

**2021-2022**

# **STUDENT HANDBOOK**

**Ph.D. in Counseling Psychology**



UNIVERSITY of  
**HOUSTON**  
COLLEGE of EDUCATION  
Psychological, Health, & Learning Sciences

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Page numbers may have shifted slightly after multiple revisions for accuracy of information.

## 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 Psychological, Health, and Learning Sciences in the College of Education. Consistent with the College and Department's commitment to the principle of *innovative research, academic excellence, and developing forward-thinking leaders to serve an increasingly diverse society*, the Counseling Psychology Program seeks to train students to be competent collaborators in their own and others' learning, to adopt a reflective, critical, and innovative attitude towards scientific 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 to effect real-world change.

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

Members of the faculty are professionally active; they include three Fellows of the American Psychological Association; 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; Executive Board Member of the Council of Counseling Psychology Training Programs (CCPTP); and a former Congressional Fellow. Faculty have served, and/or currently serve on a variety of journal editorial boards: the *Journal of Counseling Psychology*; *Cultural Diversity and Ethnic Minority Psychology*; *Journal of Black Psychology*; *Psychology of Sexual Orientation and Gender Diversity*; *Journal of Latino/a Psychology*; *Journal of Vocational Behavior*, and *Journal of Career Assessment*.

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. Because this Handbook is updated only one time per year, it is also always wise to check the UH graduate catalog to look for any changes in policies during the academic year. Students should refer to the University webpage for updates to these policies and procedures.

Students are required to maintain a University of Houston e-mail account; this account will serve as the University's official means of communication with students.

*MyAdvisor* is an electronic interface that students use to submit most of the forms required to document their progress toward the degree. Once students obtain their Cougar Card and enroll in courses, they can sign up to use *MyAdvisor* through the College of Education's website: <https://www.coe.uh.edu/MyAdvisor/login.cfm/>. Typically, forms submitted through *MyAdvisor* must be approved by the student's advisor, the Director of Training, the designee of the Chair of the PHLS Department and the College's Office of the Dean. The program has transitioned much of its formal paperwork into the electronic FEGO system.

\* Questions related to the program's accreditation status should be directed to the Commission on Accreditation:  
Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
Phone: (202) 336-5979  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Website: <http://www.apa.org/ed/accreditation/>

## I. Program Description

### A. Program Mission and Values

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

#### *Program Values*

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

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

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

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

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

### B. Training Model and Training Goals

The UH Counseling Psychology Program's philosophy and training model are guided by the core themes of Counseling Psychology (Gelso et al., 2014) and are based on the Model Training Program in Counseling Psychology (Murdock et al., 1998), which delineates a specific version of the 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 et al., 2014). These themes are: 1) a focus on identifying and building from a strengths perspective in working with all individuals; 2) an assessment of 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. Therefore, consistent with the model by Murdock et al. (1998), our training program and philosophy emphasizes multicultural competence. Furthermore, we believe that there is a reciprocal relation between science and practice and that training should focus on competence in the scientific process and diverse methodological inquiry applicable to the multiple roles undertaken by counseling psychologists.

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

- I. Train counseling psychologists who are skilled in the practice of professional psychology in a variety of settings with diverse urban populations.
- II. Produce graduates who are knowledgeable of the foundational base of psychological science and are able to contribute to the empirical body of knowledge in the field of counseling psychology.
- III. Train counseling psychologists who display ethical behavior and professionalism.

The objectives associated with each one of the program's three goals are described next.

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

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

1. **Objective A:** Knowledge of major theoretical orientations to counseling/psychotherapy, their evidence base, and their applications to multiple problems and populations.
2. **Objective B:** Knowledge of the strengths, limitations, and applications of psychological assessment to diverse urban populations.
3. **Objective C:** Understands clinical supervision and consultation in the professional practice of psychology.

***Goal 2: Produce graduates who are knowledgeable of the foundational base of psychological science and are able to contribute to the empirical body of knowledge in the field of counseling psychology.***



1. **Objective A:** Demonstrate substantial understanding of seminal research findings and methods in psychological science broadly, and counseling psychology specifically.
2. **Objective B:** Demonstrate ability to review/critique scholarly literature in terms of content, design, analyses, interpretation of results, and multicultural relevance or bias.
3. **Objective C:** Produce scientific findings and disseminate scholarly products in oral and written form that meet APA publication standards

***Goal 3: Train counseling psychologists who display ethical behavior and professionalism.***

1. **Objective A:** Establish a professional identity as a counseling psychologist.
2. **Objective B:** Knowledge of and ability to apply ethical and legal standards and guidelines in research and practice, including all APA diversity guidelines.

### **C. Students**

In the 2020-2021 academic year, there were 42 students enrolled in the program. Of these, 95% were women, 63% belonged to diverse ethnic/racial groups, and 10% were international students. Students represent a wide diversity of backgrounds, experiences, and interests. Profiles of current students may be found on the program website: <http://www.uh.edu/education/degree-programs/counseling-psyc-phd/student-profiles/>

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

Blake Allan, Ph.D., Training Director  
(University of Florida, 2015)

Consuelo Arbona, Ph.D., Professor and Associate Dean of Graduate Studies  
(University of Wisconsin-Madison, 1986)

Virmarie Correa-Fernandez, Ph.D., Associate Professor  
(Carlos Albizu University, 2003)

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

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

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

Lorraine R. Reitzel, Ph.D., Professor

(Florida State University, 2005)

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

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

Also, see Appendix H for Faculty Biographies.

## II. 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 disavow oppressive attitudes, beliefs, and behaviors and actively work to advocate for social justice and against oppression. Indeed, because counseling psychologists often work with individuals who have been marginalized, we seek to train students who will advocate for and positively embrace all demographic diversity.

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

The program recognizes that no individuals (whether they be faculty, students, or staff) are completely free from all forms of prejudice. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the program is seen as a commitment to a respect for diversity and to the process of self-examination, so that such prejudices may be evaluated in the light of available scientific data,

standards of the profession, and traditions of cooperation and mutual respect. Indeed, both the American Psychological Association Ethical Principles for Psychologists and Code of Conduct and the Accreditation Guidelines and Principles specifically state that psychologists have an ethical mandate to be culturally competent, which means that they develop the ability to work with diverse clients of all types. In addition, the APA Ethical Principles and Code of Conduct (APA, 2002)\* states that psychologists (including students in training) must both examine and try to eliminate the effects of biases from their work. We understand that students will not enter the program free from bias. Nevertheless, successful completion of the program requires genuine desire to examine one's attitudes and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA, 2002, Principle E)\*. Stated simply, being unwilling to examine the effects of one's attitudes and values on one's work is unacceptable.

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

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

The program follows the APA statement regarding the ethics of requiring self-disclosure in an academic program: *Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could be reasonably judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others* (APA, 2007, 7.04)\*.

In summary, we require that our students be willing to engage in self-examination (i.e., to

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

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

Note: The APA Ethical Principles for Psychologists and Code of Conduct were updated in 2010.

### **III. 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 Psychological, Health, and Learning Sciences and the Department of Psychology with the consent of their advisors/faculty related to their individual research interests and career goals.

According to University policy, (a) students must complete a minimum of 102 credit hours; (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; (c) all degree requirements within 10 years of beginning the program (see <http://publications.uh.edu/content.php?catoid=22&navoid=6008>). In addition, students must submit course syllabi with requests for transfer credit. Please contact the Office of Graduate Studies ([coegrad@central.uh.edu](mailto:coegrad@central.uh.edu)) for current transfer policies. Students entering the program with a completed master's degree may also petition with their advisor to have some prior coursework waived. However, the number of hours accounted for by waived classes must be substituted with additional coursework taken here at the University.

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

#### **A. Foundational Courses**

All doctoral students in APA-accredited psychology doctoral programs are required to take foundational courses covering the foundations of psychology, cognitive affective basis of behavior and human development, and ethics and professional issues.

#### **B. Research Design, Statistics, and Measurement Courses**

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

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

### **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 a bachelor's 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.

#### ***Clinical Training***

Counseling Psychology doctoral students receive clinical training primarily through practicum experiences and a pre-doctoral internship. Students are required to enroll in PHLS 8393 every semester (Fall, Spring, and Summer) they participate in practicum. During the internship year, enrollment in PHLS 8193 is mandatory. Chapters V and IX provide detailed information about Practicum and Internship.

<b>A. Foundational Courses</b>
<b><i>1. Foundations of Psychology</i></b>
PSYC 7342 Biological Bases of Behavior <i>or</i> PSYC 6308 Foundations of Neuropsychology
PHLS 8351 History and Philosophy of Psychological Systems
*PHLS 8352 Social Psychological Processes <i>or</i> PSYC 6338 Foundations of Social Psychology <i>or</i> PSYC 8397 Theories and Research in Social and Personality Psychology
<b><i>2. Cognitive and Affective Basis of Behavior/Human Development</i></b>
PHLS 6330 Human Growth and Development
PHLS 7317 Cognitive and Affective Bases of Behavior
<b><i>3. Ethics and Professional Issues</i></b>
PHLS 8364 Professional Practice in Psychology: Ethics, Law and Professional Issues
<b>B. Research Design, Statistics, and Measurement Courses</b>
<b><i>1. Research Design</i></b>
PHLS 8302 Research Methods in Psych and Educ Research
PHLS 8319 Inferential Statistics in Psychological and Educational Research
<b><i>2. Statistics and Measurement</i></b>
PHLS 8322 Intermediate Statistical Analysis in Psychological and Educational Research
PHLS 8324 Multivariate Analysis
PHLS 8300 Advanced Educational and Psych. Measurement <i>or</i> **PHLS 8301 Measurement of Attitudes in Educational Research
<b><i>3. Candidacy Research</i></b>
PHLS 7398: Candidacy Research
<b><i>4. Doctoral Dissertation</i></b>
PHLS 8399/8699/8999 Dissertation 3/6/9 hours
<b><i>Research Electives</i></b> <i>Students are encouraged to complete additional research and statistics courses based on their interests and research plans, including:</i>
PHLS 8321 SEM in Psych/Educ Research
PHLS 8323 Advanced IRT Theory Models in Psy/Educ Research
<b>C. Counseling Psychology Specialty Courses</b>
<b><i>Master's Level Courses (leveling courses)</i></b>
PHLS 6325 Theories of Counseling
PHLS 6335 Introduction to Group Counseling
PHLS 6397 Psychopathology <i>or</i> ***PHLS 6345 Atypical Growth and Behavior
PHLS 6391 Counseling Methods and Techniques
<b><i>Doctoral Level Courses</i></b>
PHLS 7330 Advanced Theories of Counseling
PHLS 8357 Clinical Interventions in Counseling Psychology
PHLS 8305 Supervision and Consultation in Counseling Psychology
PHLS 8334 Research in Counseling Psychology
PHLS 8337 Multicultural Issues in Counseling
PHLS 8339 Career Counseling



PHLS 8341 Professional Seminar
PHLS 8347 Assessment of Cognitive Abilities
PHLS 8349 Assessment: Personality
<b><i>Clinical Training</i></b>
PHLS 8393 Doctoral Practicum in Psychology – 12 hours required (minimum of two years)
PHLS 8193 Internship in Psychology 2 hours required (1 credit each semester – Fall and Spring, Summer optional unless required to graduate. See Section IX E for more details.)

