

Counseling Psychology Doctoral Program Handbook

AY 2022-2023

This handbook was prepared by the Counseling Psychology Program faculty and contains information on Counseling Psychology program procedures and regulations, but does not cover every possible situation. Consulting the Educational Psychology EDP [All Students Handbook](#) and [Doctoral Student Handbook](#), The University's [General Information Catalog and Graduate Catalog](#), your faculty mentor/advisor, Area Chair, Department staff, Graduate Advisor, or Department Chair is recommended for further clarification of any particular issue.

Students should read through and understand the information provided in the handbooks and catalogs before reaching out for further clarification.

Careful study of these sources will aid in long range planning of a student's graduate program. Please also note that Counseling Psychology requirements of students may vary somewhat as a function of the year of entry into the program. The years listed on this handbook should be considered valid for students **who entered the program that year**.

Procedures in the Students Handbook change occasionally, and all students are expected to know the latest administrative processes in effect **at the time they are going through that process**.

The Counseling Psychology program expects students to successfully complete all requirements in six areas: Coursework, Practicum, Collaborative Research, Qualifying Process, Dissertation and Internship. Requirements in the areas of Coursework, Qualifying Process, and Dissertation are governed by policies at the level of the Department (Educational Psychology) and the Graduate School, as well as by program policies.

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Introduction

This handbook has been prepared to help Counseling Psychology (CP) doctoral students matriculate through the program as smoothly as possible. It includes information about the specific requirements for the CP doctoral program as well as CP program-specific requirements within the curriculum of the Department of Educational Psychology (EDP). Also included in this handbook are helpful hints, insider information, and questions that are frequently asked by students currently in the program.

Please remember that your *major* is Educational Psychology and your *specialty* is Counseling Psychology. This is how you are viewed by the UT Graduate School and what will appear on your transcript. It is important, therefore, that you become familiar with not only the Counseling Psychology Doctoral Program Handbook, which will discuss CP-specific requirements, but also the [EDP Student Handbook](#), which discusses the requirements you must meet for the Department

and the Graduate School. In short, you have three levels of curriculum requirements: Graduate School; Educational Psychology Department; Counseling Psychology Program. It is your responsibility to understand these requirements and plan your courses accordingly in conjunction with your faculty advisor.

Although you have many requirements to meet before you earn your PhD, you also have many people to help you along the way:

EDP Department (SZB 5.714 suite): People, Roles, & Whom to See for What:

*View the [Contact](#) page on the EDP Website for the most up-to-date contact information.

Kevin Cokley PhD	Department Chair	Visit when all else fails!
Tasha Schuricht	Executive Assistant	Student employment, HR
Tiffany Whittaker, PhD	Graduate Advisor	EDP/Grad School rules and petitions
Pam Larick	Admission/Grad Coord.	EDP/Grad School rules and petitions
Kim Cates	Academic Affairs Coord.	Curriculum/Registration/Web/Wiki
Julie Nguyen	Front Office/Procurement	Room reservations/purchasing/travel

CP Faculty:

Mike Parent, Associate Professor	CP Area Chair, Advising & Approvals
Jane Gray, Asst. Professor of Practice &	Director of [Doctoral] Clinical Training: Practicum, Internship & Licensure
Kevin Cokley, Professor	Faculty Advisor/Mentor
Chris McCarthy, Professor	Faculty Advisor/Mentor
Ricardo Ainslie, Professor	Faculty Advisor/Mentor
Aaron Rochlen, Professor	Faculty Advisor/Mentor
Karen Haas, Asst Professor of Practice &	Director of [Master's] Clinical Training
Germine Awad, Associate Professor	CP Faculty Affiliate, Faculty advisor/Mentor
Christopher Brownson, Director, CMHC	CP Faculty Affiliate

Program Area Overview & History

The APA-accredited doctoral program in Counseling Psychology is one of four major disciplinary areas in in Department of Educational Psychology within the College of Education (CoE) at the University of Texas of Austin. The other disciplinary areas in the EDP Department include: School Psychology; Human Development, Culture, and Learning Sciences; and Quantitative Methods. Students complete many of their required courses with students from other program areas. The EDP is one of five departments within the CoE which also includes: Special Education, Kinesiology & Health Education, Curriculum & Instruction, and Education Leadership & Policy. All departments, including EDP, and the college were ranked in the top ten in the nation by US News & World Report in 2020.

The Counseling Psychology doctoral program has a long history of scientist-practitioner training and academic and professional leadership. The Counseling Psychology program was first accredited by the American Psychological Association (APA) in 1953. The doctoral program provides scientist-practitioner psychologist training consistent with the Standards of Accreditation (SoA) of the American Psychological Association (APA) and eligibility for licensure as a Psychologist in the State of Texas. Questions related to accreditation should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation:
American Psychological Association

750 1st Street, NE

Washington, DC 20002

Phone: (202) 336-5979/ E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

Program Mission

With its central focus on cultural competence and promoting a culture of belonging, the primary *mission* of the doctoral program in Counseling Psychology at the University of Texas at Austin is to prepare students to conduct empirical research and develop clinical skills to promote the health of individuals, families, groups, and organizations in a pluralistic society. The program's mission is in alignment with the College of Education's signature areas of impact 1) Advancing Equity through Eliminating Education and Health Disparities, 2) Attending to Place and Context, and 3) Thriving through Transitions. (<https://education.utexas.edu/about/college-leadership/deans-office/reimagine-education/>).

Although faculty interests are diverse, there is a common emphasis on empirical data as the basis for professional practice. The program faculty has endorsed the APA's Guidelines on Multicultural Education and training, Research, Organizational Change, and Practice for Psychologists <https://www.apa.org/about/policy/multicultural-guidelines.pdf>, Guidelines for Psychological Practice with Girls and Women <https://www.apa.org/practice/guidelines/girls-andwomen>, Guidelines for Psychological Practice with Transgender and Gender Nonconforming People <https://www.apa.org/practice/guidelines/transgender.pdf>, and Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients <https://www.apa.org/pi/lgbt/resources/guidelines>.

The Counseling Psychology program adheres to a scientist-practitioner model of training. This is manifested via an interdisciplinary framework, integrating knowledge in educational psychology with core content in research design, foundations of psychology, counseling psychology courses, and culturally-informed counseling, as well as, clinical training, and service delivery. Research foci include: discrimination and health inequities, the psychological experience of immigration, racial identity and imposter syndrome, the intersections of gender, sexuality, and stress and coping in educational settings.

Acceptance and Nondiscrimination

The CPP has, as core to its mission, a commitment to attract and retain students and faculty from different backgrounds and to ensure a supportive and encouraging learning environment for all students. The program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics. The program adheres to the [university's policy](#) to provide a working environment that provides equal opportunity to all members of the University community and prohibits unlawful discrimination.

