

ACADEMIC MANUAL 2026-2027

COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM MANUAL



Psychology Department
University of North Texas

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM MANUAL
University of North Texas

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FORWARD

This COUNSELING PSYCHOLOGY DOCTORAL PROGRAM MANUAL contains information and policies about the Counseling Psychology PhD Program. The policies have evolved over the years from the experience of students and faculty in the program. It is very important that students in the Counseling Psychology Program also familiarize themselves with three other documents: (a) the Department of Psychology GRADUATE STUDENT MANUAL, (b) the UNT GRADUATE CATALOG, and (c) the PSYCHOLOGY CLINIC MANUAL and four websites: 1) the Counseling Psychology Program: <https://class.unt.edu/psychology/academics/counseling-psychology/index.html>, 2) the Psychology Department: <https://class.unt.edu/psychology/>, 3) Graduate Studies: <https://www.unt.edu/graduate/index.html> and 4) the College of Liberal Arts & Social Sciences (CLASS): <http://www.class.unt.edu/>. These resources will provide answers to the most common questions that students have.

Please note that your Program Director, Faculty Advisor, and Graduate Coordinator are all happy to help you, but it is only efficient to do so after you have already “helped yourself.” To the extent that you are able, please use the manuals and websites to find answers to your questions before asking for help. Thank you!

PROGRAM FACULTY

(listed in the alphabetical order of last names)

Irais Anderton Chavez, PhD, Clinical Assistant Professor, Assistant Director of Psychology Clinic, & External Practicum Coordinator, Texas Woman's University, 2016

Kayla Carrigan Balcom, PhD, Clinical Assistant Professor, University of North Texas, 2018

Ingrid Hogge, PhD, Assistant Professor, Southern Illinois University, 2017

Joshua Hook, PhD, Professor & Director of the Counseling Psychology Program, Virginia Commonwealth University, 2010

Martinque "Marti" Jones, PhD, Associate Professor & Associate Director of the Counseling Psychology Program, University of Houston, 2016

Patricia L. Kaminski, PhD, Associate Professor, Colorado State University, 1996

NaYeon "NY" Yang, PhD, Assistant Professor, University of Maryland, 2024

Trent Petrie, PhD, Professor & Director of the Center for Sport Psychology and Athlete Mental Health, Ohio State University, 1991

Chiachih "DC" Wang, PhD, Professor, University of Missouri-Columbia, 2004

FACULTY PLEDGE TO EXCELLENCE

While the structure and roles of the educational system create a power differential, we consider our students to be developing professionals. We will strive to treat our students with respect, dignity, fairness, courtesy, and kindness. We value our roles as mentors and confidants. Thus, we will make all attempts to keep the personal disclosures of our students confidential; if confidentiality must be broken, we will make every attempt to first discuss this exception with the student. We will advocate for our students and build a working and learning environment that is ethical and free from abuse, discrimination, mistreatment, and exploitation. We aim to be open to personal and professional growth and aspire to the highest standards of integrity, professionalism, and responsibility; therefore, we sincerely invite feedback and will offer our own feedback respectfully, promptly, and constructively.

I. ORGANIZATIONAL STRUCTURE, ADMINISTRATIVE ASSISTANCE, AND COMMUNICATIONS (updated SP11, FA13, SP14, FA15, SU18)

As is typical for a university, UNT is made up of several “Colleges” and “Schools.” The Department of Psychology is housed within the College of Liberal Arts and Social Sciences (CLASS). The Executive Dean of CLASS is Dr. Albert Bimper. The Dean reports to the Provost and President (Dr. Harrison Keller), who are assisted by other administrators, staff, and various faculty committees.

Our Department Chair is Dr. Donald Dougherty who oversees all faculty, staff, students, and programs in the Department and reports directly to Dean of the CLASS. Dr. Dougherty’s role also entails serving as Chair of the Psychology Graduate Committee. The faculty members who serve as the Directors of the graduate psychology programs are the members of the Graduate Committee. The Graduate Committee assists the Chair in making decisions that affect more than one program (e.g., graduate student recruitment, patterning of general/psychology core courses, etc.). The full-time staff member who assists the Chair and the graduate program directors is the Graduate Coordinator (GC). The GC helps manage everything related to graduate students (e.g., admissions, registration, forms, student files) and our relationship with CLASS. The GC’s office is Room 316J and the GC is often the best person to talk to when you are not sure which administrator or entity is the best resource for a particular question, problem, or need you have. In addition to assisting you in navigating multiple layers of administration in this complex organization, our GC is available during business hours to share their expertise on all the procedures, paperwork, and deadlines related to graduate students in the Department of Psychology. The current GC is Trevor Holcombe.

As Program Director, Dr. Joshua Hook is the administrator of the doctoral program in Counseling Psychology. This role is also referred to as “Training Director” (TD), “Program Director” (PD), or “Director of Clinical Training” (DCT). Dr. Hook serves as Chair of the Counseling Psychology Program Committee (CPPC) and works collaboratively with faculty members of the CPPC to design and implement all aspects of your educational and training experience. The TD typically has 1 or 2 graduate student assistants (GSAs) that help them manage various aspects of the Counseling Psychology Program. As a graduate student in Counseling Psychology, you are also a member of the Department of Psychology and a student in CLASS. As such, the administrators (and faculty committees) referenced in the two previous paragraphs have a role in determining degree requirements and policies that affect you.

It is each student’s responsibility to keep the Department and the Counseling Psychology Program informed as to how they can be contacted. Typically, official correspondence is delivered to your UNT email, assigned mailbox on the 3rd floor of Terrill Hall, and/or the USPS address we have on file. It is the student’s responsibility to check their UNT email and mailbox frequently to keep abreast of important information (e.g., funding opportunities, deadlines, changes in departmental or counseling program policies). When students will not be on campus for some time, it is wise to have another student check their mailbox for current notices, memos, etc. The TD and program GSAs primarily rely on email for mass communications but may call or send text messages for quick, less formal, or individual communications. It is in your best interest to make sure that we have multiple ways of contacting you and that you keep all your contact information updated with us.

It is also vital that students keep the GC apprised of their current mailing address and phone number(s). Each student is required to obtain a UNT email account (‘@my.unt.edu’) and to give their email address to the Program Director and GC’s office. If faculty and staff members of the

Program or Department cannot locate you, you may be uninformed, miss deadlines, fail to be up on the latest policies, or not able to take advantage of opportunities.

II. AIMS

The main goal of our Counseling Psychology Program is to train health service professional psychologists within a scientist practitioner model that attends to individual and cultural diversity and the importance of social contexts. The specific aims of our CP program are for students to:

Aim 1: Develop a professional identity as a culturally-competent health service counseling psychologist.

Aim 2: Demonstrate clinical competencies for ethical interventions and evidence based psychological practice.

Aim 3: Understand that scientific knowledge and methods form the foundation of psychological practice through engagement in original and empirical investigations of psychological phenomena.

Aim 4: Be sensitive and responsive to the complexity and intersectional nature of individual and cultural diversity, understanding how they affect psychological well-being and clinical practice, and working toward diversity, inclusion, and social justice.

Aim 5: Develop knowledge in the foundational areas of general psychology and in counseling psychology theory, research, and practice.

III. PHILOSOPHY: Values, Principles, and Emphases

The Counseling Psychology Program faculty is committed to the core values, perspectives, and emphases that maintain our uniqueness as a specialty. Please see more information regarding the core values, perspectives, and emphases of Counseling Psychology as a specialty at the [APA Division 17 Society of Counseling Psychology webpage](#). We hold a positive developmental perspective that views human problems as occurring within a complex interaction of an individual's native endowments, contextual factors (e.g., culture, environment, relationships), and developmental changes the person experiences across their life. From birth to death, the process of living involves change and, at times, crises. Although personal crises can befall anyone at any time, counseling psychologists realize that economic, legal, educational, and other systems disadvantage some people more than others, increasing risk for psychological distress for the former and possibly creating protective factors for the latter. Thus, although we believe the psychological well-being of individuals depends upon the degree to which they can successfully adapt to the challenges they face, counseling psychologists recognize that the adaptability to, and severity of, challenges often are influenced by societal, environmental, and situational factors that are outside of individuals' direct control.

Counseling Psychology has also been unique in applied psychology because of its strong interest in the preventive aspects of mental health and the greater concern of the Counseling Psychologist with the nonpathological aspects of a client's condition (e.g., Counseling Psychology's emphasis on the client's strengths and the procedures that might be used to help the client recognize and optimize them; its attention to basic interpersonal processes). The faculty of the Counseling Psychology Program at the University of North Texas has maintained these emphases while recognizing that Counseling Psychologists today must also be able to assess, diagnose, and treat individuals who have more severe problems in functioning and/or meet criteria for a variety of psychiatric diagnoses. When working with these individuals, however, we assess how individual

and cultural diversity, strengths, and developmental issues may affect their presentation, counseling process, etc.

In particular, the Counseling Psychology Program faculty recognizes and values the role that all forms of diversity have in shaping our clients and ourselves, our subjective experiences, perceptions, values, and the contexts in which we are embedded. Our educational activities and everyday interactions are enriched by a sense of humility and acceptance of one another; as members of the Counseling Psychology community, we aspire 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, and faculty who are different from themselves in racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; gender identities; sexual orientations; and physical appearance, as well as other aspects of diversity. By valuing diversity in all its forms, we hope to promote thoughtful discussion, research, and intervention related to social justice issues. At the same time, we understand that growth and development of multicultural awareness, knowledge, and skills is a vital and ongoing process for everyone, including all faculty and students, that unfolds over time and through education, training, and self-reflection. Students enter the program with varying experiences of cultural diversity and are expected to take on the challenge of examining their own cultural identity and understanding ways in which their cultural context interacts with the experience of clients and others with whom they work. Continuing enhancement of multicultural competence is a necessary and personal journey in our community requiring openness to learning about each other as well as accepting others' individual processes.

The scope of developmental life issues that engage the interest and practice of counseling psychologists leads them to develop research interests of a very broad nature. In addition to developmental studies and studies of a social-psychological nature, counseling psychologists engage in process research, prevention and resilience research, studies of the profession and training, measurement issues, career development, family systems and relationships, performance enhancement, health and wellness outcomes of underserved communities, and the psychology of spirituality. We are fortunate at UNT to have such broad research interests well represented across the research programs of our faculty. The Counseling Psychology Program faculty believes that a strong foundation based on empirically derived knowledge is essential to expand the discipline of psychology, promote valid techniques in applied settings, and foster students' ability to think critically as they apply the perspectives of counseling psychology.

IV. THE COUNSELING PSYCHOLOGY PROGRAM

The curriculum and training required to earn a PhD from UNT's Counseling Psychology Program reflect what the Counseling Psychology Program Committee believes are necessary and appropriate educational experiences for Professional Counseling Psychologists. Training emphasizes acquisition of counseling skills through exposure to specific educational experiences according to the developmental perspective held by the faculty. The program's approach is based on a scientific framework that stresses commitment to empirical and objective evaluation of theory and technique.

A. MINIMUM REQUIREMENTS (SP13, SU14, SU18, SU19, SU21)

Minimum requirements for a PhD in Counseling Psychology include 99 semester hours of graduate-level coursework and practica (students with a master's degree in mental health fields may submit course waiver requests to reduce the required hours), including the one-year pre-doctoral internship in an agency approved by the Program.

B. COURSE REQUIREMENTS

1. GENERAL CORE REQUIREMENTS

CREDIT HOURS

PSYC 5010 Human Development	3
PSYC 5090 Social Psychology	3
PSYC 5640 Cognitive and Affective Bases of Behavior	3
PSYC 5700 Quantitative Methods I.....	3
PSYC 5710 Quantitative Methods II	3
PSYC 6030 Biological Bases of Behavior.....	3

2. COUNSELING CORE REQUIREMENTS (revised SU09, SU17, SU21, SU23)

CREDIT HOURS

PSYC 5420 Assessment I	3
PSYC 5430 Assessment II	3
PSYC 5470 Vocational Psychology: Developmental Aspects	3
PSYC 5680 Foundation of Counseling Psychology	3
PSYC 5690 Legal and Ethical Issues in Professional Practice	3
PSYC 5780 Psychopathology	3
PSYC 6022 Application of Counseling Methods	2
PSYC 6060 Group Psychotherapy.....	3
PSYC 6300 Theory and Application of Multicultural Counseling	3
PSYC 6620 Supervision	3
PSYC 6630 Series on Psychotherapy	3

In addition to the abovementioned required courses, students are required to demonstrate graduate-level knowledge in History and Systems (H&S) of Psychology. This requirement can be fulfilled by two options: (1) completing a 3-semester-credit undergraduate H&S course with a grade of B and passing a competency test which will be offered multiple times a year by scheduling the testing time with the PD; or (2) completing a 1-credit PSYC 5900 course (Special Problems course focused on H&S topics) and passing a competency test which will be offered multiple times a year by scheduling the testing time with the PD. The undergraduate H&S course can be completed at UNT or transferred from other accredited 4-year universities (an online course is acceptable). Our department offers undergraduate H&S courses 3 times a year. Students must take the H&S course offered by a faculty (instead of another doctoral student) to be acceptable for fulfillment of this requirement. Students who have completed a 3-credit (semester-based) undergraduate H&S course during their college education may submit a course waiver request but will still need to take the H&S competency test.

Please note that after a student is admitted to the program, they cannot replace required courses offered in our Department by taking those courses from another department or university. However, courses taken elsewhere *prior to admission* may be waived (see Section “C: Waiver of Credit” below).

3. PRACTICUM REQUIREMENTS (revised SU08; SU09; SU11; SU17)

CREDIT HOURS

PSYC 6820/6830 (Psyc Clinic) 1 st Yr	2
PSYC 6820/6830 Practicum (Psyc Clinic) 2 nd Yr.....	6
PSYC 6820 Practicum (Psyc Clinic & CTS) Summer 2 nd Yr	3
PSYC 6820/6830 Practicum 3rd Yr (CTS & Psyc Clinic)	6
PSYC 6830 External Practicum 4 th Yr & beyond	2

4. RESEARCH REQUIREMENTS (revised SU09; SU14; SU19)

CREDIT HOURS

Either PSYC 5950 OR PSYC 5910 (approval needed):

PSYC 5950 Thesis	6
PSYC 5910 Special Problems	1
PSYC 6950 Doctoral Dissertation	9

5. ELECTIVE CLUSTERS (revised SU 2004; SU 2008; 2009, 2020, SU23)

NOTE: Given the need for a particular balance of students across clusters, students cannot change the cluster to which they are committed during the admission process. Students who develop an interest in a different cluster are encouraged to speak with their advisor about *adding* an additional cluster or some of its coursework to their degree plan.

