

UNIVERSITY of
HOUSTON

A CARNEGIE-DESIGNATED TIER ONE
PUBLIC RESEARCH UNIVERSITY

Master of Education in
Counseling (M.Ed.)
Program Handbook

2017–2018



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Student Checklist:

1. ____ Read the M.Ed. Handbook COMPLETELY, as this document contains vital information pertaining to your progression through the program and the achievement of your degree.
2. ____ Subscribe to the Counseling Master's Listserv and follow the instructions under Section IX: Student Support Services, Subsection B: Communication within the Program and Department, found in the M.Ed. Handbook. **(THIS IS NOT OPTIONAL—THIS IS A REQUIREMENT).**
3. ____ Contact your assigned advisor in the Office of Graduate Studies and ask to schedule a meeting to review your course plan and degree requirements.
4. ____ Purchase a student parking pass.
5. ____ Acquire a student identification card.
6. ____ Acquire login credentials for your Cougar Account, Cite Lab Account and MyUH Account (computer access).

Introduction

The M.Ed. Program in Counseling offers students one career track:

Professional Counseling: The major objective is to prepare competent counselors to work in a professional capacity with diverse clients and to assume entry level positions in mental health settings. Graduates of this program track meet current educational requirements to apply for licensure in Texas as Licensed Professional Counselors.

The program includes a strong theoretical background as well as practical training and experience. There is also an emphasis on the ecological-developmental approach in counseling that considers the influences on persons in environments and makes use of strengths of individuals.

If students are registered full-time (at least nine hours per semester), they should expect to spend two full years (including summer courses) and possibly an extra semester in the program. M.Ed. students can transfer up to nine hours (if not used for a previous degree).

I. Program Description

A. Career Qualifications

What can I do with my degree?

Graduates successfully pass the exam to become Licensed Professional Counselors at a very high rate. Alumni find employment in diverse settings and under diverse titles, including:

- K-12 Schools (Public, Private, Charter)
- Community Colleges and Universities
- Mental and Health Care Facilities
- College Counselor
- Community Agency Counselor
- Probation Counselor
- Career Counselor
- Employee Assistance Program Counselor

B. Learning Experiences

What will I learn?

Students complete coursework, practicum, and either a Comprehensive Exam or Master's Thesis. Graduates will:

- Learn counseling theories, skills, and techniques for diverse populations with various counseling issues or needs;
- Gain understanding and awareness of the role and influence of the counselor in providing services to diverse cultural, ethnic, religious, gendered, and social populations;
- Become knowledgeable of legal, ethical, and moral responsibilities related to the practice of professional counseling;
- Apply relevant empirical research to broaden knowledge of delivery and counseling services;
- Gain knowledge and understanding of effective and appropriate assessment and evaluation of clients or students in placements and delivery of interventions.

Since degree plans change periodically, students will follow the degree plan that is in place at the time at which they complete an official, approved degree plan through [*MyAdvisor*](#).

C. Core Faculty of the Program

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

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

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

Patrick J. Ellis, Ph.D., Program Coordinator, Sugar Land Location (University of Houston, 1996)

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

Ezemenari M. Obasi, Ph.D., Professor (University of California-Irvine, 2005)

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

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

Rachael A. Whitaker, Ph.D., Clinical Assistant Professor (Mississippi State University, 2015)

The Psychological, Health, and Learning Sciences Department's web site offers information about the faculty affiliated with the Program and the Department.

Also, see Appendix C for Faculty Biographies

III. Counseling Training Values

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

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

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

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

Respect for diversity and for values different from one's own is a central value of counseling training programs. The valuing of diversity is also consistent with the professions of psychology and counseling mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005).

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

students will not enter the Program free from bias. Nevertheless, successful completion of the program requires genuine desire to examine one's attitudes and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA, 2002, Principle E). Stated simply, being unwilling to examine the effects of one's attitudes and values on one's work is unacceptable.

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

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

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

*This statement has been adapted from the following Universities and/or Counseling Psychology Program Statements: University of Missouri-Columbia, Auburn University, Miami University, the University of North Dakota, and Texas Woman's University. The original Counseling Psychology Training values document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs

(CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph.D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document was intended to serve as a model statement for counseling psychology training communities and sites were encouraged to adapt the CPMTVSD to reflect their particular environment. The writing team for this document acknowledged Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia, as the value statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 206 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu

II. Curriculum and Course Requirements

A. College of Education Core Requirements (6 hours)

1. PHLS 6310 Introduction to Educational Research
(Required for Licensure as an LPC)
2. PHLS 6330 Principles of Human Growth and Development
(Required for Licensure as an LPC)

B. Required Counseling Core (45 hours)

3. PHLS 6315 Career Counseling*
4. PHLS 6325 Theories of Counseling*
5. PHLS 6335 Introduction to Group Counseling* (Prerequisite: PHLS 6325)
6. PHLS 6343 Legal and Ethical Issues in Counseling*
7. PHLS 6345 Atypical Growth and Behavior*
8. PHLS 6352 Assessment
9. PHLS 6370 Introduction to Cross-Cultural Counseling
(Prerequisite: PHLS 6325)
10. PHLS 6391 Introductory Lab in Counseling Processes*(Prerequisite: PHLS 6325)
11. PHLS 7375 Introduction to Family Counseling (Prereq. PHLS 6325)
12. PHLS 7393 Internship and Practicum (6 hours in two semesters) (Prereq. PHLS 6315, 6325, 6335, 6343, 6345, 6391)
13. PHLS XXXX: Addictions Counseling**
14. PHLS XXXX: Ethics II, Professional Orientation**
15. PHLS XXXX: Psychopathology**
16. PHLS XXXX: Open Topic**

**PREREQUISITES FOR PRACTICUM; PHLS 7375: Family Counseling and 6352: Assessment may also be required or recommended, depending on the practicum site.*

****These four courses will be added for all students entering the program for Fall 2017 to meet new LPC licensure requirements (in effect August 1, 2017). See regulations on next pages. Students who entered this program before August 1, 2017 will not need these courses and can still graduate with the 48-hour degree.**

C. Elective Courses (3 or 9 credit hours)

Nine (9) credit hours: Professional Counseling

Total: 60 credit hours

Examples of Electives (others may be chosen with consent of advisor)

PHLS 7326 Counseling in Schools (Required elective for School Counseling track)

PHLS 7327 Counseling Children

PHLS 7328 Counseling Adolescents

PHLS 7329 Counseling Women

PHLS 6320 Sexual Counseling

PHLS 6362 Applied Behavioral Analysis

PHLS 7330 Advanced Theories of Counseling**

PHLS 7335 Intervention Strategies

PHLS 7392 Psychological Assessment of Intelligence

PHLS 6371 Gender Issues in Counseling

PHLS 6397 Child Psychopathology

PHLS 6360 Individuals with Disabilities

PHLS 6361 Behavioral Interventions: Introduction

PHLS 6362 Behavioral Interventions: Evidenced-Based Decisions

***Doctoral level course; requires consent of instructor.*

Degree Plan

Please note that the M.Ed. Degree Plan must be filed the student's second semester in the program (i.e. Spring) in order to be approved in sufficient time for the comprehensive examination application.

Notice of LPC Changes – Effective August 1, 2017

The Texas Administrative Code (Title 22, Part 30, Chapter 681, Subchapter E, Rule §681.82 and §681.83) has set **new requirements for persons applying for licensure that go into effect as of August 1, 2017**. The UH Master in Education Counseling Program will be making revisions by this date to comply with these changes. Below, please find the total requirements including the current requirements for the degree and new additions (new requirements are listed in bold type).

Texas Administrative Code

TITLE 22

EXAMINING BOARDS

PART 30

TEXAS STATE BOARD OF EXAMINERS OF PROFESSIONAL
COUNSELORS

<u>CHAPTER 681</u>	PROFESSIONAL COUNSELORS
<u>SUBCHAPTER E</u>	ACADEMIC REQUIREMENTS FOR LICENSURE
RULE §681.82	Academic Requirements

(a) Persons applying for licensure must have:

- (1) a graduate degree in counseling or related field on at least the master's level; and
- (2) a planned graduate program in counseling or related field of at least 48 semester hours with

60 semester hours for applicants starting a counseling program as of August 1, 2017.

(b) The **48/60 semester hours** must be designed to train a person to provide direct services to assist individuals or groups in a professional counseling relationship using a combination of mental health and human development principles, methods, and techniques to achieve the mental, emotional, physical, social, moral, educational, spiritual, or career-related development and adjustment of the client throughout the client's life.

