



TEXAS A & M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

Master of Arts in Counseling Psychology

STUDENT HANDBOOK

2021-2022

SIXTEENTH EDITION

The Master of Arts in Counseling Psychology Program of Texas A&M International University operates within the accreditation of the University and the Masters in Psychology and Counseling Accreditation Council (MPCAC.) Texas A&M International University is accredited by the Southern Association for Accreditation of Universities and Colleges.

This handbook is for informational purposes only and is not an official publication of Texas A&M International University. For official rules, regulations, and degree requirements, please refer to the Catalogs, which can be obtained on-line. It is the student's responsibility to seek out changes that make take place during the year.

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August 17, 2021

Dear MACP Student:

Bienvenidos! Welcome to our program! We are pleased that you have chosen to join us.

The psychology faculty is committed to helping you blossom into an ethical professional counselor. Completing this program entails a series of challenging steps you will take to achieving your academic and professional goals. We have many pieces of advice to offer you as you begin but let me emphasize one that is especially important: **communicate!** As Director of the MACP program, I want to know your experiences of the program. You can let me know of your academic successes, failures, concerns, needs and confusions. I will act as your faculty advisor for your first semester. **I expect to meet with each of you at least once for an individual advisement meeting during this semester.** I am happy to meet with you more often than that as needed. The second semester you will select a faculty advisor.

We believe you will be successful in our program and want to encourage you from this first day onward to work consistently on your studies, to push yourself to be open to feedback, to learn new information, and to regularly involve yourself in self-evaluation and self-review. These are high expectations, but your future clients deserve your best efforts, and you deserve to reach your highest potential.

Your development in this helping career can be stressful and at times you may feel lost, confused or ambivalent about what to do. Talk to me and talk to program faculty. We cannot help if we do not know there is a problem. I am located in AIC 329, come in and visit me. You can also schedule an appointment time.

Each psychology faculty member wishes you the very best on your new endeavor to expand your horizons and make even greater contributions to our community.

Sincerely,

Ediza Garcia, Psy.D.
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Associate Professor, Counseling Psychology
Texas A&M International University
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Administration

University Administration

Pablo Arenaz, Ph.D., *President*

Thomas Mitchell, Ph.D., *Provost & Vice President for Academic Affairs*

Rosanne Palacios, *Vice President for Institutional Advancement*

Juan J. Castillo, Jr., *Vice President for Finance & Administration*

Jennifer M. Coronado, Ph.D., *Dean of Office of Graduate Studies and Research*

Claudia San Miguel, Ph.D., *Dean of the College of Arts and Sciences*

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Monica Muñoz, Ph.D.

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ACADEMIC CALENDAR

FALL 2021

Aug 23	Monday. First Class Day.
Aug 27	New Student Orientation for MACP students: 9 – 11:00 AM
Sep 6	Labor Day. Classes meet.
Sep 11	National Remembrance and Patriot Day. Classes meet.
Oct 17	Mid-Semester; Midterm Grades due.
Nov 1	Monday. Registration opens for Spring 2022.
Nov 24	Wednesday. Last Class Day.
Nov 25-28	Thanksgiving Holidays.
Nov 30	Last Class Day.
Dec 1-7	Final Examination period.
Dec 10	Thursday. Official Graduation Day for Fall 2021 Graduate.

SPRING 2022

Jan 17	Martin Luther King Holiday; University closed.
Jan 18	Tuesday. First Class Day.
Mar 14-20	Spring Break. No classes.
Apr 4	Monday. Registration opens for Maymester, Summer, and Fall 2022.
Apr 15-16	Easter Holidays; no classes.
May 3	Tuesday. Last Class Day.
May 4 -10	Final Examination period.
May 12	Thursday. Office Graduation Day for Spring 2022 Commencement TBD.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Mission

The mission of the Master of Arts in Counseling Psychology (MACP) program is to prepare graduates to be leaders in professional helping skills in counseling psychology. Counseling Psychology students will be prepared to use preventive strategies to promote mental health as well as identify and address the counseling psychology needs of communities and individuals in multicultural contexts, especially those of growing populations at the southern border of the US and Mexico.

Goals

The Master of Arts in Counseling Psychology at TAMIU prepares professional helpers with a strong background in psychological principles. Our graduates are generalists in serving communities containing members of diverse cultures. Graduates have demonstrated knowledge and experience in areas of Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, Research and Program Evaluation and Professional Identity. MACP graduates will be cognizant of APA writing style and adhere to the ACA Code of Ethics (2014). Their competence in these areas is demonstrated by successful completion of the required courses in the major curriculum, including research papers and class assignments, as well as the additional electives and successful passage of the Comprehensive Exam. Many of the areas have outcome measures to assess graduate mastery (see specific areas below). Successful completion of the clinical instruction in the practicum and internship further demonstrates successful training outcomes.

Accreditation

The MACP is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC). More information can be found at <http://mpcacaccreditation.org>.

Core Area Objectives & Measures

Professional Identity:

TAMIU MACP graduates demonstrate self-reflection concerning their own work and professional development. Our graduates recognize the limits to their expertise and knowledge and provide services only within these limits. Graduates belong to the American Psychological Association, (www.apa.org) Division 17, Counseling Psychology or the American Counseling Association (ACA www.counseling.org). Graduates demonstrate knowledge of the ACA code of ethics and its appropriate application to counseling situations. Graduates are committed to lifelong learning and utilize supervision and consultation with peers, reading research and formal continuing education offerings throughout their careers. Graduates attend and present at professional conferences. Graduates utilize skills such as deliberate use of multiple models or theories, recognition of gaps in knowledge, use of rational criteria when making decisions, exercise of concern for accuracy, and systematic use of problem solving strategies as they conduct their professional activities. **Measures: Practicum/Internship Supervisor's Rating Form, Session Process Analysis, Annual Student Review conducted by faculty & Student Annual Self-Evaluation, and Professional Development Assessment.**

Social and Cultural Diversity:

Graduates demonstrate critical thinking about human problems, their sources and the design and delivery of preventive and helping interventions within diverse and bicultural communities. Professional helpers respond respectfully and with sensitivity to people from diverse and bicultural cultures: Graduates recognize the major values and priorities of diverse cultures and recognize the limits of their knowledge and skills and provide referral to other services as appropriate to the client's needs. They strive to achieve multicultural competencies as endorsed by the ACA and APA. Our graduates address the needs of Border regions and are aware of the border psychology of communities where different cultures interact. Graduates identify the historical, political and social factors influencing diverse cultures. **Measures: Comprehensive Exam**

Human Growth and Development:

Graduates recognize the role of gender and the family in different cultures and their impact on human development and individual decisions. They demonstrate knowledge and sensitive application of developmental models to the people they serve. They demonstrate capacity to identify client strengths, the effects of cultural and social support systems and appreciate the unique life course of each individual within the family and social system. **Measure: Comprehensive Exam**

Career Development:

Graduates demonstrate foundational knowledge of career counseling and direct service to clients. Graduates critically evaluate instruments and measures used in career counseling and demonstrate sensitive application of such instruments with clients from diverse cultures as well as with older workers. Graduates demonstrate knowledge of the Internet tools for use in career development and counseling. Graduates demonstrate self-awareness about their career values and demonstrate familiarity with career resources in the Laredo area. Graduates demonstrate knowledge and use of prominent journals in the field of career and vocational counseling. **Measure: Comprehensive Exam**

Helping Relationships:

Graduates demonstrate sensitive, respectful behaviors in their relationships with clients, peers, and professionals from all helping disciplines. They establish, monitor and maintain effective working alliances with clients, supervisors, and fellow professionals. They demonstrate collaborative and reflective behavior in their professional interactions and demonstrate empathy, positive regard and genuineness in their professional helping relationships. They also strive to manifest the multicultural competencies in all their work. Graduates demonstrate professional collaboration with other helping professionals in delivering a continuum of services: Graduates recognize the range of services from prevention and promotion of mental health to assessment, career counseling, and consultation/education to medication evaluation and hospitalization that may be required in serving the community. They are knowledgeable of community resources and maintain professional relationships with helping professionals from other disciplines.

Measures: Practicum/Internship Supervisor's Rating Form, Session Process Analysis

Group Work:

Graduates demonstrate knowledge of the principles of group dynamics, developmental stages of groups, and therapeutic factors within groups. Graduates demonstrate awareness of leadership styles, group roles and theories of group counseling, appropriate selection criteria and methods

of group evaluation. Graduates demonstrate basic knowledge of consultation and educational training approaches. Graduates appreciate the multiple influences on individual and group behavior and can formulate solutions derived from a “systems” perspective. Graduates demonstrate basic knowledge of theories of counseling and psychotherapy, including their strengths and areas of application. **Measure: Comprehensive Exam**

Research and Program Evaluation:

Our graduates access and utilize a variety of appropriate data sources when generating recommendations and interventions: Graduates have the skills to access the Internet, the library and professional literatures and communities to gain the information they require to take ethical and appropriate actions. Graduates critically review the scientific products produced within their own and related disciplines. Graduates are reflective local scientists who consistently evaluate their work, and the services provided within the larger community. Graduates utilize objective, as prescribed by the empirical or scientific method, and subjective methods to review their professional outcomes, both within communities and with individuals and groups. Graduates demonstrate ability to critically evaluate and integrate a relevant body of psychological literature.

Measure: Comprehensive Exam

Assessment:

Graduates communicate effectively both verbally and in writing. Graduates produce case reports and case formulations that are coherent, respond to the referral questions and note gaps in knowledge. In professional verbal communications graduates are careful to use defined terms, avoid jargon, and utilize the appropriate language to convey their message. Assessment is an on-going, interactive, inclusive process serving to describe, conceptualize, categorize, and predict relevant aspects of a client or client system; assessment includes identification of client strengths and weaknesses. Graduates demonstrate entry-level professional skill in the four components of assessment: (1) Engaging the client or client system, (2) Interviewing, (3) Testing, (4) Report Writing. Graduates demonstrate sensitivity and cultural awareness in the tests they administer and interpret, and demonstrate knowledge of the limits of various assessment strategies with individuals of diverse cultural groups. Graduates report findings relative to client context. Demonstration of knowledge of the internal structure of standardized tests, the reliability and validity of standardized tests and the distribution of the instrument’s scores (e.g. measures of central tendency, variability and normality) and demonstration of knowledge of how these test qualities may vary with different cultural groups. Graduates also demonstrate knowledge of variations in response sets for different cultural groups.

Measures: Session Process Analysis, Case Reports

Community Counseling & Diversity

Coursework in the core areas emphasizes service to communities as well as individuals and especially to culturally diverse populations. Bilingualism is a strength of many of our students and we help students identify ways to offer this strength beyond individual counseling. The teaching of course content relevant to people of color, the elderly, persons with disabilities, women, gays, lesbians, bisexuals, and transgendered persons, as well as religious and political groups, is a goal for the entire MACP curriculum.

Program Evaluation & Improvement

Regular substantive evaluation of program outcomes occurs annually and is used to improve the program. Exit interviews are conducted with graduating students also. The MACP advisory board reviews program progress once every two years and a survey is sent to practicum and internship sites each Summer. Formative evaluation is ongoing and includes review of curricula by department, college and university curricular committees, class evaluations by students and review of syllabi by the program director. The program director meets with adjuncts each semester and program faculty visit at least two practicum sites per semester.

