



Counseling Psychology
Ph.D. Program Handbook
2014-2015

UNIVERSITY of
HOUSTON
A CARNEGIE-DESIGNATED TIER ONE
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I. Introduction

Accredited by the American Psychological Association (APA), the Counseling Psychology Program at the University of Houston is one of three Ph.D. programs housed in the Department of Educational Psychology in the College of Education. The other two programs are School Psychology (also APA accredited) and Educational Psychology & Individual Differences. 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 Educational Psychology 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; current President of Division 51 – Psychology of Men and Masculinity; the Program Chair for the *39th International Convention for the Association of Black Psychologists* and Past-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; Past-Chair of APA Committee on Lesbian, Gay, Bisexual and Transgender Concerns; Past-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*; *Adulthood*; *Group Dynamics: Theory, Research, &*

Practice; and Training and Education in Professional Psychology.

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>). 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. 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: <http://coe.uh.edu/act/>. Typically, forms submitted through *MyAdvisor* must be approved by the student's advisor, the Director of Training, the Chair of the EPSY Department and the College's Office of the Dean.

II. Program Description

A. 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 & Fretz, 2001) and are based on the Model Training Program in Counseling Psychology (Murdock, 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 & Fretz, 2001). 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.

B. Students:

In the 2013-2014 academic year, there were 40 students enrolled in the program. Of these, 90% were women and 55% 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.coe.uh.edu/current-students/academic-programs/counseling-psychology-ph/student-profiles.php>

C. 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)

Andrew P. Daire, Ph.D., Associate Dean for Research
(Florida State University, 2001)

Frederick G. Lopez, Ph.D., Professor
(University of Minnesota, 1980)

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

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

Ezemenari M. Obasi, Ph.D., Associate Professor
(The Ohio State University, 2005)

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

Nathan G. Smith, Ph.D., Associate Professor
(Virginia Commonwealth University, 2002)

Program Core Faculty: The Educational Psychology Department's website offers information about the faculty affiliated with the Program and the Department (<http://www.coe.uh.edu/current-students/academic-programs/counseling-psychology-ph/index.php>).

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.

IV. Curriculum Requirements

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 Educational Psychology 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; (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 may transfer a maximum of 30 credit hours of doctoral coursework (only credits that are not part of another degree are eligible for transfer). The actual number of transferable credit hours is determined on an individual basis after review by the Counseling Psychology faculty. Students must complete a *General Petition* via *MyAdvisor* to request a transfer of credit hours. Syllabi for these requests must be attached. Students entering the program with a master's degree may also petition with their advisor to have some prior coursework waived.

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. Departmental Core and Foundational Courses

During the first academic year, all doctoral students in the Department enroll in three departmental core research design and statistics courses (two additional statistics courses are required as part of core). In addition, the Counseling Psychology curriculum includes four (12 credits) required foundational courses in psychology. These departmental core and psychology foundational courses are described below.

1. *First Year Research Design and Statistics*

EDRS 8380 Research Methods I (Fall semester)	3 hours
EPSY 8319 Inferential Statistics (Fall semester)	3 hours
EPSY 8322 Intermediate Statistical Analysis (Spring semester)	3 hours

2. *Foundations of Psychology*

EPSY 8344 Biological Basis of Behavior	3 hours
EPSY 8351 History and Systems of Psychology	3 hours

And students choose one course from the following:

EPSY 8352 Social Psychological Processes	3 hours
PSYC 6338 Foundations of Social Psychology	3 hours

3. *Cognitive and Affective Basis of Behavior/Human Development:*

EPSY 6330 Human Growth and Development	3 hours
EPSY 8397 Cognitive and Affective Bases of Behavior	3 hours

4. *Ethics and Professional Issues*

EPSY 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 Educational Psychology complete a sequence of five courses (15 credit hours) in the areas of research design, statistics and measurement. These 15 credit hours include the three research courses taken during the first year, as described above. 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*

EDRS 8380 Research Methods in Education I 3 hours (1st year)
EPSY 8319 Inferential Statistics in Psychological and
Educational Research 3 hours (1st year)

2. *Statistics and Measurement*

EPSY 8322 Intermediate Statistical Analysis in Psychological
and Educational Research 3 hours (1st year)
EPSY 8324 Multivariate Analysis 3 hours

And students choose one course from the following:

EPSY 8300 Advanced Educational and Psych. Measurement 3 hours
EPSY 8301 Measurement of Attitudes in Educational Research 3 hours

3. *Candidacy Research (minimum 3 credits)*

EPSY 7398: Candidacy Research

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

4. *Doctoral Dissertation (minimum 6 credits)*

EPSY 8399/8699/8999 Dissertation 3/6/9 hours

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.

Research Electives

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

EPSY 8321 Linear Models	3 hours
EPSY 8323 Factor Analysis Methods	3 hours

Or courses in Hierarchical Linear Modeling and Structural Equation Modeling as additional options.

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 a 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)

EPSY 6325 Theories of Counseling	3 hours
EPSY 6335 Introduction to Group Counseling	3 hours
EPSY 6345 Atypical Growth and Development	3 hours
EPSY 6391 Intro Laboratory in Counseling Processes	3 hours

Doctoral Level Courses

EPSY 7330	Advanced Theories of Counseling	3 hours
EPSY 8357	Clinical Interventions in Counseling Psychology	3 hours
EPSY 8305	Supervision and Consultation in Counseling Psychology	3 hours
EPSY 8334	Research in Counseling Psychology	3 hours
EPSY 8337	Multicultural Issues in Counseling	3 hours
EPSY 8339	Career Counseling	3 hours
EPSY 8341	Professional Seminar	3 hours
EPSY 8347	Assessment: Cognitive	3 hours
EPSY 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 EPSY 8393 every semester (Fall, Spring, and Summer) they participate in practicum. During the internship year, enrollment in EPSY 8393 is mandatory during the Fall and Spring semesters only. Chapters V and IX provide detailed information about Practicum and Internship.

