu.edu/Lab-Locations>.

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 and employment matters (Clarissa Kennedy, Teresa Roberts). Ms. Kennedy may assist students in completing paperwork for any assistantships or hourly work and may be of assistance should there be problems with financial aid.

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 powerpoint 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, and 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, 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. Upon submission of the manuscript, additional review is completed by the staff of the Thesis Office.

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.

CPSY Program Planning

The counseling psychology program requires students entering with a bachelor's degree to complete a minimum of 96 semester hours of graduate course work for the Ph.D. Students entering with a master's degree must complete a minimum of 64 semester hours. The CPSY program only allows the waiver of 3 courses maximum (9 credit hours) from other institutions. In accordance with APA guidelines, all students must complete at least 3 full-time academic years of graduate study and 1 full-time year of residency prior to receiving a doctoral degree.

Students are expected to be continuously enrolled (at least 1 credit per semester) until graduation. Before registering for any courses, students are required to meet with their advisor (temporary or permanent) each semester. To document these meetings, students should complete the Advisor- Advisee Contact Form (see Appendix B) and upload the completed form into their online annual review folder.

A. First Year Courses

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

Fall Semester

CPSY 626 Psychopathology (3 hours)
 CPSY 631 Techniques of Counseling (3 hours)
 CPSY 672 Theories of Counseling and Psychotherapy (3 hours)
 EPSY 640 Statistical Analysis in Educational Research I (3 hours)*

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

Spring Semester

CPSY 633 Introduction to Group Process (3 hours)*
 CPSY 639 Practicum I (3 hours)
 CPSY 662 Professional Issues in Counseling Psychology (3 hours)
 CPSY 679 Multicultural Counseling (3 hours)
 EPSY 641 Statistical Analysis in Educational Research II (3 hours)

*NOTE: This course and CPSY 632 Career Counseling alternate years.

B. Required Courses and Course Sequencing

Full-time enrollment for graduate students is 9 credit hours in the fall and spring semesters and 6 credit hours in the summer semester. Students working a graduate assistantship must be enrolled full-time during their semesters of employment. The maximum academic load for employed graduate students is 15 credit hours.

Individuals who are not working can take more credit hours per semester. However, students are encouraged to take lower course loads when possible to enhance the learning process. A maximum of 16 to 18 credit hours is suggested for individuals who are not on assistantship.

The tables below provide course sequence suggestions for students entering with a bachelor's degree or with a master's degree. Students should keep in mind that all programs at TAMU have a limited ability to modify course offerings, including semester, time, and day. Students may take other courses in addition to these as their schedule allows. For a list of required courses, see Appendix A.

There are two sequences of courses that students need to follow. The first is the assessment sequence. Missing a required assessment course will put a student a year behind as several assessment courses are only offered once a year.

The next sequence is the practicum sequence. Students will take either 3 (post-BA) or 2 (post-MA) semesters of practicum, then they will take 2 semesters at the Telebehavioral Clinic (TBC). If students have acquired the necessary competencies, they will subsequently take field practica outside of the CAC and TBC.

Course Sequence

<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
Year 1		
CPSY 626 Psychopathology CPSY 631 Techniques of Counseling CPSY 672 Theories of Counseling and Psychotherapy ¹ EPSY 640 Statistical Analysis in Ed. Research I	² CPSY 632 Career Counseling (or CPSY 633 Introduction to Group Process) CPSY 639 Practicum I (CAC) CPSY 662 Professional Issues in Counseling Psychology CPSY 679 Multicultural Counseling EPSY 641 Statistical Analysis in Ed. Research II	CPSY 664 Practicum II (CAC) Discipline-Specific Knowledge Area course (e.g., EPSY 606, 621, 634, 644, 647)
¹ If you do not have an undergraduate statistics course, you must take EPSY 435 or STAT 651 before enrolling in EPSY 640. ² These courses are offered in alternate years.		
Year 2		
CPSY 636 Consultation to Organizations CPSY 683 Practicum II (postbachs = CAC; postmasters = TBC) SPSY 612 Individual Assessment - Intelligence CPSY 690 Theory of CPSY Research	² CPSY 633 Introduction to Group Process (or CPSY 632 Career Counseling) CPSY 683 Field Practicum (TBC) EPSY 627 Personality Assessment CPSY 635 Social-Counseling Interface	CPSY 683 Field Practicum (TBC) CPSY 685 Directed Studies Discipline-Specific Knowledge Area course
Year 3		
CPSY 683 Assessment Practicum CPSY 683 Field Practicum CPSY 685 Directed Studies EPSY 625 Advanced Psychometric Theory Advanced Statistics Course	CPSY 683 Assessment Practicum CPSY 683 Field Practicum ³ CPSY 688 Research Proposal Development (OR CPSY 685 Directed Studies with your advisor and related to your dissertation)	CPSY 683 Field Practicum CPSY 691 Dissertation Discipline-Specific Knowledge Area course
³ As of this writing, a formal course for dissertation proposal writing may become available. Students can choose to enroll in this course or in their dissertation advisor's section of CPSY 685 instead.		
Year 4		
CPSY 666 Practicum in Supervision CPSY 683 Field Practicum CPSY 691 Dissertation	CPSY 683 Field Practicum CPSY 691 Dissertation Discipline-Specific Knowledge Area course (if needed)	CPSY 691 Dissertation
Year 5		
CPSY 684 Internship	CPSY 684 Internship	CPSY 684 Internship

NOTE: Post-bachelors students must take a minimum of 96 credit hours to receive the Ph.D. Post-masters students must take a minimum of 64 credit hours to receive the Ph.D.

C. 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 program to consider waiving a certain course in the doctoral program. Up to 9 credit hours may be considered for waiver. Only the following courses will be considered:

- Group Counseling
- Lifespan Development
- Techniques of Counseling

Students who are seeking course waivers must submit the following:

1. A letter listing the courses in which you are seeking a waiver;
2. Copy of the syllabus for each course that is being requested and,
3. An unofficial transcript that includes grades for the requested course waivers.
4. For waiver of the Techniques of Counseling class, submit information on practicum/internship sites and supervisor(s) evaluations.

In some cases, the program may also request evidence of performance in the course (including copies of a paper, a presentation in class, etc.). This may involve behavioral demonstration of competency including a supervised administration of test instruments, a screening examination administered by a faculty member in the relevant area, etc.

Course waiver requests and materials should be emailed to the Director of Training prior to **September 1st**. Please include the subject heading "Course Waiver" in your email. **No late course waiver(s) requests will be considered.**

D. 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: CPSY 683 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 complete 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 complete the course. The student and the instructor must sign the letter.

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

Student Rule 10.6 (updated in 2021) states: A temporary grade of I (incomplete) at the end of a semester or summer term indicates that the student has completed the course with the exception of a major quiz, final examination, or single major assignment. The instructor shall give this grade only when the deficiency is due to an approved university excused absence (see Rule 7 of

TAMU Student Rules), when a case of potential academic misconduct involving the student is pending with the Aggie Honor System Office, or based on criteria published in the Law School Student Handbook. Each instructor awarding an incomplete grade must complete an “Incomplete Grade Report,” which will be filed with the department head or designee of the department offering the course. Copies will also be sent to the student and to the student’s academic dean or designee. **An incomplete must be removed before the last day of scheduled classes of the next long semester in which the student enrolls in the university unless the student’s academic dean or designee, with the consent of the instructor, grants a time extension.** In the absence of the instructor, the department head may grant a time extension. **Failure to complete the required work in the appropriate period of time, or registering for the course again, will result in the I being changed to an F by the Registrar.** Grades of I assigned to 684 (Professional Internships), 691 (Research), 692 (Professional Study), or 693 (Professional Study) are excluded from this rule.

Students who fail to complete the course within the next long semester will receive an F for the course and be considered to not meet program expectations and will be noted as making “unsatisfactory progress” in the student’s annual evaluation and permanent record. Instructors can submit a grade change request once the student completes the coursework. Further, receiving a grade of I does not impact one’s graduation or dissertation progress so long as the student completes the coursework within the necessary timeframe.

E. Adding a Master’s Degree

Students have the option to add a master’s degree as they progress through the counseling psychology doctoral program. There are a variety of master’s degree options, but students should keep in mind that Texas A&M University will not allow them to take beyond 130 semester hours in pursuit of a degree. This limit includes the doctoral semester hours that students will ultimately need to take for the Ph.D. in Counseling Psychology.

