

Program Handbook 2026-2027



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Introduction

Welcome to the Clinical Psychology Ph.D. Program at Baylor College of Medicine! This Program Handbook provides an overview of requirements, guidelines, and policies specific to the Clinical Psychology Ph.D. Program.

The information in this handbook complements policies presented in the [School of Health Professions Student Handbook](#) and the [Baylor College of Medicine Policies and Procedures Manual](#). Students are responsible for familiarizing themselves with all of the policies and procedures that apply to them as students and members of the BCM community.

Efforts have been made to verify the accuracy of information presented in this document. Baylor College of Medicine reserves the freedom to change, without notice, degree requirements, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other information published herein. This publication is not to be regarded as a contract. This Handbook will be updated at least once a year. We welcome your feedback and suggestions to ensure this resource continues to offer helpful guidance to future cohorts.

Further information can be obtained from personnel in the following offices:

Clinical Psychology Ph.D. Program Baylor College of Medicine	One Baylor Plaza Mail Stop BCM115 DeBakey Bldg., Suite M108 Houston, Texas 77030 (713) 798-3447 https://www.bcm.edu/clinicalpsychologyphd
School of Health Professions Baylor College of Medicine	One Baylor Plaza Mail Stop BCM115 DeBakey Bldg., Suite M108 Houston, Texas 77030 (713) 798-4613 https://www.bcm.edu/education/school-of-health-professions
Office of Student Services Baylor College of Medicine	One Baylor Plaza Cullen Bldg., Room 415A Houston, Texas 77030 (713) 798-8646 https://www.bcm.edu/education/academic-faculty-affairs/student-services

Program Administration and Faculty

The administration, faculty, and staff of the Clinical Psychology Program are listed below along with their email addresses. Students should work with their primary academic advisor to identify potential mentors and supervisors for training activities.

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Student Contact Information & Email Policy

All students receive an Enterprise Computing Account (ECA) from BCM. The ECA provides an institutional email address and provides access to other services that require a BCM login. All official program communications and professional communications will be directed to students' BCM email accounts. Students are responsible for monitoring their BCM inboxes frequently and are to use their BCM email account when engaging in BCM-sponsored activities.

Students are expected to maintain accurate and up-to-date location/address/cell phone information and emergency contact information. Students are responsible for promptly reporting updates as follows:

1. Email the Clinical Psychology Ph.D. Program Office:
clinicalpsychologyphd@bcm.edu
2. Update the CAMS student portal: <https://cams.bcm.edu/estudent> (Baylor login required)
3. Update the [Emergency Notification System](#) (Baylor login required)

Onboarding and Other Helpful Information

Prior to the first day of class, students will attend a one-day, mandatory program orientation. During orientation, students will meet program faculty and staff and complete onboarding steps such as obtaining a student ID, taking a brief tour of the campus, and learning about the supports and services available to BCM students.

BCM Blackboard

BCM uses Blackboard Ultra as its learning management system. Most courses will have a site in Blackboard. Additionally, Blackboard hosts the Clinical Psychology Program Hub, which serves as a centralized location for program-related announcements and documents. Go to <https://bcm.blackboard.com/>, log in using your BCM ECA, and find the hub under "Organizations" in the main menu.

Use of Technology & Artificial Intelligence

Students are required to have a laptop computer with Internet access. BCM's minimum computer recommendations are attached in **Appendix A** as a guideline.

Requirements for use (or non-use) of technology are at the discretion of individual course directors. Audio- or video recording lectures, other training activities, faculty, students, or staff without prior consent is prohibited.

Questions about Blackboard or other educational technology should be directed to the Educational Technology staff at ed-tech@bcm.edu. Other, general technology issues can be addressed by the Baylor IT Help Desk (it.bcm.edu or 713-798-8737).

Use of artificial intelligence (AI) is governed by the School of Health Professions' policy titled *Artificial Intelligence (AI) and Large Language Models (LLMs)*, available in the SHP handbook. The Clinical Psychology Ph.D. program also generally adheres to the following APA policies:

1. APA Journals Policy on Generative AI
<https://www.apa.org/pubs/journals/resources/publishing-policies>
2. Ethical Guidance for AI in the Professional Practice of Health Service Psychology
<https://www.apa.org/topics/artificial-intelligence-machine-learning/ethical-guidance-ai-professional-practice>

These are considered minimum standards for AI use. Course directors, supervisors, and program faculty may give additional restrictions or guidance on AI use. A good rule of thumb is to avoid use of AI unless expressly permitted for a given task or assignment. When in doubt, ask!

Parking and Transportation

Parking is a scarce and expensive resource in the Texas Medical Center. We recommend students consider options for using off-campus parking and/or public transportation. For more information about Parking and Transportation, visit: <https://www.bcm.edu/education/school-of-medicine/m-d-program/student-handbook/parking-and-transportation>.

Houston Relocation and Recommendations Guide

To those who are new to Houston, **Appendix B** includes a guide on relocation tips and recommended Houston activities as compiled by research coordinators in the BCM Department of Psychiatry and Behavioral Sciences.

Program Mission, Philosophy, and Objectives

The mission of the Clinical Psychology Ph.D. Program is to educate and train the next generation of scientist-practitioners who will advance research and evidence-based practice in clinical psychology to promote mental health and human well-being.

Our training philosophy is consistent with the Boulder Model (scientist-practitioner). A balanced curriculum prepares students to pursue a variety of career paths. The program emphasizes foundational generalist training across all students. The program also offers major areas of emphasis in clinical psychology, clinical health psychology, and clinical neuropsychology, with specialty-focused training experiences appropriate to doctoral-level training.

Research training is a core component of the program and consists of coursework and mentored research experiences. The program supports students in locating potential research mentors. Students are involved in research beginning in their first year. In later years, students are expected to assume increasingly complex and independent roles in research, including disseminating their work at research conferences and/or in peer-reviewed journals. Additionally, students are provided opportunities to develop scientific communication skills with a variety of professional and public audiences.

First-year students receive training in foundational clinical skills and assessment techniques. Beginning in the second year of the program, students begin to develop clinical competencies through a practicum in the program's internal training clinic, and in later years of the program they will complete external practica in no fewer than two settings. Throughout clinical training, students are expected to use research evidence to guide case conceptualization, assessment, treatment planning and implementation, and clinical decision-making.

The integration of research and clinical practice is a core value and philosophical foundation of the program. Coursework, research experiences, clinical work, and other training experiences are purposefully integrated throughout phases of training. At the conclusion of the program, trainees will have the abilities to critically evaluate, apply, and use empirical knowledge that enhances understanding of psychology and improves mental health services.

The program provides an inclusive training environment designed to empower students in developing cultural humility and competencies for serving a variety of populations through ethical, culturally-informed, and evidence-based practice. Throughout the program, students are afforded multiple opportunities to interact with other health professions trainees and may elect optional multidisciplinary learning experiences.

The Clinical Psychology Ph.D. Program follows program-specific objectives to promote its overall mission to advance evidence-based practice in clinical psychology by educating and training the next generation of scientist-practitioners. The overarching program-level objectives of the program are to:

- Provide students with a strong foundation in the scientific basis of psychology, including the biological, cognitive, affective, and social bases of behavior.
- Equip students with the knowledge, skills, and critical thinking abilities to deliver high-quality, culturally-responsive, and evidence-based psychological assessment and intervention services.
- Foster the development of research expertise to advance the scientific understanding of psychological phenomena and improve clinical outcomes, culminating in the successful completion of a doctoral dissertation.
- Cultivate ethical, professional, and competent clinical psychologists who are committed to serving diverse individuals, families, and communities through evidence-based practice, scholarly activity, and community engagement.
- Promote an inclusive and supportive learning environment that values diversity, empowers students to reach their full potential, and prepares them for successful careers as leaders in academia, healthcare, and other professional settings.