Program Aims

Four aims guide the program's graduate training: 1) Prepare counseling psychologists who are sophisticated researchers and scholars, able to critically integrate research literature and to design and conduct methodologically rigorous empirical studies; 2) Prepare counseling psychologists who are competent and are well-prepared to enter applied practice; 3) Develop counseling psychologists who are socially responsible and ethical; 4) Develop culturally competent counseling psychologists who are aware of their own attitudes, values, beliefs, and biases, and how they may impact their professional activities. As such, we provide extensive coursework and other learning opportunities in all areas relevant to the counseling psychology profession. These include:

- A general psychology core consisting of the traditional substantive areas, including the affective, biological, cognitive, developmental, and social aspects of behavior, as well as seminars in ethics and history and systems.
- An empirical-foundations sequence that enables graduates to conduct independent scholarly inquiry, as well as to evaluate aspects of professional practice.
- A counseling theory and method curriculum that fosters a full array of assessment and intervention skills, ensures competence in the core areas of counseling psychology such as career development and cultural competencies, and encourages the acquisition of specialized counseling capabilities.
- A counseling practice curriculum consisting of practica, field placements, and internships that promotes the acquisition and display of counseling skills with different client populations and presenting concerns.
- Opportunity to attain and demonstrate instructional, supervisory, and consultation skills appropriate for counseling psychologists.

The program seeks students whose primary commitment is to develop strong competency in research, theory, and scholarship in order to make creative academic contributions to a dynamic field in a changing world. Consistent with health service psychology, we aim to provide our students with a strong foundation of empirical and applied skills that will enable them to find success and satisfaction throughout the field of counseling psychology and embody the scientist-practitioner model. Sensitivity to different identities, experiences and backgrounds is emphasized in all levels of training and is viewed as critical to professional competence. We aim to provide our students with a strong foundation of

empirical and applied skills that will enable them to find success and satisfaction throughout the field of counseling psychology and embody the scientist- practitioner model.

Training Values of the Counseling Psychology Program

The Counseling Psychology program offers doctoral education and training that prepares students for professional work in health service psychology (HSP) as defined by the American Psychological Association (APA)'s Commission on Accreditation (CoA; February 2015):

“Health service psychology is defined as the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health related disorders.”

In keeping with APA standards for such programs, the Program therefore comprises:

- Integration of empirical evidence and practice: The Program values practice that is evidence-based as well as evidence that is practice-informed.
- The Program's training is sequential, cumulative, graded in complexity, and designed to prepare students for practice and/or for further organized training.
- The Program infuses attention to cultural and individual differences throughout its curriculum

The Program's aims reflect central values of counseling psychology including:

- The optimal development and functioning of individuals, groups, and other systems (e.g., institutions, communities)
- An appreciation of the strengths and uniqueness of individuals
- A belief in the unbounded potential of human beings
- A respect for the integrity of all people.

Our training philosophy strongly encourages students to adopt approaches to client treatment that consider the various contexts in which clients develop and operate. The program also stresses the critical roles of self-exploration and personal reflection as components of professional development.

The Counseling Psychology program at the University of Texas at Austin subscribes, and expect all students to subscribe, to the American Psychological Association's (APA) [Ethical Principles of Psychologists and Code of Conduct](#) (2017). Students are expected to review this code during student orientation and will receive in-depth instruction during their Law and Ethics coursework. The APA ethics code applies to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, research, consultation, and collegial relations. In addition, the program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict

resolution, and (b) promotes the understanding and affirmation of all aspects of human differences. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Certainly, people may differ regarding whether particular communications are respectful. Students are urged to work through such difficult situations by maintaining an open mind, respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty may play a facilitative role in these difficult dialogues. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be considered grounds for disciplinary action within the program.
2. An essential part of training is understanding and appreciating all aspects of human identities, experiences and backgrounds. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any background aspects. Again, people may differ regarding what constitutes prejudice, and students are encouraged to work through these issues in the manner described in Point 1 above.
3. Students should expect to work with colleagues (e.g., peers, faculty, and clinical supervisors) and clients who are different from themselves throughout their training.
4. Graduates of the program contribute to the field of Counseling Psychology through teaching, training, counseling, psychotherapy, assessment, intervention, consultation, administration and research. The contexts in which they work include educational institutions (primarily colleges and universities), mental health centers, hospitals, research agencies and private practice.

Counseling Psychology and Cultural Awareness

The Counseling Psychology Program’s overarching commitment to cultural awareness reflects the values emphasized by the American Psychological Association’s (APA’s) Ethical Principles of Psychologists and Code of Conduct (APA, 2002), and is a required area of profession-wide competencies identified by Standards of Accreditation in Health Service Psychology (APA, 2017). These values recognize “the broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religions/spiritual orientation, and other cultural dimensions” (APA, 2002; p.9), and respects individual differences due to each or any intersectionality of these dimensions. Promoting a culture of belonging is at the core of counseling psychologists’ professional activities (Fouad & Prince, 2011).

Promoting a cultural of belonging dovetails well with our specialty’s focus on the well-being and growth of individuals, communities, and society. Our commitment to cultural awareness and promoting a culture of belonging means that we strive to attend to issues of power, privilege, and oppression in courses, research, clinical practice, and professional service. As a health service providing profession, we train students to become effective practitioners to promote healing and growth of culturally different communities, groups and individuals. Learning to identify the sources of social ills and develop a sense of professional responsibility to pursue changing the status quo, as well as appreciating the significant resources and leadership among marginalized groups are important parts of

training. Appreciation and celebration of cultural differences, and willingness to advocate for those less privileged, disempowered, and marginalized importantly define what it means to be a counseling psychologist. Correspondingly, counseling psychologists recognize the importance of cultural awareness with individual clients, and they also advocate for systems-level social change.

Degree Requirements and Academic Residency

As noted in the [EDP doctoral student handbook](#), students must complete required foundational courses, additional area of specialization courses required by CP, successfully pass the qualifying process for advancement to candidacy, and successfully pass the dissertation and final oral. In addition, CP students must complete practicum training and a one-year internship.

As noted in the [Graduate School catalog](#), students must be continually enrolled in fall and spring semesters until graduation, unless granted a leave of absence. The doctoral program of work includes no more than six semester hours of courses transferred from another university and such courses will not appear on the student's record or transcript.

The Counseling Psychology program requires full-time enrollment that includes a minimum of three years of full-time graduate study (or the equivalent), two of which must be completed within the program, plus the internship. All instruction under normal circumstances is provided on campus; therefore, all students are in full-time residence for a minimum of one year and most commonly students are in residence for 4-5 years prior to internship.