(1) The **48/60 semester hours** may be course work that was part of the required graduate degree, or may be in addition to course work taken for the degree, or a combination of both.

(2) The **48/60 hours** must cover the course content described in §681.83 of this title (relating to Academic Course Content).

(c) Applicants must also have a supervised practicum experience that is primarily counseling in nature of at least 300 clock-hours which were a part of the required planned graduate program.

(1) At least 100 hours of the practicum must be direct client counseling contact.

(2) Academic credit or other acknowledgment of the practicum/internship must appear on the applicant's official graduate transcript.

(3) No practicum course intended primarily for practice in the administration and grading of appraisal or assessment instruments shall count toward the 300 clock-hour requirement.

Texas Administrative Code

<u>TITLE 22</u>	EXAMINING BOARDS
<u>PART 30</u>	TEXAS STATE BOARD OF EXAMINERS OF PROFESSIONAL COUNSELORS
<u>CHAPTER 681</u>	PROFESSIONAL COUNSELORS
<u>SUBCHAPTER E</u>	ACADEMIC REQUIREMENTS FOR LICENSURE
RULE §681.83	Academic Course Content

(a) An applicant must complete at least one three-semester hour course in each of the following areas:

(1) normal human growth and development - the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through adulthood;

(2) abnormal human behavior - the principles of understanding dysfunction in human behavior or social disorganization;

(3) appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;

(4) counseling theories - the major theories of professional counseling;

(5) counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including:

(A) counseling individuals; and

(B) the theory and types of groups, including dynamics and the methods of practice with groups;

(6) research - the methods of research which may include the study of statistics or a thesis project;

(7) life style and career development - the theories of vocational choice, career choice and life style, sources of occupational and educational information, and career decision-making processes;

(8) social, cultural, and family issues - the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing life styles;

(9) professional orientation - the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention; and

(10) practicum (internship) - as described in §681.82(c) of this title (relating to Academic Requirements).

(b) The remaining courses needed to meet the 48/60 graduate-hour requirement shall be counseling or related course work that are in areas directly supporting the development of

an applicant's professional counseling skills and shall be courses related primarily to professional counseling.

(c) As of August 1, 2017, the following courses to meet the 60 hour requirement shall include:

(1) addictions counseling; to include but not limited to gambling, sexual, eating, alcohol, or drug;

(2) additional course in counselor ethics; to include records management, an overview of business/family law and professional practice and the study of current board rule;

(3) a course in psychopathology to include such content as criteria of psychiatric diagnosis, use of the current Diagnostic and Statistical Manual of Mental Disorders and the theories of psychopathology. The course should also include the basic knowledge of types of psychopharmacological medications. Additional course may also include:

(A) crisis counseling;

(B) couples, marriage, families, or parenting.

(d) Passing the National Counselor Exam does not guarantee that Texas state licensure requirements have been satisfied.

Texas Administrative Code

TITLE 22

EXAMINING BOARDS

PART 30

TEXAS STATE BOARD OF EXAMINERS OF PROFESSIONAL COUNSELORS

CHAPTER 681

PROFESSIONAL COUNSELORS

SUBCHAPTER E

ACADEMIC REQUIREMENTS FOR LICENSURE

RULE §681.83

Academic Course Content

(a) All applicants for licensure must complete a supervised experience acceptable to the board of 3,000 clock-hours.

(b) The supervised experience must include at least 1,500 clock-hours of direct client counseling contact. Experience hours earned via counseling by technological means of communication may count for no more than 10% of the total supervised experience hours. Only actual time spent counseling may be counted.

(c) An LPC Intern may not complete the required 3,000 clock-hours of supervised experience in a time period less than 18 months.

(d) The 18 month time period shall not be decreased by excess practicum hours that are applied toward the supervised experience hours.

(e) The internship may only commence after:

- (1) the completion of a graduate degree in counseling or a related field;**
 - (2) the completion of a planned graduate program in counseling of at least 48 semester hours with 60 semester hours as of August 1, 2017; and**
 - (3) the completion of the examinations required.**
- (f) Post graduate supervised experience hours earned with a previous temporary license will not be accepted if over 5 years old.**

(g) The experience must consist primarily of the provision of direct counseling services within a professional relationship to clients by using a combination of mental health and human development principles, methods, and techniques to achieve the mental, emotional, physical, social, moral, educational, spiritual, or career-related development and adjustment of the client throughout the client's life.

(h) The LPC Intern must receive direct supervision consisting of a minimum of four hours per month of face to face or live Internet webcam supervision in individual (up to two Interns) or group (three or more) settings while the intern is engaged in counseling unless an extended leave of one month or more is approved in writing by the board approved supervisor. No more than 50% of the total hours of supervision can be live Internet webcam supervision and no more than 50% of the total hours of supervision may be received in group supervision.

(i) Supervisors, during supervision, shall review board rules and note such on logs.

(j) The experience must have been under the supervision of a board approved supervisor.

(k) For applications submitted on or before August 1, 2017, the board may count excess practicum hours earned toward the experience requirements of this subchapter if:

- (1) the hours were part of the applicant's academic practicum or internship accumulated after the commencement of the applicant's planned graduate program;**
- (2) the hours are in excess of the 300-hour practicum required by §681.82(c) of this title (relating to Academic Requirements); and**
- (3) no more than 400 hours can be counted for excess practicum with no more than half of the excessive practicum hours being counted as direct client contact.**

(l) LPC Interns shall comply with the ethical standards set out in Subchapter C (relating to Code of Ethics) of this chapter.

(m) A supervisor must submit the change of supervision form into the board office for approval before commencing supervision at a new site or with a new supervisor. Without an approved supervision form on file with the board supervised hours may not be counted toward licensure.

(n) To upgrade from the LPC Intern status to full LPC, an LPC Intern must submit the supervised experience documentation form, proof of passing the Texas Jurisprudence exam within two years prior to upgrade and the upgrade fee if applicable.

D. Degree Plan

MY ADVISOR: DEGREE PLAN SAMPLE

MUST BE SUBMITTED DURING FIRST SPRING SEMESTER

Degree Plan: Student Submission

Grade Transfer?	Course ID	Course Name	Semester	Hours
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1.	PHLS 6310	Introduction to Educational Research		3	
2.	PHLS 6330	Principles of Human Growth and Development		3	
3.	PHLS 6315	Career Counseling		3	
4.	PHLS 6325	Theories of Counseling		3	
5.	PHLS 6335	Introduction to Group Counseling		3	
6.	PHLS 6343	Legal and Ethical Issues in Counseling		3	
7.	PHLS 6345	Atypical Growth and Behavior		3	
8.	PHLS 6352	Assessment		3	
9.	PHLS 6370	Introduction to Cross-Cultural Counseling		3	
10.	PHLS 6391	Introductory Lab in Counseling Processes		3	
11.	PHLS 7375	Introduction to Family Counseling		3	
12.	PHLS 7393	Internship and Practicum		3	
13.	PHLS 7393	Internship and Practicum		3	
14.	PHLS XXXX	Addictions Counseling		3	
15.	PHLS XXXX	Ethics II, Professional Orientation		3	
16.	PHLS XXXX	Psychopathology		3	

17.	PHLS XXXX	Open Topic		3		
		Elective Courses				
18.	PHLS*			3		
19.	PHLS*			3		
20.	PHLS*			3		
21.						
22.						
23.						
24.						
25.						

*Electives - choose three courses.

At submission time, the degree plan must include the specific courses, including, electives that the student plans to take to meet all degree requirements. If a student takes a different course than the one listed in the degree plan, a *Change of Degree Plan* form must be submitted and approved on [MyAdvisor](#) prior to graduation.