1. MACP program graduates will compare favorably with other master's level graduate programs in Texas in knowledge and generalist skills.
 - a. MACP graduates taking the LPC exam will score within the average range of students passing the exam for the state of Texas.
 - b. MACP graduates will present their work at local, state and regional conferences.
2. MACP graduates will be successful in obtaining employment in areas where they will utilize the skills developed within the program.
 - a. The University surveys and gathers evidence of our graduates' employment success.
 - b. The program will distribute an alumni survey to graduates of the program every two years.
3. MACP graduates will demonstrate commitment to continued professional development throughout their careers.
 - a. MACP graduates will take continuing education courses after graduation.
 - b. The program will offer advanced topic courses, workshops and seminars for counselors and psychologists practicing in the Border Region and will record attendance comparing it with lists of graduates.
4. MACP faculty will demonstrate leadership in counseling and community psychology and in teaching and training.
5. MACP faculty will present their work at regional and national conferences.
 - a. MACP faculty will publish in professional journals.
 - b. MACP faculty will contribute to communities of the Border region via presentations, needs assessments, services and program evaluations.
 - c. MACP faculty will attend professional development events to improve their teaching, training and supervision skills.
6. The program director will be evaluated by psychology faculty using anonymous questionnaires periodically.

SECTION 2

CURRICULUM AND COMPREHENSIVE EXAMS

MACP Curriculum

The Master of Arts in Counseling Psychology is a 60-hour program designed to prepare generalists with an emphasis on community counseling services. The program is rigorous, and the faculty is supportive and available. Six hours of elective coursework are available in the program, as the required curriculum is extensive. However, the program prepares our graduates to serve Border Region communities in a wide range of needed services and modalities. By graduation our students complete at least 600 hours (240 direct and 360 indirect) and demonstrate basic entry-level competence in counseling, (individual and group), community consultation, assessment, program evaluation and needs assessment. They display professional identities, and ethically provide these services using a multicultural perspective. Many can offer their services in both English and Spanish.

Upon graduation from the program, the student is typically eligible to sit for the LPC exam and apply for the Licensed Professional Counselor Temporary License, LPC Intern. Once the application is approved, the graduate may arrange for supervision with an LPC supervisor to accrue the 3,000 post-graduate hours over the subsequent 18 months.

The 60-hour MACP program of study can be completed in 2 ½ - 3 years when the student takes full course loads and attends summer sessions. It is not possible to complete the program in less than two years. The curriculum is outlined next and is followed by sample schedules. The maximum amount of time a student may take to complete the program is five years.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Students enrolled in the MACP program are required to take at least 9 credit hours per semester during the regular academic year and complete all courses with a grade of "B" or better.

Major Curriculum - Psychology		45
Required courses:		
<u>PSYC 5301</u>	Intro to Counseling & Psychotherapy	
<u>PSYC 5303</u>	Theories of Counseling & Psychotherapy	
<u>PSYC 5305</u>	Human Dev Across Life-Span	
<u>PSYC 5307</u>	Psychopathology	
<u>PSYC 5308</u>	Advanced Psychopathology	
<u>PSYC 5310</u>	Ethical, Legal, & Professional Issues	
<u>PSYC 5315</u>	Group Counseling & Psychotherapy	
<u>PSYC 5320</u>	Research Design & Statistics	
<u>PSYC 5325</u>	Marriage & Family Therapies	
<u>PSYC 5327</u>	Child & Adolescent Psychotherapy	
<u>PSYC 5331</u>	Appraisal Techniques	
<u>PSYC 5336</u>	Multicultural Issues in Counseling	
<u>PSYC 5337</u>	Ethical, Legal, & Professional Issues in CMHC	
<u>PSYC 5338</u>	Addictions Counseling	
<u>PSYC 5340</u>	Career Counseling & Development	
Two electives chosen from:		6
<u>PSYC 5135/5235/5335</u>	Issues in Psychology	
<u>PSYC 5324</u>	Crisis Counseling	
<u>PSYC 5341</u>	Cult Asp Counseling Clients Hispanic Descent	
<u>PSYC 5342</u>	Technical Aspects of Hispanic in Spanish	
Supervised Clinical Experience*		9
<u>PSYC 5350</u>	Counseling Practicum	
<u>PSYC 5352</u>	Counseling Internship I	
<u>PSYC 5354</u>	Counseling Internship II	
Total Semester Credit Hours		60

Tentative Program Plan in 2.5 Years (60 hr. program)

Student must take 9 hours each regular semester and 6 hours over each Summer: 60 SCH

YEAR 1

Fall Semester: 9 hrs

- 5301 Introduction to Counseling and Psychotherapy
- 5303 Theories of Counseling and Psychotherapy
- 5310 Ethical, Legal, and Professional Issues in Counseling

Spring Semester: 9 hrs

- 5305 Human Development Across the Life Span
- 5307 Psychopathology
- 5331 Appraisal Techniques

Summer: 6 – 9 hrs

- 5325 Marriage and Family Therapies
- Elective(s)

YEAR 2 (STUDENTS SHOULD BE PREPARING FOR COMPREHENSIVE EXAM)**

Fall Semester: 9 hrs

- 5327 Child and Adolescent Psychotherapy
- 5338 Addictions Counseling
- 5350 Counseling Practicum

Spring Semester: 9 hrs

- 5315 Group Counseling and Psychotherapy
- 5320 Research Design and Statistics
- 5352 Counseling Internship I

Summer: 6 hrs

- 5337 Ethical, Legal, and Professional Issues in Community Mental Health Counseling
- 5340 Career Counseling and Development

YEAR 3

Fall Semester: 9 hrs

- 5324 Advanced Psychopathology and Psychopharmacology
- 5336 Multicultural Issues in Counseling
- 5354 Counseling Internship II

Spring Semester: 3 hrs

- Elective

MACP Course Descriptions

PSYC 5301: Introduction to Counseling and Psychotherapy. Three semester hours.

Provides introduction and practice in the basic intervention strategies and techniques used in counseling and the human service professions. Concurrent enrollment in PSYC 5303 is required.

Prerequisites: PSYC 4301 and PSYC 4303 or permission of instructor. Enrollment in this course is restricted to those TAMIU students who are currently matriculating through either the M.A. Counseling Psychology Program, M.S. in Education (with School Counseling Certification), or completing the School Counseling Certificate Program.

PSYC 5303: Theories of Counseling and Psychotherapy. Three semester hours.

Familiarizes the student with the principles and practices of a variety of counseling and psychotherapy theoretical models. Concurrent enrollment in 5301 is required. **Prerequisites:** PSYC 4301 and PSYC 4303 or permission of instructor. Enrollment in this course is restricted to those TAMIU students who are currently matriculating through either the M.A. Counseling Psychology Program, M.S. in Education (with School Counseling Certification), or completing the School Counseling Certificate.

PSYC 5305: Human Development Across the Life-Span. Three semester hours.

Explores the major theories of human development across the life-span, from infancy to old age, and describes and compares development processes and issues emphasized by different theorists and researchers. **Prerequisite:** Graduate standing.

PSYC 5307: Psychopathology. Three semester hours.

Provides current clinical descriptions, research, and theories of human psychopathology. Emphasis on disorders of infancy, childhood, adolescence, and adulthood. **Prerequisite:** PSYC 4303 or permission of instructor. Enrollment in this course is restricted to those TAMIU students who are currently matriculating through either the M.A. counseling Psychology Program, M.S. in Education (with School Counseling Certification), or completing the School Counseling Certificate Program.

PSYC 5308: Advanced Psychopathology and Pharmacology. Three semester hours.

This course provides current clinical understanding of the etiology, research, and pharmacological treatments available for human psychological disorders. The course involves discussion and critical evaluation of current, historical, and interdisciplinary perspective to psychopathology and the pharmacological treatment options available. **Prerequisite:** Graduate standing, or permission of the instructor.

PSYC 5310: Ethical, Legal and Professional Issues. Three semester hours.

Examines the professional orientation and role identity of counselors, the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and other professional issues. **Prerequisite:** Graduate standing.

PSYC 5315: Group Counseling and Psychotherapy. Three semester hours.

Familiarizes the student with the theories, processes, and practices of group counseling and

psychotherapy. Student will participate in a small group experience. **Prerequisite:** PSYC 5301 and PSYC 5303 or permission of instructor. Interchangeable with EDCU 5315.

PSYC 5320: Research Design and Statistics. Three semester hours.

Provides the background of research methods and statistical techniques necessary to understand the principles and methodology used in psychological research. Designed to assist students in the preparation of the thesis proposal. **Prerequisites:** PSYC 2317 (or a statistics course) and PSYC 3302 or permission of instructor.

PSYC 5324: Crisis Counseling. Three semester hours.

Provides knowledge and training in crisis counseling, with emphasis on psychological crisis assessment techniques and crisis intervention strategies. **Prerequisite:** Graduate standing.

PSYC 5325: Marriage and Family Therapies. Three semester hours.

Reviews theory and practice of marital and family therapies with emphasis on family systems, communications in intimate relationships, and specific marital and family problems.

Prerequisite: PSYC 5301 and PSYC 5303 or permission of instructor.

PSYC 5327: Child and Adolescent Psychotherapy: Trauma Focus. Three semester hours.

Develops and further enhances knowledge and skills in the counseling and psychotherapy of children and adolescents. Behavior management, verbal-based approaches, and nonverbal approaches such as play-related techniques will be explored. **Prerequisite:** PSYC 5301 and PSYC 5303 or permission of instructor.

PSYC 5331: Appraisal Techniques. Three semester hours.

Focuses on appraisal and assessment techniques used in the counseling profession. The student will administer, score, and interpret standardized tests and psychological instrumentation.

Prerequisites: PSYC 4308, PSYC 5301, PSYC 5303, and PSYC 5307. Enrollment in this course is restricted to those TAMIU students who are currently matriculating through either the M.A. Counseling Psychology program or completing the Counseling Certificate program in Education.

PSYC 5335: Cultural Aspects of Counseling Clients of Hispanic Descent. Three semester hours.

This course prepares graduate students in counseling psychology to recognize and appreciate cultural aspects of Hispanic, primarily Mexican and Mexican-American, clients that may influence the counseling process. The course focuses on issues related to class, sex, gender, and spirituality that may arise during the counseling session. The class is taught in Spanish and it is required for counseling psychology students planning to earn the Certificate in Bilingual Counseling offered by the Master's in Counseling Psychology Program. **Prerequisite:** Students must be fluent in Spanish; graduate standing or permission of the instructor.

PSYC 5336: Multicultural Issues in Counseling. Three semester hours.

Provides the student with a global and multicultural perspective to the practice of counseling and psychotherapy. Emphasis will be placed on a world community which includes numerous human differences: racial, ethnic, religious, gender, age, sexual orientation, and physical and mental abilities. **Prerequisite:** Graduate standing.

PSYC 5337: Ethical Legal, and Professional Issues in Community Mental Health Counseling. Three semester hours.