EPSY 8393 Advanced Practicum and Internship
Practicum: 12 hours required (minimum of two years)
Internship: 6 hours required (3 credits each long semester)

D. Future Health Psychology Emphasis

In the future, students may choose to add an optional Health Psychology Emphasis to their coursework. Eligibility to add this emphasis includes the completion of 15 semester hours of didactic coursework as well as two (2) semesters of practicum in the area of health psychology. The requirements for this track are described below.

a. Required Core Courses for the Health Psychology Emphasis (6 credits total)

1. EPSY ##### Health Psychology (*Course number TBD*)
2. EPSY ##### Physical and Mental Health Disparities (*Course number TBD*)

b. Required Elective Courses for the Health Psychology Emphasis (Choose three courses for 9 credits total)

Interdisciplinary Perspectives on Health and Chronic Disease:

- a. EPSY ##### Gene by Environment (GxE) Determinants of Health (*Course number TBD*)
- b. EPSY ##### Stress and Drug Abuse: Research and Health Outcomes (*Course number TBD*)
- c. EPSY ##### Health and Well Being among Sexual and Gender Minorities
- d. HLT 6322 Dimensions in Woman's Health
- e. HLT 7304 Public Health and Childhood Obesity
- f. HLT 7305 Disparities in Health in America

- g. HLT 7319 Trends and Issues in Health
- h. HLT 7324 Cancer Education
- i. PEP 7325 Exercise in Health and Fitness
- j. PEP 8308 Genetic & Physiological Basis for Obesity and its Comorbidities
- k. PH 1110 Social and Behavioral Aspects of Community Health (UT-PH)
- l. PH 2730 Epidemiology and Control of Infectious Disease (UT-PH)
- m. PH 2731 Genetics and Infectious Diseases (UT-PH)
- n. PH 2740 Cardiovascular Disease Epidemiology and Prevention (UT-PH)

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.

Note: HLT = Health, PEP = Physical Educational Professional, PH = University of Texas School of Public Health

c. Practicum Requirements

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 semester hours of practicum required for the degree). To clarify further, these two semesters are not included in the 15-semester 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; p. 17) and without a master's degree in counseling (see Table 2; p. 18). 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.

1. Course Sequence for Students with a Master's Degree in Counseling

Year 1		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EDRS 8380 Research Methods EPSY 8319 Inferential Statistics EPSY 8341 Professional Seminar EPSY 8349 Adv. Psych. Assessment II	EPSY 8334 Research in CP EPSY 8322 Intermediate Stat. Analysis EPSY 8347 Adv. Psych. Assessment I EPSY 8364 Ethics, Law, Prof Issues	EPSY 8357 Clinical Interventions EPSY 8351 History and Systems (<i>EPSY 7398: Candidacy Research</i>)
Year 2		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EPSY 7330 Advanced Theories EPSY 8337 Multicultural Issues EPSY 8324 Multivariate EPSY 8393 Practicum & Internship	EPSY 8339 Career Counseling EPSY 8300 or 8301 Measurement EPSY 8393 Practicum & Internship	EPSY 6330 Human Growth and Development EPSY 8397 Cognitive-Affective Basis/Behavior
Year 3		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EPSY 8393 Adv. Practicum EPSY 8352 or PSY 6338 Social Psych. <i>EPSY 8399/8699</i> Dissertation (defense of proposal)	EPSY 8393 Adv. Practicum EPSY 8344 Biological Basis EPSY 8305 Supervision & Consult. <i>EPSY 8399/8699</i> Dissertation	
Year 4		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EPSY 8393 Practicum & Internship <i>EPSY 8399/8699</i> Dissertation	EPSY 8393 Practicum & Internship <i>EPSY 8399/8699</i> Dissertation	Internship; do not need to enroll <i>EPSY 8399/8699</i> Dissertation

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 EPSY 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.

2. Course Sequence for Students without a Master's Degree in Counseling

Prior to Year 1		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
		EPSY 6325 Counseling Theories**/**
Year 1		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EDRS 8380 Research Methods I EPSY 8319 Inferential Statistics EPSY 8341 Professional Seminar EPSY 6391 Intro Lab**/**	EPSY 8334 Research in CP EPSY 8322 Intermediate Stat. Analysis EPSY 8364 Ethics, Law, Prof Issues EPSY 6345 Atypical Growth/Dev**	EPSY 8357 Clin. Interventions*** EPSY 6335 Groups**
Year 2		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EPSY 7330 Advanced Theories EPSY 8337 Multicultural Issues EPSY 8349 Adv. Psych. Assessmt. II EPSY 8393 Practicum & Internship	EPSY 8339 Career Counseling EPSY 8347 Adv. Psych. Assessment I EPSY 8393 Practicum & Internship	EPSY 8351 History and Systems EPSY 6330 Human Growth and Dev.
Year 3		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EPSY 8324 Multivariate EPSY 8352 or PSY 6338 Soc. Psych EPSY 8393 Advanced Practicum	EPSY 8344 Biological Basis EPSY 8300 or 8301 Measurement EPSY 8393 Advanced Practicum	EPSY 8397 Cognitive-Affective (EPSY 7398 Candidacy Research)
Year 4		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EPSY 8399/8699 Dissertation (defense of proposal)	EPSY 8305 Supervision & Consultation EPSY 8399/8699 Dissertation	EPSY 8399/8699 Dissertation
Year 5		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EPSY 8393 Practicum & Internship EPSY 8399/8699 Dissertation	EPSY 8393 Practicum & Internship EPSY 8399/8699 Dissertation	Internship: Do not need to enroll EPSY 8399/8699 Dissertation

**Master's-level prerequisites (leveling courses)

***Prerequisites for practicum

Students should schedule additional practica and courses in parenthesis/italics in consultation with their advisors. Students should enroll for the first time in EPSY 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. EPSY 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.	<u>Credits per Course</u>	<u>Semester/Year Taken*</u>	<u>Grade (If taken)**</u>
Group A: Core Area			
EPSY 8319 Inferential Statistics in P/E Research	3		
EPSY 8322 Intermediate Statistical Analysis	3		
EPSY 8324 Multivariate Statistics	3		
EPSY 8351 Hist. and Ph. of Science and Psychology	3		
EDRS 8380 Research Methods in Education I	3		
Group B: Major Area			
EPSY 6330 Human Growth and Development	3		
EPSY 7330 Advanced Theories of Counseling	3		
EPSY 8357 Clinical Interventions	3		
EPSY 8305 Supervision & Consultation in Counseling Psychology	3		
EPSY 8334 Research in Counseling Psychology	3		
EPSY 8337 Multicultural Issues in Counseling	3		
EPSY 8339 Seminar in Career Counseling	3		
EPSY 8341 Professional Seminar	3		
EPSY 8344 Biological Basis of Behavior	3		
EPSY 8349 Advanced Assessment II	3		
EPSY 8347 Advanced Assessment I	3		
EPSY 8364 Ethics, Law & Prof Issues	3		
EPSY 8397 Cognitive-Affective Bases of Behavior	3		
<i>EPSY 8352 Social Psychological Processes</i> or PSY 6338 Foundations of Social Psychology	3		
<i>EPSY 8393 Advanced Practicum and Internship</i> (Minimum 18 credits: 12 Practicum + 6 Internship)	18		
EPSY 8399 Dissertation (Minimum 6 credits)	6		
Group C:			
EPSY 7398 Candidacy Research	3		
<i>EPSY 8300 Advanced Educ. & Psych. Measurement</i> or <i>EPSY 8301 Measurement of Attitudes</i>	3		
Leveling Courses (if required)			
<i>EPSY 6325 Counseling Theories</i>	3		
<i>EPSY 6335 Introduction to Group Counseling</i>	3		
<i>EPSY 6345 Atypical Growth and Development</i>	3		
<i>EPSY 6391 Laboratory in Individual Counseling</i>	3		