E. Course Sequence

COURSE SEQUENCE MASTER IN COUNSELING PROGRAM		
(This sequence is offered as a general guide; changes may be necessary depending upon faculty availability, funding, and student need.)		
<u>COURSE OFFERINGS-SUMMER **</u>	<u>MAIN CAMPUS</u>	<u>SUGAR LAND CAMPUS</u>
PHLS 6335	INTRO GROUPS (IF FUNDING AVAILABLE)	
PHLS 7393	PRACTICUM	PRACTICUM
PHLS 6397	ELECTIVE (IF FUNDING AVAILABLE)	<i>ELECTIVE (IF FUNDING AVAILABLE)</i>
PHLS 7326		<i>SCHOOL COUNSELING (only until Summer 2017)</i>
PHLS 6345	ATYPICAL GROWTH & BEHAVIOR	
PHLS 7335		INTERVENTION STRATEGIES (if funding is available)
<u>COURSE OFFERINGS-FALL</u>	<u>MAIN CAMPUS</u>	<u>SUGAR LAND CAMPUS</u>
PHLS 6310`		INTRO ED AND PSY RESEARCH
PHLS 6325	THEORIES OF COUNSELING	
PHLS 6343	LEGAL & ETHICAL ISSUES	
PHLS 6370	INTRO CROSS CULTURAL	INTRO CROSS CULTURAL
PHLS 6391	INTRO LAB	INTRO LAB
PHLS 6352		ASSESSMENT
PHLS 6345	ATYPICAL GROWTH & BEHAVIOR	
PHLS 7393	PRACTICUM	PRACTICUM
PHLS 7375	INTRO FAMILY COUNSELING	
PHLS 7327 OR 7328		<i>COUN. CHILD OR ADOLESCENTS OR OTHER ELECTIVE</i>
PHLS ----	ELECTIVE	<i>ELECTIVE</i>
PHLS 6315		CAREER COUNSELING

<u>COURSE OFFERINGS- SPRING</u>	<u>MAIN CAMPUS</u>	<u>SUGAR LAND CAMPUS</u>
PHLS 6310	INTRO ED AND PSY RESEARCH	ETHICS
PHLS 6315	CAREER COUNSELING	
PHLS 6325		THEORIES OF COUNSELING
PHLS 6335	INTRO GROUPS	INTRO GROUPS
PHLS 6345		ATYPICAL GROWTH & BEHAVIOR
PHLS 6391	INTRO LAB	
PHLS 6352	ASSESSMENT	
PHLS 7393	PRACTICUM	PRACTICUM
PHLS 7375		<i>FAMILY COUNSELING</i>
PHLS 6397	<i>OTHER ELECTIVE</i>	
PHLS 6325		
PHLS 7327		COUNSELING CHILDREN
PHLS ----	ELECTIVE	ELECTIVE

****As of Summer 2010, funding decreases have limited the availability of all courses being offered in the summer. Therefore, please do not plan on all of these courses to be offered every summer, because they depend on funding ability and enrollment.**

Additional notes:

- Elective courses vary year to year and may be offered in different semesters than listed above.
- Courses may be cancelled due to low enrollment or other factors in any semester.
- PHLS 6330 is offered at the Main Campus and occasionally at Sugar Land.

III. Counseling Practicum

All students applying for Practicum must do so with the faculty practicum coordinators one semester prior to working at an approved site. All students need to meet with the coordinators and to prepare a professional resume in order to interview with prospective sites. Information about practicum is sent out on the listerv. Students may not go on interviews without approval from the practicum coordinator. Students are required to attend an orientation meeting and obtain student liability insurance.

Students complete two semesters of practicum for a total of 330 hours, 165 hours per semester (100 hours must be direct service). Students select sites and work at these sites for 12-16 hours per week. Note: Practicum placement for school counseling must be in a school district. Students must enroll in three hours of practicum class each semester in which they are completing their practicum hours.

The field practicum is a **two-semester experience** (6 credits total) in which students engage in actual counseling work in an agency approved by the Counseling Program faculty. Most often both semesters of practicum are completed in the same agency. In general, field practicum should not take place in the agency where a student is employed. Additionally, it is generally difficult to begin practicum in the summer, due to lack of availability of practicum sites.

Before initiating practicum, students must have completed **the following counseling courses**:

PHLS 6315	Career Counseling (if planning on going to a college counseling center)
PHLS 6325	Theories of Counseling
PHLS 6335	Group Counseling
PHLS 6343	Ethical and Legal Issues in Counseling (or PSYC 7326)
PHLS 6345	Atypical Growth and Behavior
PHLS 6391	Introductory Lab in Counseling Process

Students are also encouraged to take courses in Family Counseling and Assessment before practicum, depending on the site chosen. Please refer to the Program website (<https://www.coe.uh.edu/degree-programs/counseling-med/prac-placements/>) to view a partial list of institutions and organizations that have provided opportunities for students to complete their practicum requirements.

Students planning to start Practicum in the fall semester **must** have completed all the course pre-requirements **by the preceding spring semester**. (Due to enrollment fluctuations, course offerings in the summer sessions are unpredictable.) At the end of each practicum semester, students are required to evaluate both their supervisor on site and their overall practicum experience and turn this paperwork into their practicum class instructor or professor.

The Program has established practicum opportunities in many agencies in the Houston area. Depending on the site, students are able to start practicum in any semester including summer. For more information about the practicum experience, including the application process for the

Houston Main Campus and a description of available sites, please visit Dr. Arbona's website at <http://faculty.coe.uh.edu/arbona/> and click on the practicum tab.

Students are required to obtain liability insurance during all practicum placements. The Program recommends the APA Insurance Trust's Student Policy:
<https://www.trustinsurance.com/products-services/student-liability>

See Appendix E for more information on the counseling field practicum experience and a sample practicum application.

Practicum Coordinators: Dr. Arbona for Houston Main Campus students
Dr. Ellis for Sugar Land Campus students

IV. Comprehensive Examination

2017-2018 Master's Comprehensive Exam Schedule

Fall:	Application Deadline	July 1, 2017
	Exam Date	1st Friday of Semester
Spring:	Application Deadline	December 1, 2017
	Exam Date	1 st Friday of Semester

Be sure to submit your application allowing plenty of time for processing in [MyAdvisor](#) before the application deadline.

A. Policies and Procedures

Unless students elect to complete a thesis, all students in the Master of Education Counseling program must successfully complete the Master's Comprehensive Examination.

To be eligible to take the exam, a student must have:

1. **By application deadline** have a degree plan approved at all levels on file with the Graduate Studies Office
2. **By application deadline** have completed at least 18 semester hours of course work with no grades Incomplete, and
3. Submitted, on time, in [MyAdvisor](#), a completed Application to take Master's Comprehensive Examination form. *Late applications will not be accepted.* The form requires a statement of number of hours taken. **In the space labeled "Areas to be Tested," enter the word "Counseling."**
4. Be enrolled for the semester by the Friday of the first week of classes of the semester **OR** have **approved at all levels** a petition requesting to take the comprehensive exam on that semester without concurrent enrollment.

B. Exam Overview

What is the Comprehensive Exam?

The Comprehensive Exam is one of the two options for a final project for the Master's Program in Counseling. The other option is the Master's Thesis. **See Chapter VII for a description of a master's thesis project.**

The program uses the *Counselor Preparation Comprehensive Examination (CPCE)*, which is a national examination, for the Master's comprehension examination process. The CPCE is researched, developed, and distributed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing

and Education (CCE). Both the RACC and CCE are affiliates of the National Board for Certified Counselors (NBCC), which is the historical credentialing body for counselors.

C. Exam Content

What is the content of the exam?

The CPCE covers the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core areas as defined by their Standards for Preparation.

Areas of Concentration for the CPCE exam:

The Master's Comprehensive Examination is the national Counselor Preparation Comprehensive Examination (CPCE) and covers the 8 areas listed below. The CPCE is a service of the Center for Credentialing Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC).

- A. Human Growth and Development
- B. Social and Cultural Foundations
- C. Helping Relationships
- D. Group Work
- E. Career and Lifestyle Development
- F. Appraisal
- G. Research and Program Evaluation
- H. Professional Orientation and Ethics

D. Exam Grading

What is the format for questions?

The CPCE is a 160-item, four-choices, multiple-option exam consisting of 20 items per area. One hundred thirty six of the items are scored for passing information; 24 of the items, three from each core area, are being researched for future examinations. Each question was developed based on information found in the most commonly used textbooks. Scores for each core area (maximum of 17 points per area) and a total score are reported for each student.

What is the cost of the CPCE?

The cost of the exam is about \$75.00 per student. Each students' bursar account is charged for the test.

Students have 4 hours to complete the paper-pencil exam; the exam begins at 9:00 a.m. to 1:00 p.m. unless otherwise notified. As stated above, the CPCE exam is offered twice each year, in fall and spring semesters. Exams are administered at the Testing Service at the University of Houston, which also provides proctoring.

How do I apply?

Students apply to take the Exam through [MyAdvisor](#) system.

New Master's Comprehensive Exam Procedures

The comprehensive exam will no longer be offered in paper and pencil format. The exam will now be taken on a computer at Testing Services.