CREDIT HOURS

a. Child and Adolescent Therapy (minimum = 12 credit hours)* (revised SU23, SU26)

PSYC 5100 Psychopathology of Childhood	3
PSYC 5590 Diverse Family Systems.....	3
PSYC 6410 Psychological Treatment of Adol/Young Adults	3

AND Select ONE of the following courses:

PSYC 5200 Psychology of Women and Gender	3
PSYC 6200 Cross-Cultural Psychology.....	3
PSYC 6560 Psychology of Race in the US.....	3

**PSYC 5100 & 5590 are prerequisites for PSYC 6410. Students are expected to take the Child and Adolescent Therapy courses together in the following sequence. PSYC 5100 (Fall), PSYC 5590 (Spring), PSYC 6410 (Fall of following year).*

b. Sport Psychology (minimum = 14 credit hours) (revised FA15, SU16, SU18, SP20)

PSYC 5850 Sport & Exercise Psychology Practicum (2hr. fall & spring semester, min. 2yrs)	8
PSYC/KINE 6185 Applied Sport Psychology II	3
PSYC 6200 Theory and Practice of Sport & Performance Psychology.....	3

If students are interested in becoming a Certified Mental Performance Consultant through the Association of Applied Sport Psychology, they may need to take additional Sport & Exercise Psychology Practicum and one additional course in the sport sciences while in the doctoral program. Students should consult with Dr. Petrie to determine if they need to take such a course and if so, which course might be taken.

c. Culture, Identity, & Wellbeing (minimum = 12 credit hours) (revised SU18, SU20, SU23, SU26)

PSYC 5200 Psychology of Women and Gender	3
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PSYC 5590 Diverse Family Systems	3
PSYC 6200 Cross-Cultural Psychology.....	3
PSYC 6560 Psychology of Race in the US.....	3

6. OTHER ELECTIVES (revised SP 2011)

The remainder of the student's degree plan will be selected in consultation with their academic advisor. All graduate courses offered by the department are open to Counseling Psychology students provided they meet the prerequisite requirements. Students should refer to the course listings in the UNT Graduate Catalog for other courses currently listed in the Psychology Department. On occasion a student may wish to take an elective course or two in another department on campus. If so, please speak with your academic advisor or Program Director about options.

7. INTERNSHIP (revised FA10; SU14; SU18)

	CREDIT HOURS
PSYC 6840 Predoctoral Internship (Summer or Fall).....	1-3 (minimum of 1 required)
PSYC 6850 Predoctoral Internship (Spring)	1-3 (minimum of 1 required)

NOTE: Internship registration is not required in the summer (except for international students), even though most internships begin and end in the summer. You may choose to register for credits in the summer if your internship begins before 07/01 and it is helpful to you in terms of financial aid or loan deferment. You will receive an "Incomplete" grade for your 2nd pre-doctoral internship course. Once you have satisfactorily fulfilled your 12-month obligation and your Program Director at UNT receives an email from your internship program DCT to verify your successful completion, a "P" (Pass) grade will be awarded for the 2nd internship course. Be aware that it is your responsibility to ensure that your internship Training Director verifies your completion in writing before grades can be assigned (and your degree awarded)

C. WAIVER OF CREDIT (revised SU04; SU06; SU08; SU11; SU19; SU23, SU26)

Students entering the doctoral program with a Master's degree or having completed some graduate courses may, with the approval of the Program Director and/or Department Chair, waive a maximum of 24 semester hours credit (including thesis) earned in a psychology department, provided the courses are applicable to the Counseling Psychology Program at University of North Texas. Please note that some program required courses are not eligible for waiver/transfer (e.g., PSYC 5680 Foundations of Counseling Psychology, PSYC 6022 Application of Counseling Methods, PSYC 6820/6830 Advanced Practicum).

To obtain waiver of credit, the student must submit the course waiver request form with necessary materials by October 1st of their first year to the Program Director. The required materials include the course syllabus (and/or other course information, materials, etc.) and a completed Course Waiver Request Form (available on the program's webpage) for each course they wish to waive. If approved, student will receive the signed request form to keep for their own record.

Keep in mind that you are responsible for the course content of the courses you waive.

Since most approved waivers at the graduate level do not cover the exact same content, make sure you borrow resources from your peers and/or consult with the faculty member who teaches the UNT course when studying for the Comprehensive Exams.

The course waiver request submitted by students will be reviewed carefully by the program director and corresponding faculty teaching the courses you wish to have waived. It will be approved only when the program director and faculty believe the course previously completed by the students covers equivalent contents, length, and depth to the one offered in the department. Please note that UNT policy requires (1) a minimum of 45 hours in course meeting time for each 3-credit semester-based course and (2) that all program/department core courses are offered in an in-person format. Therefore, courses completed in previous graduate programs with an on-line format (except during the pandemic year) and with substantially less course meeting time (e.g., courses offered by universities in a quarter system) would not be considered equivalent and course waiver requests based on these courses will not be approved.

D. PRACTICUM EXPERIENCE (revised SU07; SU09; SU14; SU17; SU19; SU20)

The applied training experience in Counseling Psychology begins in the first semester. The major vehicles for on-campus practicum training are the Psychology Clinic Practicum Team and the UNT Counseling and Testing Services (CTS) practica. After successfully completing these practicum training activities, students are required to complete externship for at least 2 semesters.

In their first year of the required practicum sequence students are participant-observers on a Practicum Team that meets for 110 minutes of weekly group supervision in the Psychology Clinic. Each Psychology Clinic Practicum Team is composed of about 8 first, second, and third year students and the faculty supervisor. A limited number of first year students may be allowed to take the practicum course at the Psychology Clinic in the summer between their 1st and 2nd years.

All second-year students receive their clinical training from the Psychology Clinic supervised by program faculty. Second year students continue their practicum experience at the Psychology Clinic through the summer between their 2nd & 3rd years for the 10-week summer session. In the third year of the required practicum sequence, students divide their training between the Psychology Clinic where they carry a caseload of assessment and therapy clients, participate in individual supervision, and attend group supervision ("Practicum Team") and CTS where they primarily see personal short-term counseling clients up to 9 direct service hours per week.

In the Psychology Clinic, students are assigned to a faculty supervisor for each long semester; every effort is made to rotate the student so that the student does not repeat supervisors for individual supervision for more than 2 long semesters. This ensures that the student will be able to have experience with a variety of supervisory approaches and therapeutic orientations. Psychology Clinic Practicum Team assignments are made annually by the Program Director during the Spring semester. Students with specific training requests (e.g., clear interest in couple therapy, child therapy, or work with adolescents) should discuss these with their clinical supervisors and, if appropriate, communicate that request to the Program Director. Efforts will be made to accommodate students' preferences, but logistics and demand can sometimes make it impossible for all requests to be realized.

The material below is intended to convey the Counseling program requirements for

practicum experiences in the required practicum sequence. With the permission of their supervisor, students may, if they choose, take advantage of opportunities to do more than the minimum requirements. Also, supervisors should not consider these minimums as restricting their freedom to require what they believe is necessary to help the students develop into competent professionals.

Practicum training is designed to develop counseling competencies (sometimes referred to as ‘*applied*’ or ‘*clinical*’ competencies or skills) and is considered a progressive and integrative experience. Moreover, the development of applied competencies, like other aspects of human development, is not necessarily linear and rarely occurs in precisely the same way or timeline from person to person. Numerous complex factors interact to affect the rate of development of various competencies. These include a trainee’s natural affinity for various aspects of the work (e.g., building rapport, tolerating ambiguity, writing thorough but concise progress notes), background experiences, types of clients seen, supervisor-supervisee fit, time devoted to re-watching sessions, etc. Thus, there is no ‘magic number’ of client contact hours to accrue to ensure that competence is developed. While you will need to carefully log your client contact hours and other applied activities in preparation for your eventual applications for internship and licensure, the Program faculty encourages you to think more holistically about your growth and development as a Counseling Psychologist.

From first through third year, students gradually assume greater degrees of responsibility for service delivery, supervision, and collegiality. *Minimum* requirements are indicated as a guideline for participation and are designed to provide exposure to the supervisor’s style and thinking and give supervisors the opportunity to evaluate student competencies. Supervisors may require or suggest additional experiences depending on the developing competencies of the student.

PRACTICUM TEAM REQUIREMENTS

1. First Year (PSYC6820 [1 cr.] & PSYC6830 [1 cr.]) (revised SU09, SP10, SU17)

NOTE: Beginning students are full and equal members of Psychology Clinic Practicum Teams, even if their official role does not progress beyond ‘participant-observer’. That is, 1st-years are encouraged to share their observations, opinions, and questions even if they do not have any clients of their own.

1. Students will participate in 60 hours of Psychology Clinic Team meetings. Practicum teams usually meet on Wednesdays 9-10:50AM.
2. Each student is expected to devote a minimum of 5 hours per week in practicum activities. In the fall semester these activities most often include: completion of Clinic onboarding activities, participation on the Practicum Team (2 hours), observation of second and third year team members (either live or digitally), transcription and analysis of second and third year team members’ sessions, double-checking scoring on advanced students’ assessments (as you are able given progress in your assessment courses), and assisting classmates with case management (e.g., locating particular resources for a client). During the spring semester, first-year students are encouraged to become more actively involved and have some direct client contact approved by their supervisor.
3. During the summer between your 1st and 2nd year, some first-year students may be able to take the 10-week summer practicum course in the Clinic. The ability to enroll in this summer practicum course depends on your readiness as assessed by your supervisor, the availability of the summer practicum team and/or

supervisor to supervise you, and the availability of opportunities in the Psychology Clinic as dictated by the clinic director. Students are encouraged to inquire about these opportunities in the spring semester of their first year as soon as they feel ready.

2. Second Year (PSYC6820 [3 cr.] & PSYC6830 [3 cr.]) (revised SU06, SU09, SU10, SU13, SU14, SU18, SU20, SU25, SU26)

NOTE: Except in unusual circumstances when special permission is granted, students must complete PSYC 5420, 5430, 5680, 5780, 6022, 6820 (1 cr.) and 6830 (1 cr.) with a grade of "B" or better in each of these courses before they are allowed to begin 2nd year practicum.

1. Second-year students are expected to devote a minimum of 10-12 hours (and occasionally as many as 20 hours) per week to practicum activities in the Clinic. The variability in hours is largely due to whether you have an ongoing assessment client in the Psychology Clinic.
2. Second-year students see therapy clients in the Clinic, working up to a caseload of about 5-6 therapy clients by the end of the Fall semester. The individual supervisor determines the specific caseload within the expected range for each 2nd year student, based on their developed competencies and readiness level.
3. Students are also expected to maintain a steady pace regarding assessment, completing 2 full battery assessment reports during their 2nd year. The program policy requires 2nd year students to complete an intake report after completing an assessment intake, and a rough draft of the full assessment report should be submitted to their supervisor within 1 week of all testing being completed. Additionally, students are expected to complete each assessment report (including gaining the supervisor's approval, conducting the feedback section with the client, and closing the assessment case in Titanium) within 60 days after testing is completed. Failure to follow the expected timeframe may result in activation of a remediation plan.

It is important to note that although completing 2 assessment reports may be considered sufficient for some pre-doctoral internship sites in many university counseling centers, it is not enough for most pre-doctoral internship programs that require heavy assessment work (e.g., most VA hospitals and other medical centers). If you are interested in completing your pre-doctoral internship training at a site with heavy assessment focus, you should discuss with your supervisors, take Special Problems courses, and/or pursue external practica with a strong assessment focus to complete additional assessment reports.

4. Client contact and paperwork expectations, in addition to weekly participation in group (i.e., Practicum Team) and individual supervision, mean that students are expected to spend a minimum of eight to ten hours per week in practicum activities at the Psychology Clinic; the actual minimum number will be determined by number of regular weekly clients, whether you are working with an assessment client, and how wisely you use time that is freed-up by a client cancelation, or 'no-shows.' It is wise to create a schedule that allows for more than that minimum number of hours, as time needed for assessment, case management, independent reading, etc., may add several hours to your schedule in a given week.
5. Participate in the Psychology Clinic team meetings. Teams meet on Wednesdays,

9-10:50 AM. The Practicum team meetings are considered group supervision, and students will log approximately 60 hours of group supervision during their 2nd year.

6. Students must log 30 hours of individual supervision from their faculty team supervisor in the Psychology Clinic (i.e., one 50-minute hour of individual supervision per week), unless trouble building a caseload allows for shorter supervision sessions early in the year.
7. Students must prepare for all individual and group supervision of counseling and/or assessment clients by taking time to reflect on their most pressing needs, as it will rarely feel like there is enough supervision time for all their questions and the client(s) they want to show or discuss. Make sure you know what ‘being prepared’ means to your supervisors, as expectations vary across people, supervisory styles, etc.
8. Students will receive an Incomplete in Psyc6820/30 at the end of the Fall or Spring semester of their 2nd year if they have not completed the required assessment reports.

3. 10-week Summer Practicum (PSYC 6820 [3 cr.]) as a rising 3rd year (revised SU07, SU09, SU10, SU14, SU19, SU25)

NOTE: Participation in summer practicum following the second year is required. It provides opportunities for continuing skill development, maintaining longer-term clients for third-year practicum (and, potentially, IRC), and practicing peer consultation.

