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I. Introduction

Accredited by the American Psychological Association (APA) since 1987, the Counseling Psychology Program at the University of Houston is one of three Ph.D. programs housed in the Department of Psychological, Health, and Learning Sciences in the College of Education. The other two programs are School Psychology (also APA accredited) and Measurement, Quantitative Methods, and Learning Sciences. Consistent with the College and Department’s commitment to the principle of collaboration in learning and leading, the Counseling Psychology Program seeks to train students to be competent collaborators in their own and others’ learning, to adopt a reflective and critical attitude toward inquiry and practice, to adhere to high standards of ethical and professional conduct, and to incorporate and consolidate these achievements within their evolving identities as counseling psychologists.

The Program’s faculty and students demonstrate their commitment to the principle of collaboration in learning and leading in their participation in professional activities at the local, state, and national levels. The Program sponsored the 2001 Houston National Counseling Psychology Conference and on two occasions has hosted the mid-winter meeting of the Council of Counseling Psychology Training Programs (1996 and 2004). More recently, the Department of Psychological, Health, and Learning Sciences served as the institutional sponsor of the 2013 National Multicultural Summit and Conference, held in Houston in January 2013 and as a platinum-level sponsor of the 2014 Counseling Psychology Conference in Atlanta.

Members of the faculty are professionally active; they include five Fellows of the American Psychological Association; a former President of Division 51 – Society for the Psychological Study of Men and Masculinities; the Program Chair for the 39th International Convention for the Association of Black Psychologists and a former President for the Houston Chapter of the Association; a former President of APA Division 17 – The Society of Counseling Psychology; a former President of both the Houston and the Texas Psychological Associations; a former Chair of the Texas State Board of Examiners of Psychologists; a Diplomate of the American Board of Professional Psychology (ABPP); a former President of APA Division 43 – Family Psychology; a member of the Practice Analysis Task Force for the Examination for the Professional Practice in Psychology (EPPP); former Chair of the Society of Counseling Psychology Section on Racial and Ethnic Diversity (SERD); Chair of APA Fellows Committee; Past-Chair of APA Committee on Early Professionals; a former Chair of APA Committee on Sexual Orientation and Gender Diversity; a former Chair of the Prevention Section of Division 17 – The Society of Counseling Psychology; Diversity Committee Member of Division 49 - Group Psychology and Group Psychotherapy; Executive Board Member of the Council of Counseling Psychology Training Programs (CCPTP); former Congressional Fellow; former Fulbright Scholar; and, current and past members of the APA governing body – the Council of Representatives. One faculty member served as Program Co-Chair for the 2008 International Counseling Psychology Conference. Faculty have served, and/or currently serve on a variety of journal editorial boards, including The Counseling Psychologist; Journal of Counseling & Development; Journal of Men and Masculinity; Cultural Diversity and Ethnic Minority Psychology; Journal of Black Psychology; Psychology of Sexual Orientation and Gender Diversity; Journal of Latino/a Psychology; Career Development Quarterly; Journal of Family Psychology; Professional Psychology: Research and Practice; Prevention in Counseling Psychology: Theory, Research, Practice, and Training; Psychotherapy; Group Dynamics: Theory, Research, & Practice; and
Students frequently present their research at national and regional professional conferences. In recent years, students have received national awards for their research work, including APA Division-level Student Paper Competition Awards, the APPIC Student Research Award, and the APA Conference Travel Award. Students often publish their work in collaboration with faculty. Recent student work has been published in the Journal of Clinical Psychology, Journal of Career Assessment, International Journal of Person-Centered Medicine, Neuropharmacology, and the Journal of Cross-Cultural Psychology.

The Handbook provides an overview of the program requirements and the rules and regulations governing the Ph.D. program in Counseling Psychology with the purpose of facilitating students’ progress toward their degree and career goals. The information provided here complements and does not supersede the policies and procedures described in the *UH Graduate Catalog* (available at [http://catalog.uh.edu/index.php](http://catalog.uh.edu/index.php)). Students are responsible for abiding by the rules and regulations included in the Graduate Catalog. Further, all Program, Department, College, and University policies and procedures are subject to change. Because this Handbook is updated only one time per year, it is also always wise to check the UH graduate catalog to look for any changes in policies during the academic year. Students should refer to the University webpage for updates to these policies and procedures. Students are required to maintain a University of Houston e-mail account; this account will serve as the University’s official means of communication with students.

*MyAdvisor* is an electronic interface that students use to submit most of the forms required to document their progress toward the degree. Once students obtain their Cougar Card and enroll in courses, they can sign up to use *MyAdvisor* through the College of Education’s website: [https://www.coe.uh.edu/MyAdvisor/login.cfm/](https://www.coe.uh.edu/MyAdvisor/login.cfm/). Typically, forms submitted through *MyAdvisor* must be approved by the student’s advisor, the Director of Training, the Chair of the PHLS Department and the College’s Office of the Dean.

* Questions related to the program’s accreditation status should be directed to the Commission on Accreditation:
  
  Office of Program Consultation and Accreditation
  American Psychological Association
  750 First Street, NE
  Washington, DC 20002-4242
  Phone: (202) 336-5979
  Email: apaaccred@apa.org
II. Program Description

A. Program Mission and Values

The mission of the Counseling Psychology doctoral program is to foster and maintain an environment in which new knowledge is generated and community-engaged change agents are trained. Collectively, we share a passion for eliminating mental and physical health inequities and ethically engaging in scientific and clinical work with a deep understanding and valuing of social justice and the plurality of worldviews.

Program Values

Climate of Safety: Climate of safety and trust for all that honors all opinions and perspectives. Recognition of strengths and growth potential of all individuals and systems.

Diversity and Social Justice: Respect for diversity and values different from one’s own, including but not limited to issues of age, gender, gender identity and expression, race, ethnicity, culture, national origin, language, religion, faith and no faith, spirituality, sexual orientation, ability status, and socioeconomic status. This respect includes the process of self-examination, a no tolerance policy for bigotry, prejudice, harassment, and discrimination. In addition, this includes a commitment to serving as social change agents through challenging structural inequities to reduce disparities and promote social justice.

Ethics and Professionalism: Ethical behavior and professionalism, including adherence to the APA Ethical Principles and Code of Conduct and all the APA guidelines that address diversity issues.

Science and Practice: Commitment to the scientist-practitioner model, including scientific rigor and highest practice standards in which science informs practice and practice informs science.

Person in Context: Emphasis on context and person-environment fit, i.e., the recognition that an individual’s behavior cannot be understood without considering that person’s environment/context and its impact. This perspective includes dealing with the complexity of both the person and their environment, as well as the interaction between the two.

B. Training Model and Training Goals

The UH Counseling Psychology Program’s philosophy and training model are guided by the core themes of Counseling Psychology (Gelso, Nutt-Williams, & Fretz, 2014) and are based on the Model Training Program in Counseling Psychology (Murdoch, Alcorn, Heesacker, & Stoltenberg, 1998), which delineates a specific version of the Northwestern/Boulder scientist-practitioner model for training in psychology. Thus, our philosophy and training model are based on the unifying themes of Counseling Psychology, which distinguish it from other substantive areas (Gelso, Nutt-Williams, & Fretz, 2014). These themes are: 1) a focus on identifying and building from a strengths perspective in working with all individuals; 2) an
assessment of the person-environment fit and the interaction between the two; 3) an emphasis on prevention and brief interventions using a developmental perspective (career and human development); 4) the integration of theory, research, and practice; and 5) a focus and respect for individual and cultural diversity.

More specifically, consistent with an ecological approach to training (Bronfenbrenner, 1979), our Program is guided by the view that psychological health, growth, and development, as well as psychological impairment and adaptation failures, are phenomena that involve complex transactions between persons and the multiple social environments in which they are embedded. Thus consistent with the model by Murdock et al. (1998), our training program and philosophy emphasizes multicultural competence. Furthermore, we believe that there is a reciprocal relation between science and practice and that training should focus on competence in the scientific process and diverse methodological inquiry applicable to the multiple roles undertaken by counseling psychologists.

The program’s curriculum, which is described later in this Handbook, includes coursework, practice, research, and advising activities designed to pursue the following three goals:

I. Train Counseling Psychologists who are skilled in the practice of professional psychology in a variety of settings with diverse urban populations.

II. Produce graduates who are knowledgeable of the foundational base of psychological science and are able to contribute to the empirical body of knowledge in the field of counseling psychology.

III. Train Counseling Psychologists who display ethical behavior and professionalism.

The objectives associated with each one of the Program’s three goals are described next.

**Education and Training Goals and Objectives Expected of Graduates:**

**Goal 1: Train Counseling Psychologists who are skilled in the practice of professional psychology in a variety of settings with diverse urban populations.**

1. **Objective A:** Knowledge of major theoretical orientations to counseling/psychotherapy, their evidence base, and their applications to multiple problems and populations.

2. **Objective B:** Knowledge of the strengths, limitations, and applications of psychological assessment to diverse urban populations.

3. **Objective C:** Understands clinical supervision and consultation in the professional practice of psychology.

**Goal 2: Produce graduates who are knowledgeable of the foundational base of psychological science and are able to contribute to the empirical body of knowledge in the field of counseling psychology.**
1. **Objective A**: Demonstrate substantial understanding of seminal research findings and methods in psychological science broadly, and counseling psychology specifically.

2. **Objective B**: Demonstrate ability to review/critique scholarly literature in terms of content, design, analyses, interpretation of results, and multicultural relevance or bias.

3. **Objective C**: Produce scientific findings and disseminate scholarly products in oral and written form that meet APA publication standards

**Goal 3: Train Counseling Psychologists who display ethical behavior and professionalism.**

1. **Objective A**: Establish a professional identity as a Counseling Psychologist.

2. **Objective B**: Knowledge of and ability to apply ethical and legal standards and guidelines in research and practice, including all APA diversity guidelines.

**C. Students**

In the 2017-2018 academic year, there were 34 students enrolled in the program. Of these, 91% were women and 50% belonged to diverse ethnic/racial groups. Students represent a wide diversity of backgrounds, experiences, and interests. Profiles of current students may be found on the program website: [http://www.uh.edu/education/degree-programs/counseling-psyc-phd/student-profiles/](http://www.uh.edu/education/degree-programs/counseling-psyc-phd/student-profiles/)

**D. Full-Time Faculty Affiliated with the Program**

Consuelo Arbona, Ph.D., Professor
(University of Wisconsin-Madison, 1986)

M. Nicole Coleman, Ph.D., Associate Professor
(University of Missouri-Columbia, 2002)

Marcel A. de Dios, Ph.D., Assistant Professor
(University of Miami, 2007)

Jungeun “Jay” Lee, Ph.D., Clinical Associate Professor
(University of Florida, 2008)

Robert H. McPherson, Ph.D., Professor and Dean
(University of Houston, 1987)

Ezemenari M. Obasi, Ph.D., Professor and Associate Dean for Research
(The Ohio State University, 2005)
Lorraine R. Reitzel, Ph.D., Associate Professor and Department Chair  
(Florida State University, 2005)

Jonathan P. Schwartz, Ph.D., Professor and Associate Dean for Graduate Studies  
(New Mexico State University, 2001)

Nathan Grant Smith, Ph.D., Associate Professor and Training Director  
(Virginia Commonwealth University, 2002)

Hayley Stulmaker, Ph.D., Clinical Assistant Professor  
(University of North Texas, 2014)

Rachael A. Whitaker, Ph.D., Clinical Assistant Professor and Program Director of M.Ed. Counseling Program  
(Mississippi State University, 2015)

E. Part-Time Faculty Affiliated with the Program

Patrick J. Ellis, Ph.D., CPCE Coordinator  
(University of Houston, 1996)

Roberta L. Nutt, Ph.D., ABPP, Clinical Professor  
(University of Maryland, 1976)

The Psychological, Health, and Learning Sciences Department’s website offers information about the faculty affiliated with the Program and the Department (http://www.uh.edu/education/degree-programs/counseling-psyc-phd/).

Also, see Appendix G for Faculty Biographies.
III. Counseling Psychology Training Values

(adapted from The Council of Counseling Psychology Training Programs [CCPTP]*)

The Counseling Psychology Program at the University of Houston is a multicultural community of diverse racial, ethnic, and socioeconomic backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another. As members of the Counseling Psychology community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect. The program expects that students will be respectful and supportive of all individuals, including, but not limited to, clients, staff, peers, research participants, and faculty who are different from themselves in terms of age, gender, gender identity and expression, race, ethnicity, culture, national origin, religion, faith and no faith, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty will work to create a climate of safety and trust for all concerned.

In order to support and maintain this atmosphere, bigotry, prejudice, and discrimination will not go unchallenged within this community. Members of the program community educate each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, ableism, classism, and other forms of prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation, discrimination, or violence against persons or property, we will not tolerate such behavior, nor will we accept ignorance, joking, or substance use or abuse as an excuse, reason, or rationale for it. All who work, study, and teach in the Counseling Psychology community should be committed to these values as an integral part of the program’s focus, goals, and mission.

As a profession, Counseling Psychologists not only disavow oppressive attitudes, beliefs, and behaviors, but actively work to advocate for social justice and against oppression. Indeed, because Counseling Psychologists often work with individuals who have been marginalized, we seek to train students who will advocate for and positively embrace all demographic diversity.

Respect for diversity and for values different from one’s own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology and mandated by the American Psychological Association’s Ethical Principles and Code of Conduct (2002)* and is discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently, there has been a call for Counseling Psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling Psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

The program recognizes that no individuals (whether they be faculty, students, or staff) are completely free from all forms of prejudice. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the program is seen as a commitment to a respect for diversity and to the process of self-examination, so that such prejudices may be evaluated in the light of available scientific data,
standards of the profession, and traditions of cooperation and mutual respect. Indeed, both the American Psychological Association Ethical Principles for Psychologists and Code of Conduct and the Accreditation Guidelines and Principles specifically state that psychologists have an ethical mandate to be culturally competent, which means that they develop the ability to work with diverse clients of all types. In addition, the APA Ethical Principles and Code of Conduct (APA, 2002)* states that psychologists (including students in training) must both examine and try to eliminate the effects of biases from their work. We understand that students will not enter the program free from bias. Nevertheless, successful completion of the program requires genuine desire to examine one’s attitudes and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA, 2002, Principle E)*. Stated simply, being unwilling to examine the effects of one’s attitudes and values on one’s work is unacceptable.

Students are required to honor not only the Ethics Code of the American Psychological Association (APA, 2002)*, but also to be familiar with and to abide by the various Guidelines published by the APA which address issues of diversity including but not limited to the: *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*; the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*; the *Guidelines for Psychological Practice with Older Adults*; and the *Guidelines for Psychological Practice with Girls and Women*; and other guidelines being developed for working with men, boys, etc. These guidelines, which have already received APA approval can be found on the APA website (http://www.apa.org) and published in the *American Psychologist*. All written work must follow the guidance of the *APA Publication Manual* including the use of non-sexist language.

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling Psychology students must become very familiar and comfortable working with the process of individuals’ self-disclosure and introspection. Therefore, it is an essential training component of the Counseling Psychology program to provide assignments and classroom experiences that call for our students (i.e., counseling psychologists in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. As such, the Counseling Psychology faculty is committed to providing and expecting an atmosphere of respect and confidentiality among our students.

The program follows the APA statement regarding the ethics of requiring self-disclosure in an academic program: *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 be reasonably 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* (APA, 2007, 7.04)*.

In summary, we require that our students be willing to engage in self-examination (i.e., to
disclose personal information in an academic context), and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as dissimilar from themselves, in terms of both demographic characteristics and values. We expect all members of counseling psychology training communities to be committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. All members agree to engage in a mutually supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all clients. Such training processes are consistent with Counseling Psychology’s core values, respect for diversity, and for values similar and different from one’s own.

*This statement has been adapted from the following other Universities and/or Counseling Psychology Program Statements: University of Missouri-Columbia, Auburn University, Miami University, the University of North Dakota, and Texas Woman’s University. The original Counseling Psychology Training values document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph.D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document was intended to serve as a model statement for counseling psychology training communities and sites were encouraged to adapt the CPMTVSD to reflect their particular environment. The writing team for this document acknowledged Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia, as the value statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 206 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu.

Note: The APA Ethical Principles for Psychologists and Code of Conduct were updated in 2010.
The Ph.D. in Counseling Psychology requires no less than four years of full time study and the completion of all required coursework, candidacy research project, comprehensive examination, practicum, dissertation, and pre-doctoral internship. Beyond the required curriculum, students may pursue additional coursework within the Department of Psychological, Health, and Learning Sciences and the Department of Psychology with the consent of their advisors/faculty related to their individual research interests and career goals.

According to University policy, (a) students must complete all degree requirements within 10 years of beginning the Program (see [link](http://publications.uh.edu/content.php?catoid=22&navoid=6008)); and (b) once students exceed 130 credit hours of doctoral work, additional hours needed to complete the degree must be paid at the out-of-state tuition rate; and (c) students must submit course syllabi with requests for transfer credit. Please contact the Office of Graduate Studies (coegrad@central.uh.edu) for current transfer policies. Students entering the program with a master’s degree may also petition with their advisor to have some prior coursework waived.