\*only if taken by or before 2015

\*\*only if taken before 2016

\*\*\*only if taken before 2018

#### **D. Counseling Psychology: Health Psychology Emphasis<sup>1</sup> / Minor (15 Credit Hours)**

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

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

<b>D. Counseling Psychology: Health Psychology Emphasis/Minor (15 credit hours)</b>
<b><i>New Health Psychology Courses in Counseling Psychology (2 Required Core Courses: 6 Credit Hours)</i></b>
PHLS 8306: Health Psychology: Research, Prevention, and Intervention
PHLS 8307: Health Disparities
<b><i>Interdisciplinary Perspectives on Health and Chronic Disease (1 Required Elective: 3 Credit Hours)</i></b>
PHLS 8309 Gene by Environment (GxE) Determinants of Health
PHLS 8308 Stress and Drug Abuse: Research and Health Outcomes
PHLS 6322 Dimensions in Woman’s Health
PHLS 7300 Program Evaluation in Health
PHLS 7304 Public Health and Childhood Obesity
PHLS 7319 Trends and Issues in Health Education
PHLS 7324 Cancer Education
PHLS 7325 Cross-Cultural Aspects of Health
PEP 6306: Gender and Cultural Issues in Physical Activity and Fitness
COMM 6336: Communication in Healthcare Contexts
SOC 6380: Seminar in Medical Sociology
SOCW 7378 Behavioral Health for Social Work Practice in Integrated Healthcare

<sup>1</sup> Emphasis is defined by the Council of Clinical Health Psychology Training Programs (CCHPTP) as including two health psychology courses and two semesters of clinical health psychology practicum.

**a. Practicum Experiences in Health Psychology (6 Credit Hours)**

As indicated above, eligibility to add the Health Psychology Emphasis includes the completion of two (2) semesters of practicum in the area of health psychology, in addition to the coursework described above. Please note, no additional practica above and beyond the existing requirements set forth in Chapters IV and V of this handbook are required for the Health Psychology Emphasis (i.e., it is only necessary that the student pursuing this option demonstrate completion of two semesters of practicum in a health-related setting among the 12 credit hours of practicum required for the degree). Therefore, these two semesters are not included in the 12-credit hour requirement for completion of the track because 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 and without a master's degree in counseling. 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. Sample course sequences can be found in Appendix F.

## D. 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.

## E. Degree Plan

The College of Education requires students to submit via *MyAdvisor* a *Doctoral Degree Plan* that lists the required coursework for the Ph.D. degree, including master's leveling courses. Students' degree plans should list courses in the appropriate categories and in numerical order, as shown in the *Sample Degree Plan* included on the next page. Each course listed must include the specific prefix and number (e.g., PHLS 8340 or PSYC 7366) and the number of credit hours. For example, the entry *Multicultural Course* is not acceptable. When completing the degree plan in *MyAdvisor*, following the format of the *Sample Degree Plan* on the next page will result in quicker approval of your degree plan in *MyAdvisor*. Degree plans must contain a minimum of 102 credit hours.

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.

Note: Students who came into the Ph.D. program with a master's degree do not need to list the leveling courses. Students only need to list the leveling courses if they are taking those courses at the University of Houston during their time in the Ph.D. program *or* if they are transferring those courses from a different institution.

<b>Counseling Psychology Degree Plan Sample</b>		
Must obtain at least a grade of B- in each class in order to demonstrate adequate level of competency.		<b><u>Credits per Course</u></b>
<b>Group A: Core Area</b>		
1	PHLS 8319 Inferential Statistics in P/E Research	3
2	PHLS 8322 Intermediate Statistical Analysis	3
3	PHLS 8324 Multivariate Statistics	3
4	PHLS 8351 History and Philosophy of Psychological Systems	3
5	PHLS 8302 Research Methods in Education I	3
<b>Group B:</b>		
6	PHLS 6330 Human Growth and Development	3
7	PHLS 7330 Advanced Theories of Counseling	3
8	PHLS 8357 Clinical Interventions	3
9	PHLS 8305 Supervision & Consultation in Counseling Psychology	3
10	PHLS 8334 Research in Counseling Psychology	3
11	PHLS 8337 Multicultural Issues in Counseling	3
12	PHLS 8339 Seminar in Career Counseling	3
13	PHLS 8341 Professional Seminar	3
14	PHLS/EPsy 8344 Biological Basis of Behavior* <i>or</i> PSYC 6308 Foundations of Neuropsychology <i>or</i> PSYC 7342 Biological Bases of Behavior	3
15	PHLS 8347 Assessment of Cog Abilities	3
16	PHLS 8349 Assessment: Personality	3
17	PHLS 8364 Professional Practice in Psychology: Ethics, Law & Professional Issues	3
18	PHLS 7317 Cognitive-Affective Bases of Behavior	3
19	PHLS/EPsy 8352 Social Psych Processes* <i>or</i> PSYC 6338 Foundations of Social Psychology <i>or</i> PSYC 8397 Theories and Research in Social and Personality Psychology	3
20-23	PHLS 8393 Doctoral Practicum in Psychology	12
24-26	PHLS 8193 Internship in Psychology	3
27-28	PHLS 8399 Dissertation (Minimum 6 credits)	6
<b>Group C:</b>		
29	PHLS 7398 Candidacy Research	3
30	PHLS 8300 Advanced Educ. & Psych. Measurement <i>or</i> PHLS 8301 Measurement of Attitudes	3
<b>Leveling Courses (if required)</b>		

31	PHLS 6325 Counseling Theories	3
32	PHLS 6335 Introduction to Group Counseling	3
33	PHLS 6397 Psychopathology <b>or</b> PHLS 6345** Atypical Growth and Behavior	3
34	PHLS 6391 Counseling Methods and Techniques	3
<b>Elective Courses</b>		
<i>At least 2 elective courses so that the degree plan contains a minimum of 102 credit hours</i>		

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

**Note. All degree plans and transcripts must contain a minimum of 102 credit hours.** The above list totals 96-credit hours. To meet the minimum required 102-credit hours, students may choose any two additional elective courses.

\*Only if taken by or before 2015

\*\*Only if taken before Fall 2018

## IV. Counseling Psychology Practicum

Enrollment in several semesters of practicum and the year of pre-doctoral internship constitute the formally organized clinical training experiences in the counseling psychology program. Students are typically required to complete a minimum of two years of practicum (12 credit hours of PHLS 8393).

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 Practicum Coordinator a list of frequently used practicum sites. The annual Practicum Fair, organized by the Clinical, Counseling, and School Psychology Ph.D. programs every January, provides students the opportunity to obtain information about training opportunities in many of these sites. A thorough handbook of sites is annually published 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. Students should have completed basic coursework in the areas relevant to their field placement, and students should make sure that they have sufficient background to work effectively at their preferred site. Completion of advanced coursework (e.g., assessment courses, etc.) may be necessary for practicum placements at particular sites.

Note. For international students, there are additional steps and forms that need to be completed prior to beginning practicum. See this website for details: <https://uh.edu/oisss/students/f-1-f-2-visa/f-1/employment/>

### A. Practicum Requirements

1. A two-year practicum at the doctoral level (PHLS 8393) consists of approximately 12-16 hours per week across four semesters at the practicum sites. Each semester counts for three (3) credits hours of coursework, which includes an on-campus practicum class with counseling psychology faculty. Many students choose to spread their practicum experiences beyond the two-year requirement to accrue additional practicum hours for internship applications or to pursue additional research experiences. Students should make informed choices regarding time spent in practicum based upon their career plans, the expectations of particular practicum sites, their internship goals, and national trends. This issue of required hours must always be discussed with practicum sites during the initial interview prior to placements because many of our practicum sites do have a minimum number of hours requirement, which students must meet to be placed in that site. Students typically begin their first practicum in the Fall semester of the second year.
2. Practicum is a training experience. No more than approximately 75% of the student's time may be spent in direct service. The total on-site hours should include a variety of activities such as case conferences, staffing meetings, in-service training, and workshops.

3. Each student must document a minimum one hour of individual supervision per week by a licensed psychologist. Activities such as staff meetings, observations, and case conferences are considered training and are not part of the supervision hour requirement. In certain circumstances, students may be able to obtain primary supervision from an appropriately credentialed person who is not a licensed psychologist (e.g., an LPA, an intern). In this case, students should contact the Training Director for instructions on how to make this request.
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 American Professional Agency, Inc. Student liability insurance: <https://www.americanprofessional.com/covered-professions/students>. Copies of liability policies must be submitted to the students' practicum instructor.
6. To enhance clinical skills and strengthen internship applications, students are strongly encouraged to acquire practicum hours beyond the required two years of graduate level practicum. These additional practicum experiences (a) may be paid; (b) must involve at least eight hours a week on-site, of which at least four hours involve interacting with clients individually or in groups providing some kind of psychological service (e.g. assessment, therapy, psychoeducational interventions), and one hour of supervision by a licensed psychologist; and (c) require enrollment in PHLS 8393 and completion of all practicum record-keeping paperwork.
7. Documents for practicum (e.g., practicum hour log, evaluation of practicum student competencies) are on the Counseling Psychology website: <http://www.uh.edu/education/degree-programs/counseling-psyc-phd/>. Most students use Time2Track to log their practicum hours.

## **B. Doctoral Practicum Application**

1. Students are encouraged to meet informally with prospective practicum sites during the Practicum Fair and prior to completing the practicum application process. When speaking with practicum site representatives, students should inquire about mandatory staff meetings and other required training activities.
2. The counseling psychology program shares practicum application deadlines with clinical and school psychology. The Training Director will send the schedule each year. Students must follow this schedule when applying to sites, and students may only apply to four practicum sites each year. Refer to the Practicum Manual for information on how to apply to specific sites.

## V. 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 you are coming in with a Master's-level thesis completed, please provide your thesis and any other related documents to your faculty advisor. Your faculty advisor will determine whether the project meets requirements to waive the candidacy paper 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.uh.edu/research/compliance/irb-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 PHLS 7398: Candidacy Research (3 semester hours) during the semester that they defend the Candidacy Research proposal. If the student has not completed the project at the end of the semester, they will receive an “I” in the course for that semester. Once the project is completed, the student’s advisor can later change the “I” to the appropriate letter grade. If a student enrolls in PHLS 7398 for candidacy and receives an Incomplete at the end of the semester, within a calendar year the “I” will change to an “F” if the candidacy research project has not been completed. Therefore, students are strongly recommended to enroll in PHLS 7398 for candidacy when they are certain that they will be able to complete the work within one year of enrolling.
  - *Calendar year:* For example, if you enroll in PHLS 7398: Candidacy Research in the Fall 2020 semester, you have until the *end of Fall 2021* (i.e., December 2021) to defend the project. If the project is not completed by the end of the Fall 2021 semester, the grade will change from an “I” to an “F.”
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. Immediately prior to the defense, the student should check with their committee chair to determine whether the student or the chair will be the one to send the CPDAF form to the candidacy research committee. Each member of the committee is required to complete the form which is then routed to the Program Director for final review.
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.

