In summary, the broad programmatic philosophy and training model has four parts: classes and practicum situations. APA guidelines require that students be informed of this requirement. Personal growth and disclosure in addition to academic learning. As such, students may be expected to share appropriate personal material in various exclusive environments, in which egalitarianism, self-direction, leadership, and respect for individual differences are promoted. Program students and within a contextual framework, recognizing interpersonal, familial, institutional, and socio-cultural realities. Faculty strive to create an inclusive rather than sexuality, while remaining solidly rooted in the foundations of Counseling Psychology. The program faculty make a concerted effort to attend to students and encourages student participation at high levels, and encompasses important emerging trends in the areas of gender, multiculturalism, and human. Normal growth and development and an emphasis on an individual’s strengths rather than pathology. Emphasis is also placed on the study of the multiple contexts within which human beings grow and develop: the family, the school, the marketplace, and the multiple social settings and groups in the culture. The student is trained to be particularly sensitive to and skilled in human interactions and multicultural issues, as well as growth and change in human systems and the individual in her/his context. The program expects that students and faculty will be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and others who are different from themselves in terms of age, gender, gender identity and expression, race, ethnicity, culture, national origin, religion, faith and no faith, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty will work to create a climate of safety and trust for all concerned. This particular program’s philosophy, curriculum, faculty, and students attempt to create an atmosphere that is supportive, open, and flexible. The goal is to create a program that challenges without creating competition, promotes professionalism with a minimum of power hierarchy, incorporates and encourages student participation at high levels, and encompasses important emerging trends in the areas of gender, multiculturalism, and human sexuality, while remaining solidly rooted in the foundations of Counseling Psychology. The program faculty make a concerted effort to attend to students within a contextual framework, recognizing interpersonal, familial, institutional, and socio-cultural realities. Faculty strive to create an inclusive rather than exclusive environment, in which egalitarianism, self-direction, leadership, and respect for individual differences are promoted. Program students and faculty alike attempt to maintain open communication and clarity of expectations to promote mutual understanding and respect. Applicants should be aware that, as is typical of graduate training in professional psychology, part of one’s development as a psychologist entails personal growth and disclosure in addition to academic learning. As such, students may be expected to share appropriate personal material in various classes and practicum situations. APA guidelines require that students be informed of this requirement.

In summary, the broad programmatic philosophy and training model has four parts:
1. to train competent, ethical professional psychologists,
2. to train practitioner-scientists whose practice is informed by science,
3. to train Counseling Psychologists with specific expertise in multiculturalism and gender/women’s issues, and
4. to balance an underlying structure that supports excellence in professional training with respect for individual differences and flexibility to accommodate varying student needs in a student body that tends to be mature and experienced.

Doctoral graduates qualify for Licensure as Psychologists and listing in the National Register of Health Service Providers in Psychology (http://www.nationalregister.org) following appropriate internship and postdoctoral experience. Master’s graduates may qualify for licensure as Psychological Associates (LPA), Professional Counselors (LPC), and/or Marriage and Family Therapists (LMFT) depending upon specific coursework choices and practicum experiences.

Admissions
Admission Requirements

Please see the admission section at the front of this catalog. All applicants must complete the online application form, available at the Apply Texas website (http://www.applytexas.org). In addition to these general requirements, the Department of Psychology and Philosophy requires the following.

Master of Arts in Counseling Psychology / Specialist in School Psychology

1. A completed online application form, available at the Apply Texas website (http://www.applytexas.org).
2. An undergraduate major in psychology or a minor of at least 18 semester hours in psychology, including the following courses: introductory psychology, life-span developmental psychology, statistics, experimental psychology, psychology of learning, and 3 elective hours in psychology.
   - **Specialist applicants** are required to take a course in biological bases of behavior instead of an elective.
3. Preferred minimum Graduate Record Examination scores of 500 verbal (153, Revised GRE), 500 quantitative (149, Revised GRE), and 4.0 analytical.
4. Counseling Psychology applicants: Submit responses to 5 essay questions which can be found at the Department of Psychology and Philosophy website (http://www.twu.edu/psychology-philosophy/counseling-psych-masters-apply.asp).
   - Specialist applicants: Submit a 500-word statement describing goals in psychology.
5. Submission of undergraduate transcripts showing a GPA of 3.5 or better on all courses in psychology and a 3.0 overall average for the last 60 semester credit hours of undergraduate work. Official transcripts from each college attended are required.
7. Vita