Students are expected to be registered for 9-12 credit hours for each long semester (Fall and Spring) until all required courses are completed. See graduate catalog at [link](http://publications.uh.edu/content.php?catoid=22&navoid=6001) for additional information. The rest of this Chapter provides detailed information about required coursework and recommended sequencing of courses for students who enter the program with and without a master’s degree in counseling or related field.

### A. Foundational Courses

1. **Foundations of Psychology**
   - * PHLS (or EPSY) 8344 Biological Basis of Behavior *or*
   - PSYC 6308 Foundations of Neuropsychology *or*
   - PSYC 7342 Biological Bases of Behavior 3 hours
   - PHLS 8351 History and Philosophy of Psychological Systems 3 hours
   - * PHLS (or EPSY) 8352 Social Psychological Processes *or*
   - PSYC 6338 Foundations of Social Psychology *or*
   - PSYC 8397 Theories and Research in Social and Personality Psychology 3 hours

   *Only if taken by or before 2015*

2. **Cognitive and Affective Basis of Behavior/Human Development:**
   - PHLS 6330 Human Growth and Development 3 hours
   - PHLS 7317 Cognitive and Affective Bases of Behavior 3 hours

3. **Ethics and Professional Issues**
   - PHLS 8364 Professional Practice in Psychology: Ethics, Law and Professional Issues 3 hours
B. Research Design, Statistics, and Measurement Courses

All doctoral students in the Department of Psychological, Health, and Learning Sciences complete a sequence of five courses (15 credit hours) in the areas of research design, statistics and measurement. These 15 credit hours include three research courses taken during the first year. In addition, students complete a minimum of nine credit hours associated with two major research projects: the candidacy research paper (see Chapter VI), and the doctoral dissertation (see Chapter X). These courses and experiences are designed to help students become grounded in independent scholarly research, a goal consistent with the Program’s adherence to the scientist-practitioner model of training. The research design, statistics and measurement courses (15 credits), as well as the courses associated with candidacy research (3 credits minimum) and dissertation (6 credits minimum), are listed below.

1. Research Design

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours (Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 8302</td>
<td>Research Methods in Psych and Educ Research</td>
<td>3 (1st year)</td>
</tr>
<tr>
<td>PHLS 8319</td>
<td>Inferential Statistics in Psychological and Educational Research</td>
<td>3 (1st year)</td>
</tr>
</tbody>
</table>

2. Statistics and Measurement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours (Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 8322</td>
<td>Intermediate Statistical Analysis in Psychological and Educational Research</td>
<td>3 (1st year)</td>
</tr>
<tr>
<td>PHLS 8324</td>
<td>Multivariate Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PHLS 8300</td>
<td>Advanced Educational and Psych. Measurement or</td>
<td>3</td>
</tr>
<tr>
<td>* PHLS 8301</td>
<td>Measurement of Attitudes in Educational Research</td>
<td>*Only if taken by or before 2016</td>
</tr>
</tbody>
</table>

3. Candidacy Research (minimum 3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 7398</td>
<td>Candidacy Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Students enroll in candidacy research credits for the first time the semester they defend their candidacy research proposal.

4. Doctoral Dissertation (minimum 6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 8399/8699/8999</td>
<td>Dissertation</td>
<td>3/6/9</td>
</tr>
</tbody>
</table>

Students must enroll in at least three hours of dissertation credits the semester they defend their dissertation proposal. Once students enroll in dissertation credits, they must continuously enroll for a minimum of three credits of dissertation every subsequent Fall and Spring semesters, until the dissertation is completed (final defense). Summer enrollment in dissertation credits is required only if during the summer months the student conducts the dissertation’s proposal or final defense or actively engages in dissertation work involving the use of universities facilities.
(http://publications.uh.edu/content.php?catoid=22&navoid=6000).

**Research Electives**

Students are encouraged to complete additional research and statistics courses based on their interests and research plans, including:

- PHLS 8321 SEM in Psych/Educ Research 3 hours
- PHLS 8323 Advanced IRT Theory Models in Psy/Educ Research 3 hours

Or other courses in measurement and quantitative methods.

**C. Counseling Psychology Specialty Courses**

The Program’s curriculum includes a series of courses developmentally sequenced to help students gain knowledge in the core foundations of psychology as well as in the specialty discipline of Counseling Psychology. Several courses are associated with the required clinical training including practicum experiences and pre-doctoral internship. Through coursework and practical experiences, students develop an understanding of patterns of human functioning, learn strategies for promoting change and growth, and develop competencies in scholarship and research.

Some students need to complete master’s-level prerequisite courses (i.e., “leveling” courses). Prior to their first semester in the Program, advisors notify students with a master’s degree of any prerequisite "leveling" courses they need to complete, based on a review of their degree transcript. All students accepted directly from the Bachelors degree need to complete the leveling master’s-level courses described below. Even though students do not need to complete all leveling courses prior to taking doctoral-level courses, students are expected to complete master’s-level coursework prior to enrolling in doctoral-level coursework in the same area.

The University of Houston requires that graduate students enrolled in Counseling and School Psychology pay additional "premium" tuition for courses exceeding a cumulative total of 130 hours of graduate credit. For students entering the doctoral program with or without a master’s degree, required "leveling" coursework as determined by the student’s advisor and the Director of Training will be subject to the conditions of the 130-hour cap as previously described. Next, the required Counseling Psychology courses are described organized in three groups: master’s-level prerequisite courses, doctoral-level courses, and courses associated with clinical training.

**Master’s-Level Courses (leveling courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 6325</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PHLS 6335</td>
<td>Introduction to Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PHLS 6397</td>
<td>Psychopathology *</td>
<td>3</td>
</tr>
<tr>
<td>* PHLS 6345</td>
<td>Atypical Growth and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PHLS 6391</td>
<td>Counseling Methods and Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

*Only if taken before Fall 2018
**Doctoral Level Courses**

- PHLS 7330  Advanced Theories of Counseling  3 hours
- PHLS 8357  Clinical Interventions in Counseling Psychology  3 hours
- PHLS 8305  Supervision and Consultation in Counseling Psychology  3 hours
- PHLS 8334  Research in Counseling Psychology  3 hours
- PHLS 8337  Multicultural Issues in Counseling  3 hours
- PHLS 8339  Career Counseling  3 hours
- PHLS 8341  Professional Seminar  3 hours
- PHLS 8347  Assessment of Cognitive Abilities  3 hours
- PHLS 8349  Assessment: Personality  3 hours

**Clinical Training**

Counseling Psychology doctoral students receive clinical training primarily through practicum experiences and a pre-doctoral internship. Students are required to enroll in PHLS 8393 every semester (Fall, Spring, and Summer) they participate in practicum. During the internship year, enrollment in PHLS 8393 is mandatory during the Fall and Spring semesters only. Chapters V and IX provide detailed information about Practicum and Internship.

- PHLS 8393  Doctoral Practicum in Psychology  
  12 hours required (minimum of two years)
- PHLS 8193  Internship in Psychology  
  2 hours required (1 credit each semester – Fall and Spring, 
  Summer optional unless required to graduate. See Section 
  IX.E for more details.)

**D. Counseling Psychology: Health Psychology Emphasis\(^1\) / Minor (15 Credit Hours)**

Students may choose to add an optional Health Psychology Emphasis/Minor to their coursework. Eligibility to add this emphasis/minor includes the completion of nine (9) credit hours of didactic coursework as well as two (2) semesters of practicum (i.e., 6 credit hours) in the area of health psychology. The requirements for this track are described below. Please note some courses below are now taught in the department of PHLS and some in the psychology department.

- **a. New Health Psychology Courses in Counseling Psychology (2 Required Core Courses: 6 Credit Hours)**
  1. PHLS 8306: Health Psychology: Research, Prevention, and Intervention
  2. PHLS 8307: Health Disparities

- **b. Interdisciplinary Perspectives on Health and Chronic Disease (1 Required Elective: 3 Credit Hours)**
  1. PHLS 8309: Gene by Environment (GxE) Determinants of Health

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\(^1\) Emphasis is defined by the Council of Clinical Health Psychology Training Programs (CCHPTP) as including two health psychology courses and two semesters of clinical health psychology practicum.
2. PHLS 8308: Stress and Drug Abuse: Research and Health Outcomes
3. PHLS 6322: Dimensions in Woman’s Health
4. PHLS 7300: Program Evaluation in Health
5. PHLS 7304: Public Health and Childhood Obesity
6. PHLS 7319: Trends and Issues in Health Education
7. PHLS 7324: Cancer Education
8. PHLS 7325: Cross-Cultural Aspects of Health

**Note:** Students may choose to take one or more of these courses for an exposure to health psychology even if not pursuing the Health Psychology Emphasis. Furthermore, students may opt to take the required elective health psychology courses at Baylor College of Medicine or UT School of Public Health after receiving program approval.

c. **Practicum Experiences in the area of Health Psychology (6 Credit Hours)**

As indicated above, eligibility to add the Health Psychology Emphasis includes the completion of two (2) semesters of practicum in the area of health psychology, in addition to the coursework described above. Please note, no additional practica above and beyond the existing requirements set forth in Chapters IV and V of this handbook are required for the Health Psychology Emphasis (i.e., it is only necessary that the student pursuing this option demonstrate completion of two semesters of practicum in a health-related setting among the 12 credit hours of practicum required for the degree). To clarify further, these two semesters are not included in the 12-credit hour requirement for completion of the track, since students are required to complete practicum experiences as part of their doctoral training.

**E. Course Sequence**

As a means of building interdisciplinary relationships among doctoral students in various program areas, Counseling Psychology students advance through the Program as part of a cohort. Next, you will find two tables describing the recommended course sequences for students admitted both with a master’s degree in counseling (see Table 1) and without a master’s degree in counseling (see Table 2). Students are encouraged to follow this course sequence as closely as possible, especially during their first three years. Please note that unpredictable scheduling issues may require that certain courses be completed during a different semester than is indicated in either of the sample degree plans.
Table 1. Suggested Course Sequence for Students with a Master’s Degree in Counseling

Note: These course sequence listings are current, but subject to change.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRLS 8302 Research Methods</td>
<td>PRLS 8334 Research in CP</td>
<td>PRLS 8357 Clinical Interventions</td>
</tr>
<tr>
<td></td>
<td>PRLS 8319 Inferential Statistics</td>
<td>PRLS 8322 Intermediate Stat Analysis</td>
<td>PRLS 8364 Ethics, Law, Prof Issues</td>
</tr>
<tr>
<td></td>
<td>PRLS 8341 Professional Seminar</td>
<td>PRLS 8347 Assessment of Cognitive Abilities</td>
<td>(PRLS 7398: Candidacy Research)</td>
</tr>
<tr>
<td></td>
<td>PRLS 7330 Advanced Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>PRLS 8324 Multivariate</td>
<td>PRLS 8300 Measurement</td>
<td>PRLS 8337 Multicultural Issues</td>
</tr>
<tr>
<td></td>
<td>PSYC 6338 Social Psych (or 8397 in Spring)</td>
<td>PSYC 8397 Theories/Research Social Personality Psych (or 6338 in Fall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 6308 or 7342 Neuropsych/Bio Basis</td>
<td>PRLS 7317 Cognitive-Affective Basis of Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRLS 8393 Doctoral Practicum</td>
<td>PRLS 8393 Doctoral Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRLS 8349 Assessment: Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>PRLS 6330 Human Growth &amp; Dev</td>
<td>PRLS 8393 Doctoral Practicum</td>
<td>PRLS 8351 History &amp; Systems</td>
</tr>
<tr>
<td></td>
<td>PRLS 8393 Doctoral Practicum</td>
<td>PRLS 8305 Supervision &amp; Consult</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRLS 8399/8699 Dissertation (defense</td>
<td>PRLS 8399/8699 Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of proposal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>PRLS 8193 Internship</td>
<td>PRLS 8193 Internship</td>
<td>Internship; do not need to enroll</td>
</tr>
<tr>
<td></td>
<td>PRLS 8399/8699 Dissertation</td>
<td>PRLS 8399/8699 Dissertation</td>
<td>PRLS 8399/8699 Dissertation</td>
</tr>
</tbody>
</table>

***Course sequence updated June 2018.

This course sequence does not include leveling courses. Students should schedule leveling courses, additional practica, and courses in parentheses/italics in consultation with their advisors. Students should enroll for the first time in PRLS 7398: Candidacy Research, the semester they defend their candidacy research proposal. Students who have completed a master’s thesis may petition through their advisors to have the thesis fulfill the candidacy research requirement. (Chapter VI offers more information about candidacy).

The pre-doctoral internship is a calendar year experience that typically spans from August to July. Internship applications are due the Fall semester of the year before the beginning of the internship year. Students must defend the proposal of the dissertation by November 1st. See Chapter IX for more information about the pre-doctoral internship and Chapter X for more information about the Dissertation.
Table 2. Suggested Course Sequence for Students without a Master’s Degree in Counseling

Note: These course sequence listings are current, but subject to change.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHL 8302 Research Methods I</td>
<td>PHL 8334 Research in CP</td>
<td>PHL 8357 Clinical Interventions†</td>
</tr>
<tr>
<td></td>
<td>PHL 8319 Inferential Statistics</td>
<td>PHL 8322 Intermediate Stat Analysis</td>
<td>PHL 8364 Ethics, Law, Prof Issues</td>
</tr>
<tr>
<td></td>
<td>PHL 8341 Professional Seminar</td>
<td>PHL 6397 Psychopathology*</td>
<td>PHL 6335 Group Counseling*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHL 6391 Counseling Methods*†</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>PHL 7330 Advanced Theories</td>
<td>PHL 7317 Cognitive-Affective Basis of</td>
<td>(PHLS 7398 Candidacy Research</td>
</tr>
<tr>
<td></td>
<td>PHL 8349 Assessment: Personality</td>
<td>Behavior</td>
<td>PHLS 8337 Multicultural Issues</td>
</tr>
<tr>
<td></td>
<td>PSY 6308 or 7342 Neuropsych/Bio Basis</td>
<td>PHL 8347 Assessment of Cog. Abilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 6338 Social Psych (or 8397 in</td>
<td>PSYC 8397 Theories/Research Social Social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring)</td>
<td>Personality Psych (or 6338 in Fall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHL 8393 Doctoral Practicum</td>
<td>PHL 8393 Doctoral Practicum</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>PHL 6330 Human Growth &amp; Dev</td>
<td>PHL 8339 Career Counseling</td>
<td>PHL 8351 History and Systems</td>
</tr>
<tr>
<td></td>
<td>PHL 8324 Multivariate</td>
<td>PHL 8300 Measurement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHL 8393 Doctoral Practicum</td>
<td>PHL 8393 Doctoral Practicum</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>PHL 8399/8699 Dissertation (defense</td>
<td>PHL 8305 Supervision &amp; Consultation</td>
<td>PHL 8399/8699 Dissertation</td>
</tr>
<tr>
<td></td>
<td>of proposal)</td>
<td>PHL 8399/8699 Dissertation</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>PHL 8193 Internship</td>
<td>PHL 8193 Internship</td>
<td>Internship: Do not need to enroll</td>
</tr>
<tr>
<td></td>
<td>PHL 8399/8699 Dissertation</td>
<td>PHL 8399/8699 Dissertation</td>
<td>unless only course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHL 8399/8699 Dissertation</td>
</tr>
</tbody>
</table>

*Master’s-level prerequisites (leveling courses)
†Prerequisites for practicum
***Course sequence updated June 2018.

Students should schedule additional practica and courses in parenthesis/italics in consultation with their advisors. Students should enroll for the first time in PHL 7398: Candidacy Research the semester they defend their candidacy research proposal (see Chapter VI for more information about candidacy). The pre-doctoral internship is a calendar year experience that typically spans from August to the end of July. Internship applications are due the Fall semester before the beginning of the internship year. Students must defend the proposal of the dissertation by November 1st. See Chapters IX and X for more information about the pre-doctoral internship and the dissertation, respectively.
F. Doctoral Residency

The College of Education requires that doctoral students complete a period of full-time residency at the University of Houston. Residency requirements include full-time enrollment (minimum of nine credit hours) in two consecutive semesters and the completion of documented professional extracurricular activities during the same two semesters.

Students in the Program fulfill the residency requirement during the first year of doctoral study. Completion of the first year doctoral coursework satisfies the course requirements for the residency year (see the recommended course sequence chart provided earlier).

The second component of the first-year residency requirement involves documented participation in extracurricular professional activities such as attendance at professional research meetings or training workshops and participation in program related activities. Please see Appendix A for a detailed description of required and optional first-year residency extracurricular activities.

To document their academic and extracurricular residency activities, at the end of the first year students submit (via MyAdvisor) the Residency Report forms. Students submit two Residency Report forms listing separately the residency activities conducted during the Fall and Spring semesters. These submissions must be approved by the student’s academic advisor, the Training Director, and the Chair of the Department.