In accordance with these program-specific objectives, students are also expected to fulfill the following student learning outcomes (SLO) throughout the duration of the program:

- Demonstrate broad and general knowledge of scientific psychology and its foundations, including biological, cognitive, affective, and social aspects of behavior, history and systems of psychology, psychological measurement, statistics, research methodology, and data analysis.
- Attain profession-wide competencies required for entry-level practice in health service psychology, including research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation/interprofessional skills.
- Develop advanced clinical competencies through experiential training in evidence-based assessment, diagnosis, and intervention for psychological disorders, as well as clinical supervision and consultation.
- Demonstrate substantial understanding of psychological research by conducting independent empirical research and contributing to the scientific knowledge base.
- Develop competencies to pursue licensure as a clinical psychologist upon program completion.

Accreditation

Baylor College of Medicine is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Baylor College of Medicine.

The Clinical Psychology Ph.D. Program is not accredited by the American Psychological Association (APA). We will pursue accreditation as soon as we are eligible to do so, and we are committed to transparency throughout our accreditation journey. For more information on APA accreditation, please contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE Washington, DC 20002-4242
(202) 336-5979
TDD/TTY (202) 336-6123
apaaccred@apa.org

Baylor College of Medicine is legally authorized to grant degrees, and grant credits toward degrees, in the State of Texas by the Texas Higher Education Coordinating Board (P.O. Box 12788, Austin, TX, 78711, 512-427-6225).

Student Affairs

Student Conduct & Ethical Standards

Article 8 of the [School of Health Professions Student Handbook](#) and the BCM Policy and Procedure Manual outline regulations and procedures concerning student conduct. As emerging professionals, students are expected to behave ethically and responsibly, both on and off campus, with peers, faculty, staff, patients, and members of the public.

In addition to College and SHP policies, students in the Clinical Psychology Ph.D. program students are expected to adhere to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code>).

Students who violate academic or non-academic conduct rules are subject to consequences that include but are not limited to administrative probation, suspension, or dismissal from the College. Students have the right to report grievances and to appeal grades and adverse actions in accordance with BCM Policy [23.1.08 – Student Appeals and Grievances Policy](#). Students may request a meeting with the Program Director at any time to discuss concerns about the program, including formal and informal grievances.

Employment During the Program

The program is a full-time, in-person experience. While in residence at BCM, students may be employed a maximum of 20 hours per week, although 16 hours or fewer are recommended. All employment arrangements must be approved in writing by the Program Director *before* employment begins. Employment may not conflict with program requirements. Absences from required program activities due to work conflicts are unexcused.

A variety of part-time graduate assistant opportunities are available at BCM and neighboring Texas Medical Center institutions. Program faculty will make every effort to assist interested students with securing a graduate assistant-level position, as desired. While these positions are not a formal part of the curriculum, they provide additional exposure and training in relevant areas.

Students who hold a degree or license in a behavioral health profession other than psychology (e.g., counseling, marriage and family therapy, social work) may not provide patient care or clinical supervision under that license for the duration of their enrollment in the clinical psychology program. In later years of the program, students who hold licensure as a Licensed Psychological Associate (LPA) may provide *supervised* clinical services under that license, subject to Program Director approval. Program faculty will not provide supervision towards a license in another discipline.

Residence and Attendance Requirements

Residence Requirements

Students are required to complete a minimum of four full-time academic years of graduate study and one full-time year of internship prior to receiving their doctoral degree. All four of the academic years must be completed at BCM, where students are expected to be in full-time residence. In extenuating circumstances, alternative arrangements may be considered on a case-by-case basis in discussion with the Program Director, subject to the constraints of APA requirements.

Attendance Requirements

Regular, on-time attendance is required for all course meetings, program-related talks, and any other educational activity indicated by the Program Director. Students who are unable to attend a required activity in full should notify the Program Director and relevant faculty or staff (e.g., course director) in advance.

Full-time Enrollment

Any student who is not on an approved Leave of Absence, dismissed or suspended from the College following action by the school dean or program promotions committee, and who satisfies applicable school and program-specific credit hour requirements described in the College's [Credit Hour Policy \(23.1.11\)](#), with the exception of students in pre-determined dual degree programs is considered to be enrolled Full-Time.

Normal Progress to Degree

The program is designed to be completed during the 60 consecutive months after admission. Students must complete doctoral degree requirements over a period no longer than 84 months (7 years). The grading scale for didactic and clinical courses is outlined in Article 5.13 of the [School of Health Professions Student Handbook](#).

Student Professional Liability Insurance

Through Baylor College of Medicine's Self-Insurance Program, students receive free professional liability insurance coverage in limits that exceed \$1 million per occurrence and \$3 million in the aggregate. With occurrence coverage, the program will respond to a claim after the student leaves Baylor, as long as the claim is based on treatment rendered during the formal training experience. If a supervisor or practicum site requires a certificate of coverage, Lisa Garza (ljerez@bcm.edu) in the Office of Risk Management can provide a letter with dates and amounts of coverage.

It is not necessary to purchase additional coverage. However, if desired, students may purchase a supplemental student professional liability policy from several private insurance carriers.

Tuition and Student Financial Aid

Tuition and Fees

The Clinical Psychology Ph.D. program is supported by tuition and fees and does not offer tuition remission or stipends. Students are encouraged to carefully consider the total costs of attendance, including living expenses.

The rate for annual tuition and fees is established by the College and is subject to change. The table below outlines the tuition and fee structure for 2026-2027. Students are required to carry health insurance but may forego the health insurance fee if they are enrolled in alternative coverage. Requirements for health insurance are described in the SHP Student Handbook, Article 7, Student Wellness.

Estimated Student Tuition and Fees Schedule (Fiscal Year 2026-2027)					
	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition	\$32,000	\$32,000	\$22,000	\$16,000	\$8,000
Health Insurance	\$7,104	\$7,104	\$7,104	\$7,104	\$0
Matriculation Fee	\$225	\$0	\$0	\$0	\$0
Lab Materials Fee	\$56	\$56	\$56	\$56	\$56
Curriculum Materials Fee	\$0	\$0	\$0	\$0	\$0
Malpractice Insurance	\$16	\$16	\$16	\$16	\$16
Educational IT Fee	\$240	\$240	\$240	\$240	\$240
Academic Success Center Fee	\$180	\$180	\$180	\$180	\$180
Facility Fee	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
Student Activity Fee	\$50	\$50	\$50	\$50	\$50
Documentation Fee	\$100	\$100	\$100	\$100	\$100
Student Services Fee	\$38	\$38	\$38	\$38	\$38
Yearbook Fee	\$0	\$0	\$0	\$0	\$0
Graduation Fee	\$0	\$0	\$0	\$0	\$475
Total	\$42,905	\$42,680	\$32,680	\$26,680	\$12,755

Questions about student billing should be directed to Student Account Services (sas@bcm.edu).

Students who repeat coursework or otherwise extend their enrollment beyond the length of the program will be charged tuition and fees for each additional term of enrollment. Title IV Federal financial aid recipients who meet degree requirements prior to the end of the semester will be subject to the Return of Title IV Funds Policy. All other students will

be subject to the Institution's Refund and Repayment Policy. Further information can be found in the SHP Student Handbook, Article 5, Health Professions Students and Article 10, Academic Standards for Financial Aid Eligibility.