The application, official GRE scores, and official transcripts from ALL colleges or universities must be submitted to the Office of Student Records Processing. Items four, five, six, and seven above are to be submitted together in ONE envelope with COPIES of your application, GRE scores, and transcripts to the program Admissions Coordinator of the respective program (Counseling Psychology or School Psychology):

Admissions Coordinator
Department of Psychology and Philosophy
P.O. Box 425470
Denton, TX 76204

The deadline for applications for the master’s degree Counseling Psychology program is February 1 for summer and/or fall admission; the deadline for the School Psychology Specialist program is February 1.

Doctor of Philosophy in School Psychology or Counseling Psychology

1. The applicant will submit Graduate Record Examination scores. Preferred scores are 500 verbal (153, Revised GRE), 500 quantitative (149, Revised GRE), and 4.0 analytical writing.
2. The applicant will present official transcripts as evidence of a 3.5 GPA on a 4.0 scale for both graduate and undergraduate courses in psychology. A student entering the program with a bachelor’s degree is required to have a minimum overall GPA of ‘B’ (3.0 on a 4.0 scale for the last 60 semester credit hours of undergraduate work, and a 3.5 GPA in undergraduate psychology courses). A student entering the program with a master’s degree is required to have a minimum overall GPA of 3.5 on a 4.0 scale for graduate work in psychology.
3. The applicant will submit three letters of recommendation.
4. The applicant will present evidence of at least 18 semester credit hours in undergraduate psychology courses including the following courses: introductory psychology, life-span developmental psychology, statistics, experimental psychology, psychology of learning, and 3 elective semester credit hours in psychology. A course in biological bases of behavior is required instead of an elective for School Psychology doctoral applicants.
5. Applicants to the Doctoral Program in Counseling Psychology must complete a program-specific application requiring five brief essays. The application is available at the Department of Psychology and Philosophy website (http://twu.edu/psychology-philosophy/counseling-phd-apply.asp).
6. Applicants to the School Psychology Doctoral Program will submit a 500-word autobiographical essay on choosing School Psychology as a career.
7. Applicants will submit a vita with special emphasis on training, work experiences, and research relevant to the program and discipline.

The online application (available at the Apply Texas website (http://www.applytexas.org)), official GRE scores, and official transcripts from ALL colleges or universities must be submitted to the Office of Student Records Processing.

Items three, four, five, six, and seven above are to be submitted together in ONE envelope with COPIES of your application, GRE scores, and transcripts to the program Admissions Coordinator of the respective program (Counseling Psychology or School Psychology):

    Admissions Coordinator
    Department of Psychology and Philosophy
    P.O. Box 425470
    Denton, TX 76204

If a student is to be considered for the following Fall semester, December 15 is the deadline for receipt of application materials for the Counseling Psychology Doctoral program. February 1 is the deadline for receipt of application materials for the School Psychology Doctoral Program. Admission to all doctoral programs is usually provisional with advancement to unconditional admission based on the successful completion of GPA requirements for the first 21 semester credit hours completed in the program.

Minors

Minors Offered to Students from Other Departments

A doctoral minor requiring 18 semester credit hours is offered in psychology. Specific course requirements for the minor can be obtained by contacting the director of either doctoral training program.

Professors

MIRICLE, DENISE E., Professor of Psychology. B.S., University of Minnesota System: Twin Cities; M.A., University of Notre Dame; Ph.D., University of Northern Colorado.