G. Degree Plan

The College of Education requires students to submit via MyAdvisor a Doctoral Degree Plan that lists the required coursework for the Ph.D. degree, including master’s leveling courses. Students’ degree plans should list courses in the appropriate categories and in numerical order, as shown in the Sample Degree Plan included on the next page. Each course listed must include the specific prefix and number (e.g. PHLS 8340 or PSYC 7366) and the number of credit hours. For example, the entry Multicultural Course is not acceptable.

Changes to an approved degree plan are also submitted via MyAdvisor.

Students must have an approved degree plan in order to become eligible to take the doctoral comprehensive exams. Detailed information about advancement to candidacy and comprehensive exams is provided in Chapter VI and VIII, respectively.
## Counseling Psychology Degree Plan Sample

Must obtain at least a grade of B- in each class in order to demonstrate adequate level of competency.

<table>
<thead>
<tr>
<th>Group A: Core Area</th>
<th>Credits per Course</th>
<th>Semester/Year Taken</th>
<th>Grade (If taken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 8319 Inferential Statistics in P/E Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8322 Intermediate Statistical Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8324 Multivariate Statistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8351 Hist. and Ph. of Science and Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8302 Research Methods in Education I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B: Major Area</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 6330 Human Growth and Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 7330 Advanced Theories of Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8337 Multicultural Issues in Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8339 Seminar in Career Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8341 Professional Seminar</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS/EPSY 8344 Biological Basis of Behavior* or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6308 Foundations of Neuropsychology or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 7342 Biological Bases of Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8347 Assessment of Cog Abilities</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>PHLS 8349 Assessment: Personality</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8364 Professional Practice in Psychology: Ethics, Law &amp; Professional Issues</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 7317 Cognitive-Affective Bases of Behavior</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS/EPSY 8352 Social Psych Processes* or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6338 Foundations of Social Psychology or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 8397 Theories and Research in Social and Personality Psychology</td>
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<td></td>
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<tr>
<td>PHLS 8393 Doctoral Practicum in Psychology</td>
<td>12</td>
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<tr>
<td>PHLS 8193 Internship in Psychology</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8399 Dissertation (Minimum 6 credits)</td>
<td>6</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Group C:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 7398 Candidacy Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHLS 8300 Advanced Educ. &amp; Psych. Measurement or PHLS 8301 Measurement of Attitudes</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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18
<table>
<thead>
<tr>
<th>Leveling Courses (if required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 6325  Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PHLS 6335  Introduction to Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PHLS 6397  Psychopathology or PHLS 6345** Atypical Growth and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PHLS 6391  Counseling Methods and Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** While in transition to several required courses being taught by the Psychology Department, if a student already took the equivalent PHLS course, the requirement is fulfilled.

*Only if taken by or before 2015  
**Only if taken before Fall 2018
V. Counseling Psychology Practicum

Enrollment in several semesters of Practicum and the year of pre-doctoral internship constitute the formally organized clinical training experiences in the Counseling Psychology Program. Students are typically required to complete a minimum of 2 years of practicum (12 credit hours of PHLS 8393). However, students who enter the program with a master’s degree may choose to complete only 1 year of practicum (6 credit hours), although many students choose to go beyond this requirement because of the competitiveness of internship.

The Program has affiliations with diverse agencies in the Houston area that offer doctoral-level practicum opportunities including college counseling centers, community agencies, and hospitals. Students may request from the Director of Training a list of frequently used practicum sites. The annual Practicum Fair, organized by the Counseling and School Psychology Ph.D. programs every January, provides students the opportunity to obtain information about training opportunities in many of these sites. The graduate assistant of the training director publishes a thorough handbook of sites annually prior to the Practicum Fair. First-time practicum students are encouraged to consider placements at university counseling center sites.

Students typically start practicum during the Fall semester of their second year in the program. Enrolling in field practicum requires planning. It is expected that students will have completed basic coursework in the areas relevant to their field placement. Students should make sure that they have sufficient background to work effectively at their preferred site. Completion of advanced coursework (e.g., assessment courses, etc.) may be necessary for practicum placements at particular sites.

A. Practicum Requirements

1. A two-year practicum at the doctoral level (PHLS 8393) consists of approximately 12-16 hours per week across four semesters at the practicum sites. Each semester counts for three (3) credits hours of coursework, which includes an on-campus practicum class with counseling psychology faculty. Many students choose to spread their practicum experiences beyond the two-year requirement to accrue additional practicum hours for internship applications or to pursue additional research experiences. Students should make informed choices regarding time spent in practicum based upon their career plans, the expectations of particular practicum sites, their internship goals, and national trends. This issue of required hours must always be discussed with practicum sites during the initial interview prior to placements, because many of our practicum sites do have a minimum number of hours requirement, which students must meet to be placed in that site. Students typically begin their first practicum in the Fall semester of the second year.

2. Practicum is a training experience. No more than approximately 75% of the student’s time may be spent in direct service. The total on-site hours should include a variety of activities such as case conferences, staffing meetings, in-service training, and workshops.
3. Each student must document a minimum one hour of individual supervision per week by a licensed psychologist. Activities such as staff meetings, observations, and case conferences are considered training and are not part of the supervision hour requirement.

4. Students are expected to attend the practicum classes held on campus by licensed faculty and to keep accurate documentation of their practicum hours and activities.

5. Students are required to obtain liability insurance during all practicum placements. The Program recommends the APA Insurance Trust’s Student Policy, available online here: https://www.trustinsurance.com/products-services/student-liability

6. To enhance clinical skills and strengthen internship applications, students are strongly encouraged to acquire practicum hours beyond the required two years of graduate level practicum. These additional practicum experiences (a) may be paid; (b) must involve at least eight hours a week on-site, of which at least four hours involve interacting with clients individually or in groups providing some kind of psychological service (e.g. assessment, therapy, psychoeducational interventions), and one hour of supervision by a licensed psychologist; and (c) require enrollment in PHLS 8393 and completion of all practicum record-keeping paperwork.

7. Documents for practicum (e.g., practicum hour log, evaluation of practicum student competencies) are on the Counseling Psychology website: http://www.uh.edu/education/degree-programs/counseling-psyc-phd/

B. Doctoral Practicum Application

1. Students are encouraged to meet informally with prospective practicum sites during the Practicum Fair and prior to completing the practicum application process. When speaking with practicum site representatives, students must always be sure to inquire about mandatory staff meetings and other required training activities, as well as deadlines for practicum applications.

2. Before contacting or submitting any applications to prospective practicum sites, students must submit a hard copy of their current CV to the Director of Training by January 20.

3. After students identify practicum sites of interest, they must submit the Practicum Application Form (see Appendix B) in paper form to the Director of Training by the March 1 deadline (after practicum fair strongly recommended).

4. The Director of Training must approve each student’s CV and Practicum Application Form (see Appendix B) before the student is permitted to contact any prospective practicum sites.
5. Shortly after the CV and Practicum Application Form are approved by the Director of Training, students may apply for interviews at the sites for which they have been approved.

6. The Director of Training consults with the practicum sites and students in making placement decisions. Placement decisions are made by considering students’ preferences, their prior clinical experience and academic preparation, and the availability of openings.
VI. Candidacy Research Paper and Advancement to Candidacy

A. Candidacy Research Paper

The goal of the candidacy research paper is to help doctoral students acquire skills to conduct independent research. While research skills are taught in the context of research methods and statistics courses, the candidacy research allows students to practice their research skills under the mentorship of one or more members of the faculty.

Students are advised to start planning their candidacy research paper early in their program of study. Students’ progress towards the degree is often delayed significantly if the candidacy paper has not been completed by the beginning of the third year. The candidacy paper must be successfully defended before a student is eligible to take the Comprehensive Exam. If approved by the advisor, a student’s master’s thesis may be used to fulfill the candidacy research requirement.

The following are some guidelines for doctoral counseling psychology students regarding the completion of a candidacy research paper:

1. Students are expected to conduct a research project within the general domain of counseling psychology. The scope of this research project should be equivalent to what would be expected from a master’s-level thesis.

2. A Counseling Psychology faculty member, typically the student’s advisor, directs the candidacy paper research project. In consultation with the advisor, the student identifies two additional faculty members from the Department to constitute the research committee. The candidacy research committee must include at least three members, two of which must be full-time faculty at UH. If the research area of a student does not match the expertise of members of the counseling psychology faculty or department, the student may in consultation with the committee chair, identify an outside person to co-direct the candidacy paper with a member of the counseling psychology faculty.

3. Students work closely with their research advisor to identify a set of research questions, and write a proposal describing the projected research. The proposal should consist of a review of relevant literature, a description of the research questions, and the planned methodology to implement the study. In terms of format and length, the candidacy paper should follow APA guidelines for journal publications.

4. The candidacy research paper involves data collection or the use of archival data. In either case, students must obtain approval from the University of Houston Institutional Review Board before conducting data collection and/or analysis (see: http://www.uh.edu/research/compliance/irb-cphs/). Please note that if the intended project falls within the scope of an already IRB approved protocol, the student may be added as a collaborator on the extant protocol without having to create a new one.

5. Once completed, students present their proposal to the members of their candidacy research committee. At least 10 working days (two weeks) prior to the defense meeting, students must circulate among members of the committee copies of the final paper.
6. Students must be enrolled in PHLS 7398: Candidacy Research (3 semester hours) during the semester that they defend the Candidacy Research proposal. PHLS 7398 allows an In Progress grade, so if the student has not completed the project at the end of the semester, they will not receive an “I” in the course but a dot, which indicates In Progress. If a student enrolls in PHLS 7398 for candidacy and receives an Incomplete at the end of the semester, within a calendar year the “I” will change to an “F” if the candidacy research project has not been completed. Therefore, students are strongly recommended to enroll in PHLS 7398 for candidacy when they are certain that they will be able to complete the work within one year of enrolling.

7. After data are collected and analyzed, the student writes the final paper and presents it to the candidacy research committee in a final oral defense meeting. After the defense, the candidacy research committee will fill out the CPDAF form (see Appendix E) and then submit to the Program Director to be filed in the student folder.

8. To document the successful completion of the final oral defense of the candidacy research paper, the student is required to submit via MyAdvisor a Candidacy Report form. Please note that the Candidacy Research paper is not considered a formal thesis by the Office of Graduate Studies; thus, some procedures are not required (e.g., signature page). Consult with your advisor for more information.

9. Students are required to present their candidacy research at a local, national, or international conference and/or should submit their work in journal-format to a peer-reviewed journal for publication consideration. Students should work closely with their research supervisor to identify appropriate outlets for their work.

B. Advancement to Candidacy

Advancement to candidacy is an important milestone in the pursuit of the doctoral degree. At this point students are ready to initiate work on their dissertations. Students are automatically advanced to candidacy once they have:

A. Completed at least nine of the 18 semester hours required for the College of Education core and at least 15 semester hours in counseling psychology courses (these requirements are fulfilled during the first year of study)

B. Successfully defended the candidacy research paper and submitted via MyAdvisor the Candidacy Report form indicating the members of the candidacy research committee and documenting the successful defense of the completed candidacy paper

C. An approved Degree Plan on file and have no Incompletes on their transcript

D. Approved Residency Reports on file
E. Successfully completed the Doctoral Comprehensive Exams
VII. Master’s Degree in Counseling for Doctoral Students Only

A. Rationale

Counseling Psychology and School Psychology doctoral students may earn the M.Ed. in Counseling for doctoral students only on their way toward earning the doctoral degree. This degree is considered a third track within our existing M.Ed. program in Counseling, available only to our doctoral students. This 42-semester hour degree aligns with the requirements of licensure as a Psychological Associate and is based upon doctoral coursework plus candidacy research that doctoral students are already taking within their doctoral programs and therefore does not add any additional academic requirements to their programs. After students have completed the designated courses, which include the APA required core courses and a number of specialty courses (see below), including one year of practicum plus candidacy research, they may apply for the degree (see section VII.C below). All courses must be passed with a grade of B- or higher, and the candidacy project must be successfully proposed and defended before the master’s degree is awarded. There is a $50 university administrative fee associated with this degree; in addition, if students do not meet the deadlines outlined in section VII.C below, they will be responsible for the higher tuition associated with a master’s degree.

There are a number of advantages to offering the option of this master’s degree for our doctoral students. First, students appreciate the feeling of achieving a concrete goal partway through their doctoral degree. Additionally, a master’s degree opens up additional internship opportunities for students, as there are internships that require applicants to have a master’s degree. Acquiring a master’s degree will allow students additional job opportunities as they move through the doctoral program, and is necessary for students to take the Examination for Professional Practice in Psychology (EPPP), which is required for the doctoral comprehensive examination.

For instructions on how to initiate this master’s degree, see section VII.C below.

B. Curriculum Requirements

The following courses are required for the master’s degree for Counseling Psychology doctoral students:

*Core Courses*

PHLS 6330  Human Growth & Development
PHLS 8322  Intermediate Statistical Analysis in Psychological and Educational Research
PHLS (or EPSY) 8344  Biological Basis of Behavior* or
PSYC 6308  Foundations of Neuropsychology or
PSYC 7342  Biological Bases of Behavior
PHLS 7317  Cognitive-Affective Bases of Behavior
PHLS 8302  Research Methods
PHLS (or EPSY) 8352  Social Psychological Processes*  or
PSYC 6338  Foundations of Social Psychology  or
PSYC 8397  Theories and Research in Social and Personality Psychology

*If taken during or before 2015

Specialty Courses

PHLS 7330  Advanced Theories of Counseling
PHLS 8357  Clinical Interventions
PHLS 8347  Assessment of Cognitive Abilities
PHLS 8364  Professional Practice in Psychology: Ethics, Law, and Professional Issues
PHLS 8337  Multicultural Issues in Counseling Psychology
PHLS 7398  Candidacy Research (candidacy project must be successfully proposed and defended)
PHLS 8393  Practicum (two semesters)

Note: If a student has had any of these courses waived, it would be possible to develop some equivalency substitutions on an individual basis.

C. Timing of Submitting Master’s Degree Paperwork

Master’s tuition rates are higher than doctoral tuition rates. Thus, in order to avoid additional charges that are not covered by the graduate tuition fellowship (GTF), students must follow the procedures below for timing the submission of their master’s degree paperwork.

Step 1: File a Graduate and Professional Student Petition

Step 1a: Submit a Graduate and Professional Student Petition before the last day to add a class at the beginning of the long semester in which the master’s degree is to be awarded*: [http://www.uh.edu/graduate-school/forms/](http://www.uh.edu/graduate-school/forms/)

Step 1b: Check box #3 (Add a new concurrent degree).

Step 1c: In the “Explanation of Request” box, indicate the name of the new degree (i.e., M.Ed. in Counseling).
Step 1d: Sign and submit to your advisor for additional processing.

*Note that the Graduate and Professional Student Petition must be approved at all levels before the last day to add a class in the long semester before the intended awarding of a master’s degree. Failure to meet the deadline means the GTF cannot absorb the additional charges and you will be charged for the difference in tuition between the doctoral and master’s rates.

Find deadline dates on the current academic calendar:
http://publications.uh.edu/content.php?catoid=26&navoid=9746

Step 2: Once the Graduate and Professional Student Petition to add the degree has been approved, submit the master’s degree plan in MyAdvisor, according to section VII.B above.

Additional information

The addition of a master’s career (via the submission and completion of a Graduate and Professional Student Petition) means all courses taken until the master’s graduation will incur the higher tuition rate.

The University charges for the addition of a new program/plan to a student account (as noted above).

Tuition rates vary from program to program. The number of SCH (semester credit hours) will also affect the final tuition.

***VII.C updated June 2018.
VIII. Comprehensive Examination

A. General Information

To satisfy the Doctoral Comprehensive Examination, students are required to take the Examination for Professional Practice in Psychology (EPPP). The EPPP is a knowledge-based examination delivered in a computerized format. In order to be eligible to sit for the EPPP, students must meet the licensing board’s requirements, in this case, for Licensed Psychological Associate (LPA). To apply for LPA status, you must have a master’s degree that is psychological in nature. Students must apply for licensure to the licensing authority before being permitted to sit for the EPPP. Candidates who meet the licensing board requirements are pre-approved to take the EPPP. Once candidates are notified that their information has been uploaded and account verified, authorization to take the EPPP is obtained. Students should provide a sufficient amount of time for registration process and examination scheduling in order to avoid missing other program deadlines (i.e. dissertation proposal defense). For more information about the EPPP and registration, please visit: http://www.asppb.net/. To learn more about the Texas State Board of Examiners of Psychologists, please visit: https://www.tsbep.texas.gov/

To satisfy the comps requirement, students must pass the EPPP at the doctoral (i.e., unsupervised practice) pass point (scaled score = 500). If you fail to meet that standard, you must retake the EPPP. Therefore, do not complete the jurisprudence exam and other requirements for LPA until you have successfully passed the EPPP with a scaled score of 500.

Once you have passed the EPPP at the doctoral pass point, provide proof of your score to your advisor.