All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site) must be completed successfully prior to the doctoral degree being awarded.

Discipline-Specific Knowledge Foundations

All four aims of the program rest upon competence in broad and general knowledge of *psychology as a discipline*. **Discipline-specific knowledge** is articulated in the *APA Standards of Accreditation for Health Service Psychologists* (APA SOA) (<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>). Discipline-specific knowledge serves as a foundation and cornerstone to identity as a psychologist. All students in APA-accredited doctoral programs are required to demonstrate knowledge in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include: 1) the history and systems of psychology, 2) basic content areas in scientific psychology; 3) integrative knowledge in scientific psychology; and 4) methods of inquiry and research. This foundation is obtained through the following course requirements for the doctoral counseling psychology program, which are completed in the initial three years of graduate study prior to admission to candidacy:

Category I: History & Systems

- EDP 382D.2 History & Systems of Psychology

Category II: Basic Content Areas in Scientific Psychology

- EDP 382D.4 Psychology of Learning or EDP 382D.5 Motivation & Emotion*
- EDP 382F.3 Life Span Development *
- EDP 382C.2 Social Psychology
- EDP 382E.2 Biological Bases of Behavior

* These courses include affective bases of behavior knowledge

Category III: Advanced Integrative Knowledge

Advanced Integrative Knowledge (AIK) reflects the integration of knowledge gained across the above requirements. Competency in AIK is demonstrated through the Qualifying Process that is one of the requirements for Advancement to Candidacy (see EDP Handbook, Qualifying Process). Students are required to identify a minimum of two of the five required basic content areas (Category II) whose integration is most relevant to the student's QP research. Competence in AIK is measured through questions posed in the written and oral QP exam and faculty ratings of competence.

Category IV: Research Methods, Statistical Analysis, and Psychometrics

- EDP 380C.2 Fundamental Statistics
- EDP 480C.6 Statistical Analysis of Experimental Data
- EDP 480C.4 Correlation and Regression
- EDP 381C.2 Research Design and Methods for Education and Psychology
- EDP 380.D.4 Psychometric Theory and Methods

Counseling Psychology Professional Coursework

Program Aims 2 & 3 require knowledge and competence in the delivery of health services in specialty of counseling psychology. (See Profession Wide Competencies). This knowledge and foundational competence are acquired in the following required courses and required clinical experiences (practicum and internship):

Required Professional Courses:

- EDP 384C.2 Theories in Counseling
- EDP 383C.30 Developmental Psychopathology
- EDP 384C.6 Helping and Counseling Skills
- EDP 383C.12 Assessment in Counseling
- EDP 385C.5 Professional Orientation/Ethics in Counseling

- EDP 384C.18 Multicultural Counseling
- EDP 384C.24 Cognitive Behavioral Therapy with Adults
- EDP 382D.2 History and Systems of Psychology
- EDP 382E.2 Biological Bases of Behavior
- EDP 385C Advanced Consultation, Collaboration, Supervision
- EDP 194.16 Internship Colloquium

Required Research Competency Courses:

- EDP 395R Qualifying Process (2 semesters)
- EDP 398R En-Route Master's Report (1 semester required for all doctoral students who entered without a Master's degree)
- EDP 3/6/999W Dissertation (minimum 2 semesters)

Required Clinical Experience Courses:

- EDP 384Q Practicum in Counseling (at least 4 semesters) o See curriculum plan for description of practicum sequence
- EDP 1/393N Internship in Counseling Psychology (3 semesters required, APA accredited internship site, selected through application, interview, and APPIC Match process)

III. Professional Interest Component Courses (9 credit hours)

Counseling Psychology students must complete at least 3 courses to meet the Professional Interest Component (PIC) course requirement, one from each of the clusters described below. Required Program or Department Core courses cannot count toward this requirement.

Cluster 1: Counseling Foundation Intervention (Choose 1)

- EDP 384C.6 Career Development
- EDP 384D Group Counseling

Cluster 2: Intervention (Choose 1)

- EDP 384C.32 Integrated Behavioral Health
- EDP 384C.14 Addictions Counseling
- EDP 384C Motivational Interviewing

Cluster 3: Diversity (Choose 1)

- EDP 381C.10 Issues in Multicultural Research
- EDP 382G.2 Latinx Psychology

Out-of-Program: EDP and the Graduate School require that students complete 9 credit hours of courses outside their program area of study. Within EDP the Graduate Studies Committee (GSC) imposes the following rules on this requirement:

- 3 credit hours may be met with the course, Biological Bases of Behavior;
- 3 credit hours may be met by a course outside the student's program but within EDP;
- 3 credit hours must be taken outside the department.

Students may complete this requirement entirely with out-of-department courses if they prefer, and students who enter the doctoral program with a master's degree in a related area may request a waiver of this requirement (see the EDP Student Handbook).

Faculty review the courses that are offered and required for the graduate degree on a regular basis. At times, faculty may be required to revise required courses to comply with regulations for APA accreditation. These changes can result in alterations to the required courses. Students should retain the requirements for their degree for the year they entered the program, and will be able to elect to complete their degree under either the program of work they came in under or the program of work current for the program. Note that students cannot pick and choose different aspects of different programs of work. If an alteration to the program of work results in a change in course availability (e.g., a course is entirely removed from the teaching roster), faculty will provide guidance on replacements for that course for any students who continue under the program of study in which the removed course was required.

Graded, Sequential, and Cumulative Curriculum Plan

The counseling psychology curriculum is a thoughtfully planned sequence designed to provide students with knowledge and clinical experiences that are cumulative and graded in complexity leading to increasing depth and breadth of knowledge, increased skill and independence in clinical practice and research, and ability to apply knowledge and skill to problems of increasing complexity in preparation for internship.

Academic Residency and Time to Degree:

The typical time to degree in this program is six years; five full-time academic years of graduate study, plus an internship prior to receiving the doctoral degree. As noted in the Graduate School catalog, students must be continually enrolled in fall and spring semesters until graduation, unless granted a leave of absence. Regardless of prior degree, the program requires at least 3 fulltime academic years of graduate study in residence at UT Austin and within the doctoral program. Per the Graduate School, the doctoral program of work includes no more than six semester hours of courses transferred from another university and such courses will not appear on the student's record or transcript.

Students are required to be full-time students during the long semesters (defined as at least 9 credit hours per long semester) and enrolled at UT Austin and studying within the program for at least 3 academic years. This ensures that faculty and students have enough interaction to facilitate learning, role-modeling, mentoring, and accurate assessment. All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site) must be completed successfully prior to the doctoral degree being awarded.