Addresses records management, an overview of business/family law and professional practice and the study of current Texas board rules. The topics of prevention, crisis, advocacy and intervention strategies in diverse communities are reviewed. Introduces educational approaches to strengthen personal, systemic and societal resiliency. Presents methods to sensitively conduct community needs assessment within diverse populations. **Prerequisite:** Graduate Standing.

PSYC 5338: Addictions Counseling. Three semester hours.

Reviews diagnostic and assessment practices, goal setting, treatment planning, multicultural, legal, and ethical issues in the field of addictions counseling to include gambling, sexual, eating, alcohol, and drug. A systematic approach to treatment will be emphasized along with various theoretical approaches. Discussion of special treatment needs of alcohol/drug dependent persons, family members, youth and adult children of alcoholics, and use of support systems, including the 12-step programs. **Prerequisite:** Graduate standing.

PSYC 5340: Career Counseling and Development. Three semester hours.

Develops knowledge and skills in life-style and career counseling. Familiarizes student with theories of career development, vocational choice, sources of occupational and educational information, and career decision-making processes. Emphasis will be placed on practicing the skills and techniques of career counseling. **Prerequisite:** Graduate standing.

PSYC 5341: Cultural Aspects of Counseling Clients of Hispanic Descent. Three semester hours.

This course prepares graduate students in counseling psychology to recognize and appreciate cultural aspects of Hispanic, primarily Mexican and Mexican-American, clients that may influence the counseling process. The course focuses on issues related to class, sex, gender, and spirituality that may arise during the counseling session. The class is taught in Spanish and it is required for counseling psychology students planning to earn the Certificate in Bilingual Counseling offered by the Master's in Counseling Psychology Program. **Prerequisite:** Students must be fluent in Spanish; Graduate standing or permission of the instructor.

PSYC 5342: Technical Aspects of Counseling Clients of Hispanic Descent in Spanish. Three semester hours.

This course prepares graduate students in counseling in utilizing correct clinical Spanish terminology both in the counseling session, case presentation, and documentation. The class is taught in Spanish and it is required for counseling psychology students planning to earn the Certificate in Bilingual Counseling offered by the Masters in Counseling Psychology Program. **Prerequisite:** Students must be fluent in Spanish, Graduate standing or permission of the instructor and successfully complete PSYC 5341.

PSYC 5350: Counseling Practicum. Three semester hours.

Provides supervised practice in counseling and therapy with individual and/or group clients. **Prerequisites:** PSYC 5301, PSYC 5303, and PSYC 5315 for all students and PSYC 5307 for Counseling Psychology students. Enrollment in this course is restricted to those TAMU students who are currently matriculating through either the M.A. Counseling Psychology program, M.S. in

Education (with School Counseling Certification or completing the School Counseling Certificate Program.

PSYC 5352 (5334): Counseling Internship. Three semester hours.

Provides clinical experience in a departmentally approved internship training facility.

Prerequisite: PSYC 5301, PSYC 5303, PSYC 5307, and PSYC 5350, or permission of instructor. Enrollment in this course is restricted to those TAMIU students who are currently matriculating through the M.A. Counseling Psychology program. May be repeated with permission of instructor.

PSYC 5398- 5399: Thesis. Three semester hours.

Scheduled by the student in consultation with his/her major professor. **Prerequisite:** Twenty-seven hours of the major curriculum including PSYC 5320 and successful completion of Written Comprehensive required prior to enrolling in PSYC 5399. Approval of the major professor and department chair is also required. Evaluation of performance in this course is on CR/NCR basis. If grade of IP received, student must enroll again for credit.

New courses are being developed for the Masters of Science in Psychology program. Students may elect to take their one elective course from those offerings if their selected track has an elective option.

******Not all courses may be offered during the student's tenure with the program******

Bilingual (English-Spanish) Counselor Certification

The requirements include:

- Successful completion of PSYC 5341: *Cultural Aspects of Counseling Clients of Hispanic and Mexican Descent*
- Successful completion of PSYC 5342: *Cultural Issues in Counseling Hispanic Populations*
- Successful completion of at least 50 direct hours in Spanish providing culturally and linguistically appropriate counseling services

Students must submit the certification form to the Director prior to graduation.



TEXAS A&M INTERNATIONAL UNIVERSITY

A Member of The Texas A&M University System

The following document serves to list the successful completion of the specifications of the Master of Arts in Counseling Psychology (MACP) Bilingual (English-Spanish) Counselor Certification.

<ul style="list-style-type: none"> PSYC 5341: <i>Cultural Aspects of Counseling Clients of Hispanic Descent</i> 	Grade: _____ Completed: _____ Yes No
<ul style="list-style-type: none"> PSYC 5342: <i>Technical Aspects of Counseling Clients of Hispanic Descent</i> 	Grade: _____ Completed: _____ Yes No
<ul style="list-style-type: none"> Completed a minimum of 50 direct hours in Spanish 	Completed: _____ Yes No

I _____ hereby declare that the information stated above is true and correct.

Signature of Student

Date

Student ID Number

Signature of MACP Director

Date

MACP Research Portfolio

The exploration and invention of new ideas is at the heart of the scientist-practitioner model endorsed by the MACP program. The MACP Research Portfolio encourages you to participate in research—and become part of this analytical and creative activity at TAMIU. The Research Portfolio provides the opportunity for high quality faculty/student intellectual exchange by helping you to learn about and participate in research in the field of counseling psychology.

The MACP Research Portfolio is also a flexible way to participate in research; you use your coursework and research opportunities to craft a sequence of research experiences that work for you. The portfolio can be completed in up to three years. Evidence of progress will be submitted on a yearly basis.

Requirements:

You are required to participate in a Research Team and/or mentored field experience with MACP faculty. Some of the activities may include:

- Develop and enhance critical-thinking skills
- Learn to use statistical software programs (e.g., SPSS, SAS)
- Participate in the data-collection process
- Develop the ability to conduct literature searches through the library and internet
- Develop a portfolio of research reports and summaries
- Develop familiarity with various research methodologies and related concerns
- Develop capacity to pose effective research questions and hypotheses
- Develop understanding of statistical analyses and data management skills
- Further develop reading and comprehension of scientific articles
- Develop and improve technical writing and oral presentation skills, as well as research proposal writing
- Apply ethical principles in actual research situations
- Develop and pursue your unique research question(s)
- Preparation of research report for submission to professional meeting

You will create a Research Portfolio with evidence of the following:

1. Attendance at 4 or more research fora (e.g., faculty talks, colloquia, visiting speakers) on campus. Please ensure you provide evidence of participation in these events.
2. Participation in at least 2 national, regional, on campus, or departmental research conferences by presenting a symposium, workshop, or poster. Examples include the LBV Conference, Pathways, American Psychological Association, National Latino Psychologist Association, American Counseling Association, etc.
3. Completion of the CITI Training program online (<https://www.citiprogram.org/>).
4. A written research and reflection statement, accompanying your submission of the completed MACP Research Portfolio.

Timeline

To ensure you are on track with your Research Portfolio, you must turn in partial reports on your research activities at the end of each academic year (May 15th of your 1st and 2nd year of study). Your final cumulative portfolio is due on November 1st of your graduation semester. All materials must be submitted electronically.

Portfolios will be reviewed by the MACP faculty. The faculty will make one of three possible decisions for each student each year a partial report is submitted:

1. Satisfactory: Student is on track with research portfolio requirements.
2. Needs Improvement: Student needs to complete significant additional work to be on track with research portfolio requirement.
3. Unsatisfactory: Student is not making sufficient academic progress and requires a remedial plan for improvement and endorsement of a performance agreement before proceeding further in graduate work.

Note that persistent lack of research progress may activate other administrative or disciplinary procedures consistent with program and University policies.

Comprehensive Exam

Begin your preparation for comprehensives no later than **two months** before the exam date. Read and prepare accordingly.

Dates: Comprehensive Exams are offered twice a year: Fall and Spring, depending upon graduation semester. Students take the exam during the final semester of the program. Students will be advised of the exact dates each semester, so they can plan and prepare.

Eligibility: **Discuss your eligibility with your faculty advisor.** Student must have matriculated in the MACP with no incompletes, at least a 3.0 GPA, usually registered in his/her last semester of coursework. **No “Cs”** may appear on the graduate transcript.

Format: Students will take the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is created by CC (<http://www.cce-global.org/>). The CPCE parallels the National Counselor Examination and serves as the national standard exam for many master's level programs throughout the country.

The CPCE consists of 160 multiple choice items with 20 items of each of the eight (8) CACREP areas. Of the 20 items per section, 17 will be scored items and the remaining three will be pretest items that are not identified to the student. As such, the total amount of scored questions on the CPCE is 136.

Fee: \$75

Duration: Four hours

Location: The exam is internet-based testing on campus at the Testing Center.

Grading: All students who turn in an exam will receive an email advising them of the outcome of their comprehensive exam. Students must earn 62% correct to pass.

Graduate students may take the comprehensive exam three times. Remediation must be completed in order for the student to be approved for each retake.

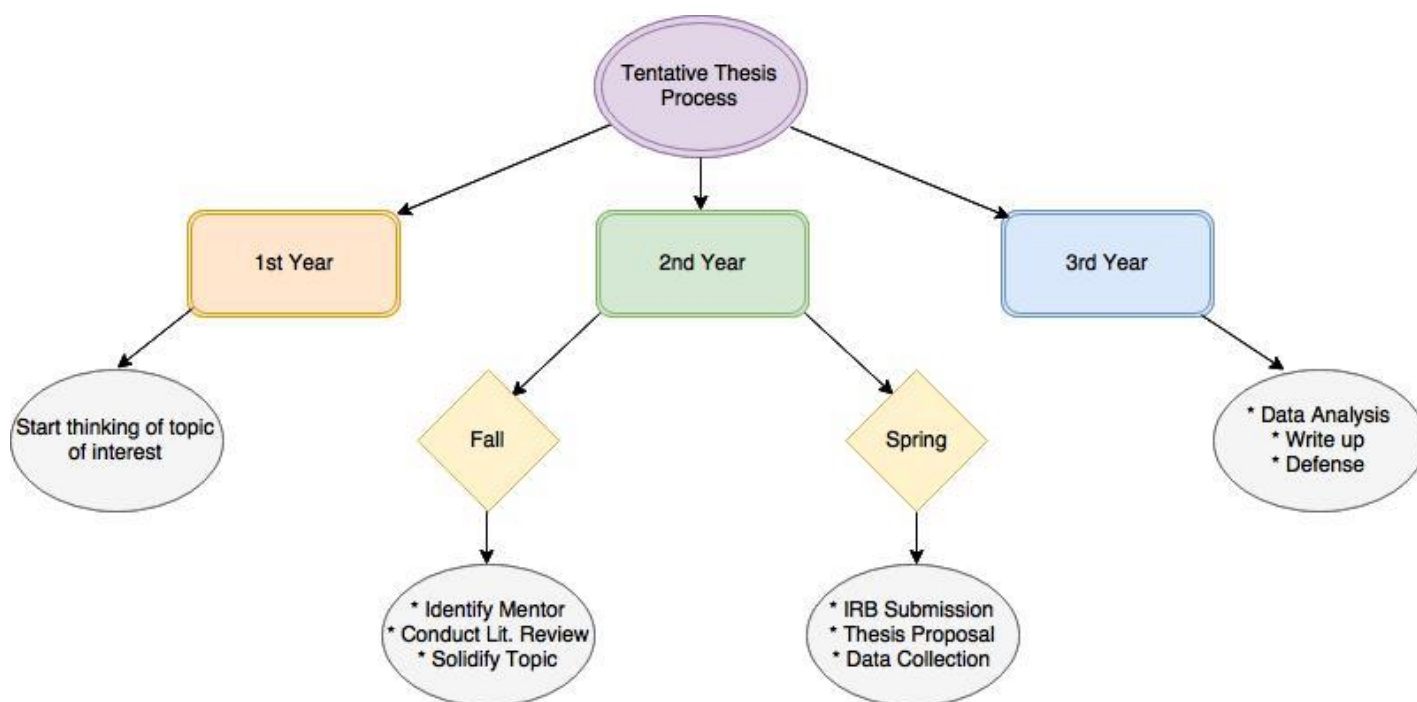
There is no official study guide for the CPCE. Because the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE.