Students approved to take the exam will be provided a Center for Credentialing and Education (CCE) registration link. Students must submit their CCE registration via the link provided. Within 7 business days, the student will receive an email from Pearson VUE regarding their approved examination. After creating their Pearson VUE account the student will pay the \$75.00 fee by credit card before taking the exam. To ensure there are no problems students will need to register at least 2 weeks before the exam date.

There may be an additional fee of approximately \$5.00 charged to your Cougar account by testing services for proctoring the exam.

Once seated for the exam, the student will log into their Pearson VUE account to launch their exam. The proctor will unlock each student's exam. Upon completion of the exam student's scores may be printed with no indication of pass/fail status. Your score report will also be accessible when you log into your Pearson VUE account. You will need to print out the results of your exam and send the scores to your advisor. Your advisor will then notify you if you passed or failed.

How do I prepare?

Preparation for the CPCE exam follows the study guides for the National Counselor Exam (NCE). Go to the National Board of Certified Counselors (NBCC) website for a listing of study guides for the NCE exam. Study guides for the NCE exam are also available in major bookstores.

There are no published study materials available for the CPCE; however, the exam content is similar to the NBCC National Counselor Examination (NCE), the test that is required by all Texas LPC applicants for licensure. Students may obtain free sample questions from the NBCC website: <http://www.nbcc.org/Exam/SampleQuestions>. A list of study resources is available at <http://www.nbcc.org/Exam/StudyGuides>. Paid subscriptions to exam banks covering the eight content areas are available at <http://www.counselingexam.com/nce>. The NCE Study Guide may be purchased at <http://www.nbcc.org/Exam/StudyGuides>. Please note that neither NBCC, CPCE, nor the University of Houston endorses any study materials for these examinations.

E. Procedures for Remediation of Students Who Fail the Exam

What happens if I fail?

The exams are evaluated by standardized scoring done by the CCE. Results are sent to the coordinator of testing for the master in education in counseling program and advisors notify advisees of their results. Candidates may take the CPCE exam up to three times. If the first attempt is a fail, the student may petition to meet with an appointed remedial committee, consisting of his or her advisor and one other faculty member to determine designated coursework or academic study for a written examination. If the student fails a second time, the student **is required** to meet with a remedial committee, consisting of his or her advisor and one other faculty member to develop a remediation plan. If the student fails the CPCE exam on all three attempts, he or she will be immediately dismissed from the Program.

V. Master's Thesis Options

Thesis Option

- PHLS 6399 (3 hours)
- PHLS 7399 (3 hours)

A Master's Thesis will be the final milestone in the Master of Education Program if students choose this option. This project typically involves the collection, analysis, and interpretation of quantitative and/or qualitative data. The goal of the thesis project is to help students acquire the necessary skills to conduct research by allowing them to apply and practice their research skills under the mentorship of members of the faculty. The official policies regarding the completion of a thesis are presented in the Program Guide for M.Ed. Degree Students and in the Thesis and Dissertation Guide. Catalog: <http://catalog.uh.edu/index.php> Policies: <http://catalog.uh.edu/content.php?catoid=22&navoid=6361> It is the responsibility of students to be aware of college rules and regulations, including those concerning the Master's thesis.

Students who choose the thesis option are required to complete a minimum of 6 hours of Master's thesis (PHLS 6399 & 7399) and will not have to take the Comprehensive Exam. Students may register for additional hours, but only 6 hours may be listed on their degree plan. PHLS 6399 & 7399 are independent study courses; students need to enroll in the section of these courses under the name of the faculty member who will be the Chair of their Master's Thesis Committee.

The Master's Thesis Process:

1. Identify a faculty member who agrees to be the Thesis Advisor and Chair of the Thesis Committee.
2. Each committee must have three faculty members, two of which must be from the Counseling Psychology Program.
3. The Thesis committee is formally established by submitting paperwork through the [MyAdvisor](#) portal listing committee members and committee chair.

Outline of a Master's Thesis*

- I. **Chapter 1/Introduction:** This chapter consists of a 5-8 page overview of the proposed study. This chapter is where you make an argument explaining the need and purpose of your study. You may include definitions of terms, if appropriate. Your goal is to introduce the reader to the particular question your thesis is seeking to answer. In thesis writing, the introduction is not merely a summary of points to be elaborated on in later sections. Rather, your objective here is to inform the reader of what the question is, why it is important, and how your thesis will provide an answer.
- II. **Chapter 2/Literature Review:** This chapter is a thorough, detailed, and comprehensive

review of all relevant literature. This section concentrates on those issues and aspects of the field that specifically relate to the question you seek to answer. As such, this section should also incorporate an examination of the varying viewpoints surrounding your question, in order to orient the reader in the discourse of the field. This chapter is typically divided into numerous sections, as appropriate to the topic of inquiry, and concludes with a rationale/purpose for your study and the hypothesis/research questions.

- III. Chapter 3/Methodology:** In this chapter, the methodological elements are described in the following order: Participants, Instrumentation, Procedure, and Statistical Analyses. These categories may be modified for qualitative work, mixed quantitative/qualitative studies, or for other idiosyncratic design considerations.
- IV. Chapter 4/Results:** This chapter consists of descriptive/qualitative and/or statistical analysis of your data. First, a description of your sample, return rates, procedural problems, and tests of your assumptions for statistical analyses are presented. Next, exploratory analyses are presented. Results must be presented in an objective manner, without any interpretive comments. Alternative presentations are acceptable for qualitative projects.
- V. Chapter 5/Discussion:** This chapter answers the following questions: What do my results mean? Why are my results important? A careful integration of your findings with your literature is expected, as well as thoughtful discourse on alternative interpretations and possible limitations. A typical outline of a Discussion chapter would include: (1) A summary of substantive findings, (2) An integration of these findings with the existing research, (3) Implications for theory, (4) Implications for research, (5) Implications for practice, (6) Limitations, (7) Conclusions.
- VI. References:** Every citation made in the body of your thesis must appear in the list of references. The list of references can be used as a measuring stick to evaluate the breadth of your research. The reader will typically review the list of references to determine whether you have consulted the more prominent works in the field. Know that unlike a bibliography, which may include titles that are not directly referred to in the text, every item in your list of references must be referred to in the body of the thesis.
- VII. Appendices:** Appendices are a useful tool for presenting material that may otherwise interrupt the flow of the thesis writing, such as lengthy data tables, complex charts and graphs, extensive listings of any kind, etc. In general this is information that is not absolutely essential for the reader to continue on with the thesis, but which should be available to the reader to back up relevant points in your argumentation.

*Adapted from master's handbook of counseling psychology program at Texas Woman's University.

The Master's thesis is developed in collaboration with your research advisor. The student should decide on a topic area and develop research questions with the guidance of the Thesis Chair. The Thesis Chair will guide the student on departmental procedures.

VI. Program Policies and Procedures

This section describes the primary means by which the Program monitors and evaluates student progress. Also described are current policies regarding requests for leaves of absence and time extensions, as well as information about dismissal and formal grievance procedures. The University's Graduate Catalog, which contains the university's policies and procedures, can be found at: <http://catalog.uh.edu/index.php?catoid=9>.

A. Advising

The student's relationship with his or her academic advisor is one of the primary means by which the Program monitors and facilitates student progress. Students are expected to maintain regular contact with their advisor throughout their tenure in the Program, keep their advisor apprised of any problems or concerns that may affect their academic and/or clinical work, and seek their advisor's consultation and assistance as appropriate. Upon admission to the Program, students are assigned an academic advisor in the Office of Graduate Studies.

Our mission is to ensure timely and efficient academic completion for all students through commitment, partnership, and provision of resources necessary for success. Our team: assists with personal and academic goals, tailor advising to students' individual needs, collaborates with faculty, staff and community partners, empowers students to take ownership of their academic success, and provides mutual respect and appreciation for our diverse population.

Responsibility of the Student

As a student at the University of Houston, College of Education, I understand that the following are my responsibilities in the student-advisor relationship:

- Read the Graduate Catalog.
- Read the Program Handbook, if applicable.
- I must take proactive measures to contact my Academic Advisor if I have questions or concerns regarding my program, program courses, and general/personal concerns.
- I must meet all deadlines (e.g., registration deadlines, course deadlines, entrance/exit testing deadlines, commencement deadlines, etc.) that are issued by my course instructors and the College of Education (COE) administration.
- If work/life circumstances may impede my ability to meet the required objectives or deadlines established by the College, then I will contact my professor first. I will then promptly inform my Academic Advisor and seek a recommended course of action.
- I am required to read the Graduate Catalog and the Department Handbook so that I may be aware of COE policies regarding satisfactory academic progress.
- I understand that my Academic Advisor is here to guide me through my program at the College of Education. The counsel of the advisor is important to my academic progress; therefore, I will treat him/her with utmost respect.