In the initial two years of training, students complete the majority of required foundational courses in the discipline of psychology, the majority of the required clinical skills courses for the specialty of counseling psychology, and complete two semesters of practicum at the university counseling center. The discipline-specific and required research methods courses (with the exception of History & Systems) do not have a recommended sequence but must be completed prior to approval for candidacy. Practicum Level 1 is carefully sequenced and occurs on campus starting in the summer following the initial year of study. During the summer semester, psychological assessments are conducted under supervision of the director of the PEAC center. In the fall, onsite training and supervision are provided by the practicum instructor and practicing counseling psychologists in through the Counseling and Mental Health Center (CMHC) – Counseling Psychology Training Clinic.

In the third and fourth years of study, students expand upon their clinical skills training. During their third year of study, counseling psychology students will complete their Level 2 practicum at the UT Counseling and Mental Health Center which offers counseling services to the UT student population in their main clinic, CARE programs within academic centers, and an integrated behavioral health program within student health services. Although faculty recommend students take advantage of the strong training provided via CMHC supervision with an acute student population, students may petition to opt out of the CMHC Level 2 training in order to receive training in a hospital, VA, or community mental health clinic where they are supervised by onsite licensed psychologists, as well as their course instructor. These petitions are carefully reviewed by faculty and granted in select circumstances and only if the site can offer a high level of oversight. For Level 3 practicum, students select their specialty in a clinical setting that is consistent with their emphasis. For example, students who elect to complete a curriculum emphasis in eating disorders or PTSD are likely to engage in practicum in a hospital or community health center. Students who elect the higher education emphasis may prioritize counseling center training. Students who wish to obtain additional clinical training may seek Practicum training experiences for an additional year in a university counseling center, hospital, VA, or community mental health clinic. Many students continue Practicum beyond Level 3 into the fifth year, however, this is not required.

In the third and fourth years of study, students also demonstrate their ability to engage in supervised research by completing the Qualifying Process, which is described in the EDP Handbook (<https://wikis.utexas.edu/display/edp/Qualifying+Process#QualifyingProcessQualifyingProcess>). Approval for candidacy also requires the completion of a collaborative research project. Counseling psychology doctoral students must complete a first authored, peer reviewed research poster or presentation at a local, regional or national conference or complete a first or second (with faculty mentor) authored publication to meet the collaborative research project requirement. This collaborative research project requirement was selected by the CP faculty to emphasize the program's commitment to the scientist-practitioner model of training and highlight the importance of conducting and disseminating research. Additionally, counseling psychology students who entered the program without a master's are required to complete an en-route Masters' Report (398R).

The fifth and sixth years of study reflect the pinnacle of doctoral study in research and clinical practice. The fifth year is most commonly dedicated to completion of the dissertation and application for internship with internship being completed in the sixth year. Prior to or early in the fifth year of study students are expected to have advanced to candidacy, which involves the selection of a dissertation topic and committee (see EDP Student Handbook). Students must successfully propose their dissertation by October 1st in order to apply for internship. Students are urged, but are not required, to complete their dissertation defense prior to beginning their internship. Students are eligible to graduate after their clinical internship is complete and their dissertation is approved for submission to the Graduate School.

Profession-Wide Competencies

The American Psychological Association (APA)'s Commission on Accreditation (CoA) requires that trainees at all levels develop nine broad competencies as part of their preparation for practice in health service psychology. The expectations for achievement of each competency are different for doctoral students, interns, and postdoctoral fellows, thus trainees are expected to demonstrate each of these competencies with increasing levels of independence as they progress across levels of training. The doctoral program prepares students for the achievement of competencies through various means, including certain coursework, research lab involvement and research mentoring, dissertation completion, practicum training, and preparation for internship training. Evaluation of each required profession-wide competency area is done via practicum supervisor evaluations and the end of year faculty evaluation process.

The nine Profession-Wide Competencies and the associated doctoral student expectations are as follows:

Research

- Demonstrates the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conducts research or other scholarly activities.
- Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Ethical and legal standards

- Is knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.

- Recognizes ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Individual and cultural awareness

- Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing cultural awareness in all professional activities including research, training, supervision/consultation, and service.
- Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural differences not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with different individuals and groups, and applies this approach effectively in their professional work.

Professional values, attitudes, and behaviors

- Behaves in ways that reflect the values and attitudes of psychology, including integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
- Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Communication and interpersonal skills

- Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.
- Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Assessment

- Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant background characteristics of the service recipient.
- Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention

- Establishes and maintains effective relationships with the recipients of psychological services.
- Develops evidence-based intervention plans specific to the service delivery goals.
- Implements interventions informed by the current scientific literature, assessment findings, background characteristics, and contextual variables.
- Demonstrates the ability to apply the relevant research literature to clinical decision making.
- Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

Supervision

- Demonstrates knowledge of supervision models and practices.

Consultation and interprofessional/interdisciplinary skills

- Demonstrates knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

Students are evaluated by practicum supervisors, core faculty, and via self-evaluations on each of these competencies.

Research Mentoring

The faculty in the Counseling Psychology program place a high value on student mentorship and the program works primarily from a mentoring model. This is based on substantial evidence of the benefits of the mentoring relationships during graduate training for both doctoral students and faculty (Campbell & Anderson, 2010), such as: increased academic productivity and greater likelihood for degree completion (Tenenbaum, Crosby, & Gliner, 2001); development of

research-based competencies such as increased publications and conference presentations (Lunsford, 2012); networking and securing initial employment (Johnson, 2007); personal and professional competence (Schlosser et al., 2003).

The mentoring relationship moves beyond the traditional role of advising or supervising and proactively encourages student learning and development (Atkinson et al., 1994; Clark et al., 2000). The mentoring role is intentional and involves (a) careful selection of students, (b) investing significant resources in getting to know students, and (c) purposefully providing career and support functions most beneficial to student development. In this way, mentoring entails more than advising because it extends to ensure that mentees are developing positively in both their personal and professional identities. However, students who are more proactive, selfsufficient, responsible, dependable, and responsive to feedback are more likely to get the most out of the mentorship relationship (Kaslow & Mascaro, 2007; Pinho, Coetzee, & Schreuder, 2005).

Each student accepted into the Counseling Psychology program is assigned a core member of the faculty as an advisor/mentor based on student and faculty interests, but also with consideration of other commitments of each faculty. The faculty advisor/mentor oversees the selection of the students' coursework, provides feedback on students' progress, monitoring dissertation progress, and ensuring degree requirements are met. Additionally, advisors/mentors work to establish a mutually close working relationship with their student that will provide continuity of training experiences throughout the program. Aspects of the mentoring relationship include individual advising sessions and opportunities for collaborative research endeavors, which provide the structure and discipline necessary for students to develop research-based competencies, academic productivity, as well as personal and professional competence.