If students choose to obtain a master’s degree, they will need to submit a separate Master’s degree plan to Grad School. This will include forming a separate master’s Student Advisory Committee as well. Depending on the master’s degree chosen, students may also need to write a master’s thesis. Students will have to pay corresponding fees to the Graduate and Professional School (Grad School). As a general rule, the CPSY program faculty encourage students who enter the program without a master’s degree to obtain it.

Steps to Add a Master’s Degree

- Students can apply for their Master’s after completing 36 credit hours.
- Be aware of the academic calendar. The process to apply for your Master’s degree takes time, and it is important to know the deadlines for applying for graduation to avoid late fees.
- Be sure to leave yourself enough time to consult with your faculty advisor.
- Note: The Final Examination is not required for the Master of Education in Educational Psychology.
- In consultation with your faculty advisor, students should submit a doctoral degree plan at the end of their first semester.

For more information on Grad School requirements to fulfill a master’s degree, which are

separate from CPSY program requirements, refer to the following link:

<https://grad.tamu.edu/academics/degree-completion/steps-to-master-s-degree-a61c455cfd6d84e9262e6cae27b36d0>

F. 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 the 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.

G. Opportunities and Mentorship in College Teaching

The counseling psychology program provides opportunities and mentorship for doctoral students who indicate an interest in pursuing a career in higher education. Students are provided individualized planning and preparation through their faculty advisor. Faculty advisors meet students annually to review student progress in the program as well as to assure they are obtaining experiences aligned with their career goals. During this meeting, faculty advisors provide options for teaching opportunities (e.g., co-teaching with advisor, guest lectures in courses, co-development of courses, teaching assistantship in school counseling courses, etc.). Faculty advisors also recommend opportunities for professional development in college student teaching (e.g., taking courses: EDAD 601 College Teaching and/or EHRD 616 Methods of Teaching Adults; Grad School G.R.A.D. Aggies Professional Development Certificate; CTE's Graduate Student Professional Development in Teaching Workshops; CTE's Academy of Future Faculty Certificate Program).

University-Level Program Planning

Official University Degree Plan

All graduate students at Texas A&M University are required to file an official degree plan with the Graduate and Professional School (Grad School). The official degree plan consists of both the students' intended/completed coursework as well as their Student Advisory Committee. For more information on the Student Advisory Committee, see subsection under "Department of Educational Psychology." Students complete, audit, and submit their degree plan electronically using the Automated Degree Plan Submission System.

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: <https://grad.tamu.edu/academics/degree-completion/steps-to-doctoral-degree>.

Master's students are required to submit their degree plan during the semester; they will complete 18 hours of coursework. Doctoral students must file the degree plan in the semester that they complete 36 hours of coursework. Doctoral students will be blocked from further course registration if they have not established a doctoral committee before the 36-hour limit. Students can begin adding their coursework sequence to the system any time before this deadline, but to complete the full process, they will need to have finalized their Student Advisory Committee.

The system will first require students to enter all the coursework applicable to their intended degree. Then students will need to enter in the names and contact information for their Student Advisory Committee. When students submit their degree plan, their faculty advisor will be notified by email that they need to go online to review a degree plan. If the faculty advisor 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 Grad School. Upon Grad School 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.

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" to the Grad School. This petition will outline the changes and their supporting reasons. These forms can be found on the Grad School website.

Major Steps Required to Fulfill the Doctoral Degree

1. Meet with faculty advisor to plan courses for the first semester.
2. If applicable, meet with faculty advisor to complete any degree planning required by the program and begin requests for course waivers (Syllabi needed).
3. Submit degree program plan to faculty advisor for approval.
4. Complete the online University degree plan, including establishing a Student Advisory Committee.
5. Arrange and pass preliminary examination.
6. Acceptance of proposal for dissertation by advisory committee
7. Apply for permission to seek internship.
8. Complete formal coursework detailed on degree plan.
9. Schedule and complete final examination (defense of dissertation).
10. Meet Thesis Office deadlines for submission of final draft of dissertation.

Ethical, Academic, and Professional Expectations of Students

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

- A. Ethical Behavior
- B. Academic Performance
- C. Professional Behavior

A. Ethical Behavior

Students are expected to behave in accordance with the ethical standards of the American Psychological Association. The American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct can be found at <http://www.apa.org/ethics/code/index.aspx>.

Students are also expected to adhere to the Aggie Honor Code, as promulgated by Texas A&M University. This University-level expectation can be found at <https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules>.

A1. Plagiarism

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.

The University provides additional clarity on what is considered plagiarism. Students can find this information at: <https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Plagiarism>

A2. CITI Training

Students must take the Collaborative Institutional Training Initiative (CITI) Research Ethics online program in their first year of training. Typically, this requirement will be fulfilled as part of their coursework for CPSY 662: Professional Issues in Counseling Psychology.

A3. 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 CONFORM TO TAMU IRB REQUIREMENTS.**

Effective Spring 2019, the process for research proposal approval has changed. Research proposals for master's thesis and doctoral students will no longer be reviewed by the [Office of](#)

[Research, Compliance and Biosafety \(RCB\)](#). Grad School has made changes to the Research Proposal Form as well as procedures to accommodate this change, including the following:

- Students who have research involving human subjects, animals, or issues of biosafety will need to require from RCB a copy of the Determination Letter, Approval Letter or AUP Approval Memo and attach it to the [Research Proposal Form](#) before submitting the form to Grad School.
- Full copies of the research proposal will continue to be required and should be attached to the Research Proposal Form as well. If either the Determination Letter, Approval Letter, AUP Approval Memo or a copy of the research proposal is not attached to the form, Grad School processors will reach out to the student and program contacts to obtain these before processing the Research Proposal Form.
- Once all required attachments have been received and appropriate signatures are verified for the [Research Proposal Form](#), the research proposal will be approved by giving the student the appropriate coding in Banner.

If you have any questions about this procedure, please contact Grad School via phone at 979- 845-3631 or email records processing at ogapsprocessing@tamu.edu

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>

A4. 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

TSBEP rules: <https://www.tsbep.texas.gov/act-and-rules-of-the-board>

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.

B. Academic Performance

The expectation for academic performance is that the student maintains 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. Additional academic performance expectations are:

- 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

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.

B1. Course Papers and APA Style

It is the program policy that all papers written for counseling psychology (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 (7th edition).

Additional helpful information can be found on the APA website:

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

B2. Research Experience

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 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.

For second- and third-year students, participation on a research team is required. The research team may be within or outside 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 annual evaluations, students must show evidence of team participation and increasing responsibility in research.

Prior to applying for internship, students must submit a manuscript for publication. Students must also present a paper or poster at a state, regional or national psychological conference before applying to internship.

C. 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. Additional professional behavior expectations are:

- 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

C1. Professional Membership

Students are expected to be a member of at least one professional organization. This is an expected training/experiential activity for professional development that will be taken into consideration as part of the student's annual evaluation. A list of possible options can be found in

Appendix J.

C2. Clinical Skills

- application of counseling theories and techniques assessment and diagnosis 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

D. 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 (ethical behavior, academic performance, and professional behavior) 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 Performance – 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.

Professional Behavior – 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, practicum, 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 a 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.

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 practicum and not allowed to continue to field practicum. If a 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.

Funding for Graduate Students

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. Graduate assistantships are also available to students across campus. These include positions in other colleges and departments on campus (e.g., teaching assistantships in the Department of Psychology, advising and student support positions in the College of Engineering, research assistantships in the College of Public Health), student personnel positions (e.g., graduate residents in the residence halls, positions at the GLBT and career centers), and in assistantships in which clinical services and training occur under appropriate supervision (e.g., with the Student Counseling Service, the Crisis Helpline).

Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to inform the Academic Advising office if they are looking for an assistantship. Possible jobs and GA-ships are included in the weekly **EPSO Updates** put out by the Academic Advising Office. Position openings and assistantships are posted at <https://jobsforaggies.tamu.edu/>.

The CPSY training director surveys each semester about assistantship searches (and openings). Over the past few years all CPSY students who wanted an assistantship obtained one. All 20-hour a week assistantships provide an out-of-state tuition waiver. Competitive scholarship awards of \$1000.00 or more also have an out-of-state tuition waiver.

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.

Financial information and guidance to students at <https://education.tamu.edu/student-resources/financial-assistance/> and the TAMU Department of Financial Aid (<https://financialaid.tamu.edu/>). 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-Hazelwood 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.