Responsibility of the Academic Advisor

As a Graduate Academic Advisor at the College of Education, I understand that the following are my responsibilities in the student-advisor relationship:

- I will aid the advisee and offer sound, prompt academic counsel regarding suggested sequence of courses, updated degree plans, and outstanding courses that are needed for graduation.
- I will commit to exploring the interests and abilities of my advisee, and when appropriate, I will refer him/her to Career Services for additional counsel regarding possible areas for future work. Likewise, if the advisee is interested in pursuing future academic study, then I will direct him/her to those faculty, and colleges and encourage additional study.
- I will listen to the academic concerns of my advisee and offer counsel that is in compliance with COE policies.
- I commit to returning advisee phone calls and emails in a prompt manner.
- I will guide my student through his/her program at the College of Education. Input from an Academic Advisor is essential to my advisee's academic progress; therefore, I will treat him/her with utmost respect and compassion.
- If a problem should arise with my advisee, then I commit to make every effort to reconcile the concern with the advisee. Second, if a concern/problem remains, then I will contact the sitting Department Chair, if applicable. Third, if the problem persists, then I understand that I may contact the Associate Dean of Graduate Studies for counsel and recourse.

B. Time Limit

Students pursuing this M.Ed. degree must complete all requirements within a five-year period of enrollment. University policy can be found at:

<http://www.uh.edu/education/student-services/graduate-office/>

As a reminder, initial degree plans must be completed during the first spring semester.

C. Continuous Enrollment

Once admitted to the Program, students are expected to enroll in at least three credit hours every consecutive long semester (i.e., Fall and Spring semesters) until the degree Program is completed and the degree is awarded. University policy regarding continuous enrollment can be found at: <http://www.uh.edu/education/student-services/grad-sops-students/>.

Leaves of Absence

On rare occasions, significant life events and emergencies (e.g., serious health issues, major family disruptions) may interfere with a student's progress through the Program. Students who cannot enroll in a given semester must apply for a leave of absence in order to remain in good standing. A student who does not return to enrolled status at the end of an approved leave is no longer considered to be pursuing an advanced degree. A student who fails to

enroll in a long semester (Fall or Spring) without obtaining an approved leave from graduate study is not automatically readmitted.

To request a leave of absence, students need to first consult with their advisor.

Correction: *Secondly, obtain a Graduate and Professional Studies petition from the [UH Graduate School](#) and include documentation that describes the reason for the request and a timeline and plans for completing remaining Program requirements following the leave. If the reason for the leave is due to medical or administrative reasons (including military deployment or a death of immediate family member), a [Medical/Administrative Term Withdrawal Request](#) with appropriate documentation should be attached to the request. If students have any questions or concerns regarding the petition, they are encouraged to visit the [Office of Graduate Studies](#) in the College of Education.*

The leave of absence must be approved by the students' advisor, the Department Chair, and the College of Education Dean. Approved petition(s) will be submitted to the University's Office of the Registrar and the UH Graduate School. A copy of the petition will be stored within a student's [MyAdvisor](#) account.

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

D. Grade Policy

A minimum grade point average (GPA) of 3.00 (B) for all graduate courses attempted is required for all graduate degree programs at the University of Houston. Failure to maintain a 3.00 GPA may result in a warning, probation, suspension, loss of financial support, or dismissal. University policy regarding grading policies can be found at: <http://catalog.uh.edu/content.php?catoid=9&navoid=1636>.

Low Grade Policy (separate policy)

A student who receives a grade of C+ or lower in 12 semester hours of credit attempted at this institution for graduate credit or for application toward the graduate degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree at this institution and will not be permitted to re-enroll for graduate study.

To re-state the policy, if a student receives 4 C+'s or lower in any 4 courses worth 3 credit hours each, the student will be dropped from graduate study.

The university's low grade policy can be found at: <http://catalog.uh.edu/content.php?catoid=9&navoid=1639>.

E. Dismissal Policies and Procedures

The dismissal of a student from the Program is a significant event for both the student and the Program faculty and represents the conclusion of the faculty that the student has not

demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct.

A graduate Program is responsible for training future counselors who are competent and in no way provide a threat to the public welfare. Therefore, the faculty are attentive to all aspects of student competence and performance in all relevant areas including academics, clinical training, ethics, and interpersonal behavior. Students are expected to make satisfactory academic progress, master counseling skills in a satisfactory and timely manner, meet all timelines and policies and procedures for the university and all training agencies to which assigned, meet high standards of ethical behavior in all endeavors, and demonstrate interpersonal attitudes and behaviors with peers, faculty, staff, and supervisors that promote growth and learning.

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

Students in psychology and counseling training programs (at the masters, doctoral, internship, and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have professional, ethical, and potentially legal obligations to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional training programs strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large.

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

- (a) Interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public).*
- (b) Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one’s own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public).*
- (c) Openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional*

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

This policy is implemented in the Counseling M.Ed. Training Program through a number of specific mechanisms, occurring at various points in a student's training, which include: ongoing evaluation, evaluation for readiness to begin practicum, and during course evaluation.

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

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

1. Failure to meet minimal academic requirements for M.Ed. students at the University of Houston, as described in the on-line *Graduate and Professional Studies Catalog* (www.uh.edu/grad_catalog).
2. Violation of the ethical principles of psychologists as defined by the American Psychological Association (www.apa.org), the American Counseling Association (www.counseling.org), or the National Association of School Psychologists (www.nasponline.org).
3. Unsatisfactory performance in counseling practice courses (e.g., practicum).
4. Failure to comply with established University, College, Department, or Program timetables and requirements.
5. Academic dishonesty including plagiarism, cheating, fabricating research results, etc.
6. Failure to maintain continuous enrollment.
7. Criminal misconduct.
8. Failure to satisfy one or more academic requirements (e.g., coursework, comprehensive exam, thesis). In these cases, remedial actions will be identified to help the student address the academic deficiencies. However, if remedial actions fail to correct the problem(s), the student may be terminated from the Program.
9. Failure to maintain satisfactory progress through the Program.
10. Cognitive, affective, and/or behavioral deficiencies exhibited by the student that are deemed to obstruct the training process and/or potentially threaten client welfare.
11. Unprofessional conduct at university or other professional settings.

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

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

- I. Academic Performance**
 - a. Writing style
 - b. Topical organization
 - c. Research work
 - d. Capacity to deal with contradictory data
 - e. Verbal presentations
 - f. Grade Point Average
- II. Classroom Behavior**
 - a. Class attendance/participation
 - b. Examination behavior
 - c. Ability to meet deadlines
- III. Professional-Ethical Behavior**
 - a. Keeping appointments
 - b. Following practicum procedures
 - c. Appropriate dress and behavior
 - d. Openness to feedback
 - e. General Counseling skills
- IV. Research Skills**
 - a. Design/Methodology
 - b. Ability to critique literature
 - c. Research project involvement
 - d. Publications/Presentations
- V. Interpersonal/Attitudinal Considerations**
 - a. Constructive criticism of Program/faculty
 - b. Offering alternatives to problems
 - c. Emotional maturity and stability
 - d. Relationships with peers
 - e. Relationships with faculty
 - f. Relationships with staff/agency personnel
 - g. Respect for individual differences
- VI. Other Professional Activities**
 - a. Awards or honors
 - b. Departmental participations
 - c. Attendance at departmental activities

Observations or charges relevant to student performance in the areas described above can emanate from a variety of sources including faculty, clinical supervisors, clients, University staff, or professionals and agents outside of the University community. To protect student due process rights as well as to uphold the academic and professional standards of the

Program, the student will be informed in writing by the Director of Training and the student's advisor of any charge, event, performance, or circumstance that may threaten the student's immediate status in the Program. As part of this communication, the Director may initially advise the student to seek an informal resolution of the charge or complaint and to inform the Director (in writing) of the outcome of this action within a specified time frame. If informal methods of problem resolution are inappropriate or unsuccessful, a formal meeting of the faculty will be convened to discuss the nature of threat to the student's status and to arrive at a decision regarding dismissal. Prior to that meeting, the student as well as other interested parties possessing relevant information will have the opportunity to present their evidence to the faculty. Following faculty review of and deliberation on the evidence, the Director of Training will inform the student in writing of the faculty's decision and, if appropriate, specify any conditions that must be satisfied in order for the student to maintain or restore his or her standing within the Program.