Free Study Guides

- CPCE sample questions: <http://www.counselorprep.com/cpce-practice-exam/>•
- 200 free practice questions for CPCE: <http://www.practicequiz.com/cpce-exam-prep>•
- CPCE Practice Test Review: <http://www.testprepreview.com/cpce.htm>•
- CPCE flashcards: <http://www.cram.com/tag/cpce>•
- CPCE sample practice questions taken from Troy University:
http://trop.troy.edu/drsmall/Program%20Stuff/CPCE_Sample_Questions.pdf•
- CPCE Free Practice Exam taken from USM:
<https://usm.maine.edu/sites/default/files/Counselor%20Education/CPCEpractice.pdf>•
- CPCE Exam sample items taken from TX State: <https://www.txstate.edu/clas/Professional-Counseling/current-students/CPCE/sample-items.html>•
- CPCE Practice Questions: <https://quizlet.com/subject/CPCE/>•
- CPCE Practice Question sets: <https://www.test-questions.com/cpce-exam-questions-04.php>

Thesis Handout and Timeline

Embarking in the process of completing a Thesis can potentially be the biggest challenge of your academic career so far. A project of this magnitude requires careful planning and management and this handout will help you to actively plan and control its direction to ensure you deliver a thesis of a sufficiently high standard by your expected submission deadline. The subsequent flowchart is a tentative agenda for each year in the program:



The sections below are geared towards developing a plan. Making time to review your progress will allow you to see any problems before it is too late to do anything about it. Furthermore, it will help you stay on track and motivated as you see your thesis coming to life.

I. Developing a Realistic Timeline

Upon selecting a Thesis Committee, development of a realistic timeline for completing the tasks that culminate in a successful thesis should be established between the student and their Chair of the Committee. Components of this process include:

- a) Discussing Research Idea/Interest
- b) Preparation of Proposal
- c) IRB Application
- d) Data collection (upon IRB approval)
- e) Data Analysis
- f) Submission of the complete manuscript to the Chair
- g) Submission, upon the Chair's pre-approval, of the complete manuscript to the Committee
- h) Preparation of Defense

- i) Completing final revisions and preparing the manuscript for formatting review
- j) Submission of the manuscript to the Office of Graduate Studies

Dates may need to be revised along the way. The student must maintain a realistic schedule that allows sufficient time for each step in the process, including data collection, the Chair's reading of, feedback on, drafts of the proposal and final manuscript. Sufficient time must be given for the committee members to read the material as well. Students should recognize that committee members need *at least 14 days* to read the proposal and subsequent manuscript drafts. These factors need to be considered when scheduling committee meetings and the defense.

(<http://www.utc.edu/doctoratelearningleadership/doctoralguide/dissertationprocess/timeline.php>)

II. Develop a Thesis Plan

Your thesis plan should show the individual sections/chapters that will make up your thesis and say briefly what each one of them will contain (basically creating an outline of your document). It does not need to be too detailed, but it should show:

- The order of the sections/chapters that will make up your thesis
- The title of each section/chapter
- A note of what each section/chapter will cover
- Indicate word count for each section/chapter (if possible)

Thesis Structure

Remember that the Office of Graduate Studies has a thesis manual

(<http://www.tamtu.edu/gradschool/manuals.shtml>) that details the appropriate organization and format of the document. It should be structured as follows:

- Title page
- Abstract
- Acknowledgements page
- Table of contents
- Main body of the Thesis
- Appendices (if needed)

These rules need to be taken into account in your thesis plan and consulting often with your chair and thesis committee is a good idea in order to make sure that the structure of your manuscript is consistent with the field of Psychology.

III. Develop a Work Plan

The following step is to take your thesis plan and develop a work plan for completing each section/chapter.

Your tentative word count for each section will give you an idea as to which sections/chapters will take longer to complete and the ones which may not take too long (e.g., acknowledgements). Additionally, you should take into account sections/chapters where you might be able to re-use

something that you have already written (e.g., conference paper, research paper for a previous class).

The important thing is that you develop a plan that is *realistic*- you should write regularly and allow yourself sufficient time in order to submit your thesis in a timely manner.

We suggest that in your work plan you allow time for a process similar to the one outlined below and have specific dates for completion of each stage:

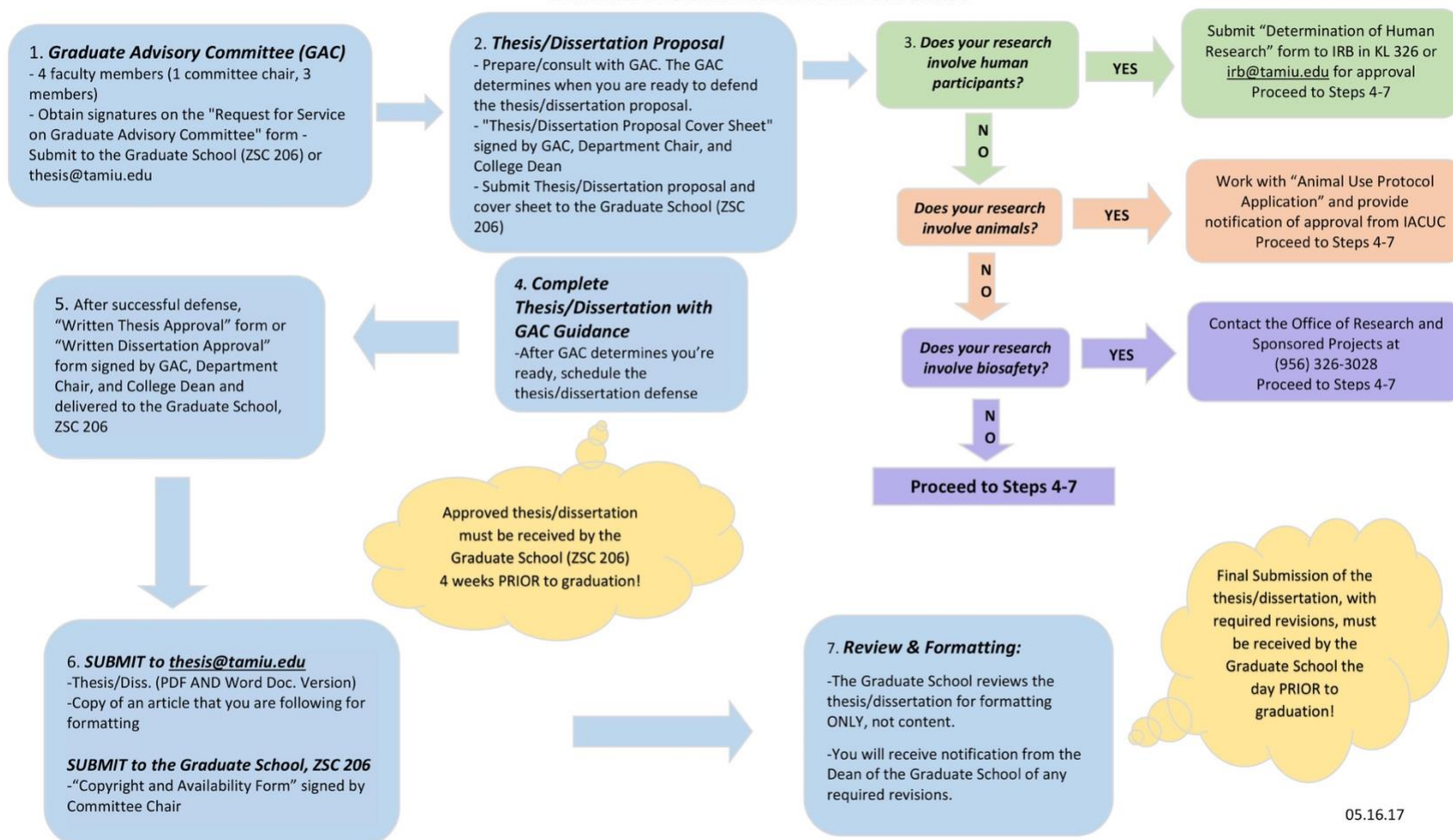
- Drafting and re-drafting each section/chapter
- Seeking for comments from your chair and thesis committee on each draft section/chapter
- Revising each section/chapter draft in light of your chair and committee comments
- Preparing a complete final draft
- Seeking comment from your chair and committee on your complete final draft
- Revising your complete final draft in light of your chair and committee comments

As with your thesis plan, we suggest you get feedback from your chair and committee to make sure that your work plan is *realistic* and that they know when to expect draft work to comment on. (<http://www2.le.ac.uk/departments/gradschool/training/eresources/study-guides/thesis/plan>)

Additional Reference:

Heppner P. P., Heppner M. J. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping professions*. Belmont: CA, Brooks/Cole Cengage Learning.

Thesis/Dissertation Flowchart



05.16.17

Texas A&M International University Graduate School Thesis/Dissertation Timeline

Graduate Advisory Committee

1. Request four faculty members to serve on your Graduate Advisory Committee. Your Graduate Advisory Committee should consist of 1 Committee Chair and 3 Committee Members.
2. Obtain the “Request for Service on a Graduate Advisory Committee” form from the Graduate School webpage.
3. Complete and obtain the original signatures of your Graduate Advisory Committee members on the “Request for Service on a Graduate Advisory Committee” form and submit to the Graduate School, Senator Judith Zaffirini Student Success Center 206 (ZSC 206) or via email to thesis@tamiu.edu as soon as the form is complete.

Thesis/Dissertation Proposal

4. Prepare your thesis/dissertation proposal in consultation with your Graduate Advisory Committee.
5. Once your committee members have determined that you are ready to defend your thesis/dissertation proposal, schedule your thesis/dissertation proposal defense.
6. Once you have successfully defended your thesis/dissertation proposal, obtain the original signatures of your Graduate Advisory Committee members, the Department Chair, and the College Dean on the “Thesis or Dissertation Proposal Cover Sheet” form from the Graduate School webpage. Submit the original, signed proposal cover sheet and your thesis/dissertation proposal (minimum 10 pages) to the Graduate School, ZSC 206 by the last class day of the semester in which you defended your proposal.