1. Summer practicum students are expected to devote 10-12 hours (and occasionally as many as 15 hours) per week in practicum activities in the Clinic. The variability in hours is largely due to whether you have an ongoing assessment client and whether clients keep you busy completing other practicum-related tasks. NOTE: Assessments that are being carried over from the Spring of your 2nd year continue to be supervised by your 2nd year supervisor. Not all supervisors are available in the summer, so be sure to discuss a plan for completing your 1st & 2nd assessment with your 2nd year supervisor before Spring semester ends. Summer supervisors typically do not supervise assessments but may choose to do so upon request.
2. Students usually continue to work with their clients from the 2nd year throughout the summer. If a student has already completed two assessments *and is on schedule with their research (as evidenced by permission from their faculty research advisor)*, they may accept a 3rd assessment client over the summer. To do this, however, the student needs permission from their: 1) research advisor and 2) summer supervisor.
3. Students are required to attend orientation training offered by UNT Counseling & Testing Services (CTS) (approximately 20 hours total) during this summer to prepare for their upcoming practicum experience at CTS.
4. Assessment and client contact hours completed during summer practicum are expected to allow students to develop higher levels of applied competencies (as well as exceed the 2nd year minimum requirements for assessments/hours). As such, a student may discuss with their summer practicum supervisor to request an assessment client.

5. In the summer following their 2nd year in the Program, students must log either:
 - 10 hours of individual supervision from their faculty supervisor (i.e., one 50-minute hour of individual supervision per week) and 18 hours of peer-group consultation (110 minutes per week)
 - OR**
 - 10 hours of individual supervision from their faculty supervisor (i.e., one 50-minute hour of individual supervision per week) and 15 hours of peer 1- on-1 consultation (i.e., 90 minutes per week).

NOTE: A supervisor may choose to require supervision more than the amounts specified above.

4. Third Year (PSYC 6820-6830) (revised SU07, SU09, SU10, SU11, SU17, SU22, SU23, SU25, SU26)

NOTE: Except in unusual circumstances when special permission is granted, students must complete 2nd year practicum (i.e., 6820 (3 cr.), 6830 (3 cr.), and 6830 (3 cr.)) with a grade of “B” or better in each of these courses before they are allowed to begin 3rd year practicum.

1. Third-year students are expected to devote a minimum of 20 hours (and occasionally as many as 25 hours) per week in practicum activities across two sites. The variability in hours is largely due to whether you have an ongoing assessment client in the Psychology Clinic, whether clients keep you busy with other practicum-related tasks, and how effectively you manage any time that is freed up by client cancelations, ‘no-shows,’ or unscheduled hours at CTS.
2. Participate in 30 x 2 hours of Psychology Clinic Team meetings. Teams usually meet on Wednesdays from 9-10:50 AM (other dates/times notified by the TD).
3. *Unless there are clear shortages in hours/experiences and/or deficiencies in the development of competencies*, students in their 3rd year are given some flexibility to focus on therapy, assessment, or both therapy and assessment. Students choosing a therapy focus are expected to work with 2-3 individual therapy clients per week. Students choosing an assessment focus are expected to complete 2 full battery assessment reports (i.e., one per semester). Students choosing to focus on both are expected to work with 1 individual therapy client per week and complete 2 full battery assessment reports (i.e., one per semester).
4. Students must log at least 15 hours of individual supervision from their faculty team supervisor in the Psychology Clinic during their third year (i.e., one 50-minute hour of individual supervision every other week or one 30-minute meeting every week). Supervisors may require more frequent or longer individual supervision sessions. Students choosing an assessment focus are required to attend individual supervision as needed when working with their assessment client.
5. At CTS, students will schedule up to 8-9 individual client contact hours and 1 outreach/individual client contact hour per week. Sometimes, not all 9 hours get scheduled and/or some clients fail to show up for their appointment; therefore, students should be prepared to use those ‘extra’ hours effectively by completing paperwork, reviewing sessions, or preparing for supervision.
6. Third-year students will participate in 1 hour of individual supervision and 1 hour of group supervision per week with their staff supervisor at CTS.

7. Students will participate in weekly didactic training for 1-1.5 hours at CTS.
8. The Psychology Clinic portion of practicum does not affect third-year practicum requirements for the CTS portion of practicum, or vice-versa.

6. Fourth Year and Beyond (6820-6830) (revised SU05, SU09, SU10, SU11, SU14, SU19, SU25)

NOTE: Except in unusual circumstances when special permission is granted, students must complete 3rd year practicum (i.e., 6820 (3 cr.) and 6830 (3 cr.)) with a grade of “B” or better in each of these courses before they are allowed to begin 4th year practicum.

After completing the third-year on-campus practica with satisfactory demonstration of counseling competencies and successful completion of the thesis (PSYC5950) or thesis-equivalent (PSYC5910), students will begin to do an advanced practicum (externship) in an approved on-campus or community agency (e.g., CTS, DCFOF, TAMS, Irving FAC, Momentous Institute, Dallas VA, FW VA, Texas Children’s Hospital, UTD CC, TCU CC, TWU CC, etc.). Students may only have one externship (maximum of 25 hours per week). Any exceptions to this rule must be approved by program faculty. A minimum of two long semesters (about 1 year) of external practicum is required, although most students complete 2 years of externship. Students should be aware that many (or perhaps most) sites interview candidates in March or early April, and some sites interview candidates as early as mid-February. These interviews occur in the spring although many positions do not start until the following fall. Thus, each student and their research advisor must be confident that the thesis or thesis-equivalent project will be completed by the end of Summer 10W to consider an externship position that begins in the fall semester. This policy has been put in place to protect students, externship sites, and the program’s relationships with externship sites. Students cannot accept any externship offers until their thesis project or thesis-equivalent is completed. If you continue to be behind on your research beyond third year, this same policy continues to apply in later years. The ability to accept an externship (and continue externship) also depends on being in good standing as a graduate student and employee (e.g., TA, RA).

Students must also speak with the program’s External Practicum Coordinator to formalize a site agreement, register for external practicum credits, etc. There is an External Practicum Verification Form that each student must complete; it also requires your research advisor’s signature before the Practicum Coordinator will approve an external practicum. A list of approved externship sites in the area is available for students. In addition, students should review the database of the externship site surveys completed by previous students when selecting external practicum sites. On rare occasions, advanced students may request to complete their external practicum course at a new site, which will require more time for the CPPC and Practicum Coordinator to go through the process of evaluating the qualifications of the site/supervisor and contracting with this site. Please inform the Practicum Coordinator as early as possible of your intention. Please note that approval to complete your externship at a new external practicum site is not guaranteed. The program conducts an externship site training quality survey annually; the CPPC may rescind our approval of a particular external practicum training site if we have serious concerns.

Prior to the beginning of your external practicum, students must complete the “External Practicum Supervision Form” with their site supervisor’s license number and signature. This form also documents important information about the externship (e.g., start and end

date). Any major changes to the externship commitment (e.g., change in start/end date) must be approved by program faculty. Moreover, the formal process above is required for students to follow Department and Program policies and ethical standards. See the Graduate Manual for more information.

7. Documenting Hours

All students are responsible for tracking their clinical hours (i.e., how many hours are spent on assessment, intervention, supervision, and ‘support’ activities) for every practicum they enroll in during their training and education. You will need thorough and accurate documentation of your applied experiences when you apply for internship and licensure. Although we try to revise the instructions in this manual when needed to help students track their practicum experiences in a manner that resembles what the Association of Psychology Postdoctoral and Internship Centers (APPIC) requires, please check their website, [APPIC](http://appic.org) (appic.org), for the most updated information.

An electronic spreadsheet in the recommended format for tracking hours can be downloaded from the Program’s website at <https://class.unt.edu/psychology/academics/counseling-psychology/forms.html>. Students will also have access to an individual account on the electronic Time2Track site via the program’s account and paid by the department.

Students should keep separate spreadsheets for each practicum site. At the end of every semester, transfer totals from your spreadsheet(s) and complete a “*Semester Summary of Practicum Hours*” form for each practicum site. This form is also available on the program’s website listed in the previous paragraph. You and your practicum supervisor should both sign the form. That form (and your supervisor’s evaluation of your performance) is required for a grade to be assigned. It is highly recommended that you keep a copy of both documents for your file.

The *Semester Summary of Practicum Hours* is written with enough detail to serve as instructions about ‘what counts where’, but if you are unsure how/where to log a given practicum activity, ask your practicum supervisor and/or Program Director. Please be advised, however, that you will need to track more information about your practicum experiences than appears on the *Semester Summary of Practicum Hours*. For example, the current APPIC application requires applicants to list the number of different individuals and groups seen.

In addition, track the following characteristics of every client you work with:

- a. age
- b. gender
- c. sexual orientation
- d. race/ethnicity
- e. disability status (e.g., learning disability, physical disability, visual or auditory impairments, serious mental illness which includes severe developmental disability, other – specify); a client may have more than one
- f. if applicable, psychiatric diagnosis
- g. the setting in which you worked with them (e.g., departmental clinic, university counseling center, community mental health center, forensic/justice setting, school, inpatient hospital, outpatient medical/psychiatric clinic, child guidance clinic, military, other – specify)

You also need to keep track of:

- all tests administered

- how many of each test administered
- how many of each test scored
- whether you wrote a corresponding report
- if the report was ‘integrated’ (defined as including the following sources of data: history, interview, and at least two tests from separate domains administered)

Other APPIC ‘rules’ to keep in mind: (revised SU 2011)

1. Practicum hours are mutually exclusive – you may not count an activity under more than one category (e.g., assessment/intervention, support, or supervision).
2. For assessment reports, you should count the hours you spend ‘face-to-face’ with an assessment client (and collaterals) separately from the hours you spend scoring and interpreting tests and writing the report. Feedback sessions with the client and/or their guardians ‘count’ in the ‘direct service’/‘face-to-face’ category. All the hours you work on a report on your own should be logged in the ‘support activities’ section of your spreadsheet and/or APPIC application. Time you spend scoring, interpreting, etc., in team or individual supervision counts as group or individual supervision hours, respectively.
3. Make sure to track ‘practicum experience’ and other professional experience separately. A ‘practicum’ is defined as formal training approved by a graduate training program for which you receive academic credit and supervision. If you work or worked at the Master’s level (because you have [or had] a *credential* that *allows* [allowed] you to do clinical work outside of practicum), those experiences may be documented for APPIC but separate from practicum hours.
4. An exception to ‘Rule’ #2 above is that when you list specific tests administered on the APPIC application, you may combine numbers from practicum, work, and research experiences (if approved by program faculty), but not practice administrations.
5. Technically, APPIC does not require you to categorize support hours as they are on the *Semester Summary of Practicum Hours*, but it *is recommended* that you do so because you may be asked to do so for a particular internship site or state licensing board.

E. RESEARCH EXPERIENCE

Students will identify and work with their faculty advisor to complete their Master’s thesis or a research project (registered for a minimum of 1 credit of PSYC 5910). This faculty member is also referred to as a ‘Research Advisor/Supervisor’, ‘Major Professor’, or ‘Thesis Advisor/Chair’). The student will develop and work on a research project under the faculty member’s guidance. Of the two main independent research projects (i.e., thesis/5910 and dissertation), at least one must involve original data collection (i.e., not archival data).

1. Thesis (PSYC 5910)

Students entering the PhD program with a Bachelor’s degree or Master’s degree without a satisfactory Master’s thesis will complete a Thesis:

- a. The thesis research project (PSYC 5950) is optimally launched no later than the

student's second year with the formal Master's thesis proposal. A proposal consists of a Literature Review that provides the rationale for and purpose of your study and a Methods section that describes your plan for collecting data that will allow you to test your hypotheses and/or investigate your research question(s). You propose your thesis to a committee of 3 faculty: 1) your research advisor (chair of the committee); 2) another full-time faculty member in the psychology department (who must also be a 'core' faculty member of the CPPC); and 3) a full-time faculty member in the psychology department (may or may not be a member of the CPPC). With their advisor's approval, the student may invite a 4th committee member who is a PhD psychologist and meets University and Department criteria for serving on a student's research committee.

Once the committee approves the proposed thesis, the student executes and completes the project. The student presents the final project in the format of a master's thesis as prescribed by UNT and defends the completed project before the student's 3-member committee. The formal thesis defense fulfills the UNT requirement of an oral exam for a Master's degree.

- b. The student enrolls for PSYC 5950 for 3 credits each semester they are actively working on their project. Once a student starts their enrollment in PSYC 5950, they must continue to enroll in 3 credits of it during each long semester until the project is completed. Enrollment is required during the semesters you propose and defend, so students must sign up for PSYC 5950 in the summer as well if they plan to propose or defend their thesis/dissertation during that summer semester. After successful defense of the completed project, the student receives a grade for two semesters of PSYC 5950. The final version incorporating any modifications requested at the final committee defense is submitted electronically.
- c. Students entering the PhD program with a Master's degree that includes an acceptable thesis are expected to complete a research project (referred to as a 'thesis-equivalent', PSYC 5910) following the same time frame required for the completion of thesis projects. These students must complete a waiver request form for their thesis credits and then enroll in 1 credit of PSYC 5910. Students who do not complete a formal thesis at UNT will not receive the pass-through Master's degree (revised SP07, SP10, FA10, SU11, FA13, SU14, SU20).

*****Note: If a student who comes to the Program with an acceptable Master's thesis from a non-psychology Master's degree wishes to obtain the pass-through Master's degree from UNT, they must follow the instructions described in Section E.1.a above. This is optional and the main benefit for this option is that once completing the pass-through Master's degree, they become eligible to register to take the real EPPP as an advanced doctoral student because those who come to the Program with a non-psychology Master's degree are not eligible to register to take the EPPP in Texas.

2. Special Problems Research Project (PSYC 5910)

This option is only for students who come to the Program with an acceptable Master's thesis completed. During their 1st semester at UNT, the student begins the process of having their previous Master's thesis project accepted by submitting the "Request to Complete 5910 Research" with a copy of their final thesis document (from their previous institution) to their Advisor for approval and signature.

If the thesis is deemed acceptable, another thesis is not required. Students then enroll in 1 credit of PSYC 5910: Special Problems during the semester that their faculty

mentor will be working with them on a 'research project in lieu of thesis.' Optimally, the student enrolls for 1 credit of PSYC 5910 once and the project is completed within 12 months. A grade of "I" (incomplete) will be given after the 1st semester if the project is not finished. The grade of "I" will remain in the student's transcript for one year and then will turn into an "F". As experienced researchers, most students who are eligible for the PSYC 5910 research option can complete their project with just one (12-month) enrollment. However, if you anticipate your Special Problem research will last more than 12 months, you should discuss it with your advisor.

