



School of Behavioral  
Health Sciences

**The University of Texas  
Health Science Center at Houston  
School of Behavioral Health Sciences**

**2025-2026 Academic Catalog\***

\*The current catalog is online and can be found at <https://catalog.uth.edu>.

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# SCHOOL OF BEHAVIORAL HEALTH SCIENCES

On November 17, 2022, The University of Texas System Board of Regents approved the UTHealth Houston School of Behavioral Health Sciences. The school was established to grow a behavioral health workforce to meet the growing needs of mental-health care for children and adults.

## Degrees

- MS in Clinical Psychology (p. 9)
- PhD in Clinical Psychology (p. 11)
- PsyD in Clinical Psychology (p. 12)
- MS in Cognitive and Behavioral Sciences (p. 14)
- PhD in Cognitive and Behavioral Sciences (p. 14)
- MSW in Clinical Social Work (p. 16)

## About Us

On November 17, 2022, The University of Texas System Board of Regents approved the UTHealth Houston School of Behavioral Health Sciences. The school was established to grow a behavioral health workforce to meet the growing needs of mental-health care for children and adults.

## Message from the Dean

Welcome to UTHealth Houston School of Behavioral Health Sciences!

At UTHealth Houston's newest school, we are embarking on a transformative journey that will enhance mental health care and lead behavioral health innovation in Texas.

We recognize the critical need for behavioral health care professionals. With an estimated 1 in 5 people — including children — living with a mental illness, our mission is clear. We must bridge the gap between Texas' needs and staffing shortages by creating a robust pipeline of behavioral health care providers and leading researchers.

We are building on UTHealth Houston's long history of innovation, collaboration, commitment to community, and excellence in education, research, and clinical care. We invite you to be part of our mission. Together, we will transform behavioral health services in Texas, one compassionate provider at a time.

The School of Behavioral Health Sciences is the only graduate school in Texas, and of the few in the United States, to focus exclusively on Behavioral Health. If being at the cutting edge of a new and unique learning environment housed in the world's largest medical center with unmatched opportunities for direct clinical and research experience is appealing to you, then join us to be among the Behavioral Health Science leaders and practitioners of today and tomorrow.

Sincerely,

**Jair C. Soares, MD, PhD**

Founding Dean, UTHealth Houston School of Behavioral Health Sciences  
Vice President for Behavioral Sciences  
Professor & Pat R. Rutherford, Jr. Chair in Psychiatry, Louis A. Faillace, MD, Department of Psychiatry and Behavioral Sciences  
Executive Director, John S. Dunn Behavioral Sciences Center  
Director, Center of Excellence on Mood Disorders

## Mission Statement

**The UTHealth Houston School of Behavioral Health Sciences is meeting the behavioral needs of the present and future through advancements in research and clinical training.**

At UTHealth Houston School of Behavioral Health Sciences, our mission is to advance the understanding of human behavior by integrating research, education, and practice in psychology, social work, and cognitive and behavioral sciences; to empower current and future practitioners and innovators; to transform behavioral care within Texas and the US; to drive meaningful change through rigorous training, innovative research, and the development of evidence-based solutions that improve behavioral health and well-being across populations.

## Accreditation

### University Accreditation

The University of Texas Health Science Center at Houston (UTHealth Houston) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctoral, and professional degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of The University of Texas Health Science Center at Houston may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane, Decatur, Georgia 30033-4097 by calling (404) 679-4500, or by using information available on SACSCOC's website (<https://www.sacscoc.org>).

## School Administration and Faculty School Leadership

**Jair Soares, MD, PhD**

Founding Dean

**Scott D. Lane, PhD**

Associate Dean, Academic and Student Affairs

**Mary Lopez, MBA, CRA**

Acting Associate Dean, Management

**Michelle Patriquin, PhD, ABPP**

Assistant Dean, Digital Health & Innovation

**Deborah Pearson, PhD**

Associate Dean, Faculty Affairs

**Lokesh Shahani, MD, PhD, MPH, FACP, FASAM**

Associate Dean, Clinical Integration

**Jeffrey R. Temple, PhD**

Associate Dean, Clinical Research

## Tuition and Fees

Tuition and fees are subject to change and become effective on the date enacted. The Texas Legislature does not set the specific amount for any

particular student fee. Student fees are authorized by state statute; the specific fee amounts and the determination to increase fees are made by the university administration and The University of Texas System Board of Regents.

#### Tuition and Fees for 2025-2026 Academic Year

All tuition and fees charged are authorized by statute and by regent approval. Resident and non-resident tuition and fee information is available on the Bursar's Office website (<https://www.uth.edu/bursars/student-resources/tuition-fees/school-of-behavioral-health-sciences/>). The 2025-2026, resident tuition is \$350 per semester credit hour; non-resident tuition is \$1,215 per semester credit hour.

All UTHealth Houston required fees can be found on the Bursar's Office website under Required Fees (<https://www.uth.edu/bursars/student-resources/tuition-fees/required-fees-all-schools/>). SBHS-specific required fees are listed here (<https://www.uth.edu/bursars/student-resources/tuition-fees/school-of-behavioral-health-sciences/>).

A resident doctoral student who has a total of 100 or more semester credit hours of doctoral work at an institution of higher education is required to pay nonresident doctoral tuition rates. For more information contact the Office of the Registrar (<https://www.uth.edu/registrar/current-students/registration/sch-limit.htm>).

#### SBHS School Specific Fees:

- **Computer Resource Fee** - \$75/semester, assessed to all enrolled students at SBHS.
- **Technology Fee** - \$150/semester, assessed to all enrolled students at SBHS.
- **Student Orientation Fee** - \$100 one-time fee, assessed to students at matriculation into degree program.
- **Clinical Placement Fee** - \$235/semester, assessed to students enrolled in the following degree programs; MSW Clinical Social Work, MS Clinical Psychology, PhD Clinical Psychology, and PsyD Clinical Psychology.

#### Student Services Fee

The Student Services Fee is assessed to all students enrolled at UTHealth Houston on a semester credit hour basis by semester. The fee offsets student service components at UTHealth Houston that include the Recreation Center, Student Health, Shuttle, and Student Governance. The breakdown of this fee can be found on the Bursar's website here (<https://www.uth.edu/bursars/student-resources/student-service-fees/>).

#### Student Health Insurance Program

The Board of Regents of The University of Texas System mandates health insurance for all students enrolled in the UT System health components. As such, each UTHealth Houston student who cannot provide evidence of coverage under another approved plan will be enrolled in the Student Health Insurance Plan (SHIP) with Academic Health Plans and assessed a health insurance fee. For more information regarding Student Health Insurance you can go to the Registrar's website here (<https://www.uth.edu/registrar/current-students/student-information/health-insurance.htm>) and Auxiliary Enterprises Student Insurance website here (<https://www.uth.edu/auxiliary-enterprises/insurance/>).

## Contact Us

The University of Texas Health Science Center at Houston

#### School of Behavioral Health Sciences

##### Location:

1941 East Road  
Houston, TX 77054

**Phone:** 713-486-UTBH (8824)

**E-mail:** [uthealthhouston.sbhs@uth.tmc.edu](mailto:uthealthhouston.sbhs@uth.tmc.edu) ([https://catalog.uth.edu/behavioral-health-sciences/about/contact/Mail to: uthealthhouston.sbhs@uth.tmc.edu](https://catalog.uth.edu/behavioral-health-sciences/about/contact/Mail%20to%20uthealthhouston.sbhs@uth.tmc.edu))

## Admissions

Specific program admission requirements can be found on the respective Program (<https://behavioralhealth.uth.edu/education/>) pages. SBHS is obligated to ensure academic quality and comparability for all applicants applying to our programs. As such, our school will only consider credits earned for degrees awarded from regionally-accredited institutions in our admissions process. For international applicants, coursework reviewed as part of the Course-by-Course Evaluation Report from Educational Credential Evaluators, Inc. (ECE) (<https://www.ece.org/>) and World Education Services (WES) (<https://www.wes.org/>) must show the U.S. equivalency to coursework completed at a regionally-accredited institution (see Requirements for International Applicants).

#### Important Application Dates

September 15, 2025 - applications open for Fall 2026

February 1, 2026 - priority deadline

May 1, 2026 - final deadline

#### Address any admissions inquiries

**to:** [UTHealthHouston.SBHS@uth.tmc.edu](mailto:UTHealthHouston.SBHS@uth.tmc.edu)  
([UTHealthHouston.SBHS@uth.tmc.edu](mailto:UTHealthHouston.SBHS@uth.tmc.edu))

#### General Admission Process for Degree Programs

The SBHS Office of Academic and Student Affairs, program directors, and faculty admission committee review all applications. The admission criteria include but are not limited to: Prior academic preparation (depth, breadth, and performance); college transcripts, and letters of recommendation; relevant work experience (particularly practice in the field of study); goals statement, curriculum vitae (CV) or resume, and letters of recommendation. These criteria will be evaluated in the following domains:

- Career goals: application, goal statement, and letters of recommendation;
- Motivation: goal statement, letters of recommendation, and college transcripts;
- Integrity: goal statement, and letters of recommendation;
- Standardized tests: GRE scores and TOEFL/IELTS (if required);
- Relevant publications, presentations, and other scholarly works provided by the applicant;
- Success in overcoming social, economic or educational disadvantages.

Qualified applicants will be invited to interview faculty members at the discretion of the committee. The SBHS Office of Academic and Student Affairs may schedule personal interviews. In addition to the listed criteria, the applicant's communication skills and understanding of the program

may be evaluated based on the personal interview. Admissions decisions will be made on a rolling basis.

### Requirements for International Applicants or Applicants with International Coursework

An international student is a student who is not a citizen or a permanent resident of the U.S. At this time, SBHS is unable to sponsor international students. All international students must contact and must be cleared by the UTHealth Houston Office of International Affairs prior to registration. Here is additional information regarding the international applicant admission process (Students with transcripts from an international institution may also be subject to one or more of the below criteria):

- Test of English as a Foreign Language (TOEFL) (<https://www.ets.org/toefl.html>) Test scores are valid for two years from the test date. The official scores must be submitted directly to GradCAS from the applicable test center. The minimum acceptable score is an 80 on the internet-based test. The official scores for the International English Testing System (<https://ielts.org/ielts-usa/>) (IELTS) Academic test must be submitted directly to GradCAS from the IELTS test centers. The minimum acceptable score is 6.5. Testing is at the applicant's expense.
- Applicants that have completed coursework outside of the United States must submit official transcripts and a course#by#course education evaluation of all transcripts from all universities attended outside the United States. The application forms for such an evaluation may be obtained online from the service providers, ECE (<https://www.ece.org/>) and WES (<https://www.wes.org/>). Only evaluations from ECE or WES will be accepted. The results of the evaluation must be submitted directly to GradCAS by the agency. The evaluation report is at the applicant's expense.
- The I-20 form, required by the Department of Homeland Security (DHS) and the United States Citizenship and Immigration Services (USCIS), is prepared by UTHealth Houston and issued to qualified non-immigrant applicants who have been admitted and who have demonstrated financial ability to support their education. Upon acceptance, the non-immigrant student will be asked to provide financial and visa information so that the I-20 form may be completed. The student must submit the completed form to the American Embassy in his/her country of origin in order to receive a student visa or must otherwise be eligible for F-1 status in the U.S. Please contact the UTHealth Houston Office of International Affairs for information (713-500-3176, [utoiahouston@uth.tmc.edu](mailto:utoiahouston@uth.tmc.edu)).

## Academic Standards, Policies, and Procedures

SBHS requires a high level of academic achievement from students. In order for students to maintain good standing, receive appropriate grades and credits for their work, and avoid academic jeopardy, they must adhere to the SBHS's academic policies, procedures and standards.

### Grading System

A letter grading system is used to assess the student's level of achievement. "A" indicates excellent; "B" indicates good; "C" indicates unsatisfactory and may require students to repeat the course; and "F" indicates failing; "P" indicates passing; "W" indicates that the student has withdrawn; "I" indicates an incomplete grade, meaning that course requirements have not been satisfied. All letter grades will be reported

without modification of plus (+) or minus (-). Grades recorded for courses dropped after the withdrawal deadline will be recorded as "F".

Grade point averages (GPA) are computed at the end of each semester using the following academic standard:

- A = 4 points
- B = 3 points
- C = 2 points
- I = not counted
- P = not counted
- W = not counted
- F = 0 points

Graduate level courses in which a grade of "B" or better has been earned may not be repeated for credit. Any student receiving a grade of "C", "F", "W", or "I" must develop a remediation plan with the approval of the course instructor, primary faculty advisor, and SBHS Academic Standards Committee to remain in good standing or otherwise be placed on academic probation.

GPA is calculated using grades and credit hours for courses except for those courses in which a grade of "I", "W" or "P" is recorded. Courses, in specific programs, obtained by Petition for Equivalency Credit (PEC), which are graduate courses transferred from other institutions, are not used in the calculation of the grade point average.

**Grade of C.** A grade of "C" is not considered a satisfactory grade. All grades of "C" will require a remediation plan, which may include retake. For a course to count towards any degree plan, a "B" or better must be earned. Grades of "C" are applied to the academic transcript but will not count towards degree progression. Students may only earn two grades of "C" in any two required courses. A third grade of "C" will result in dismissal from the program.