Thesis/Dissertation

7. If your thesis/dissertation research involves human participants, work with your faculty advisor to submit the “Determination of Human Research” form to the Institutional Review Board (IRB) in KL 326 or irb@tamiu.edu for approval, http://www.tamiu.edu/irb/irb_forms.shtml
8. If your thesis/dissertation research involves animals, work with your faculty mentor to be added, if not already, to the “Animal Use Protocol Application” and provide notification of approval from IACUC.
9. If your thesis/dissertation research involves biosafety, contact the Office of Research and Sponsored Projects at (956) 326- 3028.
10. Complete your thesis/dissertation in consultation with your Graduate Advisory Committee.
11. Once your committee members have determined that you are ready to defend your thesis/dissertation, schedule your thesis/dissertation defense.
**Please keep in mind when scheduling your defense that your approved thesis is due to the Graduate School 4 weeks prior to graduation.*
12. Once you have successfully defended your thesis/dissertation, obtain the original signatures of your Graduate Advisory Committee members, the Department Chair,

and the College Dean on the “Written Thesis (M.S./M.A.) Approval Form” or the “Written Dissertation (Ph.D.) Approval Form” from the Graduate School webpage. Submit the original, signed form to the Graduate School, ZSC 206. Submit your thesis/dissertation (PDF and Word version), and a copy of an article that you are following for formatting to thesis@tamiu.edu. Complete and obtain your Committee Chair’s signature on the “Copyright and Availability Form” and submit to the Graduate School, ZSC 206.

**Please note that if you request a journal hold, your work will be held for one year and then it will be released for worldwide access on the Internet (you may request a one-year extension if needed).*

***Original submission of the thesis/dissertation is due four weeks prior to graduation.**

Thesis/Dissertation Review and Formatting

13. The Graduate School will review the thesis/dissertation for formatting only. The Graduate School does not review for content. After the initial review the thesis/dissertation will be returned to you for revisions. The thesis/dissertation may be returned to you multiple times before it is approved.
14. Once final approval of the thesis/dissertation is received you will receive notification from the Dean of the Graduate School.

***The final submission of the thesis/dissertation must be received by the Graduate School by the day prior to graduation.**

05.16.17

SECTION 3

ADVISEMENT, MENTORING AND PROFESSIONAL DEVELOPMENT

Advisement, Mentoring and Professional Identity Development

Upon admission, each graduate student is initially assigned to the Director of the Program for advisement and course registration. During his/her first semester the student has opportunities to meet with program faculty, discuss interests and take courses with different psychology faculty. By the end of the semester students and faculty will decide on an equitable distribution of students across the program faculty.

Students may change faculty advisors by simply discussing with their current advisor their wishes and clarifying with the new advisor that s/he is available and willing to assume that role with the student. For students who do not undertake a master's thesis, one faculty advisor suffices. If the student elects to undertake the thesis, then an advisement committee is constituted with a chair and two additional faculty members. Students usually decide about thesis versus non-thesis "tracks" at the end of their first year of study, though some may decide later.

Students are encouraged to visit their advisors and other psychology faculty often. Such visits benefit both student and faculty member and help to develop the collaborative mentoring that we offer in the program. Faculty who share your research interests may involve you in their work or assist you in clarifying your own research direction. As indicated in this handbook, MACP faculty conducts research and makes professional presentations with MACP students and enjoys doing so. The fields of counseling and psychology have a range of models for graduate students. Within these disciplines and among the faculty and trainers you will meet in our program we are confident you can find the "mentor" that is "right" for you.

Developing a professional identity as a counselor is a gradual and multi-layered process.

Learning the skills and theories is only part of the foundation for your professional identity. Each of you enacts these skills and uses these theories in ways that reflect your unique personal history and experience. We respect and celebrate the diversity that is within the MACP student body. Our goal is to help each of you articulate and elaborate a professional counselor identity that has integrity for you individually as well as representing the values of the counseling and psychology disciplines. We also want to assure you have the skills to continue your development as a lifelong learner and evolving professional after you graduate and practice in the community.

Psychology Faculty Research Interests

TAMU psychology faculty want to publish with graduate students and look to co-present with MACP faculty and students at regional and national conferences. Below is a list of faculty research interests. Faculty interests evolve and develop, so talk to faculty to see who is a good match for you in terms of interests and working style.

Adriana Blasco-Rubio, D.P.C., 2015, Mississippi College.

Contact Information: adriana.blasco-rubio@tamiu.edu

Research Interests: Assessment and treatment of military-related trauma and PTSD; Readjustment difficulties for veterans and their families; Moral injury and the combat veteran population; Development of integrative counseling approaches; Counselor development and supervision; Provision of mental health services via telehealth

Teaching: Undergraduate level: Intro to Psychology, Psychology of Aging, Alcohol, Drugs and Human Behavior; Graduate level: Crisis Counseling, Supervision of Counseling Practicum/Internship Students.

Angélique M. Blackburn, Ph.D., 2013, University of Texas at San Antonio.

Contact Information: angelique.blackburn@tamiu.edu

Research Interests: Bilingualism, code switching, language habits, electroencephalography, event-related potentials, bilingual brain, fMRI, neuroimaging, age-related cognitive decline, neurodegenerative disease, literacy, cognitive control, interference suppression, switching

Teaching: Undergraduate level: Biological Psychology, Current Topics in Biology, Language Development, Research Methods, UNIV Signature Course, Undergraduate Research; Graduate level: Graduate Research, Intro to Neuropsychology, Research Design & Statistics, Special Topics in Biology, Thesis I.

Anña B. Cieślicka, Ph.D. 1998. Adam Mickiewicz University, Poznań, Poland

Contact Information: anna.cieslicka@tamiu.edu

Research Interests: bilingual language processing, cross-linguistic interactions in the mental lexicon of bilingual language users, figurative language: metaphors and idioms, bilingual lexical access, hemispheric asymmetries in processing idioms in L1 (native language) and L2 (second language), emotion-laden words in the bilingual brain

Teaching: Undergraduate level: Foundations of Language, Psychology of Language, Research Methods in Psychology, UNIV Signature Course, Psychology of Bilingualism, Undergraduate Research; Graduate Level: Bilingual Cognition, Cognitive Science, Psychology Internship I & II, Thesis I & II.

Desi Vásquez, PhD, 2008, The University of Oklahoma.

Contact Information: desi.vasquez@tamiu.edu

Research Interests: Cognitive and emotional responses to trauma (e.g., dissociation, shame) within ethnic cultural contexts; Masculinity, gender roles, and sexuality; Consulting and organizational psychology (e.g., risk, ethics, informatics, internet treatment delivery, information

theory, Taleb's antifragility); Spirituality and religious polity; Western and pre-Western, pre-colonial educational methods in the Americas.

Teaching: Undergraduate level: Research Methods in Psychology, Theory & Principles of Psychological Testing; Graduate level: Counseling Internship I & II; Ethical, Legal, and Professional Issues in CMHC, Introduction to Counseling & Psychotherapy, Psychopathology.

Ediza Garcia, Psy.D., 2007, Regent University.

Contact Information: ediza.garcia@tamiu.edu

Research Interests: Family-centered prevention and intervention services that promote resilience among at-risk communities; Trauma-informed practice to children and families who have experienced adversity including abuse, medical illness diagnosis, community violence, and participation in the foster care system; Culturally-sensitive services to military and veteran families; Community education; Resilience skills-based intervention within school settings

Teaching: Undergraduate level: Psychology of Personality; Graduate level: Appraisal Techniques, Child & Adolescent Psychotherapy, Counseling Practicum, Crisis Counseling, Ethical and Legal Issues in Professional Counseling, Thesis.

Elizabeth C. Terrazas-Carrillo, Ph.D., 2014, University of Oklahoma, Norman.

Contact Information: elizabeth.terrazas@tamiu.edu

Research Interests: Bilingualism and personality assessment; Bilingual emotional expression in counseling; Training bilingual counselors, international student adjustment, place-making and well-being; Intimate partner violence among ethnic minority women in the U.S. and Latin America.

Teaching: Undergraduate level: Biological Psychology, Lifespan Growth & Development, Psychology of Personality; Graduate level: Advanced Psychopathology, Career Counseling & Development, Cultural Aspects of Counseling Clients from Hispanic Descent, Ethical, Legal, & Professional Issues, Group Counseling & Psychotherapy, Human Development Across Life-Span, Intro to Counseling & Psychotherapy, Issues in Psychology, Multicultural Issues in Counseling, Psychopathology, Thesis.

Mary Cate Komoski, Ph.D., 2015, University of Wisconsin-Madison.

Contact Information: marycate.komoski@tamiu.edu

Research Interests: Youth trauma, juvenile criminal offending, parenting, family dynamics, moral development.

Teaching: Undergraduate level: Psychology of Aging, Educational Psychology Graduate Level: Human Development Across Life-Span

Monica Muñoz, Ph.D. 2007, Texas Tech.

Contact Information: mmunoz@tamiu.edu

Research Interests: Social Cognition; Attitudes and Perspective Taking

Teaching: Undergraduate level: Introduction to Psychology, Social Psychology, Research Methods, Psychology of Personality, Psychology of Human Sexuality, Graduate Level: Thesis, Survey of Social Psychology, Survey of Personality and Abnormal Psychology

Roberto R. Heredia, Ph.D., 1995, University of California, Santa Cruz., and NSF Postdoctoral Fellow, Center for Research in Language and Center for Information Processing at the University of California, San Diego

Contact Information: rheredia@tamiu.edu

Research Interest: Lexical Access; Bilingual Lexical Processes; Lexical Ambiguity; Nonliteral Language Processes; Sentence Processing; Second-language Acquisition; Word recognition; Memory and Information Processing

Teaching: Undergraduate level: Statistics, Experimental Psychology, Cognitive Psychology, Learning and Memory, Cognitive Science, Graduate Level: Research Methods, Thesis

Professional Associations

Membership in professional associations also affords students opportunities to locate other mentors and to network with fellow professionals. Below are listed some of the professional associations that graduate students in the program may wish to join. Again, speak with faculty members about other “specialized” professional associations. The list below is far from exhaustive. Students are expected to join the American Counseling Association at a minimum. Membership in the American Psychological Association is strongly encouraged. This should be accomplished by the beginning of the second year of course work.

Some National and International Associations:

American Counseling Association

5999 Stevenson Avenue

Alexandria, VA 22304

Membership Services: 800-347-6647 x222

ACA Web site: www.counseling.org

ACA Insurance Trust: Professional Liability 800-347-6647 x284

American Psychological Association

750 First Street, NE

Washington, DC 20002-4242

APA Membership: 1-800-374-2721

APA Web site: www.apa.org

International Association for Cross-Cultural Psychology

Michele J. Gelfand, IACCP Treasurer

Department of Psychology

University of Maryland

College Park, MD 20742

U.S.A.