## **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 all the foundational/core courses and at least 15 semester hours in counseling psychology courses.
- 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

## **VI. Master's Degree in Counseling for Doctoral Students Only**

### **A. Rationale**

Counseling psychology doctoral students may earn the M.Ed. in Counseling for doctoral students only on their way toward earning the doctoral degree through August 31, 2021, so long as the student began their graduate program leading to the degree before August 31, 2019. This degree is considered a third track within our existing M.Ed. program in Counseling, available only to our doctoral students. This 48-semester hour degree previously aligned with the requirements of licensure as a Psychological Associate and is based upon doctoral coursework plus candidacy research that doctoral students are already taking within their doctoral programs and therefore does not add any additional academic requirements to their programs. After students have completed the designated courses, which include the APA required core courses and a number of specialty courses (see below), including one year of practicum plus candidacy research, they may apply for the degree (see section VII.C below). All courses must be passed with a grade of B- or higher, and the candidacy project must be successfully proposed and defended before the master's degree is awarded. There is a \$25 university administrative fee associated with this degree; in addition, if students do not meet the deadlines outlined in section VII.C below, they will be responsible for the higher tuition associated with a master's degree.

There are a number of advantages to offering the option of this master's degree for our doctoral students. First, students appreciate the feeling of achieving a concrete goal partway through their doctoral degree. Additionally, a master's degree opens up additional internship opportunities for students, as there are internships that require applicants to have a master's degree. Acquiring a master's degree will allow students additional job opportunities as they move through the doctoral program, and may allow students to take the Examination for Professional Practice in Psychology (EPPP), which is required for the doctoral comprehensive examination for those who meet the deadline before the Texas State Board of Examiners of Psychologists (TSBEP) changed the regulations for licensure as a Psychological Associate (LPA).

For those students who do not qualify for the EPPP, they may take the in-house comprehensive exam and need not apply for the M.Ed. degree, unless they so choose for other reasons.

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

### **B. Curriculum Requirements**

The following courses are required for the master's degree for counseling psychology doctoral students:

#### *Core Courses*

PHLS 6330 Human Growth & Development

PHLS 8322 Intermediate Statistical Analysis in Psychological and Educational Research

PHLS (or EPSY) 8344 Biological Basis of Behavior\* *or*  
PSYC 6308 Foundations of Neuropsychology *or*  
PSYC 7342 Biological Bases of Behavior

PHLS 7317 Cognitive-Affective Bases of Behavior  
PHLS 8302 Research Methods

PHLS (or EPSY) 8352 Social Psychological Processes\* *or*  
PSYC 6338 Foundations of Social Psychology *or*  
PSYC 8397 Theories and Research in Social and Personality Psychology

\*If taken during or before 2015

### *Specialty Courses*

PHLS 7330 Advanced Theories of Counseling

PHLS 8357 Clinical Interventions

PHLS 8347 Assessment of Cognitive Abilities

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

PHLS 8337 Multicultural Issues in Counseling Psychology

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

PHLS 8393 Practicum (four semesters) minimum

The above list of courses totals to 42-credit hours. To meet the minimum required 48-credit hours, students may choose any two additional elective courses.

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

### **C. Timing of Submitting Master's Degree Paperwork**

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

Step 1: File a Graduate and Professional Student Petition

Step 1a: Submit a Graduate and Professional Student Petition **before the last day to add**

**a class** at the beginning of the long semester in which the master's degree is to be awarded\*: <http://www.uh.edu/graduate-school/forms/>

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

Step 1c: In the "Explanation of Request" box, indicate the name of the new degree (i.e., M.Ed. in Counseling).

Step 1d: Sign and submit to your advisor for additional processing.

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

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

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

**\*Note:** The Master's Degree Plan should include *all* the courses listed in section VII.B above, even though these courses will be repeated on your Doctoral Degree Plan.

Step 3: You must graduate from the master's program at the end of the term that you formally enroll in it. In order to do so, following the approval of the petition to add the Master's degree and the approval of the Master's degree plan, you must apply to graduate from the Master's degree program by the graduation application deadline for the same term in which the Master's degree plan is added to your record. This way you will be **enrolled as both a master's and doctoral student for only one term**. The program cannot guarantee GTF coverage at the higher master's rate beyond one term. The application to graduate is submitted via AccessUH.

#### *Additional information*

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

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

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

## VII. Comprehensive Examination

### A. General Information

Through August 31, 2021, so long as the student began their graduate program leading to the degree before August 31, 2019, students may take the Examination for Professional Practice in Psychology (EPPP) to satisfy the requirements of the comprehensive exam. The EPPP is a knowledge-based examination delivered in a computerized format. In order to be eligible to sit for the EPPP, students must meet the licensing board's requirements for Licensed Psychological Associate (LPA). To apply for LPA status, you must have a 60-credit master's degree that is psychological in nature. Students must apply for licensure to the licensing authority before being permitted to sit for the EPPP. Candidates who meet the licensing board requirements are pre-approved to take the EPPP. Once candidates are notified that their information has been uploaded and account verified, authorization to take the EPPP is obtained. Students should provide a sufficient amount of time for registration process and examination scheduling in order to avoid missing other program deadlines (i.e. dissertation proposal defense). For more information about the EPPP and registration, please visit: <http://www.asppb.net/>. To learn more about the Texas State Board of Examiners of Psychologists, please visit: <https://www.tsbep.texas.gov/>

To satisfy the comps requirement, students must pass the EPPP at the doctoral pass point (scaled score = 500). If you fail to meet that standard, you must retake the EPPP. Therefore, do not complete the jurisprudence exam and other requirements for LPA.

If students do not qualify to take the EPPP because of regulation changes by the Texas State Board of Examiners of Psychologists (TSBEP), they may take the in-house alternative, which resembles the EPPP content areas and format. The cost for this exam is \$195. Payment can be made by credit card. See <https://www.coe.uh.edu/payeezy/phls/index.php>. Passing score on this exam is 60%.

### B. Multiple-Choice EPPP

The examination is computerized, multiple-choice format consisting of 225 items, with 175 of those items scored. The questions represent knowledge base required for various responsibilities of psychologists. The content areas encompass eight different domains including: (Domain 1) Biological Basis of Behavior, (Domain 2) Cognitive-Affective Bases of Behavior, (Domain 3) Social and Cultural Bases of Behavior, (Domain 4) Growth and Lifespan Development, (Domain 5) Assessment and Diagnosis, (Domain 6) Treatment, Intervention, Prevention and Supervision, (Domain 7) Research Methods and Statistics, and (Domain 8) Ethical, Legal and Professional Issues. For more information, consult the EPPP handbook here: [https://cdn.ymaws.com/www.asppb.net/resource/resmgr/eppp\\_/EPPP\\_Cand-Handbook-October\\_1.pdf](https://cdn.ymaws.com/www.asppb.net/resource/resmgr/eppp_/EPPP_Cand-Handbook-October_1.pdf)

### C. Policies and Procedures

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

1. **Approved at all levels** in *MyAdvisor* of the following:
  - a. Degree Plan
  - b. Residency Reports (2)
  - c. Have **approved at all levels** either the Candidacy Report (indicating successful completion of the candidacy paper/defense) or a petition requesting to have the candidacy project requirement waived
2. By the application deadline, students' transcript must show:
  - a. Number of credits completed: 36
  - b. No grades of Incomplete

#### **D. Procedures for Remediation of Students Who Fail the Exam**

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

For EPPP:

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

For In-House Exam:

1. Students will be required to develop a plan of additional study with their advisor.
2. The exam will generally be offered once each semester.

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

The College's policies regarding the completion of a doctoral dissertation are presented in the *Doctoral Policies, Procedures, and Program Guide* (<http://www.uh.edu/graduate-school/academics/thesis/index.php>) and University policies may be found at <http://publications.uh.edu/content.php?catoid=22&navoid=6031>. Students are responsible for following all the College's and University's rules and regulations regarding the doctoral dissertation.

### A. Forming a Dissertation Committee

1. A student identifies a member of the counseling psychology faculty to serve as a dissertation chair or co-chair.
2. The student works with their dissertation advisor to identify a general research area, the literature base of this area, and the research questions to be addressed.
3. The student, in consultation with the dissertation chair, identifies individuals to serve on the dissertation committee. A student's dissertation committee must consist of at least four members as follows: (a) at least three members must be full-time faculty at UH and (b) at least one of the four committee members must be from outside the student's program. Persons from outside the University with expertise in the area of the dissertation research may serve as the fourth or fifth committee member.
4. In order to be able to form their dissertation research committee students must have successfully defended their completed candidacy paper and passed their comprehensive exams.
5. Students request approval of their dissertation committee by submitting via *MyAdvisor* the *Dissertation/Thesis Committee* form. This submission should include an attachment with the vita of committee members who are not UH faculty members. The Dissertation Committee must be approved 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 (PHLS 8393) every subsequent Fall and Spring semester until the Dissertation is completed. A minimum of six (6) dissertation credits is required to graduate. Students need to be enrolled in at least three credits of Dissertation the semester they defend the Proposal. Summer enrollment is only required if the student is actively engaged in the dissertation work using university resources or if the proposal or final defense takes place during the summer sessions. It is sometimes possible to register for one credit (PHLS 8199) when the dissertation is near completion and taking little faculty time or university resources. This reduction requires a formal petition. See University policy on continuous enrollment for dissertation credits at <http://publications.uh.edu/content.php?catoid=30&navoid=11023>.

## **C. Dissertation Proposal Defense**

1. Students develop a proposal under the supervision of their dissertation chair. The proposal should consist of a review of relevant literature, a description of the research questions, and the planned methodology to implement the study.
2. Once the dissertation committee chair approves the proposal's draft, the student schedules a meeting for the defense of the proposal. A draft of the dissertation proposal must be submitted to all the members of the committee at least 10 working days (two weeks) prior to the scheduled proposal date.
3. Students are required to submit to *MyAdvisor* an abstract of the dissertation proposal at least 10 working days (two weeks) prior to the proposal's defense meeting. The abstract must be approved by the student's research committee chair. Once uploaded into *MyAdvisor*, the abstract is sent via email to all College faculty. This procedure applies to both the Dissertation Proposal and Final Defenses. Once the abstract is posted, faculty members from the college may request a full copy of the proposal from the dissertation chair.
4. During the defense, students present their research proposal to the members of the dissertation committee who may approve the proposal as presented, suggest changes, or disapprove the proposal. Students must be physically present at their defense (i.e., they may not attend electronically).

## **D. Dissertation Options**

### **a. Traditional Dissertation**



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.uh.edu/research/compliance/irb-cphs/>.
3. Students are expected to carry out the research study described in the proposal under the supervision of the dissertation chair. Data collection and analyses are time consuming, therefore, careful planning is important.
4. After data collection and analyses are completed, students write up a draft of the dissertation.

#### **b. Three-Manuscript Dissertation**

##### *General Principles:*

1. The three-manuscript dissertation format is *optional*. This will be an optional method for the dissertation as of May 1, 2019.
2. A T/TT faculty member in PHLS must agree to chair the three-manuscript dissertation prior to the student initiating the process.
3. The three manuscripts could represent independent research projects but must be coherently linked by a unifying theme or program of research. The coherency must be approved by the Dissertation Chairperson and readily apparent to the committee members.
4. The doctoral student will serve as the first author on all three manuscripts and a committee member (typically the Chairperson) will serve as the senior author on the manuscripts (the concept of senior author originates from the assumption that most research is conducted under the umbrella of a research institution, and the last and senior author is the PI of the lab in which the research was enabled. Therefore, for UH purposes, the senior author is the Dissertation Chairperson). All other co-authorships will be based on substantive scientific contribution to the research (e.g., conceptualization, design, conduct, analysis, interpretation, etc.) and approval of the manuscript prior to submitting for publication.
5. Any other logistics not detailed herein will need to be negotiated between the student and Dissertation Chairperson.