Financial Aid and Other Funding Sources

Students who complete a Free Application for Federal Student Aid (FAFSA) will be considered for a financial aid package. New students will be sent an email with a financial aid offer. Returning students must accept, reduce, or decline loan offers through the BCM CAMS Student Portal.

For questions about eligibility, application procedures, and types of aid available, students are encouraged to contact the Office of Student Financial Aid at:

Telephone: 713-798-4603

Email: smb_finaid@bcm.edu

URL: <https://www.bcm.edu/education/financial-aid>.

The School of Health Professions offers a pre-matriculation scholarship for prospective students who have accepted an interview. For more information, see: <https://www.bcm.edu/education/financial-aid/sources-of-aid/scholarships>. The Program Coordinator will distribute information about other funding sources (e.g., through foundations and professional societies) throughout the year.

Program Curriculum

The curriculum of the BCM Clinical Psychology Ph.D. Program is designed to provide students with comprehensive education and training in the scientific foundations of psychology, evidence-based clinical assessment and intervention, ethical and professional practice, and rigorous research methodology. Students will complete a sequence of graduate-level courses covering core clinical psychology topics in areas such as psychopathology, psychological assessment, psychological intervention, statistics, and research design. The first two years of the program are the most coursework-intensive, whereas clinical practica and research consume most of the time in later years of training. See **Appendix C** for course descriptions.

Beginning in the second year, students participate in supervised clinical practica at BCM, gaining hands-on experience providing evidence-based psychological services to diverse populations. In the second year, students also develop their competencies in research by completing an empirical research project in collaboration with a mentor.

During the third and fourth years, students pursue dissertation research and additional practica. In the fifth year, students devote their time to a full-time, year-long clinical internship at an external site. The doctoral degree is awarded after successfully completing all coursework, the dissertation, and the 1-year internship.

Student Mentoring

Over the course of the program, students are encouraged to build a mentoring team who can provide guidance on multiple areas of training and professional development. Key members of the mentoring team include:

Academic advising. Beginning in Year 1, students will be assigned an academic advisor from among the program leadership and core faculty. The academic advisor will be an important point of contact for navigating program requirements, selecting research experiences, and planning future coursework and training experiences. When possible, advisors will be aligned with the student's major area of study.

Research mentoring. Students will select a research mentor during Year 1. The research mentor will join the student's advising team and will be the primary point of contact for matters related to mentored research, research grants/funding, the master's thesis, and the dissertation. As such, during the second year and beyond, the research mentoring relationship will be more time- and work-intensive than most other mentoring relationships. The relationship between student and research mentor is akin to an apprenticeship, wherein the student is socialized to the discipline and introduced to professional societies, networks, forums, and publications relevant to their research.

Clinical supervision. During Year 2, students will be assigned one or more clinical supervisors to provide direct observation, feedback, and mentoring in support of clinical skill development. Students will work with the supervisor(s) during the internal practicum.

in the training clinic. While students will spend most of their time in external practicum placements in Year 3 and beyond, in some cases students may opt to carry 1-2 cases in the training clinic with agreement of a clinical supervisor and the Program Director.

Degree Requirements and Timeline

Years 1 and 2

The first two years of the program focus on completion of foundational coursework and clinical training experiences. By the end of the first year, students will identify a research mentor and will declare a major area of study (clinical psychology, clinical health psychology, or clinical neuropsychology). During the second year, students will complete, write up, and present an empirical research project under the supervision of their research mentor. For most students, this second-year project will also serve as their master's thesis. Beginning in the second year, students also participate in a supervised clinical practicum, gaining hands-on experience providing evidence-based psychological services to diverse populations.

Students who enter the program with a master's degree may petition the program to waive the requirement for a formal thesis, provided the previous thesis meets program requirements. However, students are still required to complete a research project of similar scope and depth.

Upon completion of all second-year requirements, students will be awarded a Master of Science degree (M.S.) in Clinical Psychology. Requirements for the M.S. degree are aligned with the Texas State Board of Examiners of Psychologists requirements for licensure as a Licensed Psychological Associate (LPA).

Degree requirements to obtain the master's degree are:

- Minimum 60 credit hours of coursework
- Completion of required coursework with grades of B or better and a cumulative 3.5 GPA
- Completion of 6 credit hours of clinical practicum
- Acceptance of master's thesis (if applicable)
- Presentation of thesis or second-year project

Year 3 and beyond

During later years of the program, the focus of training shifts toward more advanced and differentiated coursework and practica to align with students' specific training goals and area requirements (see *Major Areas of Study* below). Students will apply for LPA licensure, which will enable them to sit for the Examination for Professional Practice in Psychology (EPPP). The EPPP is a comprehensive knowledge examination that serves a purpose comparable to that of a traditional comprehensive examination ("comps") in graduate training. Finally, students will propose, complete, and defend a doctoral dissertation.

Degree requirements to obtain the doctoral degree are:

- Minimum 96 credit hours of coursework
- Minimum of 4 full-time academic years of graduate study
- Completion of required coursework with grades of B or better and a cumulative 3.5 GPA pre- and post-master's, detailed below
- Completion of 12 credit hours of clinical practicum
- Passing of doctoral comprehensive/qualifying examination
- Completion of doctoral dissertation and defense
- Completion of pre-doctoral internship (1 year full-time)

See **Appendix D** for the clinical psychology degree plan.

Required Coursework

All students within the program are required to complete core clinical psychology courses (15 semester hours [hr.]) and statistics and research methods courses (6 hr.) Per APA requirements, students also receive training in discipline-specific knowledge through foundational area courses (15 hr.) covering history, ethics, and systems; psychopathology; and biological, cognitive, affective, and social bases of behavior.

Training in development throughout the lifespan is integrated within the psychopathology course. Advanced integrative knowledge in the integration of cognitive and affective bases of behavior is acquired in one course. Students complete two or three courses from their selected major area of study (see below). Additional elective courses may be selected from those offered by the Clinical Psychology Ph.D. program and select courses offered by the School of Health Professions. Other courses offered at BCM may be considered with permission of the academic advisor, Program Director, and the course director.

The following courses are those currently listed in the SHP Course Catalog. Additional specialized courses in areas of emphasis may be offered in future years. All courses listed below are 3 hr. courses unless otherwise noted.

Clinical Psychology Core (18 hr.)

- Psychological Assessment I
- Psychological Assessment II
- Introduction to Psychotherapy
- Professionalism and Ethics in Practice (pre-practicum course; 2 hr.)
- Multicultural Issues in Psychological Assessment and Intervention
- Advanced Topics in Behavioral and Cognitive Therapies
- Health Behavior Counseling (1 hr.)

Statistics and Research Methods (6 hr.)

- Experimental Design and Statistical Methods I
- Experimental Design and Statistical Methods II

Foundational Areas Courses (includes Discipline Specific Knowledge; 15 hr.)

- History, Systems and Ethics of Psychology
- Psychopathology Across the Lifespan
- Biological Bases of Behavior
- Cognitive and Affective Bases of Behavior
- Social Psychology (2 hr.)

Electives (minimum 9 hr.)

- Scientific Writing and Peer Review (2 hr.)
- *Any area-specific courses outside of the chosen major area of study*
- *Electives may include other interprofessional learning experiences, with permission from the Program Director and the course director*

Mentored Research

- Thesis OR Graduate Research (6 hr.)
- Dissertation (12 hr.)