MILLER, DANIEL C., Professor of Psychology; Chair of the Department of Psychology and Philosophy. B.A., University of Cincinnati; M.S., Miami University: Ohio; Ph.D., Ohio State University System: Columbus.

RUBIN, LINDA, Professor of Psychology. B.S., University of Kansas; M.S., University of Kansas; Ph.D., University of Kansas.

SCOTT, SHANNON R., Professor of Psychology. B.A., Stephen F. Austin State University; M.S., Tufts University; Ph.D., Tufts University.


Associate Professors

DEORNELLAS, KATHY L., Associate Professor of Psychology. B.F.A., Stephen F. Austin State University; M.Ed., University of North Texas; Ph.D., Texas Woman’s University.

FOSTER, KENNETH, Associate Professor of Psychology. B.A., City University of New York System: Brooklyn College; M.Phil., City University of New York System: Graduate School & University Center; M.A., City University of New York System: Hunter College; Ph.D., City University of New York System: Graduate School & University Center.

HARRIS, JEFF E., Associate Professor of Psychology. B.A., DePauw University; M.A., Southern Illinois University System: Carbondale; Ph.D., Ohio State University System: Columbus.

HART, CHRISTIAN L., Associate Professor of Psychology. B.A., University of North Texas; M.S., Texas Christian University; Ph.D., Texas Christian University.

MOLLEN, DEBRA, Associate Professor of Psychology. B.A., Adelphi University; M.A., University of Denver; Ph.D., Indiana State University.

Assistant Professors

ASBURY, EDWARD T., Assistant Professor of Psychology. B.A., University of Tennessee System: Knoxville; M.A., Texas Christian University; M.A., East Tennessee State University; Ph.D., Texas Christian University.

JOHNSON, WENDI L., Assistant Professor of Psychology. B.A., Bryant College; M.A., Western Carolina University; Ph.D., Texas Woman’s University.

PALOMARES, RONALD S., Assistant Professor of Psychology. B.S., Texas A&M University System: College Station; M.A.C., Lesley College; Ph.D., Texas A&M University System: College Station.
Psychology Courses

PSY 5163. Psychology of Women. Examination of developmental characteristics of women, myths and stereotypes, sex roles, sexuality, life styles, values, achievement motivation, power, mental health, and mental disorders in women. Three lecture hours a week. Credit: Three hours.


PSY 5313. Psychological Tests and Measurements. Overview of psychometrics, including test construction, reliability, and validity. Three lecture hours a week. Credit: Three hours.

PSY 5353. Research Design. Types of research methods; techniques and procedure of educational and psychological empirical research; research design; research writing; review of journal articles; general statistics for reading professional journals. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 5423. Cognitive Assessment. Intensive introduction to the most widely used, individually administered intelligence tests. Prerequisite: A course in psychological appraisal or permission of the instructor. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 5463. Academic Assessment and Curriculum Interventions. Administration and interpretation of academic achievement measures with children. Individual and group achievement tests, criterion-referenced, and curriculum-based assessments will be reviewed. Prerequisite: PSY 5423. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 5473. Social-Emotional Assessment in Children. Administration and interpretation of personality assessment procedures with children, including integration with other psychoeducational assessment information. Prerequisites: PSY 5423 and PSY 5463. Co-requisite: PSY 6931 (for doctoral students.) Three lecture hours a week. Credit: Three hours.

PSY 5501. Professional Issues in Counseling Psychology. Critical review of the program and discipline of counseling psychology; issues germane to the professional practice of counseling psychology. One lecture hour a week. Credit: One hour.

PSY 5513. Advanced Psychopathology. Extensive study of the fundamental principles of understanding mental illness from a systemic point of view; study of incident, cause, types of therapy, and prognostication for each case. Three lecture hours a week. Credit: Three hours.

PSY 5523. Clinical Therapeutic Group Processes. Intensive group experience in which students study therapeutic group development as they function as participant, observer, and recorder of the emerging group process. Extensive reading is required. Theories of group development and group dynamics are examined as they relate to learning, perception, conflict resolution, problem solving, and psychotherapy. Prerequisites: Preregistration with instructor is required. Three lecture hours a week. Credit: Three hours.