*Other Considerations:*

1. The Candidacy Research Paper, or any other manuscript reflecting research conducted at UH, can be used as one of the three manuscripts if it meets the general principles detailed above and has been accepted for publication prior to completion of the dissertation.
2. The three manuscripts can be full-length or brief report length papers. However, only up to two brief reports can be used to meet the three-manuscript requirement. The use of a second brief report would need to be approved by the dissertation committee with a simple majority vote. All manuscripts must meet the general principles detailed above.
3. The format of each unpublished manuscript will be driven by the peer-review journal being targeted for publication.

*Three-Manuscript Dissertation Procedures:*

Dissertation Proposal Phase:

1. The doctoral student is expected to provide a cogent presentation that, at a minimum, addresses:
  - a. The program of research that is being pursued by the three manuscripts;
  - b. The background, significance, and theoretical foundation of the research projects being proposed;
  - c. The potential contributions to science and society the manuscripts are designed to make;
  - d. The research questions, hypotheses, methods, and data analytic plan being proposed for the manuscripts; and
  - e. The target peer- review journal(s) for each manuscript. A rationale for each journal selected must be provided.
2. The selection of the targeted peer-review journals for publication must be approved by the dissertation committee. A three-fourths positive vote must be reached during the dissertation proposal meeting.
3. Passing the dissertation proposal requires a three-fourths positive vote of the dissertation committee.

Final Defense Phase:

1. The doctoral student is expected to provide a cogent presentation that, at a minimum, addresses:
  - a. Brief overview of the significance of the program of research;
  - b. Results and discussion of the data across all three studies;

- c. Limitations of the research findings across all three studies;
  - d. Overarching contributions to science and society; and
  - e. Potential next steps for this program of research.
2. Passing the dissertation defense requires the completion of the Dissertation Evaluation Form and a three-fourths positive vote of the dissertation committee.

Publication Phase:

1. All unpublished manuscripts need to be responsive to the committee's feedback during the defense phase prior to being submitted for publication.
2. Proof that each manuscript was assigned a tracking-number and sent out for review is required to fulfill the dissertation requirement.
3. The dissertation is officially signed off on only after steps 1 and 2 of the publication phase are completed.
4. Should a manuscript, excluding the required Candidacy publication (if used as one of the three manuscripts), not be accepted for publication, the student will work with the senior author to identify an appropriate peer-reviewed journal to which to submit the revised manuscript. However, rejection of any manuscripts does not negate the successful passing of the dissertation if criteria 1 and 2 above have been fulfilled.

**E. Dissertation Final Defense**

1. A dissertation must be formally presented to the members of the student's dissertation committee. Prior to the scheduled defense, a student obtains approval from the chair and members of the committee. A draft of the dissertation must be submitted to all the members at least 10 working days (two weeks) prior to the scheduled defense date.
2. Once the dissertation committee chair approves the dissertation's draft, the student schedules the dissertation's final defense meeting.
3. Students are required to submit to *MyAdvisor* an abstract of the dissertation at least 10 working days (two weeks) prior to the dissertation defense meeting. The abstract must be approved by the student's research committee chair. Once uploaded into *MyAdvisor*, the abstract is sent via email to all College faculty. Once the abstract is posted, faculty members from the college may request a full copy of the proposal from the dissertation chair.
4. During the defense meeting, students present their dissertation research to the members of the committee, who may approve the dissertation as presented, require changes, or disapprove it. Immediately prior to the defense, the student needs to submit the CPDAF form to the dissertation research committee via FEGO. Each member of the committee is required to complete the form which is then routed to the

Program Director for final review.

5. 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/student-services/graduate-office/Current%20Students/grad-student-resources/>. Finally, information may also be found in the Graduate Catalog: <http://catalog.uh.edu/index.php>.
6. 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.
7. Students who complete the dissertation prior to starting the pre-doctoral internship may submit their manuscript electronically before they leave for their internship. However, the date on the signature page should correspond with the date of expected graduation (and not the date of the actual dissertation defense). The graduation date must correspond with the semester in which the student completes the pre-doctoral internship. Students must wait to apply for graduation until the semester in which they will complete their pre-doctoral internship (typically the summer term).
8. Students who complete and defend their dissertations before finishing the internship may file a Graduate and Professional Student Petition requesting exemption from continuous enrollment in dissertation credits until graduation. This petition needs to: (a) state the date that the dissertation was successfully defended, (b) indicate the expected date of graduation (which must be following the completion of the pre-doctoral internship). Students should file the petition requesting exemption from continuous enrollment in dissertation credits the semester they successfully defend the dissertation.
9. When submitting your dissertation, students should consider embargoing it for a period of up to two years so that 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.

## **F. Submission of Dissertation**

All student, department and college approval processes for submission of dissertation including college approval of defended dissertation, assignment of final grade(s) for dissertation courses by the faculty advisor, and all components of electronic submission to the University for archiving—must be completed no later than the final grading deadline for faculty for session 1 (regular academic session) of the academic terms, as published in the graduate Academic Calendar. If a student meets all of the requirements described above for

completed submission of the dissertation prior to the last day to add a class in session 1 (regular academic session) of the academic term, the student is eligible to request via petition to have their minimal required enrollment reduced to one credit hour. Such petitions are approved at the discretion of the Associate Dean for Graduate Studies of the respective college and filed with the Graduate School. Such petitions must be submitted to and approved by the Associate Dean of Graduate Studies no later than the last day to add classes in session 1 (regular academic session) of the academic term, as published in the graduate Academic Calendar. Students who meet this early submission deadline and do not submit a petition to request a reduced minimum required enrollment by the last day to add a class in session 1 (regular academic session) for the academic term are required to remain in the required three credit hours of enrollment.

## **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 (scaled score of 500 on the EPPP), or receiving 60% on the in-house alternative exam.
3. Successful defense of the dissertation proposal by November 1<sup>st</sup>.

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

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

## **B. Internship Application Process**

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

1. Consult the APPIC website (<http://www.appic.org>) early in the year you will be applying for internship. This site contains links to the internship universal application as well as to information on all internship training programs in the APPIC directory.
2. After reviewing internship program information, identify possible sites of interest and obtain descriptive/application materials from each site (this is often done during the late spring/early summer of the application year). While the APA does not specify the specialty of 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 disadvantageous to selection.
5. Application materials and related personal statements are typically completed in late

summer or early fall of the internship application year.

6. Attend the earlier mentioned mandatory program-sponsored internship preparation meetings, typically scheduled in late summer and fall with the Training 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 (3<sup>rd</sup> 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 semester), students are required to enroll with the Director of Training in PHLS 8193.

In order to comply with UH continuing registration policy, each term of their internship (fall, spring, and summer), students enroll in: a) one credit hour of internship and b) one credit hour



of dissertation. If students submit their final dissertation before the beginning or before the completion of the three internship terms, they may petition to be exempt from continuing to enroll in dissertation hours during the remaining internship terms and, therefore, enroll in only one credit of internship per term.

Students will be allowed to receive GTF for the credits enrolled during the three consecutive terms in which they complete their internship training.

## **F. Participation in Graduation Ceremonies**

The College of Education holds graduation ceremonies twice a year: December and May. Students who will be completing their pre-doctoral internship at the end of the summer session may submit a *Graduate and Professional Student Petition* via *MyAdvisor* requesting to be allowed to “walk” in the previous May’s ceremony 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 their 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. Do not forget to apply for graduation when the time comes. Application information may be found at <http://publications.uh.edu/content.php?catoid=22&navoid=6029>).

**Note. To graduate your transcript MUST include a minimum of 102 credit hours.**  
**Program Policies and Procedures**

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

## **A. Advising**

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

also serves as the chair or co-chair of the candidacy paper and dissertation research committees.

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

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

## **B. Annual Review**

The program's faculty conducts an annual review of the student's progress and provides the student with written feedback regarding this evaluation. All currently enrolled students (including those who are on internship) are required to participate in the annual review. In the spring semester, the Director of Training circulates electronically the Annual Report form via FEGO. Students complete this report documenting their progress towards the degree and other educational and professional achievements and submit it via FEGO to both their advisor and Program Director. 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 (in FEGO). 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 feedback from their advisors within the FEGO document. Students whose progress through the program is in jeopardy receive additional correspondence from the Director of Training indicating actions that must be taken in order to restore their good standing.

## **C. Continuous Enrollment and Leaves of Absence**

Once admitted to the program, doctoral students are expected to be continuously enrolled, including at least three credit hours every consecutive long semester (i.e., Fall and Spring semesters), until the degree program is completed and the degree is awarded. On rare occasions, significant life events and emergencies (e.g., serious health issues, major family disruptions) may interfere with a student's progress through the program. Students who cannot enroll in a given semester must apply for a leave of absence in order to remain in good

standing. To request a leave of absence, students need to first consult with their advisor and then submit a *Graduate and Professional Student Petition* via *MyAdvisor* that describes the reason for the request and a timeline, following the leave, for completing remaining program requirements. The leave of absence must be approved by the student's advisor, the Department Chair, and the College of Education Dean. See also University policy at <http://publications.uh.edu/content.php?catoid=22&navoid=5999>

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

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

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

#### **D. Program Completion Time Limits**

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

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

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

## E. Dismissal Policies and Procedures

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

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

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

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

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

1. Failure to meet minimal academic requirements for doctoral students at the University of Houston, as described in the online *Graduate and Professional Studies Catalog* (<http://catalog.uh.edu/index.php>).
2. Violation of the ethical principles of psychologists as defined by the American Psychological Association (<http://www.apa.org>).
3. Unsatisfactory performance in counseling practice courses (e.g., practicum, internship).
4. Failure to comply with established University, College, Department, or Program

timetables and requirements.

5. Academic dishonesty including plagiarism, cheating, fabricating research results, etc. The University definition of plagiarism may be found in the graduate catalog at <http://publications.uh.edu/content.php?catoid=22&navoid=6021>.
6. Failure to maintain continuous enrollment or participate in the annual review process.
7. Criminal misconduct.
8. Failure to satisfy one or more academic requirements (e.g., coursework, candidacy paper, comprehensive exam, dissertation). In these cases, remedial actions will be identified to help the student address the academic deficiencies. However, if remedial actions fail to correct the problem(s), the student may be terminated from the program.
9. Failure to maintain satisfactory progress through the program. See <http://publications.uh.edu/content.php?catoid=22&navoid=6007>.
10. Cognitive, affective, and/or behavioral deficiencies exhibited by the student that are deemed to obstruct the training process and/or potentially threaten client welfare.
11. Unprofessional conduct at university or other professional settings.
12. Inability to manage personal stress in a manner that affects professional functioning.

University policies regarding academic honesty can be found at <http://publications.uh.edu/content.php?catoid=22&navoid=6240>. This policy includes jurisdiction, individual responsibilities, prevention, categories, sanctions, hearing procedures, appeals, and records.