**Grade of I.** An incomplete or "I" grade may be given when course requirements have not been satisfied. A student must have completed at least 50% of the course curriculum requirements for a grade of "I" to be issued. A student must submit an Incomplete Grade Form to receive an incomplete or "I" grade. Students must remove a grade of "I" the academic semester following receipt of the "I" grade, or the incomplete grade may be converted to a grade of "F". During the semester in which the "I" grade coursework is being completed, the student is not permitted to enroll in more than a fulltime course load. Grades of "I" will not be used in calculating the grade point average. All "I" grades must be removed from a student's record (course requirements satisfied based on instructor discretion or remediation plan determined by the course instructor, student's advisor, and the SBHS Academic Standards Committee) before the student is eligible for graduation. A student must be actively enrolled at UTHealth Houston in the semester they expect to graduate.

**Grade of W.** Students who elect to withdraw from a required course and receive a Withdrawal ("W"), must retake the course and earn a grade of "B" or higher to continue on in their academic program. When retaking a course after electing for a grade of "W", a grade of "I", "W", "C", or lower in the subsequent course is grounds for academic probation, including dismissal from the program. Only two grades of "W" will be allowed for a single elective course. After the second "W" grade is earned, the student is no longer eligible to register for that elective course. The original grade of "W" will remain on the student transcript. All enrollments in courses, including repeated courses, will be reflected on the student's transcript.

**Grade of Pass/Fail.** The courses that are graded on a pass/fail basis will be described in the course description section of the catalog.

In these instances, a symbol of “P” is used to designate “pass” and an “F” to designate “fail.” Hours for courses taken pass/fail that are passed are not entered in the grade point calculation (see points above). Hours for courses taken pass/fail and failed are included in the grade point calculation. Students are not permitted to earn a grade of “F” in any course, even those graded as Pass/Fail (see Grade of F below). Each degree program within the School of Behavioral Health Sciences establishes the maximum number of semester credits a student can take on a Pass/Fail basis during his or her study in that program.

**Grade of F.** Students are not permitted to earn a grade of “F”. A grade of “F” will require a remediation plan, a course retake, and can result in dismissal from the School of Behavioral Health Sciences.

**Grade Reports.** Students may access their official term grade reports online through myUTH (<https://my.uth.tmc.edu/>).

## Enrollment Status

All students who matriculate in School of Behavioral Health Sciences will be classified as full-time students: Full-time students are defined as enrolling for at least nine semester credit hours (SCH) each during the fall and spring semester, or six semester credit hours in the summer session. Only those credit hours in UTHouston courses taken for credit are counted in the calculation of credits designating a full-time student. Students who may have mitigating circumstances (e.g., personal hardship) may appeal to the SBHS Academic Standards Committee for consideration of less than full time status for a given semester. The SBHS Academic Standards Committee and the student’s primary faculty advisor will develop a plan to transition back to full time status and remain on track for graduation within the designated timelines for that degree.

### Student Enrollment

Students enroll each semester by using myUTH (<https://my.uth.tmc.edu/>). There is no on-site enrollment. Enrollment dates are announced in the online Registration Schedule found on the Office of Registrar (<http://www.uth.edu/registrar/current-students/registration/registration-schedule.htm>) website.

### Registering/Adding a Course

Prior to course registration, students are encouraged to work with their academic advisor or advising committee to determine the appropriate courses and course load for the upcoming semester. If a permission code is required for course registration, the student must request instructor approval via email. Once the code is received, the student must use myUTH (<https://my.uth.tmc.edu/>) to add the course to their schedule. Refer to the Office of the Registrar Academic Calendar (<https://www.uth.edu/registrar/current-students/student-information/academic-calendar.htm>) for SBHS, for deadline dates for adding a course for any semester. A student will be unable to add a course after the official reporting date.

### Dropping or Withdrawing from a Course

To drop a course during the add/drop period the student must go to myUTH (<https://my.uth.tmc.edu/>). Courses which are dropped during the add/drop period are not reflected on the student’s transcript. Please refer to the Refund Policy on the Registrar’s Office website to determine what percentage, if any, students will receive as a refund for tuition paid prior to dropping the course.

To withdraw from a course after the 12th class day and before the last day to withdraw (refer to the Office of the Registrar Academic Calendar

(<https://www.uth.edu/registrar/current-students/student-information/academic-calendar.htm>) for SBHS and the semester) the student must submit a signed Add-Drop/Withdrawal Form to the Registrar’s Office with the appropriate signatures. The student must return the completed form to the Office of the Registrar before the deadline for dropping a course. The grade recorded on the transcript will be a “W” - withdrawal. The “W” will not be calculated as part of the GPA.

If a student does not officially withdraw from the course, a grade of “F” will be assigned. A grade of “F” is recorded if a course is dropped after the deadline stated in the academic calendar for that semester.

A student, who withdraws from all courses enrolled at SBHS at the end of, or prior to, completing a scheduled semester, should notify his or her advisor and the SBHS Academic Standards Committee in writing by submitting the UTHouston Resignation Form, which can be found on the Registrar’s website.

## Deferment for Newly Admitted Students

A newly admitted student is allowed up to one year for deferment for certain programs. School of Behavioral Health Sciences Academic Standards Committee must be notified in writing of all deferments in writing before the start of the semester. A student who defers admission will be governed under the catalog in effect during his or her first semester of enrollment at the school. Any newly admitted student who does not enroll for three consecutive registration periods shall no longer be considered an admitted student, and the must reapply for future admission to any program or degree program offered at the School of Behavioral Health Sciences.

## Students in Good Standing

To be considered in “good standing” and making “satisfactory academic progress” at the School of Behavioral Health Sciences, a student must maintain a cumulative grade point average of 3.0 or above; and must not be on academic probation or suspension as determined by the SBHS Academic Standards Committee. To remain in good standing a graduate student who earns a mark of “I,” “W” or “C” or below must develop a remediation plan with the approval of the course instructor, primary faculty advisor, and SBHS Academic Standards Committee. This may include repeating the course or completing or revising a specific component of the course. Each student will develop a degree plan with written approval from their academic advisor. The student must complete coursework each academic year that includes the required and/or elective courses specified within their degree program and the degree program timelines.

### Academic Probation

Probation is an official warning status for a defined period of time that informs the student of unsatisfactory academic and/or professional performance and provides the student an opportunity to improve. Any student who does not adhere to the academic and professional standards of the School of Behavioral Health Sciences is subject to probation or dismissal by the SBHS Academic Standards Committee and/or Dean. Criteria upon which grades are based are given at the beginning of each course in the course syllabus. Professional standards include appropriate attendance, conduct with peers and faculty, and interaction with the community (e.g., patients and research participants). If a student has questions regarding academic and professional requirements or if assistance is needed in meeting the standards, the student should

consult with the course instructor, advisor, and/or a SBHS Academic Standards Committee member.

Following the completion of a semester in which any of the following occur, the SBHS Academic Standards Committee will place a student on academic probation if the student has any of the following deficiencies: (1) receives a grade of "I", "W", "C", or "F" that is not remediated within the designated timeframe designated by the SBHS Academic Standards Committee, advisor, and instructor; (2) earns a calculated cumulative grade point average (GPA) of less than 3.0; (3) fails to make satisfactory academic progress toward the degree as designated in the respective program's scheduled plan towards the degree.

The student is removed from academic probation at the end of the following registration period when no grade below "B" is assigned in a graduate course, a cumulative grade point average of 3.0 is achieved, and/or any other cause for probation is removed or remedied, and the removal is agreed upon by the SBHS Academic Standards Committee and signed by the SBHS Associate Dean for Academic Affairs.

Any student on academic probation is not eligible to receive scholarships and/or awards. Any student on academic probation is not eligible for student employment at UTHealth Houston (including Fellowship, Graduate Research Assistant, Graduate Assistant, and Teaching Assistant positions).

## Clinical and Educational Hours

In an effort to promote student wellness and patient safety, clinical rotations must provide students with adequate time for individual study, sleep, and relaxation. Clinical and educational hours are defined as all clinical and educational activities assigned by the rotation. Clinical and educational requirements include inpatient and outpatient clinical activities (including completing clinical documentation) and assigned academic exercises (e.g., conferences, lectures, and skills sessions). Clinical and educational hours do not include personal study time.

- Clinical and educational work hours, including on-call requirements, must not exceed 80 hours per week, averaged over a four-week period, including required educational activities.
- Clinical work periods (including on-site duty and in-house calls) must not exceed 24 hours of continuously scheduled clinical assignments.
- In House Call
  - If students are scheduled for in-house 24-hour call, it must occur no more frequently than every third night.
  - Up to four hours of additional time after a 24-hour call may be used for activities such as providing care transitions and education.
- At Home Call
  - Patient care activities, including responding to telephone calls and entering notes in the electronic health record, count towards the 80-hour weekly limit.
  - In the event a student on At Home Call needs to come into the hospital for an extended period for patient care activities, such as to preclude reasonable rest, they should discuss the situation with their attending. Options may include coming in later or leaving early.
- In no case may a student exceed 28 hours of continuous clinical and/or required educational activities.
- Students will be provided a minimum of one day in seven, averaged over four weeks and (within the specific dates of the clerkship and/

or block), free from any required clinical or assigned educational responsibilities. At Home Call cannot be assigned on these free days.

*Note: The weekend dates between clerkships and selective rotations are not considered part of the rotation and are excluded.*

## Student Conduct and Discipline

All students are responsible for knowledge of and compliance with UTHealth Houston policies regarding student conduct. Students are referred to the UTHealth Houston Handbook of Operating Procedures (HOOP) Policy 186, Student Conduct and Discipline (<https://www.uth.edu/hoop/policy.htm?id=1448220>).

### Academic Honesty

Academic honesty is the cornerstone of the academic integrity of a university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. Because honesty and integrity are such important factors, failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in any course and be recommended for disciplinary actions or academic probation from the School of Behavioral Health Sciences.

The following are examples of academic dishonesty: Cheating; Plagiarism (including undocumented and/or unauthorized use of AI on assignments or exams); Unauthorized collaboration; Collusion; Falsifying academic records; Misrepresenting facts (e.g. providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit); Any other acts or attempted acts that violate the basic standard of academic integrity (e.g. multiple submissions – submitting essentially the same written assignment for two courses without approved authorization).

Refer to the Student Conduct and Discipline section in the School of Behavioral Health Sciences Student Handbook or to HOOP Policy 186, Student Conduct and Discipline (<https://www.uth.edu/hoop/policy.htm?id=1448220>) and Appendix A - Unacceptable Student Conduct (<https://www.uth.edu/hoop/186-appendix-a.htm>) for more information.

### Conduct of Research

SBHS is committed to promoting excellence in behavioral health research while ensuring the highest ethical and scientific standards. All personnel conducting research, whether funded or unfunded, including students and trainees, are expected to comply with this policy. Note that this policy is in addition to HOOP Policy 168, Conduct of Research (<https://www.uth.edu/hoop/policy.htm?id=dd4f2609-f36b-41b0-923e-8cbff479fa1f>).

This SBHS research conduct policy is designed to:

- Promote high standards of research integrity, ethics, and accountability.
- Provide a clear framework for ethical decision-making in research.
- Protect the rights of research participants, including patients, volunteers, and communities.
- Prevent and address research misconduct, including fabrication, falsification, and plagiarism.
- Foster transparency, reproducibility, and rigor in research methodologies.

Research must be conducted honestly, accurately, and responsibly. Data should be collected, analyzed, and reported with the utmost care

and objectivity. All research findings must be presented truthfully, with appropriate acknowledgment of sources and contributions.

All research and research training conducted by SBHS employees and students is to be carried out with the highest ethical standards in accordance with the principles in the Responsible Conduct of Research (<https://oir.nih.gov/sourcebook/ethical-conduct/responsible-conduct-research-training/>) developed by the National Institutes of Health ("NIH") and the Office of Research Integrity. SBHS students and trainees who engage in research must adhere to all federal, state and local statutes and regulations; to The University of Texas System Board of Regents' Rules and Regulations; and to the University's policies, regardless of whether the research is conducted on the University's campuses or at an external facility. Any research involving human participants or animals must obtain appropriate ethical approval from the institution's Ethics Review Board(s) (Committee on the Protection of Human Subjects; Animal Welfare Committee) prior to initiation.

## Conflict of Interest

Those conducting research using public or private funding from any source must disclose potential conflicts of interest and, when appropriate, work cooperatively with the Research Conflict of Interest Official ("RCOI") to develop and implement plans to manage, reduce or eliminate conflicts of interest. For more information on the University's treatment of conflicts of interest, see HOOP Policy 20, Conflict of Interest, Conflict of Commitment and Outside Activities (<https://www.uth.edu/hoop/policy.htm?id=1447888>), HOOP Policy 94, Research Conflicts of Interest (<https://www.uth.edu/hoop/policy.htm?id=1448036>).

## Reporting Research Misconduct

The University strives to create a research climate that promotes faithful adherence to high ethical standards in the conduct of research. All employees or individuals associated with the university should report observed, suspected, or apparent research misconduct to the university's Research Integrity Officer. For more information, see HOOP Policy 202, Research Misconduct (<https://www.uth.edu/hoop/policy.htm?id=1702018>).