Area-Specific Coursework

Clinical Psychology Specialty Courses:

- Area Seminar/Journal Club (1 hr.)*
- Advanced Seminar in Clinical Psychological Science (rotating topics)

Clinical Neuropsychology Specialty Courses:

- Area Seminar/Journal Club (1 hr.)*
- Foundations in Clinical Neuropsychology
- Functional Neuroanatomy
- Practical Applications of Neuropsychological Assessment

Clinical Health Psychology Specialty Courses:

- Area Seminar/Journal Club (1 hr.)*
- Clinical Health Psychology
- Integrated Care and Interdisciplinary Practice

**Area Seminar/Journal Club (1 hr.) can be taken up to three times for a total of 3 hr.*

All students also have opportunities to gain additional training experiences in clinical child psychology through completion of child-focused courses, research projects, or external practicum training. Interested students should discuss this with the Program Director and/or their academic mentor early in their graduate training.

Major Areas of Study

The Clinical Psychology Ph.D. Program offers specialty training in three major areas of study: Clinical Psychology, Clinical Neuropsychology, and Clinical Health Psychology. Clinical psychology is a broad specialty that may include assessment, intervention, and consultation services involving adults, adolescents, children, couples, and families. Clinical health psychology and clinical neuropsychology also encompass a wide range of clinical populations, topics, techniques, and practice settings, but these specialties are somewhat narrower in their focus. Specialty training at the doctoral level can help students prepare to apply for specialty-specific internships and further training opportunities in the specialty.

By the end of the first year, students will select one of these three specialty areas, which will inform their further coursework, clinical practica/externships, mentor, and dissertation topic. Specialty requirements for each major area of study are as follows:

- Clinical Psychology:
 - 5 or more didactic courses in the specialty (including required coursework in psychopathology, assessment, and intervention)
 - 2 or more practica/externships that include at least 50% of clinical service delivery with a clinical psychology-focused presenting concern
 - Dissertation research in the specialty, supervised by a faculty member with training, qualifications, or credentials in clinical psychology
- Clinical Health Psychology:
 - 2 or more didactic courses in the specialty
 - 2 or more practica/externships that include at least 50% of clinical service delivery with health-related issues and/or interprofessional care teams
 - Dissertation research in the specialty, supervised by a faculty member with training, qualifications, or credentials in clinical health psychology
- Clinical Neuropsychology:
 - 3 or more didactic courses in the specialty
 - 2 or more practica/externships that include at least 50% of clinical service delivery with clinical neuropsychology-focused presenting concern
 - Dissertation research in the specialty, supervised by a faculty member with training, qualifications, or credentials in clinical neuropsychology

A student who wishes to change their major area of study should first identify an alternative research mentor in the desired specialty. Assuming the change is mutually acceptable to student and mentor, the student should then make a request in writing to the program director, outlining: (a) the reason for the change, (b) acknowledgment and agreement of current and new faculty mentors, and (c) a plan to complete any coursework or other training experiences in the new area of study.

Students who have completed more than a few specialty area requirements may not be able to complete a second sequence of required specialty courses and training experiences. In this scenario, the Ph.D. will be awarded without a major area of study.

Research

Research Involvement and Mentor Matching Process

Incoming students with well-defined interests and/or established mentoring relationships at BCM are welcome to pursue these as soon as is feasible. However, students in Year 1 may also take time to explore research interests and potential mentors. The program will support students in finding potential research mentors.

During the fall term of the first year, the program invites affiliated faculty to discuss their research and opportunities for student involvement. Students may work with one faculty member at a time, and no more than three faculty members, over the course of the year. Research experiences during the first year are primarily faculty-led and may include assisting with or carrying out data collection/coding, literature reviews, manuscript writing, or data analyses for approximately 4-6 hours per week. Students are encouraged to complete at least one research product (e.g., conference presentation or journal submission) by the end of Year 1.

No later than the end of Year 1, students will complete a formal mentoring agreement with a faculty member who will supervise their research for the remainder of the program. Primary research mentors must have a faculty appointment at BCM and should be affiliated with the Clinical Psychology Ph.D. program. Secondary mentors from other units within the College are permitted with approval of the Program Director. If student demand for a specific faculty mentor exceeds that mentor's capacity, the student will be offered a suitable alternative mentor.

While it is expected that the same research mentor will oversee both thesis and dissertation research, in certain situations students may wish to change mentors after completing the master's thesis. In this case, the student should send a written request to change the primary mentor to the Program Director. The request should include the reason for the change and should affirm that both current and prospective mentors agree to the change.

In the event that a student's primary research mentor leaves Baylor College of Medicine for an appointment at another institution, the mentoring relationship may continue under the following conditions: (1) the student has made significant progress toward their mentored research project(s); (2) a change of mentor would threaten timely progress toward program milestones; (3) the original mentor remains able to provide a similar time commitment to mentoring and agrees to provide regular feedback to the student and Program Director; and (4) a local secondary research mentor from BCM is available to co-supervise the student's research. If any of these conditions are not met, the program will assist the student in transitioning to a new primary mentor. A revised mentoring agreement will be required to continue a primary mentoring relationship with a former Baylor College of Medicine faculty member.

Master's Thesis (6 credits)

The master's thesis is a critical milestone that requires students to conduct an empirical research project that demonstrates methodological rigor and relevance to the field. The project may adopt a variety of research styles, including experimental, quasi-experimental, correlational, or qualitative methodologies, depending on the research question and the student's area of interest. A study based on secondary analysis of an existing data source is acceptable for the master's thesis or dissertation, but not both. Thus, at least one of the two projects should be based on original data collection.

Enrollment in master's thesis course: Students enroll in Thesis I and Thesis II, typically during the second year of study. Enrollment in thesis hours is mandatory every term until the successful completion and acceptance of the thesis. A maximum of 6 credit hours will be applied toward the master's degree.

Committee: Students are required to have a thesis committee with 3 members, including the primary research mentor, who will serve as the committee chair. At least one of the two other committee members should be faculty who are affiliated with the Ph.D. program. With permission of the committee chair, a third member may be chosen from BCM faculty who are not formally affiliated with the Ph.D. program. Committee membership must be approved by the Program Director.

Thesis format and deadline: Students are strongly encouraged to prepare the thesis for submission to a peer-reviewed journal, in consultation with the committee chair. The default style guide for thesis reports is the Publication Manual of the American Psychological Association (7th ed.). However, the primary mentor may authorize the use of another format that is aligned with the target journal.

Waiver of thesis requirement: Students who have completed an empirical master's thesis at a prior institution may petition to have the thesis requirement waived and substitute the thesis project with a second-year research project of similar scope. The petition must be completed by October 1 of Year 1 and should include the complete thesis project alongside any related peer-reviewed publications. The Clinical Training Committee will review the petition and determine whether the prior thesis meets the program's requirements. If the waiver request is granted, the student must agree to complete a second-year project. It is expected that the second-year project will be related to the student's eventual dissertation research; the project may entail an observational study, pilot study, or other work that is preparatory to a larger project.

Written Thesis Examination

The primary evaluation of the thesis will be based on the written document. Within two weeks, committee members will provide a written critique of the thesis similar in form to a peer review of a journal article submission. The outcome of the evaluation will be Pass, Pass with Minor Revisions (revisions may be reviewed and approved by the primary mentor without re-review by other committee members), or Revise and Resubmit (the revised thesis will be re-reviewed by the full committee). Students may

revise and resubmit the thesis no more than twice. Upon final approval of the thesis, students will file an electronic version of the complete thesis with the College. While it is expected that students will complete the thesis by the end of the spring term of Year 2, the latest a completed thesis may be submitted is the end of the fall term of Year 3.

Oral Presentation

In lieu of a formal oral defense of the thesis or second-year project, students at the end of their second year will present their project to an audience of their peers, program faculty, and other attendees of a program-wide research and awards day held near the end of the spring term. The structure of the day is similar to a small research conference. Each second-year student will give a 10-minute oral presentation summarizing the research question, methods, findings, and implications, followed by 5 minutes for questions. The presentation is required regardless of the outcome of the written thesis examination.