The University of Kansas has developed a helpful list of general areas of review to aid students in assuring whether they are making progress in meeting program goals and objectives, which include:

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

**II. Classroom Behavior**

- a. Class attendance/participation
- b. Examination behavior
- c. Ability to meet deadlines

**III. Professional-Ethical Behavior**

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

**IV. Research Skills**

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

**V. Interpersonal/Attitudinal Considerations**

- a. Constructive criticism of program/faculty
- b. Offering alternatives to problems
- c. Emotional maturity and stability
- d. Relationships with peers
- e. Relationships with faculty
- f. Relationships with staff/agency personnel
- g. Respect for individual differences

**VI. Other Professional Activities**

- a. Awards or honors
- b. Departmental participation
- c. Assistantship duties
- d. Attendance at departmental activities

Observations or charges relevant to student performance in the areas described above can emanate from a variety of sources including faculty, clinical supervisors, clients, university staff, or professionals and agents outside of the university community. To protect student due process rights, as well as to uphold the academic and professional standards of the program, the student will be informed in writing by the Director of Training of any charge, event, performance, or circumstance that may threaten the student's immediate status in the program. As part of this communication, the Director may initially advise the student to seek an informal

resolution of the charge or complaint and to inform the Director (in writing) of the outcome of this action within a specified time frame. If informal methods of problem resolution are inappropriate or unsuccessful, a formal meeting of the faculty will be convened to discuss the nature of the threat to the student's status and to arrive at a decision regarding next steps, which may include dismissal. Prior to that meeting, the student as well as other interested parties possessing relevant information will have the opportunity to present their evidence to the faculty. Following faculty review of and deliberation on the evidence, the Director of Training will inform the student in writing of the faculty's decision and, if appropriate, specify any conditions that must be satisfied in order for the student to maintain or restore their standing within the program.

The university's policies and procedures regarding dismissal can be found at:  
<http://catalog.uh.edu/content.php?catoid=9&navoid=1627> and  
<http://publications.uh.edu/content.php?catoid=22&navoid=6240>.

## **F. 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, they must follow the formal grievance procedures as specified in the following websites:

### **University of Houston**

<http://catalog.uh.edu/content.php?catoid=9&navoid=1637>

### **Psychological, Health, and Learning Sciences Department**

The department policy is posted in the student section of the departmental website:

<http://www.uh.edu/education/departments/phls/docs/PHLS%20Student%20Grievance%20Form%20and%20Procedures.pdf>



## **X. APA Competencies**

The APA competencies that the program has defined with APA will need to be updated in FEGO continually throughout the year. Competencies may be demonstrated by a variety of things, including, but not limited to total course grade, grades on exams, papers, presentations, etc. Competencies for the course will be explicitly stated on the course syllabus. Students are required to keep record of their competency grades and report these competencies in FEGO. Yearly deadline for competency submission is by the time of the Annual Review, typically April 1.

## XI. Student Support Services

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

### A. Fellowships, Assistantships, and Financial Aid

Many opportunities for financial support exist for students enrolled in the program. Students are encouraged to apply for available fellowship, assistantship, and financial aid by the appropriate deadlines. Assistantships are guaranteed for 1<sup>st</sup> and 2<sup>nd</sup> year students. Assistantships for students in their 3<sup>rd</sup> year and beyond are based on the availability of external funding, such as grants and new faculty start-up packages, which varies year-to-year. Should additional funding become available, 3<sup>rd</sup>-year students will be a priority, then 4<sup>th</sup>-year, and so on. Incoming students are sent initial information regarding assistantships the summer prior to enrolling and should contact the PHLs office manager for more information. For students who 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). **Students MUST apply by February 15<sup>th</sup> in order to be considered for a GTF and assistantship.**

Counseling Psychology doctoral students are also eligible to compete for several scholarship programs that are available through the Office of the Dean of Graduate Studies in the College. Information about these programs can be found online at: [http://www.coe.uh.edu/student-services/fin\\_aid\\_scholarships/](http://www.coe.uh.edu/student-services/fin_aid_scholarships/). Information regarding student financial aid, including scholarship or graduate fellowship programs, is available online through the University of Houston Office of Scholarships and Financial Aid at <http://www.uh.edu/about/offices/enrollment-services/financial-aid/index/>.

### B. Communication within the Program and Department

The program uses several means to communicate with students including:

#### 1. The Program Listserv

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

#### 2. E-mail

Students are required to maintain their official UH e-mail address, for purposes of

official notifications from the program, department, college, and university.

### **3. Student Mailboxes**

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

### **4. Student Directory**

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

## **C. Membership in Professional Organizations**

Students are strongly encouraged to join professional organizations including:

### **APA, Division 17 SAS, TPA, HPA**

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

## **D. Travel Support**

Occasionally, students can obtain limited travel support from the Department to attend conferences to present papers. Interested students can apply to the Associate Chair for travel support.

## **E. Computing**

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

## **F. Problem-Solving Resources**

The ombudservice directly assists students to resolve problems or refers them to the office or

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

### **G. UH Counseling and Psychological Services (CAPS)**

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

## **XII. 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 (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), and a jurisprudence exam.

### **LICENSED PSYCHOLOGICAL ASSOCIATE & LICENSED PSYCHOLOGIST INFORMATION:**

#### **For Licensing Information:**

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

### **B. Licensure Outside of Texas**

For licensure information for other jurisdictions (states, provinces, and territories), consult the website of the Association of State and Provincial Psychology Boards (ASPPB) at <http://www.asppb.net>. Remember, licensure requirements do vary by jurisdiction, and it is your responsibility (the applicant) to know the differences. Generally, your Ph.D. from an APA-accredited program will allow you to qualify for licensure as a psychologist, but some jurisdictions do require some extra training in select topics that can be completed after receipt of the doctorate.

### **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 student interviews (Spring, dates to be announced)
2. Attending at least one candidacy proposal or defense meeting (held throughout the year)
3. Attending at least one dissertation proposal meeting (held throughout the year)
4. Attending at least one dissertation defense meeting (held throughout the year)
5. Attending at least one PHLs Research Symposium

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

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



**Appendix B**  
**Counseling Psychology Doctoral Practicum Application**

Name: .

Address: .

Phone Numbers (W):(H):

Semesters requesting practicum: .

E. mail Address: .

Are you applying for your INITIAL or ADVANCED doctoral practicum?

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

1. .

2. .

3. .

**Return this form to the Practicum Coordinator by March 1<sup>st</sup> (or earlier).**

**Appendix C**  
**Annual Report: Counseling Psychology Program**

1. **Student Name:** \_  
(First)(Middle)(Last)
2. **Semester/Year:** \_
3. **Current Mailing Address** (*Yearly Review Letter will be sent to this address*):  
\_\_\_\_\_  
\_\_\_\_\_
4. **Current Email Address:** \_\_\_\_\_

**PART I: PROGRAM MILESTONES**

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

1. **Submitted Residency Documents?** YES NO  
a. If YES, date submitted: \_\_\_\_\_  
(Semester)(Year)
2. **Have approved Degree Plan on file?** YES NO  
a. If YES, date approved: \_\_\_\_\_  
(Semester)(Year)
3. **Completed Candidacy Paper?** YES NO  
a. If YES:
  - i. Date of Final Defense: \_\_\_\_\_  
(Semester)(Year)
  - ii. Title of Candidacy Paper: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - iii. Name of Committee Chair: \_\_\_\_\_  
\_\_\_\_\_
4. **Completed Comprehensive Exam?** YES NO

a. If YES,  
date completed: \_\_\_\_\_  
(Semester)(Year)

5. **Completed Dissertation Proposal?** YES NO

a. If YES:  
i. Date of Proposal Defense: \_\_\_\_\_  
(Semester)(Year)  
ii. Title of Proposal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. **Completed Dissertation Final Defense?** YES NO

a. If YES:  
i. Date of Proposal Defense: \_\_\_\_\_  
(Semester)(Year)  
ii. Title of Proposal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
iii. Name of Committee Chair: \_\_\_\_\_

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

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

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

**Professional Activities**

1. **Member of a professional or research society?** YES NO

a. If YES, please indicate memberships below:

\_\_\_\_\_

---

---

2. **Number of books, book chapters, or articles in peer reviewed professional/scientific journals you were an author or co-author of** (*Note: Publications “in press,” “under review,” or “submitted for publication” should not be counted here. Please make note of these endeavors in your Personal Narrative*):

a. Total number: .

b. Full citations:

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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:

---

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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?** YESNO

a. If YES, please indicate full citations below:

---

---

6. **Involvement in grant-supported research?** YES NO

a. If YES, please indicate full citations below:

---

---

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7. **Involvement in teaching?** YES NO

8. **Involvement in part-time supervised practicum training?** YES NO

a. If YES, place an X next to each semester that applies:

Fall 2018  
 Spring 2019  
 Summer 2019

b. Practicum site  
name: \_\_\_\_\_

---

c. Supervisor (name and type of license):

---

---

9. **Had an Assistantship** (e.g., GA, TA, RA)? YES NO

a. If YES, place an X next to each semester that applies:

Fall 2018 (*Indicate position/department*): \_\_\_\_\_

---

Spring 2019 (*Indicate position/department*): \_\_\_\_\_

---

Summer 2019 (*Indicate position/department*): \_\_\_\_\_

---

10. **Received a Graduate Tuition Fellowship (GTF)?** YES NO

a. If YES, place an X next to each semester that applies:

\_\_\_\_\_ Fall 2018  
\_\_\_\_\_ Spring 2019  
\_\_\_\_\_ Summer 2019

**Doctoral Internship**

1. **Did you apply for a doctoral internship during the 2018-2019 academic year (to take place during the 2019-2020 academic year)?** Please place an X next to the appropriate response.

- a. YES, I applied for internship.\*
- b. NO, I previously completed the full internship requirement (one year full-time or equivalent).
- c. NO, I did not apply for internship.

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

2. **Total number of hours reported on your AAPI:**

Intervention: \_\_\_\_\_  
Assessment: \_\_\_\_\_  
Support: \_\_\_\_\_  
Supervision: \_\_\_\_\_

3. **Did you obtain an internship during the 2018-2019 reporting year (to take place during the 2019-2020 reporting year)?** Please underline the appropriate response.

- a. YES\*
- b. NO

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

4. **Internship**

**name/location:** \_\_\_\_\_

5. **Expected internship start date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
(mm) (dd) (yyyy)

6. **Expected internship end date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
(mm) (dd) (yyyy)

7. **Is the internship APA/CPA accredited?** YES NO

8. **Is the internship:** One year OR Two-years?
9. **Is the internship:** Full-time OR Part-time?
10. **Is the internship:** Funded OR Not funded/not fully funded?