B. Multiple-Choice Examination

The examination is computerized, multiple-choice format consisting of 225 items, with 175 of those items scored. The questions represent knowledge base required for various responsibilities of psychologists. The content areas encompass eight different domains including: (Domain 1) Biological Basis of Behavior, (Domain 2) Cognitive-Affective Bases of Behavior, (Domain 3) Social and Cultural Bases of Behavior, (Domain 4) Growth and Lifespan Development, (Domain 5) Assessment and Diagnosis, (Domain 6) Treatment, Intervention, Prevention and Supervision, (Domain 7) Research Methods and Statistics, and (Domain 8) Ethical, Legal and Professional Issues. For more information, consult the EPPP handbook here: https://cdn.ymaws.com/www.asppb.net/resource/resmgr/eppp_/EPPP_Cand-Handbook-October_1.pdf

C. Policies and Procedures

In order to be approved to take the Doctoral Comprehensive Exams, students must comply with the following:

1. **Approved at all levels** in MyAdvisor of the following:
a. Degree Plan
b. Residency Reports (2)
c. Have approved at all levels either the Candidacy Report (indicating successful completion of the candidacy paper/defense) or a petition requesting to have the candidacy project requirement waived

2. By the application deadline, students’ transcript must show:
   a. Number of credits completed: 36
   b. No grades of Incomplete

D. Procedures for Remediation of Students Who Fail the Exam

Students are allowed to take the comprehensive exam up to four times. A student who fails the exam four times is barred from obtaining the degree. If a student fails the comprehensive exam for a second time, Departmental policy requires the implementation of a formal remediation procedure (which is optional for students who fail the exam for the first time). The formal remediation procedure includes:

1. Students will be required to complete an EPPP preparation course by one of three approved companies: Academic Review, AATBS (Association for Advanced Training in the Behavioral Sciences), or Taylor Study Method.
2. Students will not be allowed to retake the comprehensive exam until they have completed the EPPP preparation course.

***VIII.D updated June 2018.
IX. Counseling Psychology Pre-Doctoral Internship

The pre-doctoral internship year in counseling psychology represents the capstone clinical experience for students in the Program. During this year, students work full time (2,000 hours) as paid psychology interns in an approved professional setting where they receive regular supervision. Students are expected to apply to APA-accredited internship sites as these programs regularly engage in the pre-doctoral training of counseling psychologists and meet all expected standards of training quality. The Program is following current APA policy.

In August 2013, the APA Council of Representatives approved the following resolution: “APA affirms that health service psychologists must be trained in APA/CPA accredited doctoral and APA/CPA accredited internship programs or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of professional psychology education and training in preparation for entry to practice.

APA also affirms that graduation from an APA/CPA accredited doctoral and APA/CPA internship training program, or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of professional psychology education and training in preparation for entry to practice, be a prerequisite for licensure for independent practice as health service psychologists.

Unaccredited programs that train health service psychologists are expected to obtain APA/CPA accreditation in a timely fashion following APA Council of Representatives approval of the policy, no later than five years for doctoral programs and no later than seven years for internship programs.”

APA-accredited internship sites are located all throughout the U.S. in a wide variety of settings including university counseling centers, VA hospitals, psychiatric hospitals, other hospitals, school districts, and community agencies. Students are encouraged to think about their internship site preferences early on in their training because obtaining a desired pre-doctoral internship typically requires careful degree planning and accumulation of appropriate practica experiences leading to the skills requirement for different types of internship settings. For example, internship sites located in university counseling center settings will likely prefer applicants who have received prior practicum training at university counseling centers.

The remainder of this section describes eligibility, course enrollment, and other Program requirements concerning internship, the internship application process, and available program supports and resources for helping students prepare for internship application.

A. Eligibility

1. Successful final defense of the candidacy project.

2. Passing the comprehensive exam (scaled score of 500 on the EPPP).

3. Successful defense of the dissertation proposal by November 1st.
4. Completion of minimum required semesters of practicum (two semesters for students with a previous year of graduate counseling practicum and four semesters for students without a previous year of graduate counseling practicum).

5. Completion of academic coursework (all required courses must be completed by end of the spring semester immediately preceding the beginning of the internship year).

Students who have submitted internship applications prior to the November deadline and who fail to defend their dissertation proposal successfully by that date will be required to withdraw all internship applications for that year.

B. Internship Application Process

Students typically apply for internship during their third or fourth year in the Program. However, preparation for the internship application process typically begins well ahead of this time. Since the internship represents a final opportunity to augment clinical skills that may be highly relevant to an individual’s long-term professional goals, students are encouraged to discuss internship planning with their advisors during each formal annual review meeting. The doctoral program directors for the Counseling and School Psychology programs will conduct a monthly (or more frequently) Internship Application Preparation class from July to November for those students applying for internship for the next academic year. Beyond these ongoing conversations, the following are the more proximal steps in internship planning:

1. Consult the APPIC website (http://www.appic.org) early in the year you will be applying for internship. This site contains links to the internship universal application as well as to information on all internship training programs in the APPIC directory.

2. After reviewing internship program information, identify possible sites of interest and obtain descriptive/application materials from each site (this is often done during the late spring/early summer of the application year). While the APA does not specify specialty designation for pre-doctoral internship programs (e.g., counseling, clinical, school), many internship sites express preferences for applicants with training in certain pre-doctoral specializations. Applicants with other specialization training typically are not as competitive for selection at these sites.

3. Update curriculum vita and begin drafting your current professional goals statement as requested on the universal internship application. It may be advantageous to tailor somewhat different versions of this statement to be appropriate to different types of training sites (e.g., university counseling center, VA Medical Center, etc.).

4. To increase the chances of a successful internship application, students should apply to at least 10-15 sites in diverse geographical locations. Applying only in restricted locations, particularly in Houston or Texas, is considered disadvantageous to selection.
5. Application materials and related personal statements are typically completed in late summer or early fall of the internship application year.

6. Attend the earlier mentioned mandatory program-sponsored internship preparation meetings, typically scheduled in late summer and fall with the Training Directors. The purpose of these meetings is to help students seeking internships review the current APPIC application process, update students on any current policy or procedural changes that may affect their applications, and review Program requirements regarding the submission of application paperwork to the Director of Training. These sessions will also give students opportunities to prepare their essays, AAPI, cover letters, and receive feedback on their applications and application strategies as well as plan for interviews.

7. Seek letters of reference from faculty and clinical supervisors and provide them with a copy of your vita, brief descriptions of targeted internships, and inform them about application deadline dates associated with each site and required online procedures.

8. Submit all application materials by the designated deadline dates.

C. Internship Site Visits and Interview Process

Following their receipt of internship application materials, some (but not all) sites may conduct either on-site or phone interviews with candidates. A training site’s policies regarding phone and/or on-site visits and interviews are usually detailed in its descriptive materials. The workbook *Internship in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit (3rd ed., 2012)* by Carol Williams-Nickelson, Mitchell J. Prinstein, and W. Gregory Keilin, published by the American Psychological Association, provides useful tips for preparing for and participating in phone- or on-site interviews.

D. APPIC Computer Matching System

APPIC oversees the computer matching system used to make internship placement decisions each year. Detailed information about the matching system and its required procedures can be found at [http://www.appic.org](http://www.appic.org). Students are responsible for both fully acquainting themselves with these procedures and for following them as specified. Failure to follow APPIC guidelines and procedures in the pursuit of an internship could constitute a violation of professional ethics.

On a Friday in February, students are informed via email whether or not they have been successfully "matched" with one of their internship sites and where they will be placed. This is known as Phase One of the match. Students who were not successfully matched are eligible to participate in Phase Two of the match, which involves a similar matching system.
E. Course Enrollment during the Internship Year

During the internship year (which typically lasts two regular semesters and a summer semester), students are required to enroll with the Director of Training in two credits of PHLS 8193 (one credit in the Fall semester, one credit in the Spring semester). Students are not required to enroll in internship credits during the Summer semester unless the dissertation is completed. In such case, to graduate in August, the student is required to enroll in a one-credit course or petition to be enrolled in a zero-credit course (see below). Following the successful completion of the first semester of internship (typically the Fall), students receive an “S” (satisfactory) grade for PHLS 8193 after the submission of their mid-year evaluation by their internship supervisor to the Director of Training. At the end of the Spring semester, students receive an “I” (incomplete) grade for their Spring semester enrollment in PHLS 8193. At the end of the summer, after official notice of the student’s satisfactory completion of the internship experience and final evaluation are received, the Director of Training changes the grade for the Spring semester enrollment in PHLS 8193 to a grade of “S”. In order to remove the student’s “I” grade in time for summer graduation, a letter from the internship’s Training Director certifying the student’s satisfactory completion of their internship must be received by the Program’s Director of Training no later than the last day of class for the Summer session.

1. *Students who have completed their dissertation and are required to enroll in internship in the summer preceding August graduation can petition to enroll in a zero-credit degree completion course, which does not have associated tuition. Enrollment in a degree completion course allows the student to remain in compliance with the continuous enrollment requirement and not pay tuition. Procedures for enrolling in a zero-credit degree completion course are as follows:

   a. Submit a Graduate and Professional Student Petition, which can be found at: http://www.uh.edu/graduate-school/forms/

   i. Note that enrollment in this course is only available once and only when all degree requirements have been met.

   ii. Additional University and College fees will still be required, but there will be no tuition charges.

   b. The Department will administratively enroll the student in the degree completion course.

   i. The petition must be approved and the student enrolled in the degree completion course by the last day to add a class of Summer Session 1.

*Note that international students on visas may be prohibited from enrolling in zero-credit courses based on visa requirements.

***IX.E updated June 2018.

F. Participation in Graduation Ceremonies
The College of Education holds graduation ceremonies twice a year: December and May. Students who will be completing their pre-doctoral internship at the end of the summer session may submit a *Graduate and Professional Student Petition* via *MyAdvisor* requesting to be allowed to “walk” in the previous May’s ceremony at least one week prior to the May graduation ceremony. The actual granting of the degree will occur at the end of the summer term, following the completion of the internship and dissertation. Therefore, students must wait until the last semester of internship (typically the summer term) to apply for graduation, given that all program requirements have been completed.

Do not forget to apply for graduation when the time comes. Application information may be found at [http://publications.uh.edu/content.php?catoid=30&navoid=11052](http://publications.uh.edu/content.php?catoid=30&navoid=11052)
X. Doctoral Dissertation

The dissertation, an important milestone in the doctoral program, involves conducting a major research study within the general domain of Counseling Psychology under the direction of a research advisor who is a member of the Counseling Psychology faculty (typically the student’s academic advisor). Students may start formal dissertation work after they have been advanced to doctoral candidacy.

The program requires that students successfully defend their dissertation proposal by November 1st of the fall that they are applying for internship. Because the doctoral dissertation requires frequent communication with the faculty advisor, students are strongly encouraged to complete a significant amount of dissertation work while they are in Houston and before they start their pre-doctoral internship. In addition, the demands of the internship training typically leave students with limited time to engage in significant dissertation work. Finally, having completed the dissertation by the end of the first semester of internship significantly strengthens students’ applications to postdoctoral positions.

The University’s general information regarding the completion of a doctoral dissertation can be found at http://www.uh.edu/graduate-school/academics/thesis/index.php. In addition, University policies for preparation of doctoral dissertation may be found at http://publications.uh.edu/content.php?catoid=30&navoid=11023. Students are responsible for following all the College’s (see section X.E.5 below) and University’s rules and regulations regarding the doctoral dissertation.

A. Forming a Dissertation Committee

1. A student identifies a member of the Counseling Psychology faculty to serve as a dissertation chair or co-chair.

2. The student works with their dissertation advisor to identify a general research area, the literature base of this area, and the research questions to be addressed.

3. The student, in consultation with the dissertation chair, identifies individuals to serve on the dissertation committee. A student’s dissertation committee must consist of at least four members as follows: (a) at least three members must be full-time faculty at UH and (b) at least one of the four committee members must be from outside the student’s program. Persons from outside the University with expertise in the area of the dissertation research may serve as the fourth or fifth committee member.

4. In order to be able to form their dissertation research committee students must have successfully defended their completed candidacy paper and passed their comprehensive exams.

5. Students request approval of their dissertation committee by submitting via MyAdvisor the Dissertation/Thesis Committee form. This submission should include an attachment with the vita of committee members who are not UH faculty members. The Dissertation Committee must be approved before the student schedules the dissertation proposal defense.
6. Submit changes to an established dissertation committee using the *Graduate and Professional Student Petition*.

**B. Registration for Dissertation Credits**

Once students sign up for dissertation credits they **must continuously enroll for a minimum of three credits** of dissertation every subsequent Fall and Spring semester until the Dissertation is completed. A minimum of six (6) dissertation credits is required to graduate. Students need to be enrolled in at least three credits of Dissertation the semester they defend the Proposal. Summer enrollment is only required if the student is actively engaged in the dissertation work using university resources or if the proposal or final defense takes place during the summer sessions. It is sometimes possible to register for one credit (PHLS 8199) when the dissertation is near completion and taking little faculty time or university resources. This reduction requires a formal petition. See University policy on continuous enrollment for dissertation credits at [http://publications.uh.edu/content.php?catoid=30&navoid=11023](http://publications.uh.edu/content.php?catoid=30&navoid=11023).

**C. Dissertation Proposal Defense**

1. Students develop a proposal under the supervision of their dissertation chair. The proposal should consist of a review of relevant literature, a description of the research questions, and the planned methodology to implement the study.

2. Once the dissertation committee chair approves the proposal’s draft, the student schedules a meeting for the defense of the proposal. A draft of the dissertation proposal must be submitted to all the members of the committee at least 10 working days (two weeks) prior to the scheduled proposal date.

3. **Students are required to submit to MyAdvisor an abstract of the dissertation proposal at least 10 working days (two weeks) prior to the proposal’s defense meeting.** The abstract must be approved by the student’s research committee chair. Once uploaded into MyAdvisor, the abstract is sent via email to all College faculty. This procedure applies to both the Dissertation Proposal and Final Defenses. Once the abstract is posted, faculty members from the college may request a full copy of the proposal from the dissertation chair.

4. During the defense, students present their research proposal to the members of the dissertation committee who may approve the proposal as presented, suggest changes, or disapprove the proposal. Students must be physically present at their defense (i.e., they may not attend electronically).

**D. Data Collection**

1. Students may either collect data or use archival data for their dissertation research. Data collection and/or analysis should occur after the proposal has been formally approved by the dissertation committee in the oral defense.
2. Before starting data collection and/or analyses, students must obtain approval from the University of Houston Institutional Review Board. Approval by this committee is also needed for studies that use archival data. Students may apply for Human Subjects approval prior to the oral defense of the proposal. Information regarding human subject’s approval is available in the University’s Research web pages at: http://www.uh.edu/research/compliance/irb-cphs/.

3. Students are expected to carry out the research study described in the proposal under the supervision of the dissertation chair. Data collection and analyses are time consuming activities, therefore, careful planning is important.

4. After data collection and analyses are completed, students write up a draft of the dissertation.

E. Dissertation Final Defense

1. A dissertation must be formally presented to the members of the student’s dissertation committee. Prior to the scheduled defense, a student obtains approval from the chair and members of the committee. A draft of the dissertation must be submitted to all the members at least 10 working days (two weeks) prior to the scheduled defense date.

2. Once the dissertation committee chair approves the dissertation’s draft, the student schedules the dissertation’s final defense meeting.

3. Students are required to submit to MyAdvisor an abstract of the dissertation at least 10 working days (two weeks) prior to the dissertation defense meeting. The abstract must be approved by the student’s research committee chair. Once uploaded into MyAdvisor, the abstract is sent via email to all College faculty. Once the abstract is posted, faculty members from the college may request a full copy of the proposal from the dissertation chair. In addition, the abstract must be submitted to Turnitin via enrollment in a zero-credit Blackboard course (see instructions at http://www.uh.edu/education/faculty-and-staff/college-policies-prodecures/grad-sops/turnitin.pdf)

4. During the defense meeting, students present their dissertation research to the members of the committee, who may approve the dissertation as presented, require changes, or disapprove it. After the defense, the dissertation committee will fill out the CPDAF (Appendix E) form and submit it to the Program Director to be filed in the student’s folder.

5. For information regarding the format of the dissertation and instructions regarding the electronic submission of the dissertation, students must consult the Standard Operating Procedures (SOP) for Graduate Students found at: http://www.uh.edu/education/student-services/grad-sops-students/. The page includes:

   • Instructions for the dissertation and thesis proposal process:
• The submission process for a thesis or dissertation:
• Using Turnitin during the dissertation process:
  (http://www.uh.edu/education/faculty-and-staff/college-policies-prodecures/grad-sops/turnitin.pdf)
• The dissertation abstract format implemented in 2018:

Finally, information may also be found in the Graduate Catalog:

6. Students are encouraged to bring to the dissertation defense signature pages so they can collect the signatures of committee members at the end of the successful defense.

7. Students who complete the dissertation prior to starting the pre-doctoral internship may submit their manuscript electronically before they leave for their internship. However, the date on the signature page should correspond with the date of expected graduation (and not the date of the actual dissertation defense). The graduation date must correspond with the semester in which the student completes the pre-doctoral internship. Students must wait to apply for graduation until the semester in which they will complete their pre-doctoral internship (typically the summer term).