For further information and/or forms, please contact the Department of Student Financial Aid at financialaid@tamu.edu or scholarships@tamu.edu. They are located on the second floor of the Pavilion.

Travel awards are frequently available for conferences through the organization planning the conference; it is the responsibility of the student to apply for these. Students who present at conferences may also request partial reimbursement from EPSY through the Educational Psychology and Professional Student Council (<https://maroonlink.tamu.edu/organization/epso>) and through the Graduate and Professional Student Council (<https://maroonlink.tamu.edu/organization/gsc>). Students must submit appropriate receipts within the designated time frame in order to get funding.

For other helpful resources, see subsection B: Financial Assistance under the “Facilities and Services” section in this handbook.

Practicum

Beginning Practicum

The provision of supervised experience in counseling and assessment is considered an integral part of the doctoral program in Counseling Psychology. All students are required to begin their practicum experience at the Educational Psychology's Counseling and Assessment Clinic (CAC), where they will train for a minimum of three semesters for students entering with a bachelor's degree (only) and two semesters minimum for students entering with a master's degree in a related counseling field with prior practicum experience. Students must register for the corresponding practicum courses (CPSY 639, CPSY 664) each semester that they are there.

Students are also required to obtain **Professional Liability Insurance** before beginning practicum. APA provides insurance at reduced rates. More information can be found at: <https://www.trustinsurance.com/Insurance-Programs/Student-Liability>.

At the CAC, Students will receive basic skills training as a generalist. This community mental health clinic serves both community residents and college students. It is equipped for videotaping and/or live supervision of cases. Because of the training nature of clinical work done in practicum, all clinic supervisors share information (which may include personal information) with CPSY faculty about the student's performance in practicum, 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.

Students in the practicum 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. They must provide evidence of their client hours each year for their annual review. Students may find it useful to record their client-related work using a database such as Time2Track. Records will also make it easier to verify clinical experiences when completing the APPIC application for Predoctoral Internships.

Texas A&M Telebehavioral Care Program – Community Practicum

Following completion of practicum at the CAC, all students are required to complete two semesters of practicum with the Telebehavioral Care Program – Community Practicum (TBC) to further develop their competence as counseling psychologists and gain competency in telehealth service delivery. Training at the Telebehavioral Care Program is unique to A&M and thus sets students in this program apart from other programs. Texas A&M is a prominent leader in the development of telebehavioral services, and this practicum offers specialty training in this area. Students must register for three credit hours of CPSY 683 with Dr. McCord each semester that they are at the TBC. The TBC Community Practicum is an advanced training site for doctoral psychology students. It provides free counseling services to low income, uninsured individuals

throughout the Brazos Valley via telehealth. See <https://medicine.tamu.edu/psychiatry/tbc/index.html> for more information.

Students in TBC Community Practicum are required to:

- Dedicate a minimum of 2 semesters at the TBC
- The TBC follows the faculty and staff holiday calendar, and students are expected to see clients when the clinic is open
- Dedicate 20 hours per week to the TBC including direct client hours, individual and group supervision, didactic training, tape review, and case management
- Complete comprehensive training in the policies, telehealth platforms, and electronic medical record used at the TBC prior to seeing clients

Upon completion of the required Community Practicum, students are eligible to apply for a number of funded training opportunities through the TBC (contingent on continued grant funding).

Advanced Practicum

Upon successful completion of the CAC practicum and with approval from the program, students are required to obtain advanced field practicum experience. Students must register for at least 1 credit of CPSY 683 Field Practicum each semester that they are in practicum. The program has a Field Practicum Coordinator (currently, Dr. Ojeda). To register for a field practicum, you must get the field practicum registration form from one of the Academic Advisors or print it out from Appendix C in this handbook. After filling out the form, you will give it to the Field Practicum Coordinator for approval. At the end of the semester, the field practicum supervisor at the field site will complete an evaluation online and recommend a grade (the Field Practicum Coordinator will provide your supervisor with a Qualtrics link). If the Field Practicum Coordinator does not receive an evaluation from your field supervisor you will not pass the field practicum.

There are several requirements for a field practicum site to be approved. A licensed psychologist must supervise the student at the field practicum site. Supervision must be on-site and provide direct observation 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, and the field practicum instructor and clinical supervisor must verify all hours. Field supervisors will be required to submit final evaluations for the student, and their evaluation will be saved in our database. Final evaluations from field supervisors must be received by the faculty instructor of record before a final grade is provided. The field practicum site must also complete a **Statement of Agreement Contract** before students can pursue training there. If the site has not already completed this, contact an Academic Advisor for a copy of the contract.

For an updated list of sites that are already approved for advanced practicum experience, see: tx.ag/FieldPracticum

In the past, sites that have been available for field practicum experience include Bryan ISD, Brazos Valley MHMR, TAMU Counseling and Psychological Services (CAPS; formerly Student Counseling Services), Veterans Administration Medical Center (Houston, Waco, Temple and Austin), Federal Prison Camp Bryan, and Austin State Hospital.

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, and 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 field practicum coordinator of the doctoral program must sign a form signifying that the student has met these criteria (which include tuberculosis screening, influenza vaccine, etc.). The field practicum coordinator 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. For more information of the various credentials that must be submitted to the VA site, contact the field practicum coordinator.

Unapproved Sites

Students interested in an unapproved site must ask the field practicum coordinator to consider the site for approval but may not use the site until it has been approved. Contact the field practicum coordinator 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 accompany 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.

Request a new Practicum Site here: tx.ag/SiteRequest

Annual Evaluation

At the end of each Spring semester, the CPSY faculty conduct an annual evaluation of each student's progress in academic performance, research and scholarship, clinical skills, and professional behavior. The annual evaluation is a college requirement that is due each year on **April 5**, however, students can edit their portfolio throughout the year including after the April 5th deadline. The annual evaluation follows a rubric to determine each student's minimal level of achievement on each of the competencies expected by the APA Commission on Accreditation for health service psychology. The rubric used to evaluate students is contained in Appendix D.

Preparing for the Annual Evaluation

There are several ways students should prepare for the annual evaluation:

1. Students create and maintain an online repository of their work, accomplishments and artifacts that will be used in the annual evaluation and, eventually, for the portfolio requirement that serves as the comprehensive examination. You may contact the department academic advising office (at 979-845-1833) for instructions concerning uploading documents. The secure, online account should be created at this website: <https://myrecord.cehd.tamu.edu/portal/docreview/>

You should add (and routinely update) the following items in this online file:

- Portfolio Introduction
- Short Biography
- Key Documents (e.g., most recent curriculum vitae, work samples from clinical practice documents, copies of submitted professional papers and/or presentations).
- Progress indicators
 - Proposal and Dissertation
 - Research
 - Teaching and Service
- Research Interests
- Professional Organizations
- Awards
- Leadership Roles
- Training Certifications (CITI trainings)
- Publications
- Presentations and Other Research
- Copy of practicum hours (<https://time2track.com/about/>)
- Copies of supervisor and/or instructor evaluations

2. Each student will be informed of the annual evaluation results in a meeting with their faculty advisor.

3. Throughout the year, students are advised on the areas and factors taken into consideration by the program faculty as they evaluate student progress in the program and determine each student's minimal level of achievement on each of the competencies and accompanying elements presented in Appendix D.

Process of Evaluation

The annual evaluation meeting takes place with the student's faculty advisor, typically in May. In the annual evaluation meeting, the advisor presents a preliminary rating of the advisee. Program faculty discuss any specific behaviors and training activities they have observed relevant to the student's progression through the program and to the competencies assessed in Appendix D. Faculty review materials in the student's online review file, and the Training Director will have practicum evaluations and course grades available. Faculty reach consensus on ratings for each student on every competency. Individual faculty members then complete the annual evaluation report for each advisee, and these are collected by the Training Director. The Training Director conducts a final review of each annual evaluation (providing feedback or edits to the advisor, if indicated), and then uploads a copy of the annual evaluation to the student's online confidential, secure web portal for their review. A "hard copy" is also mailed to the student's current mailing address (provided by the student in their online file for review), and a copy is placed in the student's file in the Academic Advising Office. Students electronically signify their agreement or disagreement at the online web portal, and this is conveyed via email to the Training Director. It is also registered at the web portal for faculty to track. This serves to acknowledge the student's receipt of the annual evaluation. Each student is encouraged to discuss the evaluation with their advisor and with the Training Director.