The 5910 project involves working on and developing a research project in collaboration with their faculty mentor. In scope, the research should be of publication or presentation quality. The final product should be in the format as prescribed by the journal to which the manuscript is being submitted.

When the final written project is deemed acceptable by the faculty member directing the research, the student is given a grade for PSYC 5910. The Special Problem research project must be completed by the end of the summer semester prior to their 4th year. A copy of the final written project/manuscript must be placed in the student's file in the Psychology GC's office (TH316). This filing is a pre-requisite for taking the Comprehensive Exams as well as for registering for external practicum for the fall of the 4th year and beyond.

3. Expected Timeline

- a.** For students who are completing the Thesis, if they do not propose their thesis by the end of the fall semester of the 3rd year in the program, they will be limited to take only one didactic course (in addition to the practicum and thesis) in the spring semester of their 3rd year. If they do not complete their thesis by the end of the 2nd 5W summer section of the 3rd year, they are not allowed to begin their external practicum until the completion of their thesis but may take one didactic course each semester during their 4th year while they continue to work on completing their thesis.
- b.** For students who are completing the 5910 research project, if they do not complete the 5910 research project by the end of the 2nd 5W summer section of the 3rd year, they are not allowed to begin their external practicum until the completion of the project but may take one didactic course each semester during their 4th year while working to complete the 5910 project.

C. SUMMARY OF PSYC 5950 and 5910 REQUIREMENTS (revising SU 11 & FA11; SU19)	
PSYC 5950 (minimum = at least 6 credits, continuous enrollment policy) Student entering with a BA or Master's without acceptable thesis conducts project as follows:	PSYC 5910 (minimum = 1 credit that remains open for as long as 12 months) Student entering with a Master's degree & acceptable thesis conducts a project as follows:
1. Find a faculty member with whom to work.	1. Find a faculty member to sponsor the project.
2. Conceptualize and develop project and write thesis proposal.	2. Submit your Master's thesis (from prior university) to Faculty/Research Advisor for approval; place copy in official student file in main office.
3. Register for 3 credits of PSYC 5950 during the semester in which you propose thesis to a committee of 3 faculty members.	3. Conceptualize and develop project; do not need to present written proposal before a committee of 3 faculty members.
4. Execute research and continue to register for 3 credits of PSYC 5950 in long semesters (for a minimum total of 6 credits).	4. Register <i>once</i> for 1 credit of PSYC 5910 with the approval of your Faculty/Research Advisor.
5. During the last semester registered for PSYC 5950: Contact graduate coordinator early in the semester to turn in paperwork for graduation. Defend completed thesis project before the same committee of 3 faculty.	5. Execute research; 5910 grade will remain an "I" ("Incomplete) if you need more than 1 semester to complete the project. After 12 months, however, the "I" grade will turn into an "F".
6. Paper must be in written style specified by UNT and the Department of Psychology.	6. Present final manuscript (in APA format or other format as specified by your research mentor) to your Faculty/Research Advisor.
7. Submit final manuscript online.	7. After final approval of research supervisor, file project with the GC.

4. DISSERTATION (revised SU06; FA10; FA13)

The dissertation is viewed as a rigorous measure of the student's breadth of understanding and scientific base of psychological work, and the depth of their ability to integrate concepts into a systematic schema from which assumptions and hypotheses can be tested and reasonably interpreted. Dissertation research and the subsequent defense (with comprehensive oral examination of high quality) mark the student as a serious scholar.

Students may propose their dissertation only after successfully completing the general core coursework and the *Comprehensive Examination* (also referred to as "Comps"). The dissertation proposal must be successfully defended by October 1st to apply for internship that fall. *See Section VII, D below for information regarding dissertation*

committees.

Other departmental procedures for dissertation work can be found in the department's GRADUATE STUDENT MANUAL.

5. Research Competency Requirements (revised SU19, SP22, SU23)

Each student in the program is expected to demonstrate their developed research competency by meeting two requirements: (1) 1st-author conference presentation, and (2) publication in a peer-reviewed professional journal, approved by their research advisor, with any authorship. Acceptable alternatives to the journal publication requirement include (a) multiple (2 or more) first-author conference presentations in addition to meeting the general conference presentation requirement; (b) receiving a grant or fellowship from external sources (non-UNT) to support their research projects; or (c) author of a book chapter, with any authorship. The research competency requirements must be based on work completed while the student is at UNT (i.e., a conference presentation or publication completed prior to entering the program would not count toward the research competency requirement).

The deadline for meeting the research competency requirements is August 1st of the student's internship application year. If not completed by this time, the student will be required to enroll in 1 credit of the Special Problems course with their research advisor in each long semester continuously until they meet both research competency requirements. Students will not graduate until the requirements are fully met.

F. COUNSELING INTERNSHIP (revised SU06; FA10, SP13, FA13, SU14)

A full calendar year internship is required of all doctoral students. Internship is an essential component of doctoral training in Counseling Psychology. It provides the trainee with the opportunity to take substantial responsibility for carrying out major professional functions under appropriate supervision, exposes the student to other professional role models, and is intended to facilitate a thorough integration of academic and applied training in a professional context. All internship placements must be paid, full-time placements at APA-accredited sites. Students should be aware that internship programs may be "APPIC-registered" without being APA-accredited.

The student must pass both the Comprehensive Examination and the oral (IRC) section to be eligible to apply for internship.

NON-APA ACCREDITED INTERNSHIP POSITIONS

With the prior permission from the CPPC, non-APA internship sites may be considered in rare circumstances. Necessarily, careful review will be given to the educational experience offered to interns at facilities that do not have APA accreditation. The Counseling Psychology Committee's approval for acceptance of a non-APA-accredited internship offer will be withheld unless the internship program offers certain minimum standards of good training. It is incumbent upon the student to collect and submit information which will permit evaluation of a potentially excellent, but otherwise non-accredited internship. This information should be in written form and signed by the psychologist who will be responsible for the student's internship training. When the student receives a formal offer of a non-APA-accredited internship position, and prior to its acceptance by the student, all relevant information should be submitted in duplicate to the Training Director. The Texas psychologist licensing board has extensive criteria for non-APA accredited internships. Students

should consider these criteria in evaluating non-APA-accredited internships.

Students should be aware that internship training sites are spread across the country. Responsibilities for an internship training site's compliance with the Americans with Disabilities Act rest with the internship site. Internships are competitive and the student is responsible for securing an internship that meets departmental and program approval.

Psychology internship assignments now operate through the National Matching Services (NMS). To remain current, students should become familiar with Association of Psychology Postdoctoral and Internship Centers (APPIC) and NMS. Information is on the website: www.appic.org. Keep in mind that all internship sites listed with APPIC are *not* necessarily APA-accredited.

G. COURSE LOAD REQUIREMENTS (revised SU06, SU09, SU11)

Students must maintain a minimum course load of 9 hours each long semester to qualify for full-time student and residence status. Students are also not permitted to take more than 12 credits of courses in each long semester without approval from the program director, per UNT policy. The next section presents a hypothetical schedule of studies for students who would like to complete their degree in six years. In this hypothetical schedule, the typical course load of each long semester is 3-4 courses. Additional University course load requirements for students holding Teaching Assistantships (TA's) or Teaching Fellowships (TF's) can be found in the department GRADUATE STUDENT MANUAL.

H. EXAMPLE OF COURSE TAKING SCHEDULE⁸ (revised FA10, SU11, SU14, SU17, SU24)

YEAR ONE

FALL SEMESTER

HOURS

PSYC 5420 Assessment I*	3
PSYC 5680 Foundations of Counseling Psychology*	3
PSYC 5700 Quantitative Methods I	3
PSYC 6820 Practicum	1

SPRING SEMESTER

PSYC 5430 Assessment II*	3
PSYC 5710 Quantitative Methods II	3
PSYC 5780 Psychopathology*	3
PSYC 6022 Application of Counseling Methods*	2
PSYC 6830 Practicum	1

*Successful completion of these courses (i.e., grade of "B" or better) is required to enroll in 2nd yr. practicum

SUMMER

PSYC 5900 Special Problem-History & Systems1

Work on your thesis or 5910 research project but no credit enrollment is required.

YEAR TWO

FALL

PSYC 5690 Legal and Ethical Issues in Professional Practice	3
PSYC 5640 Cog. & Affective Bases of Behavior.....	3
PSYC 6820 Practicum	3

PSYC 5950 Thesis Research	3
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SPRING

PSYC 5010 Human Development	3
PSYC 6300 Theory & Application of Multicultural Counseling	3
PSYC 6830 Practicum	3
PSYC 5950 Thesis Research	3

SUMMER

PSYC 6820 Practicum.....	3
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YEAR THREE

FALL

PSYC 5470 Vocational Psychology: Developmental Aspects	3
PSYC 6030 Biological Bases of Human Behavior.....	3
PSYC 6820 Practicum	3
PSYC XXX Cluster-Required Course	3

SPRING

PSYC 5090 Social Psychology	3
PSYC 6630 Series on Psychotherapy	3
PSYC 6830 Practicum	3
PSYC XXXX Cluster-required Course	3

SUMMER

No course enrollment is required.

NOTE: Eligible to take the comps exam if thesis (or 5910) is completed by the end of this summer semester

Students who do not complete their thesis (or 5910) by the end of this summer semester cannot accept/begin their external practicum and will be restricted to take no more than 1 classroom course in the Fall semester of their 4th year.

YEAR FOUR

FALL

PSYC 6060 Group Psychotherapy	3
PSYC XXXX Cluster-required Course	3
PSYC 6830 [External] Practicum*	1-3

*NOTE: A minimum of two long semesters of external practicum experiences beyond the 3rd year (i.e., other than in the Psychology Clinic and CTS) are required. Students who have less than 500 direct intervention/assessment hours (as counted by APPIC) will not be eligible to apply for internship.

SPRING

PSYC 6620 Supervision	3
PSYC 6950 Dissertation	3
PSYC XXXX Cluster-required Course	3
PSYC 6830 [External] Practicum	1-3

SUMMER

No course enrollment is required

YEAR FIVE⁹

FALL

PSYC 6830 [External] Practicum	1-3
PSYC 6950 Dissertation	3
PSYC XXXX Cluster-required or Elective Course (optional)	3

SPRING

PSYC 6830 [External] Practicum	1-3
PSYC 6950 Dissertation	3
PSYC XXXX Cluster-required or Elective Course (optional)	3

SUMMER

No course enrollment is required

YEAR SIX

FALL

PSYC 6840 Predoctoral Internship	1
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SPRING

PSYC 6850 Predoctoral Internship	1
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I. GRADUATE DEGREE PLANS (revised SU06; FA10, SU13, SU14, SU19, SU20)

Students are expected to complete two versions of their degree plan(s) during the first semester of graduate coursework (usually by December 1st). The first version is the course taking schedule from 1st year to 6th (or 5th) year and the 2nd version of the degree plan is the form required by UNT. Guidelines for preparing and filing degree plans appear in the Psychology Department GRADUATE STUDENT MANUAL. Degree plans are developed in consultation with the student's faculty advisor. You will also receive additional instructions and assistance from the Program Director and the GC. When the degree plan documents are prepared and have the needed signatures of your advisor, the student will submit the plan to the Program Director and GC to be processed. A sample degree plan form required by UNT appears in **Appendix A**.

Students' degree plan(s) should have a minimum of 99 credits, including 2 credits for the 12-month, full-time paid pre-doctoral internship. The program curriculum is designed to be completed by students who come with a bachelor's degree in 6 years (aka the "5+1" track). These students will complete three documents: (1) course taking schedule over 6 years; (2) pass-through master's degree plan; and (3) doctoral degree plan. Students who come with a master's degree and have completed an acceptable thesis project will only need to complete (1) course taking schedule; and (2) doctoral degree plan.

Students who meet all the following conditions may request to complete their doctoral training, including the pre-doctoral internship, in 5 years (also known as the "4+1" track). Those on a "4+1" track must make timely progress in completing all required

courses/examines, meeting research requirements, and developing adequate clinical competencies. Many students who come with a master's degree choose to take "5+1" track to maximize the benefit of their doctoral training. Approximately 80% of our graduates completes the program in 6 years.

1. Completed a master's degree in a closely related field;
2. Received course waiver approval for a minimum of 3 courses (excluding H&S course);
3. Defended their thesis or completed 5910 by March 1st of the Spring semester of their 3rd year (optimally by the end of their 2nd year).

Below are some guidelines for completing the degree plan (DP) forms required by the Graduate School:

1. Without any waiver, the total credits between the two DPs should be 99.
2. Without any waiver, there should be 18 classroom courses listed between the two DPs with a total credit of 51.
3. There should be 19 credits of practicum listed in the doctoral DP (1st year = 2 credits, 2nd year = 9 credits, 3rd year = 6 credits, 4th year = 2 credits)
4. You should only list 2 credits for pre-doctoral internship in your doctoral DP.
5. Research requirements include 6 credits of thesis (listed in the pass-through master's DP) and 9 credits of dissertation (listed in the doctoral DP).
6. If you have completed a master's thesis in your previous graduate program and decide to complete 5910, you will just complete the doctoral DP and list 1 credit of 5910 and 9 credits of dissertation in the research section.
7. For Elective Cluster, you should have 12 credits for C&A or CIW courses, whereas there will be 14 credits for SP cluster courses.
8. The pass-through master's degree plan must include thesis (6 credits) and 8 other 3-credit classroom courses (excluding practicum and any cluster-required courses) that will be taken in the first 2.5-3 years with a total of 30 credits.
9. List the rest of required courses on the doctoral degree plan. No course should be listed on both degree plans.
10. If you have received approval for any course waiver requests, do not list the "waived" courses in any of the degree plan.
11. Add a note to your doctoral DP to indicate what courses (and how many total credits) have been waived.
12. The DPs only list the minimum courses and you may take more than what are included in your DPs. However, if you end up taking different courses to fulfill your program or cluster-requirements, you will need to contact the GC to complete a modification of degree plan form.

V. ACADEMIC REQUIREMENTS

A. SATISFACTORY PROGRESS IN THE PROGRAM

All students are expected to make satisfactory and continuous progress throughout their program of study. Students who fall below a 3.0 grade point average during the first 12 semester hours of graduate study will be placed on academic probation.