PSY 5534. Theory and Practice of Counseling and Psychotherapy. Principles, procedures, techniques, and goals of effective counseling/therapy from a variety of theoretical viewpoints. Basic theory preparation for counselors/therapists in training. Instructional supervised experience in clinical techniques basic to individual psychotherapy. Three lecture and two laboratory hours a week. Credit: Four hours.

PSY 5674. Theory and Practice of Family Psychology. Introduction to the literature regarding theories, principles, and practices of family psychology. Intensive study of the theoretical bases for assessment and intervention. Demonstration and practice of family psychology skills. Three lecture and two laboratory hours a week. Credit: Four hours.

PSY 5693. Psychology of Human Sexuality. Exploration of concepts related to human sexuality with emphases on psychological and cultural factors. Significant focus on self-as-counselor as it impacts the therapeutic process. Three lecture hours a week. Credit: Three hours.

PSY 5803. Introduction to School Psychology. The school psychologist’s roles within the total educational process of the child with emphasis upon development. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 5853. Seminar in School Psychology. Capstone course to synthesize key concepts in school psychology curriculum; includes crisis intervention, working collaboratively with families, school-based prevention activities, and computer applications. Three lecture hours a week. Credit: Three hours.

PSY 5911. Independent Study. Individual instruction in a class that is not being taught during a current semester, and that is needed for graduation or to fulfill degree requirements of a graduate student. Credit: One hour.
PSY 5913. Independent Study. Denotes a course not offered as organized course. An in-depth review of a specific problem area jointly selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

PSY 5923. Supervised Practicum. Practicum experience in clinical setting; supervised and taped client contact with critical discussion. Prerequisite: Permission of instructor. Fifteen practicum hours a week. Credit: Three hours.

PSY 5963. Capstone Proficiencies. A capstone experience in writing and applying research findings to inform clinical practice. Writing applied literature reviews, program evaluation, and grant writing. Comprehensive exam over the MA program. Prerequisites: Enrolled in last or next to last semester of coursework only degree plan. Three lecture hours a week. Credit: Three hours.

PSY 5973. Professional Paper. Credit: Three hours.

PSY 5983. Thesis. Credit: Three hours.

PSY 5993. Thesis. Prerequisite: PSY 5983. Credit: Three hours.

PSY 6103. Cognition and Emotion. The interaction between emotion and major processes involved in human cognition including perception, attention, memory, language, problem solving, and decision making. Prerequisite: Undergraduate course in learning or permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 6133. Advanced Behavioral Neuroscience. Neuroanatomy, neuron physiology, psychopharmacology, neuroendocrinology, physiological bases of motivation, emotion, learning, sensation, sleep, and attention. Three lecture hours a week. Credit: Three hours.

PSY 6143. Neuromechanical and Genetic Disorders In Children. Focus on low and high incidence neuromechanical and genetic disorders in children. Emphasis placed on identifying characteristics, differential diagnostic techniques, and empirically based interventions associated with these disorders. Prerequisite: Doctoral standing and/or permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 6204. Advanced Psychological Statistics II. Multivariate statistical procedures in analysis of variance and regression, covariance analysis, and latent variable analysis. Prerequisite: PSY 5304. Four lecture hours a week. Credit: Four hours.

PSY 6233. Preschool and Low-Incidence Assessment. Administration and interpretation of preschool and low-incidence handicapping assessment procedures. Prerequisite: PSY 5423 or equivalent. Co-requisite: PSY 6931 (for doctoral students.) Three lecture hours a week. Credit: Three hours.


PSY 6363. Research in Counseling and Family Psychology. An overview of counseling and family psychology and research through detailed analysis of major research articles. The course covers instrumentation tools and techniques, critical evaluations of key investigations in the field, and challenges of the "new epistemologies" for psychological research. Three seminar hours a week. Credit: Three hours.