8. Students who complete and defend their dissertations before finishing the internship may file a Graduate and Professional Student Petition requesting exemption from continuous enrollment in dissertation credits until graduation. This petition needs to: (a) state the date that the dissertation was successfully defended, (b) indicate the expected date of graduation (which must be following the completion of the pre-doctoral internship). Students should file the petition requesting exemption from continuous enrollment in dissertation credits the semester they successfully defend the dissertation.

9. When submitting your dissertation, students should consider embargoing it for a period of up to two years so that is not considered a published work. This will allow you to submit your dissertation for publication in a journal or other publication of your choice. If your dissertation is not embargoed, many publication sources will consider it already published. In collaboration with your dissertation chair, the University provides formal procedures to embargo your dissertation.

F. Submission of Dissertation

All student, department and college approval processes for submission of dissertation
including college approval of defended dissertation, assignment of final grade(s) for dissertation courses by the faculty advisor, and all components of electronic submission to the University for archiving—must be completed no later than the final grading deadline for faculty for session 1 (regular academic session) of the academic terms, as published in the graduate Academic Calendar and noted on the Thesis and Dissertation Resources page of the College website: http://www.uh.edu/education/student-services/graduate-office/Current Students/grad-student-resources/. If a student meets all of the requirements described above for completed submission of the dissertation prior to the last day to add a class in session 1 (regular academic session) of the academic term, the student is eligible to request via petition to have their minimal required enrollment reduced to one credit hour. Such petitions are approved at the discretion of the Associate Dean for Graduate Studies of the respective college and filed with the Graduate School. Such petitions must be submitted to and approved by the Associate Dean of Graduate Studies no later than the last day to add classes in session 1 (regular academic session) of the academic term, as published in the graduate Academic Calendar and the Thesis and Dissertation Resources page of the College website. Students who meet this early submission deadline and do not submit a petition to request a reduced minimum required enrollment by the last day to add a class in session 1 (regular academic session) for the academic term are required to remain in the required three credit hours of enrollment.
XI. Program Policies and Procedures

This chapter describes the primary means by which the program monitors and evaluates student progress. Also described are current policies regarding requests for leaves of absence and time extensions, as well as information about dismissal and formal grievance procedures.

A. Advising

Students’ relationship with their academic advisor is one of the primary means by which the program monitors and facilitates student progress. Students are expected to maintain regular contact with their advisors throughout their tenure in the program, keep their advisors apprised of any problems or concerns that may affect their academic and/or clinical work, and seek their advisors’ consultation and assistance as appropriate. Typically, a student’s academic advisor also serves as the chair or co-chair of the candidacy paper and dissertation research committees.

Upon admission to the program, students are assigned a faculty academic advisor. Initial assignment of an academic advisor takes into account current faculty advising loads as well as the consistency of research interests between the student and the faculty member. Although a preliminary effort is made to match students with faculty members who may share their professional interests, students may change advisors. Students who desire to change their advisors should alert their current advisor and the Training Director about their intention prior to soliciting other faculty as advisors/research directors. Next, the student should inform the Training Director when an alternate faculty member has agreed to accept this responsibility. To formalize the change of advisor, the student then submits via MyAdvisor a Request Change of Advisor form. If the student’s efforts in soliciting another faculty member to serve as advisor are unsuccessful, the student’s current advisor brings the matter to a subsequent program faculty meeting for discussion and resolution. The student’s current advisor continues to serve in this capacity until another faculty member in the program agrees to accept the student as an advisee.

The College of Education’s policies and procedures regarding advisement can be found at: http://www.coe.uh.edu/student-services/graduate-office/policy-procedures/.

B. Annual Review

The program’s faculty conducts an annual review of the student’s progress and provides the student with written feedback regarding this evaluation. All currently enrolled students (including those who are on internship) are required to participate in the annual review. In the spring semester, the Director of Training circulates electronically the Annual Report form. Students complete this report documenting their progress towards the degree and other educational and professional achievements and submit it electronically to both the Director of Training and to their advisors (Appendix C includes a copy of the Annual Report form). Following the submission of the Annual Report, students schedule a face-to-face meeting with their advisor to review their progress in the program, which beginning Spring 2013 will include an evaluation of students’ professionalism and interpersonal competency by their advisor (see Appendix D for form). At a subsequent program faculty meeting dedicated to student reviews,
the advisor summarizes this discussion and seeks additional faculty input prior to composing the student’s annual review letter. Before the end of the spring semester, students receive from their advisors the annual review letter. Students whose progress through the program is in jeopardy receive additional correspondence from the Director of Training indicating actions that must be taken in order to restore their good standing.

C. Continuous Enrollment and Leaves of Absence

Once admitted to the program, doctoral students are expected to be continuously enrolled, including at least three credit hours every consecutive long semester (i.e., Fall and Spring semesters), until the degree program is completed and the degree is awarded. On rare occasions, significant life events and emergencies (e.g., serious health issues, major family disruptions) may interfere with a student’s progress through the program. Students who cannot enroll in a given semester must apply for a leave of absence in order to remain in good standing. To request a leave of absence, students need to first consult with their advisor and then submit a Graduate and Professional Student Petition via MyAdvisor that describes the reason for the request and a timeline, following the leave, for completing remaining program requirements. The leave of absence must be approved by the student’s advisor, the Department Chair, and the College of Education Dean. See also University policy at http://publications.uh.edu/content.php?catoid=22&navoid=5999

Leaves of absence are not granted for students to avoid tuition, academic requirements or difficulties, or for those who have exceeded the doctoral credit hour cap. A student who does not return to enrolled status at the end of an approved leave is no longer considered to be pursuing an advanced degree. A student who fails to enroll in a long semester (Fall or Spring) without obtaining an approved leave from graduate study is not automatically readmitted.

Please also note, a student who is granted a leave of absence but has registered for the term (of leave) must withdraw from all courses for that term. Failure to do so may result in the student’s financial responsibility for those courses.

University policy regarding continuous enrollment can be found at: http://catalog.uh.edu/content.php?catoid=9&navoid=1619. The College of Education’s policy regarding leave of absence can be found at: http://catalog.uh.edu/content.php?catoid=9&navoid=1638 or http://publications.uh.edu/content.php?catoid=22&navoid=6018.

D. Program Completion Time Limits

According to University policy (http://catalog.uh.edu/content.php?catoid=9&navoid=1628), students must complete their programs within 10 years of their semester of first enrollment. Students who are beyond their 7th year in the program are considered to be making unsatisfactory progress; therefore, as part of the annual review process, students in the seventh year or beyond must provide their advisors and the Director of Training a detailed timeline for completing their remaining work. An approved leave of absence only exempts students from the continuous enrollment requirement but does not stop the clock for program completion time limits. In other words, even students with an approved leave of absence must complete their
degree programs within 10 years of their semester of first enrollment.

The University will approve an extension to the 10-year time limit for degree completion only under exceptional circumstances. To request a time extension to complete program requirements, after discussing the matter with their advisors, students submit to the advisor a *Graduate and Professional Student Petition* (in paper) and a *letter* that (a) describes the circumstances and provides a compelling rationale for the request, and (b) provides a timeline for completing remaining program requirements during the proposed time extension. A petition for a time extension must be approved by the student’s advisor, the Department Chair, and the College of Education Dean and the University Dean of Graduate Studies.

The program faculty reserves the right to support or deny a petition, or to amend the petitioner’s request prior to submitting the petition to the College of Education Dean and the University Dean of Graduate Studies for final review and action.

**E. Dismissal Policies and Procedures**

The dismissal of a student from the program is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct.

A graduate program is responsible for training future psychologists who are competent and in no way provide a threat to the public welfare. Therefore, faculty are attentive to all aspects of student competence and performance in all relevant areas including academics, clinical training, ethics, and interpersonal behavior. Students are expected to make satisfactory academic progress, master counseling skills in a satisfactory and timely manner, meet all timelines and policies and procedures for the university and all training agencies to which assigned, meet high standards of ethical behavior in all endeavors, and demonstrate interpersonal attitudes and behaviors with peers, faculty, staff, and supervisors that promote growth and learning. University policy regarding termination of enrollment in a graduate program for unsatisfactory rate of progress toward the degree can be found at [http://publications.uh.edu/content.php?catoid=22&navoid=6007](http://publications.uh.edu/content.php?catoid=22&navoid=6007)

In the area of interpersonal competence in particular, we adopt the policy developed by the Student Competencies Task Force of the Council of Chairs of Training Councils (CCTC) and further adapted by the Counseling Psychology Program at the University of Missouri:

*Students in psychology training programs (at the master’s, doctoral, internship and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their 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 commitment, professional psychology training programs strive not to “pass along” students with issues or 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.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

a) Interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public).

b) Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one’s own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public).

c) Openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and

d) Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Please note that the four evaluative areas listed above overlap with the Counseling Psychology Training Values, which address students’ willingness to engage in self-examination and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values. Student evaluations will take into account both adherence to the Counseling Psychology Training Values and the four values listed above.

This policy is implemented in the Counseling Master’s Program and the Counseling Psychology Doctoral Training Program through a number of specific mechanisms, occurring at various points in a student’s training, which include: the Annual Evaluation, on-going Evaluation, Evaluation for Readiness to Begin Practicum, Evaluation of Readiness for Internship, and during Course Evaluation.

Dismissal action, when taken, is typically the outcome of careful deliberation and communication with the student regarding their unsatisfactory performance in basic or, where appropriate, remedial work. Negotiation of remediation for problem performance often precedes dismissal depending upon type and severity of problem.

At any point during the student’s matriculation through the program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect
the student’s competencies for independent professional practice or that may threaten client welfare. Examples of circumstances or performances that may be the basis for dismissal action include:

1. Failure to meet minimal academic requirements for doctoral students at the University of Houston, as described in the online Graduate and Professional Studies Catalog (http://catalog.uh.edu/index.php).

2. Violation of the ethical principles of psychologists as defined by the American Psychological Association (http://www.apa.org).

3. Unsatisfactory performance in counseling practice courses (e.g., practicum, internship).

4. Failure to comply with established University, College, Department, or Program timetables and requirements.

5. Academic dishonesty including plagiarism, cheating, fabricating research results, etc. The University definition of plagiarism may be found in the graduate catalog at http://publications.uh.edu/content.php?catoid=22&navoid=6021.

6. Failure to maintain continuous enrollment or participate in the annual review process.

7. Criminal misconduct.

8. Failure to satisfy one or more academic requirements (e.g., coursework, candidacy paper, comprehensive exam, dissertation). In these cases, remedial actions will be identified to help the student address the academic deficiencies. However, if remedial actions fail to correct the problem(s), the student may be terminated from the program.

9. Failure to maintain satisfactory progress through the program. See http://publications.uh.edu/content.php?catoid=22&navoid=6007.

10. Cognitive, affective, and/or behavioral deficiencies exhibited by the student that are deemed to obstruct the training process and/or potentially threaten client welfare.

11. Unprofessional conduct at university or other professional settings.

12. Inability to manage personal stress in a manner that affects professional functioning.

University policies regarding academic honesty can be found at http://publications.uh.edu/content.php?catoid=22&navoid=6240. This policy includes jurisdiction, individual responsibilities, prevention, categories, sanctions, hearing procedures, appeals, and records.
The University of Kansas has developed a helpful list of general areas of review to aid students in assuring whether they are making progress in meeting program goals and objectives, which include:

I. **Academic Performance**
   a. Writing style
   b. Topical organization
   c. Research work
   d. Capacity to deal with contradictory data
   e. Verbal presentations
   f. Grade Point Average

II. **Classroom Behavior**
   a. Class attendance/participation
   b. Examination behavior
   c. Ability to meet deadlines

III. **Professional-Ethical Behavior**
   a. Keeping appointments
   b. Following practicum procedures
   c. Appropriate dress and behavior
   d. Openness to feedback
   e. General counseling skills
   f. Knowledge of ethical guidelines
   g. Use of psychological instruments

IV. **Research Skills**
   a. Design/Methodology
   b. Ability to critique literature
   c. Research project involvement
   d. Publications/Presentations
   e. Progress to dissertation

V. **Interpersonal/Attitudinal Considerations**
   a. Constructive criticism of program/faculty
   b. Offering alternatives to problems
   c. Emotional maturity and stability
   d. Relationships with peers
   e. Relationships with faculty
   f. Relationships with staff/agency personnel
   g. Respect for individual differences
VI. Other Professional Activities
   a. Awards or honors
   b. Departmental participation
   c. Assistantship duties
   d. Attendance at departmental activities

Observations or charges relevant to student performance in the areas described above can emanate from a variety of sources including faculty, clinical supervisors, clients, University staff, or professionals and agents outside of the University community. To protect student due process rights, as well as to uphold the academic and professional standards of the program, the student will be informed in writing by the Director of Training of any charge, event, performance, or circumstance that may threaten the student’s immediate status in the program. As part of this communication, the Director may initially advise the student to seek an informal resolution of the charge or complaint and to inform the Director (in writing) of the outcome of this action within a specified time frame. If informal methods of problem resolution are inappropriate or unsuccessful, a formal meeting of the faculty will be convened to discuss the nature of the threat to the student’s status and to arrive at a decision regarding next steps, which may include dismissal. Prior to that meeting, the student as well as other interested parties possessing relevant information will have the opportunity to present their evidence to the faculty. Following faculty review of and deliberation on the evidence, the Director of Training will inform the student in writing of the faculty’s decision and, if appropriate, specify any conditions that must be satisfied in order for the student to maintain or restore their standing within the program.

The university’s policies and procedures regarding dismissal can be found at:
http://catalog.uh.edu/content.php?catoid=9&navoid=1627 and

F. Grievance Policies and Procedures

Students are encouraged to work directly with faculty members when a dispute (e.g., grades, attendance) arises, and can also discuss concerns with the PHLS Assistant Chair for Student Success. In some cases, however, informal mechanisms for dispute resolution may advance to formal ones. Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the following websites:

University of Houston
http://catalog.uh.edu/content.php?catoid=9&navoid=1637

Psychological, Health, and Learning Sciences Department
The department policy is posted in the student section of the departmental website:
http://www.uh.edu/education/departments/phls/docs/PHLS%20Student%20Grievance%20Form%20and%20Procedures.pdf
XII. Student Support Services

The University of Houston offers students an array of support services sponsored by a variety of campus offices and facilities. Examples of these include the Counseling and Psychological Services Center (CAPS), the Health Center and Financial Aid Offices, the Center for Students with DisABILITIES (CSD), and the Campus Recreation and Wellness Center. The Counseling Psychology Program, the Department of Psychological, Health, and Learning Sciences, and the College of Education also offer students a variety of support services. This chapter describes some of these services and resources.

A. Fellowships, Assistantships, and Financial Aid

Many opportunities for financial support exist for students enrolled in the program. Students are encouraged to apply for available fellowship, assistantship and financial aid by the appropriate deadlines. Incoming students are sent initial information regarding assistantships the summer prior to enrolling and should contact the PHLS office manager for more information. For students who receive half-time assistantships and maintain good academic standing within the department, the Graduate Tuition Fellowship (GTF) is available through the Office of the Dean of Graduate and Professional Studies and provides additional support in the form of tuition credits for up to nine hours for each long semester and six credits over the summer (students fees are not paid by the GTF). Eligible doctoral students may receive GTF support for a maximum of three years (if they obtained a master’s degree prior to their entry into the doctoral program) or five years (if they entered the program without a master’s degree). **Students MUST apply by February 15th in order to be considered for a GTF and assistantship.** Counseling Psychology doctoral students are also eligible to compete for several scholarship programs that are available through the Office of the Dean of Graduate Studies in the College. Information about these programs can be found online at: [http://www.coe.uh.edu/student-services/fin_aid_scholarships/](http://www.coe.uh.edu/student-services/fin_aid_scholarships/). Information regarding student financial aid, including scholarship or graduate fellowship programs, is available online through the University of Houston Office of Scholarships and Financial Aid at [http://www.uh.edu/about/offices/enrollment-services/financial-aid/index/](http://www.uh.edu/about/offices/enrollment-services/financial-aid/index/).

B. Communication within the Program and Department

The program uses several means to communicate with students including:

1. **The Program Listserv**
   
   The program listserv provides students, faculty and staff the opportunity to send and receive broadcast e-mails to everyone in the Counseling Psychology Program. Upon admission to the program, students are included in the listserv using their UH e-mail address. If you are not receiving e-mails from the listserv, contact the graduate advisors in the PHLS office (room 491). Students are responsible for keeping their links to the listserv current so that they receive all program messages.

2. **E-mail**
   
   Students are required to maintain their official UH e-mail address, for purposes of
official notifications from the program, department, college, and university.

3. **Student Mailboxes**
   Each student in the program is provided a mailbox located in the hallway outside the PHLS office (491 FH). Check your mailbox folder frequently in order to keep abreast of program and Departmental activities and deadlines.

4. **Student Directory**
   Each year, a student directory is compiled reflecting the address, phone number, e-mail, cohort year, and advisor of students enrolled in the program. Students are expected to update the Department and the Program, as well as the University, if their contact information changes.