Students must log in to view their evaluation. Once the student has read the evaluation, they can comment on the evaluation. Students also have the option to "Agree" or "Disagree" with the evaluation by clicking on the appropriate button.

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 may be developed and 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 and to facilitate minimal level of achievement is the goal. Additional department and university expectations and procedures will be consulted as well, and implemented as indicated.

Doctoral Candidacy and Beyond

Preliminary Examinations [Comps Portfolio]

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. The university considers a student to be a doctoral candidate after completing a substantial amount of the credit hours on the program of students and all research tools, passing a comprehensive examination (written, and potentially also oral), in whatever form the academic department administers it. And finally, 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

Students should submit portfolio components for each area, including but not limited to papers, reports, de-identified treatment summaries, etc. This should be completed regardless if students waived coursework for this area in their doctoral studies; if this is the case, students should submit evidence of competencies from their master's level classes/coursework.

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 E.

Faculty will rate the portfolios submitted for Comprehensive Examinations based on the anchors of Below, Meets, or Exceeds Minimal Level of Achievement (MLA). All sections of the portfolio must be rated in the Meets or Exceeds area in order to pass. The comprehensive examination is one piece of a larger set of requirements for internship readiness and students must demonstrate the Minimum Level of Achievement for these areas in the comprehensive exam, as well as the other requirements listed in Internship Readiness Checklist and Intention Form found in Appendix I.

Dissertation Proposal

Ideally, the dissertation presents the student with the opportunity to demonstrate abilities to independently and ethically conduct 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 must present a research proposal delineating the scope and methodology to be employed in their dissertation. The student works with their dissertation 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 their 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.

Students must successfully propose their dissertation **before** the end of the fall semester of which they are applying for internship.

CPSY 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 tenured or tenure-track Counseling Psychology faculty member must be the dissertation 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.

Departmental Dissertation Policies

- 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.
- 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.
- 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 Grad School and the student should provide copies to the committee members at least four weeks ahead of the date of the defense.
- 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.
- 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.
- 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.

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, CPSY Internship Readiness Checklist and 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 F and I).

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 met all SoA competencies.
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.
5. Students must submit a manuscript to a journal as first author or co-author.

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 is 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) Has had a dissertation proposal meeting.
- 3) Does not have any failing grades (C, D, F, or U).
- 4) Does not have any incomplete grades.
- 5) Is not on probation.
- 6) 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 that are listed as Full Accreditation. APA internship sites that are listed as Accredited, on Contingency s 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 website, the APPIC website, 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>

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.

Student Grievance Process

A. Due Process and Grievance Procedures

University policies ensure all students are entitled to due process concerning their status and concerns. The program works in concert with university policies, generally (<https://student-rules.tamu.edu/studentgrievanceprocedures/>) and with Aggie Honor Code procedures (<https://aggiehonor.tamu.edu/Rules-and-Procedures/Procedures/Adjudication-Process>). Students should be apprised of their rights as TAMU students: <https://student-rules.tamu.edu/rights/>.

Students who fail to meet program expectations discuss these issues with their advisor to clarify and understand these issues and the student's perspective. In many situations this meeting may suffice, but the program faculty may then choose to conduct a conference with the student, or initiate the development of a remediation plan. However, there are situations in which both university and program policies apply and will then co-occur. For example, plagiarism violates the Aggie Honor Code, and faculty are expected to report plagiarism to the Honor System Office for adjudication. Plagiarism also signals deficiencies in professional behavioral and ethical conduct which, in turn, merits scrutiny and a response from the CPSY program faculty.

Academic shortcomings are also subjected to university policies if the student no longer meets criteria for "good standing," and the student may be blocked from continued registration until the problems are addressed. A continued pattern of inadequate, unsatisfactory progress in spite of remediation and other supportive efforts will result in a dismissal from the program, enacted by the program faculty or by university policies.

On occasion an unresolved conflict may constitute a formal grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures (<http://student-rules.tamu.edu/studentgrievanceprocedures>) and specific instances in which a grievance can be filed. Consistent with university procedures, the Department of Educational Psychology follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

The grievance procedures below are taken directly from the department's current policy and practices for student concerns, complaints and grievances.

B. EPSY Standing Policy and Practices for Student Concerns, Complaints, and Grievances

In the course of their professional training, students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures <http://student-rules.tamu.edu/studentgrievanceprocedures> and specific instances in which a grievance can be filed. Consistent with university procedures, the Department of Educational Psychology follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

First Step: As an initial step in the resolution process, students should meet with the individual

staff member, faculty member, or site supervisor of concern. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.

Intermediate Options: When conflicts/situations remain unresolved, students may seek guidance from their faculty advisor/dissertation chair, an ombudsperson, or the faculty member who coordinates their academic program. The Department of Educational Psychology has an appointed Ombudsperson, Dr. Krystal Simmons (ktcook@tamu.edu). Ombudspersons are also available at the school level and in the Graduate School (ombuds@tamu.edu). Depending on the situation and context, a student may opt to approach their faculty advisor/dissertation chair, or the CPSY program chair. Student(s) may share their concerns with any of these intermediate resources to seek guidance for resolving a conflict and clearing up any misunderstandings. If after accessing intermediate options the situation remains unresolved, the student's next option for recourse is to meet with the department head.

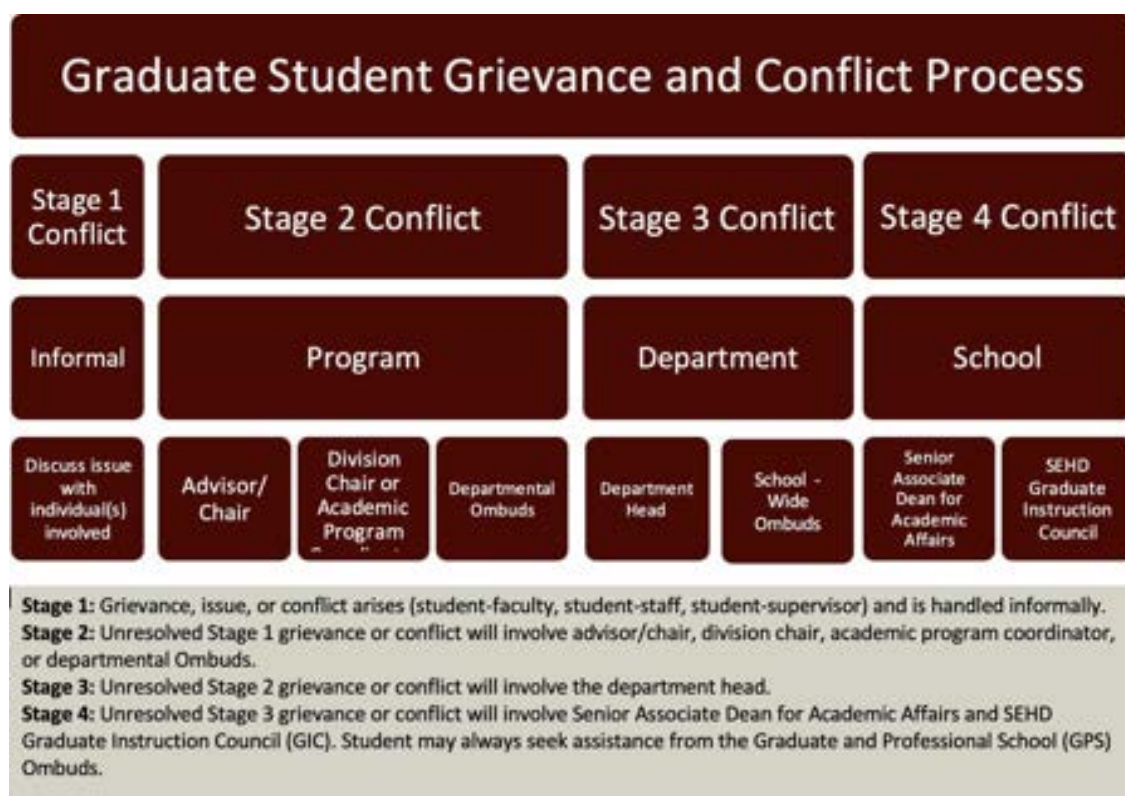
Department Head: A student can request to meet with the Department Head to discuss previous attempts to resolve a conflict and to seek guidance or resolution. At this point, a determination is made as to whether the student will present the conflict/issue as a formal complaint/grievance. The Department Head will then make a determination as to appropriate action needed. The department head will also maintain a record of the student's complaint and subsequent outcomes. The number and nature of student complaints will be shared with the CPSY program chair annually, or when a pattern of complaints/grievances becomes evident. If a complaint or issue involves an individual outside of the department or university, the Department Head will determine an appropriate course of action and consult with the school and outside entities as appropriate. Information regarding conflicts/situations with off campus supervisors will be considered when deliberating future placements with that individual/practicum site.