## Plagiarism/Self-Plagiarism

For grade generating assignment submissions, students must always submit their own work. Exception: If group work is allowed or required by the assignment or course. Students should always provide citations to indicate inclusions from others' work in their papers and assignment submissions.

Students should not reuse in whole or in part their own previously submitted assignments, papers, text, data, etc., without explicitly indicating prior dissemination. This includes all graded/published artifacts of one's academic career including time at the School of Behavioral Health Sciences. Students must have instructor permission if they plan to reuse a previous assignment submitted in another course for a grade.

**Plagiarism may include:** Words or ideas taken from someone else without acknowledgment; Giving incorrect information about the source; Changing the sequence or structure but using ideas without citation; Not including material in quotes if directly taken from someone else's material and/or copying any amount of other's material; Use of AI to summarize or generate original content without explicit acknowledgement of such use, or misrepresentation as the student's original writing/ideas.

Students' submitted work may be subject to evaluation from Turnitin for plagiarism prevention, and/or AI detection, and graded exams and quizzes may require the use of Proctorio, an online proctoring software, at the discretion of the instructor.

## Clinical Conduct

Demeanor shall be in all respects consistent with the high standards of trust, confidence, and dignity on which the physician-patient relationship is based. The following guidelines regarding conduct and appearance in all clinical settings apply to our students at all SBHS clinical facilities.

### Courtesy

- Greet others in hallways, elevators, and at work stations with a kind word or smile.
- Assist people in finding their way.

### Respect

- Respect privacy and dignity.
- Knock and wait for a response before entering areas.
- In compliance with the Health Insurance Portability and Accountability Act (HIPAA), discuss confidential or sensitive information about patients only with those having a valid need to know and do so privately, never in public places.
- Be tolerant of cultural differences.

### Professionalism

- Present a positive image.
- Wear name badge or name tag so that name is clearly visible at all times.
- Limit eating, drinking, and smoking to designated areas.
- Avoid personal conversations with co-workers when providing patient care.
- Make no inappropriate or negative comments about patients, co-workers, or physicians.

### Appearance

- Lapel pins should not contain words or images that may be considered inappropriate, offensive or political in nature.
- Hair shall be clean and neat with no styles or colors that would, by a reasonable standard, invite negative feedback. Shoulder length or longer hair shall be pulled back or covered where there is a health or safety consideration.
- Well-groomed, closely trimmed beards, sideburns and mustaches are allowed, but may not interfere with personal protective gear.
- Fingernails may not be of a length that potentially interferes with the ability to safely perform the job. In accordance with proper hand hygiene, artificial nails and shellac/gel manicures are prohibited in clinical areas where nails must also not be longer than ¼ inch in length and be free of chipped polish.
- Extreme or excessive makeup, cologne, jewelry or accessories are not allowed. Visible body piercing is permitted in the ear only, and no more than two earrings per ear may be worn. All other body piercing must be covered.
- Any visible tattoo that may be considered offensive or contain inappropriate language must be covered.

**The following are specifically prohibited at all times:** Leggings, athletic wear, hats, sweat suits, tank tops, halter tops, t-shirts, beachwear,

shorts, bib overalls, spandex or other form fitting-pants, jeans, exposed undergarments, work-out attire, canvas sneakers, sandal-thongs/flip-flops or slippers, clothing that is distracting, offensive or revealing, clothing that exposes the abdomen, chest or buttocks, clothing that contains sexually-related references, foul language, or that suggests or promotes the use of illegal drugs or violence, clothing or footwear that is soiled, wrinkled, excessively worn or in disrepair, or any other clothing or mode of appearance that is inappropriate for the work environment.

## Clinical Supervision of Students

This policy is intended to guide the activities of students and their supervising physicians (faculty, residents, or fellows) to ensure that students are appropriately supervised in patient care activities during inpatient and outpatient training for the safety of both patients and students. To ensure oversight of student supervision and graded authority and responsibility, the program utilizes two classes of supervision: Direct Supervision and Indirect Supervision.

When Direct Supervision is required, the supervising physician is physically present with the student and patient. Supervision begins with the student's initial contact with the patient and continues through all contact with the patient. When performing a clinical activity posing any risk to patient safety, students must be directly supervised.

When Indirect Supervision is required, the supervising physician is physically within the hospital or other patient care site, and is immediately available to provide direct observation. When Indirect Supervision is required, Direct Supervision is immediately available.

Students must be supervised in such a way that the student assumes progressively increasing responsibility only according to the ability and experience of the individual student. The level of responsibility accorded to each student must be determined by the supervising physician according to the clerkship or course-specific criteria.

The proximity and timing of supervision as well as the specific tasks that a student may perform with supervision depend on a number of factors including:

- the level of training,
- the skill and experience of the student with the particular care situation,
- the familiarity of the supervising physician with the student's abilities, and
- the acuity of the situation and the degree of risk to the patient.

## Inpatient Care

- The supervising faculty shall evaluate the patient in person and be in a position to confirm the findings of the student and discuss the care plan. At least on a daily basis (more often as the needs of the individual patient may dictate), the student and the supervising faculty will review progress of the patient, make the necessary modifications in the care plan, and agree on the type and scope of documentation for the medical record.
- The faculty member must ensure the completeness of the medical record, including the provision of additional comments in the progress notes.

## Outpatient/Ambulatory Care

- An appropriately credentialed and privileged faculty member will be available for supervision during clinic hours. Faculty

members are responsible for ensuring the coordination of care that is provided to patients.

- All patients should be seen by the faculty member at each visit.
- The faculty member must ensure the completeness of the medical record, including the provision of additional comments in the progress notes.

## Supervision of Students Performing Procedures

A student will be considered qualified to assist in performing a procedure if, in the judgment of the supervising physician, the student has had previous training in the procedure and has the skill and knowledge appropriate to the procedure. The student should not perform the procedure without Direct Supervision. All procedures will have the faculty member documented in the procedure note, and that faculty member will be ultimately responsible for the procedure.

## Leave of Absence

The purpose of a leave of absence is to provide students with time away from campus for personal reasons. The authority to grant a leave of absence and permission to return from a leave of absence resides with the SBHS Academic Standards Committee. Each leave is an individualized decision, made with consideration for the needs of the student and handled on a case-by-case basis. A leave of absence may not exceed a period of one year. If a student is absent for more than one year, the student must apply for readmission to the program. For additional information, please contact the SBHS Office of Academic and Student Affairs.

## Reasonable Accommodations

Individuals seeking reasonable accommodations related to disability, pregnancy and parenting, or religion must initiate the accommodation process by contacting their school's designated Section 504 Coordinator (<https://www.uth.edu/hoop/section-504-coordinators.htm>) and completing a request form found on the University Relations & Equal Opportunity (UREO) webpage (<https://www.uth.edu/hr/service-areas/university-relations-equal-opportunity/>).

Accommodations are not retroactive, and require advance notice to implement. To allow adequate time to evaluate the request, engage in the interactive process, and make arrangements for any accommodation to be provided, requestors are strongly urged to contact UREO as soon as possible.

For more information, visit HOOP Policy 101, Disability and Pregnancy Accommodations (<https://www.uth.edu/hoop/policy.htm?id=1448050>), HOOP Policy 232, Pregnant and Parenting Students (<https://www.uth.edu/hoop/policy.htm?id=32d838cb-8f11-40f7-b8e5-f42719d41202>), and HOOP Policy 112, Religious Accommodations (<https://www.uth.edu/hoop/policy.htm?id=1448072>).

## Academic Grade Grievance Procedure

In attempting to resolve any student grievance regarding grades or evaluations, it is the obligation of the student first to make a serious effort to resolve the matter with the faculty member with whom the grievance originated. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment is final unless compelling evidence suggests differential treatment or mistake. If the evidence warrants appeal, the student must submit a request in writing within 30 days of the date of the evaluation in question and, in the case of a final grade for a course, within 30 days

of the date the Registrar recorded the grade of the course in question. The request for the appeal with supporting evidence must be submitted to the SBHS Academic Standards Committee and the appeal must be resolved by no later than the end of the semester after the semester in which the grade was earned. Upon receipt of the request, the SBHS Academic Standards Committee will review the case and render its recommendation in writing to the SBHS Dean within 15 business days. The student will be notified in writing of the Dean's decision within seven business days of the SBHS Academic Standards Committee's recommendation. The determination of the Dean is final.

## Academic Dismissal and Appeal

A student who is on academic probation for one semester and who does not achieve the minimum cumulative 3.0 GPA, resolve any issues constructed for that student's individual remediation plan, and/or meet the individual course grades necessary to be removed from probation, or otherwise remove the cause of probationary status (which may also be due to conduct outside of academic performance), will be notified of dismissal from the program by the SBHS Academic Standards Committee and the Dean, and will not be allowed to continue in the program. The student may request a reconsideration of the dismissal by submitting a written request to the Dean within five business days of receipt (electronic or hard copy) of the dismissal letter. The student must also send a copy to the SBHS Academic Standards Committee. The student must provide evidence in support of the request for reconsideration of the dismissal. The SBHS Academic Standards Committee and Dean will review the appeal, and the student will be notified in writing of the Dean's final decision within 10 business days. The determination of the Dean is final.

**Reapplication Following Dismissal.** In the unlikely event that a student reappplies and is readmitted to the program from which they were dismissed, the student will be placed on academic probation for one semester. If the student fails to raise their cumulative GPA within that semester to 3.0, or if the student makes a course grade below that required to be removed from probation, or otherwise fails to meet standards to be off probation, the student will be dismissed from the School of Behavioral Health Sciences and may not be readmitted.

**Reentry after Non#Attendance.** A student who has not enrolled in two consecutive registration periods (including the summer session) will have an academic hold placed on their myUTH account by the School of Behavioral Health Sciences. Students with an academic hold will need to meet to discuss academic degree plan with their academic advisor to have the hold removed and be allowed to enroll in future courses. A student who has not enrolled for three or more consecutive registration periods will be dismissed and must reapply for admission to the program and the school.

## Resignation from the University

A student who withdraws from all courses enrolled at the School of Behavioral Health Sciences at the end of, or prior to, completing a scheduled semester, should notify his or her advisor and the Academic Standards Committee in writing by submitting the UTHouston Resignation Form, which can be found on the Registrar's website.

**Clearance for Resignation, Graduation, or Dismissal.** Any student who submits for resignation, is dismissed from, or completes a program in the SBHS must complete the official student clearance process. Such clearance is necessary to ensure that the student has met all obligations to specified offices in the SBHS, UTHouston, and the Texas Medical Center. A student clearance form and instructions for completing

the clearance process may be obtained from the SBHS Dean of Academic and Student Affairs.

## General Degree Requirements

In order to receive a degree from the School of Behavioral Health Sciences, students are required to fulfill certain academic, in residence, and degree candidacy requirements. An enrolled student must be in good academic standing and must have completed all the curricular requirements of that program before being eligible for a degree or certificate.

**In Residence Requirement.** The term "in residence" refers to the minimum number of semester credit hours that must be earned at the School of Behavioral Health Sciences. A student must fulfill his or her in residence requirement in order to receive any academic degree or a certificate from this school. Refer to each degree section for specific semester credit hour minimum requirements.

## Programs of Study

### Degrees

- MS in Clinical Psychology (p. 9)
- PhD in Clinical Psychology (p. 11)
- PsyD in Clinical Psychology (p. 12)
- MS in Cognitive and Behavioral Sciences (p. 14)
- PhD in Cognitive and Behavioral Sciences (p. 14)
- MSW in Clinical Social Work (p. 16)

## MS in Clinical Psychology

The Master of Science (MS) in Clinical Psychology program will offer students a 63-semester credit hour curriculum over a 24-month period that integrates didactic learning and clinical training to prepare them for a career as both a Licensed Psychological Associate (LPA) and a Licensed Professional Counselor (LPC). There are multiple benefits to students in being prepared to become an LPA and/or an LPC. As a Licensed Psychological Associate, graduates can conduct psychological assessments and evaluations while under the supervision of a licensed psychologist, a unique ability for a master's level mental health provider. Graduates who pursue licensure as a Licensed Professional Counselor can independently provide individual, group, family, and/or couples counseling. Because graduates will be prepared for both license types, they will be able to choose among them or even pursue both upon completion of the program.

Students will receive didactic instruction encompassing relevant topics ranging from evidence-based practices in mental health to ethics and consultation in psychology. The program provides the benefits of learning via various teaching modalities such as problem-based learning discussions, applied practicum settings, seminars, and traditional lectures. Students will be educated in a wide variety of state-of-the-art inpatient and outpatient treatment settings for behavioral health. Students will complete a minimum of 100 direct contact hours in patient care during their 300 total hours of clinical experience in various healthcare environments with training in evidence-based treatments by leading experts in behavioral health. The program will also require a rigorous research-based thesis to be completed prior to graduation.

The primary educational objective of the MS in Clinical Psychology is to provide high quality, scientifically-based training in psychological intervention, assessment, and research to prepare students for careers as

mental health practitioners and for continued education at the doctoral level.