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 must complete a minimum of two semesters of practicum (six credit hours of EPSY 8393). Students who enter the Program without a master's degree or previous practicum experience at the master's level, are required to complete an additional year of practicum at the doctoral level for a total of 12 credit hours. Many students choose to go beyond this requirement.

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 EPSY Graduate Student Organization (GSO) every January or February, provides students the opportunity to obtain information about training opportunities in many of these sites. The EPSY-GSO 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., Advanced Assessment I and II, etc.) may be necessary for practicum placements at particular sites.

A. Practicum Requirements

1. A two-semester practicum at the doctoral level (EPSY 8393) consists of a total of approximately 500 on-site hours (approximately 16 hours per week for 15 weeks per semester). Each semester counts for three credit hours of coursework. Students typically begin their first practicum in the Fall semester of the second year.
2. Practicum is a training experience. No more than 12 hours per week (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: <http://www.apait.org/apait/products/studentliability/>

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 EPSY 8393 and completion of all practicum record-keeping paperwork.
7. For further details, see the Training Director's website: <http://courses.coe.uh.edu/rnutt/>

B. Doctoral Practicum Application

1. Students are encouraged to meet informally with prospective practicum sites during the EPSY GSO 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 (or earlier).
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 Committee for the Protection of Human Subjects before conducting data collection and/or analysis (see: <http://www.research.uh.edu/Home/Division-of-Research/Compliance-and-Committees/CPHS>).
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 EPSY 7398: Candidacy Research (3 semester hours) during the semester that they defend the Candidacy Research proposal. EPSY 7398 allows an In Progress grade, so if the student has not completed the project at the end of the semester, he/she will not receive an “I” in the course but a dot, which indicates In Progress. If a student enrolls in EPSY 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 EPSY 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.
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.
9. Students are required to present their candidacy research proposal and their final paper at the Houston Symposium for Research in Education organized by the EPSY Graduate Student Organization (GSO) every Spring semester and to submit for publication in a refereed journal a manuscript based on their candidacy research. In addition, students are encouraged to submit their work for presentation at regional or national professional psychology meetings.

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 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. Students may add the master's degree plan in *MyAdvisor* at any time, but must do so at least one semester before the student intends to apply for conferral of the degree. 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. All courses must be passed with a grade of B- or higher, and the candidacy project must be successfully proposed and defended before the degree is awarded. There is a \$50 university administrative fee associated with this degree. This degree is considered a third track within our existing M.Ed. program in Counseling, available only to our doctoral students.

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 will also allow students who so choose to take the Examination for Professional Practice in Psychology (EPPP), the national psychology licensing exam, early as they can apply for licensure as Psychological Associates (PA). If students pass the EPPP at the doctoral cut-off score, they do not have to retake the exam later. Taking the exam closer to the time they take their core coursework can be a major advantage for students.

B. Curriculum Requirements

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

Core Courses

EPSY 6330 Human Growth & Development
EPSY 8322 Intermediate Statistical Analysis in Psychological and Educational Research
EPSY 8344 Biological Bases of Behavior
EPSY 8397 Cognitive-Affective Bases of Behavior
EDRS 8380 Research Methods

And students choose one course from the following:

EPSY 8352 Social Psychological Processes
PSY 6338 Social Psychology

Specialty Courses

EPSY 7330 Advanced Theories of Counseling

EPSY 8357 Clinical Interventions

EPSY 8347 Assessment of Cognitive Abilities

EPSY 8364 Professional Practice in Psychology: Ethics, Law, and Professional Issues

EPSY 8337 Multicultural Issues in Counseling Psychology

EPSY 7398 Candidacy Research (candidacy project must be successfully proposed and defended)

EPSY 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.

VIII. Comprehensive Examination

**The Comprehensive Examination process should be considered in transition until Spring 2016. Prior to this time, students will have the option to take either: a) written examination (old format) or b) a new mixed essay and multiple-choice exam format similar to the Examination for Professional Practice in Psychology (EPPP; please see below for additional information). Beginning in the spring semester of 2016, students will only have the option of taking the mixed essay and multiple-choice format exam.

A. General Information

The Doctoral Comprehensive Exam is a degree requirement. The exam is offered twice a year, in the Fall and Spring semesters (the exam is not offered during the Summer months), and is typically administered early in the semester. Exact dates for the exam and application deadlines are announced at the beginning of each academic year. Students must submit their *Application for Doctoral Comprehensive Exam* via *MyAdvisor* by the announced deadline.

B. Written Examination (Old Format)

The old format of the doctoral Comprehensive Examination (offered until Spring 2016) consists of three, three-hour written examination periods that test students' knowledge in two areas: a) the history of and professional issues in Counseling Psychology (General Knowledge Component), and b) the application of theory and research in a specialized area of psychology (Specialty Component). Students write the exam on computers managed by the CITE Lab, historically in a lab on the third or fourth floors of Farish Hall. Detailed information about each of the two old format exam components is provided below.

1. General Knowledge Component

The General Knowledge Component of the exam provides students with one three-hour session to demonstrate knowledge in the areas of the history and professional issues in Counseling Psychology. It is expected that in their response students integrate relevant theory and research, historical information and scholarly writings in a coherent and analytical discussion. The purpose of this component is to provide students an opportunity to: a) integrate their knowledge of historical, professional, theoretical, ethical, and/or legal issues in Counseling Psychology; b) communicate their understanding of the field at present; and c) discuss their understanding of future trends.