**PART III: COURSES COMPLETED TO DATE & GRADES**

	<b>Semester/Year Taken*</b>	<b>Grade*</b>
<b>Group A: Core Area</b>		
PHLS 8319 Inferential Statistics in P/E Research		
PHLS 8322 Intermediate Statistical Analysis		
PHLS 8324 Multivariate Statistics		
PHLS 8351 Hist. and Ph. of Science and Psychology		
PHLS 8302 Research Methods in Education I		
<b>Group B: Major Area</b>		
PHLS 6330 Human Growth and Development		
PHLS 7330 Advanced Theories of Counseling		
PHLS 8357 Clinical Interventions		
PHLS 8305 Supervision & Consultation in Counseling		
PHLS 8334 Research in Counseling Psychology		
PHLS 8337 Multicultural Issues in Counseling		
PHLS 8339 Seminar in Career Counseling		
PHLS 8341 Professional Seminar		
PHLS 8344 Biological Basis of Behavior <b>or</b> PSYC 6308 Foundations of Neuropsychology <b>or</b> PSYC 7342 Biological Bases of Behavior		
PHLS 8349 Advanced Assessment II		
PHLS 8347 Advanced Assessment I		
PHLS 8364 Professional Practice in Psychology: Ethics, Law & Professional Issues		
PHLS 8397 Cognitive Affective Bases of Behavior		

PHLS 8352 Social Psychological Processes <b>or</b> PSYC 6338 Foundations of Social Psychology <b>or</b> PSYC 8397 Theories and Research in Social and Personality Psychology		
PHLS 8393 Doctoral Practicum in Psychology		
PHLS 8393 Doctoral Practicum in Psychology		
PHLS 8393 Doctoral Practicum in Psychology		
PHLS 8393 Doctoral Practicum in Psychology		
PHLS 8193 Internship in Psychology		
PHLS 8193 Internship in Psychology		
PHLS 8399 Dissertation		
PHLS 8399 Dissertation		
<b>Group C:</b>		
PHLS 7398 Candidacy Research		
PHLS 8300 Advanced Educ. & Psych. Measurement		
<b>Leveling Courses</b> (if required)		
<i>PHLS 6325 Counseling Theories</i>		
<i>PHLS 6335 Introduction to Group Counseling</i>		
<i>PHLS 6397 Psychopathology or</i> <i>PHLS 6345 Atypical Growth and Development</i>		
<i>PHLS 6391 Counseling Methods and Techniques</i>		

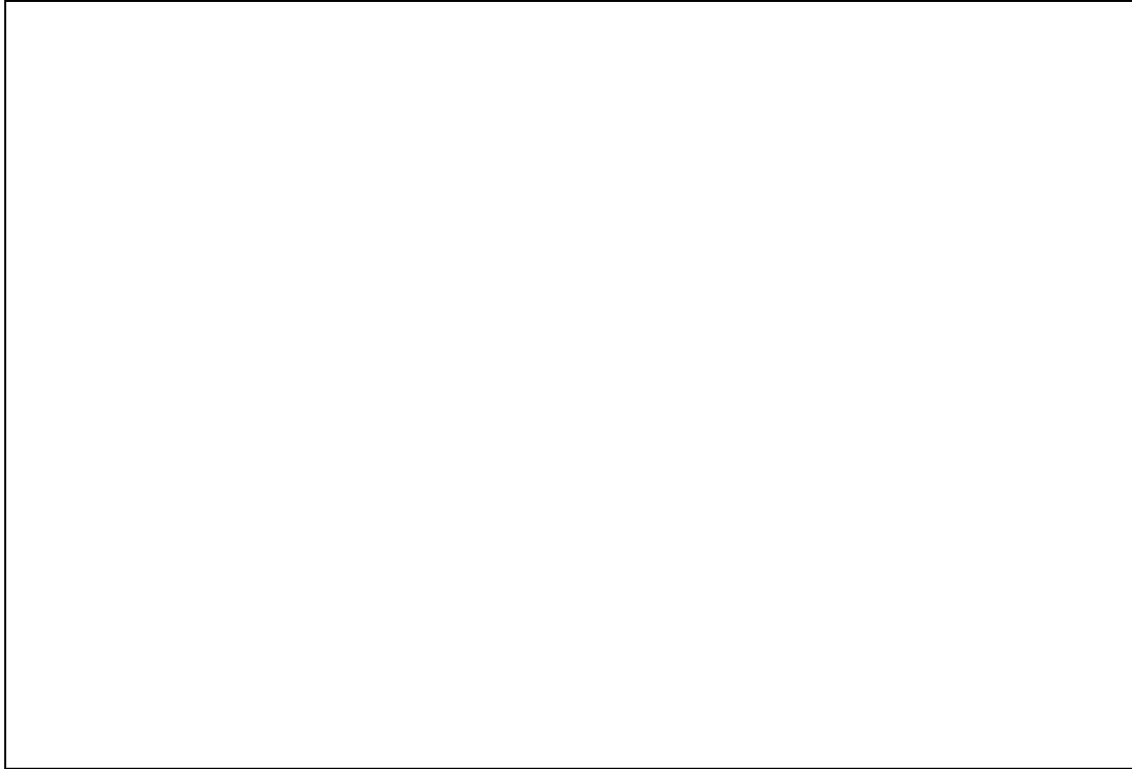
\*If any course was transferred in or waived indicate so in this column

\* 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?** YESNO

**Education**

6. **Undergraduate institution name:** \_\_\_\_\_
7. **Undergraduate degree year:** \_\_\_\_\_
8. **Undergraduate GPA (4.0 scale):** \_\_\_\_\_

9. **GRE scores** (*For questions #9a-b, answer only for the applicable version of the test.*)

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

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

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

10. **Respecialization student?** YES NO

**Enrollment Information**

1. **Date you began the doctoral program:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
(mm) (dd) (yyyy)
  
2. **Date you left the doctoral program (if applicable):** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
(mm) (dd) (yyyy)
  
3. **Academic status:**  
  
\_ Full-time  
  
\_ Part-time

**PART VI: NEXT STEPS**

1. Please send an electronic copy of the completed form to your advisor **and** a copy to the Program's Director of Training by **April 1, 2019**.

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

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

Date of Student-Advisor annual review meeting: .

**Student signature and date:** \_\_\_\_\_

**Appendix D**  
**Professionalism and Interpersonal Competence Evaluation Form**

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

**Professionalism and Interpersonal Competence Rating Form**

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

**Interpersonal Competence**

1. Emotional maturity and stability123 n/o
2. Relationship with peers123n/o
3. Relationship with faculty123n/o
4. Relationship with staff123n/o
5. Respect for individual differences123n/o
6. Responsive to interpersonal feedback123n/o
7. Displays self-awareness and impact of self on others123n/o

**Professionalism**

8. Keeps appointments123n/o
9. Meets deadlines123n/o
10. Committed to social justice123n/o
11. Able to communicate ideas, feelings, & information effectively123n/o
12. Demonstrates honesty and integrity123n/o
13. Demonstrates ethical behaviors123n/o

**Appendix E**  
**Evaluation of Practicum Supervisee Competencies**  
**EVALUATION OF PRACTICUM STUDENT COMPETENCIES**  
**Counseling Psychology Program - University of Houston**

Name of Supervisee/ Student: \_\_\_\_\_  
 Names of Supervisor/ Instructor: \_\_\_\_\_

Semester of Supervision/ Practicum: \_\_\_\_\_  
 Name of Agency/ Class: \_\_\_\_\_

**Rating Scale: Leave Blank – Not Applicable; 1 – Not Satisfactory; 2 – Below Average; 3 – Average/Commensurate with Experience; 4 – Above Average**

<b>I. PROFESSIONALISM</b>	<b>Rating</b>
Displays awareness of normal growth and development and client strengths	
Displays professional demeanor and language	
Displays compassion and respect in interpersonal interactions	
Demonstrates integrity by adhering to professional standards	
Shows appropriate respect for authority	
Demonstrates effort to effectively resolve conflict	
Completes case documentation accurately	

**Mean Score for Professionalism Section**

<b>II. REFLECTIVE PRACTICE/ SELF ASSESSMENT &amp; CARE</b>	<b>Rating</b>
Reflects on practice and mindfully recognizes impact of self on others	
Understands impact of therapy relationship on self	
Understands own impact on client in therapy relationship	
Maintains appropriate therapist-client boundaries	
Is willing to admit mistakes with minimal defensiveness	
Uses persons other than supervisor for skill development	
Provides helpful feedback and critique to others	
Is sensitive to the needs and strengths of peers	
Is willing to be assertive with supervisor and peers	
Demonstrates awareness of clinical competencies and identifies areas for growth	
Critiques and analyzes own interview/ sessions accurately and appropriately	
Recognizes own limitations in treating a particular client	
Takes appropriate care of self and is aware of own needs	

**Mean Score for Reflective Practice Section**

<b>III. RELATIONSHIPS</b>	<b>Rating</b>
Forms and maintains productive and respectful relationships with peers or colleagues	
Forms and maintains productive and respectful relationships with supervisors or instructors	

Demonstrates cooperative discourse (e.g. refrains from interrupting, does not dominate, contributes actively)	
Conveys counseling atmosphere of trust and safety	
Demonstrates acceptance of the client	
Expresses warmth and caring with the client	
Shows a non-judgmental orientation toward client	
Exhibits appropriate verbal regulation of emotion (i.e. expression and containment)	
Exhibits appropriate nonverbal regulation of emotion (i.e. expression and containment)	
Communicates clearly using verbal skills	
Nonverbal communication matches verbal content	
Communicates clearly using written skills	
Awareness of and sensitivity to clients' nonverbal behavior	
Understands clients' feelings and communicates this understanding to the client	

**Mean Score for Relationships Section**

<b>IV. INDIVIDUAL &amp; CULTURAL DIVERSITY</b>	<b>Rating</b>
Understands one's own cultural identity and personal attitudes toward diverse others	
Recognizes the way culture shapes others' identity and behavior	
Utilizes language that demonstrates sensitivity to culture, gender, and sexual orientation	
Directly addresses issues of difference between therapist and clients along salient dimensions	
Therapeutically processes issues of cultural difference and diversity	
Asks questions or offers suggestions that help clients think about how contextual issues may impact presenting concerns	

**Mean Score for Diversity Section**

<b>V. ETHICAL &amp; LEGAL STANDARDS</b>	<b>Rating</b>
Demonstrates knowledge and awareness of appropriate ethical codes and state laws	
Identifies potential ethical concerns and legal issues	
Adapts behavior in accordance with ethical codes and state laws	

**Mean Score for Ethics & Legal Section**

<b>VI. ASSESSMENT</b>	<b>Rating</b>
Selects appropriate assessment measures for cases at practice site.	
Identifies areas of client functioning where further assessment is needed	
Provides appropriate feedback to clients based on assessment measures	
Applies concepts of normal/ abnormal behavior to case formulation and diagnosis within a developmental context	
Applies concepts of normal/ abnormal behavior to case formulation and diagnosis within the context of diversity	
Writes assessment reports and progress notes effectively	

Ties together seemingly discrete and isolated components of client's behavior	
Generates hypotheses concerning client behavior and dynamics	
Provides rationale for conceptualization based on psychological theory and research	
Provides rationale for conceptualization based on client data	
Attends to systemic issues in case conceptualization	

**Mean Score for Assessment Section**

<b>VII. INTERVENTION</b>	<b>Rating</b>
Demonstrates knowledge of interventions and explanations for their use in practice based on evidence	
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	
Evaluates treatment progress and modifies treatment planning as indicated	
Is able to track client work	
Acts purposefully and with intentionality	
Uses appropriate and therapeutic open-ended questions	
Can paraphrase and summarize content	
Accurately reflects feeling	
Encourages client to be specific and concrete	
Does not talk over or interrupt clients inappropriately	
Clarifies client content when appropriate	
Handles silence and uses it effectively in treatment	
Establishes appropriate goals	
Explores resolution of similar problems	
Able to separate process from content	
Encourages client to accept responsibility in relationship	
Demonstrates the ability to effectively implement therapeutic treatment interventions	
Implements interventions one at a time and stays with interventions once initiated	
Exercises therapeutic control in session	
Works with depth of affect	
Confronts appropriately and in the moment	
Demonstrates appropriate use of self in session	
Uses therapeutic process effectively	
Recognizes client resistance	
Handles client resistance appropriately and effectively	
Is able to comfortably discuss sensitive issues with clients (e.g. sexuality, transference/ countertransference)	
Provides crisis management interventions, as appropriate	
Develops and tests hypotheses using systemic principles	
Makes contact and attends to all family members	
Helps family/ couple establish appropriate boundaries	
Attends to covert family/ couple conflicts, alliances, and coalitions	
Attends to systemic interactions in intervention	