*The MS in Clinical Psychology is not yet accredited by the APA Commission on Accreditation. Any questions about accreditation status may be addressed to:*

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st St. NE, Washington, DC 20002  
Phone: (202) 336-5979  
Email: apaaccred@apa.org

Admission requirements and required prerequisite courses for the Master of Science in Clinical Psychology include:

- Bachelor's degree from an accredited institution of higher education
  - If bachelor's degree is in Psychology, no additional prerequisites will be required
  - If the bachelor's degree does not include a major in Psychology, the following prerequisite courses (15 SCH) must be demonstrated:
    - Introduction to Psychology (3 SCH),
    - Abnormal Psychology (3 SCH), and
    - Three additional courses of upper-level psychology (9 SCH) including some combination the following:
      - Social Psychology (3 SCH),
      - Theories of Personality (3 SCH),
      - Developmental Psychology (3 SCH),
      - Research Methods and Statistics (3 SCH)
- Students with international college transcripts must submit a course-by-course evaluation report by either World Education Services (<https://www.wes.org/>) (WES) or Educational Credential Evaluators (<https://www.ece.org/>) (ECE). Final transcript credential evaluation results must be submitted with the application through PSYCAS.
- The program will use a holistic approach when reviewing applications, with the following components:
  - Preference will be given to applicants with prerequisites completed and an undergraduate overall GPA of 3.5 or higher.
  - Graduate Record Examinations (GRE) results are requested only if the undergraduate GPA is less than 3.5, but will be weighed in the context of the totality of the application and will not serve as a stand-alone measure of potential success in a graduate program.
  - Personal essay (500-1,000 words) describing the applicants' goals for pursuing this degree and how the education and training acquired will allow them to meet their professional goals while meeting the growing need for additional mental health providers in the state of Texas.
  - Three professional letters of recommendation from academic faculty and/or work supervisors who are in a position to evaluate the applicant's qualifications for graduate study.

## Suggested MS in Clinical Psychology Curriculum

The program comprises 63 semester credit hours (SCH) and 300 clinical hours, encompassing core, elective, practicum, thesis and research courses.

### Semester 1 - Fall

CPSY 5101 Psychotherapy: Theories and Research (3 SCH)  
CPSY 5102 Developmental Psychology & Developmental Disabilities (3 SCH)  
CPSY 5103 Learning and Cognition (3 SCH)  
CPSY 5104 Psychopathology (3 SCH)

### Semester 2 - Spring

CPSY 5201 Psychotherapy Skills and Techniques (3 SCH)  
CPSY 5202 Applied Ethics (3 SCH)  
CPSY 5253 Research Design and Methodology (3 SCH)  
Assessment Elective I (3 SCH - students take an assessment elective course)

### Semester 3 - Summer

CPSY 5309 Professional Issues and Consultation (3 SCH)  
Sociocultural Elective (3 SCH - students take a sociocultural elective course)  
CPSY 6101 Clinical Practicum (3 SCH)

### Semester 4 - Fall

Assessment Elective II (3 SCH - students take an assessment elective course)  
CPSY 5401 Statistics (3 SCH)  
CPSY 6401 Advanced Clinical Practicum I (3 SCH)  
CPSY 5454 Research Thesis I (3 SCH)

### Semester 5 - Spring

Biological Bases Elective (3 SCH - students take a biological bases elective course)  
CPSY 5501 Addictions: Research and Practice (3 SCH)  
CPSY 6402 Advanced Clinical Practicum II (3 SCH)  
CPSY 5550 Research Thesis II (3 SCH)

### Semester 6 - Summer

CPSY 5502 Lifestyle and Career Development (3 SCH)  
CPSY 5503 Group Psychotherapy (3 SCH)

### Elective Courses

#### Assessment Electives (students must take two)

CPSY 5901 Intellectual Assessment (3 SCH)  
CPSY 5902 Personality Assessment (3 SCH)  
CPSY 5903 Clinical Mental Health Assessment (3 SCH)  
CPSY 5904 Neuropsychological Assessment (3 SCH)

#### Sociocultural Electives (students must take one)

CPSY 5905 Social, Cultural, and Systemic Bases of Behavior (3 SCH)  
CPSY 5906 Gender and Cultural Factors in Clinical Practice (3 SCH)

#### Biological Bases Electives (students must take one)

CABS 6301 Biological Basis of Behavior (3 SCH)  
CPSY 5907 Clinical Neuropsychology (3 SCH)

Based on the American Psychological Association's (APA) Profession Wide Competencies and associated learning elements, students will be proficient in mastering the following learning objectives for the Master of Science in Clinical Psychology upon graduation:

1. **Integration of Psychological Science and Practice:** Students will be able to critically evaluate scientific information and utilize it to inform patient interventions.

2. **Ethical and Legal Standards:** Students will abide by ethical principles and laws governing mental health practice, utilize ethical decision-making models to resolve ethical dilemmas, and conduct themselves in an ethical manner.
3. **Individual and Cultural Diversity:** Students will learn to develop scientifically informed and self-reflective approaches for working effectively with a wide array of diverse populations.
4. **Assessment:** Students will be able to utilize various evaluation and assessment methods to formulate accurate diagnoses, case conceptualizations, and recommendations.
5. **Intervention:** Students will be able to effectively develop, implement, and adapt evidence-based intervention plans to address a variety of clinical presentations.
6. **Consultation and Interprofessional/Interdisciplinary Skills:** Students will be able to work collaboratively as part of integrative teams to better serve patients and communities.
7. **Communication and Interpersonal Skills:** Students will be able to effectively communicate and build professional relationships with a variety of individuals, including patients, colleagues, and organizations.
8. **Professional Values and Attitudes:** Students will behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, commitment to integration of science and practice, lifelong learning, and concern for the welfare of others.
9. **Supervision:** Students will understand supervision roles and requirements and effectively utilize supervision and consultation in the development of clinical skills.

*The PhD in Clinical Psychology is not yet accredited by the APA Commission on Accreditation. Any questions about accreditation status may be addressed to:*

Office of Program Consultation and Accreditation  
 American Psychological Association  
 750 1st St. NE, Washington, DC 20002  
 Phone: (202) 336-5979  
 Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

Admission requirements and required prerequisite courses for the PhD in Clinical Psychology include:

- Bachelor's degree from an accredited institution of higher education
  - If bachelor's degree is in Psychology, no additional prerequisites will be required
  - If the bachelor's degree does not include a major in Psychology, 18 SCH in the following areas must be demonstrated:
    - Introduction to Psychology (3 SCH),
    - Experimental Methodology (3 SCH),
    - Social Psychology (3 SCH),
    - Theories of Personality (3 SCH),
    - Developmental Psychology (3 SCH), and
    - Abnormal Psychology (3 SCH).
- Students with international college transcripts must submit a course-by-course evaluation report by either World Education Services (<https://www.wes.org/>) (WES) or Educational Credential Evaluators (<https://www.ece.org/>) (ECE). Final transcript credential evaluation results must be submitted with the application through PSYCAS.
- The program will use a holistic approach when reviewing applications, with the following components:
  - Preference will be given to applicants with prerequisites completed and an undergraduate overall GPA of 3.5 or higher.
  - Graduate Record Examinations (GRE) results are requested but will be weighed in the context of the totality of the application and will not serve as a stand-alone measure of potential success in a graduate program.
  - A statement (500-1,000 words) of research objectives, to include a description of the following:
    - Why the applicant wants to pursue a PhD in Clinical Psychology within SBHS
    - The areas of research of interest to the applicant
    - How the applicant has prepared for graduate study and research activities
    - Specific SBHS faculty members the applicant would like to work with while pursuing the PhD in Clinical Psychology PhD
  - A statement of interest in the program, to include a description of how the program fits with the applicant's long-term career goals as well as a description of how the applicant hopes to contribute to the Behavioral Sciences community and to the field of psychology as a whole; this should not be a repeat of the applicant's statement of research objectives.
  - Three professional letters of recommendation from academic faculty and/or work supervisors who are in a position to evaluate the applicant's qualifications for graduate study.

## PhD in Clinical Psychology

The PhD in Clinical Psychology is a 98-credit hour, five-year program designed to prepare students for licensure as clinical psychologists and for careers in clinical practice, research, and academia. Grounded in the scientist-practitioner model, the program integrates rigorous academic coursework, supervised clinical training, and mentored research experiences.

Students complete 82 credit hours of didactic coursework, 12 credit hours of clinical practicum, and a minimum of 4 credit hours of dissertation research. Clinical training begins in the second year with placements in the SBHS teaching clinic and expands to diverse outpatient and inpatient settings across UTHouston and affiliated institutions. In the final year, students complete a full-time, American Psychological Association (APA) accredited or APPIC-member internship.

The curriculum is designed to meet the APA's Standards of Accreditation and includes training in evidence-based assessment and intervention, ethics, cultural competence, and interdisciplinary collaboration. Students also engage in faculty-mentored research, contribute to scholarly publications, and complete a dissertation that advances the field of clinical psychology.

Graduates will be eligible for licensure in Texas and equipped to serve in a variety of healthcare, academic, and community settings. The program addresses the critical shortage of mental health professionals in Texas and aims to produce health service psychologists who are both clinically skilled and research-informed.

## Suggested PhD in Clinical Psychology Curriculum

### Semester 1 - Fall

|           |                                                               |
|-----------|---------------------------------------------------------------|
| CPSY 5102 | Developmental Psychology & Developmental Disabilities (3 SCH) |
| CPSY 5104 | Psychopathology (3 SCH)                                       |
| CPSY 5301 | History and Systems of Clinical Psychology (3 SCH)            |
| CPSY 5302 | Cognitive/Affective Bases of Behavior (3 SCH)                 |
| CPSY 5901 | Intellectual Assessment (3 SCH)                               |

### Semester 2 - Spring

|           |                                             |
|-----------|---------------------------------------------|
| CPSY 5201 | Psychotherapy Skills and Techniques (3 SCH) |
| CPSY 5202 | Applied Ethics (3 SCH)                      |
| CPSY 5253 | Research Design and Methodology (3 SCH)     |
| CPSY 5303 | Social Aspects of Behavior (3 SCH)          |
| CPSY 5902 | Personality Assessment (3 SCH)              |

### Semester 3 - Summer

|           |                                                          |
|-----------|----------------------------------------------------------|
| CPSY 5304 | Integrative Psychological Assessment (3 SCH)             |
| CPSY 5906 | Gender and Cultural Factors in Clinical Practice (3 SCH) |

### Semester 4 - Fall

|           |                                                              |
|-----------|--------------------------------------------------------------|
| CPSY 6111 | Assessment Practicum and Seminar (1 SCH)                     |
| CPSY 6302 | Cognitive-Behavioral Therapy (3 SCH)                         |
| CPSY 6303 | Supervision and Consultation (3 SCH)                         |
| CPSY 6304 | Multivariate Statistics I (3 SCH)                            |
| CPSY 6306 | Social Determinants of Health and Health Disparities (3 SCH) |

### Semester 5 - Spring

|           |                                                |
|-----------|------------------------------------------------|
| CPSY 6111 | Assessment Practicum and Seminar (1 SCH)       |
| CABS 6301 | Biological Bases of Behavior (3 SCH)           |
| CPSY 6305 | Multivariate Statistics II (3 SCH)             |
| CPSY 6322 | Advanced Cognitive- Behavioral Therapy (3 SCH) |

### Semester 6 - Summer

|           |                                          |
|-----------|------------------------------------------|
| CPSY 5503 | Group Psychotherapy (3 SCH)              |
| CPSY 6111 | Assessment Practicum and Seminar (1 SCH) |

### Semester 7 - Fall

|           |                                                                        |
|-----------|------------------------------------------------------------------------|
| CPSY 7112 | Intervention Practicum and Seminar (1 SCH)                             |
| CPSY 7301 | Psychopharmacology (3 SCH)                                             |
| CPSY 7302 | Assessment and Treatment of Severe & Persistent Mental Illness (3 SCH) |
| CPSY 7303 | Theories of Measurement (3 SCH)                                        |
| CPSY 9201 | Research Thesis I (2 SCH)                                              |

### Semester 8 - Spring

|               |                                            |
|---------------|--------------------------------------------|
| CPSY 7112     | Intervention Practicum and Seminar (1 SCH) |
| CPSY 5501     | Addictions: Research and Practice (3 SCH)  |
| CPSY 9202     | Research Thesis II (2 SCH)                 |
| CPSY Elective | (3 SCH)                                    |

### Semester 9 - Summer

|               |                                            |
|---------------|--------------------------------------------|
| CPSY 9203     | Research Thesis III (as needed)            |
| CPSY 7112     | Intervention Practicum and Seminar (1 SCH) |
| CPSY Elective | (3 SCH)                                    |

### Semester 10 - Fall

|           |                                        |
|-----------|----------------------------------------|
| CPSY 8200 | Dissertation* (2 SCH)                  |
| CPSY 8113 | Advanced Practicum and Seminar (1 SCH) |

### Semester 11 - Spring

|           |                                        |
|-----------|----------------------------------------|
| CPSY 8200 | Dissertation* (2 SCH)                  |
| CPSY 8113 | Advanced Practicum and Seminar (1 SCH) |

### Semester 12 - Summer

|           |                                        |
|-----------|----------------------------------------|
| CPSY 8200 | Dissertation* (2 SCH)                  |
| CPSY 8113 | Advanced Practicum and Seminar (1 SCH) |

### Semester 13 - Fall

|           |                       |
|-----------|-----------------------|
| CPSY 8200 | Dissertation* (2 SCH) |
| CPSY 8122 | Internship (1 SCH)    |

### Semester 14 - Spring

|           |                       |
|-----------|-----------------------|
| CPSY 8200 | Dissertation* (2 SCH) |
| CPSY 8122 | Internship (1 SCH)    |

### Semester 15 - Summer

|           |                       |
|-----------|-----------------------|
| CPSY 8200 | Dissertation* (2 SCH) |
| CPSY 8122 | Internship (1 SCH)    |

\*Students must complete at least 4 SCH of Dissertation and must enroll continuously until successful completion of the dissertation defense.