Doctoral Dissertation (12 credits)

The doctoral dissertation is the capstone research requirement for the Clinical Psychology Ph.D. Program that demonstrates the student's ability to design, conduct, and communicate original scientific research that makes a meaningful contribution to the field of clinical psychology. As noted above, a secondary analysis of previously collected data is acceptable for the master's thesis or dissertation, but not both.

Prerequisites

Students will be eligible to begin work on the dissertation provided they: (1) have completed the master's degree, (2) have passed their qualifying examination, and (3) are in good standing in the program. Any remediation of previous coursework or practica must be completed before the student may advance to doctoral candidacy.

Enrollment in dissertation course: Enrollment in the dissertation research course is mandatory in each term until the successful defense and submission of the dissertation. A maximum of 12 credit hours will be applied toward the Ph.D.

Committee: Students are required to have a dissertation committee with 4 members, including the primary research mentor, who will serve as the committee chair. Two other committee members should be BCM faculty who are affiliated with the Ph.D. program. An additional committee member may be chosen from BCM faculty at large or from an outside institution. Faculty holding emeritus or adjunct faculty appointments are eligible to serve as committee members. Committee members should hold a sufficient range of content and methodological expertise to evaluate the merits of the proposed research. A fifth committee member is permissible if needed for specific content or methodological expertise.

Proposal: The dissertation process begins with the development of a formal proposal to outline the research plan:

- **Timeline:** The proposal must be completed and approved no later than the end of the spring term of Year 3.
- **Proposal Document Requirements:**
 - A detailed literature review establishing the research question.
 - A full description of the proposed methodology, including recruitment or sampling strategy, sample size calculations (if applicable), and data analysis plans.
 - Anticipated results and their potential implications for theory and practice.
- **Proposal Defense Meeting:**
 - The student presents the proposal to a committee of at least three of the four committee members, including their research mentor. (The fourth committee member may be invited after the proposal defense.)
 - The defense includes a 20–30 minute oral presentation followed by open discussion, during which committee members evaluate the feasibility, significance, and rigor of the proposed study.
 - The committee may vote to: (1) pass; (2) pass with contingencies (the student must follow with a memorandum of understanding that explains the approach to meeting the committee’s contingencies); or (3) fail. In the case of a failed proposal, committee members will advise the student on actions to be taken, including but not limited to a change of topic or approach.

Dissertation format: The dissertation should be formatted according to the Publication Manual of the American Psychological Association (7th ed.).

Dissertation defense: A complete draft of the dissertation must be submitted to committee members at least two weeks before the defense date.

- **Defense Meeting Structure:**
 - **Oral Presentation (20 minutes):** The student provides a concise overview of their study, highlighting objectives, methods, key findings, and implications.
 - **Question and Answer Session:** Committee members ask detailed questions about the research process, analysis, and findings, exploring the depth of the student’s knowledge.
 - **Committee Deliberation:** After the presentation and Q&A, the committee deliberates privately to decide whether the dissertation meets program standards. The dissertation committee assesses the project based on its originality, methodological rigor, and scholarly contribution.
 - **Outcome:** The committee provides one of the following outcomes:
 1. **Pass:** Approval with no changes.
 2. **Pass with Revisions:** The dissertation is of acceptable quality but needs minor revisions before it can be submitted. Approval is contingent on satisfactory completion of recommended changes.

3. Fail: The dissertation is determined not to be of sufficient quality to meet program standards. Recommendations may include a major revision with resubmission or other substantive change in the research strategy.

Submission of completed dissertation. No more than two months after the defense, the student must complete all corrections and revisions requested by the committee. The amended dissertation must be prepared in final form, signed by all members of the examining committee and Program Director, approved by the Dean, and submitted for publication. Any extension of the two-month deadline for submission of the final dissertation must be requested in writing prior to the deadline and approved by the Program Director.

Graduation

Graduation requirements for the program include:

- Meeting all degree requirements for the doctoral outlined in the [Degree Requirements and Timeline](#) section of this handbook, including successful completion of predoctoral internship
- Meeting the technical standards described in SHP Student Handbook, Article 5.18 Technical Standards for Admission and Graduation
- Payment of the college graduation fee (see Tuition and Fees)

Prior to graduating, students must provide contact information that will be reliable for several years post-graduation. Alumni of the program will be sent several post-graduation outcomes surveys. Alumni are expected to complete these surveys, as this data collection is essential for program accreditation.

Students must complete the doctoral internship year prior to being awarded the Ph.D. This is an APA requirement. However, doctoral students may participate in the SHP graduation ceremony before the internship year is complete, provided that they:

- Have successfully defended and completed the dissertation
- Are currently in good standing in their internship program
- Have completed all other program requirements

Clinical Training

Clinical Practicum Training (minimum 12 credits)

Students will complete progressive practicum experiences with diverse clinical populations in varied settings to develop competencies in assessment, intervention, consultation, supervision. The year-long internal practicum experience (6 credits) in Year 2 builds upon the foundational skills developed in the first year and focuses on: comprehensive diagnostic assessments; treatment planning and intervention; therapeutic relationship development; documentation and professional standards. Students receive individualized supervision from licensed clinical psychologists who oversee all aspects of their clinical work in internal practicum including through live and recorded observations, weekly individual supervision, and weekly group supervision. These supervision sessions emphasize reflective practice, encouraging students to critically evaluate their clinical approaches and incorporate feedback into their work.

The transition to external practica in Years 3 and 4 represents a natural progression in students' clinical training. Building upon the skills developed in the internal practicum in Year 2, external practicum placements expose students to more complex cases, higher-need populations, and advanced clinical techniques in real-world settings under moderate supervision. These experiences will emphasize advanced skill development, including independent decision-making, treatment planning for complex cases, and the integration of multidisciplinary perspectives. Students will complete two years of external practicum training, one year each at two different sites. Students will be placed in practicum affiliated sites across the Texas Medical Center and the greater Houston area, allowing them to work with a wide variety of populations and clinical presentations. Students receive individual and/or group supervision from licensed psychologists at their practicum sites, ensuring adherence to ethical and professional standards. Regular evaluations by site supervisors and program faculty ensure students continue to meet program expectations.

Evaluation of Internal and External Practicum Training

The program collects data on student progress in clinical competency development using a structured evaluation process that includes:

- 1. Direct Observation:** Supervisors observe students' clinical work live or via recorded sessions, providing immediate feedback on strengths and areas for improvement.
- 2. Mid-Year and End-of-Year Evaluations:** Formal evaluations are conducted at the end of each semester in both internal and external practica. These evaluations assess students' clinical competencies, professionalism, and adherence to ethical guidelines.
- 3. Student Feedback:** Students complete evaluations of their training experiences, including the quality of supervision, the variety of clinical cases, and the adequacy of the training environment. This feedback informs continuous improvement of the program.

Tracking

Students are responsible for maintaining complete and accurate records of their clinical activities through a tracking system such as Time2Track. Maintaining accurate case and time logs is a professional responsibility of each individual student.

Internship in Clinical Psychology (up to 6 credits)

Students will be required to complete a one-year internship in the fifth year of study. This is industry standard for Ph.D. programs in Clinical Psychology and a required element prior to awarding the Ph.D. degree. The predoctoral clinical internship is a critical capstone experience within clinical psychology Ph.D. programs, designed to provide comprehensive, supervised training in professional practice. The internship offers immersive, full-time clinical experiences in diverse settings such as hospitals, community mental health centers, or academic medical centers. Trainees refine core competencies, including assessment, diagnosis, intervention, and consultation, while integrating evidence-based practices with clinical judgment. This intensive year bridges the gap between doctoral training and independent practice, ensuring readiness for licensure and diverse roles in clinical, academic, or research-focused careers. All students are expected to apply to and complete an APA-accredited internship. Internship will take place after completion of all coursework, master's thesis, comprehensive examinations, and proposal of dissertation. Students are encouraged to refer to the website for the Association of Psychology Postdoctoral and Internship Centers (APPIC) at <https://www.appic.org> for the most current information about internships.