School: Once the Department Head renders a decision/action, if the student is unsatisfied they may elect to advance the grievance to the school level for further consideration. In most cases, the school's Associate Dean for Academic Affairs will communicate with the student and determine whether any further action is needed.

It is important to note that whenever there is discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.

C. Diagram of Grievance Process

The grievance process is reflected in the following diagram:



TAMU Facilities and Services

A. Career Center

The University feels a definite responsibility to provide all possible assistance to its graduates in pursuing suitable professional career opportunities. The [Career 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 ensure 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 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.

B. Financial Assistance

Opportunities for financial assistance that are specific to graduate students were discussed in the section on Graduate Student Funding in this handbook.

Additional university resources for financial resources include:

- Department of Student Financial Aid:
 - <https://financialaid.tamu.edu/Contact-Us/Contact-Us#0-CollegeStation>
- Student Business Services:
 - <https://tamusbs.custhelp.com/app/ask/>
- Jobs for Aggies:
 - <http://jobsforaggies.tamu.edu/>
- Grad School:
 - <http://ogaps.tamu.edu/Buttons/Funding-Opportunities>
- Education Psychology:
 - <https://epsy.tamu.edu/about/employment-opportunities/>
 - <https://epsy.tamu.edu/student-services/financial-assistance/>

C. 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.

[Counseling & Psychological Services](#), the 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 their development, activities, and funding. 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.

[Disability 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/>.

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.

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 mainframe 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. Libraries

Texas A&M University Libraries serve 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 database 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.

F. 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.

G. 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.

H. Off-Campus Student Services (OCSS)

The [Off-Campus Student Services](#) (OCSS) provides students with information on apartments and houses and maintains a roommate locator file. The OCSS also provides information on resolving landlord and room-mate difficulties and periodically conducts workshops to deal with these problem areas.

I. Additional Sources of Information

The [Grad School](#) 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.

APPENDICES

Note: Many of these forms can also be accessed on the programs Teams folder.

APPENDIX A: CPSY DEGREE PLAN FORM

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

Ph.D. DEGREE PROGRAM PLAN
August 2023

I. Discipline-Specific Knowledge Areas (30)

1. History and Systems of Psychology (3)
☐ **EPSY 644** Histories of Psychology or program approved course
2. Affective and Cognitive Aspects of Behavior (3)
☐ **EPSY 606** Motivation and Emotion for Optimal Learning and Performance
3. Biological Aspects of Behavior (3)
☐ **EPSY 621** Clinical Neuropsychology
☐ **EPSY 634** Educational Neuroscience
4. Developmental Aspects of Behavior (3)
☐ **EPSY 647** Lifespan Development
5. Social Aspects of Behavior (3)
☐ **CPSY 635** Social-Counseling Psychology Interface
6. Research Methods (3)
☐ **CPSY 690** Theory of Counseling Psychology Research
7. Statistical Analysis (9)
☐ **EPSY 640** Statistical Analysis in Educational Research I*
 *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 641** Statistical Analysis in Educational Research II

 Advanced Statistics or Research Methods Course (*one of the following*):
☐ **EPSY 630** Single-Case Experimental Design Research Methodology
☐ **EPSY 637** Qualitative Methods & Analysis (requires a prerequisite, per graduate catalog)
☐ **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)

8. Psychometrics (3)

- ___ **EPSY 625** Advanced Psychometric Theory

II. **Profession-Wide Competencies (66)**

1. Research (14)

- ___ **CPSY 685** Directed Studies (4)

- ___ **CPSY 688** Research Proposal Development (3) *

*NOTE: Students may opt to enroll in this formal course for dissertation proposal writing or in their dissertation advisor's section of CPSY 685 instead.

- ___ **CPSY 691** Dissertation Research (7)

2. Ethical and Legal Standards (3)

- ___ **CPSY 662** Professional Issues in Counseling Psychology

3. Individual and Cultural Diversity (3)

- ___ **CPSY 679** Multicultural Counseling

4. Communication and Interpersonal Skills (3)

- ___ **CPSY 631** Techniques of Counseling

5. Assessment (13)

- ___ **CPSY 626** Psychopathology

- ___ **CPSY 683** Assessment Practicum

- ___ **EPSY 627** Structured Personality Assessment

- ___ **SPSY 612** Individual Assessment of Intelligence (4)

6. Intervention (9)

- ___ **CPSY 632** Career Counseling (3)

- ___ **CPSY 633** Introduction to Group Process (3)

- ___ **CPSY 672** Theories of Counseling and Psychotherapy (3)

7. Practicum & Internship (15)

- ___ **CPSY 639** Counseling Practicum I (3)

- ___ **CPSY 664** Counseling Practicum II (3)

- ___ **CPSY 683** Field Practicum – 2 semesters are required at the TBC (6; may be split among semesters)*

*NOTE: Students must register for at least one hour of field practicum for each semester that they are seeing clients.

- ___ **CPSY 684** Professional Internship (3) *

*NOTE: Students must register for at least one hour of internship for each semester (fall, spring, summer).

8. Supervision (3)
 _____ **CPSY 666** Practicum in Counselor Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills (3)
 _____ **CPSY 636** Psychological Consultation to Organizations

NOTE: Post-bachelors students must take a minimum of 96 credit hours to receive the Ph.D.
Post-masters students must take a minimum of 64 credit hours to receive the Ph.D.

APPENDIX B: ADVISOR-ADVISEE CONTACT FORM

Students are expected to meet their advisor at least once in the fall and spring semesters. Students are encouraged to complete the following Advisee-Advisee Contact form to ensure and document ongoing interactions between you and your advisor. After completing this form, upload the completed form into your online annual review folder.

Please note that this contact form will be reviewed each academic year, and it is anticipated that faculty and student representatives will make changes to improve the recording of advisor-advisee interactions, if faculty and students believe this is necessary.

Advisor-Advisee Contact Form
Counseling Psychology Doctoral Program

DATE:

TIME:

ADVISEE:

MODALITY:☐ In person☐ Long-DistanceType: ☐ Telephone☐ Skype/Zoom/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

APPENDIX C: FIELD PRACTICUM REGISTRATION FORM

Updated 11/21

Name: UIN: DATE:

Registering for: Year: Number of Credits:

Practicum Site: Site Supervisor Name:
Site Supervisor Email:

Field Practicum Site Agreement:

Will the Site Supervisor be a Licensed Psychologist? Yes No Other Credential(s):

Does the Site Supervisor agree to provide the student with at least 1 hour of weekly supervision? Yes No

Does the Site Supervisor agree to review the student's "live" session or session recordings? Yes No

Does the Site Supervisor agree to submit a practicum evaluation for the student each semester? Yes No

Describe the role and responsibilities of the student at this practicum site:

Describe the population the student will be working with (demographic, range of diagnoses anticipated):

Practicum Student Agreement:

Student has submitted the practicum contract (Any practicum not on TAMU site requires a contract between TAMU and the site): Yes No N/A

Student will provide Site Supervisor with the course syllabus and practicum evaluation form: Yes No

Student agrees to make sure their practicum evaluation form is submitted by their Site Supervisor prior to the end of the semester: Yes No

Field Practicum Instructor if Record: *(TBC is Dr. McCord. All other practica is Dr. Ojeda)*

Name

Signature

APPENDIX D: ANNUAL EVALUATION RUBRIC

Annual Evaluation

Name:

ADVISOR:

In compliance with the APA Standards of Accreditation, the following competencies must be evaluated and rated by the program faculty in the annual evaluation of each student in the program.

Internship Readiness: Annual evaluations serve as one piece of a larger requirement related to readiness for internship; specifically, minimum levels of achievement (MLAs) will be reviewed annually and at the time of internship intention as a component of internship readiness. Internship eligibility will be determined by the CPSY faculty as a whole, taking into account the information below, as well as the student's minimum level of achievement (MLA) progress in Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC). *A failure to complete all of the requirements of this checklist will result in the student having to withdraw from the match process or from the matched site. This policy is outlined by APPIC in their Policy on Doctoral Program Associates:* <https://www.appic.org/About-APPIC/APPIC-Policies/DPA-Policy>. Please see Appendix I for more information on internship readiness.