### Elective Courses (choose 2 courses for 6 SCH total)

|           |                                                     |
|-----------|-----------------------------------------------------|
| CPSY 7912 | Advanced Child and Adolescent Psychotherapy         |
| CPSY 7913 | Couples and Family Therapy                          |
| CPSY 7914 | Acceptance and Commitment Therapy (ACT)             |
| CPSY 7915 | Dialectical Behavior Therapy (DBT)                  |
| CPSY 7916 | Forensic Psychology                                 |
| CPSY 7917 | Sexuality and Gender Issues Across the Lifespan     |
| CPSY 7918 | Trauma Focused Approaches to Intervention           |
| CPSY 7919 | Community Psychology                                |
| CPSY 7920 | Neuropsychological Assessment and Conceptualization |

## PsyD in Clinical Psychology

The PsyD in Clinical Psychology is a 98-credit hour, five-year doctoral program designed to prepare students for licensure as clinical psychologists and for careers in direct clinical service, leadership, and applied research. Emphasizing a practitioner-scientist model, the program integrates advanced coursework, supervised clinical training, and an applied dissertation.

Clinical training begins in the second year and includes rotations in diverse outpatient and inpatient settings across UTHealth Houston and affiliated institutions. In the final year, students complete a full-time, American Psychological Association (APA) accredited or APPIC-member internship.

The curriculum is designed to meet the APA's Standards of Accreditation and includes training in evidence-based assessment and intervention, ethics, and interdisciplinary collaboration. Students also complete a comprehensive examination and a dissertation that may emphasize the application of research to clinical services and/or settings.

Graduates will be eligible for licensure in Texas and prepared to serve in a variety of healthcare, community, and academic settings. The program addresses the growing demand for doctoral-level mental health providers and is committed to producing skilled, compassionate, and individually responsive clinical psychologists.

*The PsyD in Clinical Psychology is not yet accredited by the APA Commission on Accreditation. Any questions about accreditation status may be addressed to:*

Office of Program Consultation and Accreditation

American Psychological Association  
750 1st St. NE, Washington, DC 20002  
Phone: (202) 336-5979  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

Admission requirements and required prerequisite courses for the PsyD in Clinical Psychology include:

- Bachelor's degree from an accredited institution of higher education
  - If bachelor's degree is in Psychology, no additional prerequisites will be required
  - If the bachelor's degree does not include a major in Psychology, 18 SCH in the following areas must be demonstrated:
    - Introduction to Psychology (3 SCH),
    - Abnormal Psychology (3 SCH),
    - Social Psychology (3 SCH),
    - Theories of Personality (3 SCH),
    - Developmental Psychology (3 SCH), and
    - Research Methods and Statistics (3 SCH).
- Students with international college transcripts must submit a course-by-course evaluation report by either World Education Services (<https://www.wes.org/>) (WES) or Educational Credential Evaluators (<https://www.ece.org/>) (ECE). Final transcript credential evaluation results must be submitted with the application through PSYCAS.
- The program will use a holistic approach when reviewing applications, with the following components:
  - Preference will be given to applicants with prerequisites completed and an undergraduate overall GPA of 3.5 or higher.
  - Graduate Record Examinations (GRE) results are requested but will be weighed in the context of the totality of the application and will not serve as a stand-alone measure of potential success in a graduate program.
  - A statement (500 - 1,000 words) expressing interest in the program, including a description of the motivations for pursuing a PsyD in Clinical Psychology at SBHS. The statement should outline the anticipated contributions to the community as a future psychologist and explain how the education and training received through the program will support the achievement of professional goals. Additionally, it should address how this preparation aligns with the increasing demand for mental health providers in the state of Texas.
  - Three professional letters of recommendation from academic faculty and/or work supervisors who are in a position to evaluate the applicant's qualifications for graduate study.

## Suggested PsyD in Clinical Psychology Curriculum

### Semester 1 - Fall

|           |                                                               |
|-----------|---------------------------------------------------------------|
| CPSY 5102 | Developmental Psychology & Developmental Disabilities (3 SCH) |
| CPSY 5201 | Psychotherapy Skills and Techniques (3 SCH)                   |
| CPSY 5901 | Intellectual Assessment (3 SCH)                               |

### Semester 2 - Spring

|           |                                |
|-----------|--------------------------------|
| CPSY 5104 | Psychopathology (3 SCH)        |
| CPSY 5202 | Applied Ethics (3 SCH)         |
| CPSY 5902 | Personality Assessment (3 SCH) |

### Semester 3 - Summer

|           |                                                              |
|-----------|--------------------------------------------------------------|
| CPSY 5304 | Integrative Psychological Assessment (3 SCH)                 |
| CPSY 5302 | Cognitive/Affective Bases of Behavior (3 SCH)                |
| CPSY 6306 | Social Determinants of Health and Health Disparities (3 SCH) |

### Semester 4 - Fall

|           |                                          |
|-----------|------------------------------------------|
| CPSY 5253 | Research Design and Methodology (3 SCH)  |
| CPSY 6302 | Cognitive-Behavioral Therapy (3 SCH)     |
| CABS 6301 | Biological Bases of Behavior (3 SCH)     |
| CPSY 6111 | Assessment Practicum and Seminar (1 SCH) |

### Semester 5 - Spring

|           |                                                 |
|-----------|-------------------------------------------------|
| CPSY 7919 | Community Psychology (3 SCH)                    |
| CPSY 7914 | Acceptance and Commitment Therapy (ACT) (3 SCH) |
| CPSY 5401 | Statistics (3 SCH)                              |
| CPSY 6111 | Assessment Practicum and Seminar (1 SCH)        |

### Semester 6 - Summer

|           |                                                          |
|-----------|----------------------------------------------------------|
| CPSY 5503 | Group Psychotherapy (3 SCH)                              |
| CPSY 5906 | Gender and Cultural Factors in Clinical Practice (3 SCH) |
| CPSY 7303 | Theories of Measurement (3 SCH)                          |
| CPSY 6111 | Assessment Practicum and Seminar (1 SCH)                 |

### Semester 7 - Fall

|           |                                                                        |
|-----------|------------------------------------------------------------------------|
| CPSY 7112 | Intervention Practicum and Seminar (1 SCH)                             |
| CPSY 7301 | Psychopharmacology (3 SCH)                                             |
| CPSY 7302 | Assessment and Treatment of Severe & Persistent Mental Illness (3 SCH) |
| CPSY 7915 | Dialectical Behavior Therapy (DBT) (3 SCH)                             |

### Semester 8 - Spring

|               |                                                    |
|---------------|----------------------------------------------------|
| CPSY 7112     | Intervention Practicum and Seminar (1 SCH)         |
| CPSY 5501     | Addictions: Research and Practice (3 SCH)          |
| CPSY 5301     | History and Systems of Clinical Psychology (3 SCH) |
| CPSY Elective | (3 SCH)                                            |

### Semester 9 - Summer

|               |                                                   |
|---------------|---------------------------------------------------|
| CPSY 7112     | Intervention Practicum and Seminar (1 SCH)        |
| CPSY 6303     | Supervision and Consultation (3 SCH)              |
| CPSY 7918     | Trauma Focused Approaches to Intervention (3 SCH) |
| CPSY Elective | (3 SCH)                                           |

### Semester 10 - Fall

|           |                                        |
|-----------|----------------------------------------|
| CPSY 9201 | Proposal/ Research Thesis I (1 SCH)    |
| CPSY 8113 | Advanced Practicum and Seminar (1 SCH) |

### Semester 11 - Spring

|           |                                        |
|-----------|----------------------------------------|
| CPSY 9202 | Research Thesis II (1 SCH)             |
| CPSY 8113 | Advanced Practicum and Seminar (1 SCH) |

### Semester 12 - Summer

|           |                                        |
|-----------|----------------------------------------|
| CPSY 8200 | Dissertation* (1 SCH)                  |
| CPSY 8113 | Advanced Practicum and Seminar (1 SCH) |

### Semester 13 - Fall

|           |                      |
|-----------|----------------------|
| CPSY 8200 | Dissertation (1 SCH) |
| CPSY 8122 | Internship (1 SCH)   |

### Semester 14 - Spring

|           |                      |
|-----------|----------------------|
| CPSY 8200 | Dissertation (1 SCH) |
| CPSY 8122 | Internship (1 SCH)   |

### Semester 15 - Summer

|           |                    |
|-----------|--------------------|
| CPSY 8122 | Internship (1 SCH) |
|-----------|--------------------|

\*Students may enroll in CPSY 9203 Research Thesis III if needed to complete the requirements of the research thesis.

Elective Courses (choose 2 courses for 6 SCH total)

|           |                                                     |
|-----------|-----------------------------------------------------|
| CPSY 7912 | Advanced Child and Adolescent Psychotherapy         |
| CPSY 7913 | Couples and Family Therapy                          |
| CPSY 7916 | Forensic Psychology                                 |
| CPSY 7917 | Sexuality and Gender Issues Across the Lifespan     |
| CPSY 7920 | Neuropsychological Assessment and Conceptualization |
| CPSY 6322 | Advanced Cognitive- Behavioral Therapy              |

MS in Cognitive and Behavioral Sciences

The Master of Science (MS) in Cognitive and Behavioral Sciences (CaBS) program comprises 36 semester credit hours for completion and is dedicated to understanding how the central nervous system influences human behavior across the lifespan, including health, disease, typical and atypical development. By combining biochemistry, computation science, genetics, neuroscience, psychiatry, and psychology the program aims to explore the fundamental principles underlying behavior.

Further, students will receive extensive training in experimental design and research techniques. This research includes physiological underpinnings of learning, memory, decision-making, motivation, emotion, and treatment effectiveness. Students will also work closely with dedicated research mentors on faculty research projects and a thesis. Upon completion, graduates will have the foundation to support mental health research in the fields of data sciences, enter academia and/or industry and be responsible for the execution of experiments that have been designed by the faculty member/supervisor, serve as a program manager, carry out complex experiments, teach, or transition to a PhD or MD.

Admission requirements for the Master of Science in Cognitive and Behavioral Sciences include:

- Bachelor's degree from an accredited institution of higher education or equivalent (if an international student) with a major in psychology, biology, statistics, neuroscience, or a related field.
- Grade point average of at least 3.0 on a scale of 4.0 on all undergraduate and graduate coursework.
- The GRE is not required.
- Students with international college transcripts must submit a course-by-course evaluation report by either World Education Services (<https://www.wes.org/>) (WES) or Educational Credential Evaluators (<https://www.ece.org/>) (ECE). Final transcript credential evaluation results must be submitted with the application.
- A personal statement including purpose in applying, interest in the field in general, the program specifically, commitment to a career in cognitive and behavioral science following the degree, community service or outreach, past research experience, and, if the applicant desires, examples of success in overcoming any challenges faced in career path goals. This personal statement is mandatory and should not exceed one page.
- Previous research experience is not required for the MS in CaBS program. However, if the applicant has previous research experience, the applicant is encouraged to include a list of references for any posters or papers that were related to the research in the personal statement, along with letters of recommendation from former

teachers or mentors who can attest to the student's prior research experience.

The admissions committee for the MS in CaBS program will consider multiple factors beyond GPA and academic record. Factors including research experience, undergraduate program curriculum and objectives, honors and awards, community service and outreach, responsibilities outside of academia including family, and success in overcoming any challenges, if these have been discussed by the applicant, will all be considered when evaluating the application. Only full-time students will be accepted.

Suggested MS in CaBS Curriculum

| Code                                                   | Title                                             | Hours |
|--------------------------------------------------------|---------------------------------------------------|-------|
| Semester 1 - Fall                                      |                                                   |       |
| CABS 5111                                              | Responsible Conduct of Research                   | 1     |
| CABS 5301                                              | Biological Statistics & Study Design I            | 3     |
| CABS 5303                                              | Neurobiology and Neuroanatomy of Complex Behavior | 3     |
| CABS 5211                                              | Research Tutorials (Rotations 1 of 2)             | 2     |
| Semester 2 - Spring                                    |                                                   |       |
| CABS 5304                                              | Models of Human Cognition and Behavior            | 3     |
| CABS 5302                                              | Biological Statistics and Study Design II         | 3     |
| CABS 5100                                              | Journal Club                                      | 1     |
| CABS 5211                                              | Research Tutorials (Rotations 2 of 2)             | 2     |
| Semester 3 - Fall                                      |                                                   |       |
| CABS 6301                                              | Biological Basis of Behavioral Disorders          | 3     |
| Prescribed Elective                                    | Elective 1 of 2                                   | 3     |
| CABS 9300                                              | Research                                          | 3     |
| Semester 4 - Spring                                    |                                                   |       |
| Prescribed Elective                                    | Elective 2 of 2                                   | 3     |
| CABS 5100                                              | Journal Club                                      | 1     |
| CABS 6211                                              | Thesis                                            | 2     |
| CABS 9300                                              | Research                                          | 3     |
| Prescribed Electives (students choose 2 courses below) |                                                   |       |
| CABS 6302                                              | Advanced Assessment and Analysis of Behavior      |       |
| CABS 6303                                              | Advanced Data Science for Neuroscience            |       |
| CABS 6304                                              | Applied Behavioral Genomics                       |       |
| Total Hours                                            |                                                   | 36    |

PhD in Cognitive and Behavioral Sciences

The Doctor of Philosophy (PhD) in Cognitive and Behavioral Sciences (CaBS) is an 80-credit hour program that prepares students to investigate the biological and psychological foundations of human behavior. By integrating disciplines such as biochemistry, computational biology, genetics, neuroscience, psychiatry, and psychology, the program is designed to explore how the brain regulates behavior across the lifespan, including in contexts of health, disease, and development.