Students are expected to substantiate their own opinions and views with historical facts and known trends in the field. All students taking the examination on a particular day receive the same set of General questions. This portion of the examination is administered on the third formal writing session of the Exam.

2. Specialty Component

The purpose of this portion of the exam is to provide the student with an opportunity to review, analyze and integrate the theoretical and research literature related to a specific

area of the student's interest or specialization. The Specialty portion of the exam consists of two, three-hour consecutive writing periods for a total of six hours. Students receive the complete set of Specialty questions in the morning of the first writing period.

Each student's specialty content area is primarily determined in discussions between the student and his/her advisor. The area of specialty must relate to one of the following areas of emphasis in the discipline of Counseling Psychology (examples of each area are offered in the bulleted sections under each area of emphasis):

A. Supervision and Training

- Training practitioners for crises
- Gay and lesbian issues for mental health practitioners
- Developmental models, processes, and change

B. Career and Vocational Counseling

- Vocational counseling and special populations
- Gender differences in career development in academia
- Career counseling and ethnic variations

C. Consultation and Intervention

- Prevention of family violence and abuse
- The development of racial identity
- Adolescents and family systems

D. Theory, Process, and Outcomes of Counseling and Psychotherapy

- Outcome research in marital therapy
- Premature termination in relation to the process and outcome of psychotherapy

The specialty area should be broad enough to incorporate one of the four areas of emphasis described above. At the same time, it should be specific enough to permit in-depth coverage.

Approximately a month before the exam date, the faculty meets with students intending to sit for the exam that semester to finalize the wording of the specialty topic for each student. Students are expected to have discussed their topics with their advisors prior to this meeting. Two weeks before the exam students receive in writing the mutually agreed specialty topic.

The Specialty question(s) is typically written by the student's advisor. Specialty questions generally address theoretical, research, and applied aspects of the student's topic in the context of the counseling psychology emphasis area chosen. For example, a student writing on the topic of "Supervision and training: Gay and lesbian issues for mental practitioners" is expected to integrate the theoretical and research literature on

lesbian and gay issues with the literature on the supervision and training of counselors.

C. Mixed Essay and Multiple-Choice Examination (New Format being gradually introduced)

The new exam format consists of two essays and a 140-item multiple-choice section similar to the Examination for Professional Practice in Psychology (EPPP). Similar to the old format exam, sitting for the new format exam involves one day and one half-day of examination time.

1. Applied Knowledge Essay

The first of the two essays provides students with a case vignette through which the student's applied knowledge of theoretically sound and multiculturally competent psychological practice is assessed. Drawing from the student's personal theoretical orientation and knowledge of issues relevant to culture, the student will conceptualize the case, review diagnostic possibilities, discuss a theoretical and empirical evidence basis for a treatment plan, outline a treatment plan, and discuss cultural issues relevant to the proposed interventions.

2. General Knowledge Essay

The second of the two essays looks similar to the General Knowledge Component essay from the old format exam in both content and format (see above). This essay prompts students to demonstrate their knowledge in the areas of the history and professional issues in Counseling Psychology. In this essay, students will be prompted to characterize their current understanding of the field of Counseling Psychology and provide a detailed description of the evolving professional identity of those who practice, teach, and conduct research in this subdomain of psychology.

3. Multiple-Choice Section

The multiple-choice portion of the exam is similar to the EPPP and covers the following content areas: Statistics/Research Design, Psychological Assessment, Abnormal Psychology/Diagnosis, Theories of Counseling/Psychotherapy, Vocational/Career Psychology, Multicultural Psychology, and Ethics and Professional Issues. Program faculty members have determined that these are the areas for which coursework would typically have been completed prior to the student sitting for the Comprehensive Examination. Please note, however, that students are ultimately responsible for ensuring completion of all coursework necessary to prepare for the exam. Multiple-choice items will reflect material covered in these courses, so study of prior course materials is sufficient for preparing for the examination. Students may also benefit from use of EPPP-preparation materials, if they so wish.

This new format is intended to help students prepare for the national licensing exam and state oral exam and better integrate theory and evidence-based practice as they progress through the doctoral training program. The new multiple-choice portion of the new exam format was developed by an outside EPPP preparation company, so there will be a small charge for its administration, similar to what master's students pay to take their Comprehensive Exam (i.e.,

approximately \$75 as of May 2014). More details on the new format will be determined and made available to students, if applicable.

D. Policies and Procedures

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

1. Submitted application via *MyAdvisor* by application deadline for the given semester.
2. By the application deadline, students must have all of the following **approved at all levels** in *MyAdvisor*:
 - 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
3. By the application deadline, students' transcript must show:
 - a. Number of credits completed: 36
 - b. No grades of Incomplete
4. Enrollment for the semester by the Friday of the first week of classes of the given semester OR have **approved at all levels** a petition to take the comprehensive exams that semester without concurrent enrollment.

The Department notifies students when their application to take the exam has been approved. Please ensure maintenance of your official UH e-mail address to ensure you receive your notification. The Exam Committee of the Educational Psychology Department also sends students a letter indicating the room where the exam will take place. Two weeks prior to the exam, students who have applied to take the exam but have not received a notification letter should contact the Department Office (713-743- 5043) and their advisors.

E. Exam Grading

At least two faculty members in the Counseling Psychology program evaluate each student's responses to the essay parts of the Exam. For the old format of the exam, faculty members evaluate (pass/fail) the General and Specialty portions independently, but students must pass both parts in order to pass the examination. For the new format of the exam, faculty members evaluate (pass/fail) the two essays and responses to the multiple-choice items, and students must pass all parts in order to pass the examination.

However, as of May 2014, if a student fails one portion of the exam, he/she must retake only that portion. The faculty has the option of giving an oral exam only in cases in which they cannot make a clear pass/fail decision on the basis of the student's written response.

F. Notification of Results

The Examination Committee will notify the faculty of the examination results. Advisors are responsible for communicating exam results to their students. Students will also receive official notification of their examination results from the College of Education.