Graduate students must earn a B grade on all courses that receive graduate credit, irrespective of whether the courses are to be applied toward a graduate degree. Grades of C, D and F will not apply towards any graduate degree but will be computed in the GPA.

Procedures for the Department of Psychology

1. A graduate student shall be dismissed from the program when they have received three grades less than a B in their coursework.
2. The first time a student receives a C, D, or F, in a course(s) on their degree plan, that course must be successfully repeated within one year of earning the original low grade. "Success" is defined as a grade of "B" or better.

The student has the responsibility for informing their academic advisor and the Program Director of the grade and discussing factors affecting their academic performance. The student, the academic advisor, and Program Director will develop a plan for the student to make up the deficit and address any academic concerns.

3. When a student has a second grade that is below a B, remediation within the student's program will be necessary. See the Remediation section of this program manual.

In addition, certain courses (PSYC 6820/6830, 5950, 6950) have the prerequisite of a cumulative GPA of B for permission to enroll. Students who do not obtain a minimum grade of B for each registration in a practicum or internship will be required to repeat the course or if circumstances merit, be separated from the program. Satisfactory completion of the degree program in part requires a cumulative GPA of B. Continuous progress in the Counseling program in part is evidenced by the student's successive enrollment during fall and spring semesters in the conceptual and technical coursework of their degree plan (including PSYC 6950) until the PhD objective is reached.

All students are evaluated annually by The Counseling Psychology Program Committee regarding their progress in the program. *See Section VIII, C below for more information.*

B. Incomplete ("I") GRADES and In Progress ("PR") GRADES

With instructor consent, students sometimes take an "I" grade in an *organized class* because of not completing all course requirements by the end of the academic semester. When this occurs, the student has one calendar year to complete the requirements to replace the "I" grade with a course grade. The UNT Graduate School allows students only one calendar year to remove the "I" grade. After one year the "I" grade will turn in an "F" grade and become permanent.

Thesis and dissertation courses (i.e., 5950 and 6950) are designated as 'in progress' (PR) on the transcript until they are completed. Once a final grade is assigned, that grade is awarded for all the previous credits associated with the thesis (a minimum of 6) or dissertation (a minimum of 9).

Students are responsible for checking to be sure all "I" and "PR" grades are removed by the UNT deadlines for graduation.

C. REDUCED LOADS AND LEAVES

Should circumstances arise that discourage the student's full-time enrollment, the student should consult their Academic Advisor and the Program Director about reducing their course load. Note that in general, students must be enrolled full-time to be eligible for an assistantship, tuition benefit, and health insurance (see <https://www.unt.edu/graduate/reduced-course-load-request.html> for information about exceptions). Should circumstances arise that discourage a student's enrollment during the regular semesters, then they should request prior Program approval for either a temporary reduction in course load or a temporary leave of

absence from the Counseling Program. A Leave of Absence Request Form is found in the department GRADUATE STUDENT MANUAL. Failure to maintain satisfactory and continuous progress in the degree program may result in the student's separation from the program.

Students are responsible for filing a Leave of Absence Request (and to renew the Request in cases of extended leaves). STUDENTS WHO ARE NOT ENROLLED IN COURSEWORK FOR A PERIOD OF TWO LONG SEMESTERS ARE ADMINISTRATIVELY DROPPED FROM THE COUNSELING PROGRAM WHEN THERE IS NO RECORD OF AN APPROVED LEAVE OF ABSENCE. Students who are dropped from the Program under this circumstance must re-apply for admission to the Program.

Students need to bear in mind that UNT does not adjust the 8-year time limitation for completion of all PhD requirements because of a load reduction or a Leave of Absence. The only exception is for active military service.

D. TIME LIMITATIONS (revised SU10, SU11, SU13, SU18)

UNT has a policy of requiring all work for the PhD degree to be completed within 8 years. Students need to bear in mind that a load reduction or a Leave of Absence does not suspend the 8-year time limit. Moreover, as a student in a top-tier research university, your timely progress to the PhD is expected. Please note that the hypothetical schedule in this manual exemplifies how students can earn their PhD in 6 years, including completing the full-time pre-doctoral internship. Students who receive waiver approval for at least 3 courses and make timely progress in meeting research requirements may request to complete the program, including internship, in 5 years. Most other students should be able to complete the program in 6 years. A small number of students who are experiencing some unexpected issues (e.g., health concerns, family concerns) during their doctoral students may need 7 years to graduate.

If a student needs an extension beyond the 8-year limit, the student must complete a request following the procedures outlined in the UNT GRADUATE CATALOG. The support of the CPPC and Chair are needed for an extension to be granted.

E. PhD QUALIFYING EXAMINATION ON THE COUNSELING PSYCHOLOGY CONCENTRATION (revised SU02, FA10, SP14, SU17)

[better known as the “COMPREHENSIVE EXAM” and most often referred to as “COMPS”]

1. Eligibility for the Comprehensive Exam

To be eligible to take the Counseling Psychology Concentration Comprehensive Examination, students must have fulfilled the following requirements: completed the General Core courses (e.g., PSYC 5010, 5090, 5640, 5700, 5710, 6030); completed the thesis/PSYC 5950 or thesis related research/PSYC 5910 requirement; filed a copy of their thesis with UNT or a copy of their thesis related research/PSYC 5910 project with the GC; fulfilled the History & Systems requirement; and have a degree plan filed and approved by UNT. Upon fulfilling these requirements and having adequate time to prepare, students register with the Program Director and GC (in response to an emailed announcement) to take the January or July Counseling Psychology Concentration Examination. It is not required that students have completed all the Counseling Core courses. Whether or not they have completed all the Counseling Concentration courses when they take the Comprehensive Examination, students are permitted two attempts to successfully complete the Comprehensive Examination.

2. The Format of the Comprehensive Exam (revised FA10, SU17)

The format of the qualifying/comprehensive exam is the online mock EPPP implemented by a 3rd party agency selected by the CPPC. The mock EPPP consists of 175 multiple-choice questions covering 8 domains: (1) biological bases of behavior, (2) cognitive-affective bases of behavior, (3) social and cultural bases of behavior, (4) growth and lifespan development, (5) assessment and diagnosis, (6) treatment, intervention, prevention, and supervision, (7) research methods and statistics, and (8) ethical/legal/professional issues. The passing score for the qualifying exam is obtaining a 70% correct rate on the overall exam items. Alternatively, students may choose to register and pay for the real EPPP as a Licensed Psychological Associate in TX and use a score of 70% or better to substitute for the Counseling Psychology program's qualifying exam.

Study materials are available and information about study materials will be given to students once they register for the comprehensive exam. Most students pass the qualifying exam with one attempt, but students are allowed two attempts to pass the Qualifying Examination on the Counseling Concentration. Students attempting the examinations for the second time must schedule the second attempt at the next scheduled administration of the examination. Permission to delay the second exam may be possible if the student provides the Counseling Committee with sufficient grounds for doing so.

Failure to pass the qualifying/comprehensive examination upon retesting may result in the dismissal of the student from the program. A written request submitted to the Counseling Committee is required when the student fails the 2nd attempt and would like to request an additional opportunity.

F. INTERNSHIP READINESS AND COMPREHENSIVE EXAM (IRC) (revised FA10, FA12, SU19, SU26)

The IRC Exam is the other segment of the counseling psychology comprehensive exam. The IRC Exam also functions as the oral segment of the comprehensive exam. The IRC is intended to be collegial (as opposed to adversarial). The IRC Exam is designed to provide developmental feedback about each student's clinical progress. The committee is interested in determining: (a) how well the student can think on their feet; (b) the student's level of clinical knowledge and case conceptualization skills; (c) the student's level of self-awareness as a maturing professional; (d) the student's readiness to articulate their theoretical orientation to applied professional work; and (e) the student's preparedness to engage in the internship application process. The intent is for the student to demonstrate a breadth of professional counseling competencies that is consistent with internship-readiness.

Candidates should be prepared to present and discuss one theoretical approach to counseling and psychotherapy and apply that theory to their clinical work. Candidates can prepare themselves in the following ways:

- a. Be familiar with the literature associated with the approach; both from the perspectives of its proponents and its critics.
- b. Be able to use clinical case data (i.e., organize and conceptualize a case using a self-selected counseling approach; be knowledgeable of assessment techniques; plan goals and treatment strategies; provide theoretically consistent rationales; and be aware of major psychopathological states and personality disorders as well as any case relevant issues involving vocational, developmental, multicultural, and ethical matters).

The IRC Exam also orients the student to the internship and employment application process as well as assists the student in identifying areas that need strengthening in preparation for internship. The IRC Exam requires students to show in-depth conceptualization skill as well as proficiency in integrating assessment and counseling abilities.

1. Eligibility

To be eligible to take the IRC exam, students must have fulfilled the following requirements: (1) completed the General Core courses (PSYC 5010, 5090, 5640, 5700, 5710, 6030); (2) fulfilled the History & Systems requirement; (3) successfully completed third-year practicum (or have written permission from their 3rd year Clinic practicum and CTS practicum supervisors); (4) have a degree plan filed and approved by UNT; (5) completed their thesis project or PSYC 5910 by 03/01 of the spring Semester in which they plan to take the IRC exam; and (6) plan to apply for internship the following year. The IRC Exam is held on two fixed days towards the end of the spring semester. The time for students to complete the IRC exam is in the spring semester immediately prior to the fall semester in which they will be applying for their pre-doctoral internship. Eligible students should register with the Program Director (or a designated program faculty) before January 15 if they would like to take the IRC exam in that spring semester. It is not required that students have completed all the Counseling Concentration Core courses before taking the IRC Exam.

2. IRC Exam Committee

The IRC Exam Committee will consist of two program faculty and the exam time will be 2 hours (see the next section for the specificity of the required components of the exam). The CPPC faculty will identify two specific days between late April and mid-May in each academic year to administer the IRC exam and will announce the selected days to students by the end of the Fall semester. The Program Director (or a designated program faculty) will coordinate with all program faculty to develop the IRC exam schedules which will include enough time slots for all students who have registered to take IRC Exam in that particular year. Registered students will each be assigned to a particular IRC Exam committee with a fixed time slot. The final arrangement and schedule of the IRC Exam will be announced by February 15.

The 2 faculty members of each IRC Committee decide among themselves who will serve as Chair of the committee for each of the students assigned to them. Typically, this is a matter of practicalities and logistics. The IRC Exam Committee will determine whether a student passes the IRC Exam based on criteria outlined in the “IRC Evaluation Form” (available on our program website). Whenever possible, the Chair will run the two-hour meeting so that the pass/fail result and oral feedback can be given to the student at the end of the Exam. On rare occasions when there is not enough time for oral feedback immediately after the Exam, the Chair will inform the student of the pass/fail result and meet with the student for oral feedback at the earliest opportunity. The Chair will prepare a letter to verify the result of the exam which will be sent to the student via email within 2 weeks of the Exam. The letter and evaluation will be copied to the Program Director, the student’s Academic Advisor, and put in the student’s file.

3. Components of IRC Exam (revised FA10; SU15, SU26)

The IRC exam includes two main sections, each lasting about 30-45 minutes: (1) theory-driven case presentation on one of your clients and Q&A about theoretical orientation and case; and (2) conceptualizations, clinical impressions, and initial treatment ideas on a hypothetical case provided by the committee. Students who are qualified for the IRC exam should complete and submit the following materials no later than 1 week prior to their assigned IRC exam day.

- a. Initial drafts of the four APPIC Application essays. Students should complete the four essays required for the APPI. For the purposes of the IRC examination, students should focus most of their time and attention on Essay #2 (i.e., Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.).
- b. The formal case presentation (revised SU07, FA10, SU11, SU13, SU15, SU19, SU21). Students are expected to select a client with whom they have worked recently (in their 3rd yr Psychology Clinic practicum or 4th yr externship) for at least 10 therapy sessions to write a formal case presentation report. All case material must be anonymous; fictitious names should be used to facilitate discussion of cases. The selected client should be an adult client. If the student would like to use a child or adolescent client for the formal case presentation, they must contact their IRC committee members by the end of February to get their approval. Depending on the committee members' clinical expertise, this request may or may not be approved. The main purpose of the case presentation is to illustrate how students use their theoretical orientation to inform case conceptualization and treatment. The formal case conceptualization paper may include, but is not limited to, the following sections: presenting concerns, demographic & background information, conceptualizations based on the selected theoretical orientation, diagnoses, multicultural considerations, treatment plan and course of treatment, including assessment tools that were used, and evaluation of the progress and outcomes.

NOTE: Students are expected to adhere to the following word-count limits for documents a and b described above: APPIC Application Essays—500 words each; Formal case presentation paper—2,000 words (approximately 8 pages in APA-style). Page limits do not include figures or references. Be aware that these are *upper* limits, not length *requirements*. Also, keep in mind that there is likely background information on your client you may choose to present orally that is not necessarily required for a cohesive conceptualization from your chosen theoretical orientation.

Students must submit the written materials (i.e., 4 APPIC essays and 1 formal case presentation) to their committee members at least one week prior to the scheduled IRC Exam day.