C. **Membership in Professional Organizations**

Students are strongly encouraged to join professional organizations including:

**APA, Division 17 SAS, TPA, HPA**
Counseling Psychology students are encouraged to join professional organizations such as the American Psychological Association (APA), the counseling psychology division of the APA [http://www.div17.org](http://www.div17.org), the Society of Counseling Psychology (Division 17) Student Affiliate Group (SAS), and other APA divisions as relevant to their interests. The Texas Psychological Association (TPA) and the Houston Psychological Association (HPA) are regional and local organizations, respectively, that offer professional development and networking opportunities for student members.

D. **Travel Support**

Occasionally, students can obtain limited travel support from the Department to attend conferences to present papers. Interested students can apply to the Associate Chair for travel support. The form is available at: [https://www.uh.edu/education/departments/phls/docs/travel-fellowship-application.pdf](https://www.uh.edu/education/departments/phls/docs/travel-fellowship-application.pdf)

E. **Computing**

The Center for Information Technology in Education (CITE; [http://www.coe.uh.edu/student-services/technology-services/](http://www.coe.uh.edu/student-services/technology-services/)) offers multi-faceted technology services to the entire College of Education community. Located on the 3<sup>rd</sup> and 4<sup>th</sup> floor of Farish Hall, the CITE Computer Lab provides students with over 80 computers and also houses a statistics lab and a multimedia lab. The CITE Lab staff provides routine consultation to students on a variety of technology matters. A student lounge in the PHLS suite also includes multiple workstations and a printer, as well as a conference table.

F. **Problem-Solving Resources**

The ombudservice directly assists students to resolve problems or refers them to the office or
person who can help. The student legal advisor provides counsel to students for problems of a legal nature. More information regarding these services may be located at the ombudservice website: http://www.uh.edu/ombuds.

G. UH Counseling and Psychological Services (CAPS)

Students seeking counseling services who are either currently placed or anticipate placement at UH CAPS for practicum are encouraged to contact UH CAPS (713-743-5454) for a referral. UH CAPS has a reciprocal agreement with other local university counseling centers to see students in this situation and can also provide referrals to other agencies that charge fees on a sliding scale. See Appendix F for more information regarding seeking counseling services and conducting practicum training at UH CAPS.

H. Statement on the Importance of Personal Therapy to the Development of Counselors/Psychotherapists

In addition to the didactic and skills training components of developing a professional therapist, “there is one adjunct to training that needs to be mentioned. We believe that personal therapy can be an effective means of assisting the young professional in the process of becoming therapeutic. Perhaps more than for any other professionals, it is vital that fully functioning psychotherapists and supervisors know themselves well and be able to use themselves. This view reflects the general thrust of this model which, instead of being aimed at training a therapist with a myriad of skills and techniques to do therapy, is aimed at helping the supervisee to become therapeutic with others.

“Sometimes an introspective nature, coupled with significant relationships with others, will eventually result in the maturity and personal depth necessary to be therapeutic with others. Often this natural process is too slow or inadequate for some supervisees. In these cases, the process of personal therapy can eliminate some remedial blockages in this process for certain developing therapists, and can significantly deepen and accelerate this process for others.

“It is our belief that people who are really effective generally go through a process of letting go of the belief that everything is all right with them. As Robinson (1978) stated, what happens is that individuals must become conscious of conflict within themselves as the very basis for helping others.

“The process of experiencing personal therapy gives the potential or practicing therapist a better grasp of what the change process is all about. Furthermore, an experience of being on the other side of the desk most likely will increase the empathy that the therapist has with the client. The therapist knows the process is often excruciatingly painful and also knows the joy that can accompany growth. Tact, timing, separation, transference, and dependence—all take on new and deeper meanings after being experienced in one’s own therapy. Therapists also have a better sense of what they themselves mean to their own clients after having experienced a similar alliance. Finally, and perhaps most importantly, therapists who are cognizant of the intricacies of their own personal issues are in a better position to distinguish between what is happening with the client and what is happening within themselves. If therapy is largely a
process of learning to differentiate, then this can only make the therapist far more effective in interpreting the client’s behavior toward the therapist. This awareness of one’s own personal issues hopefully will avoid distortion and acting out of one’s sexual/narcissistic/aggressive needs with the client. For these reasons, we conclude that personal therapy should be encouraged and regarded as enriching and desirable within counseling psychology programs.”


The faculty of the Counseling Psychology program at the University of Houston strongly encourages all students in this program to make personal therapy an integral part of their graduate training experience. Moreover, if this therapy is undertaken, it should be with someone not associated with the student’s academic program.
XIII. Licensure

A. Licensure in Texas

By graduating from the APA-accredited Counseling Psychology Doctoral Program at the University of Houston and completing an APA-accredited internship (see Section: 463.11 of the Rule and Regulations of the Texas State Board of Examiners of Psychologists), program graduate students qualify for licensure as psychologists in the state of Texas. They must also complete a year of supervised postdoctoral experience and pass the EPPP (Examination for Professional Practice in Psychology), a jurisprudence exam, and an oral exam.

LICENSED PSYCHOLOGICAL ASSOCIATE & LICENSED PSYCHOLOGIST INFORMATION:

For Licensing Information:

Texas State Board of Examiners of Psychologists
333 Guadalupe Suite 2-450
Austin, TX 78701
http://www.tsbep.state.tx.us/

B. Licensure Outside of Texas

For licensure information for other jurisdictions, consult the website of the Association for State and Provincial Psychology Boards (ASPPB) at http://www.asppb.net. Click on “Specific Licensure Requirements by State/Province/Territory (Handbook).” You can also access specific licensing boards via the “Licensing Board Contact Information” link. Remember, licensure requirements do vary by state, province, and territory, and it is your responsibility (the applicant) to know the differences.

C. Examination for Professional Practice in Psychology (EPPP)

Information regarding the EPPP (Examination for Professional Practice in Psychology) required for licensure in almost all states, provinces, and territories also may be found on the ASPPB website: http://www.asppb.net. The “Information for EPPP Candidates” download is particularly informative. In addition to information in the Student and EPPP sections, there is a helpful “Path to Licensure” PowerPoint presentation in the faculty section.
APPENDICES
The fulfillment of first-year residency requirements includes documented participation in appropriate extracurricular professional activities.

Students will be expected to participate in a **minimum of five (5) activities each semester**, and to document these activities in the *Residency Form* submitted via *MyAdvisor*. As noted below, some of these activities are required; others can be selected from a menu of options. Each activity, regardless of the time involved, counts as ONE activity. Activities, not hours, are counted. In other words, attending several presentations at ONE conference counts as ONE activity and is equivalent to attending ONE on-campus colloquium.

The following are **required** Residency activities:

1. Participating in new doctoral student interviews (Spring, dates to be announced)
2. Attending at least one candidacy proposal or defense meeting (held throughout the year)
3. Attending at least one dissertation proposal meeting (held throughout the year)
4. Attending at least one dissertation defense meeting (held throughout the year)
5. Attending at least one PHLS Research Symposium

Other activities considered appropriate for satisfying remaining Residency requirements include attendance and/or participation at the following:

1. GSO meetings
2. Local, regional, or national professional meetings and conferences (e.g., HPA, TPA, APA)
3. Professional workshops
4. University, College, or Department-sponsored colloquia
5. Off-campus professional lectures
Appendix B
Counseling Psychology Doctoral Practicum Application

Name: ____________________________________________________________

Address: ________________________________________________________

Phone Numbers (W): ________________________________ (H): ________________________________

Semesters requesting practicum: ____________________________________________

E-mail Address: _________________________________________________________

Are you applying for your INITIAL or ADVANCED doctoral practicum?

In order of preference, list agencies in which you think you would like to work (list several choices):

1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

Return this form to the Practicum Coordinator by March 1st (or earlier).
Appendix C
Annual Report: Counseling Psychology Program

1. Student Name:
   (First) (Middle) (Last)

2. Semester/Year:

3. Current Mailing Address (Yearly Review Letter will be sent to this address):

4. Current Email Address:

   __________________________________________
   __________________________________________
   __________________________________________

PART I: PROGRAM MILESTONES

For each activity, underline YES or NO and provide the additional information as applicable:

1. Submitted Residency Documents? YES NO
   a. If YES, date submitted: ________________________________
      (Semester) (Year)

2. Have approved Degree Plan on file? YES NO
   a. If YES, date approved: ________________________________
      (Semester) (Year)

3. Completed Candidacy Paper? YES NO
   a. If YES:
      i. Date of Final Defense: ________________________________
         (Semester) (Year)

      ii. Title of Candidacy Paper: ____________________________
          ________________________________________________
          ________________________________________________

      iii. Name of Committee Chair: _________________________
          ________________________________________________

4. Completed Comprehensive Exam? YES NO
   a. If YES, date completed: ________________________________
      (Semester) (Year)
5. **Completed Dissertation Proposal?**  YES  NO  
   a. If YES:  
      i. Date of Proposal Defense: ______________________________  
         (Semester)  (Year)  
      ii. Title of Proposal: ______________________________  
         ______________________________  
         ______________________________  

6. **Completed Dissertation Final Defense?**  YES  NO  
   a. If YES:  
      i. Date of Proposal Defense: ______________________________  
         (Semester)  (Year)  
      ii. Title of Proposal: ______________________________  
         ______________________________  
         ______________________________  
      iii. Name of Committee Chair: ______________________________  

**PART II: ANNUAL UPDATE/YEARLY ACTIVITIES**  
**(SEPTEMBER 1, 2018-AUGUST 31, 2019)**  

The following questions refer **only** to the 2018-2019 academic year. Please only include activities that you know you will have completed by the end of the current academic year (i.e., by August 31, 2019):  

*For each activity, underline YES or NO and provide the additional information as applicable:*

**Professional Activities**  

1. **Member of a professional or research society?**  YES  NO  
   a. If YES, please indicate memberships below:  
      __________________________________________  
      __________________________________________  
      __________________________________________  
      __________________________________________  
      __________________________________________  
      __________________________________________  
      __________________________________________
2. **Number of books, book chapters, or articles in peer reviewed professional/scientific journals you were an author or co-author of** (Note: Publications “in press,” “under review,” or “submitted for publication” should not be counted here. Please make note of these endeavors in your Personal Narrative):

   a. Total number: _________

   b. Full citations:

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

3. **Number of workshops, oral presentations, and/or poster presentations at professional meetings you were an author or co-author of:**

   a. Total number: ___

   b. Full citations:

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

4. **Involvement in leadership roles/activities in professional organizations** (e.g., roles in school, local, state/provincial, regional, or national organizations):  

   YES  NO

   a. If YES, please indicate leadership positions below:

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

5. **Presentation on a psychological topic to a lay or community audience?**  

   YES  NO

   a. If YES, please indicate full citations below:

   __________________________________________________________________________
6. **Involvement in grant-supported research?**  
   YES  NO  
   a. If YES, please indicate full citations below:
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   
   7. **Involvement in teaching?**  
   YES  NO  
   
   8. **Involvement in part-time supervised practicum training?**  
   YES  NO  
   a. If YES, place an X next to each semester that applies:  
      ______ Fall 2018  
      ______ Spring 2019  
      ______ Summer 2019  
   b. Practicum site name: ______________________________________
   __________________________________________________________
   c. Supervisor (name and type of license): _________________________
   __________________________________________________________
   
   9. **Had an Assistantship (e.g., GA, TA, RA)?**  
   YES  NO  
   a. If YES, place an X next to each semester that applies:  
      ______ Fall 2018 *(Indicate position/department): _________________________
      __________________________________________________________
      ______ Spring 2019 *(Indicate position/department): _________________________
      __________________________________________________________
      ______ Summer 2019 *(Indicate position/department): _________________________
      __________________________________________________________
   
   10. **Received a Doctoral Student Tuition Fellowship (DSTF)?**  
    YES  NO  
    a. If YES, place an X next to each semester that applies:  
       ______ Fall 2018  
       ______ Spring 2019  
       ______ Summer 2019
Doctrinal Internship

1. Did you apply for a doctoral internship during the 2018-2019 academic year (to take place during the 2019-2020 academic year)? Please place an X next to the appropriate response.
   a. ___YES, I applied for internship.*
   b. ___NO, I previously completed the full internship requirement (one year full-time or equivalent).
   c. ___NO, I did not apply for internship.

   *If YES, please proceed to Question #2 below. Otherwise, skip to Part III.

2. Total number of hours reported on your AAPI:
   Intervention: _________
   Assessment: _________
   Support: _________
   Supervision: _________

3. Did you obtain an internship during the 2018-2019 reporting year (to take place during the 2019-2020 reporting year)? Please underline the appropriate response.
   a. YES*
   b. NO

   *If YES, please proceed to Questions #4-11. Otherwise, skip to Part III.

4. Internship name/location: ____________________________________________________________

5. Expected internship start date: _________/_______/_________
   (mm) (dd) (yyyy)

6. Expected internship end date: _________/_______/_________
   (mm) (dd) (yyyy)
7. Is the internship APA/CPA accredited?  YES   NO

8. Is the internship: _______ One year   OR   _______ Two-years?

9. Is the internship: _______ Full-time   OR   _______ Part-time?

10. Is the internship: _______ Funded   OR   _______ Not funded/not fully funded?
## PART III: COURSES COMPLETED TO DATE & GRADES

<table>
<thead>
<tr>
<th>Group A: Core Area</th>
<th>Semester/Year</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 8319 Inferential Statistics in P/E Research</td>
<td></td>
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</tr>
<tr>
<td>PHLS 8322 Intermediate Statistical Analysis</td>
<td></td>
<td></td>
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<tr>
<td>PHLS 8324 Multivariate Statistics</td>
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<tr>
<td>PHLS 8351 Hist. and Ph. of Science and Psychology</td>
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<tr>
<td>PHLS 8302 Research Methods in Education I</td>
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</table>

<table>
<thead>
<tr>
<th>Group B: Major Area</th>
<th>Semester/Year</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 6330 Human Growth and Development</td>
<td></td>
<td></td>
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<tr>
<td>PHLS 7330 Advanced Theories of Counseling</td>
<td></td>
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<tr>
<td>PHLS 8357 Clinical Interventions</td>
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<tr>
<td>PHLS 8305 Supervision &amp; Consultation in Counseling</td>
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<tr>
<td>PHLS 8334 Research in Counseling Psychology</td>
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<tr>
<td>PHLS 8337 Multicultural Issues in Counseling</td>
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<tr>
<td>PHLS 8339 Seminar in Career Counseling</td>
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<tr>
<td>PHLS 8341 Professional Seminar</td>
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<tr>
<td>PHLS 8344 Biological Basis of Behavior or PSYC 6308 Foundations of Neuropsychology or PSYC 7342 Biological Bases of Behavior</td>
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<tr>
<td>PHLS 8349 Advanced Assessment II</td>
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<tr>
<td>PHLS 8347 Advanced Assessment I</td>
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<tr>
<td>PHLS 8364 Professional Practice in Psychology: Ethics, Law &amp; Professional Issues</td>
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<tr>
<td>PHLS 8397 Cognitive Affective Bases of Behavior</td>
<td></td>
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<tr>
<td>PHLS 8352 Social Psychological Processes or PSYC 6338 Foundations of Social Psychology or PSYC 8397 Theories and Research in Social and Personality Psychology</td>
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<tr>
<td>PHLS 8393 Doctoral Practicum in Psychology</td>
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<tr>
<td>PHLS 8393 Doctoral Practicum in Psychology</td>
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<td>PHLS 8393 Doctoral Practicum in Psychology</td>
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<tr>
<td>PHLS 8393 Doctoral Practicum in Psychology</td>
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<tr>
<td>PHLS 8193 Internship in Psychology</td>
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<tr>
<td>PHLS 8193 Internship in Psychology</td>
<td></td>
<td></td>
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<tr>
<td>PHLS 8399 Dissertation</td>
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<tr>
<td>PHLS 8399 Dissertation</td>
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</table>

<table>
<thead>
<tr>
<th>Group C:</th>
<th>Semester/Year</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLS 7398 Candidacy Research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PHLS 8300  Advanced Educ. & Psych. Measurement

Leveling Courses (if required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 6325</td>
<td>Counseling Theories</td>
</tr>
<tr>
<td>PHL 6335</td>
<td>Introduction to Group Counseling</td>
</tr>
<tr>
<td>PHL 6397</td>
<td>Psychopathology or</td>
</tr>
<tr>
<td></td>
<td>Atypical Growth and Development</td>
</tr>
<tr>
<td>PHL 6391</td>
<td>Counseling Methods and Techniques</td>
</tr>
</tbody>
</table>

*If any course was transferred in or waived indicate so in this column
* Note any outstanding Incomplete

PART IV: PERSONAL NARRATIVE

In the space below, briefly comment on your progress through the program over the past year. In particular, identify accomplishments, learning experiences, and areas for future professional growth. If appropriate, also indicate how your experiences over the past year have influenced your long-term professional goals.
PART V: STUDENT PROFILE FOR FIRST-YEAR STUDENTS ONLY*

*All other students, please skip to Part VI.