G. Procedures for Remediation of Students Who Fail the Exam

Students are allowed to take the comprehensive exam up to three times. A student who fails the exam three 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. A remediation committee consisting of two faculty members (excluding the student's advisor) reviews both the student's performance on the comprehensive exam and the student's academic and professional history (e.g., courses taken, work experience). The committee may consult with the student's advisor as necessary during this phase.
2. The committee will, within College or University established limits, draw up an educational plan for the student to pursue. This plan may include diverse activities such as additional courses (to include special problems), research projects, and independent study. The committee will present the plan to the student and the student's advisor. Any suggested changes to the plan by the student or the advisor must be considered by the committee before a final plan is approved by the committee.
3. The student will not be allowed to retake the comprehensive exam until he/she has satisfied all activities on the plan. The committee will determine when activities are satisfied.

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 practical 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 (both general and specialty questions).
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. 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 mandatory program-sponsored internship preparation meetings, typically scheduled in late summer and fall with the Training Director. 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>. 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), students are required to enroll with the Director of Training in six credits of EPSY 8393 (three credits in the Fall semester, three credits in the Spring semester). Students are not required to enroll in internship credits during the Summer semester. Following the successful completion

of the first semester of internship (typically the Fall), students receive an “S” (satisfactory) grade for EPSY 8393 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 EPSY 8393. 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 EPSY 8393 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 his/her internship must be received by the Program’s Director of Training no later than the last day of the Summer session.

Students who successfully defend their dissertation prior to completing internship and who wish to graduate at the conclusion of the Summer term of the internship year may be exempt from having to enroll during the summer term. In order to obtain this exemption, students submit a general petition via *MyAdvisor* indicating the following: “I am requesting to graduate at the conclusion of the Summer term without being enrolled and while I am completing the required pre-doctoral internship. All coursework, including dissertation defense, have been completed.”

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 *General Petition* via *MyAdvisor* requesting to be allowed to “walk” in the previous May’s ceremony if they have successfully defended their dissertation at least one week prior to the May graduation ceremony. The petition should indicate the date in which the dissertation was successfully defended. A dissertation will be considered to have been “successfully defended” if, and only if, the dissertation committee has agreed that there is no need for the committee to reconvene after the scheduled “final defense.” This means that a student who has successfully defended his or her dissertation but is required to make “cosmetic” changes to the dissertation manuscript prior to submission would be allowed to “walk.” However, the actual granting of the degree will occur at the end of the summer term, following the completion of the internship. Therefore, students must wait until the last semester of internship (typically the summer term) to apply for graduation.

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 15th, 2013 for an internship beginning in 2014, or by November 1st every year thereafter. 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 College's policies regarding the completion of a doctoral dissertation are presented in the *Doctoral Policies, Procedures, and Program Guide* and in the *College of Education Thesis and Dissertation Guide*, available here: http://www.coe.uh.edu/current-students/grad-student-resources/pdf/Thesis_Dissertation_Guide_2010_6.pdf. Students are responsible for following all the College'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 his/her 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 three UH full-time faculty 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 and formally appointed by the College's Office of Institutional Effectiveness and Outreach before the student schedules the dissertation proposal defense.

6. Changes in an established dissertation committee need to be submitted in writing and formally approved by the Office of the Dean.

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.

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. The student's advisor must notify the Office of Institutional Effectiveness and Outreach via email the date and time of the defense at least 10 working days (two weeks) before the date of the oral defense.
3. Students are required to distribute via the College's listserv 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 and the signature page of the abstract must include signatures of all committee members.
4. Students must scan and upload a copy of the completed signature page and proposal's abstract as one document into *MyAdvisor*. 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.
5. 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).
6. Following the defense, the student's advisor informs the Office of Student Services in writing the outcome of the defense.

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 Committee for the Protection of Human Subjects. 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.research.uh.edu/Home/Division-of-Research/Compliance-and-Committees/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. The student's advisor must notify the Office of Institutional Effectiveness and Outreach of the date and time of the defense at least 10 working days (two weeks) before the date of the oral defense.
3. Students are required to distribute via the College's listserv 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 and the signature page of the abstract must include signatures of all committee members.
4. Students bring a copy of the dissertation's abstract with all required signatures to the Office of Institutional Effectiveness and Outreach to obtain instructions and a password to post the dissertation's abstract in the College's listserv. Once the abstract is posted, faculty members from the college may request a full copy of the proposal from the dissertation chair.
5. 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.

6. For information regarding the format of the dissertation and instructions regarding the electronic submission of the dissertation, students must consult the *College of Education Thesis and Dissertation Guide* found at: http://www.coe.uh.edu/current-students/grad-student-resources/pdf/Thesis_Dissertation_Guide_2010_6.pdf. Additional information regarding electronic dissertation submission procedures is available online here: <http://www.uh.edu/graduate-school/current-students/thesis/>. Finally, information may also be found in the Graduate Catalog: <http://catalog.uh.edu/index.php>.
7. Students are encouraged to bring to the dissertation defense signature pages in the appropriate paper so that they can collect the signatures of committee members at the end of the successful defense.
8. 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).
9. Students who complete and defend their dissertations before finishing the internship may file a General 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.
10. When submitting your dissertation, students should consider embargoing it for a period of up to two years so that it 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.

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.

1. Advising

The student's relationship with his or her 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.

2. 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. With the exception of students whose graduation is imminent, 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.

3. 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 *General Petition Form* 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.

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.

4. Program Completion Time Limits

According to University policy, 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 *General Petition Form* (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.

5. 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.

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 his or her 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.
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.
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.

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 his or her standing within the program.

6. Grievance Policies and Procedures

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 **College of Education Student Grievance Policy** (Appendix E) and in the online *Graduate Studies Catalog* (<http://catalog.uh.edu/content.php?catoid=4&navoid=786>).

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 Educational Psychology, 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 EPSY 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/current-students/fin_aid_scholarships/index.php. Information regarding student financial aid is available online through the University of Houston Office of Scholarships and Financial Aid at <http://www.uh.edu/enroll/sfa/>.

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 EPSY 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 EPSY office (491 FH). Check your mailbox 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:

1. The Educational Psychology Graduate Student Organization (EPSY-GSO)

The EPSY-GSO, a student-led organization, seeks to support individual students, the Department of Educational Psychology, and the University. EPSY-GSO provides a vehicle for social interaction for students in different cohorts and degree programs. The GSO publishes a student newsletter, organizes student information meetings and social activities, and promotes communication between students and faculty. Meetings throughout each semester involve scholarly and social activities culminating each spring with the EPSY Research Symposium that showcases Departmental student and faculty research. In addition, key-note speakers are often invited to present at the symposium. All graduate students in the Department of Educational Psychology are encouraged to join the EPSY- GSO for a one-time fee of \$25. Officer elections occur each Fall semester. More information about EPSY-GSO can be found at <http://uhepsygso.wordpress.com/>

2. APA, Division 17 SAS, TPA, HPA

Counseling Psychology students are encouraged to join professional organizations such as the American Psychological Association (APA), the Society of Counseling Psychology (Division 17) Student Affiliate Group (SAS), and the counseling psychology division of the APA <http://www.div17.org>. 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's Chair to attend conferences to present papers. Interested students can apply to the Associate Chair for travel support.