**Mean Score for Intervention Section**

<b>VIII. SUPERVISION</b>	<b>Rating</b>
Demonstrates knowledge of the supervision process including one's own roles and responsibilities as trainee	
Uses supervision process to reflect on areas of strength and those needing improvement	
Demonstrate willingness to admit errors and accept feedback	
Willing to be observed and evaluated by supervisor	
Integrates feedback from supervisor into performance	

**Mean Score for Supervision Section**

<b>IX. OTHER AREAS OF COMPETENCY</b>	<b>Rating</b>
<b>A. Scientific Knowledge and Methods:</b> Values and applies scientific methods to professional practice	
<b>B1. Interdisciplinary Systems:</b> Appreciates expertise and professional roles of others	
<b>B2. Interdisciplinary Systems:</b> Makes appropriate referrals and works effectively with professionals from other specialties	
<b>C. Consultation:</b> Able to provide consultation in the form of professional guidance	
<b>D. Teaching:</b> Able to provide psychoeducation and outreach to support developmental or preventative efforts.	
<b>E. Management-Administration:</b> Functions effectively within professional settings by complying with policies and participating in management structure	
<b>F. Advocacy:</b> Assists clients in development of self-advocacy plans	

**Mean Score for Other Areas Section**

**TOTAL MEAN SCORE FOR ALL SECTIONS**

Summary of Supervisee/ Student's Strengths:

Summary of Supervisee/ Student's Growth Areas:



In your opinion, has this student successfully completed this semester of this practicum experience?  
YES/ NO

Signature of Supervisor/ Instructor: \_\_\_\_\_Date:

Signature of Supervisee/ Student: \_\_\_\_\_Date:

**To meet new APA accreditation standards (SOA)\*, please list at least one date that you directly observed**

**(in person or via video) a session lead by this student this semester:**

**Date:** \_\_\_\_\_

\*APA Accreditation Standard II.B.3.d, IR C-14 D.

**Appendix F  
Practicum Supervisor Evaluation Form**

**University of Houston  
Supervisor Evaluation Form  
Counseling Psychology**

Practicum Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Supervisee: \_\_\_\_\_

Semester: \_\_\_\_\_

Please complete the following evaluation form by circling the appropriate rating for each of the content area statements:

**Scale for Rating Competencies:**

- 0 Not Applicable**
- 1 Training needs not met**
- 2 Training needs somewhat met**
- 3 Training needs adequately met**
- 4 Training needs exceeded**

In the “Comments” section, please include any general information regarding any expectations of the supervisee.

Content Area to Consider	Exceeded	Adequately Met	Somewhat Met	Not Met	Not Applicable
<b>Expectations</b>					
Had appropriate expectations of me:	4	3	2	1	0
The work load was manageable but challenging:	4	3	2	1	0
Established clear goals and expectations:	4	3	2	1	0
Comments:					

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Content Areas to Consider	Exceeded	Adequately Met	Somewhat Met	Not Met	Not Applicable
<b><i>Supervisory Relationship</i></b>					
Treated me with respect:	4	3	2	1	0
Demonstrates involvement and commitment to supervision:	4	3	2	1	0
Created a comfortable, "safe" atmosphere:	4	3	2	1	0
Was open to feedback from you about your needs:	4	3	2	1	0
Served as a role model:	4	3	2	1	0
Gave constructive feedback in a positive and supportive manner:	4	3	2	1	0
Comments:					
<b><i>Supervision Skills</i></b>					
Provided helpful suggestions/guidance on clinical cases:	4	3	2	1	0
Used appropriate didactic material and can suggest additional readings and training:	4	3	2	1	0
Helps define and clarify goals for counseling and/or assessment:	4	3	2	1	0
Encouraged independent thought:	4	3	2	1	0
Provided an overall evaluation of supervisor's strengths and limitations:	4	3	2	1	0
Comments:					
<b><i>Availability</i></b>					
Offered regular, scheduled supervision meetings:	4	3	2	1	0
Was available outside of scheduled appointments:	4	3	2	1	0
Comments:					

<b>Content Areas to Consider</b>	<b>Exceeded</b>	<b>Adequately Met</b>	<b>Somewhat Met</b>	<b>Not Met</b>	<b>Not Applicable</b>
<b><i>Multicultural Issues</i></b>					
Showed awareness of diversity issues:	4	3	2	1	0
Discussed cultural issues relevant to therapeutic relationship:	4	3	2	1	0
Comments:					
<b><i>Professional Ethics</i></b>					
Introduced and discussed professional and ethical issues as needed:	4	3	2	1	0
Modeled professional and ethical practices:	4	3	2	1	0
When necessary, supervisor served as a liaison in making referrals for the supervisee:	4	3	2	1	0
Differentiates between therapy and supervision and aids supervisee in doing so as well:	4	3	2	1	0
Comments:					
<b><i>Overall Rating of Supervisor</i></b>	4	3	2	1	0
Comments:					

What do you consider to be the **Strengths** of this supervisor?

What do you consider to be the **Weaknesses** of this supervisor?

What are your suggestions for improving this supervision experience?

**Appendix G  
Candidacy Paper and Dissertation Assessment Form**

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

<b>Student Name:</b>
<b>Final Candidacy Paper defense date:</b>
<b>Candidacy Paper Reviewer:</b>
<b>Final Dissertation defense date:</b>
<b>Dissertation Reviewer:</b>

<b>Rubric:</b>	<b>Student demonstrated:</b>
1. Unsatisfactory	lack of basic understanding/execution of competency
2. Marginal	below average understanding/execution of competency
3. Satisfactory	average understanding/execution of competency
4. Good	above average understanding/execution of competency
5. Very Good	excellent understanding/execution of competency

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

<b>Competency C.1 Introduction and literature review provides logical framework in support of research questions/hypothesis based on theoretical/ empirical literature</b>	<b>Candidacy</b>	<b>Dissertation</b>
1. Introduction/ literature review adequately integrates/synthesizes pertinent literature		
2. Introduction/literature review articulates clearly research questions/ hypotheses		
3. Introduction/literature review presents convincing arguments based on theory and/or empirical findings to justify research questions and hypotheses		
<b>Average for Competency C.1</b>		

<b>Competency C. 2 Selects appropriate sample and research methodology for questions/hypothesis examined</b>	<b>Candidacy</b>	<b>Dissertation</b>
4. Research methodology is adequate for study's research questions		
5. Descriptions of instruments used is complete and includes information regarding reliability and validity with population of interest		
6. Provides convincing rationale for study's sample taking into account generalizability of findings to diverse populations		
<b>Average for Competency C.2</b>		

<b>Competency C. 3 Implements correctly adequate statistical analyses for the questions/hypothesis examined</b>	<b>Candidacy</b>	<b>Dissertation</b>
7. Statistical analyses are adequate for the research questions examined		
8. Report of statistical analyses' results is complete and accurate		
<b>Average for Competency C.3</b>		

<b>Competency C. 4 Articulates the implications/limitations of research findings and generalizability to diverse populations</b>	<b>Candidacy</b>	<b>Dissertation</b>
9. Articulates implications of findings for future research in light of the study's aims		
10. Articulates practice implications of findings in light of the study's aims		
11. Identifies strengths and limitations of the study inclusive of the applicability of findings to diverse populations		
<b>Average for Competency C.4</b>		

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

<b>Competency C. 6 Presents clearly research aims, procedures, findings, and implications/limitations of research findings to evaluation committee</b>	<b>Candidacy</b>	<b>Dissertation</b>
14. Presenter clearly articulated research aims, methodology, results and study's implications/limitations		
15. The speaker was engaging and used audiovisual resources effectively (e.g., spoke to audience vs. read power point slides; content/format of slides)		
<b>Average for Competency C.6</b>		
<b>Average Score Competencies C.1 to C.6</b>		
<b>Grade Rubric: A = 4.5-5.0; A- = 3.6-4.4; B = 3.0-3.5; C = 2.0-2.9; D = 1.0-1.9</b>		

**Signature Research Committee Chair - Candidacy Paper Defense**

**Date**

**Signature Research Committee Chair - Dissertation Defense**

**Date**

## **Candidacy Paper/ Dissertation Competency Evaluation Process**

1. At least 10 working days before the final defense, (candidacy paper or dissertation) the Chair of the students' Research Committee sends each committee member a blank copy of the *Candidacy Paper and Dissertation Evaluation Form* (CPDEF).
2. After reading the manuscript, each committee member completes independently the *Candidacy Paper and Dissertation Evaluation Form* and brings the completed form to the defense.
3. At the end of the defense meeting (i.e., after the student has been asked to leave the meeting so that the committee can confer and reach a decision regarding the outcome of the defense), the Research Committee Chair discusses the ratings with Committee members and collects the forms completed by Committee members. *(If members have not completed the form beforehand, they are given some time right after the defense to complete the form independently before the ratings are discussed by the committee.)*
4. Committee members reach a decision regarding the outcome of the Defense (i.e., pass vs. fail). The consensus final disposition/decision is shared with the student.
5. At the completion of the defense, the Research Committee Chair: (a) calculates the mean of the ratings for each of the competencies C1. to C6. given by Committee members, (b) calculates the average score for the 6 competencies and corresponding letter grade (c) completes a *Candidacy Paper and Dissertation Evaluation Form* with these mean scores and signs and dates the form, and (d) has the final form filed in the student's record kept in the front office.

### **Benchmark**

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

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

### **Possible Outcomes of Defense**

- A. Pass (no revisions necessary)
- B. Pass pending revisions
  1. Revised paper to chairperson only
  2. Revised paper to full review by the Committee
- C. No-Pass  
Research Committee identifies the deficiencies in the manuscript and/or presentation and determines the steps for a re-write and/or second defense and these steps are communicated to student in writing by Research Committee Chair.