Students receive extensive training in experimental design, data analysis, and advanced research techniques. The curriculum includes laboratory rotations, coursework in cognitive and behavioral science, and mentored

research leading to a dissertation. Areas of study include learning, memory, decision-making, motivation, emotion, gene-environment interactions, and the effectiveness of behavioral health treatments. By gaining experience in neuroimaging, machine learning, and omics technologies, students are equipped with the tools to analyze complex data and generate new insights into brain-behavior relationships.

Upon completion, graduates will be prepared for a range of careers in academia, industry, and clinical research. They may pursue roles as academic researchers or faculty members, scientists in pharmaceutical or biotechnology companies, data scientists specializing in behavioral health, or consultants in cognitive science and neurotechnology. Graduates may also lead research initiatives in nonprofit or government organizations, develop translational interventions for mental health, or contribute to education and training in behavioral sciences. The program is ideal for students committed to advancing the science of behavior and applying that knowledge to improve mental health outcomes.

Admission requirements for the PhD in Cognitive and Behavioral Sciences include:

- Bachelor's or Master's degree from an accredited institution, preferably in biology, neuroscience, psychology, statistics, or a closely related field. Applicants with degrees in unrelated disciplines may be considered if they have completed at least one year of post-baccalaureate research experience in a relevant area.
- A minimum GPA of 3.0 on a 4.0 scale is required for all undergraduate and graduate coursework.
- The GRE is not required.
- Students with international college transcripts must submit a course-by-course evaluation report by either World Education Services (WES) or Educational Credential Evaluators (ECE). Final transcript credential evaluation results must be submitted with the application.
- A personal statement (maximum one page) outlining motivation for applying, interest in the field and program, commitment to a career in cognitive and behavioral sciences, and relevant experiences. The statement should also describe prior research experience, including skills acquired and any related presentations or publications.
- Letters of recommendation from academic mentors or research supervisors who can attest to the student's research experience and potential.

The admissions committee for the PhD in CaBS program will consider multiple factors beyond GPA and academic record. Factors including research experience, undergraduate program curriculum and objectives, honors and awards, community service and outreach, responsibilities outside of academia including family, and success in overcoming any challenges, if these have been discussed by the applicant, will all be considered when evaluating the application.

Students entering with a Master of Science in CaBS from SBHS will begin as third-year students and be exempt from core and elective courses already completed. They will be required to complete one additional research rotation. Students with a Master's degree in another field will follow the same curriculum as those entering with a Bachelor's degree.

Only full-time students will be admitted to the program.

## Suggested PhD in CaBS Curriculum

### Semester 1 - Fall

|           |                                               |
|-----------|-----------------------------------------------|
| CABS 5111 | Responsible Conduct of Research (1 SCH)       |
| CABS 5211 | Research Tutorials (Rotations 1 of 3) (2 SCH) |

|           |                                                           |
|-----------|-----------------------------------------------------------|
| CABS 5301 | Biological Statistics & Study Design I (3 SCH)            |
| CABS 5303 | Neurobiology and Neuroanatomy of Complex Behavior (3 SCH) |

### Semester 2 - Spring

|           |                                                 |
|-----------|-------------------------------------------------|
| CABS 5100 | Journal Club (2 SCH)                            |
| CABS 5302 | Biological Statistics & Study Design II (3 SCH) |
| CABS 5304 | Models of Human Cognition and Behavior (3 SCH)  |
| CABS 5211 | Research Tutorials (Rotations 2 of 3) (2 SCH)   |

### Semester 3 - Summer

|           |                                               |
|-----------|-----------------------------------------------|
| CABS 5211 | Research Tutorials (Rotations 3 of 3) (2 SCH) |
|-----------|-----------------------------------------------|

### Semester 4 - Fall

|           |                                                  |
|-----------|--------------------------------------------------|
| CABS 6301 | Biological Basis of Behavioral Disorders (3 SCH) |
|           | Prescribed Elective (1 of 2) (3 SCH)             |
| CABS 9300 | Research (4 SCH)                                 |

### Semester 5 - Spring

|           |                                      |
|-----------|--------------------------------------|
| CABS 9300 | Research (4 SCH)                     |
|           | Prescribed Elective (2 of 2) (3 SCH) |
| CABS 5100 | Journal Club (2 SCH)                 |

### Semester 6 - Summer

|           |                  |
|-----------|------------------|
| CABS 9300 | Research (4 SCH) |
|-----------|------------------|

### Semester 7 - Fall

|           |                            |
|-----------|----------------------------|
| CABS 5100 | Journal Club (2 SCH)       |
|           | Elective of choice (3 SCH) |
| CABS 9300 | Research (4 SCH)           |

### Semester 8 - Spring

|           |                            |
|-----------|----------------------------|
| CABS 5100 | Journal Club (2 SCH)       |
|           | Elective of choice (3 SCH) |
| CABS 9300 | Research (4 SCH)           |

### Semester 9 - Summer

|           |                  |
|-----------|------------------|
| CABS 9300 | Research (4 SCH) |
|-----------|------------------|

### Semester 10 - Fall

|           |                      |
|-----------|----------------------|
| CABS 5100 | Journal Club (2 SCH) |
| CABS 9300 | Research (4 SCH)     |

### Semester 11 - Spring

|           |                      |
|-----------|----------------------|
| CABS 5100 | Journal Club (2 SCH) |
| CABS 9300 | Research (4 SCH)     |

### Semester 12 - Summer

|           |                      |
|-----------|----------------------|
| CABS 5100 | Journal Club (2 SCH) |
| CABS 9300 | Research (4 SCH)     |

#### Prescribed Elective Courses (choose 2 courses for 6 SCH total)

|           |                                                      |
|-----------|------------------------------------------------------|
| CABS 6302 | Advanced Assessment and Analysis of Behavior (3 SCH) |
| CABS 6303 | Advanced Data Science for Neuroscience (3 SCH)       |
| CABS 6304 | Applied Behavioral Genomics (3 SCH)                  |

#### Elective Courses (choose 2 courses for 6 SCH total)

|           |                                                      |
|-----------|------------------------------------------------------|
| CABS 7301 | Multimodal Brain Imaging (3 SCH)                     |
| CABS 7302 | Model Systems in Basic and Clinical Research (3 SCH) |
| CABS 8301 | Innovative Treatments in Neuropsychiatry (3 SCH)     |
| CABS 8302 | Neuroimmunology (3 SCH)                              |

CABS 8303 Psychopharmacology (3 SCH)

## MSW in Clinical Social Work

The Master of Clinical Social Work (MSW) degree program has a clinical focus that will prepare graduates to become a Licensed Clinical Social Worker (LCSW).

The MSW is comprised of 62 semester credit hours (SCH) that includes 20 required practicum SCH and (1,020 field hours) to graduate. Students who have earned a baccalaureate degree in social work (BSW) from a Council on Social Work Education (CSWE) accredited institution may qualify for Advanced Standing status. Students admitted with Advanced Standing status must complete 30 SCH that includes 12 required practicum SCH (540 field hours) to graduate.

The program is typically completed over two (2) years of full-time study. In the first year of study, students are exposed to a generalist perspective of social work practice, with coursework covering fundamental concepts such as core social work practice skills, human behavior and the social environment, social work research, social welfare policy and services, and field instruction.

The second year of study is dedicated to specialization, with advanced micro/mezzo curriculum that prepares students to work with individuals, couples, families, and groups, providing case management, counseling, mental health care, and leadership. The second year of coursework is focused on applying evidence-based practice theories and models in advanced clinical practice settings, with topical electives to enhance skills needed for clinical and medical practice. There is no requirement for thesis or dissertation. However, field practicum is required along with a capstone assignment housed as part of the Advanced Seminar and Field Practicum II.

Field coursework, the signature pedagogy of social work, is proved in community and health settings in student areas of interest. All students are required to complete two (2) field practicums, one in each year of the program, to gain hands-on experience in a real-world setting (advanced standing students complete one practicum). Through a rigorous academic curriculum and practical training, the MSW program will prepare students to become effective and impactful social work practitioners and leaders in their communities.

### Admission requirements for the MSW in Clinical Social Work include:

- GPA cumulative 3.0 or higher on 4.0 scale
- Baccalaureate degree from an accredited institution, preferably in liberal arts, with substantial preparation in the social & behavioral sciences and humanities
- No GRE requirement
- Three (3) letters of recommendations (one letter from an academic professor)
- Personal statement
- Official transcripts from all previous institutions
- International students must have a Test of English as a Foreign Language (<https://www.ets.org/toefl.html>) (TOEFL), with a minimum score of 80 on the internet (TOEFL iBT version) or a minimum score of 6.5 on the International English Testing System (<https://ielts.org/ielts-usa/>) (IELTS) is required.
- Students with international college transcripts must submit a course-by-course evaluation report by either World Education Services

(<https://www.wes.org/>) (WES) or Educational Credential Evaluators (<https://www.ece.org/>) (ECE). Final transcript credential evaluation results must be submitted with the application to SocialWorkCAS.

### Advanced Standing Program Entry Requirements:

- BSW from a social work program that is accredited by CSWE
- Meet all requirements listed above
- NOTE *Advanced Standing applications will open Fall 2026 for enrollment beginning Fall 2027*

## Suggested MSW in Clinical Social Work Curriculum

The program comprises 62 semester credit hours (SCH) in total, encompassing core, elective, and field practicum courses.

### Semester 1 - Fall

MSW 5101 Generalist Practice I: Generalist Practice with Individuals (3 SCH)  
 MSW 6101 Seminar and Field Practicum I (4 SCH)  
 MSW 5102 Policy I: Social Welfare Policy and Services (3 SCH)  
 MSW 5103 Human Behavior and the Social Environment (3 SCH)  
 Elective (3 SCH - students choose three electives from the list of elective courses)

### Semester 2 - Spring

MSW 5201 Generalist Practice II: Generalist Practice with Families, Groups, Organizations and Communities (3 SCH)  
 MSW 5250 Social Work Research (3 SCH)  
 MSW 5202 Diversity and Multicultural Practice (3 SCH)  
 MSW 6202 Seminar and Field Practicum II (4 SCH)  
 Elective (3 SCH - students choose three electives from the list of elective courses)

### Semester 3 - Fall

MSW 5301 Advanced Practice I: Mental Health and Health Care Practice (3 SCH)  
 MSW 5302 Policy Analysis and Practice II: Health Policy for Social Work (3 SCH)  
 MSW 5303 Foundations of Psychopathology Assessment and Interdisciplinary Mental Health Practice (3 SCH)  
 MSW 6301 Advanced Seminar and Field Practicum I (6 SCH)

### Semester 4 - Spring

MSW 5401 Advanced Practice II: Mental Health Interventions (3 SCH)  
 MSW 5402 Program Evaluation (3 SCH)  
 MSW 6402 Advanced Seminar and Field Practicum II (6 SCH)  
 Elective (3 SCH - students choose three electives from the list of elective courses)

### Elective Courses (students must take three elective courses)

MSW 5901 End-of-Life Care and Bereavement Support (3 SCH)  
 MSW 5902 Leadership and Strategic Management in Health Services (3 SCH)  
 MSW 5903 Substance Misuse Treatment (3 SCH)  
 MSW 5904 Geriatric Mental Health: Theories, Research, and Practice (3 SCH)  
 MSW 5905 Advanced Assessment and Intervention in Mental Illnesses (3 SCH)

MSW 5906 Advanced Human Service Counseling: Theory, Models, and Techniques for Diverse Populations (3 SCH)  
 CABS 6301 Biological Basis of Behavior (3 SCH)  
 CPSY 5907 Clinical Neuropsychology (3 SCH)  
 CPSY 5908 Trauma Focused Approaches to Intervention (3 SCH)  
 CPSY 5701 Cognitive-Behavioral Therapy (3 SCH)  
 CPSY 5802 Advanced Cognitive-Behavioral Therapy (3 SCH)

The MSW Program is designed to prepare students with a comprehensive understanding of the nine CSWE core competencies, ethics and values essential for social work practice and advanced clinical social work practice. An additional competency is added due to the unique nature of clinical/medical social work in this program. Students will be proficient in mastering the following competencies upon graduation:

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, economic, and environmental justice
3. Engage diversity and difference in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assessment with individuals, families, groups, organizations, and communities
8. Intervention with individuals, families, groups, organizations, and communities
9. Evaluation with individuals, families, groups, organizations, and communities
10. Practice social work approaches to advance health of individuals, families, and communities.