E. Computing

The Center for Information Technology in Education (CITE) offers multi-faceted technology services to the entire College of Education community. Located on the 3rd and 4th 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 EPSY suite also includes multiple work stations 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.”

From Loganbill, C., Hardy, E. & Delworth, U. (1982). Supervision: A conceptual model. *The Counseling Psychologist* 10, 3-42 (pp. 6-7).

Robinson, V. (1978). *The development of a professional self*. New York: AMS Press.

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 and/or APPIC-approved internship or its equivalent (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.

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

Appendix A
RESIDENCY EXTRACURRICULAR ACTIVITIES
(COUNSELING PSYCHOLOGY PROGRAM)

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 students interviews (Spring, dates to be announced)
2. Attending at least one candidacy proposal meeting (held throughout the year)
3. Attending at least one candidacy defense meeting (held throughout the year)
4. Attending at least one dissertation proposal meeting (held throughout the year)
5. Attending at least one dissertation defense meeting (held throughout the year)

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

1. GSO meetings
2. EPSY Research Symposium (Spring)
3. Local, regional, or national professional meetings and conferences (e.g., HPA, TPA, APA)
4. Professional workshops
5. University, College, or Department-sponsored colloquia
6. 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.

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, 2014-AUGUST 31, 2015)**

The following questions refer **only** to the 2014-2015 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, 2015):

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 2014
_____ Spring 2015
_____ Summer 2015

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 2014 (*Indicate position/department*): _____

_____ Spring 2015 (*Indicate position/department*): _____

_____ Summer 2015 (*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 2014
_____ Spring 2015
_____ Summer 2015

Doctoral Internship

1. **Did you apply for a doctoral internship during the 2013-2014 academic year (to take place during the 2014-2015 academic year)?** *Please place an X next to the appropriate response.*

- a. ___ YES, I applied for internship.*
- b. ___ YES, I applied for a second one-year, part-time internship (already completed a one-year part-time program).*
- c. ___ NO, I am still enrolled in a two-year part-time internship.
- d. ___ NO, I previously completed the full internship requirement (one year full-time or equivalent).
- e. ___ 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 2014-2015 reporting year (to take place during the 2015-2016 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

	Semester/ Year	Grade**
Group A: Core Area		
EPSY 8319 Inferential Statistics in P/E Research		
EPSY 8322 Intermediate Statistical Analysis		
EPSY 8324 Multivariate Statistics		
EPSY 8351 Hist. and Ph. of Science and Psychology		
EDRS 8380 Research Methods in Education I		
Group B: Major Area		
EPSY 6330 Human Growth and Development		
EPSY 7330 Advanced Theories of Counseling		
EPSY 8357 Clinical Interventions		
EPSY 8305 Supervision & Consultation in Counseling		
EPSY 8334 Research in Counseling Psychology		
EPSY 8337 Multicultural Issues in Counseling		
EPSY 8339 Seminar in Career Counseling		
EPSY 8341 Professional Seminar		
EPSY 8344 Biological Basis of Behavior		
EPSY 8349 Advanced Assessment II		
EPSY 8347 Advanced Assessment I		
EPSY 8364 Ethics, Law & Prof Issues		
EPSY 8397 Cognitive Affective Bases of Behavior		
<i>EPSY 8352 Social Psychological Processes or PSY 6338 Foundations of Social Psychology</i>		
EPSY 8393 Advanced Practicum and Internship		
EPSY 8393 Advanced Practicum and Internship		
EPSY 8393 Advanced Practicum and Internship		
EPSY 8393 Advanced Practicum and Internship		
EPSY 8393 Advanced Practicum and Internship		
EPSY 8393 Advanced Practicum and Internship		
EPSY 8399 Dissertation		
EPSY 8399 Dissertation		
Group C:		
EPSY 7398 Candidacy Research		
<i>EPSY 8300 Advanced Educ. & Psych. Measurement or EPSY 8301 Measurement of Attitudes</i>		