Readiness to Apply

Students must meet the “internship readiness” criteria set forth by the Council of University Directors of Clinical Programs (CUDCP) listed below.

CUDCP “Expectations for Internship Eligibility” (as adopted January 22, 2011)

- 1. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group.*
- 2. Trainee successfully completed a master's thesis (or equivalent).*
- 3. Trainee passed program's comprehensive or qualifying exams (or equivalent).*
- 4. Trainee's dissertation proposal has been accepted at the time of application to the internship.*
- 5. Trainee successfully completed all required course work for the doctoral degree prior to starting the internship (except hours for dissertation and internship).*
- 6. Trainee completed an organized, sequential series of practicum experiences supervised by at least two different clinical psychologists that involve formalized practicum experience in evidence based assessment and therapy. The Trainee completed at least 450 face to face hours of assessment/intervention and at least*

150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co therapy, audio/videotape review). During early formative years, the ratio of face to face hours to supervision hours approximated 1:1 and increased to around 4:1 as the Trainee developed intermediate to advanced clinical skills.

7. *Trainee has contributed to the scientific knowledge within psychology, as evidenced by: a. Publishing an article in a refereed journal or a book chapter as an author or co author, or b. Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.*
8. *Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.*

Internship Application Process

The program provides students with comprehensive guidance and support throughout the internship application process, beginning in the summer prior to the application year.

Timeline and Preparation

- Year 3 Summer: Students notify the Program Director of their intent to apply for internship. The Program Director coordinates workshops to introduce students to the application process, including preparing application materials, navigating the APPIC match system, and interview preparation.
- August/September of Year 4: A faculty meeting is held to vote on each student's readiness to apply. Approval is required before the student can proceed.
- October 1 Deadline: Students must complete all required milestones, including the dissertation proposal defense, to finalize their eligibility.

Application Submission

Students apply for internship through the APPIC match program, following these steps:

1. Registration: Students register with the National Matching Services and receive a unique match number for identification during the process.
2. Application Preparation: The APPIC online application requires detailed documentation, including:
 - a. A curriculum vitae (CV).
 - b. Letters of recommendation (typically three).
 - c. Documentation of clinical hours and training experiences.
 - d. Personal statements tailored to each internship site.
3. Submission and Deadlines: Students must adhere to site-specific deadlines and submit all materials through the APPIC portal. Faculty and the Program Director

are available to review and provide feedback on application materials prior to submission.

Interviews and Ranking

Students attend interviews during the winter months of their fourth year. Post-interview, students and internship sites submit ranked lists to the APPIC matching system. Students are strongly encouraged to consult with faculty during this process to ensure alignment with career goals and site expectations.

Internship Requirements

The clinical internship is a 12-month, full-time training experience completed at an APA-accredited internship site, typically in the United States or Canada. Students may petition to attend an APPIC-approved, non-APA-accredited internship only in exceptional circumstances, such as failure to secure an APA-accredited position through the match process.

- The internship must provide advanced training in clinical assessment, intervention, consultation, and other professional activities consistent with health service psychology.
- Students are required to register for a 3-credit internship course during the internship year to maintain enrollment and document the internship on their transcript.
- Students must complete a Certification of Full-Time Status form to verify their active participation in the internship.

Evaluation During Internship

Throughout the internship year, students are evaluated regularly by their internship site supervisors. Evaluations assess the student's clinical skills, professional behavior, and ability to function independently in health service psychology settings. Key components include:

- Mid-Year Evaluation: Conducted midway through the internship, this evaluation provides feedback on the student's progress and identifies areas for improvement.
- End-of-Year Evaluation: A final evaluation determines whether the student has successfully completed all internship requirements.

Supervisors communicate with the Program Director at Baylor College of Medicine to ensure alignment between the program and the internship site. Any concerns about student performance are addressed collaboratively to support the student's successful completion of the internship.

Failure to Secure an Internship

In the event a student does not secure an internship through the APPIC match process, they may:

1. Participate in the post-match clearinghouse to identify remaining internship opportunities.

2. Work closely with the Program Director to develop a plan for reapplying in the next cycle, which may include strengthening application materials, accruing additional clinical hours, or addressing identified gaps.

Completion and Certification

Successful completion of the clinical internship is required before the doctoral degree can be awarded. The program verifies internship completion through the submission of final evaluations and documentation from the internship site. Upon certification, the internship is officially recorded on the student's transcript.

Qualifying Examinations

The purpose of the qualifying examination is to ensure that students have achieved a level of mastery of the fundamental concepts required to transition to the clinical phase of the curriculum. The faculty have decided to use the Examination for Professional Practice in Psychology (EPPP) as the qualifying examination. The EPPP is a nationally recognized exam developed by the Association of State and Provincial Psychology Boards (ASPPB) and is designed to assess foundational knowledge in psychological science and practice. EPPP scores are used for licensure at the master's and doctoral level. EPPP scores never expire, so they can be used to support doctoral-level licensure after graduation.

The EPPP is being redesigned, and the new version of the exam is expected to replace the previous version of the EPPP effective April 1, 2028. The Program Director will share information about the new EPPP as news becomes available.

Eligibility Criteria

Eligibility to take the EPPP is determined by Texas State Board of Examiners of Psychologists (TSBEP) and requires a master's degree that meets specified criteria. The curriculum of the first two years of the program is designed to satisfy TSBEP's requirements. Therefore, students who are awarded a master's degree from the program will be eligible to take the EPPP.

Examination Process

At the earliest possible opportunity, students should apply for licensure as a Licensed Psychological Associate using the State of Texas Online Licensing System. Once approved to sit for the EPPP, students register for the exam through the ASPPB portal. Students must schedule the exam at an approved testing center. Upon passing the exam, students send their passing letter to the program to verify completion and passing status. Students are responsible for managing this process and for paying the required application and testing fees.

Retake Policy

The EPPP is a pass/fail exam. If a student does not pass the EPPP on the first attempt, they must meet with the Program Director to develop a remediation plan and ensure adequate preparation for subsequent attempts. Students are allowed two retakes, both of which must occur within one year of the first sitting. Failure to pass the EPPP within one year of the first sitting will result in dismissal from the program.

Certification and Program Advancement

Successful completion of the EPPP is a prerequisite for program advancement to the doctoral dissertation phase. Passing the exam confirms that students have achieved the foundational knowledge required for entry-level practice and licensure as a clinical psychologist.

Additional Learning Opportunities

Throughout the year, students in the program have access to extracurricular learning opportunities to supplement the curriculum. A few regularly occurring opportunities are listed below. Information about one-time talks and workshops will be made available on the program's Blackboard Hub and/or in the BCM Student Commons newsletter.

Pathway in Community Health: Project REACH

Available to students in the School of Health Professions, the Pathway in Community Health Program is an interdisciplinary program that seeks to create a framework for improving community health through faculty-to-student mentorship, community partnerships and scholarships aimed at improving health outcomes for underserved and marginalized populations, and sustainable training practices. Students who enroll in the Pathway complete a one-credit hour Community Health for Health Professions course, focus their master's or doctoral project on community health, and participate in community outreach. More information at: <https://www.bcm.edu/education/school-of-health-professions/project-reach>

ACTOR Teaching Program

The ACTOR (Acquiring Competencies in Teaching through Observation and Reflection) program is sponsored by the BCM Career Development Center for PhD students (with permission) and postdoctoral associates. This program provides participants with an immersive classroom experience to generate insights into teaching at primarily undergraduate institutions.