PSY 6383. Cross Cultural Psychology. Examination of paradigms of cross cultural psychology (the fourth force in counseling and psychotherapy), cultural identity development, examination of one's own cultural heritage and its impact in the therapeutic relationship; competencies and standards, culture specific strategies in cross cultural psychotherapy, and therapeutic implications of the paradigms. Three lecture hours a week. Credit: Three hours.

PSY 6393. Psychology of Violence, Trauma, and Abuse. Focus on abuse and victimization across the lifespan, ranging from infancy to late adulthood. Trauma-based disorders, psychological dynamics, and the recovery process will be explored. Prerequisites: Doctoral standing and/or permission of the instructor. Three lecture hours a week. Credit: Three hours.

PSY 6423. Psychopathology and Exceptionalities in Childhood and Adolescence. Comprehensive overview of etiology, identification (diagnostic nomenclature, DSM IV), and intervention in children and adolescents with exceptionalities and emotional disorders. Three lecture hours a week. Credit: Three hours.

PSY 6443. Objective Personality Assessment for Adults. Administration, scoring, and interpretation of most widely used objective assessment procedures for measuring personality functioning in adults, with emphasis on MMPI, and current conceptual and clinical issues in objective psychodiagnoses. Prerequisites: PSY 5423 and doctoral standing. Three lecture hours a week. Credit: Three hours.

PSY 6523. Neuropsychological Assessment Techniques I. Introduction to the administration and interpretation of current neuropsychological assessment instruments for all ages with an emphasis on childhood and adolescence. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6533. Neuropsychological Assessment Techniques II. Advanced administration and interpretation of current neuropsychological assessment instruments for all ages with an emphasis on childhood and adolescence. Prerequisite: Permission of instructor. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6553. Projective Personality Assessment for Adults. Administration, scoring, and interpretation of most widely used projective assessment procedures for measuring personality functioning in adults, with emphasis on the Rorschach Inkblot Test, and current conceptual and clinical issues in projective psychodiagnoses. Prerequisites: PSY 5423, PSY 6443, and doctoral standing. Three lecture hours a week. Credit: Three hours.

PSY 6583. Neuropsychopharmacology. Introduction to practical and theoretical understanding of the effects of drugs upon behavior. Emphasis on major antipsychotic, anti-anxiety, antidepressant drugs, their clinical use, and their side effects. Three lecture hours a week. Credit: Three hours.
PSY 6613. Advanced Developmental Psychology. An in-depth analysis of theories regarding the psychological development of children, adolescents, and adults. The course will include an overview of the empirical and conceptual approaches to the study of social, emotional, cognitive, and physical development of humans from conception through death. Three lecture hours a week. Credit: Three hours.

PSY 6633. Philosophical and Historical Foundations of Psychology. Major philosophical theories of the mind and historical foundations of psychology. Three lecture hours a week. Credit: Three hours.

PSY 6673. Therapeutic Interventions for Children and Adolescents. Theoretical background and applied psychotherapeutic techniques for children and adolescents. Content includes psychotherapeutic techniques commonly used in schools and clinical settings, such as play therapy, brief therapy, reality therapy, behavior therapy, and group therapy. Content includes psychotherapies utilized in crisis intervention. Therapeutic techniques are presented in the context of specific childhood disorders. Supervised practice is required. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6683. Professional Issues in Psychology and Counseling Psychology. Study of the historical development and present status of psychology and the history, current status, and definition of counseling psychology as a specialty. Current and emerging professional issues in the field. Three lecture hours a week. Credit: Three hours.


PSY 6744. Foundations of Social Psychology and Personality. Classic and contemporary theories, research, and application in social psychology with special emphasis on personality theory and development in social context. Major areas covered include person perception, attribution, social cognition attitudes, prejudice, aggression, altruism, group dynamics, and applied topics. Four lecture hours a week. Credit: Four hours.