Although one faculty is assigned as the students' primary research advisor/mentor, students may also choose to pursue opportunities to work with other faculty in the program and department (or sometimes even in other departments) as teaching assistants or on research projects. Further, students' goals and interests may sometimes shift to the point that they want to switch advisors/mentors. Students considering this option are advised to talk openly with the faculty involved and to notify the CP Area Chair if a switch in advisors occurs.

Academic Advising

The Area Chair handles academic advising during the first semester, and the faculty mentor/advisor will also be a resource in helping students make decisions about subsequent course sequences and balance. Students are encouraged to track degree requirements carefully and to keep their [Program of Work](#) updated. Students should plan to meet with individual mentors/advisors each semester to discuss academic progress. Additionally, before each time a student registers, the approval of students' courses will be required by both the faculty mentor/advisor and the CP Area Chair.

Dissertation Chair(s)

Once you have completed the qualifying process and other requirements to advance to doctoral candidacy, each student mentor will help guide the student's remaining program of work,

dissertation proposal, and dissertation defense. There are requirements set forth by the Graduate School and the Department regarding [selection of the dissertation committee members](#). Counseling Psychology requires that students have a chair or co-chair from the core Counseling Psychology faculty. Students seeking an exception to this policy should petition the faculty before contacting the graduate advisor.

Admission to Doctoral Candidacy

[Department information](#) on advising in doctoral candidacy.

Dissertation

Students begin the formal dissertation process after advancing to doctoral candidacy. The dissertation supervisor is a student resource for planning and dissertation needs. Students are also encouraged to access and consult with other faculty members who they may want to serve on their dissertation committee. Counseling psychology students are required to have a CP faculty member chair or co-chair their dissertation unless they have received formal permission for an exception to this rule. It is also required that two members of the committee are CP faculty if the student's dissertation committee has five members (including supervisors).

To be permitted to apply for internship, students must hold the dissertation proposal meeting with the dissertation committee by **October 1** of the fall semester during which the student wishes to apply for internship. By this deadline, the student must have completed the written dissertation proposal, submitted the proposal to the dissertation committee, and successfully proposed the dissertation topic during the proposal meeting.

Progress on the dissertation is a major factor in evaluating internship applicants; therefore, this rule benefits students during the internship process as well. Students are encouraged to complete as much work as possible on the dissertation prior to internship year so the student may hold the final defense before, during, or soon after the internship year is completed. Internships are usually very demanding (e.g. 50 to 60 hours per week); therefore, working on the dissertation during the internship year can be challenging. Dissertation proposal and final defense meetings can be difficult to schedule as faculty have full calendars, so schedule dissertation proposal and final defense meetings far in advance. **Planning note:** Students must organize, plan, and schedule the dissertation proposal meeting among dissertation committee members. Students must also distribute copies of their proposals two (2) weeks prior to the actual proposal meeting. However, students must distribute copies of their final document four (4) weeks before their final defense date. It is advised that students actively seek consultation from their mentor/advisor, as well as fellow students, dissertation committee members, and other faculty for guidance on the dissertation process.

Many students collect data using the undergraduate subject pool of the Department of Educational Psychology. Students may also consider utilizing community samples for their data collection. Students are encouraged to plan their methods carefully with their respective dissertation chairperson(s) or supervisor(s).

An excellent source for the dissertation process is *Dissertations and Theses from Start to Finish*, by Cone and Foster (2006). This book guide students through selecting a topic, choosing committee members, writing a proposal, and making it through the dissertation defense.

En-Route Master's

All EDP doctoral students admitted without a master's degree in the field must complete an enroute master's degree before receiving the doctoral degree. This en-route degree is not a licenseeligible master's, and is not available as a terminal master's degree. Students who plan to pursue a career in clinical work are advised to choose the specialization in Counseling Psychology, since a clinically-oriented master's degree is preferred by some internship settings. Students who plan to pursue a career in academia may prefer one of the non-clinical master's degree options. [See the En-Route Master's page for requirements.](#)

Doctoral Portfolio Programs (Optional)

[Portfolio programs](#) are optional opportunities for doctoral graduate students to obtain credentials in a cross-disciplinary academic area of inquiry while they are completing the requirements for a degree in a particular discipline. A portfolio program usually consists of four thematically related graduate courses and a research presentation.

Clinical Training

Rationale

A major objective of the Counseling Psychology Program is to enable the student to acquire the profession-wide competencies necessary for the practice of Counseling Psychology. In addition, the program strives to enhance the student's professional development through identification with Counseling Psychology as a professional specialty and incorporation of APA ethical principles and standards for practice.

There are two phases of clinical training for the doctoral degree: practicum training, which occurs as part-time clinical training during the student's main coursework, and doctoral internship, which is a full-time clinical training year following completion of coursework and is a requirement of the doctoral degree.

Practicum Requirements for Students

1. Students are required to complete a minimum of 4 semesters of practicum at an approved practicum site and attend at least 4 semesters of the practicum course. Students are expected to complete the required attendance in the practicum class as early as possible in their training (i.e., the first 4 semesters of practicum should be the four semesters in which students attend practicum course classes). The required 4 semesters of practicum experience cannot be waived. All students are required to register for the practicum course for any semester they are doing supervised clinical training. Students may attend a summer session practicum seminar one time as part of the four-semester requirement. When students do not

- have a licensed psychologist as their site supervisor, they must attend the practicum course for the semester in order to meet APA accreditation requirements for doctoral supervision.
2. Although a minimum of 4 semesters is required, students generally need at least 6 semesters of practicum training in order to be competitive for doctoral internship.
 3. Students **must** obtain student malpractice insurance prior to the first day clients are seen at the assigned practicum site. Many students apply for student malpractice insurance with the American Psychological Association Insurance Trust, 750 First Street N.E., Suite 605, Washington, D.C., 20002-4242. (800) 477-1200. The Counseling Psychology Practicum Coordinator and individual on-site practicum supervisor must be given a copy of your policy statement prior to any client contact. It is also recommended to keep a copy of this form for your records.
 4. Students approved to continue working with clients beyond the timeframe typically expected by a given practicum site must be registered for practicum and complete all expected paperwork (see [EDP Forms](#) for required paperwork). If students are completing adjunctive clinical training or administer assessments or do other psychological work for employment, this work must be cleared with their mentor/advisor and the Director of Clinical Training in advance and the student and site must follow and complete an adjunctive clinical training document. If the student is not already enrolled in a 3-hour practicum while doing this work, they must enroll in the practicum course.
 5. Students must complete the AIK component of practicum in years 3 and 4. The AIK component must be completed and passed to pass the practicum class, even if the students does not attend practicum class in that semester.