Psychiatry and Behavioral Sciences Grand Rounds

Co-provided by BCM and the Menninger Clinic, grand rounds are held every Wednesday at 12pm, featuring local faculty as well as regional and national speakers. Presentations cover a wide range of mental health topics germane to faculty members, trainees, and other mental health clinicians. More information available at: <https://www.bcm.edu/departments/psychiatry-and-behavioral-sciences/grand-rounds>

Student Evaluations

Performance Evaluation Procedures

Throughout the year, faculty, supervisors, and mentors will provide developmental feedback to ensure that students are meeting training goals and standards. In addition to this regular feedback, the Clinical Psychology Ph.D. program Clinical Training Committee evaluates students' overall progress and readiness for professional practice. The committee uses an evaluation framework designed to align with the APA's Standards of Accreditation. Student evaluations are conducted semi-annually the first year, and annually thereafter for students in good standing.

Annual Student Evaluations

The Clinical Training Committee evaluates students on their overall performance in the program on a yearly basis. Students in Year 1 of the program will also have an interim evaluation at the end of the fall semester. Students will be evaluated only on criteria for which they have had an opportunity to demonstrate their performance.

Evaluation Process Overview

1. All students will be formally evaluated each spring by the Clinical Training Committee.
2. Evaluation covers academic progress, clinical training, research contributions, and professional behavior appropriate to training level.
3. Input is gathered from course instructors, practicum supervisors, and research mentor(s) or other faculty with whom the student engaged in research activities.
4. Each student receives a written letter indicating their standing in the program.

Required Student Documentation

Two weeks prior to evaluations, students submit a progress report that includes:

1. Current CV
2. Summary of research activities (e.g., thesis/dissertation progress, publications, presentations)
3. Clinical practicum activities (when applicable)
4. Record of professional development activities (e.g., workshops, memberships, leadership roles)

Evaluation Domains

Academic Performance Domain

- Students must maintain a 3.5 GPA and complete all required coursework.
- Core milestones include thesis defense (by Year 2) and comprehensive exams (by Year 3).

Clinical Training Domain

- Practicum evaluations assess competencies in assessment, treatment planning, and cultural responsiveness.

- Supervisors provide feedback on skill development, professionalism, and ethical conduct.

Research Contributions Domain

- Progress on thesis/dissertation, scholarly productivity (e.g., presentations, publications), and grant-writing are reviewed.
- Emphasis is placed on research quality, originality, and dissemination.

Ethical and Professional Behavior Domain

- Faculty assess students' professional conduct, responsiveness to feedback, communication skills, ethical and engagement with the program community.

Feedback

Assessment and evaluation will be overseen by the Program Director. The Program Director is responsible for coordinating the collection of evaluation materials, including supervisor feedback and student reports. The Program Director will summarize key areas of concern and facilitate discussions among faculty members during evaluation meetings. In addition, the Program Director or a core faculty member will meet individually with each student to discuss evaluation outcomes.

Interim Monitoring

Mid-year reviews are conducted for first-year students and those with prior concerns. Interim monitoring also includes monthly core faculty meetings including updates on student progress and emerging concerns.

Remediation Plan

A remediation plan will be created in the following scenarios:

- Receipt of a failing course grade (grade of a C, D, or F; see SHP Student Handbook, Article 5.13.5, Final Course Grades).
- Any significant observed deficiency of academic or clinical performance,
- Concerns arise about inappropriate, irresponsible, or unprofessional conduct,
- Concerns arise about technical standards described in SHP Student Handbook, Article 5.18 Technical Standards for Admission and Graduation.

In these scenarios, the Program Director will meet with the student to discuss the remediation plan. A final remediation plan will be provided in writing and will list, at minimum:

- Knowledge domains, interpersonal skills, and/or professional competencies for which the student's performance does not meet the minimum proficiency level;
- The basis for evaluating the domain(s) as deficient;
- Specific recommendations to improve knowledge and skills in the deficient domains;
- A plan and timeframe to complete recommended actions and re-evaluate performance.

Also see: School of Health Professions Student Handbook, Article 9.9, Actions, Sanctions, and Appeals Regarding Student Performance.

Academic Probation

Academic probation is a more severe outcome triggered by two or more concurrent failing grades, any failing grade after unsuccessful remediation, or any failing grade after successfully remediating two final course grades. A student on academic probation will be referred to the Health Professions Student Promotions Committee for further actions or recommendations, which may include dismissal from the program.

Due Process and Grievance Procedures

See the School of Health Professions Handbook, Article 5.17, Student Grievance Policy. The full College policy, including appeals procedures, is available in the BCM Policy and Procedure Manual.

http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08

Student Support

Students enrolled in the Clinical Psychology Ph.D. program have access to a variety of support resources. See **School of Health Professions Handbook Article 6, Student Services**, for information on student support services including academic advising, tutoring, career advising, and disability services; and the BCM Student and Trainee Services Handbook for details about additional student support services.

Wellness Support

Being a professional in the field of clinical psychology can be demanding. The American Psychological Association has described self-care as an ethical imperative for mental health professionals (<https://www.apa.org/monitor/2021/04/feature-imperative-self-care>). Students are encouraged to establish self-care practices early on in their graduate career, such as making time to spend with friends or loved ones, engaging in regular exercise, eating and sleeping well, and taking time for leisure.

See School of Health Professions Handbook Article 7, Student Wellness, for information on support for various domains of wellness. The BCM intranet also includes a hub of student wellness resources, available at:

<https://www.bcm.edu/education/academic-faculty-affairs/student-and-trainee-resources/student-wellness>

Emotional well being and mental health

Multiple resources are available to students at BCM who are seeking resources for emotional and mental health and wellness. Resources include mental health services, both on-site and through telemedicine. Resources, frequently asked questions, and contact information are available through the BCM Emotional/Mental Health Wellness webpage:

<https://www.bcm.edu/education/academic-faculty-affairs/student-and-trainee-resources/student-wellness/emotional-mental-health-wellness>.

In the event of a psychiatric emergency or when a faculty psychiatrist cannot be reached immediately, a student may go directly to Houston Methodist Hospital or Ben Taub Hospital emergency rooms. If a student with a psychiatric emergency is unable to travel safely, campus security or 911 may be contacted and a Crisis Intervention Team officer (CIT) may be requested to facilitate the assessment and safe transfer of the student to an appropriate psychiatric facility.

For extended treatment of psychiatric problems requiring hospitalization, a student may be referred to other specialists in the Department of Psychiatry and Behavioral Sciences or to one in the community. For psychiatric treatment in these instances, there will be fees which will come under the provisions of the student's health insurance policy and the student's own resources. One option among these is the BCM Psychiatry Clinic, where a student or spouse can be seen for ongoing psychotherapy by a Psychiatry resident at the clinic's minimum fee.

Wellness Intervention Team

The Baylor College of Medicine (BCM) Wellness Intervention Team (WIT) effectuates a coordinated institutional response to a health or wellness crisis causing student distress when the student is referred by the Dean or Designee such as a Dean of Students or Program Director. WIT does not provide emergency services or immediate, direct intervention with students purported to be in distress, but primarily coordinates an acute care assessment of the health and safety of students and links them with necessary resources to promote mental, emotional, psychological, or physical wellness and well-being.