**Appendix H**  
**Sample Course Sequences**  
**Suggested Course Sequence for Students with a Master’s Degree in Counseling**

Note: These course sequence listings are current, but subject to change. Most students complete the program in 5 or 6 years

<b>Year 1</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 7330 Advanced Theories PHLS 8302 Research Methods PHLS 8319 Inferential Statistics PHLS 8341 Professional Seminar	PHLS 8322 Intermediate Statistics PHLS 8334 Research in CP PHLS 8347 Assessment of Cognitive Abilities	PHLS 8357 Clinical Interventions PHLS 8364 Ethics, Law, Prof Issues ( <i>PHLS 7398: Candidacy Research</i> )
<b>Year 2</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 8337 Multicultural Issues PHLS 8349 Assessment: Personality PHLS 8393 Doctoral Practicum PSYC 6308 or 7342 Neuropsych/Bio Basis PSYC 6338 Social Psych (or 8397 in Spring)	PHLS 7317 Cognitive-Affective Basis of Behavior PHLS 8300 Measurement PHLS 8393 Doctoral Practicum PSYC 8397 Theories/Research Social Personality Psych (or 6338 in Fall)	PHLS 8351 History & Philosophy Psych
<b>Year 3</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 6330 Human Growth & Dev PHLS 8324 Multivariate PHLS 8393 Doctoral Practicum <i>PHLS 8399/8699 Dissertation</i>	PHLS 8305 Supervision & Consult PHLS 8339 Career Counseling PHLS 8393 Doctoral Practicum <i>PHLS 8399/8699 Dissertation</i>	
<b>Year 4</b> <i>Note that most students take at least 5 years to finish the program</i>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
(elective) (elective) (elective) <i>PHLS 8399/8699 Dissertation</i>	(elective) (elective) (elective) <i>PHLS 8399/8699 Dissertation</i>	
<b>Year 5</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 8193 Internship <i>PHLS 8399/8699 Dissertation</i>	PHLS 8193 Internship <i>PHLS 8399/8699 Dissertation</i>	PHLS 8193 Internship <i>PHLS 8399/8699 Dissertation</i>

This course sequence does not include leveling courses. Students should schedule leveling courses, additional practica, electives, and courses in parentheses/italics in consultation with their advisors. Students should enroll for the first time in PHLS 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 1<sup>st</sup>. See Chapter IX for more information about the pre-doctoral internship and Chapter X for more information about the Dissertation.

**Note. To graduate, students must have completed a minimum of 102 credit hours.**

## Suggested Course Sequence for Students without a Master's Degree in Counseling

Note: These course sequence listings are current, but subject to change. Most students complete the program in 5 or 6 years

<b>Year 1</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 8302 Research Methods PHLS 8319 Inferential Statistics PHLS 8341 Professional Seminar ..... PHLS 6325 Counseling Theories*†	PHLS 8334 Research in CP PHLS 8322 Intermediate Statistics ..... PHLS 6397 Psychopathology* PHLS 6391 Counseling Methods*†	PHLS 8357 Clinical Interventions† PHLS 8364 Ethics, Law, Prof Issues PHLS 6335 Group Counseling*
<b>Year 2</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 7330 Advanced Theories PHLS 8337 Multicultural Issues PHLS 8349 Assessment: Personality PHLS 8393 Doctoral Practicum	PHLS 7317 Cognitive-Affective Basis of Behavior PHLS 8347 Assessment of Cog. Abilities PHLS 8393 Doctoral Practicum PSYC 8397 Theories/Research Social Personality Psych (or 6338 in Fall)	PHLS 8351 History and Philosophy Psyc ( <i>PHLS 7398</i> Candidacy Research)
<b>Year 3</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 6330 Human Growth & Dev PHLS 8324 Multivariate PHLS 8393 Doctoral Practicum PSYC 6308 or 7342 Neuropsych/Bio Basis PSYC 6338 Social Psych (or 8397 in Spring)	PHLS 8300 Measurement PHLS 8339 Career Counseling PHLS 8393 Doctoral Practicum	
<b>Year 4</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
(elective) <i>PHLS 8399/8699</i> Dissertation	(elective) PHLS 8305 Supervision & Consultation <i>PHLS 8399/8699</i> Dissertation	
<b>Year 5</b>		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
PHLS 8193 Internship <i>PHLS 8399/8699</i> Dissertation	PHLS 8193 Internship <i>PHLS 8399/8699</i> Dissertation	PHLS 8193 Internship <i>PHLS 8399/8699</i> Dissertation

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

†Prerequisites for practicum

Students should schedule additional practica, electives, and courses in parenthesis/italics in consultation with their advisors. Students should enroll for the first time in PHLS 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 1<sup>st</sup>. See Chapters IX and X for more information about

the pre- doctoral internship and the dissertation, respectively.

**Note. To graduate, students must have completed a minimum of 102 credit hours.**

**Appendix I**  
**Informed Consent for UH Graduate Psychology Student (Counseling and Clinical Psychology)**

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

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

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

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

- a) UH graduate psychology students may currently be trainees at CAPS but they do not have access to your counseling records,
- b) you will not be assigned to a counselor who is also a UH graduate student,
- c) you will not be assigned to the Director or the Training Director, and
- d) your treatment records will be handled according to CAPS procedures for sensitive files (e.g., locked in a separate cabinet).

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

## **Appendix J**

### **Faculty Biographies**

**Dr. Blake Allan** received his Bachelor of Arts in Honors Specialization Psychology from the University of Western Ontario in 2007 and his Doctor of Philosophy in Counseling Psychology from the University of Florida in 2015. He completed his predoctoral internship at the University of Miami Counseling Center. Prior to joining the counseling psychology faculty at University of Houston in 2020, Dr. Allan served as a faculty member at Purdue University (2015-2020) where he also served as Training Director (2019-2020). Dr. Allan has served at the program, department, college, and national levels in leadership roles. This has included service on the Graduate Council and an appointment American Psychological Association Presidential Working Group on Deep Poverty (2018-2019). Dr. Allan has received a number of recognitions for his work, including early career awards from The Society of Vocational Psychology and The Section on Positive Psychology and a Visionary Grant from the American Psychological Association.

Dr. Allan's main research focus is on the quality of work, encompassing constructs such as underemployment, precarious work, decent work, and working poverty. This includes advancing the literature on (a) the conceptualization and measurement of underemployment; (b) how structural forces related to power, privilege, and oppression inequitably distribute poor quality work; and (c) how underemployment and precarious work relate to mental health and well-being. Dr. Allan has also applied psychology of working theory to understand the antecedents and outcomes of decent work – the minimum standard for acceptable employment. Another area of Dr. Allan's research is understanding meaningful work, particularly how helping others contributes to meaningful work and how structural factors affect people's access to it. For example, Dr. Allan examines how structural factors like social class, occupational choice privilege, and marginalization determine who has access to meaningful work. Dr. Allan has also advanced the literature on the conceptualization and measurement of fulfilling work – a construct that goes beyond meaningful work to include positive affect, engagement, and job satisfaction.

**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 and 45). 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*, *Career Development Quarterly*, and *Journal of Latino/a Psychology*. 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. Virmarie Correa-Fernández** earned a Bachelor of Arts in Psychology from the University of Puerto Rico (1997) and a Master of Science degree (2001) and Doctor of Philosophy degree (2003) in Clinical Psychology from Carlos Albizu University in Puerto Rico. She focused on clinical work with vulnerable populations during the first six years of her career, including addressing issues related to domestic violence, sexual abuse, and addictions. Her clinical work encompassed various settings such as psychiatric hospitals, residential treatments, and private practice. During this time, she also acquired expertise in Motivational Interviewing for behavior change, became a Certified Tobacco Treatment Specialist, and served as interventionist and co-investigator on tobacco-related research projects, including clinical trials. Her career path formally transitioned into a research track via an NIH R25 postdoctoral fellowship in the Department of Health Disparities Research at the University of Texas M.D. Anderson Cancer Center (2009). Prior to joining the University of Houston in 2015, she served as a faculty member at the University of Texas M.D. Anderson Cancer Center for two years. Dr. Correa-Fernández's research program aims to generate knowledge and practices that contribute to reducing tobacco-related and behavioral health disparities, particularly among Latinx/Hispanic populations. Her publication portfolio focuses on smoking cessation and other health risk behaviors among underrepresented groups. Currently, her work is funded by an American Cancer Society's Mentored Research Scholar Grant to examine psychosocial factors linking depression and anxiety disorders with different cessation milestones; and to adapt and test an Acceptance and Commitment Therapy (ACT)-based smoking cessation intervention to be applicable and culturally appropriate for Latinx smokers with depression and/or anxiety. She is also co-investigator in the Cancer Prevention Research Institute of Texas' Taking Texas Tobacco Free' project. Dr. Correa-Fernández has served as grant reviewer for the University of California *Tobacco-Related Disease Research Program*. She is member of professional organizations related to psychology, tobacco research, and Latinx health. She has served as an ad hoc reviewer for several journals and is a member of the editorial board of the *Journal for Latinx Psychology*. At the University of Houston, she directs the *Latino and Behavioral Health Research Team*.

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

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

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

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

of Training for the counseling psychology program. Dr. McPherson is also co-founder of a software development company that provides web-based behavioral management and progress monitoring systems for schools and mental health treatment facilities. His teaching and research interests include mental health public policy and legal, ethical, and regulatory issues related to professional psychology practice.

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

**Dr. Ezenenari M. Obasi** earned a Bachelor of Science degree in Physics at the University of California – Irvine. He then went on to earn a Master of Arts degree and Doctor of Philosophy degree in Psychology from the Counseling Psychology program at The Ohio State University, while also obtaining a minor in quantitative psychology in the area of psychometrics and data analysis. He completed his pre-doctoral internship at Harvard Medical School: McLean Hospital. Dr. Obasi has served on professional editorial boards (e.g., *The Journal of Counseling Psychology*, *Journal of Black Psychology*, *Cultural Diversity and Ethnic Minority Psychology*,

*Training and Education in Professional Psychology*) and is a member of several national organizations (e.g., American Psychological Association, Association of Black Psychologists, & Research Society on Alcoholism).

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

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

Dr. Reitzel's research program focuses on better understanding the social determinants of cancer and cancer risk behaviors - and the specific biopsychosocial mechanisms that account for disparities in cancer risk behaviors and outcomes - with an emphasis on generating highly translational results that can be used to inform policy and intervention. Much of her work is focused on addressing disparities related to tobacco use, alone or comorbid with other substance dependence and health risk behaviors, among low socioeconomic status (SES) groups. She is the co-founder and co-director of the HEALTH Research Institute, a multidisciplinary university-level research institute focused on the conduct of community-informed translational research to promote health equity locally and across the nation. For more information, see: [www.uh.edu/healthuh](http://www.uh.edu/healthuh).

Dr. Reitzel has authored over 120 peer-reviewed empirical publications and her work is funded by federal and state grants. She currently directs the UHAND program, which is a collaborative training and research partnership between the University of Houston and the MD Anderson Cancer Center funded by the National Cancer Institute (see: [www.UHANDPartnership.com/](http://www.UHANDPartnership.com/)). UHAND is devoted to the elimination of cancer inequities through the reduction of social and physical risk factors among disproportionately affected groups. Through educational, outreach, and research initiatives, UHAND is well positioned to understand and improve the health of



blacks and Hispanics in Houston and prepare a cadre of diverse scholars to enter the workforce with interdisciplinary training to address the social determinants of health.

Dr. Reitzel also leads the Taking Texas Tobacco Free (TTTF) program, which is funded by the Cancer Prevention & Research Institute of Texas. The mission of Taking Texas Tobacco Free is promoting wellness among Texans by partnering with healthcare organizations to build capacity for system-wide, sustainable initiatives that will reduce tobacco use and secondhand smoke exposure among employees, consumers, and visitors. Dr.

Reitzel has been working with her partners on this project, Integral Care of Austin, TX, since 2013. Please see <http://www.takingtexasobaccofree.com/> and <http://www.lorrainereitzel.com> for more information. She is a licensed psychologist in Texas and fellow of the American Academy of Health Behavior.

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

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

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