## Course Descriptions

### Clinical Psychology (CPSY)

#### **CPSY 5101 Psychotherapy: Theories and Research (3 SCH)**

A survey of the major affective, cognitive, and behavioral theories and techniques in individual and family psychotherapy, including their historical development, key concepts, therapeutic process, and practical applications.

#### **CPSY 5102 Developmental Psychology & Developmental Disabilities (3 SCH)**

Study of developmental theories and the developmental process throughout the lifespan. Focus on physical, cognitive, social, and emotional components of development, as well as on developmental disabilities.

#### **CPSY 5103 Learning and Cognition (3 SCH)**

A survey of contemporary theories of learning and their applications to human problems. Includes a review of social and cognitive theories of learning and behavior analysis and modification.

#### **CPSY 5104 Psychopathology (3 SCH)**

An introduction to a variety of psychological disorders and the theories about underlying etiologies of these disorders with an applied emphasis on the diagnostic procedures of the current Diagnostic and Statistical Manual. Includes an overview of psychopharmacological interventions.

#### **CPSY 5201 Psychotherapy Skills and Techniques (3 SCH)**

Review and training in the basic methods, skills, and techniques of individual psychotherapy for treatment intervention with a focus on the practice of these techniques through role playing and modeling. Focus on use of evidence-based practices in various treatment settings.

#### **CPSY 5202 Applied Ethics (3 SCH)**

Review of ethical codes, professional standards, and laws regulating the practice of psychology and counseling, and application of ethical decision-making models to case studies and professional practices.

#### **CPSY 5253 Research Design and Methodology (3 SCH)**

Overview of the primary psychological research methodologies and utilization of research methods to evaluate individual and program level treatment effects.

#### **CPSY 5309 Professional Issues and Consultation (3 SCH)**

Addresses issues in professional practice, including career planning, licensing, records management, Texas law, ethics and professional consultation, and standards and responsibilities.

#### **CPSY 5401 Statistics (3 SCH)**

Fundamentals of analysis of variance and nonparametric statistics, problems of psychological measurement and research design, and an introduction to multivariate design and analysis.

#### **CPSY 5454 Research Thesis I (3 SCH)**

The goal is for students to complete a thesis proposal, submit it to the graduate committee, and obtain committee approval to pursue the thesis research.

#### **CPSY 5501 Addictions: Research and Practice (3 SCH)**

Review of physiological, emotional, social, and physical aspects related to a broad range of addictions, including, but not limited to, gambling, sex, alcohol, or drugs, treatment interventions, legal and ethical issues, and prevention.

#### **CPSY 5502 Lifestyle and Career Development (3 SCH)**

Review of theories of career choice and lifestyle development, theories and methods of career assessment, and techniques to facilitate career development across the lifespan.

#### **CPSY 5503 Group Psychotherapy (3 SCH)**

Overview of the history, principles, theories, and dynamics of group psychotherapy. Students participate in a small group experience as an ungraded requirement for successful course completion.

#### **CPSY 5550 Research Thesis II (3 SCH)**

Students work toward completion of a graduate committee-approved thesis research project.

#### **CPSY 5701 Cognitive-Behavioral Therapy (3 SCH)**

This course provides students with a foundation in cognitive-behavioral theory and its associated therapeutic techniques. Theoretical underpinnings and implementation of empirically supported culturally responsive behavioral and cognitive interventions for a range of adult psychopathology will be discussed. [cross-listed]

#### **CPSY 5802 Advanced Cognitive-Behavioral Therapy (3 SCH)**

This course will address cognitive-behavioral case formulation, practical aspects of key cognitive-behavioral techniques across disorders, and flexible application of cognitive behavioral therapy to complex and/or unique problems in various contexts and settings. The synthesis of theory, skills, and experience will be emphasized. Prerequisite: Cognitive-Behavioral Therapy [cross-listed]

**CPSY 5901 Intellectual Assessment (3 SCH)**

Review of theory underlying intelligence tests. Supervised practice in the administration, scoring, and interpretation of intellectual tests, specifically the Wechsler Scales and Woodcock-Johnson.

**CPSY 5902 Personality Assessment (3 SCH)**

Review of theory and practice in the use of personality assessment procedures, including interview, objective and projective techniques. There will also be coverage of test interpretation and report writing.

**CPSY 5903 Clinical Mental Health Assessment (3 SCH)**

Overview of mental health assessment history and test psychometrics necessary to apply clinical instruments competently. Focus on various methods of clinical mental health assessment including: structured and unstructured interviews, brief mental status assessment, focused or narrow-band measures of specific forms of psychopathology, and broadband surveys covering multiple forms of psychopathology. There will also be coverage of test interpretation and report writing.

**CPSY 5904 Neuropsychological Assessment (3 SCH)**

Overview of the practice of neuropsychological assessment and basic concepts related to classes of cognitive functions. Focus on psychometric principles germane to neuropsychological assessment as well as test selection, administration, scoring, data interpretation, and report writing.

**CPSY 5905 Social, Cultural, and Systemic Bases of Behavior (3 SCH)**

Examination of research and evidence-based culturally sensitive clinical practices with individuals and families from varying socioeconomic groups and differing cultural backgrounds. Focuses on group processes, attributions, discrimination, and attitudes that can impact treatment.

**CPSY 5906 Gender and Cultural Factors in Clinical Practice (3 SCH)**

A broad overview of gender influencing stereotypes, power, and privilege and the role of culture on such influence. Other topics may include gendered bodies, intimate relationships, workplace and power relations, manhood and masculinity, and gendered violence. The impact on therapy and treatment approaches for clients of diverse backgrounds will be examined.

**CPSY 5907 Clinical Neuropsychology (3 SCH)**

Introduction to historical background of brain-behavior relationships. Focus upon brain pathologies and underlying brain structures: aphasia, alexia, agraphia, body schema disturbances, apraxia, agnosia, neglect syndromes, late and early onset dementias, frontal lobe syndrome, seizure disorders, traumatic brain injury and related brain syndromes.

**CPSY 5908 Trauma Focused Approaches to Intervention (3 SCH)**

This course addresses the history, etiology, symptoms, diagnosis, and treatment of trauma-related diagnoses, including post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbid conditions. Students will be exposed to specialized assessments for identifying trauma-related symptoms and the major research-supported treatment approaches, including cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), Imagery Rehearsal Therapy (IRT), stress management techniques, group and family therapy approaches, and psychopharmacological interventions. [cross-listed]

**CPSY 6101 Clinical Practicum (3 SCH)**

Clinical experience in on-site training clinic supervised by program faculty.

**CPSY 6401 Advanced Clinical Practicum I (3 SCH)**

Supervised clinical experience in an approved setting that provides psychological services. On-site supervision required. Students must accumulate at least 300 clock hours of supervised experiences over two semesters with a minimum of 100 of these hours spent in direct client contact.

**CPSY 6402 Advanced Clinical Practicum II (3 SCH)**

Supervised clinical experience in an approved setting that provides psychological services. On-site supervision required. Students must accumulate at least 300 clock hours of supervised experiences over two semesters with a minimum of 100 of these hours spent in direct client contact.

## Clinical Social Work (MSW)

**MSW 5101 Generalist Practice I: Generalist Practice with Individuals (3 SCH)**

This course focuses on developing and refining micro-level social work skills with a specific emphasis on working with individuals. Students will engage in an in-depth examination of the intervention process, including assessment, treatment planning, and implementation. Building on a foundation of evidence-based approaches, including solution-focused, cognitive-behavioral, and task-centered techniques, students will learn to apply these methods to diverse client populations in family and environmental contexts. The course also emphasizes the development of advanced intervention skills related to generalist practice with individuals, families, groups, organizations, and communities in multiple service, community-based agencies. Through experiential learning and case studies, students will gain the necessary competencies to work effectively with clients across diverse settings.

**MSW 5102 Policy I: Social Welfare Policy and Services (3 SCH)**

This course offers a comprehensive overview of the evolution of social welfare and professional social work, from its historical developments to contemporary practice. Drawing on a range of interdisciplinary perspectives, students will explore the complex interplay between social policy, research, and practice, with a focus on policies affecting diverse populations, including rural communities, women, and people experiencing marginalization. Through rigorous analysis of social problems and policy responses, students will gain a deep understanding of the impact of social policy on vulnerable and marginalized groups and the importance of social work advocacy. The course will engage students in critical reflection and ethical decision-making.

**MSW 5103 Human Behavior and the Social Environment (3 SCH)**

This course provides an in-depth exploration of the dynamics of human behavior and its relationship with society, families, and groups from a wide range of perspectives, including biological, psychological, systems, and social/environmental. Through the lens of a strengths-based and life course approach, students will gain a comprehensive understanding of developmental theories and practice knowledge that spans the entire life span, from birth to end of life. Special attention will be paid to the impact of social systems on the growth of individuals in diverse populations. Drawing on an array of theoretical frameworks, students will engage in critical analysis and discussion of the complex interplay between individual development and larger social factors, including location, culture, race, gender, sexual orientation, and class.

**MSW 5201 Generalist Practice II: Generalist Practice with Families, Groups, Organizations and Communities (3 SCH)**

This advanced course builds on foundational knowledge and practice skills in generalist social work to provide students with a deeper understanding of systems and advanced generalist practice theories

within the context of rural, integrated, and multiple-service social service delivery systems. Through a focus on mezzo and macro community practice, students will integrate theory, skills, and techniques to intervene with families, groups, organizations, and communities to advance social, economic, and environmental justice. The course emphasizes the importance of utilizing evidence and strengths-based approaches and participatory models to empower communities. Through case studies and exercises, students will develop advanced practice skills and an understanding of how theory guides practice with diverse populations.

#### **MSW 5202 Diversity and Multicultural Practice (3 SCH)**

This course provides a comprehensive exploration of the complexities involved in identifying and delivering social services to individuals from diverse locational and cultural backgrounds. Drawing from theoretical frameworks, students will gain a nuanced understanding of the impacts of power, privilege, oppression, and stigma on diverse populations. Through case studies and critical analysis, students will develop the knowledge and skills to work effectively with diverse populations, while promoting human and civil rights. The course will also foster self-awareness to increase cultural sensitivity and inclusive ethical practice.

#### **MSW 5250 Social Work Research (3 SCH)**

This advanced research methods course is designed to equip students with the knowledge and skills needed to conduct rigorous research in a variety of settings. Drawing from quantitative, qualitative, and mixed methods designs, students will gain an understanding of the scientific inquiry process and how it applies to social work practice and policy. Through critical analysis of existing research, students will explore the community, cultural and ethical considerations that are essential when working with underserved and special populations. The course emphasizes the application of basic concepts of research methodology in social work including question formulation, research design, sampling, measurement, data analysis, dissemination, and community engagement. Students will learn about the foundation and quality criteria of evidence-based practices. Upon completion of this course, students will be prepared to assess relative evidence for practice decisions through critical analysis of literature and conduct their own individualized research projects based on practice intervention with clients or systems in their practicum setting.

#### **MSW 5301 Advanced Practice I: Mental Health and Health Care Practice (3 SCH)**

This is the first of a two-part sequence focused on advanced social work practice skills. Through examination of the theoretical basis of mental health treatment, this course will examine a wide range of community and medical-based services for people with mental health concerns and illness. Evidence-based approaches to practice with diverse populations will be a focus of this course.

#### **MSW 5302 Policy Analysis and Practice II: Health Policy for Social Work (3 SCH)**

Students will build upon their policy practice skills and macro-level community practice techniques, exploring frameworks for health and mental health policy research and analysis. This course provides an advanced examination of the complex and dynamic interplay between policy, practice, and research within the context of rural health and mental health programs. Through a systematic and critical analysis of federal, state, and local policies, students will develop a nuanced understanding of how social welfare policies impact diverse populations and the delivery of services in both urban and rural communities. Advanced analysis and critique of social welfare policies will be undertaken, with a particular focus on those affecting families and oppressed populations. The course will also provide students with advocacy and intervention

techniques designed to positively impact social welfare and public policies, emphasizing the development of legislative research and effective written and verbal persuasion skills.

#### **MSW 5303 Foundations of Psychopathology Assessment and Interdisciplinary Mental Health Practice (3 SCH)**

This course presents an introduction to the study of psychopathology and its impact on individual functioning and family dynamics. Students will develop foundational knowledge of the theoretical underpinnings and basic structure of the DSM-5 and explore interdisciplinary clinical practice models in mental health. Through critical analysis and discussion, students will examine the social, cultural, and economic factors that shape the experience and treatment of mental health conditions.

#### **MSW 5401 Advanced Practice II: Mental Health Interventions (3 SCH)**

Refining and building upon prior coursework, this advanced course provides students with an in-depth exploration of health and mental health service delivery systems, and the application of advanced practice skills within this context. Evidence-based modalities to address mental health care needs of diverse populations will be a focus of this course. Through the use of case studies and exercises, students will develop a nuanced understanding of how to effectively engage with and provide evidence-informed interventions for diverse populations. The course will also cover key practice models and treatment modalities, providing students with a comprehensive and practical skillset. Through experiential learning opportunities, such as participation in case simulations and other exercises, students will develop and refine their ability to deliver advanced social work interventions in real-world settings.