Demographics

1. Student Name:

<table>
<thead>
<tr>
<th>(First)</th>
<th>(Middle)</th>
<th>(Last)</th>
</tr>
</thead>
</table>

2. Gender (please select one):
   ___ Female
   ___ Male
   ___ Transgender
   ___ Other

3. Race/Ethnicity (please select all that apply):
   ___ American Indian or Alaska Native
   ___ Asian
   ___ Black or African American
   ___ Hispanic-Latino
   ___ Native Hawaiian or Other Pacific Islander
   ___ White
   ___ Not reported
   ___ N/A (Canadian institution)

   Please consult the U.S. Department of Education’s website for descriptions of categories listed above.

4. Are you subject to the Americans with Disabilities Act?  YES  NO

5. Are you a Foreign National?  YES  NO

Education

6. Undergraduate institution name: ________________________________

7. Undergraduate degree year: ________________________________

8. Undergraduate GPA (4.0 scale): ________________________________
9. **GRE scores** *(For questions #9a-b, answer only for the applicable version of the test)*.

   a. **Verbal score:**
      
      _______ (200-800 scale) _______ (percentile)
      
      _______ (130-170 scale) _______ (percentile)

   b. **Quantitative score:**
      
      _______ (200-800 scale) _______ (percentile)
      
      _______ (130-170 scale) _______ (percentile)

   c. **Analytical score:**
      
      _______ (200-800 scale) _______ (percentile)
      
      _______ (130-170 scale) _______ (percentile)

10. **Respecialization student?**    YES    NO

**Enrollment Information**

1. **Date you began the doctoral program:** _______/_______/_______
   (mm) (dd) (yyyy)

2. **Date you left the doctoral program (if applicable):** _______/_______/_______
   (mm) (dd) (yyyy)

3. **Academic status:**
   
   ___ Full-time
   ___ Part-time

**PART VI: NEXT STEPS**

1. Please send an electronic copy of the completed form to your **advisor** and a copy to the Program’s Director of Training (ngsmith@central.uh.edu) by **April 1, 2019**.

   Please write in the subject line of the email: [Your Name] *Annual Evaluation 2018-2019*

2. You must also schedule an individual meeting with your advisor within **two weeks** of submitting the completed form to discuss your annual review. Following this meeting, your advisor will mail you a copy of your formal Yearly Review Letter.
Date of Student-Advisor annual review meeting: ____________________________

Student signature and date: ____________________________
Appendix D

Professionalism and Interpersonal Competence Evaluation Form

Name of Student: __________________________________________________________

Date: ____________________________________________________________________

Advisor: __________________________________________________________________

---

### Professionalism and Interpersonal Competence Rating Form

<table>
<thead>
<tr>
<th>1 = Does not meet expectations</th>
<th>2 = Needs attention</th>
<th>3 = Meets expectations</th>
<th>n/o = Not observed</th>
</tr>
</thead>
</table>

#### Interpersonal Competence

1. Emotional maturity and stability
2. Relationship with peers
3. Relationship with faculty
4. Relationship with staff
5. Respect for individual differences
6. Responsive to interpersonal feedback
7. Displays self-awareness and impact of self on others

#### Professionalism

8. Keeps appointments
9. Meets deadlines
10. Committed to social justice
11. Able to communicate ideas, feelings, & information effectively
12. Demonstrates honesty and integrity
13. Demonstrates ethical behaviors
### Appendix E

**Candidacy Paper and Dissertation Assessment Form**

**Committee Member:** Before the defense meeting, please complete this evaluation form (up to Competency C.5), based on the candidacy or dissertation manuscript and bring completed form to defense meeting. (Rating of Competency C.6 will be completed at the end of the defense).

**Student Name:**

**Final Candidacy Paper defense date:**

**Candidacy Paper Reviewer:**

**Final Dissertation defense date:**

**Dissertation Reviewer:**

**Rubric:**

<table>
<thead>
<tr>
<th>Student demonstrated:</th>
<th>1- Unsatisfactory</th>
<th>2- Marginal</th>
<th>3- Satisfactory</th>
<th>4- Good</th>
<th>5- Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack of basic understanding/execution of competency</td>
<td>below average understanding/execution of competency</td>
<td>average understanding/execution of competency</td>
<td>above average understanding/execution of competency</td>
<td>excellent understanding/execution of competency</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 2 : Objective C:** Produce scientific findings and disseminate scholarly products in oral and written form that meet APA publication standards.

#### Competency C.1 Introduction and literature review provides logical framework in support of research questions/hypothesis based on theoretical/empirical literature

<table>
<thead>
<tr>
<th>Candidacy</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction/literature review adequately integrates/synthesizes pertinent literature</td>
<td></td>
</tr>
<tr>
<td>2. Introduction/literature review articulates clearly research questions/hypotheses</td>
<td></td>
</tr>
<tr>
<td>3. Introduction/literature review presents convincing arguments based on theory and/or empirical findings to justify research questions and hypotheses</td>
<td></td>
</tr>
</tbody>
</table>

**Average for Competency C.1**

#### Competency C.2 Selects appropriate sample and research methodology for questions/hypothesis examined

<table>
<thead>
<tr>
<th>Candidacy</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Research methodology is adequate for study’s research questions</td>
<td></td>
</tr>
<tr>
<td>5. Descriptions of instruments used is complete and includes information regarding reliability and validity with population of interest</td>
<td></td>
</tr>
<tr>
<td>6. Provides convincing rational for study’s sample taking into account generalizability of findings to diverse populations</td>
<td></td>
</tr>
</tbody>
</table>

**Average for Competency C.2**
<table>
<thead>
<tr>
<th>Competency C. 3 Implements correctly adequate statistical analyses for the questions/hypothesis examined</th>
<th>Candidacy</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Statistical analyses are adequate for the research questions examined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Report of statistical analyses’ results is complete and accurate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average for Competency C.3</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency C. 4 Articulates the implications/limitations of research findings and generalizability to diverse populations</th>
<th>Candidacy</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Articulates implications of findings for future research in light of the study’s aims</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Articulates practice implications of findings in light of the study’s aims</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Identifies strengths and limitations of the study inclusive of the applicability of findings to diverse populations</td>
<td></td>
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</tr>
<tr>
<td><strong>Average for Competency C.4</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency C. 5 Produces written scholarly product that meet APA publication standards</th>
<th>Candidacy</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Organization of document meets APA publication formatting standards (e.g., headings, subheadings, tables, references)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Writing meets APA publication style standards (e.g., clarity, flow, use of grammatical conventions)</td>
<td></td>
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<tr>
<td><strong>Average for Competency C.5</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency C. 6 Presents clearly research aims, procedures, findings, and implications/limitations of research findings to evaluation committee</th>
<th>Candidacy</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Presenter clearly articulated research aims, methodology, results and study’s implications/limitations</td>
<td></td>
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<tr>
<td>15. The speaker was engaging and used audiovisual resources effectively (e.g., spoke to audience vs. read power point slides; content/format of slides)</td>
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<tr>
<td><strong>Average for Competency C.6</strong></td>
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</tbody>
</table>

**Average for Competency C.1 to C.6**

**Grade Rubric:** A = 4.5-5.0; A- = 3.6-4.4; B = 3.0-3.5; C = 2.0-2.9; D = 1.0-1.9

Signature Research Committee Chair - Candidacy Paper Defense Date

Signature Research Committee Chair - Dissertation Defense Date
Candidacy Paper/ Dissertation Competency Evaluation Process

1. At least 10 working days before the final defense, (candidacy paper or dissertation) the Chair of the students’ Research Committee sends each committee member a blank copy of the Candidacy Paper and Dissertation Evaluation Form (CPDEF).

2. After reading the manuscript, each committee member completes independently the Candidacy Paper and Dissertation Evaluation Form and brings the completed form to the defense.

3. At the end of the defense meeting (i.e., after the student has been asked to leave the meeting so that the committee can confer and reach a decision regarding the outcome of the defense), the Research Committee Chair discusses the ratings with Committee members and collects the forms completed by Committee members. (If members have not completed the form beforehand, they are given some time right after the defense to complete the form independently before the ratings are discussed by the committee.)

4. Committee members reach a decision regarding the outcome of the Defense (i.e., pass vs. fail). The consensus final disposition/decision is shared with the student.

5. At the completion of the defense, the Research Committee Chair: (a) calculates the mean of the ratings for each of the competencies C1. to C6. given by Committee members, (b) calculates the average score for the 6 competencies and corresponding letter grade (c) completes a Candidacy Paper and Dissertation Evaluation Form with these mean scores and signs and dates the form, and (d) has the final form filed in the student’s record kept in the front office.

Benchmark

To demonstrate competence, students need to obtain an average of at least 3 – Satisfactory – in the mean ratings for each of the six competencies associated with Goal 2 Objective C. For any competency rated below 3, the Committee identifies the deficiencies in the manuscript and/or presentation and determines: (a) steps student needs to follow to reach competence and, (b) procedure(s) to have the manuscript and/or presentation re-evaluated.

After the defense, the advisor assigns a letter grade to either 3 credits of Candidacy Paper or a total of 6 credits of Dissertation based on the average score on the six competencies, following this grade rubric: A = 4.5-5.0; A- = 3.6-4.4; B = 3.0-3.5; C = 2.0-2.9; D= 1.0-1.9

Possible Outcomes of Defense

A. Pass (no revisions necessary)

B. Pass pending revisions
   1. Revised paper to chairperson only
   2. Revised paper to full review by the Committee

C. No-Pass
   Research Committee identifies the deficiencies in the manuscript and/or presentation and determines the steps for a re-write and/or second defense and these steps are communicated to student in writing by Research Committee Chair.

Revised 10-24-2016
Appendix F
Informed Consent for UH Graduate Psychology Student (Counseling Psychology and Clinical Psychology)

As a graduate student in Counseling Psychology or Clinical Psychology at the University of Houston, you are eligible for services at Counseling and Psychological Services (CAPS). However, the possibility of dual relationships can arise if you enter counseling services at CAPS and then later also seek a practicum or internship training placement at CAPS. This document is intended to stimulate your consideration of this ethical issue, and to offer information about available options. If you would like a preliminary consultation to think through your counseling and training options, you are invited to contact Dr. Cecilia Sun, Training Director, at (713) 743-5409 to schedule a meeting.

If you think you might at some time apply for a training placement at CAPS, we recommend that you consider alternative counseling services.

a) A sliding-scale community agency referral list is available at CAPS and is provided each year to your department’s Training Director.

b) The University of Houston - Clear Lake (UHCL) Career and Counseling Services are able to see some UH graduate psychology students at no charge per special arrangement with UH CAPS. Please call (281) 283-2580 and ask to speak to the Associate Director of Counseling Services, referencing the arrangement with UH main campus. UHCL is located at 2700 Bay Area Blvd., Houston, TX, 77058-1098. Please be aware that there may be UH graduate psychology students in training placements at UHCL. *Please keep in mind that the dual relationship information in the first paragraph may also apply to UHCL.

If you do not anticipate seeking a training placement at CAPS and wish to receive services at CAPS, please be informed that:

a) UH graduate psychology students may currently be trainees at CAPS but they do not have access to your counseling records,

b) you will not be assigned to a counselor who is also a UH graduate student,

c) you will not be assigned to the Director or the Training Director, and

d) your treatment records will be handled according to CAPS procedures for sensitive files (e.g., locked in a separate cabinet).

If you enter counseling services at CAPS and then later apply for a practicum or internship training placement at CAPS, you will be expected to make your former client status known to the Training Director at time of application. The Training Director will evaluate the potential training placement for the possibility of dual roles, including the extent of your former therapist’s current involvement in the CAPS training program. Training positions will only be offered if supervision assignments can be arranged that minimize dual relationships. Please remember that university counseling center practicum placements are also available at the Rice University Counseling Center and UHCL Counseling Services.
Appendix G
Faculty Biographies

**Dr. Consuelo Arbona** has been on the faculty of the Counseling Psychology program since 1986. She received a bachelor’s degree from the College of New Rochelle in New York, a master’s degree in Counseling and Guidance from the University of Puerto Rico and a doctorate in Counseling Psychology from the University of Madison-Wisconsin. She is a Fellow of the American Psychological Association (Divisions 17 and 45). She has served on the Executive Board of the Council of Counseling Psychology Training Programs (CCPTP), as Program Co-Chair for two Counseling Psychology national conferences, and as a member of the 2008-09 Practice Analysis Task Force for the Examination for the Professional Practice in Psychology (EPPP). She has been on the Editorial Board of several journals including *The Counseling Psychologist, Career Development Quarterly, and Journal of Counseling Psychology*. Currently, she serves as Associate Editor of the *Journal of Latino/a Psychology*.

Dr. Arbona’s research interests include issues of ethnic identity, minority stress and acculturation in relation to psychological adjustment and career development with a focus on Latina/o populations. Currently she is investigating depression as a mediator in the relation of minority stress to academic outcomes and the role of cognitive vulnerabilities to depression and anxiety symptoms among Latina/o college students. She also collaborates with a research team in the Houston Fire Department in the study of depression, PTSD and suicidal ideation among their ethnically diverse workforce. She has conducted national evaluations of educational and career development programs commissioned by the U.S. Department of Education Office of Planning and Evaluation. In 2015, Dr. Arbona received the Distinguished Achievement Award from the Society of Vocational Psychology, a Section of APA's Division of Counseling Psychology, in recognition of her commitment and substantial contribution to the field of vocational psychology.

**Dr. Nicole Coleman** graduated from Xavier University in 1996 with a Bachelor of Science degree in Psychology. She completed her Master of Arts degree in Counseling at the University of Missouri- Columbia in 1999. She earned her Doctor of Philosophy in Counseling Psychology from the University of Missouri-Columbia in 2002. Her pre-doctoral internship was in the Counseling Center at University of Maryland. Prior to joining University of Houston, she held a faculty position at the State University of New York at Albany. She has served as the Past-President of the Houston Association of Black Psychologists and on the editorial boards of the *Journal of Black Psychology and Group Dynamics: Theory, Research, & Practice*. She has been recently awarded the Charles and Shirley Thomas Award from the American Psychological Association (APA).

Dr. Coleman’s clinical experiences in conducting group therapy have had a major influence on her evolving research. Through her early experiences, she recognized the need to train psychologists/counselors to work more effectively with clients who were racially/ethnically different from them. Furthermore, she became invested in developing a program of research that investigates the impact of racism on individuals’ lives. This led to a cultivation of her interest in two emerging programs of research that center on two broad areas: (a) issues of race and racism and (b) group psychotherapy. One of Dr. Coleman’s core values is to improve the circumstances of Black people through these developing lines of research. Dr. Coleman has
taught multicultural psychology, groups, and practicum.

Dr. Marcel Alejandro de Dios earned a Bachelor of Arts degree in Psychology at Montclair State University. He completed a Master of Science degree in Counseling Psychology at Pace University and a Doctor of Philosophy degree in Counseling Psychology from the University of Miami (2007). Dr. de Dios completed his pre-doctoral internship at Denver Health and Medical Center and went on to an NIH T32 post-doctoral fellowship in Behavioral Medicine at the Warren Alpert Medical School at Brown University. Prior to joining the counseling psychology faculty at the University of Houston, Dr. de Dios served as faculty member at the University of Texas MD Anderson Cancer Center (2012 to 2017) and at the Alpert Medical School of Brown University (2009 to 2012).

Dr. de Dios’ program of research focuses on understanding and developing substance abuse treatment interventions for populations that experience health disparities. His projects have focused on the treatment of tobacco and marijuana use in a variety of subpopulations including illicit substance users, HIV+ populations, low-income and Latino populations, as well as emerging adults. Dr. de Dios’ primary area of research is Latino substance use, particularly the development of smoking cessation interventions. This work has mainly focused on identifying cultural and social factors that influence smoking cessation treatment outcomes and integrating findings to the development of more effective treatments.

Dr. de Dios is an active member of academic community and is a member of several national organizations (e.g., American Psychological Association, College on Problems of Drug Dependence, National Hispanic Science Network on Drug Abuse, Society of Research on Nicotine and Tobacco Research) as well local organizations such as the Houston Psychological Association. Dr. de Dios has served as a journal reviewer for a variety of journals including Health Psychology, Nicotine and Tobacco Research, Journal of Addiction Medicine, Addictive Behaviors, Psychology of Addictive Behaviors, and the Journal of Substance Abuse Treatment. He has also served as a grant reviewer for the State of California’s Tobacco-Related Disease Research Program (TRDRP; Policy and Social Participatory Research Committee). Dr. de Dios is a Licensed Psychologist in the State of Texas and maintains a small private practice in Bellaire Texas.