Comments:

SoA COMPETENCY	Developmental Level of Competency				
Discipline-Specific Knowledge Category 1 <i>History and Systems</i>	Skill/Competency Not Yet Introduced	Emergent Skill Development Expected Progress at Introductory Level	Below the Minimum Level of Achievement	Meets Minimum Level of Achievement	Exceeds Minimum Level of Achievement
Understanding and knowledge of the origins and development on major ideas in psychology, including counseling psychology <i>MLAs:</i> <ul style="list-style-type: none"> History and Systems grade \geq B Annual evaluation rating \geq "Meets the Minimum Level of Achievement (MLA)." 					
Discipline-Specific Knowledge Category 2 <i>Basic Content Areas in Scientific Psychology</i>					

<p>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</p> <p>MLAs:</p> <ol style="list-style-type: none"> 1. AFFECTIVE: EPSY 606 grade \geq B 2. BIOLOGICAL: EPSY 621 or EPSY 634 grades \geq B 3. COGNITIVE: Course grade in EPSY 606 4. DEVELOPMENT: EPSY 647 grade \geq B 5. SOCIAL: CPSY 635 grade \geq B 6. All: Annual evaluation rating \geq "Meets the Minimum Level of Achievement (MLA)." 					
<p>Discipline-Specific Knowledge Category 3 <i>Advanced Integrative Knowledge in Scientific Psychology</i></p>					
<p>Understanding and demonstrating advanced integrative knowledge of multiple basic discipline-specific content areas (listed in Category 2).</p> <p>MLAs:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq "Meets the Minimum Level of Achievement (MLA)." • Portfolio evaluation for Area 1 \geq Meets or Exceeds the Minimum Level of Achievement (MLA) 					
<p>Discipline-Specific Knowledge Category 4 <i>Research Methods, Statistical Analysis & Psychometrics</i></p>					
<p>Understanding and demonstrating advanced integrative knowledge of research methods, statistical analyses, and psychometrics</p> <p>MLAs:</p> <ul style="list-style-type: none"> • RESEARCH METHODS: CPSY 690 grade \geq B • STATS: EPSY 640 and EPSY 641 final grades \geq B • PSYCHOMETRICS: EPSY 625 grade \geq B • All: Annual evaluation rating \geq "Meets the Minimum Level of Achievement (MLA)." 					

Profession-Wide Competencies					
<p>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: (i: Research)</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> • 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 <p><i>MLAs:</i> By end of Program:</p> <ul style="list-style-type: none"> • CPSY 690 grade \geq B • Successful dissertation defense • Faculty rating of the portfolio section Area II is “Meets Minimum Level of Achievement” or “Exceeds Minimum Level of Achievement” • Annual evaluation rating for all competencies is “Meets Minimum Level of Achievement” or “Exceeds Minimum Level of Achievement” <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq ““Meets Minimum Level of Achievement”” 					
<p>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:(ii: Ethical and legal standards)</p>					

<p>Elements:</p> <ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities. <p>MLAs: By end of Program:</p> <ul style="list-style-type: none"> • CPSY 662 grade \geq B • Faculty rating of the portfolio section Area I and VI is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” • Annual evaluation rating for all competencies is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq “<i>Meets Minimum Level of Achievement</i>” • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 					
<p>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 (iii: Individual and cultural diversity)</p>					

<p>Elements:</p> <ul style="list-style-type: none"> • 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. <p>MLAs:</p> <p>By end of Program:</p> <ul style="list-style-type: none"> • CPSY 679 grade \geq B • Faculty rating of the portfolio section Area I and III is “Meets Minimum Level of Achievement” or “Exceeds Minimum Level of Achievement” • Annual evaluation rating for all competencies is “Meets Minimum Level of Achievement” or “Exceeds Minimum Level of Achievement” <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq “Meets Minimum Level of Achievement” • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience. 					
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<p>Understanding and demonstrating professional values and attitudes (including integrity, deportment, professional identity, lifelong learning, self-reflection, responsiveness to feedback, and overall professional effectiveness): (iv: Professional values, attitudes, and behaviors)</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> • 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. <p><i>MLAs:</i> By end of Program:</p> <ul style="list-style-type: none"> • CPSY 636 and CPSY 662 grades \geq B • Faculty rating of the portfolio section Area I is "<i>Meets Minimum Level of Achievement</i>" or "<i>Exceeds Minimum Level of Achievement</i>" • Annual evaluation rating for all competencies is "<i>Meets Minimum Level of Achievement</i>" or "<i>Exceeds Minimum Level of Achievement</i>" <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq "<i>Meets Minimum Level of Achievement</i>" • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 					
<p>Understanding and demonstrating professional communication and interpersonal skills (including</p>					

<p>maintenance of effective relationships, ability to produce and comprehend verbal, nonverbal, and written communication for various audiences) across academic, social and professional arenas: (v: Communications and interpersonal skills)</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> • 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. <p><i>MLAs:</i></p> <p>By end of Program:</p> <ul style="list-style-type: none"> • CPSY 631 and CPSY 666 grades \geq B • Annual evaluation rating for all competencies is “<i>Meets Minimum Level of Achievement</i>” or “<i>Exceeds Minimum Level of Achievement</i>” • Successful dissertation defense • Internship evaluations favorably rate the student communication and interpersonal skills <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq “<i>Meets Minimum Level of Achievement</i>” • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 					
<p>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: (vi: Assessment)</p> <p><i>Elements:</i></p>					

<ul style="list-style-type: none"> • 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. <p>MLAs: By end of Program:</p> <ul style="list-style-type: none"> • ESPY 627, SPSY 612, CPSY 683 Assessment practicum grades \geq B • Faculty rating of the portfolio section Area IV is “Meets Minimum Level of Achievement” or “Exceeds Minimum Level of Achievement” • Annual evaluation rating for all competencies is “Meets Minimum Level of Achievement” or “Exceeds Minimum Level of Achievement” <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq “Meets Minimum Level of 					
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<p><i>Achievement</i>"</p> <ul style="list-style-type: none"> Student receives acceptable ratings on relevant practicum and the supervisor recommends the student to pass on to the next level. 					
<p>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: (vii: Intervention)</p> <p>Elements:</p> <ul style="list-style-type: none"> 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. <p>MLAs:</p> <p>By end of Program:</p> <ul style="list-style-type: none"> CPSY 631 and CPSY 633 grades \geq B Faculty rating of the portfolio section Area V is "<i>Meets Minimum Level of Achievement</i>" or "<i>Exceeds Minimum Level of Achievement</i>" Annual evaluation rating for all competencies is "<i>Meets Minimum Level of Achievement</i>" or "<i>Exceeds Minimum Level of Achievement</i>" Internship evaluations favorably rate the student intervention skills <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> Annual evaluation rating \geq "<i>Meets Minimum Level of</i> 			*		

<p><i>Achievement</i>"</p> <ul style="list-style-type: none"> • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 					
<p>Understanding and demonstrating knowledge of supervision models and practices: (viii: Supervision)</p> <p>Element:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. <p>MLAs: By end of Program:</p> <ul style="list-style-type: none"> • CPSY 666 grade \geq B • Annual evaluation rating for all competencies is "<i>Meets Minimum Level of Achievement</i>" or "<i>Exceeds Minimum Level of Achievement</i>" <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Annual evaluation rating \geq "<i>Meets Minimum Level of Achievement</i>" • Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience 			*		
<p>Understanding and demonstrating knowledge of and competency with consultation models and practices, knowledge and respect for the roles and perspectives of other professions: (ix: Consultation and interprofessional/interdisciplinary skills)</p> <p>Elements:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices. <p>MLAs: By end of Program:</p> <ul style="list-style-type: none"> • CPSY 636 grade \geq B • Annual evaluation rating for all competencies is "<i>Meets Minimum Level of Achievement</i>" or "<i>Exceeds Minimum Level of Achievement</i>" 				*	

Yearly Evaluation: <ul style="list-style-type: none">• Annual evaluation rating \geq “<i>Meets Minimum Level of Achievement</i>”• Student receives acceptable ratings on relevant practicum evaluation form items from supervisor, and the supervisor recommends the student to pass on to the next practicum experience					
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APPENDIX E: RUBRIC FOR FACULTY PORTFOLIO EVALUATIONS

General Rubric for Evaluating Portfolios Submitted for the Comprehensive Examination

The portfolio should be submitted electronically to the program chair by August 15 of each year. Portfolios that are incomplete, do not follow APA style guidelines, or that are poorly written will not be reviewed.