International Society for Psychotherapy Research

President, Mark Aveline MD, FRCPsych

Nottingham Psychotherapy Unit
Nottingham NG3 2 PZ
UK

North American Society
Louis G. Castonguay, Ph.D.
Dept. of Psychology
Penn State University
308 Moore Bldg.
University Park, PA16802
National Career Development Association
10820 East 45th Street, Suite 210
Tulsa, OK 74146
918-663-7060; Web site: www.ncda.org
National Association of Hispanic and Latino Studies
P.O. Box 865
Morehead, KY 40351
207-282-1925
Web site: <http://www.naaas.org>

Society for Community Research and Action (Division 27-Community Psychology, APA)
800 Canyon Park Circle, Building 4, Suite 403
Edmond, OK 73103
Student membership is \$20. annually
<http://www.apa.org/about/division/div27.html>

Some State & Regional Associations:

Texas Counseling Association
316 W. 12 Street, Suite 402
Austin, TX. 78701
512-472-3403 or 800-580-8144
Web site: <http://txca.org>

Southwestern Psychological Association
Web site: <http://www.swpsych.org>

Texas Psychological Association
1011 Meredith Drive, Suite 4
Austin, TX 78748
512-280-4099
Web site: <http://texaspsyc.org>

Southwestern Group Psychotherapy Society
Membership: Lee Wallace, Ph.D.
512-331-8662

9081 Anderson Mill Rd. Suite 125
Austin, TX. 78750
Web site: lkwclan@aol.com

Local Association:

Border Counseling Association
Mary L. Navarro
BCA Treasurer
Nixon High School
2000 Plum Laredo, Tx. 78043

SECTION 4

Professional Suitability & Growth Remediation and Appeal

Student Suitability

An annual review will be conducted of all students in the MACP program in the Spring semester of each academic year using the MACP Annual Student Performance Evaluation document as a guide. As part of this review, students will complete the Annual Student Self-Evaluation form. This document is due annually on May 15th. Faculty will discuss both academic and behavioral suitability of all students matriculated in the program so that any problem behaviors can be identified and subsequently addressed with the student via his/her advisor or advisory committee.

Behaviors Indicating Suitability:

1. Communication Skills

The student demonstrates respectful, clear, and professional communication as evidenced by:

- accurate listening using paraphrase, expression of views and emotions in a clear and non-judgmental fashion

- written communication that is coherent, relevant and communicates the essential points to the recipient of the document
- contribution to classroom discussions in meaningful and relevant ways, listening well to both professor and other students, demonstrating awareness of effects of communications on others
- presenting material to others in a professional manner, with appropriate use of technology, PowerPoint, handouts, and lecture
- nonverbal communication that displays attention and respect (e.g., body language involving head, eyes, hands, feet, posture, voice, etc.)

2. Interpersonal and Professional Competence

The student demonstrates the ability to establish and maintain positive relationships with others as evidenced by:

- the development and maintenance of collegial relationships with such professionals as physicians, social workers, psychiatrists, program administrators and ability to operate within a care team
- communicating and interacting well with peers when involved in group projects
- demonstrating respect for cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status
- appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others

3. Self-awareness, Reflection, and Evaluation

The student demonstrates consistent self-review of own learning process as evidenced by:

- a regular review of counseling process and outcomes, and especially of cases where outcomes and processes have been unsuccessful
- congruence – genuineness; external behavior consistent with internal affect
- the use of self-disclosure appropriately, by disclosing in a skillful and carefully-considered manner for a specific and strategic purpose that contributes to classroom discussion in a meaningful and non-disruptive manner
- awareness of his/her own belief systems, values, needs, and limitations and the effect on his/her work
- appropriate self-control (such as anger control, impulse control)

4. Response to Feedback

The student demonstrates openness to supervision and feedback from their instructors, advisors, and supervisors as evidenced by:

- a willingness to hear criticism and implement suggested behavioral changes
- seeking consultation and supervision in professional situations that are difficult, ambiguous, or present ethical, legal or safety questions

5. Ethical and Professional Conduct

The student behaves ethically and with integrity as evidenced by:

- consistent honesty and integrity in and out of class
- meeting deadlines
- respecting the rights of individuals to privacy
- engaging in professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists

Students who do not develop and manifest these professional behaviors will first be advised and counseled by their instructors and advisors to help generate a plan of remediation. This plan will be documented and signed by the student's advisory committee and the student and will include a timeframe for measurement of desired behavior changes. If sufficient progress in remediation is not made within a period agreed upon, the student will be counseled out of the graduate program and directed to resources that may help them find a more suitable career.

Date_____

MACP Annual Student Performance Evaluation

Student Name: _____

Enrollment Date:_____

Program Status: Pre-comps_____ Adv. Classes_____ Field Placements_____

Coursework in the Counseling Psychology Program is designed to facilitate growth in core competencies and skills critical for effective professional and ethical applied practice. Students are evaluated by Master of Arts in Counseling Psychology faculty annually based upon interactions both in and outside the classroom environment. Students should refer to the MACP Handbook (Section 4) to review the criteria for each competency.

Competence rating uses the following scale: 1 – Unsatisfactory, 2 - Satisfactory: Meets program criteria, 3 –Excellent: exceeds program criteria, N/A – Not Applicable.

Areas of Competence:

1. Communication Skills

- a. Displays effective verbal communication as evidenced by
- b. Displays effective writing ability

	1	2	3	NA
1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Interpersonal & Professional Competence

- a. Appears to establish positive relationships with others
- b. Is sensitive to cultural differences
- c. Maintains appropriate boundaries

	1	2	3	NA
2a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Self-Awareness/Reflection/Evaluation

- a. Is aware of personal strengths and limitations
- b. Is able and willing to examine personal beliefs and stereotypes

	1	2	3	NA
3a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date_____

4. Response to Feedback

- a. Open to Feedback in academic, clinical, and/or research contexts
- b. Able to assimilate and incorporate feedback

	1	2	3	NA
4a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Ethical and Professional Conduct

- a. Behaves ethically and with integrity
- b. Adheres to timelines
- c. Acknowledges personal role in problems and assumes responsibility for resolutions

	1	2	3	NA
5a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Letter of concern sent to student N Y Date:_____

Date of meeting _____ Faculty present (2 required) _____

Outcome and goals of meeting:

Annual Student Self- Evaluation

Due: May 15th

TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

DEPARTMENT OF PSYCHOLOGY AND COMMUNICATION GRADUATE STUDENT ANNUAL EVALUATION INSTRUMENT

PART 1. GENERAL STUDENT INFORMATION. (To be updated by the student each year):

Name: _____

Advisor/Committee Chair: _____

Date: _____ Year started Program: _____

CAREER ASPIRATIONS: (Briefly state your career aspirations. How will a Master's degree from Texas A&M International University help you achieve those goals?)

RESEARCH INTERESTS, GOALS, AND ACTIVITIES: (Briefly state your research interests and goals. For activities, put in a section for each semester, e.g. Fall 16; Spring 17, Summer, 17. Briefly describe the project, the dates and the supervisor. What was your contribution to these research efforts? How does this experience relate to your research goals? What are your specific research plans for the next year?)

FIELD EXPERIENCE: (Describe by semester. Experiences in ongoing organizations of a research, consulting, volunteer, or practicum nature. Give a brief description, including the location, the dates and the supervisor. How does this experience relate to your career goals? What are your specific plans for field experience in the next year?)

DEPARTMENTAL ACTIVITIES: (Describe by semester. Activities that help the department function such as organizing speaker's visits, assisting at departmental conferences, or organizing social events for the department, etc.)

CONFERENCES ATTENDED:

PRESENTATIONS AND POSTER SESSIONS: (Place an asterisk by the ones that you presented.)

PROFESSIONAL ASSOCIATION MEMBERSHIPS

PUBLICATIONS, GRANTS, AWARDS, AND HONORS SOUGHT (Place an asterisk by the ones you received.)

OTHER: (Other factors that should be considered in your evaluation.)

COMMENTS:

PART 2. STUDENT COURSE WORK AND GRADES (To be updated by the student at the end of each year.)

Semester: _____

Courses	Grade
_____	_____
_____	_____
_____	_____

Semester: _____

Courses	Grade
_____	_____
_____	_____
_____	_____

Semester: _____

Courses	Grade
_____	_____
_____	_____
_____	_____

Semester: _____

Courses	Grade
_____	_____
_____	_____

Semester: _____

Courses	Grade
_____	_____
_____	_____
_____	_____

Semester: _____

Courses	Grade
_____	_____
_____	_____
_____	_____

Semester: _____

Courses	Grade
_____	_____
_____	_____
_____	_____

Semester: _____

Courses	Grade
---------	-------

TOTAL HOURS COMPLETED (SO FAR) _____ hrs

PROPOSED MASTERS THESIS TOPIC (If you are completing a thesis and date of Completion):

COMPREHENSIVE EXAMS

I have successfully completed all sections _____ Yes _____ No

I have completed 3 out of 4 sections of the COMPS _____ Yes _____ No

If yes which section are you still pending? _____

I plan on taking the Comprehensive Exams on _____ (Please indicate YEAR and SEMESTER ex. Fall 2016)

This will be my _____ attempt (1st, 2nd, etc.)

ANTICIPATED YEAR OF GRADUATION FROM MACP PROGRAM _____ (Please indicate YEAR and SEMESTER).

I attest that all of the above information is correct to the best of my knowledge. I also understand that falsifying information on this instrument can be grounds for dismissal from the Psychology Graduate Program

Signature _____ Date _____

Examples of Problematic Behaviors for MACP Students

This listing is **not** intended to be exhaustive or limiting. Other behaviors inconsistent with the laws of Texas or the Codes of Ethics of the American Psychological Association and or the American Counseling Association are all “problematic.” Please also refer to the TAMIU student handbook for student code of conduct for additional guidance on appropriate and inappropriate behaviors.

****THE FACULTY IS RESPONSIBLE FOR PROTECTING THE PUBLIC BY **GRADUATING ONLY COMPETENT PROFESSIONALS**. IN THE FINAL ANALYSIS FACULTY BEAR THE RESPONSIBILITY TO DECIDE IF A STUDENT HAS SUCCESSFULLY COMPLETED REMEDIATION AND MAY PROCEED IN THE PROGRAM OR **WILL BE DISMISSED******

- Frequent course absences
- Failure to consistently engage in course discussions and activities
- Plagiarism
- Public slander or libel related to the university, MACP program, its students, or faculty
- Cheating
- Deceiving a faculty member
- Sexual harassment
- Harmful or potentially harmful dual relationships
- Swearing at or demeaning persons when in the professional role
- Provision of professional services when under the influence of alcohol or psychoactive substances
- Misrepresentation of credentials
- Misrepresentation of facts
- Failure to maintain confidential information
- Repetitive or crucial failure to utilize supervision and or advisement as scheduled

- Failure to attempt self-evaluation when appropriate or requested
- Failure to follow remediation plans
- Social media posts or online behavior that causes significant concerns related to a student's ethical behavior professionally or academically, and which may cause harm to clients, fellow students or faculty, the integrity of the MACP program or the University

Students who exhibit problematic behaviors such as these are at risk of being suspended from the Master of Arts in Counseling Psychology at Texas A&M International University. See Remediation and Appeals Process.

Remediation & Appeal Process MACP Program

Typical Sequence of Program Actions, Stages And Student Responsibilities

This document serves to advise students of the processes of remediation and appeal approved by the faculty. The processes described are utilized in evaluating, remediating and suspending students of the Master of Arts in the Counseling Psychology Program. Students are expected to familiarize themselves with this document as well as the attached "Examples of Problematic Behaviors." It is also the student's responsibility to approach his/her faculty advisor with any questions or concerns about these processes or problematic behaviors. Five stages are outlined in this document as typical program and faculty actions. Student responsibilities are highlighted within each stage.