Guidelines and Procedures

Practicum Sites. Please refer to the curriculum planning section above for more detail on the sequential and developmental structure of practicum training. Students follow a sequence of practicum beginning with a campus clinic experience (Level 1 practicum, 2nd year of training), following with a university counseling center experience (Level 2 practicum, 3rd year of training), and finally external practicum (Levels 3-4, 4th and 5th years of training). For external practicum sites, students are informed about sites towards the end of the fall semester/beginning of spring semester, and have the opportunity to learn more about sites during a practicum site event . At this stage, students are encouraged to fully inform themselves about the variety of practicum sites available to optimize the fit between their training interests and needs and their practicum experience. Students apply to sites of interest and interview if invited. The student is encouraged to consult with students who have completed work at a practicum site, the Director of Clinical Training (DCT), and the student’s advisor/mentor about their options for external practicum sites. External practica are assigned to students during the spring semester using a “best fit” matching process conducted by the DCT following interviews and submission of rank order lists from students and sites. Once assigned, students are committed to completing that practicum for the following academic year. If a situation arises that could impact a student’s ability to fulfill this commitment, they should contact the DCT immediately. However, unless an emergency situation develops (such as severe health problems, students taking unexpected leave, etc.), students should understand they must follow through on practicum commitments. Failure to do so represents a significant violation of program standards for professional responsibility.

Dual Role of Practicum Supervisors Not Allowed. Students should not be supervised by a supervisor who has been or is currently working with them in the role of therapist, counselor, or any other relationship that might lead to conflicts of interest or dual role.

Registration for Practica. *Every semester while on practicum, including summer session, or doing any supervised clinical work,* students should register in EDP 384Q: Practicum in Counseling. Students **must** complete a practicum agreement form at the **start of each** semester, maintain updated logs of their hours, and must have their supervisor complete an evaluation of their competencies at the **end of each** semester. To log practicum hours, many students are also finding that [Time 2 Track](#) is a helpful tool. This website has a relationship with the APPIC website, which manages the internship application process. Students also find it helpful to consult more advanced students on the most efficient method of logging practicum hours. The Practicum Evaluation form is now completed online, and clinical supervisors will receive this link in an email. These forms and instructions can be found on the EDP forms page.

Practicum Agreement. Students must complete practicum agreement forms **each semester** within the two weeks of beginning practicum.

It is extremely important that students track practicum hours every semester. This information is required to apply for internship.

Engaging in clinical training without enrollment in a practicum is a violation of program policy and will be treated as such.

Doctoral Internship

The internship is a year-long training experience in which students receive a stipend for supervised practice in a counseling/clinical setting. Completing an internship is a required step toward graduation, as well as meeting the educational standards for becoming a licensed psychologist. Internship settings include college counseling centers, VA hospitals, medical centers, and private hospitals and clinics. Students are expected to complete an APA-accredited internship, but exceptions may be granted if the faculty approves an internship as equivalent to an APA-approved internship experience. Please consult the DCT for more information about this process.

Applications are submitted online the fall prior to the summer/fall when the internship begins. Since the application process is fairly time-consuming, and it is recommended that a sizeable number of applications (about 15 is a standard suggestion) be submitted, students will want to allocate time in their schedules. We strongly recommend that you have your dissertation completed or close to completion before you begin internship.

Students are required to have the Internship Readiness Form signed by their advisor, dissertation chair (if different from advisor), and the DCT to confirm that the student is on track for readiness for internship (see EDP Forms for link to docuSign powerform). The advisor, dissertation chair, and DCT will review the student's clinical logs, plan for dissertation proposal, progress on student evaluations, and response to any remediation efforts (e.g. Letter of Instruction, if

applicable) prior to signing and indicating their support. The purpose of this step is to confirm that the student is on track to meet milestones important for internship readiness, including:

- Approximately 500 direct clinical hours (log review)
- Consistent ratings of “3” or higher on faculty end of year evaluation.
- Likelihood that the student will propose dissertation by October 1
- Adequate response to remediation, if applicable

Final sign-off for the student’s readiness to apply for internship will happen by faculty consensus in the first faculty meeting of the fall semester (typically late August). Students will NOT be permitted to move forward with internship applications if they do not propose their dissertation by October 1st of that fall.

Evaluation by Clinical Supervisors and Site/Program Communication:

The program values ongoing communication and collaboration between training supervisors and the program DCT and practicum course instructors. Feedback about your progress on profession wide competencies is elicited from clinical supervisors at multiple points throughout the academic year via informal check-ins and formal semester evaluations. Your clinical supervisor completes a formal evaluation at the end of each semester that is required to obtain credit for your practicum course and is incorporated into your end of year faculty evaluation. When major concerns arise about a student on practicum, it may result in disciplinary review as outlined in the standards and procedures section below. Students who have concerns about their practicum site, including a concern about a supervisor, concern about their training, or other concern, should bring the concern to the DCT as early as possible.

While on internship, the DCT elicits informal feedback at the beginning of the year from the internship training director, and the program receives any mid-year and final evaluations sent by the site. If a student is not progressing adequately during the internship year, the internship TD may establish contact with the DCT in order to collaborate on a remediation plan, per the internship site’s due process procedures for concerns about intern progress. The doctoral program must have evidence of successful internship completion (e.g. completion letter from the site) before the final day of the semester before determining that this requirement for the doctoral degree is complete.

Registration for Internship Hours

While on internship, you must be registered for internship hours (EDP 1/393N Internship in Counseling Psychology). Three semesters of registration are required: Fall semester, Spring semester, and one summer semester. Please note that you must be registered in a course the summer that you graduate. For most students, this is the summer you are completing your internship, pending your dissertation success. Thus, most students are advised to register for internship hours the second summer of their internship (e.g. the summer of their internship completion). Students have the choice to register for 1 or 3 hours of internship; course hours needs vary depending on student circumstances (ex: for financial aid reasons). Please ensure that you understand the financial obligations prior to the start of your internship year, including whether you will be obligated to pay out of state tuition.

Student Evaluation, Standards & Procedures for Academic Review and Remediation

These Standards are linked to students' abilities to become effective counseling professionals, and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience.

Doctoral students in Counseling Psychology are being trained to function both as scientists and practitioners. Hence, they are expected to perform satisfactorily in a number of domains that include, but are not limited to, traditional academic performance. What follows are several of the important skill sets that students will work to develop and on which they will be evaluated by program faculty and practicum supervisors. However, the following listing is not necessarily an exhaustive set of skills and behaviors important to success in the Counseling Psychology program.