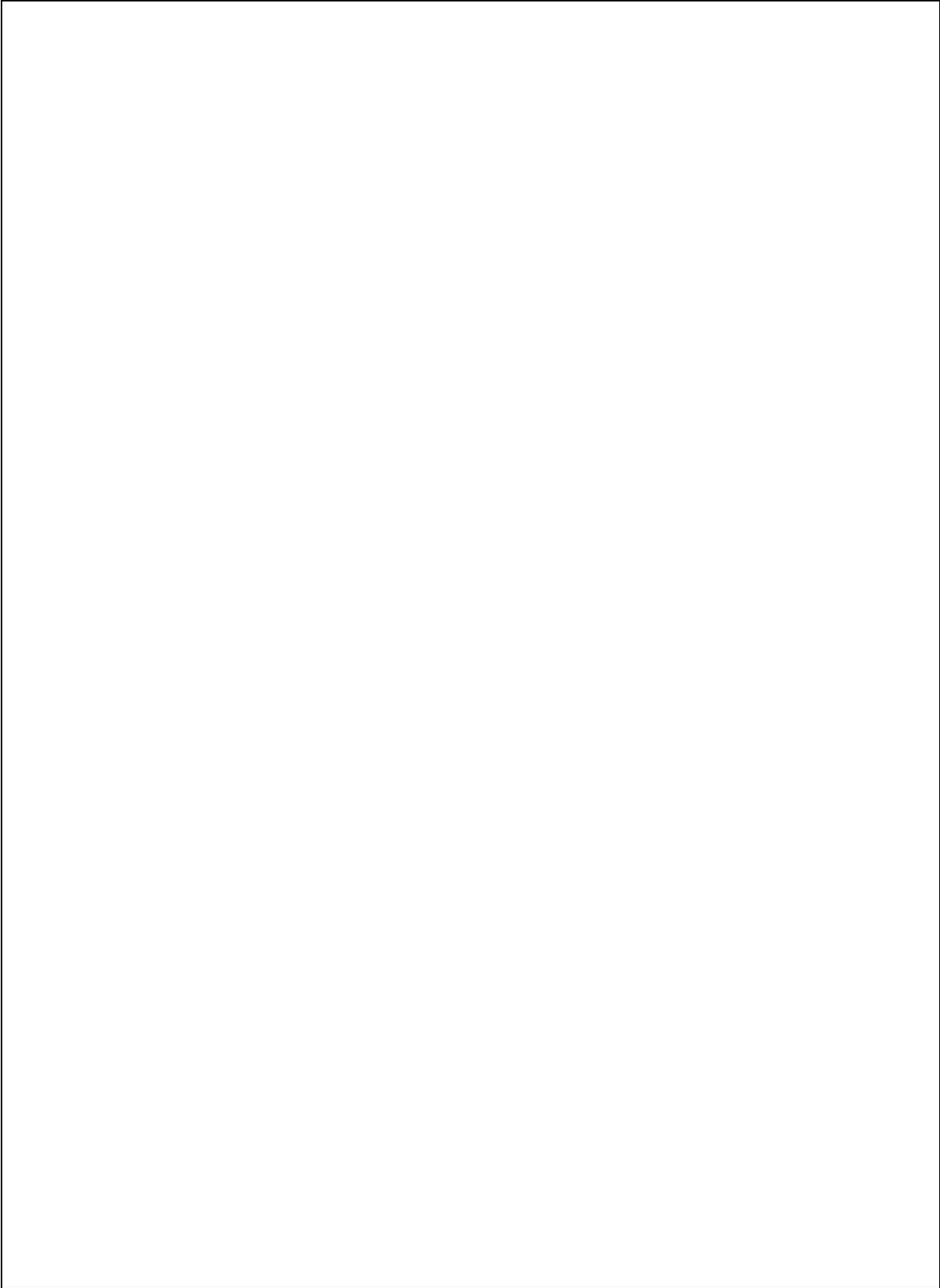
Leveling Courses (if required)		
	Semester/Year Taken*	Grade**
<i>EPSY 6325 Counseling Theories</i>		
<i>EPSY 6335 Introduction to Group Counseling</i>		
<i>EPSY 6345 Atypical Growth and Development</i>		
<i>EPSY 6391 Laboratory in Individual Counseling</i>		

*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:** _____
(First) (Middle) (Last)

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):** _____

Appendix D
PROFESSIONALISM AND INTERPERSONAL COMPETENCE EVALUATION
FORM

Name of Student: _____

Date: _____

Advisor: _____

Professionalism and Interpersonal Competence Rating Form

1 = Does not meet expectations 2 = Needs attention 3 = Meets expectations n/o = Not observed

Interpersonal Competence

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

Professionalism

8. Keeps appointments	1	2	3	n/o
9. Meets deadlines	1	2	3	n/o
10. Committed to social justice	1	2	3	n/o
11. Able to communicate ideas, feelings, & information effectively	1	2	3	n/o
12. Demonstrates honesty and integrity	1	2	3	n/o
13. Demonstrates ethical behaviors	1	2	3	n/o

Appendix E GRIEVANCE PROCEDURES

Students who have problems or disagreements should make every effort to resolve them with the individual faculty member involved and the Director of Training, using informal channels. If the grievance is not resolved, discussion among the involved parties and the Departmental Chair is encouraged as the next step of action.

If the informal discussions do not result in resolution of the problem, the student may follow the Department of Educational Psychology Grievance Procedure. The student should submit a written appeal to the Chair of the Department. The Department Chair forwards the grievance to the Chair of the Academic Issues Committee of the Educational Psychology Department. A grievance hearing committee is then convened by the Chair of the Academic Affairs Committee, and a decision regarding the grievance is made. The decision of the committee is made available to the student by the Departmental Chair. A copy of the Grievance Report from the Academic Affairs committee is forwarded to the Dean of the College if the student decides to appeal at that level. A copy of the Department of Educational Psychology Grievance Procedure is offered here.

Department of Educational Psychology Grievance Procedure Formal Departmental Grievance Appeal of the Department Decision

If, after utilizing the above mentioned procedures, the student's problems are not resolved, he or she has a right to appeal to the Executive Associate Dean within 15 working days of being informed of a decision rendered by the department.

GUIDELINES FOR THE CONDUCT OF STUDENT GRIEVANCE HEARINGS

1. A copy of the Student Appeal Form will be forwarded upon its receipt by the Department Chair to the Chair of the Academic Affairs Committee.
2. Within five working days of the receipt of the appeal form from the student, the Chair of the Academic Issues Committee will inform the parties to the Grievance that they have five working days to provide the Grievance/Appeal Hearing Committee with any or all of the following: prior response to the student's complaint, a list of any witnesses he/she anticipates calling at the hearing, and copies of any documents to be used at the hearing. Each party will receive a copy of the materials submitted by the other party.
3. Within five working days of the receipt of the copy of the Student Appeal Form from the Departmental Chair, the Chair of the Academic Affairs Committee will convene the Grievance/Appeals Hearing Committee.

*For purposes of hearing grievances/appeals the Academic Affairs Committee of the Educational Psychology Department will be augmented by the addition of no more than two, nor less than one student representative from the Department. The resultant

committee will serve as the Grievance/Appeals Hearing Committee and will be chaired by the Chair of the Academic Affairs Committee. In all instances, the number of faculty members shall exceed the number of student representatives hearing the grievance/appeal.