I. Problem Identification Stage:

Problematic student behavior identified by the student, faculty and or site supervisor.
Initial communication of problem to student via person identifying problem.

Communication documented in writing. Self-awareness as an emerging professional is key to future success as a professional counselor. Thus, students are encouraged to identify their own behaviors which are problematic prior to problems being identified by faculty or site visitors. Such identification by students is viewed favorably, especially in regard to student integrity.

- a. Problem investigated by faculty member and documented in student file. If the problem involves a practicum or internship site, the investigating faculty will be the faculty member for the practicum/internship. If the problem involves a faculty-identified or fellow student-identified problem behavior, then the student's faculty advisor will investigate the problem. If the advisor identifies the problem then he/she will request that the director assign another psychology faculty to investigate it.

- c. Clarified problem discussed in more depth with student; discussion documented. This discussion should include the faculty advisor and the student at a minimum. If need be, the investigating faculty member and the problem-identifying faculty may also be involved.
- d. Consultation by faculty advisor with program director, department chair or other re-mediated, then a plan of remediation is instituted. If the behavior involves fieldwork, then, site placement supervisors may be contacted as needed. If problematic behavior is verified by the investigating faculty and it able to be remediated, then a plan of remediation is instituted. If behavior involves fieldwork then the student's problem may go directly to the suspension stage.

Student Responsibility: Student is open to feedback about the problem and agrees to reflect on ways to improve or re-meditate the problematic behavior. Student listens to problem clarification, asks questions about any ambiguous aspects and responds professionally.

II. Remediation Stage:

- a. Remediation plan is developed by faculty and student and put in place, (if problem is assessed to be remediable,) with a timeframe and measures for needed change(s). Plan should be
- b. Developed within 30 days of first identification of problem.
- c. Plan is documented and a copy is given to the program director and student. Student will sign the plan.
- d. Student progress or lack thereof to correct problem documented.
- e. Faculty and program director will discuss problem progress or lack thereof.
- f. If problem is not remediable, or no progress within set timeframe has been made, the problem will proceed to suspension stage.

Student Responsibility: The student is expected to actively engage in design of the remediation plan, commit to act on plan, agreeing to the timeframe and means of measuring "progress" on problem. Student will meet with the faculty advisor to track progress.

III. Suspension Stage:

Student is suspended and receives a letter to this effect from the director. Student also advised on right to appeal within 90 days. Dean of College of Arts and Sciences and Vice President of Student Services advised of student suspension.

Student has 90 days to Appeal the suspension in writing to the director.
Formal Written Appeal Received by Director.

Student Responsibility: Student communicates in writing that she/he is exercising their right to appeal and sends this to director within 90 of suspension letter. Student prepares documentation to support appeal. Student also begins to prepare his/her written appeal to submit to the Appeals Committee.

IV. Appeal Stage:

Appeal Committee Constituted: (not a standing committee, constituted annually)

- Faculty Member Advisor
- One full time faculty member selected by the student appealing
- Program Director
- Chair of the Department
- Faculty member from another “professional” program (faculty from such professional programs as nursing, social work, and school counseling). Solicited by the program director unless the program director has identified the “problem.” If this is the case, the Department Chair solicits an “outside” professional faculty member.

Director advises the Dean of office of Graduate Studies and the Dean of College of Arts and Sciences of student appeal

- Date for Appeal Meeting set and communicated to student by director along with agenda for the meeting. Student may bring a support person to the meeting; however, the support person may not address the committee. Only the student may address the committee.
- Appeal meeting will occur within 45 days of receipt of student’s appeal unless student requests an extension. One extension may be granted per appeal.

Student will be advised to send all additional documentation to Director who will distribute it to committee. The formal written appeal should not be more than three double-spaced pages in length. Supporting documentation (written memos, etc.) is not included in this limit.

- Documentation of student “problem(s)” and student appeal materials will be reviewed by the Appeal Committee members.
- Student’s supporting documents must be received by the Director no less than 10 working days before the date of the Appeal meeting.

Student Responsibilities: Preparation of written appeal that meets the limits and attaches any written documentation. Sends two copies to the Director and keeps a third copy for your own records assuring materials are received by the director and meets the timeframe stipulated.

Appeals Meeting Is Held: Director chairs the meeting unless the Director identifies the problem. If this is the case, the Department chair conducts the meeting. Meeting should last about one

hour: after the student is heard, and discussion with committee and student is conducted, committee deliberates and decides (without the student's presence). Ideally a consensus will be achieved, if not, majority will rule.

- Meeting discussion among faculty alone is confidential.
- Possible outcomes: Committee recommends to Dean of College: Dismissal from Program, Reinstate to program, Reinstate with probationary status with review date and review process including target behaviors.

Student Responsibilities: Student communicates who will accompany him/her as a support person to the meeting to the director at least one week in advance of the meeting. Student attends meeting, is prepared to communicate the main points of his/her case for reinstatement and conducts him/herself in a professional manner in interactions with the committee members

V. Conclusion

- a. Decision communicated via letter to student and documented in file and to Vice President of Student Services and Dean of Graduate Studies
- b. Decision communicated via letter to student sent within five working days of the appeals meeting.
- c. Upon completion of appeal and finalizing of remediation plan, the student will complete the remediation and the Director and psychology faculty will meet to determine if remediation was successful. The Director will send the written decision to the student within 21 days of completed remediation.

SECTION 5
ACADEMIC/EDUCATIONAL
POLICIES AND PROCEDURES

Student Rights and Responsibilities

Student Responsibilities

While faculty and staff members of the University provide academic advice and assistance, each student is expected to take responsibility for his or her own education, personal, and professional development. The student must know and abide by the academic and disciplinary policies given in the Catalog and in other official University documents, including rules governing quantity of work, continuance standards, warning status and scholastic dismissal, and enforced withdrawal. The student must also know and meet the requirements of the MACP program; must enroll in courses appropriate to the program; must meet prerequisites and take courses in proper sequence and make timely progress towards degree attainment; and must seek advice about requirements and other policies when necessary.

The MACP student must meet once a semester with their faculty advisor and keep documentation of classes, schedule changes and other transactions. The student must give correct local and permanent address, telephone number and email address to the Office of the Registrar and to the Department of Psychology and Communication

The Grievance Process

A student has the right to seek redress of any grievance related to his or her academic affairs. Every effort should be made to resolve grievances informally between the student and the faculty member most directly involved or failing this with the Director of the MACP program, the Chair of the Department where the program is housed, and or the Dean of the College. This step is essential before the student proceeds to “higher” levels of university administration. This policy is consistent with ACA and APA code of ethics.

A grievance may be expressed using the following procedures with the assurance of timely and thorough consideration. The grievant are assured freedom from reprisals for filing a grievance.

All complaints must be submitted in writing. Each level must be addressed before proceeding to the next. At each level, information will be collected, and a decision process instituted. The decision will be reported to the student, and the faculty member, if applicable within ten days after the grievance is filed. A copy of the findings will be retained in the files of the MACP Director or the Field Placement Coordinator if applicable.

Level 1: MACP Director, or the Field Placement Coordinator if the grievance involves a field issue

Level 2: Chair of the Department

Level 3: Dean of the College of Arts and Sciences

Level 4: Vice President of Student Services

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant or parenting status, please contact the TAMIU Title IX Coordinator (Lauren A. Jones, J.D., 5201 University Boulevard, KLM 159B, Laredo, TX 78045, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600).

The University advises a pregnant or parenting student to notify his or her professor once he or she is aware that accommodations for such will be necessary. It is first recommended that the student and professor attempt to work out the reasonable accommodations with each other. The Office of Student Conduct and Community Engagement (Mayra Hernandez, MGHernandez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. In the event that a student will need a leave of absence for a substantial period of time from the University, the University urges the student to consider a Leave of Absence as outlined in the Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<http://www.tamiu.edu/scce/2016-2017%20Student%20Handbook.pdf>).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857 and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Sexual Harassment Policy

1. Handbook of Operating Procedures for Texas A&M University. In support of its Equal Employment Opportunity/Affirmative Action program, it is the policy of the Texas A&M system to maintain a workplace free of sexual harassment and intimidation.

2. Sexual harassment is expressly prohibited, and offenders are subject to disciplinary action. Sexual harassment is defined as either unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature, by a faculty member or other employee of the University when:

1. Submission by a student to such conduct made explicitly or implicitly a condition for academic opportunity or advancement.
2. Submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student.
3. The intended effect or reasonably foreseeable effect of such conduct is to create an intimidating, hostile, or offensive environment for the student

The Office of the Vice President of Student Services has been given the primarily responsibility for responding to questions and receiving complaints of sexual harassment from students, including student on student charges of sexual harassment. Students may consult with the Vice President or address their complaints to the department chairperson or other University administrator, who will immediately contact the Vice President of Student Services for consultation.

Investigation of a specific complaint of sexual harassment will be initiated upon submission of a written and signed statement made by the student to the Dean of Students, department chairperson, program director or College Dean.

This policy is not intended to discourage the interaction of faculty and students where harassment or a conflict of interest is not a factor; however, the policy is intended to clarify that it is inappropriate for a faculty member to form romantic or sexual relationships with students under the faculty member's direct supervision.

Policy Statement on Scholastic Dishonesty for the Master of Arts in Counseling Psychology Program

(The Psychology faculty is grateful to Dr. Marian Aguilar, Prior Director of the Social Work Program, for creating documents and policies upon which this statement is based.)

Introduction

For the MACP program to maintain its integrity, it is essential that students, faculty, and potential employers perceive that the students are evaluated fairly and based on their own work completed in accordance with the instructions provided. This can only be accomplished in a culture of honesty, and ethical conduct where there is no tolerance for academic dishonesty. Maintaining such a culture is the responsibility of faculty and students alike. Academic

dishonesty is clearly defined below, and the basic responsibilities of students and faculty are also noted.

It is in all students' interest to avoid committing acts of scholastic dishonesty and to discourage others from committing such acts as well. If the psychology program at TAMIU were to acquire a reputation for tolerating dishonesty, it would devalue the degree for all current students and future alumni. Furthermore, the MACP curriculum prepares students for a profession in which honesty and ethical behavior are essential characteristics. Counselors provide, among other services, direct service to clients. TAMIU students are required to meet certain ethical standards as outlined in the Code of Ethics of the American Counseling Association.

In every program there are opportunities and temptations to behave dishonestly and unethically. To maintain the reputation and quality of the MACP, it is the responsibility of each person to understand the definition of unethical behavior and to resist all temptations to behave unethically. This is easier to do in an atmosphere of honesty, where each person is confident that all others are also behaving ethically. If all students and faculty fulfill their respective responsibilities as described in this policy statement, the culture of honesty of TAMIU's Master of Arts in Counseling Psychology program will be maintained.

Definition of Scholastic Dishonesty:

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or their attempt to commit such an act. (Appendix C, Chapter 11 of the Institutional Rules of the Office of the Registrar and Activities).