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

F. Grievance Policy and Procedures

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified on-line at the following websites:

University of Houston

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

Psychological Health, and Learning Sciences Department

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

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

**G. Counseling Psychology Program
Policy Statement
Social Media and Public Representations***

Students in our program represent the University of Houston; the College of Education; the Department of Psychological, Health and Learning Sciences; the Counseling Psychology doctoral program; the profession of counseling psychology; and the helping professions in general. Counseling Psychology students' behaviors and roles in the classroom and in society should conform to the fundamental tenets of professionalism, ethics, and the ideals core to the Counseling Psychology profession. Therefore, all students are expected to maintain professional and ethical standards of behavior and the core ideals of the profession *in all* public settings.

These behaviors may include public interactions, such as various online, social media, and social networking outlets. Examples of these venues include Facebook, Twitter, Snapchat, Instagram, Google+, Reddit, and LinkedIn. Students must consider that all personal representations made online and on social media outlets are inherently public behavior. As a result, careful consideration should be taken to maintain a professional online presence and ensure the ethical use of online tools.

There are several aspects of the American Psychological Association ethics code that need to be considered when examining the ethical use of social networking and social media outlets. These include, but are not limited to, clients' rights, confidentiality, intrusions on privacy, beneficence and nonmaleficence, fidelity and responsibility, multiple relationships, duty to warn, professional representation, informed consent, conflict of interest, disclosure, and creating hostile environments. This Social Media and Public Representations policy recommends that students give careful consideration to the impact that their actions in social networking/media outlets can have on our profession, other professionals, and the persons they serve. Students are encouraged to seek guidance from the ethics code and through consultation with faculty and other appropriate sources (e.g., professional organizations and legal sources).

Any significant reports of incidents in conflict with the ethics code or the core values of Counseling Psychology may be subject to disciplinary action. This policy reflects our program's desire to protect the rights and well-being of others, as well as the professional standing of the University, College, program, and field of Counseling Psychology.

*This statement has been adapted from the following other universities and/or Counseling Psychology program statements: Auburn University, University of St. Thomas, and the University of Texas – Austin.

IX. Student Support Services

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

A. Fellowships, Assistantships, and Financial Aid

Counseling students are also eligible to compete for several scholarship or graduate fellowship programs that are available through the College of Education (http://www.coe.uh.edu/student-services/fin_aid_scholarships/) or with the University of Houston Office of Scholarships and Financial Aid (<http://www.uh.edu/about/offices/enrollment-services/financial-aid/index>). **Also, see Appendix D for some examples of scholarships.**

B. Communication within the Program and Department

The Program listserv provides students, faculty and staff the opportunity to receive broadcast e-mails to everyone in the Counseling Program. Upon admission to the Program students are **REQUIRED TO SUBSCRIBE** to the M.Ed. Program listserv, **using their UH email addresses**. Follow the steps to subscribe to the listserv 1). Log on to <http://listserv.uh.edu/> 2). Click on the middle list, the one that looks like: *Catalist*, view all public lists at this host 3). There are two ways to find your listserv– use the Ctrl F function to ‘find’ your area (e.g. M.Ed. in Counseling: medcoun@listserv.uh.edu) OR Scroll down the list until you see your area of study (medcoun@listserv.uh.edu).

C. Course Registration

You may find your specific enrollment time by logging on to MyUH. Steps on how to enroll:

1. Log on to MyUH
2. Click on UH Self Service
3. Click on Enrollment (Menu is on the left)
4. Click on Enrollment: Add Classes
5. You may search for classes or enter the five digit section number in “Enter Class Nbr”
6. Once you have found the course you want, click on “Select”
7. Then Click on “Next”
8. You may get a message that says” Your course has been added to your enrollment shopping cart”. Please click on: Proceed to Step 2 of 3
9. Click on Finish Enrolling

D. Computing

The [Center for Information Technology in Education \(CITE\)](#) offers multi-faceted technology services to the entire College of Education community. There are two CITE Computer Lab locations. One is on the 3rd floor and another is on the 4th floor of Farish Hall. The CITE Lab provides students with over 80 computers and also houses a statistics lab and a multimedia lab. The CITE Lab staff provides routine consultation to students on a variety of technology matters

E. Problem-Solving Resources

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

F. UH Counseling and Psychological Services (CAPS)

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

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

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

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

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

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

From Loganbill, C., Hardy, E. & Delworth, U. (1982)

Supervision: conceptual model. *The Counseling Psychologist*, 10, 3-42 (pp. 6-7).

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

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

X. Licensure

A. Licensing

Students who complete the M.Ed. Degree in Counseling –Professional Counseling track, and who choose to seek licensure as a Professional Counselor in the State of Texas, may obtain information regarding requirements for such licensure from the [Texas State Board of Examiners for Professional Counselors](#). Students who plan on obtaining licensure outside the State of Texas should contact the licensing boards of the states in which they may eventually wish to practice.

Applicants who have questions about licensure requirements in Texas should contact the [Texas State Board of Examiners for Professional Counselors](#) (<http://www.dshs.state.tx.us/counselor/>) at 1100 West 49th Street, Austin, TX 78756-3183 (512) 834-6658.

Appendices

Appendix A
M.Ed. in Counseling Program:
Information Sources

LICENSED PROFESSIONAL COUNSELOR INFORMATION:

For Licensing Information:

Texas State Board of Examiners of Professional Counselors
Texas Department of Health
1100 West 49th Street
Austin, TX 78756-3183
<http://www.dshs.state.tx.us/counselor/default.shtm>

LICENSED PSYCHOLOGICAL ASSOCIATE INFORMATION:

For Licensing Information:

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

NATIONAL BOARD FOR CERTIFIED COUNSELORS:

For Information on Becoming a National Certified Counselor: <http://www.nbcc.org/>

PROFESSIONAL ORGANIZATIONS:

American Counseling Association <http://www.counseling.org>
Texas Counseling Association <http://www.txca.org>
Houston Licensed Professional Counselors Association: <http://www.houstonlpcassociation.org>
Houston Counseling Association: <http://www.houstoncounselor.org>

WHERE TO FIND INFORMATION ABOUT THE PROGRAM

College of Education Web site: <http://www.coe.uh.edu>

Graduate Catalog Online <http://www.uh.edu/graduate-catalog/general-info/index.php>

Familiarize yourself with information under the Tab *Academic Regulations and Degree Requirements*

UH EMAIL

Upon admission and registration, students are assigned a UH email address that typically includes the first initial and last name @uh.edu (*C.Smith @ uh.edu*). All university related information, including participation in the M.Ed. Program's listserv, is sent to your UH email address, therefore subscribing to this listserv is required. Therefore, if you are using additional email addresses, please use the following directions to re-route messages from your UH email to your regular email address. Because important information is routinely sent over the listserv, the Program encourages students to take care of this task as soon as possible.

Students can access UH e-mail address at:

<http://www.uh.edu/infotech/services/accounts/email/student-email/index.php>. Click on the "forgot my password" section and register as a new user. Students will then be able to access your UH e-mail account in approximately 10 minutes. **To forward UH e-mail to a personal account by logging into PeopleSoft and selecting campus personal information and updating the Destination address.**

Advisor: Britney Ikner, Office of Graduate Studies

Core Faculty

Dr. Consuelo Arbona
Dr. Nicole Coleman
Dr. Marcel A. de Dios
Dr. Patrick J. Ellis
Dr. Susan X. Day
Dr. Roberta L. Nutt
Dr. Ezemenari M. Obasi
Dr. Jonathan P. Schwartz
Dr. Nathan G. Smith
Dr. Kassie Terrell
Dr. Rachel A. Whitaker

In the Psychological, Health, and Learning Sciences Department's web site you will find the faculty's contact information:

<https://www.coe.uh.edu/degree-programs/counseling-med/h>

Faculty Lookup by Department: <http://www.uh.edu/education/about/directory/department-listing/>

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

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

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

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

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

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

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

Appendix C

Faculty Biographies

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

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

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

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

Dr. Marcel Alejandro de Dios earned a Bachelor of Arts degree in Psychology at Montclair State University. He completed a Master of Science degree in Counseling Psychology at Pace University and a Doctor of Philosophy degree in Counseling Psychology from the University of Miami (2007). Dr. de Dios completed his pre-doctoral internship at Denver Health and Medical

Center and went on to an NIH T32 post-doctoral fellowship in Behavioral Medicine at the Warren Alpert Medical School at Brown University. Prior to joining the counseling psychology faculty at the University of Houston, Dr. de Dios served as faculty member at the University of Texas MD Anderson Cancer Center (2012 to 2017) and at the Alpert Medical School of Brown University (2009 to 2012).