The IRC Exam will be conducted under the following format:

1. 3-5 minutes for brief discussion of the APPI materials (often with faculty members giving marked-up essays to the students). The student should *seek feedback from their IRC committee members if they do not have time to sufficiently review your APPI essays prior to IRC*.
2. 10-15 minutes for oral presentation of the student's theory-driven formal case presentation.
3. 20-30 minutes for the committee to ask questions related to the student's theoretical orientation and conceptualization of the client and case material, as well as some more general clinical questions. The general questions may address areas such as ethics, diversity issues, developmental issues, evaluation of clients, diagnoses, psychopharmacology, the evidence base of the theory and theory-driven interventions that were applied, and critiques of the chosen theoretical orientation. *See the IRC Exam Evaluation form in Appendix D for a more detailed list of the types of knowledge and skills that may be assessed.*

4. 5-6 minutes for the student to review the hypothetical case provided by the committee.
5. 5-8 minutes for the student to present their initial conceptualization (drawing from their preferred theoretical orientation), clinical impressions, and treatment/intervention ideas about the hypothetical case.
6. 20-30 minutes for the committee to ask the student additional questions or considerations on the hypothetical case.
7. 8-10 minutes for the committee to deliberate and complete the evaluation form.
8. 5-10 minutes for oral feedback to be given by the committee to the student

4. Evaluation Criteria (revised SU06, FA09, SP10)

1. See “Internship Readiness Comprehensive Exam Evaluation” in Appendix D for detailed evaluation criteria.
2. The IRC Exam is evaluated on a pass/fail basis determined by the committee members. A ‘partial pass’ is also an option. The possible results of the IRC Exam are as follows:
 - a) The student can "pass" the IRC Exam.
 - b) The student can “fail” the IRC Exam if the IRC Exam Committee decides that the student’s formal case presentation, including the written materials and/or oral presentation, and/or the oral defense of the hypothetical case is unsatisfactory. In this case, the student must re-take the IRC Exam in its entirety. The student’s IRC Exam committee will remain the same for any re-take. The re-take will not be scheduled any sooner than the following semester.
 - c) A student can partially pass when they "fail" only certain portions of the IRC (e.g., the formal case presentation was strong, but some aspects of the oral defense of the hypothetical case were not satisfactory), in which case particular deficiencies shall be specified in writing by the Chair of the student's IRC Exam committee. The IRC Exam committee will also specify deadlines for revised work.
3. There are no limitations on the number of times the student can attempt the IRC Exam. However, students are limited to attempting the exam one time each semester. The student's IRC committee will remain the same for any re-take.

*** Each IRC exam will be recorded using the recording software in the Psychology Clinic. IRC exams are recorded in case there is a disagreement between the two committee members. In that case, a 3rd program faculty will be asked to review the recordings of the IRC exam process to decide on the IRC evaluation result.

G FINAL COMPREHENSIVE EXAMINATION (Dissertation Defense) Administered upon completion of the dissertation. See the departmental GRADUATE STUDENT MANUAL for further information.

VI. PROFESSIONAL CONDUCT AND COMPETENCE (revised SP10; FA10)

As is clearly expressed in the statements of Purpose and Philosophy, the Counseling Psychology Program is designed to train professionals in the practice of psychology who are also trained in the conduct of psychological research. The faculty strives to assure the profession of psychology and the general public of the personal and professional integrity and competence of our students and our graduates. While we aspire to train scientist-practitioners, as career paths diverge, the day-to-day activities of our graduates can narrow. We are more committed than ever to our balanced scientist-practitioner training model because it can be a moderating force during divisive times in our field. It is our hope that being trained as both a scientist and a practitioner will act as a form of ‘check-and-balance’ for our graduates. Specifically, we expect that our practitioner-oriented students will not stray from the scientific foundation and methods that have allowed our profession to thrive, assist us in maintaining therapeutic efficacy, and protect our credibility. At the same time, however, we think our scientist-oriented students will not lose sight of the value of subjective experience, the complexity of human psychology, and the realization that psychology, as a relatively young science, must continue to develop and grow by challenging its assumptions and remaining open to innovation.

The Counseling Program also holds that personal and professional competencies are so closely related as to be almost inseparable. Students, therefore, are expected to demonstrate through their interactions with faculty, clients, other students, staff, and the University community at large, that they are free of personal problems that would interfere with their being able to work collegially and in the best interest of their clients.

Competence as a professional requires that students have the skills necessary to take appropriate responsibility in providing service to clients. The Counseling faculty takes seriously its commitment to the public and the profession of Counseling Psychology, that graduates of our program possess the applied skills needed to be effective while demonstrating responsible and ethical professional behavior.

The enactment of this commitment to our students includes making them aware of the following expectations as well as evaluating their competencies on a regular basis:

- A. **ETHICS REQUIREMENTS:** Graduate students in Counseling Psychology are expected to behave in accordance with accepted professional and ethical standards. All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code/ethics-code-2017.pdf>). All students should have received a copy of the Code from the Program during the summer before their first year. In addition, a copy of this document can be obtained through UNT’s electronic library, or a paper copy can be checked out from the Test Storeroom in the Clinic. An ETHICS VERIFICATION FORM (see Appendix E) is used to provide verification to the program that our students have (a) obtained a copy of the EPPCC, (b) acquired at least a beginner’s understanding of the EPPCC, and (c) been advised and encouraged to consult with their program advisors, faculty, and supervisors on any issues of ethical and professional concern. This form must be signed and returned to the Program Director before or during first-year orientation; students are not allowed to attend their first practicum meeting or present themselves as a staff member of the Psychology Clinic until they confirm their comprehension of the EPPCC as demonstrated by submission of their signed Ethics Verification Form. Additionally, students must successfully complete the HIPAA training through Canvas before completing the UNT Psychology Clinic orientation.

- B. USE OF ARTIFICIAL INTELLIGENCE TOOLS IN ACADEMIC, RESEARCH, AND CLINICAL TRAINING: Artificial intelligence tools are growing in influence, scope, and impact. Psychologists and psychologists in training are expected to think critically about the ethical, legal, professional, and educational implications of AI use.
1. Students are expected to familiarize themselves with and abide by AI-related policies and guidance from UNT, the counseling psychology program, course instructors, research supervisors, clinical supervisors, journals/publishers, and the profession. Relevant sources include:
 - a. UNT Guiding Principles on AI: <https://ai.untsystem.edu/guiding-principles.html>
 - b. UNT Statement on AI and Plagiarism: <https://guides.library.unt.edu/plagiarism/at-unt>
 - c. Ethical Guidance for AI in the Professional Practice of Health Service Psychology: <https://www.apa.org/topics/artificial-intelligence-machine-learning/ethical-guidance-ai-professional-practice>
 - d. APA Journals Policy on Generative AI: <https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>
 2. Important considerations for students:
 - a. Academic work: Students should not use generative AI tools to complete assignments, papers, projects, theses, dissertations, or other academic work unless the instructor, advisor, or supervisor has given explicit permission. When AI use is permitted, students are responsible for following all disclosure, citation, and attribution requirements.
 - b. Scholarly development: Developing one's own scholarly thinking and writing is an essential part of doctoral training. Overreliance on AI tools may undermine the development of these competencies.
 - c. Accuracy and accountability: Students are fully responsible for the accuracy and integrity of any work they submit. AI-generated material may include inaccurate information, fabricated references, biased content, or misleading claims.
 - d. Research and publication: Journal, publisher, grant, and IRB policies regarding AI use vary and may change over time. Students must follow applicable policies and consult with their advisor, research supervisor, or principal investigator before using AI tools in research or publication-related activities. APA journals, for example, require disclosure and citation when generative AI is used in drafting a manuscript.
 - e. Confidentiality and data protection: Students should not enter client data, clinical material, supervision material, identifiable student information, or research data into generative AI tools unless the tool has been approved for that purpose and the use is permitted by applicable university, IRB, legal, ethical, and supervisory requirements. This applies even when students believe the material has been de-identified.
 - f. Clinical judgment and competence: AI tools should not replace clinical judgment, supervision, assessment, diagnosis, treatment planning, case conceptualization, documentation responsibilities, or professional accountability.
 - g. Developing area: AI guidance is evolving rapidly, and program expectations may be revised as institutional, legal, ethical, and professional standards develop.

NOTE: Students who violate the AI guidelines above may experience academic penalties, including being asked revise and resubmit academic materials in accordance with these guidelines or receiving a failing grade.

- C. **ONGOING ASSESSMENT OF BASIC COUNSELING & INTERPERSONAL COMPETENCIES:** (revised SU11, SU17, SU18)
- 1) Students are expected to maintain familiarity with the counseling and interpersonal competencies that are expected for their development as a helping professional in this program. Lists of these competencies are described in the Annual Progress Review Evaluation form (available on the program's website) and the evaluation forms used by your Clinic and CTS practicum supervisors (available on the program's website). In addition, students are encouraged to discuss with their CPPC faculty and complete relevant reading assignments in various classes and practica to learn more about the counseling and interpersonal competencies.
- 2) Adequate applied skills involve the ability to work with clients following accepted professional guidelines. These skills will be assessed throughout the student's practicum training, including participation in practicum activities during the first year. If, in the opinion of a faculty supervisor, a student does not seem to be fit for or capable of conducting counseling services, then the practicum supervisor will notify the student and the Program Director in writing as to the nature of these deficiencies. The student shall be transferred to another practicum supervisor and the student's practicum work will be regarded as incomplete until a second opinion is formed. Subsequently, and no later than the following semester, the student's qualifications will be reviewed by the Counseling Psychology Program Committee and appropriate action taken.
- D. **AWARENESS OF BOUNDARY OF COMPETENCE:** As students engage in new applied activities and encounter novel professional situations, they are responsible for accurately assessing the bounds of their competence, consulting with supervisors when in doubt of their competence, and being familiar with the abundance of resources available that describe accepted professional and ethical standards. The following list is an example of such resources (many are available from the American Psychological Association, see www.apa.org).
- E. **ETHICS AND PRACTICE GUIDELINES PARTIAL RESOURCE LIST:**
- Guidelines for Psychological Practice with Older Adults (2024)
<https://www.apa.org/practice/guidelines/guidelines-psychological-practice-older-adults.pdf>
- Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality (2017)
<https://www.apa.org/about/policy/multicultural-guidelines.pdf>
- Psychological Practice with Sexual Minority Persons (2021)
<https://www.apa.org/about/policy/psychological-sexual-minority-persons.pdf>
- Psychological Practice for People with Low-Income and Economic Marginalization (2019)
<https://www.apa.org/about/policy/summary-guidelines-low-income>
- Race and Ethnicity Guidelines in Psychology: Promoting Responsiveness and Equity (2019)
<https://www.apa.org/about/policy/summary-guidelines-race-ethnicity>
- APA Guidelines for Psychological Assessment and Evaluation (2020)
<https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>
- APA Guidelines on Evidence-based Psychological Practice in Health Care (2021)
<https://www.apa.org/about/policy/psychological-practice-health-care.pdf>
- Ethical Principles of Psychologists and Code of Conduct (2016)

<https://www.apa.org/ethics/code>

Guidelines for Psychological Practice with Girls and Women (2018)

<https://www.apa.org/about/policy/psychological-practice-girls-women.pdf>

Copies of all the resources listed above can be downloaded from the [APA websites](#). Students should become familiar with these guidelines as needed and bring questions and concerns to practicum and research supervisors, course instructors, and other faculty.

- F. **SEPARATION FROM PROGRAM:** After a thorough investigation, due process, and proper hearings, any student who appears unlikely to succeed professionally, regardless of grades earned, may be separated from their degree program (see department GRADUATE STUDENT MANUAL).
- G. **REGULAR COMMUNICATION:** The Program must maintain current information to update program status reports with the department, college, university, and various accrediting agencies. As such, students are expected to respond promptly to requests for information regarding professional activities and progress in the program. These requests are typically sent by email in May.
- H. **PERMISSION NEEDED TO ENGAGE IN PSYCHOLOGICAL SERVICES OUTSIDE OF A FORMAL PRACTICUM COURSE:** The Counseling Psychology Program strives to instill the importance of appropriate responsibility in providing psychological services to clients in any setting. Psychological services are regulated by state licensing laws, which allow students to provide psychological services only as part of a supervised course of study. Unless a student has a credential that would allow the provision of services to clients, any student providing psychological services must be enrolled in 6820 or 6830 for each semester they are engaged in internal or external practicum. No student may engage psychological services without adequate supervision and prior approval. Thus, even if you have a credential that would allow it, you must have permission from the Program before providing psychological services outside of a formal practicum course.

“Psychological services” is defined as acts or behaviors that are included within the purview of the practice of psychology. “Practice of psychology” includes (A) the observation, description, diagnosis, evaluation, assessment, interpretation, or treatment of and intervention in human behavior by applying education, training, methods, and procedures for the purpose of: (i) preventing, predicting, treating, remediating, or eliminating: (a) symptomatic, maladaptive, or undesired behavior; (b) emotional, interpersonal, learning, substance use, neuropsychological, cognitive, or behavioral disorders or disabilities, including those that accompany medical problems; or (c) mental illness; (ii) evaluating, assessing, or facilitating, by a license holder or a person who represents the person to the public by a title or description of services that includes the word “psychological,” “psychologist,” or “psychology,” the enhancement of individual, group, or organizational effectiveness, including evaluating, assessing, or facilitating: (a) personal effectiveness; (b) adaptive behavior; (c) interpersonal relationships; (d) academic, vocational, and life adjustment; (e) health; or (f) individual, group, or organizational performance; (iii) providing psychological, neuropsychological, and psychoeducational evaluation, therapy, and remediation as well as counseling, psychoanalysis, psychotherapy, hypnosis, and biofeedback; or (iv) consulting with others, including other mental health professionals, physicians, school personnel, or organizations within the scope of the provider's competency and training with respect to services provided for a specific individual; or (B) the supervision of an activity or service described by Paragraph (A).

Approval to engage in psychological services outside of formal program-sanctioned training experiences is contingent on the student remaining in good standing in the program and making adequate progress toward program requirements, including coursework, clinical training, research milestones, assistantship responsibilities, and professional behavior. The program may review, modify, suspend, or revoke approval if concerns arise that the outside work is interfering with the student's progress, training responsibilities, professional development, or compliance with program expectations.

Students who receive approval for outside psychological services must notify the Program Director and their advisor of any substantive changes in the nature, scope, setting, supervision, licensure/credentialing status, or time commitment of the outside work. Continued approval may require additional review by the program.

I. REMEDIATION:

The CCPC may decide to activate a remediation plan to address students' deficits in academic performance, clinical competency, professional value and conduct, and/or interpersonal and communication issues. The concerns that may activate a remediation plan may include, but are not limited to the following situations: (1) receiving a grade below a B in an organized, non-practicum course; (2) not making timely progress in completing the required research projects; (3) persistent and/or serious concerns raised by the faculty or CTS supervisor about the student's performance in the internal practicum course in Psychology Clinic or CTS; (4) persistent and/or serious concerns raised by the supervisor about the student's performance in an external practicum site; and (5) persistent and/or serious concerns about the student's professional values, conduct, and/or interpersonal relationships with peers, faculty, and staff in the department.