In addition to being expected to complete academic coursework successfully and in a timely manner, students are expected to demonstrate the capacity to work with independence, initiative, and flexibility under the supervision of practicum supervisors and research supervisors. That is, students should take responsibility for initiating projects and seeing them through to completion, and they should exercise good judgment in consulting with supervisors and seeking direction. In this regard, conscientious follow-through and timely completion of work are important. In both practicum and research contexts, the successful doctoral student takes appropriate responsibility for initiating and completing tasks and seeks supervision appropriately.

Students are also expected to demonstrate the ability to maintain good interpersonal relationships within each of the contexts in which they work (e.g., program, practicum sites, research team). Relevant behaviors are cooperative problem-solving, effective communication, and the ability to effectively manage negative emotions and stress levels.

Students are expected to engage in reflective and open self-examination. In professional and research contexts, students are likely to find that they are challenged in unexpected ways that require the development of new skills to manage difficult emotions. This process is often uncomfortable. It is important for students to be willing and able to engage in open selfreflection so that they may flexibly adjust to new challenges.

Students are expected to behave ethically and to exhibit an attitude of goodwill and cooperation as members of the Counseling Psychology program community. In particular, students must be aware of and behave in accordance with the ethical standards of the American Psychological Association.

Since becoming a psychologist is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess

student academic performance and apply their professional judgment to determine if standards are being met during students' educational careers.

Professional judgment is the capacity to assess a situation by applying the values and knowledge of the Counseling Psychology program, combined with a professional's own experience and practice wisdom. Professional judgment also represents the application of knowledge, values, and skills to making decisions in a helping process.

All of the Counseling Psychology program students will be provided with and expected to read the Standards for The Counseling Psychology program.

Graduate Professional Training

The PhD in Counseling Psychology is a professional training degree and is different from other types of graduate degrees. Obtaining the Ph.D. is not merely a matter of accumulating a minimum number of semester hours. Students are expected to perform competently in academic courses, research, and practicum activities. Students are expected to demonstrate citizenship through participation in the program community, including attendance at research colloquia, retreats, and program social events, which are integral to professional training and socialization. Students are also expected to demonstrate emotional maturity and interpersonal effectiveness in their interactions with faculty, students, practicum supervisors, and clients. This includes the ability to effectively manage life stresses and to consult appropriately with practicum supervisors and faculty, and to maintain effective communication in relationships with faculty, students, clients, and practicum supervisors.

Student Evaluation

Evaluation by the Program.

Students are evaluated in the PhD Counseling Psychology program by 1) core faculty, 2) practicum supervisors, 3) instructors during the course of the semester, and 4) by members of the students' qualifying process and dissertation committees. Near the end of the Spring semester, faculty conduct a formal annual evaluation of the student taking into account feedback from these sources of information. Faculty only rate students on competency items for which they have data that year. Students are rated on each of the Profession Wide Competencies. Students are also required to evaluate themselves on these competencies and report on their annual academic achievements and evaluation of their practicum sites. Following this evaluation, advisors will schedule a meeting with each student to provide verbal and written feedback and discuss the student's self-evaluation and future goals.

[More information + evaluation system link >](#)

Evaluation by the Department. Students are also evaluated by the Graduate Studies Committee (GSC), a committee composed of all assistant, associate, and full professors actively participating in the department. In addition to establishing degree requirements and policies for department requirements, the GSC evaluates student performance on the [Qualifying Process](#) using scores given by the students' qualifying committee, grades in course work and

assessments by faculty familiar with the students work. The GSC evaluates student fitness to continue in the department, as well as their [eligibility for advancement to candidacy](#) after requirements have been met. Failure to pass QP or dissertation may result in dismissal from the department by the GSC.

Minimum Levels of Achievement:

Students are expected to meet the following minimum levels of achievement:

Performance in Classes; Students are expected to achieve grades of at least a B- in graded courses, or credit in courses that are graded on a credit/no credit basis.

Faculty Evaluation Ratings: In their annual evaluation, students are expected to achieve an average, across faculty ratings, of at least 2.5 for each of the Profession-Wide Competencies for which they were rated that year (Research, Ethical and Legal Standards, Individual and Cultural Awareness, Professional Values and Attitudes, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interdisciplinary Practice). An average of 2.5 allows for students to continue to have some areas of growth.

Readiness for Internship: Students will only be considered ready to apply to internship when they are achieving an average faculty rating of 3 across all Profession-Wide Competencies.

Policies and Procedures for Review of Academic Performance

At a minimum, students are formally evaluated annually by the program faculty and clinical supervisors and provided with written feedback. Faculty continually review students' performance in their coursework, clinical work, and research. If students are not meeting minimum levels of achievement and/or faculty have significant concerns about progress, a student may have a formal review and remediation. Three levels of review can occur at the Counseling Psychology program in reviewing a student's academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow University procedures related to student performance issues.

Student behaviors falling under the University of Texas at Austin student conduct policies (link here: <https://catalog.utexas.edu/general-information/appendices/appendix-c/student-disciplineand-conduct/>) will be handled by the Office of the Dean of Students according to UT disciplinary policies. Examples include harassment, criminal behavior, scholastic dishonesty, threatening or violent behavior. Students are responsible for reviewing these policies. Following action by the Office of the Dean of Students, the doctoral program may take additional action and remediation according to the procedures outlined below.

Academic Review, Probation, and Dismissal

Some academic performance may result in a review, letter of instruction, academic probation, and/or possible dismissal. Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements according to minimum levels of achievement;
- Behavior judged to be in violation of the current codes of ethics;
- Consistent pattern of unprofessional behavior.

Three Levels of Review

The program is committed to providing feedback, guidance, and corrective action as is necessary for students. Therefore, at times a review process is implemented outside of, or as a component of, the annual review of students.

When a faculty member has concerns about a student enrolled in the Counseling Psychology program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, the concerned faculty member will discuss those concerns directly with the student and seek to work with the student to resolve the difficulties. Students should expect that student concerns and progress will be discussed with the core faculty.

Faculty may provide students with informal feedback prior to level 1 (LOI) action. After such a meeting, faculty will provide the student with a brief written summary (via email) about the content of the feedback meeting. Students should retain this email. Should the related concerns rise to initiation of level 1-3 review, students should expect for the relevant information from the informal meeting to be included in the review.

Level 1

A Level 1 review will be initiated any time any faculty member has a concern about a student meeting any program expectations that is not resolved informally, or when a student fails to meet minimum levels of achievement.

A Level 1 review will result in a Letter of Instruction (LOI) from the program Area Chair and faculty. The LOI is a formal notice of concerns raised by faculty, designed to serve an educative function for students about program policies and expectations for achievement and includes steps for remediation and a timeline for review of progress. Students are expected to provide a written response to the LOI within 7 days of receipt of the LOI indicating their understanding of the concerns outlined and steps for remediation. Both documents will be retained in the student's program file. Unless specified in the LOI, the default deadline for completion of remediation steps should be one week before the final CP faculty meeting of the semester in which the remediation is expected to be completed. A follow up documentation of whether the student has successfully met remediation steps or requires further intervention will be provided for the student and retained in the student's file.