Dr. Patrick Ellis graduated from the University of North Carolina – Charlotte in 1976 with a Bachelor of Arts degree in Psychology. He completed his Master of Science degree in Behavior Modification at University of Southern Illinois– Carbondale in 1982. He earned his Doctor of Philosophy in Counseling Psychology from the University of Houston in 1996. His pre-doctoral internship was completed in Clinical Psychology at University of Texas Medical Branch – Galveston in 1995. He has over 20 years experience working as a counseling psychologist in two different independent school districts in Texas and has been providing consultation and psychological services in private practice primarily with individuals with intellectual disabilities. He is an active member and has served in various leadership positions in the Texas and Houston Psychological Associations. Primary research interests include assessment of emotional disorders, applied behavior analysis, consultation, school-based mental health intervention, and evidence-based treatments.
**Dr. Jungeun Lee** received her B.A. in Education and M.A. in Educational Measurement and Evaluation from Ewha Womans University in South Korea in 1997 and 2000 respectively. She worked as a Research Assistant at Korea Institute Curriculum and Evaluation, which is the national research institute that supervises K-12 public education curriculum as well as the Korean SAT. She then decided to continue her doctoral education in the United States to pursue her passion in the helping profession as a counselor and earned her M.Ed. and Ph.D. in Mental Health Counseling at the University of Florida in 2008. She joined the University of Houston in 2018.

Before coming to UH, Dr. Lee served on the faculty of Angelo State University as associate clinical professor, assistant clinical professor, and visiting assistant professor in the Department of Psychology from 2012-2018. During this time, Dr. Lee earned her external grant of $10,000 as a principal investigator from the Laura W. Bush Institute for Women’s Health to investigate elderly women’s depression and physical activity. She presented and published articles related to culturally and/or linguistically diverse populations who are minorities in the United States. She also worked as a visiting assistant professor and clinical coordinator in the Counselor Education Department at Florida Atlantic University from 2010-2011 and a research professor in the College of Health Sciences at the University of Texas El Paso from 2008-2009.

She is a Licensed Professional Counselor in Texas and provided clinical services at various mental health agencies including Mental Health Mental Retardation Concho Valley and ASU counseling center, along with her teaching. Her main clinical modality is Cognitive Behavioral Therapy, as she visited the Beck Institute twice for an intensive CBT training in 2015 and 2017, focusing on personality disorders and depression/suicidality.

**Dr. Robert H. McPherson** received his B.S. in Education with an emphasis in guidance studies from Texas Tech University. His first professional position was as director of a peer-counseling program at a Title 1 school in Odessa, Texas. At that time, he also completed his master’s degree in counseling at the University of Texas – Permian Basin. In 1987, he was the first graduate of the UH Ph.D. program in Counseling Psychology. As a student, he was instrumental in the design of the program’s curriculum, change of degree title, and successful APA accreditation efforts. He also held appointment as Assistant to the UH Vice Chancellor for Student Affairs. Following completion of his internship at the Student Counseling Center at Texas A&M, he assumed responsibilities as Director of the UH Learning Support Services and as a staff psychologist with the UH Counseling & Testing Services (now CAPS).

Just prior to graduation, Dr. McPherson received a faculty appointment with the Department of Psychological, Health, and Learning Sciences. Currently, he serves as Dean for the College of Education. Previously, he served as Chair of the Department, following prior service as Director of Training for the counseling psychology program. Dr. McPherson is also co-founder of a software development company that provides web-based behavioral management and progress monitoring systems for schools and mental health treatment facilities. His teaching and research interests include mental health public policy and legal, ethical, and regulatory issues related to professional psychology practice.

Dr. McPherson is a Fellow of both the American Psychological Association (APA) and the American Education Research Association. He is a former member of the APA Council of
Representatives, past president of the Texas and Houston Psychological Associations, and former chair of the national Council of Counseling Psychology Training Programs. He has been inducted into the National Academies of Practice and is recipient of the American Psychological Association’s (APA) Karl Heiser Award in recognition for his state and national advocacy contributions on behalf of psychologists and their patients.

Dr. Roberta L. Nutt received her B.A. degree in Psychology from the University of Texas at Austin after completing her first two years of college at Rice University. Following college she served for two years in the Peace Corps in Malaysia. Upon returning to the States, she earned both her M.A. and Ph.D. from the University of Maryland in Counseling Psychology. Her first professional position was in the Counseling Center at the State University of New York, College at Fredonia, followed by Counseling Center and faculty positions at Texas Woman’s University where she became the founder and Director of the APA-accredited Counseling Psychology doctoral program. After two years as the Director of Professional Affairs at the Association of State and Provincial Psychology Boards in Montgomery, Alabama, she joined the faculty at the University of Houston as the Training Director of the Counseling Psychology program in January 2010. Dr. Nutt went into semi-retirement at the end of May 2018, at which time the training director position transferred to Dr. Smith.

Dr. Nutt has served in a variety of positions within the American Psychological Association (APA) including member and Chair of the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP), member of the College of Professional Psychology, member and Chair of the Advisory Committee on Colleague Assistance, member and President of the Council of Specialties, President of Divisions 17 (Society of Counseling Psychology) and 43 (Family Psychology), and member of the editorial boards of the Journal of Family Psychology, Psychology of Men and Masculinity, and Professional Psychology: Research and Practice. She is a Fellow of APA and seven of its divisions, ASPPB, and a diplomate of the American Board of Professional Psychology (ABPP). She is a former member and Chair of the Texas State Board of Examiners of Psychologists. Her scholarly interests include gender issues in psychology, licensure and credentialing, family psychology, and feminist psychotherapy. She teaches courses in supervision and consultation, gender issues, and practicum. Her most recent book, co-edited with Carolyn Zerbe Enns and Joy K. Rice, is titled: Psychological Practice with Women: Guidelines, Diversity, Empowerment.

Dr. Ezemenari M. Obasi earned a Bachelor of Science degree in Physics at the University of California – Irvine. He then went on to earn a Master of Arts degree and Doctor of Philosophy degree in Psychology from the Counseling Psychology program at The Ohio State University, while also obtaining a minor in quantitative psychology in the area of psychometrics and data analysis. He completed his pre-doctoral internship at Harvard Medical School: McLean Hospital. Dr. Obasi has served on professional editorial boards (e.g., The Journal of Counseling Psychology, Journal of Black Psychology, Cultural Diversity and Ethnic Minority Psychology, Training and Education in Professional Psychology) and is a member of several national organizations (e.g., American Psychological Association, Association of Black Psychologists, & Research Society on Alcoholism).

Dr. Obasi’s research focuses on addictions, gene x environment predictors of health, and health disparities that disproportionately affect the African American community. As the director of the
Hwemudua Addictions and Health Disparities Laboratory (HAHDL) at the University of Houston, he takes an interdisciplinary approach (incl., biomarkers, biofeedback, genetics, fMRI, experimental manipulations, etc.) and use a diverse range of settings (incl., community, bar lounge, experimental rooms, medical facilities, etc.) to investigate biological, psychological, social, and cultural determinants of health. The impact that drug addictions have on health disparities impacting at-risk African Americans are grossly understudied. While there is strong evidence linking drug use and abuse to violent behaviors, injuries, mental health, and physical health problems, it is unclear how African Americans are disproportionately at risk given their relatively low incidence rates of drug use and abuse. There is a growing body of literature linking chronic stress—and one’s inability to effectively regulate stress—to addictions. As a result, Dr. Obasi is interested in taking students who are interested in investigating how stress dysregulation might be used to clarify the more subtle relationship between specific genes and drug use vulnerability. Ultimately, Dr. Obasi is committed to bringing about positive change to the African American and other marginalized communities. To this end, he has a history of being actively involved in the community and publishing in the area of African/Black Psychology.

Dr. Lorraine R. Reitzel earned a Bachelor of Arts degree in Psychology at Elon University. She completed a Master of Arts degree in Clinical Psychology at East Carolina University and a Doctor of Philosophy degree in Clinical Psychology from the Florida State University (2005). Dr. Reitzel completed her pre-doctoral internship at the Federal Medical Center in Fort Worth, TX and went on to an NIH R25 post-doctoral fellowship in the Department of Health Disparities Research at the University of Texas MD Anderson Cancer Center. Prior to joining the University of Houston, Dr. Reitzel served as faculty member at the University of Texas MD Anderson Cancer Center (2007 to 2013).

Dr. Reitzel’s research program focuses on better understanding the social determinants of cancer and cancer risk behaviors - and the specific biopsychosocial mechanisms that account for disparities in cancer risk behaviors and outcomes - with an emphasis on generating highly translational results that can be used to inform policy and intervention. Much of her work is focused on addressing disparities related to tobacco use, alone or comorbid with other substance dependence and health risk behaviors, among low socioeconomic status (SES) groups. She is the co-founder and co-director of the HEALTH Research Institute, a multidisciplinary university-level research institute focused on the conduct of community-informed translational research to promote health equity locally and across the nation. For more information, see: www.uh.edu/healthuh. Dr. Reitzel has authored over 120 peer-reviewed empirical publications and her work is funded by federal and state grants. She currently directs the UHAND program, which is a collaborative training and research partnership between the University of Houston and the MD Anderson Cancer Center funded by the National Cancer Institute (see: www.UHANDPartnership.com/). UHAND is devoted to the elimination of cancer inequities through the reduction of social and physical risk factors among disproportionately affected groups. Through educational, outreach, and research initiatives, UHAND is well positioned to understand and improve the health of blacks and Hispanics in Houston and prepare a cadre of diverse scholars to enter the workforce with interdisciplinary training to address the social determinants of health. Dr. Reitzel also leads the Taking Texas Tobacco Free (TTTF) program, which is funded by the Cancer Prevention & Research Institute of Texas. The mission of Taking Texas Tobacco Free is promoting wellness among Texans by partnering with
healthcare organizations to build capacity for system-wide, sustainable initiatives that will reduce tobacco use and secondhand smoke exposure among employees, consumers, and visitors. Dr. Reitzel has been working with her partners on this project, Integral Care of Austin, TX, since 2013. Please see http://www.takingtexasnontobaccofree.com/ and http://www.lorrainereitzel.com for more information. She is a licensed psychologist in Texas and fellow of the American Academy of Health Behavior.

**Dr. Jonathan Schwartz** received his Bachelor of Arts in Psychology in 1994 from the State University of New York – Buffalo. He went on to receive a Master of Arts in Counseling in 1997 and Ph.D. in Counseling Psychology in 2001, both from New Mexico State University. His research interests include issues of gender roles, particularly regarding men and masculinity, the intersection of prevention and social justice, and the prevention of bullying and intimate violence. He is also interested in the incorporation of ecological approaches within the field of psychology and treatment of trauma. Dr. Schwartz previously served as Associate Professor of Counseling Psychology and Director of Doctoral Training from 2005 to 2009 at the University of Houston before serving at New Mexico State University as Professor and Department Head of the Counseling and Educational Psychology Department from 2009 to 2013 and Associate Dean of Research and Outreach in the College of Education since 2013. Dr. Schwartz returns to the University of Houston as Associate Dean of Graduate Studies in the College of Education.

Dr. Schwartz has served in a variety of leadership positions. He was recently named a Fellow of Division 17, Society of Counseling Psychology of the American Psychological Association (APA) and is the current President of Division 51, Psychology of Men and Masculinity of the APA. He has served on the executive board of the Council of Counseling Psychology Training Programs (CCPTP) and is on the diversity committee of APA’s Division 49 (Group Psychology and Group Psychotherapy). He was the past Chair of the Prevention Section of Division 17 of the APA and co-chair of the Program Committee for the 2008 International Counseling Psychology Conference held in Chicago. He currently serves as editor of the *Prevention in Counseling Psychology: Theory, Research, Practice, and Training* Journal, and serves on the editorial board of *The Counseling Psychologist and Psychology of Men and Masculinity*, as well as ad-hoc reviewer for *Psychotherapy*. Dr. Schwartz was awarded the 2008 Researcher of the Year Award from Division 51 (Psychological Study of Men and Masculinity) of the APA and received the 2011 Fritz and Linn Kuder Early Career Scientist/Practitioner Award from the APA’s Division of Counseling Psychology. Dr. Schwartz was instrumental in the establishment of The Clinic – NMSU Community Mental Health and Wellness Clinic.

**Dr. Nathan Grant Smith** received his Bachelor of Arts at Southern Methodist University and his Master of Science and Doctor of Philosophy, both in Counseling Psychology, at Virginia Commonwealth University. He completed a predoctoral internship at the University of Maryland Counseling Center and a postdoctoral fellowship in HIV prevention research at the Center for Interdisciplinary Research on AIDS (CIRA) at the Yale University School of Medicine. After completing his research training, Dr. Smith completed a Congressional fellowship through the American Association for the Advancement of Science and the American Psychological Association. During his fellowship, he served as a legislative fellow in the United States Senate Committee on Health, Education, Labor, and Pensions under Senator Edward M. Kennedy. Dr. Smith’s policy portfolio included HIV/AIDS, mental health, and substance abuse. Dr. Smith is a
licensed psychologist in Texas.

Dr. Smith became the Training Director for the Counseling Psychology Ph.D. program in 2018. Prior to joining the counseling psychology faculty at University of Houston in 2013, Dr. Smith served as a faculty member at Texas Woman’s University (2004-2008) and at McGill University (2008-2013). Dr. Smith is a Fellow of the American Psychological Association (APA) and of APA’s Divisions 17 and 44. In addition, he has held numerous leadership positions within the Association, including chairing the APA Fellows Committee, the APA Committee on Sexual Orientation and Gender Diversity, and the APA Division 17 Section for Lesbian, Gay, Bisexual, and Transgender Issues (SLGBTI). He was recognized for his advocacy on behalf of lesbian, gay, bisexual, and trans issues by the APA Division 17 SLGBTI, who awarded him the 2008 Award for Significant Contribution to Social Justice and Advocacy.

Dr. Smith's main area of research focuses on stress and coping, with emphases on lesbian, gay, bisexual, and trans persons and persons living with or affected by HIV. Specific areas of interest include discrimination and resilience, lesbian/gay/bisexual identity, and primary and secondary prevention of HIV. Currently, his research focuses on the intersection of minority stress and health behaviors among lesbian, gay, bisexual, and trans persons. He is currently conducting studies to examine and intervene on HIV risk behaviors among gay and bisexual men, using a syndemic lens to understand the continued high incidence of HIV among this population, as well as studies on drug use among lesbian, gay, bisexual, and trans individuals. Dr. Smith's secondary lines of research focus on bereavement, gender issues, and professional and training issues in counseling psychology. His research has been funded by the National Institutes of Health and the Canadian Institutes of Health Research.

Dr. Hayley L. Stulmaker received her Bachelor of Arts in Psychology with a minor in Education from the University of Texas in Austin in 2007. She completed her Master’s of Science in Counseling and Development with a specialization in child and adolescent counseling from Texas Woman’s University in 2010. She completed her Ph.D. in Counseling with a specialization in play therapy from the University of North Texas in 2014. During her graduate studies, she worked with clients in community agency settings, schools, and university clinics. She was the Assistant Director of the Child and Family Resource Clinic in addition to coordinating an elementary school play therapy outreach program with many Title I schools in the area.

Prior to joining the faculty at the University of Houston, Dr. Stulmaker was a faculty member at Sam Houston State University (2014-2016) and was a director at a non-profit organization geared towards developing teachers’ social and emotional capacities to relate better to students (2016-2018). Throughout her post-graduate career, Dr. Stulmaker has continued to serve clients in both pre-school and private practice settings. She is a Licensed Professional Counselor-Supervisor, Nationally Certified Counselor, Registered Play Therapist, and Certified Child-Centered Play Therapy Supervisor. She has been an active member in counseling organizations, including serving on the board for the Association for Child and Adolescent Counseling and serving as an editorial board member for both the Journal for Counseling, Leadership, and Advocacy and the Journal for Child and Adolescent Counseling. She has continued to publish in areas related to play therapy, and focuses most of her scholarly work in that specialty area.
Dr. Rachael A. Whitaker received her Bachelor of Science in Audiology and Speech Pathology from Delta State University in 2006. She completed her Masters of Education in Clinical Mental Health with a focus on Special Education from Delta State University in 2009. She completed her Ph.D. in Counselor Education with an emphasis on School Counseling from Mississippi State University in 2015. During her graduate programs, Dr. Whitaker worked for Behavioral Research Assessment and Training Services as a behavioral therapist and clinical supervisor. Dr. Whitaker served hundreds of preschool students and parents located in North and East Head Start Early Education Programs in Mississippi. She also provided mental health and prenatal services to high risk pregnant mothers in the surrounding community. During this time, Dr. Whitaker presented and published articles related to understanding coping skills and mental health symptomology among pregnant women in high risk areas. Dr. Whitaker and her doctoral advisor secured over one hundred thousand dollars in grants for professional school counselors in training. She also worked as a Profession School Counselor in Oxford, MS serving 610 students in the 4th and 5th grade. Dr. Whitaker implemented a comprehensive school counseling program and tier tracking system to better support the social and emotional development of the students. In 2014 she was award the Courtland C. Lee Multicultural Excellence National Award. Dr. Whitaker served on the faculty of Lamar University as assistant professor, visiting assistant professor, and adjunct instructor from 2012-2017. She also served as the field experience coordinator and residency course lead. Dr. Whitaker currently sits on several national and international committees including International Association of Marriage and Family Counselors and Association for Assessment and Research in Counseling. Her current research interests include school counselor development, childhood health/nutrition and technology in counselor education.