Before activating a remediation plan (RP), the CCPC will carefully examine all available data and evidence to assess if implementation of an RP is warranted. During the deliberation process, the student will be invited to submit their input in writing as part of the data and a program faculty will be designated to serve as the advocate for the student. If an RP is implemented, it will explicitly state the time period, required activities, evaluative criteria, benchmark performance, and the possible consequences. While implementing an RP, the student will receive oral and written feedback periodically so they will have the opportunity to incorporate the feedback to improve their performance.

- When an RP results from a student's unsatisfactory performance in the Psychology Clinic practicum, the faculty team supervisor will draft the remediation plan with the assistance of the program DCT. The student's primary advisor will serve as the advocate. If the faculty team supervisor is the student's primary advisor, the student will have the right to select a different program faculty member to serve as their advocate.
- When an RP results from a student's prolonged non-progress in their research activities, the research supervisor will draft the remediation plan with the assistance of the program DCT. The student will have the right to select a different program faculty member to serve as their advocate.
- When an RP results from a student's unsatisfactory performance in a non-practicum organized course, CTS, or an external practicum site, the program DCT will

communicate with the course instructor, the direct clinical supervisor in CTS, or the external practicum site to get detailed information about the underperforming areas and specific examples. The DCT will draft the remediation plan with the assistance of the student's primary advisor and other program faculty. The student's primary advisor will serve as the student advocate during the discussion process.

- The student with an RP related to unsatisfactory clinical performance may receive an "I" as the course grade, when appropriate. If the student successfully completes the RP and satisfies the relevant clinical/course requirements, the instructor may assign a passing grade to replace the "I". In some cases, unsatisfactory clinical performance may result in a non-passing grade rather than an Incomplete, depending on the nature and severity of the concerns and the student's performance relative to course and clinical training expectations.
- When concerns about a student that are not clinically related and are more interpersonal or professional in nature (e.g., repeated conflicts with peers, unprofessional conduct, etc.), attention will be focused on the frequency and severity of the presenting concern. After the concern is brought to the program faculty's attention by any program faculty who have direct observations on the concerning behaviors and it is determined that an RP may be needed, the program DCT will speak directly with the student about the concerns and share what possible actions may follow. Students will be asked to provide a written response and may be invited to orally share their perspectives directly with the program faculty in an arranged meeting. The entire program faculty will then discuss the input from the student to decide if an RP should be activated. If so, the program DCT will draft the plan with the assistance of the faculty who have direct observations on the concerning behaviors. The student's primary advisor will serve as the student advocate. If the primary advisor is the program DCT or the one who bring forward the concerns, the student will have the right to select a different faculty member to serve as their advocate.

VII. ADVISORS AND COMMITTEES

A. THE ACADEMIC ADVISOR

All incoming students to the doctoral program in Counseling Psychology will be assigned an "Academic Advisor" (also referred to as the "Research Supervisor" or "Research Advisor") by the Program Director. The advisor will be a member of the CPPC faculty. This person will have the responsibility for helping the student with program planning and other academic advisement, and for reviewing and approving what courses to take in each semester. The academic advisor will also be the one to supervise the student's thesis or 5910 research project.

The student may request to change their academic advisor/research supervisor after 1 year of working with the faculty. The student is encouraged to consult the Program Director or the student advocate before making this decision. The "Change Advisor Form" is available upon request. There is no approval process for changing an advisor, but the student will need to identify a program faculty who agrees to accept the student as their new advisee and communicate with their previous academic advisor in person before completing the form. The form requires signatures from both the previous and new advisors and should be submitted to the Program Director when it is completed.

After another member of the Counseling Psychology Program Committee (CPPC) becomes your Research Advisor (i.e., Thesis/PSYC5950 or PSYC5910; PSYC6950/dissertation), that faculty member replaces the faculty member who was initially assigned as your Academic Advisor. In some unusual situations, students may complete their research with a faculty member who is not on the CPPC (approval from the CCPC is required); in that case, the student will keep their original counseling faculty member as an academic advisor.

B. COUNSELING COMMITTEE STUDENT ANNUAL PROGRESS & OTHER REVIEWS

(revised SP10; FA10; SU11, SU14)

All students who are admitted to the doctoral program in Counseling Psychology are chosen because they appear to have outstanding potential for completing the requirements for the PhD and for developing a broad professional role as practitioners, researchers, and educators. Admission to the doctoral program represents a commitment on the part of the faculty to sponsor the student's pursuit of the PhD. Most students fulfill the expectations that form the basis of admission and sponsorship.

Beginning in the first year of graduate enrollment and each year thereafter, the Counseling Committee meets and reviews the student's progress in several areas. The areas include: (a) academic performance, (b) the development of research skills and scholarly works, (c) the development of applied competencies, (d) adherence to ethical standards in professional activities, and (e) satisfactory advancement in meeting the requirements of the doctoral program. The results of each student's "Annual Progress Review" [APR] will be emailed to the student, given to the students' Academic Advisor, and filed in the student's file maintained by the GC. Students should consult with their Advisor to obtain any clarifications concerning the review.

On rare occasions, the CPPC may identify serious deficiencies in one or more areas that are evaluated. In this case, and depending on the severity of the deficiencies, the recommendation may be to place the student on probation or to separate the student from the doctoral program in Counseling Psychology. If the CPPC adopts the recommendation for probation, the student will be placed on probationary status for a specified period. Then, the CPPC or an *ad hoc* subcommittee of the CPPC, typically in consult with the Department Chair and a representative from the UNT legal team, will act promptly to develop a remediation plan for the student. The student will be expected to correct the deficiencies during the probationary period.

Separation of the student from the doctoral program in Counseling Psychology will occur if (a) severe deficiencies exist and a period of probation does not offer a constructive course of action, (b) the student fails to make satisfactory improvement in an area(s) of deficiency during a probationary period, (c) the student does not satisfactorily complete the remediation plan as prescribed.

C. THESIS COMMITTEE (revised SU09; SU16, SU26)

A committee is formed when the student chooses a major professor who agrees to direct the thesis research (PSYC 5950). If the major professor is a member of the Counseling Psychology Program Committee, they will also become the student's Degree Plan Advisor. Two other faculty members (at least one must be a member of the Counseling Program faculty) along with the major professor then constitute the committee. If the major professor is not a member of the CPPC, at least two other members of the committee must be a member of the Counseling Program faculty. No more than one full-time practitioner can serve on a student's research committee.

When a student's Independent Research serves as a substitute for a master's thesis (i.e., PSYC 6610), the student may work with a single faculty member who will direct the project.

D. DOCTORAL DISSERTATION COMMITTEE (revised SU07; SU10; SU11; SU15; SU16; SU17, SU26)

A doctoral dissertation committee consists of three members from the Psychology Department, two of whom must be a member of the Counseling Program faculty. If the major professor is a member of the Counseling Program Committee, they will also become the student's Degree Plan Advisor. If the major professor is a member of the Psychology Department but not a member of the CPPC, the student will retain their prior Degree Plan Advisor. If the major professor is not a member of the CPPC, at least two other members of the committee must be a core member of the Counseling Psychology Program faculty. No more than one full-time practitioner can serve on a student's research committee. The third and potential fourth members of the committee must comply with Department and/or Graduate School requirements.

In addition, students may include at least one additional member from outside the Department of Psychology. This traditional practice can support interdisciplinary research and to enrich the experiences of our students and faculty.

An additional/outside member may be (a) a UNT faculty member from another department; (b) a community professional especially appointed to the committee through the Department of Psychology; or (c) a faculty member from another university especially appointed to the committee through the Department of Psychology. Additional members may not replace the three departmental members. To obtain this additional member, the student requests a form from the departmental GC's office (see Graduate Student Manual). Signatures of the major professor, program director, and department chair are required to file this form. This university member serves in the same capacity as the departmental committee members and must attend both the proposal and final defense meetings.

E. PASS THROUGH MASTER'S DEGREE

POLICY FOR AWARDING OF "MASTER'S IN PSYCHOLOGY" DEGREE

(approved by the Graduate Committee July 5, 1994; updated 3/14/96; revised FA09; SU10, SU11, SP12, SU14)

The Psychology Department's Graduate Committee approved minimum standards for the Master's in Psychology degree. The intent of the standardization is to prevent creation of an entirely cafeteria-style master's degree program that the department could not justify/defend to external review. This degree is available to graduate students admitted directly into the PhD program from a Bachelor's degree, students admitted to PhD programs from a Master's degree in fields other than Psychology, or students who are required to complete a thesis as part of the Counseling Psychology PhD program. UNT requires that students be admitted to the Pass-Through Master's Degree program to submit their thesis for graduate school requirements and publication.

1. This Master's degree is designated officially as a degree in "Psychology." Students seeking the degree must list "Psychology" as the major field on the Master's degree plan. Officially, this is not a master's in "counseling psychology".
2. The degree is colloquially known as a "pass-through" master's for students in doctoral programs who want to pick up a master's degree in route to the PhD.
3. The intent of the policy is to set the minimal requirements for the "Master's in

Psychology" that would apply across all programs whose students use this degree track. The degree is an M.S. in Psychology.

4. To be eligible for a Pass-Through Master's, students must have completed their Master's thesis (PSYC 5950).
5. All the course work to be credited toward the master's degree plan must be numbered 5000 or higher.
The total hours for the "Master's in Psychology" is 30 hours, including your Master's thesis (PSYC 5950). These 30 hours should not be listed on the doctoral degree plan.
6. These minimum requirements are not intended to meet licensing or certification criteria for any state or national board.

The Counseling Psychology program makes provision for counseling students who wish to obtain a Master's degree on the way to the PhD in Counseling Psychology. The pass-through master's degree may be obtained only by doctoral students who enter the program without a master's degree in psychology or have a master's in a field other than psychology or have a Master of Arts and wish to obtain a Master's in Science. The requirements for this degree are usually completed by the end of the third year. This degree will not permit the student to achieve certification as a Psychological Associate in Texas because it does not contain sufficient practicum experience. However, by the end of students' third year enough hours of practicum may have been obtained and the student may then be eligible for PA credentialing. The course requirements are as follows:

PSYC 5010 Human Development	3
PSYC 5700 Quantitative Methods I	3
PSYC 5710 Quantitative Methods II.....	3
PSYC 5420 Assessment I.....	3
PSYC 5430 Assessment II.....	3
PSYC 5780 Psychopathology.....	3
PSYC 5950 Thesis.....	6
2 from either PSYC 5090, 5640, or 6030	6
Total 30 hours	

A model PhD degree plan accompanied by a Pass-Through Master's degree plan appears in Appendices A & B.

Application to the Graduate School for admission for the "Pass-Through" degree must be submitted to the Psychology GC prior to submitting a "pass-through" degree plan. (Allow at least 2 weeks for processing.) Otherwise, UNT will return the degree plan unapproved.

VIII. STUDENT REPRESENTATION (revised SU05)

During the spring semester of each academic year, a student from the PhD program in Counseling Psychology is elected by their peers to serve as representative on the Counseling Committee for a 2-year term. The two representatives have voting privileges (they share 1 vote) and participate in most of the business brought before the Committee. Perhaps the most important objective of student representation on the CPPC is to serve as a liaison with students in the program. The involvement of the representatives in the business before the Committee permits another means for facilitating the coordination of activities and communication between faculty and students.

Representatives are expected to take an active role in presenting the interests and needs of their peers. In this way, they provide input into the discussions of the Committee and place business on

the agenda of the Committee meetings for consideration, clarification, and/or decision. Likewise, the representatives are expected to provide information and feedback from the CPPC to other students regarding policies and issues of concern to students and the program. Their informed contributions should be helpful and influential in the deliberations of the Committee. It is anticipated that on some matters, the input of representatives may best be accomplished by a systematic survey of graduate students regarding their opinions.

IX. POLICIES, PROCEDURES, AND APPEALS (revised SU10, SU14, SU19)

- A. Students are advised to obtain and consult the UNT Dean of Students Office and their published materials (or <https://studentaffairs.unt.edu/dean-of-students/programs-and-services/index.html>) to acquaint themselves with official University policies, regulations and procedures that concern student conduct and discipline, grade appeals, open records, and so forth. Other pertinent information regarding academic policies can be found in the UNT Graduate Catalog at <http://catalog.unt.edu/index.php>
- B. Students also are responsible to remain informed of the policies and procedures found in the departmental GRADUATE STUDENT MANUAL and this COUNSELING PSYCHOLOGY DOCTORAL PROGRAM MANUAL.
- C. Students taking practicum coursework in the Psychology Clinic must familiarize themselves with policies and procedures contained in the PSYCHOLOGY CLINIC MANUAL.
- D. Students who have grievance with the policies and regulations of the Counseling Psychology Program should discuss the matter with their degree plan advisor, their student representatives, or the Program Director. Many times, grievances arise from misinformation or misunderstanding, and a check-in with accurately informed colleagues can resolve incongruities.
- E. Grievance Policies: A “grievance” is a student’s formal expression of disagreement or dissatisfaction with Counseling Psychology Program-related situations, such as the performance or actions of a Counseling Psychology Program (CPP) faculty member or of a CPP policy, which a student believes to be unfair or inconsistent with the UNT policies or common practices.

Concerns covered by the CPP grievance policy may include, but are not limited to concerns about student credit for research contribution, working relationships between students and with faculty members, unfair treatments imposed by program faculty or program policies, etc. It is important to note that the CPP Grievance Policy does not replace situations and concerns covered by the university’s grade challenge policy or the University’s Sexual Harassment and Anti-Discriminatory Harassment policies. In sum, any non-criminal issue that is not covered by existing university grade challenge and sexual and anti-discriminatory harassment policies occurring during a student’s training in the program and that is not resolvable through direct communication with the involved parties may be channeled through the grievance process of the program. Reasonable effort will be made to protect the privacy of any student who files a grievance; though full confidentiality may not be possible depending upon the situation.

Grievance Procedure: If a student believes that they have been subject to an incident(s) meriting filing a grievance, the first steps are to pursue informal resolution of the conflict.

The grievant should first:

- Discuss concerns directly and immediately with the party(ies) causing the grievance; and/or

- Consult with the Director of Clinical Training (if the DCT is not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or
- Consult with their faculty advisor (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or
- Consult with other faculty in the program or department whom they trust (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or
- Consult with the student advocate faculty members in the department (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or
- Consult with the Student Representatives (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed.