PSY 6833. Ethics in Psychology. A critical discussion and evaluation of the ethical alternatives with respect to decision-making and action in the area of Research and Professional Practice. Methodology will include contemporary cases involving personal, social, and institutional issues, as well as theoretical and empirical foundations in the classical systems of ethics. Three lecture hours a week. Credit: Three hours.

PSY 6853. Supervision and Consultation Psychology. Designed to develop knowledge and strategic skills required in the practices of supervision of services and professional consultation in psychology. Both didactic content and field-based pre-practicum components are included. Co-requisite for School Psychology Doctoral Students: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6863. Qualitative Research Methods and Program Evaluation. Study of philosophical, conceptual, and practical bases of qualitative methodologies, with a particular focus on program evaluation. Emphasis on qualitative inquiry, data collection and analysis, and integration of qualitative/quantitative data. Three lecture hours a week. Credit: Three hours.

PSY 6871. Internship in Professional Psychology. One-year, full-time supervised clinical internship experience in professional psychology as required by national accreditation standards and state licensure requirements. Prerequisites: Completion of comprehensive/qualifying exam (advancement to candidacy); dissertation proposal complete by November 1st of internship application year. Enrollment for 3 semesters (Fall, Spring, Summer) required. Forty practicum hours a week. Credit: One hour.

PSY 6873. Advanced Consultation. Advanced skills in indirect-interventions which include the family, community, and school. In-depth exploration and practice in instructional team participation, and behavioral and emotional consultation with parents and school personnel. Emphasis on connecting families and schools using behavioral and systems perspectives. Prerequisite: PSY 6853. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6903. Special Topics. Denotes organized course in psychology not regularly offered. Prerequisite: Permission of the instructor. Three lecture hours a week. Credit: Three hours.

PSY 6911. Independent Study. Individual instruction in a class that is not being taught during a current semester, and that is needed for graduation or to fulfill degree requirements of a doctoral student. Credit: One hour.

PSY 6913. Independent Study. Denotes course not offered as organized course. An in-depth review of a specific problem area jointly selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

PSY 6921. Research Consultation in Psychology. Research consultation for doctoral students in the design stages of a dissertation proposal and exposure to computer analysis and interpretation of data. May be repeated for additional credit. Credit: One hour.

PSY 6923. Supervised Practicum. Practicum experience in clinical setting; supervised and taped client contact with critical discussion. Fifteen practicum hours a week. Credit: Three hours.

PSY 6931. Practicum in Applied Psychology. Pre-practicum will provide limited practical experiences as co-requisite for PSY 5423, PSY 5463, PSY 5473, PSY 5803, PSY 6523, PSY 6533, PSY 6673, PSY 6693, PSY 6703, PSY 6853, and PSY 6873. Prerequisite: Permission of instructor. Minimum of three practicum hours a week. Credit: One hour.
PSY 6933. Internship in Psychology. Supervised internship experience in clinical and/or school settings, supervision and critical discussion. One-year, full-time, placement necessary to meet licensing certification requirements. Prerequisite: Consent of instructor. Forty practicum hours a week. Credit: Three hours.

PSY 6961. Research Team. Participation in research activities as negotiated with a supervising faculty member. The student is expected to pursue areas of interest independently or in conjunction with the faculty member's interests. Two laboratory hours a week. Credit: One hour.

PSY 6981. College Teaching. Covers important pedagogical aspects of college teaching: effective lecture preparation and delivery; stimulating class discussions; writing good exams; using group projects and cooperative learning strategies; classroom management techniques; cultural diversity issues and learning styles. May be repeated for additional credit. Prerequisite: GTA or anyone in need of pedagogy requirements. Two laboratory hours a week. Credit: One hour.


PSY 6991. Supervised Field Work. Field experience in applied settings; faculty supervision of students employed in the practice of psychology in the community. Prerequisite: Permission of instructor. Two practicum hours a week. Credit: One hour.

PSY 6993. Dissertation. Prerequisite: PSY 6983. Credit: Three hours.