Responsibilities of Students in MACP Classes

1. To understand the definition of scholastic dishonesty.

The appendix to this policy statement discusses many examples of scholastic dishonesty. Each student has the responsibility to read, both this document and the standards of conduct of the University carefully, and to make sure that he or she understands what actions constitute scholastic dishonesty. University official policies on scholastic dishonesty are stated in Part I: Academic Rules and Grievance Procedures. They can be found on the Student Services web site at <http://www.tamtu.edu>. If a student has any question about the application of these policies in regard to a particular assignment, it is the responsibility of that student to seek clarification from the course instructor.

2. To understand the instructions for each assignment, quiz, or examination.

Some of the assignments in the MACP program may be based on cooperative learning. It is the responsibility of the student to correctly understand what level of collaboration is

appropriate for each such assignment. Acceptable boundaries should be established before the start of the assignment. Students have the responsibility to know which assignments allow collaboration and which prohibit it. Furthermore, unless explicitly authorized, students should not seek or provide old examinations, nor should “test banks” be maintained by formal or informal student organizations.

3. To refrain from committing any acts of scholastic dishonesty.
Ignorance of the definition of scholastic dishonesty is not an excuse for dishonest behavior. Though many assignments are challenging, their difficulty does not excuse dishonest behavior in completing them.
4. To take appropriate action when acts of scholastic dishonesty are observed.
Because scholastic dishonesty makes victims of other students who make honest efforts, and makes fair evaluation impossible, all students as well as the program are compromised. To passively observe dishonest behavior is to condone it and encourage it. Students therefore have the responsibility to take action that will prevent dishonest acts from occurring now or in the future. Appropriate actions include confronting the student(s) who has committed the act and reporting the observed behavior to the instructor.
5. To adhere to the American Counseling Association’s Code of Ethics at all times.
Students at all levels and in all tracts of the MACP program are instructed to familiarize themselves with both the ACA code and the APA code. Furthermore, it is unethical to “take credit for work done by others and or to fail to acknowledge and give credit to others who have made contributions to the research endeavors”.

Responsibilities of the Faculty in MACP Classes

The faculty also assumes certain responsibilities to maintain an environment of scholastic integrity. However, these responsibilities are not a condition that must be met before students are expected to behave honestly. Two wrongs do not make a right. If a student perceives that a faculty member has not met one of the responsibilities noted below, the appropriate response is to discuss the issue with the faculty or if not feasible with the director of the program.

1. To communicate clearly, in writing, the instructions for assignments.
These instructions may be provided in the syllabus or in other handouts. The instructions should clearly indicate with whom, and to what extent, the student may or may not collaborate on out-of-class assignments and what other resources (e.g., books, computers, databases, etc.) may be used.
2. To be thoughtful in the design of assignments and tests so that they may minimize opportunity for scholastic dishonesty.
3. To evaluate assignments based on reasonable expectations given the difficulty of the assignment, and to consider assignment difficulty when assigning grades.

4. To actively and consistently enforce the University rules governing scholastic dishonesty. From time to time, instructors may have evidence that one or more students have committed an act of scholastic dishonesty. Under these circumstances it is the responsibility of the instructor to discuss with their supervisors the situation, and then initiate the University procedures as outlined in university documents.
5. To place a scholastic dishonesty statement in a prominent position in each class syllabus.

Policy on Scholastic Dishonesty:

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in a course and/or dismissal from the University. You should refer to the Student Judicial Services web site at <http://www.tamtu.edu/> to access the official University policies and procedures. Below is a non-exhaustive listing of acts constituting scholastic dishonesty.

- **Acquiring Information:**
 Acquiring answers for any assigned work or exam from any unauthorized source.
 Working with another person on the assignment or examination without the permission of the instructor.
 Observing the work of other students during an examination.
- **Providing Information:**
 Providing answers for any assigned work or examination when not specifically authorized to do so.
 Informing any person or persons of the contents of any examination prior to the time the exam is given.
- **Plagiarism:**
 Failing to credit sources used in a work product to pass off the work as one's own.
 Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources
- **Conspiracy:**
 Agreeing with one or more persons to commit any act of scholastic dishonesty.
- **Fabrication of Information:**
 The falsification of the results obtained from a research or laboratory experiment.
 Presentation of results of research or experiments without the research work having been performed.

- Violation of Departmental or College Rules:
Violation of any announced departmental or college rule relating to academic matters, including but not limited to abuse or misuse of computer access or information.

MACP Endorsement Policy

Students may request documentation of their practicum hours from the Coordinator of Practicum Placement upon graduation from the program and the University. Contact Dr. Ediza Garcia at (956) 326-3096 to arrange an appointment to complete the Practicum Documentation Form. The form, #F75-10962 is available for download from the web site of the Texas State Board of Examiners of Professional Counselors <http://www.tdh.state.tx.us>

It is recommended that students request a meeting to complete this documentation within a year of their graduation. By doing so, the Coordinator of Practicum or the Program Director can more easily access the graduate's Placement Forms, Site Supervisor Summary of Practicum/Internship Hours forms and other supporting documents. Remember you must fulfill a 300 clock-hour supervised experience requirement to submit this form, including at least 100 hours of direct client counseling contact. The practicum documentation form requires the dates of the practicum total number of clock-hours at the site, total number of clock-hours of direct client counseling contact during the practicum and the types of practicum counseling. Once the form is completed and signed by the faculty person, it may then be submitted with other application forms for the Temporary License as an LPC intern. This temporary license must be granted before the graduate begins a post-graduate internship. Hours obtained by an unlicensed person will not count toward the supervised experience requirements.

The Texas State Board of Examiners of Professional Counselors requires that the supervisor you engage after graduation be an LPC, and that the person has LPC supervision status with the Board. This means that **you cannot have a Ph.D. or Psy.D. level psychologist, nor psychiatrist (D.O., or M.D.), supervise** your hours unless that person also possesses an active LPC license and has applied for and is granted LPC supervision status by the LPC Board of the State of Texas.

The program faculty recommends that graduates move towards licensure in a consistent, determined and timely fashion. Generally, it is not in the graduate's best interest to delay efforts to become licensed. You may sit for the exam as soon as you have your temporary, Professional Counselor Intern's License. You do not have to wait until you complete the 3000 internship hours over the 18-month timeframe to take the LPC exam. Program faculty recommend that you take the exam as soon as you are licensed as an LPC Intern, while the coursework you have taken is still fresh, and your anxiety is not compounded by procrastination

SECTION 6

STUDENT RESOURCES

Financial Assistance

GRANTS:

Texas Public Education Grant (TPEG)
 Texas Public Grant-State Student Incentive Grant (TPG-SSIG)
 Ford Foundation
 National Science Foundation
 Kellogg's Foundation
 American Psychological Association
 American Psychological Society
 National Hispanic Federation
 LULAC
 Lamar Bruni Vergara

SCHOLARSHIPS:

Dee Michell Graduate Psychology Scholarship
 Good Neighbor Scholarship (for Canadian or Mexican students with an F-1 or J-1 Visa)
 Mexican Tuition Waiver/*Asistencia Estudiantil* (for Mexican Resident Students)
 Texas A&M International University Alumni Association Scholarship
 TAMIU GUF Scholarship (Students Attending TAMIU)
 Texas Tuition Scholarship
 Texas Psychological Foundation Student Merit Research Competition
 South Texas Academic Rising Scholars (STARS)
 Lamar Bruni Vergara Scholarship

COLLEGE WORK:

Federal College Work-Study Program
 State College Work-Study Program
 Community College Work-Study Program
 Student Employee Program
 Graduate Assistantships or Fellowships (hired through the Office of Human Resources-not part of Financial Assistance)

LOANS:

Emergency tuition and fee loans (when funds are available)
 Federal Subsidized and Unsubsidized Stafford Loan Programs
 Private Loans Program
 Hinson-Hazelwood Loan Program
 Installment tuition loan plans
 Short-term loans for books (when funds are available)

For additional information, filing dates and application forms, contact the Office of Financial Aid at (956) 326-2001.

Counseling and Career Services

MACP students may avail themselves of the free services of the University Counseling Center and the Career Center. As the program often has practicum students assigned to these services, the student may elect to seek other counselors outside of the university, as these counselors are not allowed to see such students. Students have the right to receive confidential counseling services wherever they choose, and faculty will not engage in dual roles with students. In order to provide students with options for the following services are listed below. We encourage students to enhance their self-awareness and facilitate their coping skills by using counseling whenever they feel it may be helpful.

Office of Career Services
Yelitza Howard - Director
Student Center 114
Phone: (956) 326-4473
E-mail: careerservices@tamiu.edu

Office of Student Counseling Services
Student Center 128
Phone: (956) 326-2230

MENTAL HEALTH SERVICES OUTSIDE OF THE UNIVERSITY

A Healthy Image Counseling Services	956-724-2345	6826 Springfield Ave. Ste. 102
Daisy Counseling Services	956-523-0152	107 Calle Del Norte Ste. 14A
Family Guidance Services	956-717-3733	1605 Saldana Ave.
Let's Talk Therapy	956-765-1999	1609 N, US Hwy 83 St. B
Laredo Counseling Services	956-729-1991	2315 Saunders Ste 2
Candelario Escamilla Jr.	956-791-0335	709 E. Calton Rd. Ste. 109
Pillar	956-723-7457	6406 McPherson Road

Killam Library & Computer Labs

Killam Library has access to many excellent databases as well as many hard copy journals. There are multiple copiers and computers available, and you can also print out materials there. As a student you can utilize the complete line of library services. Staff is cooperative and knowledgeable and will happily answer your questions.

Killam Library

Reference Librarian

Phone: (956) 326-2138

E-mail: researchhelp@tamiu.edu

Computer Labs

326-2017

Cowart Hall

Staying Informed

Department and Program Web Pages

The Department of Psychology and Communication Web Page can be accessed via the Internet. The URL is: <http://www.tamiu.edu/coas/psy/index.shtml>. For the MACP program the URL is: <http://www.tamiu.edu/coas/psy/mastercounpsy/index.shtml>

Faculty Offices and Phone Numbers

Adriana Blasco-Rubio	LBV 303	Phone: (956) 326-2618
Angelique M. Blackburn	AIC 319	Phone: (956) 326-2666
Anna B. Cieřlicka	AIC 342	Phone: (956) 326-2611
Desi Vázquez	AIC 328	Phone: (956) 326-3119
Ediza Garcia	AIC 329	Phone: (956) 326-3096
Elizabeth C. Terrazas-Carillo	AIC 330	Phone: (956) 326-2656
Monica Muñoz	AIC 345	Phone: (956) 326-2620
Roberto R. Heredia	CNS 205	Phone: (956) 326-2637

SECTION 7

AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

AMERICAN PSYCHOLOGICAL ASSOCIATION CODE OF ETHICS

<http://www.apa.org/ethics/code/index.aspx>

*****STUDENTS ARE HELD RESPONSIBLE FOR READING
BOTH ETHICAL CODES*****

MACP Orientation 2021-2022

Handbook Verification

I verify that I received the MACP Student Handbook. I commit to read and understand the information within the Handbook. I will discuss any questions I have with my faculty advisor.

Signature

Date