Faculty will rate the portfolios submitted for Comprehensive Examinations based on the anchors of Below, Meets, or Exceeds Minimal Level of Achievement (MLA). All sections of the portfolio must be rated in the Meets or Exceeds area in order to pass. The comprehensive examination is one piece of a larger set of requirements for internship readiness and students must demonstrate the Minimum Level of Achievement for these areas in the comprehensive exam, as well as the other requirements listed in the Internship Readiness Checklist and Intention Form found in the student handbook.

Date of Evaluation:

Student Name:

Faculty Evaluator:

AREA I – Advanced Integrative Knowledge

DISCIPLINE SPECIFIC KNOWLEDGE ASSESSED: ADVANCED INTEGRATIVE KNOWLEDGE

PROFESSION-WIDE COMPETENCIES ASSESSED: ETHICAL AND LEGAL STANDARDS, INDIVIDUAL AND CULTURAL DIVERSITY, PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

Instructions:

- Based on your training as a scientist-practitioner, design an integrative program for one specific, current concern focused on the prevention and reduction of mental health disparities in your community.
- Integrate into your design at least two of the following content areas: affective, biological, cognitive, social, or developmental aspects of behavior.
- In your response, discuss how the two content areas are integrated in terms of theories and research, and provide in depth coverage regarding how you are using this integrative model in your design.

	Below Minimum Level of Achievement	Meets Minimal Level of Achievement	Exceeds Minimal Level of Achievement
Elements associated with these competencies: <ul style="list-style-type: none"> • Shows knowledge and understanding of integrating multiple basic discipline-specific content areas such as affective, biological, cognitive, social, or developmental aspects of behavior. • Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. • The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. • 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Area II - Research Competencies

PROFESSION-WIDE COMPETENCY ASSESSED: RESEARCH

Instructions:

- 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.

	Below Minimum Level of Achievement	Meets Minimal Level of Achievement	Exceeds Minimal Level of Achievement
<p>Elements associated with this competency:</p> <ul style="list-style-type: none"> • 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Area III - Multicultural Competence

PROFESSION-WIDE COMPETENCY ASSESSED: INDIVIDUAL AND CULTURAL DIVERSITY

Instructions:

- Describe how your evolving self-awareness as a cultural being impacts your work with clients.
- Describe your understanding of cultural concepts (both within group and between group aspects) and how you apply this knowledge to your assessment and interventions.
- Describe a plan to further develop multicultural competence and its application to assessment and interventions.
- 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.

	Below the Minimum Level of Achievement	Meets Minimal Level of Achievement	Exceeds Minimal Level of Achievement
<p>Elements associated with this competency:</p> <ul style="list-style-type: none"> • 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Area IV - Measurement, Assessment, and Psychological Testing

PROFESSION-WIDE COMPETENCY ASSESSED: ASSESSMENT

Instructions:

- 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 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. The report must also include cultural considerations that were taken into account during administration, interpretation, and recommendations for treatment.

	Below the Minimum Level of Achievement	Meets Minimal Level of Achievement	Exceeds Minimal Level of Achievement
Elements associated with this competency: <ul style="list-style-type: none"> • 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Area V. Theories and Practice

PROFESSION-WIDE COMPETENCY ASSESSED: INTERVENTION

Instructions:

- Include copy of a case presentation that emphasizes your theoretical orientation.
- Include a copy of your Career Development theory paper

	Below the Minimum Level of Achievement	Meets Minimal Level of Achievement	Exceeds Minimal Level of Achievement
<p>Elements associated with this competency:</p> <ul style="list-style-type: none"> • 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Area VI. Ethical, Legal, and Professional Issues

PROFESSION-WIDE COMPETENCY ASSESSED: RESEARCH

Instructions:

- Provide a copy of an Ethics paper you have written or
- 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-maleficence. 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.)

	Below the Minimum Level of Achievement	Meets Minimal Level of Achievement	Exceeds Minimal Level of Achievement
<p>Elements associated with this competency:</p> <ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

APPENDIX F: CPSY ACADEMIC PROGRESS CHECKLIST

Student: _____

Dissertation Chair: _____

Date: _____

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

Completed? Y or N	Requirements
	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].
	Student's GPA at TAMU is above requirement. [supporting documentation is in student's portfolio].
	Student has presented a paper or poster at a regional, state or national psychological conference. [copy of paper, poster, and/or conference program is in student's portfolio]
	Student has submitted a manuscript to a journal with the student listed as first author or co-author. [copy of editorial correspondence is in student's portfolio].
	Master's and/or PhD Degree plan has been filed with the Grad School.
	Preliminary examinations have been passed and a report filed with the Grad School. [Copy of filed report in student's portfolio].
	Dissertation has been proposed and filed with the Grad School. [copy of filed report in student's portfolio]. If no, expected date:

Dissertation Chair Signature: _____

Date: _____

APPENDIX G: 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 Grad School, 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)

<http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Workshop and Tutorials/HOW-TO-FILE-A-LONG-FORM-PETITION-IN-DPSS.pdf>

Change of Major/Degree/Department (PDF)

http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Workshop%20and%20Tutorials/HOW-TO-FILE-MDD-PETITION-IN-DPSS-8_16_16.pdf

APPENDIX H: Grad School 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>

APPENDIX I: CPSY INTERNSHIP READINESS CHECKLIST AND INTENTION FORM

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

DOCTORAL INTERNSHIP INTENTION

The student is responsible for filing their 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 student's dissertation chair before completing this form. Students should fill out this form, including providing additional information in the checklist under "Area for Student Response" and indicating completion by writing Y or N.

Internship eligibility will be determined by the CPSY faculty as a whole, taking into account the information below, as well as the student's minimum level of achievement (MLA) progress in Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC). *A failure to complete all of the requirements of this checklist will result in the student having to withdraw from the match process or from the matched site. This policy is outlined by APPIC in their Policy on Doctoral Program Associates:* <https://www.appic.org/About-APPIC/APPIC-Policies/DPA-Policy>

1. Name:
2. Dissertation Chair:
3. Intended date to begin internship:
4. Internship Readiness Checklist:

Requirement	Area for Student Response	Completion (Y/N)
Required coursework completed	Attach to this form an unofficial transcript that lists courses and grades.	
Academic coursework to still be completed	Provide course number, course title, number of credit hours, and semester offered:	

Incomplete grades to be removed	Note any incomplete grades and status of completion:	
Remediation or probation status	Provide any information if you are currently on a remediation plan or probation status. If not, please indicate N/A:	
A paper or poster has been presented at a regional, state, or national psychological conference	Provide APA citation, including date and conference name:	
A manuscript has been submitted to a journal with the student as a first author or co-author	Provide APA citation, including author list, date submitted, and journal name:	
Preliminary/ Comprehensive exam has been successfully submitted and passed	Provide date submitted:	
Dissertation proposed and approved by committee	Provide date of dissertation proposal (or expected date), title of dissertation, and dissertation committee member names:	
Expected number of practicum hours completed (including master's hours)	Provide list of practicum agencies, and a summary number of direct (separating therapy and assessment), indirect, and total practicum hours:	

Demonstrated development across program through annual evaluations; met or exceeded minimum level of achievement (MLA) at most recent annual review.	<i>Advisor and faculty will review annual evaluations across student's time in the program.</i> Note here any conversations with advisor or training director regarding developmental progress through the program, and what was done to remedy the situation, as applicable:	
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5. Briefly describe the following:

Your goals for internship (what you hope to gain from the experience).

Special expectations you have for internship (e.g., geographic location, type of agency, type of supervisor, client characteristics, stipend level, etc.)

Your post-doctoral work objectives (where do you want to work, what populations, what type of work do you want to do).

Your list of internship sites (name and addresses) to which you plan to apply (e.g., VA, Medical Center, CMHC, etc.)

For Departmental Use Only

Approved to seek internship (Date):

Director of Training:

APPENDIX J: PROFESSIONAL ORGANIZATIONS FOR STUDENTS

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)

Several 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.