If the complaint cannot be resolved informally, a written grievance may be composed and submitted to the DCT. Within a week of the time the official written grievance receipt, the DCT will inform the targeted party(ies) of the grievance. The complainant should be aware that the written grievance will be shared directly with all parties. If the DCT is the targeted party of the grievance, the student may submit the written grievance to the associate program director or a designated program faculty.

If the grievance concerns a program policy, the Grievance Committee will be comprised of the entire Counseling Psychology Program Committee. The Grievance Committee will consider all available evidence and make a decision within 45 calendar days. The DCT will communicate the decision with the student who files the grievance. The Counseling Psychology Program committee will seek to deal expeditiously, fairly, ethically, and privately (to the extent possible) with the grievance expressed.

If the grievance concerns a specific faculty member (rather than a grievance concerning a policy or other non-entity), all persons involved must be informed within one week of the formal grievance receipt and a three-person Grievance Committee will be formed as follows:

1. Within two weeks, the complainant and the targeted faculty must each select an appointed faculty representative to serve on the Grievance Committee.
 - a. The student(s) submitting the grievance will select a faculty member (who may or may not be a member of the Counseling Psychology Program, but must be from the Department of Psychology) to serve on the Grievance Committee;
 - b. The targeted faculty member(s) will select a Counseling Psychology Program faculty member to serve on the Grievance Committee;
2. Within two weeks, the two faculty members on the Grievance Committee will jointly identify a third faculty member to serve as the final member of the Grievance Committee.
3. The Grievance Committee must include at least two program faculty members. That is, if the student(s) selected a non-Counseling Psychology faculty member, this third member must be a Counseling Psychology Program faculty; otherwise, they must be from the Department of Psychology and may or may not be Counseling Psychology faculty.

Once the Grievance Committee is formed, the committee will meet to discuss the grievance and make a decision and recommendations on how to address the grievance as soon as feasible, but no later than 45 calendar days. Once a final decision and the recommendations are made, the Grievance Committee will put them in writing and deliver them to the DCT who will then communicate this outcome with the complainant student(s) and other involved party(ies).

Though there is no guarantee, all inquiries, complaints, and investigations will be treated confidentially *to the extent possible* and individual faculty members will be involved on an as

needed basis. All involved materials will be kept in a private program grievance and complaint folder and kept separate from the complainant's student records file. The DCT will keep a copy of formal complaints/grievances and will, if required, share this with accrediting bodies.

F. Appeal/Petition: From time to time, a student may wish to have a regulation or decision of the Counseling program reconsidered based on their personal need. On these occasions, it may be possible for the student (working in conjunction with their academic advisor) to bring an appeal/petition to the CPPC for review and consideration. The written petition should be submitted to the Program Director. There are certain requirements and policies that are firm and cannot be appealed; those cases are typically noted in this and/or other manuals listed in A, B, & C above. Any request for exemptions from or relief from program rules and policies must be brought before the committee at a regular meeting of the committee. Most often accommodations can be made that mutually satisfy the needs of the student and the program. All program policies and decisions concerning students are subject to the approval of the Department Chairperson and the Graduate School. In specific instances, Counseling Psychology Program or Departmental policies may be more rigorous than those of UNT. In such situations, the Program or Departmental policy takes precedence. Students who wish department level review of a program decision should submit their grievance to the Departmental Chairperson.

G. Reasons for dismissal from the counseling program can occur for one of three general reasons:

- 1) Failure to meet the department's continuous enrollment policy (See the Department Graduate Manual);
- 2) Non-academic reasons (also see the Department Graduate Manual for more information);
- 3) Academic reasons either as determined by the counseling committee or due to 3 grades of C or lower

A student who is failing to make satisfactory academic progress in the degree program will be dismissed from the program by action of the counseling committee. Some examples of failure to make satisfactory academic progress:

- 1) A student who is placed on "academic probation" for a second semester or who remains on "academic probation" for two consecutive semesters by UNT.
- 2) A student who is placed on "suspension" at any time by UNT.

For extenuating circumstances, the student could appeal dismissal for academic reasons to the CPPC.

APPENDIX A
SAMPLE PHD COUNSELING PSYCHOLOGY DEGREE PLAN

University of North Texas

Doctoral Degree Plan

(Please Type)

All work to be credited toward the doctoral degree must be completed within a period of 8 years from the date doctoral credit is first earned. Responsibility for reading catalog requirements and for knowing when program has been completed rests entirely with the student. Application for graduation must be filed in the office of the Toulouse School of Graduate Studies before the appropriated deadline date (see Graduate School calendar).

Name: Sue Student _____ ID: _____

Address _____ City _____ State _____ Zip _____

PhD _____ Counseling Psychology _____
 Degree Sought _____ Major _____ Minor (Experimental only) _____

DEGREES HELD

	Bachelor's	Master's
Name of Degree	_____	_____
Institution	_____	_____
Year	_____	_____
Major	_____	_____
Minor	_____	_____

ADMISSION AND RESIDENCY DATA

Dates: First Doctoral course: _____ Residency: _____ Date (sem/yr) by which degree must be completed: _____

List Tool Subject courses by prefix and number, examinations and dates only:

A. Language Examination/Date Passed:	N/A _____
B. 12 Hours Language/Date last Course:	N/A _____
C. 6 Hours Stats/Research, Kine,Biol, etc.	N/A _____
D. 9 Hours Computer Science:	N/A _____
E. 8 Hours PSYC; 5700 & 5030 only:	N/A _____

SUMMARY OF PROPOSED CREDIT HOURS

	At UNT	Elsewhere
Major field including dissertation:	_____	_____
Minor field (if required):	_____	_____
Total each column:	_____	_____

Grand Total: _____

PROGRAM APPROVAL

Major Professor	_____
Minor Professor	_____
Committee Member	_____
Committee Member	_____
Program Director	_____
Associate Department Chair or Department Chair	_____
Dean, Graduate School	_____
Date Approved	_____

List UNT courses, not counted towards a master's degree, by prefix, number and title.

Major Field Courses	Semester Hours	Date	Grade
<u>General Core</u>			
**Don't include courses here if used on a Master's Degree (UNT or other!)			
Psyc 5900 Special Problems--History and Systems	1		
Psyc 5010 Human Development	3		
Psyc 5090 Social Psychology	3		
Psyc 5640 Cognitive and Affective Bases	3		
Psyc 5700 Quantitative Methods I	3		
Psyc 5710 Quantitative Methods II	3		
Psyc 6030 Biological Bases of Behavior	3		
<u>Program Core</u>			
Psyc 5420 Assessment I	3		
Psyc 5430 Assessment II	3		
Psyc 5470 Vocational Psychology: Developmental Aspects	3		
Psyc 5680 Foundation of Counseling Psychology	3		
Psyc 5690 Legal and Ethical Issues in Professional Practice	3		
Psyc 5780 Psychopathology	3		
Psyc 6022 Application of Counseling Methods	2		
Psyc 6060 Group Psychotherapy	3		
Psyc 6300 Theory and Application of Multicultural Counseling	3		
Psyc 6620 Supervision	3		
Psyc 6630 Series on Psychotherapy	3		
<u>Practicum</u>			
Psyc 6820/6830 Practicum (Participant-Observer 1 st year)	2		
Psyc 6820/6830 Practicum (Clinic 2nd year & Summer)	9		
Psyc 6820/6830 Practicum (3rd year)	6		
Psyc 6820/2830 Practicum (4 th year)	2		
<u>Free Electives</u>			
<u>Internship</u>			
Psyc 6840 Predoctoral Internship (1-3 credits)	1		
Psyc 6850 Predoctoral Internship (1-3 credits)	1		
<u>Research</u>			
Psyc 5950 Thesis Research (List On Master's Degree Plan ONLY)	6		
Psyc 6950 Dissertation (minimum 9 hours)	9		
Sub Total			
<u>Elective Cluster</u>			
xxxx 4 courses = at least 12 hours			
xxxx (see Counseling Psychology Doctoral Manual)			
Xxxx			
Xxxx			
Sub Total			
Grand Total (transfer to front)			

APPENDIX B
“PASS THROUGH” MASTER’S DEGREE PLAN

UNIVERSITY OF NORTH TEXAS GRADUATE SCHOOL
Master’s Degree Plan

The original of this form must be submitted to the Office of the Graduate Dean for approval.

Name _____ ID No. _____

Home address _____

Master’s degree to be earned M.S. (can elect M.A. if foreign language) Major: **Psychology**

Major Professor _____ Minor Professor _____

Any deficiencies in undergraduate prerequisites _____

Responsibility for reading catalog requirements and for knowing when program has been completed rest entirely upon the student. Application for graduation must be filed with the Graduate School office before the deadline date in force during your final semester. See Graduate School calendar for deadline date.

The number of UNT off-campus residence courses which may be applied to the master’s degree is limited by state regulations. Consult the Office of the Graduate Dean for information concerning this restriction.

Identify transfer courses with school abbreviation and date completed. Official transcripts of transfer work must be filed before courses can be approved.

Courses to be completed for the master’s degree

Course Prefix and No.	Course Title	Credit Hours	Date Completed	Grade

Admission to candidacy is recommended:

Total Semester hours required: 30

Major Professor Sign & Print Name

Department Chair Sign & Print Name

Program Director Sign & Print Name

Date

To Be Completed by Graduate Dean

This student is admitted to candidacy:

Date

Dean of the Graduate School

APPENDIX C
PSYCHOLOGY DEPARTMENT PROGRAM REQUIREMENT WAIVER FORM

Psychology Department
University of North Texas

Course Waiver Request (Graduate Course)

Student Name: _____ **ID#:** _____

Program: _____ **Date:** _____

1. Prior course used to support waiver:			
2. Text and/or readings: Please attach on extra sheets			
3. Course Completed ON (Date):		4. Grade Received:	
At University:			
5. Attach syllabus	Required		
6. Course description:			
7. CATALOG DESCRIPTION:			
8. UNT Course Requirement to be Waived (<i>Name and Course Number</i>):			
# of Hours:			

Signature of Program Director or Department Chair

This signature indicates approval of the course waiver request.

Date

APPENDIX D
IRC EVALUATION CRITERIA

Internship Readiness Comprehensive Evaluation

Student: _____ Date: _____

Chosen Theoretical Orientation: _____

Committee Members: _____

Internship Readiness as Assessed Through Written Materials, Presentation, and Q/A

Inadequate	Developmentally Appropriate	Professional Level
------------	--------------------------------	-----------------------

I. Case Description/Problem Identification

(e.g. initial hypotheses).

Markers: provides adequate information about client's presenting concern and background; describes client's primary issues using correct theory-driven terminology; evaluation of evidence-based practice for the selected theory

--	--	--

Comments & Suggestions:

1. Formal Case Presentation
2. Hypothetical Case

II. Assessment/Diagnosis

(e.g. testing, observational data collection).

Markers: uses appropriate measurement or assessment tools/strategies; obtains required information for accurate diagnosis and treatment planning; differential diagnoses – considers alternatives and selects best fitting diagnosis

--	--	--

Comments & Suggestions:

1. Formal Case Presentation
2. Hypothetical Case

III. Develops/Implements a Plan of Action/Intervention

Markers: answers accurately questions about conceptualization/treatment plan integration; treatment

--	--	--

plan logical and theoretically consistent; uses basic counseling skills; demonstrates therapeutic techniques consistent with theoretical approach.

Comments & Suggestions:

1. Formal Case Presentation
2. Hypothetical Case

--	--	--

IV. Recognizes/Formulates Effective Crisis

Response

Markers: awareness of/sensitivity to signs of crisis situations; has specific knowledge of steps to take in managing client crisis situations.

Comments & Suggestions:

1. Formal Case Presentation
2. Hypothetical Case

--	--	--

V. Attends to Issues of Diversity (e.g., developmental, multicultural)

Markers: awareness of/sensitivity to issues of diversity as they apply to presented client; awareness of/knowledge about one's own diversity experience and its personal impact

Comments & Suggestions:

1. Formal Case Presentation
2. Hypothetical Case

--	--	--

VI. Demonstrates Awareness of Personal and Professional Limitations

Markers: understanding of own limits of competence and takes appropriate action (e.g., consultation, supervision, research, training); understanding of own limits, biases, countertransference and values and their treatment impact

Comments & Suggestions:

1. Formal Case Presentation
2. Hypothetical Case

--	--	--

VII. Recognition/Application of Case Relevant Laws and Professional Standards

Markers: awareness of/ability to elaborate upon case related statutes; identifies case-related ethical concerns; has awareness of/able to elaborate about ethics and professional standards of psychological practice

Comments & Suggestions:

1. Formal Case Presentation
2. Hypothetical Case

--	--	--

IRC Evaluation Outcome

1) Given the Counseling Program's overall goals for the development of counselor competencies, is this student ready for internship?

___ Yes/Pass ___ Yes & No (Partial re-take of IRC required) ___ No/Retake all of IRC

2) If "Yes & No", which components of the IRC must be revised or redone?

3) Deadline for the completion of the work described in #2 above: _____

4) If "No/Retake all of IRC" what plan is recommended for the student to remedy their deficiencies? (Use back of this evaluation packet.)

APPENDIX E
ETHICS VERIFICATION FORM

Counseling Psychology Program
Ethics Verification Form

The Counseling Psychology Doctoral Program Manual discusses the importance of professional competence and state, “Graduate students in Counseling Psychology are expected to behave in accordance with accepted professional and ethical standards.”

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current APA Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code>). This form is used to provide verification to the program that our students (a) have familiarized themselves with the EPPCC, (b) agree to adhere to the EPPCC, and (c) have been advised and encouraged to consult with their program advisors, faculty, and supervisors on issues of ethical and professional concern.

This form must be signed and returned to the Program Director before you attend Clinic Practicum.

My signature below indicates that I agree to familiarize myself with and adhere to the current Ethical Principles of Psychologists and Code of Conduct (available at <https://www.apa.org/ethics/code>) and have been advised to ask questions of my program advisor, faculty, or supervisors about any ethical issues or concerns that arise during my tenure in the program.

Student _____ Date: _____
(print name)

Fall semester entered program _____
(year)

Signature _____