#### **MSW 5402 Program Evaluation (3 SCH)**

This advanced course builds upon students' foundational knowledge of research methodology and provides a comprehensive overview of evaluation methods used to assess social work practice and program effectiveness. Through the use of case studies and real-world scenarios, students will learn how to conduct needs assessments, and evaluate program outcomes using both quantitative and qualitative analysis techniques. Students will also learn how to use single-system methodology to study practice intervention with clients or systems in diverse implementation settings and geographic areas. Emphasis will be placed on the implementation and maintenance of evidence-based practices and the use of logic models in program design and evaluation, with a focus on applications in the area of concentration and the practicum experience. By the end of the course, students will have gained valuable skills in program evaluation and be prepared to apply them in real-world settings.

#### **MSW 5901 End-of-Life Care and Bereavement Support (3 SCH)**

This course provides a comprehensive exploration of the complex issues surrounding death, dying, and bereavement. Students will develop knowledge and skills related to providing effective social work practice in end-of-life contexts, including the delivery of supportive services for individuals and families experiencing loss. The course will integrate theory, research, and practice in relation to the grief process, with an emphasis on the ethical and legal considerations relevant to the practice context. Students will examine the societal and cultural factors that impact end-of-life care, including issues of diversity and social justice. Through critical analysis and discussion, students will explore the challenges and opportunities associated with end-of-life practice, and develop the competencies required to provide effective support for individuals and families experiencing loss.

#### **MSW 5902 Leadership and Strategic Management in Health Services (3 SCH)**

This course is designed for students who wish to gain a comprehensive understanding of the principles and practices of administration and management leadership in human service settings. The course will examine the theoretical foundations of organizational behavior and management, as well as the knowledge and skills needed to effectively manage competing and limited resources. Students will learn about the key areas of agency management, including planning, supervision, policy development, board relations, budgeting, and fund raising. The course will also cover grant writing and other fundraising strategies used in the human services field. By the end of the course, students will have gained the skills and knowledge needed to effectively manage and lead human service organizations in a complex and ever-changing social, political, and economic environment.

#### **MSW 5903 Substance Misuse Treatment (3 SCH)**

This course offers a comprehensive exploration of social work practice with individuals struggling with substance misuse. Through a deep dive into central nervous system depressants, narcotics, stimulants, hallucinogens, marijuana, over-the-counter, and prescription drugs, students gain a foundational understanding of addiction and its biological, psychological, and sociological underpinnings. The course delves into DSM-5 diagnostic criteria for substance abuse/dependence, the social consequences of addiction, and treatment strategies for harm reduction. Special attention is given to the diverse needs of populations affected by substance abuse. The course is enriched through the involvement of practitioners from the community, providing students with the opportunity to engage in rich, evidence-based discussions.

#### **MSW 5904 Geriatric Mental Health: Theories, Research, and Practice (3 SCH)**

This course provides an in-depth analysis of the complex interplay between aging and mental health, with a focus on the unique challenges and opportunities that arise for older adults. Students will critically examine the nature and etiology of mental health problems in aging populations, including mood disorders, anxiety disorders, cognitive disorders, and neurodegenerative diseases. Through a review of current research reports and cutting-edge theoretical perspectives, students will develop a comprehensive understanding of the biological, psychological, and sociological factors that contribute to mental health problems in later life. The course will also explore evidence-based interventions and best practices for promoting mental wellness and resilience among older adults. By the end of the course, students will possess the knowledge and skills needed to provide effective, culturally sensitive, and ethical social work practice with older adults.

#### **MSW 5905 Advanced Assessment and Intervention in Mental Illnesses (3 SCH)**

This course provides a comprehensive exploration of the theoretical frameworks, research methodologies, and clinical practices that inform the assessment and intervention of individuals diagnosed with serious mental illness. With an emphasis on evidence-based recovery-oriented practices, students will gain an in-depth understanding of the complexities of mental illness, including legal and ethical considerations, cultural sensitivity, and gender-appropriate interventions. Through a critical analysis of the social, cultural, and economic factors that shape the experience and treatment of mental illness, students will develop the skills and knowledge necessary to promote social justice and human rights in mental health practice.

#### **MSW 5906 Advanced Human Service Counseling: Theory, Models, and Techniques for Diverse Populations (3 SCH)**

This course provides a comprehensive exploration of theories, models, and techniques of counseling within the human service context.

Emphasizing the application of modern counseling methods within multiple-service agencies, this course prepares students for social work practice with diverse individuals and groups across a range of settings including family services, foster care and adoption, corrections, substance abuse treatment centers, and more. Through experiential learning opportunities, students will develop advanced counseling skills, including the ability to conduct individual and group therapy sessions using evidence-informed approaches. Emphasis will be placed on the role of the counselor in promoting social justice and equity for diverse populations. Students will also gain knowledge and skills in the areas of ethical and legal considerations in counseling practice.

#### **MSW 6101 Seminar and Field Practicum I (4 SCH)**

The supervised field practicum will provide opportunities to apply advanced practice skills within a community agency or program, with a focus on promoting social justice and advancing social welfare. This seminar and field practicum builds upon the foundation, emphasizing the integration of classroom knowledge with field experience through a critical analysis of social work ethics, practice, policy, and the human behavior and social environment (HBSE) curriculum. Through facilitated discussions of complex field issues, students will deepen their understanding of social work ethics and the role of supervision in advancing professional competence. With a minimum of 240 clock hours spent in the agency, students gain valuable experience that prepares them for success in the field.

#### **MSW 6202 Seminar and Field Practicum II (4 SCH)**

This course offers an integrated approach to social work education, combining classroom theory with hands-on practical experience in a community agency or program. Through participation in a structured and supervised social work field practicum and concurrent seminar, students develop a deep understanding of the relationship between theory and practice and social work ethics. The course emphasizes the importance of evaluating practice, providing students with an opportunity to apply their learning and demonstrate foundation social work skills in a real-world setting. With a minimum of 240 clock hours spent in the agency, students gain valuable experience that prepares them for success in the field. This course is restricted to admission to the M.S.W. Program.

#### **MSW 6301 Advanced Seminar and Field Practicum I (6 SCH)**

This course is a second-year seminar and practicum experience that builds upon the foundational knowledge and skills gained in the first year. The seminar is taken concurrently with Advanced Practicum I and is designed to enhance students' ability to integrate social work theory, research, and practice in real-world settings. Through reflective processing and critical analysis, students will deepen their understanding of the complex interactions between social systems, human behavior, and policy. The course will focus on advanced models of practice, including evidence-based interventions and community-based participatory research. Students will also further develop their skills in ethical decision-making, cultural competence, and effective use of supervision. The supervised practicum experience will provide students with opportunities to demonstrate advanced social work skills in diverse settings, including clinical and macro practice, and promote the application of their theoretical knowledge to real-world situations. Completion of at least 270 hours of field experience by end of the semester.

#### **MSW 6402 Advanced Seminar and Field Practicum II (6 SCH)**

This course provides students with a continuation of the concentration-specific practicum seminar, building upon the advanced field practicum and classroom learning experience. Through processing and discussion of field issues and situations, students will gain the knowledge and skills necessary to tackle advanced field social work topics. The supervised

social work field practicum in an agency setting will provide students with opportunities to apply advanced year social work skills in a real-world setting. In addition, students will complete a capstone program paper, which will serve as a culminating project for their M.S.W. program. This paper will require students to integrate their knowledge and skills from all of their coursework and field experiences and demonstrate their ability to apply social work principles to a real-world issue or problem. Students will be required to complete a minimum of 290 clock hours in the agency, and assignments will be tailored to support practice in a community agency or program related to current coursework.

## Cognitive and Behavioral Sciences (CABS)

### CABS 5100 Journal Club (1 Credit)

The Journal Club serves multiple practical purposes that allow students to learn about the principles of pedagogy and communication strategies, work to develop their own communication strategies through frequent presentations of recent high impact articles and receive feedback both from faculty and fellow students that will allow revision of these skills. The Journal Club will also be a forum for annual refreshers for ethics and a routine platform for discussions of controversial topics/scientific developments/recent publications. This will also be the forum for presentation of each student's own research/research update each year. Letter Graded

### CABS 5111 Responsible Conduct of Research (1 Credit)

The applied ethics course will be structured to include didactics, faculty panel discussion, on-line training, and student example case presentations. The course will align with the National Institutes of Health training recommendations and their training program in ethics. Course topics will include Informed Consent, Rigor and Reproducibility, Research Misconduct, Peer Review, Authorship, Identification and Reporting of Conflict of Interest, Plagiarism, including topics in Artificial Intelligence, and Collaboration. Letter Graded

### CABS 5211 Research Tutorials (2 Credits)

Students complete tutorial rotations under the supervision of two or more Cognitive and Behavioral Sciences faculty members by observing ongoing research. During the 10-week rotation, students will spend the equivalent of five afternoons per week in the laboratory (20 hours per week for 10 weeks, for a total of 200 hours). In consultation with their faculty advisors, students will select the research areas which best support their educational goals. [Repeat course once.] Letter Graded

### CABS 5301 Biological Statistics & Study Design I (3 Credits)

The study design component will cover experimental studies/randomized controlled trials and observational studies. Analytic approaches will cover generalized linear modeling with multilevel extensions for correlated data using both Frequentist and Bayesian inferential approaches. Letter Graded

### CABS 5302 Biological Statistics and Study Design II (3 Credits)

The study design component will cover advanced experimental studies/randomized controlled trials and observational studies including flexible/adaptive designs, SMART designs n-of-1 clinical trials and stepped wedge designs. This course will expand the use of generalized linear models to non-normal, continuous outcomes, additional discrete outcomes as well as time-to-event data with multilevel extensions for correlated data using both Frequentist and Bayesian inferential approaches. Letter Graded

### CABS 5303 Neurobiology and Neuroanatomy of Complex Behavior (3 Credits)

This course will cover topics related to the foundations of neurobiology, including neurochemistry, molecular and cellular neuroscience (action potential, synaptic transmission, receptors, and plasticity), systems neuroscience, introduction to neuroanatomy, and their influence on behavior. Letter Graded

### CABS 5304 Models of Human Cognition and Behavior (3 Credits)

In this course, students become familiar with human cognition and behavior through an in-depth examination of cutting-edge models and theories. Students will critically evaluate various theoretical frameworks, computational models, and empirical research, gaining insight into topics such as decision-making, memory, emotion, social interaction, and problem-solving. By synthesizing perspectives across different fields such as psychology, neuroscience, and cognitive science, this course equips students with a deeper comprehension of the intricate mechanisms underlying human thought and behavior, fostering a solid foundation for further academic pursuits and clinical applications. Letter Graded

### CABS 6211 Thesis (2 Credits)

Design, conduct, analyze, and disseminate research under the direction of faculty advisor. The thesis is a substantive piece of scholarship involving primary and secondary research, which serves to demonstrate mastery over the discourse, methods, and content of a particular topic under the umbrella of Cognitive and Behavioral Sciences. Letter Graded

### CABS 6301 Biological Basis of Behavioral Disorders (3 Credits)

This course will highlight current state of the art advances in technology that have led to an increased understanding of the biological basis of mental health disorders, including schizophrenia, bipolar disorder, depression, posttraumatic stress disorder, and substance use disorders. The course will include discussions on challenges that are unique to mental health disorders, and how knowledge of biological underpinnings can be translated to clinical treatments. The presentations will be led by researchers with expertise in the specific disorder, and will focus on recent publications on the topic, to facilitate an interactive discussion with students. Letter Graded

### CABS 6302 Advanced Assessment and Analysis of Behavior (3 Credits)

This course will be focused on the design, methods and interpretation of outcomes research. The topics of this course will include utilization of novel technology to extract rich, ecologically valid behavioral data (e.g., virtual data collection, ecological momentary assessment, biosensors, integration of multimodal data), study design to allow accurate assessment of clinical trial outcomes and analysis of complex designs including latent variable models. At the end of this course, students will understand considerations for outcomes research, appropriate study design to support that research and interpretation of outcomes data. Letter Graded

### CABS 6303 Advanced Data Science for Neuroscience (3 Credits)

Advanced data science for neuroscience will cover the fundamental principles of machine learning (e.g. data preparation for machine-learning algorithms, bias-variance trade-off, cross-validation to avoid overfitting, etc.), application of data mining algorithms (e.g. ridge/lasso regression, random forests, gradient boosting, etc.), coding for data preparation and implementation of data mining algorithms (e.g. R and/or Python coding) and interpretation of data mining algorithms (e.g. assessing discrimination, variable importance and Shapely scores, partial dependence plots etc.). Letter Graded

**CABS 6304 Applied Behavioral Genomics (3 Credits)**

This course will introduce students to topics related to genetics and its role in behavior and psychiatric disorders. Topics of discussion will include heritability, gene x environment interactions, genetic variation, epigenetics, principles of evolution, methods in the study of genomics, genetic basis of psychiatric disorders, and principles of bioinformatics. Classes will include lectures from experts in the field followed by journal club discussions of recent papers on the topics. Letter Graded

**CABS 9300 Research (3 Credits)**

Once a student selects a mentor, they will conduct hands-on research every semester in the area of choice, designing a focused study to complete during the program's duration, in consultation with the faculty mentor. Letter Graded

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