4. Student representatives shall be elected at the beginning of each academic year by the graduate students enrolled in the Department. Two student representatives and one alternate are to be elected.
5. The Chair of the Academic Affairs Committee will chair the Grievance/Appeal Hearing Committee and will be responsible for identifying the specific student representative(s) to serve for each grievance/appeal.
6. Any faculty member or student who is a party to the grievance/appeal, or who is listed as a witness to appear during the proceedings, shall not hear the case. In these instances where this procedure leaves four or fewer faculty members of the Grievance/Appeals committee, the faculty of the department shall elect a replacement for each faculty member involved. In cases where a student is involved, the alternate representative will serve in his/her place.
7. The Chair of the Grievance/Appeal Hearing Committee will forward all materials received from the parties involved in the grievance/appeal to all members of the hearing committee within 5 days of their receipt.
8. The Chair of the Grievance/Appeal Hearing Committee will schedule the hearing of the grievance/appeal for no later than five days after receipt of materials from the parties involved in the grievance/appeal. All parties and hearing committee members are to be notified as to the date, time, and place of the hearing.
9. The format of the hearing will be as follows:
 - a. Each party to the grievance/appeal may present a brief opening statement with the petitioner addressing the committee first.
 - b. Each party to the grievance/appeal may present their position and evidence, with the petitioner presenting first. Witnesses may be called at this time; questioning will be restricted to members of the hearing committee.
 - c. Each party will then be provided the opportunity for rebuttal, with the petitioner responding first. Additional evidence may be presented and/or additional witnesses called to refute points presented by the other party. Questioning will be restricted to members of the hearing committee.
 - d. Each party may make a brief summary statement.
 - e. If they wish, the hearing committee may recall witnesses at this point for additional questioning. Questioning will be restricted to members of the hearing committee.
10. The petitioner and respondent may be accompanied at the hearing by an advocate who

is a University of Houston student or faculty member. The advocate will not be permitted to question witnesses or parties involved in the grievance/appeal, or to address the hearing panel.

11. Attendance at the hearing is limited to members of the hearings committee, the petitioner, the respondent, and their respective witnesses and advocates. Witnesses may be present only during their own testimony.
12. Following the hearing, the Grievance/Appeal Committee will meet in closed session to determine their decision. This decision will be forwarded in writing to the Departmental Chairperson. The Departmental Chairperson will then notify the petitioner and the respondent in writing of the hearing committee's decision. Such notification shall be within fifteen working days of the receipt of the Student Appeal Form by the Departmental Chairperson.
13. If scheduling conflicts have presented the grievance/appeal hearing from occurring within the prescribed time lines, copies of statements from the involved parties indicating their agreement of any extension of time lines are to be forwarded along with the hearing committee's decision.
14. It is the role of the Departmental Chairperson to:
 - a. Meet with the involved parties as part of the informal process in an attempt to reach an amicable resolution to the grievance/appeal.
 - b. Receive the grievance/appeal and forward it to the Chairperson of the Academic Affairs Committee of the Department.
 - c. Receive from the Grievance/Appeal Hearing Committee their decision regarding the grievance appeal.
 - d. Transmit this decision in writing to the petitioner and the respondent within fifteen working days of the grievance/appeal.
 - e. Receive any materials from the Grievance/Appeal Hearing Committee that may be forwarded to him.
 - f. Meet with the involved parties (should they so wish) following their notification of the Grievance/Appeal Hearing Committee's decision in order to inform them of their rights to appeal.
 - g. Transmit to the College level the Grievance/Appeal Hearing Committee's decision, as well as all related materials should the decision be appealed to the College of Education.
15. At any point prior to the issuance of the Grievance/Appeal Hearing Committee's decision, the petitioner has the right to withdraw their grievance/appeal.

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.

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 Career and 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 (Division 17). She has served on the Executive Board of the Council of Counseling Psychology Training Programs (CCPTP), as Program Co-Chair for several 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* and *Career Development Quarterly*.

Dr. Arbona's research interests include multicultural issues with adolescents and college students and career and vocational issues with a special emphasis on Hispanic populations. She has participated in national evaluations of educational and career development programs commissioned by the U. S. Department of Education Office of Planning and Evaluation. She is currently engaged in a research project examining predictors of health risking behaviors among Hispanic adolescents.

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 teaches multicultural psychology, groups, and practicum.

Dr. Andrew P. Daire received his Bachelor of Science in Biology in 1991 and Master of Science in Mental Health Counseling in 1993, both from Stetson University. He went on to receive his Ph.D. in Counseling Psychology from The Florida State University in 2001. His research interests are in marriage, family, and relationships issues, along with career development and STEM. Prior to joining University of Houston, he was a Licensed Mental

Health Counselor and Qualified Clinical Supervisor in Florida, while serving as the Associate Dean for Research and Strategic Initiatives at University of Central Florida and Executive Director and Co-Founder of the UCF Marriage and Family Research Institute. He comes to the University of Houston as the Associate Dean of Research in the College of Education. In addition to over \$17 million in external research funding, Dr. Daire has approximately 50 publications, including co-authorship on Texas' Baseline Report on Marriage, and conducted over 80 presentations at national, international, regional, and state professional conferences. He currently serves as an Editorial Board Member of *Adultspan* Journal. He has recently been the recipient of EB-ACA's Organizational Service Award (2013), ACA's Dinkmeyer Social Interest Award (2012), and the ACES' Distinguished Mentor Award (2012), along with numerous other awards and recognitions.

Dr. Frederick G. Lopez received his Ph.D. in Counseling Psychology from the University of Minnesota in 1980. He teaches doctoral-level professional seminar, career development, and advanced counseling courses. His research interests center around the study of family and other close relationships and their contributions to personality development and adjustment, particularly during late adolescence and young adulthood. He has also conducted research on the development of mathematics self-efficacy among high school and college students.

Dr. Lopez is a Fellow of the American Psychological Association (Division 17), a former Fulbright Senior Scholar (Portugal), a former member of the Editorial Board of the *Journal of Counseling Psychology*, and the recipient of the 2004 Outstanding Contribution to Science Award from the Texas Psychological Association and the 2009 Faculty Research Excellence Award from the College of Education. He has also been recognized, in surveys published in *The Counseling Psychologist* and in the *Journal of Counseling & Development*, as one of the most cited and productive scholars in counseling psychology. Prior to coming to the University of Houston in 2002, Dr. Lopez was a Professor in the Counseling Psychology program at Michigan State University and a Visiting Research Professor at the University of New Mexico (1992-1993).

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 Educational Psychology. 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 2010.

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. Ezenari 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. 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 G. 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.

Prior to joining the counseling psychology faculty at University of Houston, Dr. Smith served as 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 the APA Division 44. In addition, he has held numerous leadership positions within the Association, including chairing the APA Fellows Committee, the APA Committee on Lesbian, Gay, Bisexual, and Transgender Concerns, 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 at risk of contracting HIV. His research explores the ways in which these two groups' unique strengths and stressors interact with coping strategies to influence well-being. Specific areas of interest include social support and unsupportive social interactions, discrimination and resiliency, lesbian/gay/bisexual identity, and primary and secondary prevention of HIV. 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 Canadian Institutes of Health Research.