Level 2

A Level 2 review by the faculty will be initiated when the student fails to make expected progress from the Level 1 review. A Level 2 review will result in a student being placed on academic probation by the faculty. When a student is placed on academic probation, he or she will receive written notification about the reasons for being placed on probation, the length of the probation, and the criteria for lifting probation. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying. Specific conditions must be met in order for the student to remain in the program.

The Graduate Advisor and Department Chair may be informed or consulted during a Level 2 review. Remediation must be completed two weeks before the final CP faculty and GSC meetings of the semester in which remediation is to be completed to allow for review. Students will receive verbal and written feedback about their progress, or lack of progress, towards remediation.

Students will not be approved to advance to candidacy or internship while on probation. The student and program are required by APPIC to disclose any history of probation on internship applications.

Level 3

A Level 3 review by the faculty will be initiated when the student fails to meet the terms of probation and is the last step in the review process. Probation remediation data must come in at least 2 weeks before the final GSC meeting of the semester in which remediation is to be completed. Students who, in the view of faculty, have not satisfactorily met the conditions of their probation, may be advised to withdraw from the program, advised to seek a terminal master's degree, or a recommendation may be made to the GSC that the student be terminated from the program. The GSC, based on failure to advance to candidacy, may also make a recommendation for termination.

In any Level 3 review, there must be clear, concise documentation of the continuing problem areas, a summary of the steps taken in Levels 1 and 2, and verification that these concerns have been discussed with the student. A formal meeting will take place with the student to communicate the program and/or department's decision. This meeting may include the student's faculty mentor/advisor, Area Chair, Department Chair or Graduate Advisor. This meeting will be followed with a written notification within ten business days.

Exceptions to Levels of Review:

Major ethical violations, such as client/site abandonment, boundary violations with clients, or anything that is considered harmful to another individual, may be considered egregious enough to be subject to UT disciplinary procedures mentioned above within the Dean of Students' office, or accelerated through the first two levels of review and sent directly to the GSC for a vote on termination.

Student Protections

Please first see: <https://wikis.utexas.edu/pages/viewpage.action?pageId=140644230>

For student protections relevant to all EDP students. Additionally, the program has the following culture surrounding student concerns:

As emerging professionals, students are encouraged and expected to bring concerns encountered during the course of training to the appropriate parties. The Counseling Psychology faculty is committed to providing a safe and supportive environment for student growth, while also recognizing faculty responsibility to monitor student development and address concerns that arise. Students are encouraged to resolve difficulties among themselves in a professional manner. Students may seek out the support and consultation of other students when concerns arise with individuals who have authority over them (faculty, supervisors, etc.) but are encouraged to bring concerns directly to those individuals as soon as possible for resolution.

General Procedures for Addressing Concerns/Complaints

If a student in the program has a complaint or concern, the student is generally encouraged to engage in the following steps to resolve the complaint. These suggested steps are as follows:

1. Speak to the student or faculty member with whom you have the complaint;
2. Speak with your faculty mentor/advisor and/or the Area Chair;
3. Speak with the Department Graduate Advisor;
4. Speak with the Department Chairperson;
5. Speak with the University Ombudsperson;

Students are also encouraged to contact the APA Office of Ethics when appropriate.

Frequently, a complaint or concern can be resolved directly and informally with the person involved or at the next higher level. When the concern can not be resolved informally, students must follow [procedures as outlined in the EDP Student Handbook](#) the specific nature of a student's concerns or complaint may call for different types of action pursuant to procedures set up by the Program, the Department, or University Policy. These are described below:

Concerns about student welfare and dignity

Students have a right to be treated with respect and dignity in classes, interactions with students and faculty, and practicum sites. This extends to respect for individual differences. If a concern arises in this area, students are encouraged to attempt to resolve the situation with the party involved. If this attempt is unsuccessful, students should bring any concern to the attention of their advisor or the Program Area Chair if it involves another student, their practicum seminar instructor or Director of Clinical Training if it occurs in practicum, or to the Department Chair if it involves a program faculty member.

Concerns about academic and training matters

Concerns about academic and training matters may arise due to material covered (or not covered) in organized courses, practicum training and seminars, and individual faculty supervision of research, qualifying process, or dissertation. Again, if a concern arises in this area, students are encouraged to attempt to resolve the situation with the party involved. In the case of specific course content or a classroom discussion that causes concern for a student, issues should first be brought to the instructor's attention. If this attempt is unsuccessful, students are encouraged to contact the Program Area Chair, or the Graduate Advisor or Department Chair. In the case of academic or training issues that extend beyond an individual course or instructor (for example, a curriculum matter), students are encouraged to bring the matter to the attention of the Counseling Student Association (CSA), as well as alert the Program Area Chair to add the matter to agenda for faculty meetings. A situation involving a practicum setting or supervisor, if unsuccessfully resolved at the site, should be brought to the attention of Director of Clinical Training and practicum instructor.

Student Services and Supportive Learning Environment

A comprehensive list and links to student support services through EDP and UT are listed in the department handbook ([link](#)).

In addition to your research mentor/advisor, the Area Chair, the Director of Clinical Training, and counseling psychology faculty, several avenues of support assist students in progressing through program. These include Orientation meetings, colloquium, Counseling Student Association (CSA). In addition, participation in the broader community of this field can be developed through membership with professional organizations such as the American Psychological Association (APA), and relevant divisions of APA including Division 17, 38, and 45, and/or the American Psychological Association of Graduate Students (APAGS). We strongly encourage students to join and become active in these professional organizations.

The program strives to create a cohesive and caring community with faculty serving as positive role models. Students are encouraged to seek mentoring from faculty and build connections with peers and supervisors.

Records Retention

The program documents and maintains records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes.

The Department of Educational Psychology maintains student files for all EDP students including original application information, acceptance letters, and fellowship letters (when applicable), copies of required student forms documenting committee membership, program of study, comprehensive exam results, and dissertation defense results.

Each student also has a doctoral program file that includes practicum agreements and evaluations, faculty evaluations, internship letters, and any due process or remediation documents.

Students may request to examine their own files by making a request to the Area Chair or Department Chair. The only material that will be withheld is that which the student has clearly waived his or her right to examine (e.g., confidential reference letters). Student records are maintained by the program indefinitely post-degree completion, to assist in degree verification and documentation related to licensure and credentialing.

Students are strongly encouraged to keep copies of their own documents to ensure verification of degree for future licensure and credentialing.