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

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

Dr. Patrick Ellis graduated from the University of North Carolina – Charlotte in 1976 with a Bachelor of Arts degree in Psychology. He completed his Master of Science degree in Behavior Modification at University of Southern Illinois– Carbondale in 1982. He earned his Doctor of Philosophy in Counseling Psychology from the University of Houston in 1996. His pre-doctoral internship was completed in Clinical Psychology at University of Texas Medical Branch – Galveston in 1995.

He has over 20 years experience working as a counseling psychologist in two different independent school districts in Texas and has been providing consultation and psychological services in private practice primarily with individuals with intellectual disabilities. He is an active member and has served in various leadership positions in the Texas and Houston Psychological Associations. Primary research interests include assessment of emotional disorders, applied behavior analysis, consultation, school-based mental health intervention, and evidence-based treatments.

Dr. Roberta L. Nutt received her B.A. degree in Psychology from the University of Texas at Austin after completing her first two years of college at Rice University. Following college she served for two years in the Peace Corps in Malaysia. Upon returning to the States, she earned both her M.A. and Ph.D. from the University of Maryland in Counseling Psychology. Her first

professional position was in the Counseling Center at the State University of New York, College at Fredonia, followed by Counseling Center and faculty positions at Texas Woman's University where she became the founder and Director of the APA-accredited Counseling Psychology doctoral program. After two years as the Director of Professional Affairs at the Association of State and Provincial Psychology Boards in Montgomery, Alabama, she joined the faculty at the University of Houston as the Training Director of the Counseling Psychology program in 2010.

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

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

Dr. Obasi's research focuses on addictions, gene x environment predictors of health, and health disparities that disproportionately affect the African American community. As the director of the Hwemudua Addictions and Health Disparities Laboratory (HAHDL) at the University of Houston, he takes an interdisciplinary approach (incl., biomarkers, biofeedback, genetics, fMRI, experimental manipulations, etc.) and use a diverse range of settings (incl., community, bar lounge, experimental rooms, medical facilities, etc.) to investigate biological, psychological, social, and cultural determinants of health. The impact that drug addictions have on health disparities impacting at-risk African Americans are grossly understudied. While there is strong evidence linking drug use and abuse to violent behaviors, injuries, mental health, and physical health problems, it is unclear how African Americans are disproportionately at risk given their relatively low incidence rates of drug use and abuse. There is a growing body of literature linking chronic stress—and one's inability to effectively regulate stress—to addictions. As a

result, Dr. Obasi is interested in taking students who are interested in investigating how stress dysregulation might be used to clarify the more subtle relationship between specific genes and drug use vulnerability. Ultimately, Dr. Obasi is committed to bringing about positive change to the African American and other marginalized communities. To this end, he has a history of being actively involved in the community and publishing in the area of African/Black Psychology.

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

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

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

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

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

Dr. Rachael A. Whitaker received her Bachelor of Science in Audiology and Speech Pathology from Delta State University in 2006. She completed her Masters of Education in Clinical Mental Health with a focus on Special Education from Delta State University in 2009. She completed her Ph.D. in Counselor Education with an emphasis on School Counseling from Mississippi State University in 2015. During her graduate programs, Dr. Whitaker worked for Behavioral Research Assessment and Training Services as a behavioral therapist and clinical supervisor. Dr. Whitaker served hundreds of preschool students and parents located in North and East Head Start Early Education Programs in Mississippi. She also provided mental health and prenatal services to high risk pregnant mothers in the surrounding community. During this time, Dr. Whitaker presented and published articles related to understanding coping skills and mental health symptomology among pregnant women in high risk areas. Dr. Whitaker and her doctoral advisor secured over one hundred thousand dollars in grants for professional school counselors in training. She also worked as a Profession School Counselor in Oxford, MS serving 610 students in the 4th and 5th grade. Dr. Whitaker implemented a comprehensive school counseling program and tier tracking system to better support the social and emotional development of the students. In 2014 she was award the Courtland C. Lee Multicultural Excellence National Award. Dr. Whitaker served on the faculty of Lamar University as assistant professor, visiting assistant professor, and adjunct instructor from 2012-2017. She also served as the field experience coordinator and residency course lead. Dr. Whitaker currently sits on several national and international committees including International Association of Marriage and Family Counselors and Association for Assessment and Research in Counseling. Her current research interests include school counselor development, childhood health/nutrition and technology in counselor education.

Appendix D Scholarships and Financial Aid

- Scholarship applications are accepted starting January 1st of each year
- **Deadline: The first Friday of March of each year**

Educational Psychology Scholarships:

The Andrews Foundation Scholarship – Educational Psychology Undergraduate and Graduate

Description: This scholarship is available to full-time undergraduate or graduate students who demonstrate an interest in pursuing a career in Educational Psychology. Scholarships will be awarded to applicants exhibiting leadership qualities as determined by the College of Education Scholarship Committee. Notification of this award will be by mail.

Eligibility Criteria:

- Applicant must be a certified full-time undergraduate (12 hours) or graduate (9 hours) degree seeking student in good standing in the College of Education and the University of Houston.
- Applicants must demonstrate an interest in pursuing a career in Educational Psychology.
- Applicant must maintain a GPA of 3.0 or better.
- Scholarship recipients may accept other scholarships and grants.
- Funds can be used to cover expenses for tuition, books, fees, room and board and/or supplies for the coming academic semester. Any expenses of a recipient in excess of the amount deposited must be borne by the student.

College of Education Scholarships:

For more information about scholarships available through the College of Education visit:

http://www.coe.uh.edu/student-services/fin_aid_scholarships/

Appendix E
Dr. Ellis' Practicum Materials
M.Ed. in Counseling Field Practicum
PHLS 7393 Internship & Practicum
Department of Psychological, Health, and Learning Sciences
University of Houston

Practicum Application – Sugar Land Campus

Faculty Coordinator: Patrick J. Ellis, Ph.D. Pjellis@uh.edu

The field practicum is a two-semester experience in which students engage in actual counseling work in an agency approved by the Counseling Program faculty. Most often both semesters of practicum are completed in the same agency. Field Practicum should not take place in the agency where a student is employed.

In this packet we provide a description of the prerequisites and minimum requirements for the Practicum courses. An Application Form for Practicum is also included.

I. Prerequisites

Before initiating this Practicum, students must have completed the following counseling courses:

PHLS 6325 Theories of Counseling
PHLS 6391 Intro Lab
PHLS 6343 Ethical and Legal Issues
PHLS 6315 Career Counseling (if planning to go to a college counseling center)
PHLS 6345 Psychopathology or Atypical Growth and Behavior
PHLS 6335 Group Counseling

Students planning to start practicum in the Fall semester should have completed these pre-requisites by the end of the preceding Spring semester.

Students are also encouraged to have completed courses in Family Counseling, and Assessment before practicum, particularly if they are interested in a setting in which skills related to these courses are needed.

II. Minimum Requirements

- a. Students must accumulate a minimum of 330 on-site hours for both semesters (approximately 10-12 hours per week); at least a third of this time (for a minimum of 100 hours total) must be devoted to direct service. Direct service refers to the time spent in actual contact with a client or group of clients including observations.

- b. Because Practicum is a training experience, students are expected to engage in learning activities such as in-service workshops, case conferences, and staff meetings.
- c. Students must receive one hour per week of face-to-face individual supervision.
- d. Students are expected to attend the monthly Practicum Seminar on Campus conducted by the Coordinator.
- e. Students are expected to act professionally and responsibly following the ethical guidelines of the profession (e.g., ACA and APA).
- f. Students must carry some form of personal malpractice insurance before beginning practicum. Student rates are available through ACA and APA.

III. Practicum Application Process

- a. Review the Red Binder located in the PHLs office to familiarize yourself with the various Practicum sites that have been approved by the Counseling faculty.
- b. Attend annual Practicum Fair on Main campus
- c. Complete the attached Practicum Application Form and **e-mail to Dr. Ellis at PJellis@uh.edu** according to the schedule described below. Please do not send applications too early; they run the risk of becoming misplaced.

Deadline:

Start Practicum

November 1st
February 15th

Spring Semester
Summer or Fall Semesters

Please detach the Application Form from these two pages before turning it in.