APPENDIX K: EPSY POLICY AND PRACTICES FOR STUDENT CONCERNS/COMPLAINTS/GRIEVANCES

Approved 9.22.17; Revised 7.29.22

In the course of their professional training, students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures <http://student-rules.tamu.edu/studentgrievanceprocedures> and specific instances in which a grievance can be filed. Consistent with university procedures, the Department of Educational Psychology follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

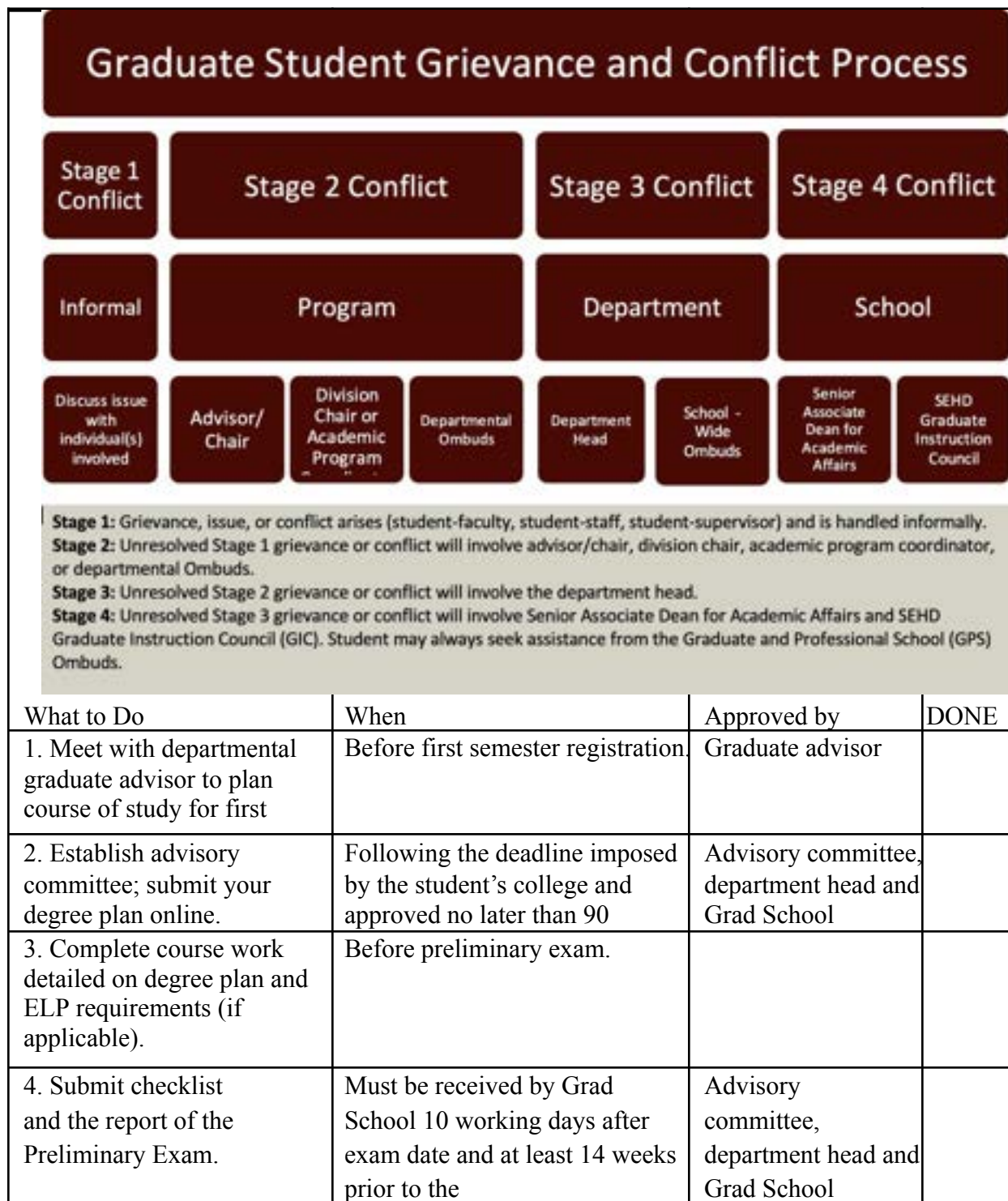
First Step: As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.

Intermediate Options: When conflicts/situations remain unresolved, students may seek guidance from their faculty advisor/dissertation chair, an ombudsperson, or the faculty member who coordinates their academic program. The Department of Educational Psychology has an appointed Ombudsperson, Dr. Krystal Simmons (ktcook@tamu.edu). Ombudspersons are also available at the school level and in the Graduate and Professional School (ombuds@tamu.edu). Depending on the situation and context, a student may opt to approach their faculty advisor/dissertation chair or the CPSY program chair. Student(s) may share their concerns with any of these intermediate resources to seek guidance for resolving a conflict and clearing up any misunderstandings. If after accessing intermediate options the situation remains unresolved, the student's next option for recourse is to meet with the department head.

Department Head: A student can request to meet with the Department Head to discuss previous attempts to resolve a conflict and to seek guidance or resolution. At this point, a determination is made as to whether the student will present the conflict/issue as a formal complaint/grievance. The Department Head will then make a determination as to appropriate action needed. The department head will also maintain a record of the student's complaint and subsequent outcomes. The number and nature of student complaints will be shared with the CPSY program chair annually, or when a pattern of complaints/grievances becomes evident. If a complaint or issue involves an individual outside of the department or university, the Department Head will determine an appropriate course of action and consult with the school and outside entities as appropriate. Information regarding conflicts/situations with off campus supervisors will be considered when deliberating future placements with that individual/practicum site.

School: Once the Department Head renders a decision/action, if the student is unsatisfied they may elect to advance the grievance to the school level for further consideration. In most cases, the school's Associate Dean for Academic Affairs will communicate with the student and determine whether any further action is needed.

It is important to note that whenever there is discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.



5. Submit proposal for dissertation or record of study.	No later than 15 working days prior to submission of the Request and Announcement of	Advisory committee, department head and Grad School	
6. Complete residence requirement. (Check with your department if there is a residency requirement).	Before submitting request to schedule final oral examination.	Grad School	
7. Apply for a degree online at the Howdy portal; pay graduation fee.	During the first week of the final semester; pay graduation fee after graduate application is	Grad School	
8. Submit request for permission to hold and announce final oral examination.	Must be received by Grad School at least 10 working days before final exam date; see Grad School calendar for deadlines.	Advisory committee, department head and Grad School.	

APPENDIX L: SCHOLARSHIP APPLICATION REVIEW SHEET

Counseling Psychology Fellowship Considerations

The purpose of the various fellowships is to provide a scholarship to select students pursuing careers in health service psychology. Eligible recipients must be (a) accepted into the CPSY Doctoral Program and be in good academic standing (b) be engaged (or poised to engage) in a program of study that will enable them to make a positive impact in counseling psychology.

Awards are competitive based on the criteria below. **Preference for nomination for fellowships will be given to highly promising applicants with demonstrated financial need who might otherwise be unable to pursue a degree.** Both current and incoming CPSY doctoral students may be considered depending on the specific fellowship criteria relevant to counseling psychology.

Evaluation Rubric for: _____

Selection Criteria	Low High				
Relevant Clinical & Educational Experiences (30%)					
- Extent of clinical or field experience relevant to counseling psychology	1	2	3	4	5
- Relevant educational preparation (focus on former degrees), Scholarly activities (e.g., publications, presentations, collaborative Research activity), and/or activity in professional organizations	1	2	4	4	5
- Relevant experiences/ commitment with diverse, multicultural populations and/or settings	1	2	3	4	5
<i>Subtotal:</i> _____					
Evidence of Commitment & Potential Impact (30%)					
- Evidence of relevant career goals (targeting academic and/or clinical contexts) _____	1	2	3	4	5
- Educational performance thus far (GRE; GPA/GPR in doctoral program for existing students/prior education for incoming)	1	2	3	4	5
- Evidence of experience/ coursework and commitment to research and scholarly productivity	1	2	3	4	5
<i>Subtotal:</i> _____					
Evidence of Financial Need (40%)					
- Extent of government/external funding (5 is none)	1	2	3	4	5
- Extent of financial scholarship support currently (5 is none)	1	2	3	4	5
- Extent of GA position/hourly support (5 is none; 1 is 20-hour)	1	2	3	4	5
- Evidence of relatively higher tuition costs (e.g., additional distance fees, out-of-state/international tuition rates)	1	2	3	4	5
<i>Subtotal:</i> _____					

Total Score

/50