- c. After reviewing the Practicum application and discussing it with you, the coordinator will contact the Practicum agency of your interest to give them your name. Following, the coordinator will provide you with the name and phone number of the person in charge of training in the agency of your interest. Please do not contact any agency yourself without previous communication with the Practicum Coordinator.
- d. After all students have been placed and before the beginning of the academic semester, the coordinator will conduct an Orientation meeting. You will be informed of the date and time of the meeting by email.
- e. Include a recent copy of your vita with your application.

M.Ed. in Counseling Field Practicum
Department of Psychological, Health, and Learning Sciences
University of Houston

Practicum Application – Sugar Land Campus

Coordinator: Dr. Patrick J. Ellis

PJellis@uh.edu

Name: _____

Address: _____

Phone: Daytime: _____ Evening: _____

Email Address: _____

Circle the semester that you want to **start practicum** and fill in the year:

SPRING 2018 ____ SUMMER 2018 ____ FALL 2017 ____ -

Deadline: February 15th (same year) February 15th (same year) Nov. 1st (of previous year)

Send via **EMAIL pages 3 and 4 of the application** and a copy of your **VITA** to Dr. Ellis at PJellis@uh.edu by the proper deadline as described above

1. What types of skills do you want to develop, and/or what kinds of learning experience do you want to obtain?

2. In what setting and with what population would you like to work?

3. Please list briefly counseling (work or volunteer) experience you have so far.

4. What hours are you available for practicum? Daytime, evenings and/or weekends. Please list preferences and other possible constraints on time and location (e.g., work hours, child care).

5. In order of preference, list the agencies in which you would like to work. Please list several choices, with top choice first.
 - 1.
 - 2.
 - 3.

6. Please indicate when you completed these courses and grades (include courses in progress):

Course	Semester (Circle one)	Year	Grade	In Progress
Theories of Counseling (6325)	Fall Spring Summer			
Ethical and Legal Issues (6343)	Fall Spring Summer			
Intro Lab (6391)	Fall Spring Summer			
Group Counseling (6335)	Fall Spring Summer			
Psychopath. or Atypical (6345)	Fall Spring Summer			
Career Counseling (6315)	Fall Spring Summer			

Students planning to start practicum on the Fall semester must have completed these pre-requisites by the end of the preceding Spring semester, which is the semester this application is due.

7. Additional Comments or Information (If more space is needed, please use the back of this sheet or attach additional pages.)

Appendix F
Dr. Arbona's Practicum Materials
M.Ed. in Counseling Field Practicum
PHLS 7393 Internship & Practicum
Department of Psychological, Health, and Learning Sciences
University of Houston

Practicum Application – Houston Campus

Faculty Coordinator: Consuelo Arbona, Ph.D. (713) 743-9814 carbona@uh.edu

The field practicum is a two-semester experience in which students engage in actual counseling work in an agency approved by the Counseling Program faculty. Most often both semesters of practicum are completed in the same agency. Field Practicum should not take place in the agency where a student is employed.

In this packet we provide a description of the prerequisites and minimum requirements for the Practicum courses. An Application Form for Practicum is also included.

I. Prerequisites

Before initiating this Practicum, students must have completed the following counseling courses:

- PHLS 6325 Theories of Counseling
- PHLS 6391 Intro Lab
- PHLS 6343 Ethical and Legal Issues
- PHLS 6315 Career Counseling (if planning to go to a college counseling center)
- PHLS 6345 Psychopathology or Atypical Growth and Behavior
- PHLS 6335 Group Counseling

Students planning to start practicum on the Fall semester should have completed these pre-requisites by the end of the preceding Spring semester.

Students are also encouraged to have completed courses in Family Counseling, and Assessment before practicum, particularly if they are interested in a setting in which skills related to these courses are needed.

II. Minimum Requirements

- a. Students must accumulate a minimum of 330 on-site hours for both semesters (approximately 10-12 hours per week); at least a third of this time (for a minimum of 100 hours total) must be devoted to direct service. Direct service refers to the time spent in actual contact with a client or group of clients including observations.

- b. Because Practicum is a training experience, students are expected to engage in learning activities such as in-service workshops, case conferences, and staff meetings.
- c. Students must receive one hour per week of face-to-face individual supervision.
- d. Students are expected to attend the monthly Practicum Seminar on Campus conducted by the Coordinator.
- e. Students are expected to act professionally and responsibly following the ethical guidelines of the profession (e.g., ACA and APA).
- f. It is suggested that students carry some form of personal malpractice insurance. Student rates are available through ACA and APA.

III. Practicum Application and Placement Process

A. Application

Review the document on Dr. Arbona's web site, under the Practicum Tab to familiarize yourself with the various Practicum sites that we frequently place students in (<http://faculty.coe.uh.edu/arbona/>) attend the annual Practicum Fair on Main Campus.

The application deadlines are:

Deadline:	Start Practicum
October 15th	Spring Semester
February 15th	Summer or Fall Semesters

Please detach the Application Form from these two pages before turning it in.

Complete the attached Practicum Application Form and **send it to Dr. Arbona via email** (arbona@uh.edu) according to the schedule described below. Please do not send the application too early; it runs the risk of becoming misplaced.

Shortly after the application deadline, Dr. Arbona calls a meeting for the Practicum applicants. The time/day of this meeting is announced via the Counseling M.Ed. Program listserv. Make sure that you receive emails from this listserv.

After reviewing the Practicum application and discussing it with you, the coordinator will contact the Practicum agency(ies) of your interest to give them your name. Following, the coordinator will provide you with the name and phone number of the

person in charge of training in these agencies. Please do not contact any agency yourself without previous communication with the Practicum Coordinator.

B. Interview(s)

Communicate with the contact person in the agency or agencies of your interest, by phone and/or email, to request an appointment for an interview. Bring a copy of your resume to each interview.

C. Accepting an Offer

Following the interviews typically agencies make offers directly to the student. Once you accept a position at an agency, inform Dr. Arbona via email and copy in the email the contact person at the agency (the person who made you the offer).

Make sure that you have already heard from all agencies of your interest **before** you accept a practicum position at an agency. **Once you accept an offer, your commitment is binding.** This means that (a) **you are not allowed to interview at any other agency, and (b) you are not allowed to accept an offer from any other agency for that semester** (not even if your dream agency suddenly became an option).

If when you make the decision to accept an offer, you have already scheduled an interview with a different agency or you are waiting to hear from another agency about a possible interview, **you must contact these sites and let them know that you have already accepted a practicum position somewhere else** and that therefore, you are cancelling the scheduled interview or the request for an interview. **In other words, once you accept an offer, you must actively remove yourself from the applicant pool.**

By the beginning of the academic semester when the practicum starts, the coordinator will conduct an Orientation meeting to discuss the practicum requirements. You will be informed of the date and time of the meeting by email.

**M.Ed. in Counseling Field Practicum
Psychological, Health, and Learning Sciences
University of Houston**

Practicum Application – Houston Campus

Coordinator: Dr. Consuelo Arbona 713- 743-9814 carbona@uh.edu

Name: _____

Address: _____

Phone: Daytime: _____ Evening: _____

Email Address: _____

Circle the semester that you want to **start practicum** and fill in the year:

SPRING 2018 _____ SUMMER 2018 _____ FALL 2017 _____

Deadline: February 15th (same year) February 15th (same year) Nov. 1st (of previous year)

Send via **EMAIL pages 3 and 4 of the application** and a copy of your **VITA** to Dr. Arbona at carbona@uh.edu by the proper deadline as described above

1. What types of skills do you want to develop, and/or what kinds of learning experience do you want to obtain?

2. In what setting and with what population would you like to work?

3. Please list briefly counseling (work or volunteer) experience you have so far.

4. What hours are you available for practicum? Daytime, evenings and/or weekends. Please list preferences and other possible constraints on time and location (e.g., work hours, child care).

5. In order of preference, list the agencies in which you would like to work. Please list several choices, with top choice first.
 - 1.
 - 2.
 - 3.

6. Please indicate when you completed these courses and grades (include courses in progress):

Course	Semester (Circle one)			Year	Grade	In Progress
Theories of Counseling (6325)	Fall	Spring	Summer			
Ethical and Legal Issues (6343)	Fall	Spring	Summer			
Intro Lab (6391)	Fall	Spring	Summer			
Group Counseling (6335)	Fall	Spring	Summer			
Psychopath. or Atypical (6345)	Fall	Spring	Summer			
Career Counseling (6315)	Fall	Spring	Summer			

Students planning to start practicum on the Fall semester must have completed these pre-requisites by the end of the preceding Spring semester, which is the semester this application is due.

7. Additional Comments or Information (If more space is needed, please use the back of this sheet or attach additional pages.)