The School Dean or Designee will activate the WIT to initiate one of these primary functions, as appropriate: Acute Care and Crisis Management, Access to Academic and Non-Academic Support Resources, or Processing of Long-Term Leave of Absence (LOA) Requests and Returns from LOA. Students referred to WIT may register dissent or concern regarding the WIT process by filing a Grievance, as described in the Student Appeals and Grievances Policy. For further details about the WIT purpose and process, contact your Dean or studentservices@bcm.edu

Student Organizations

BCM has several student organizations that are open to students of all programs at Baylor. These groups can be a great resource for socializing, networking, and peer-to-peer mentoring. For more information and a current list of student organizations, visit the Social Wellness page on the BCM intranet at:

<https://www.bcm.edu/education/academic-faculty-affairs/student-and-trainee-resources/student-wellness/social-wellness>

NOTICE OF NONDISCRIMINATION

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Title IX Coordinator

Office of Title IX and Disability Services
2 Greenway Plaza
MailStop: BCM119
Houston, Texas 77030
Phone: 713.798.8137
Email: title-ix@bcm.edu

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Employee Relations Team, Office of Human Resources

Phone: 713.798.4346 Email: employeerelations@bcm.edu

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REGIONAL OFFICE:

Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut St., 3rd Floor, Suite 320
Kansas City, MO 64106 Telephone: 816-268-0550
Fax: 816-268-0599; TDD: 800.877.8339
Email: OCR.KansasCity@ed.gov

NATIONAL HEADQUARTERS:

U.S. Department of Education
Lydon Baines Johnson
Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800.421.3481
FAX: 202.453.6012; TDD: 800.877.8339
Email: OCR@ed.gov

CLINICAL PSYCHOLOGY PH.D. PROGRAM 2026-2027

ACADEMIC YEAR CALENDAR

Fall Semester	
Term 1*	August 10 - December 4, 2026
Orientation	Monday, August 10, 2026
First Day of Classes	Tuesday, August 11, 2026
Holiday (Labor Day)	Monday, September 7, 2026
Last Day of Classes	Friday, November 20, 2026
Fall Break	November 23 - 27, 2026
Study Time and Final Exams	November 30 - December 4, 2026
Winter Break	December 7, 2026 - January 1, 2027
Spring Semester	
Term 1	January 4 - April 30, 2027
First Day of Classes	Monday, January 4, 2027
Holiday (Martin Luther King, Jr. Day)	Monday, January 18, 2027
Spring Break	March 8 - 12, 2027
Last Day of Classes	Friday, April 23, 2027
Study Time and Final Exams	April 26 - 30, 2027
Mid-Semester Break	May 3 - 7, 2027
Term 2	May 10 - June 25, 2027
First Day of Classes	Monday, May 10, 2027
Holiday (Memorial Day)	Monday, May 31, 2027
Last Day of Classes	Friday, June 18, 2027
Study Time and Final Exams	June 21 - 25, 2027
Summer Break	June 28 - August 6, 2027

*Length of each term includes exam week. Exam and project due dates occur throughout the term and during the designated exam week.

Baylor College of Medicine Holidays (Students on Clinical Rotations Observe BCM Holidays Mentioned Below)	
Independence Day	Saturday, July 4, 2026
Labor Day	Monday, September 7, 2026
Thanksgiving Holiday	Thursday, November 26, 2026
Christmas Day	Friday, December 25, 2026
New Year's Day	Friday, January 1, 2027
Martin L. King Jr. Day	Monday, January 18, 2027
Memorial Day	Monday, May 31, 2027

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Appendices

Appendix A. Ed-Tech Minimum Computer Recommendations



BCM Minimum Computer Recommendations – 2026-2027

BCM is a Bring Your Own Device (BYOD) campus and recommends all students to own a personal laptop to take advantage of web-based software and wireless resources. The purpose of these recommendations is to ensure devices meet or exceed a set of standards that will allow students to participate effectively in the BCM technology ecosystem.

We offer the following recommendations with student success in mind. All students are responsible for having a working device that meets the minimum recommendations listed below. If you have specific questions, we encourage you to contact your School/Program to discuss your situation in detail.

Your school or program may have additional or more specific requirements. Programs will notify students prior to orientation about these specifics. Please contact your program's administration office regarding these requirements.

School/Programs that do have requirements:

- **School of Medicine & School of Health Professions** - Netbooks & Chromebooks are **NOT** supported
- **Orthotics and Prosthetics Program** – iPads are provided to students and managed by the Program.

	Windows Based Specifications	macOS Based Specifications
Operating System (Brain)	Supported Genuine 64-bit Versions: Windows 11: 23H2, 24H2, 25H2 "S Mode" is not compatible with ExamSoft	Supported Genuine Versions: Sequoia (version 15.0) or higher
Processor (Engine)	Intel Core i5, i7, or i9 Processor 10th Generation or above (ARM Processors are not supported)	Intel Core i7 (Minimum) M1, M2, or M3 Processors (Recommended)
RAM (Memory)	8 GB (Minimum) 16 GB (Recommended)	8 GB (Minimum) 16 GB (Recommended)
Hard Drive (Storage)	250 GB solid state hard drive (Minimum) 512 GB solid state hard drive (Recommended)	250 GB solid state hard drive (Minimum) 512 GB solid state hard drive (Recommended)
Power	Short Power Extension Cords (example) are required for Mac users in auditoriums. *Loaners are available during exams.	
Webcam & Mic	A USB webcam or integrated webcam & mic are required for online learning	
Security	BCM IT advises that antivirus software with automatic updates is highly preferred. Additionally, the operating system and personal software updates should automatically be applied or that notifications for updates are enabled. This will help maintain the security and integrity of the devices.	
Network Connectivity (Wi-Fi)	The campus is extensively covered by a wireless network. Students should connect to BCM-Internet SSID . However, students are required to purchase a USB-C network adapter (example) and an Ethernet cable (12-15 ft length should suffice for most situations) to ensure reliable connectivity.	
Monitor/Screen Size	No smaller than 13" (1280x768) minimum resolution with 32-bit color. Scaling should be set to 100%. (SOM & SHP: Exemplify does not support touchscreen input devices for Mac or PC.)	
Productivity Software Provided by BCM for Windows and macOS	• Microsoft O365: Outlook, Teams, Word, Excel, PowerPoint, OneNote, OneDrive (1TB personal cloud storage accessible from any device) • Using your bcm.edu email address provides student discounts from various vendors such as Apple, Amazon, Microsoft, Dell, HP, etc. • Exemplify Exam Software: go to the ExamSoft Minimum Computer Requirements	
Web Browser	Most recent version of Mozilla Firefox or Google Chrome (Recommended Browsers at BCM)	
Apple iPad	• Operating Systems: iPadOS 18, and iPadOS26 (Only officially approved Apple versions of iPadOS are supported). • Hardware recommendations: iPad 5+, iPad Air 3+, iPad Mini 5+, iPad Pro • iPad must not be modified (e.g. Jailbroken) • Are NOT intended to take the place of a laptop.	
Netbooks & Chromebooks are <u>NOT</u> supported by any school at BCM <i>Microsoft Surface devices - Surface Pro, Surface Books, and Surface Laptops are supported.</i>		

Baylor College of Medicine | One Baylor Plaza, Houston, TX 77030
Office of Education Technology | Contact us at (ed-tech@bcm.edu) or visit <https://www.bcm.edu/student-ed-tech>

Updated: Wednesday, February 11, 2026

Appendix B. Houston Relocation & Recommendations Guide

This guide compiles recommendations transitioning to and having fun in Houston, provided by research coordinators at the BCM Department of Psychiatry and Behavioral Sciences.

Housing & Relocation

General Searching Strategies

- **Social Media Groups:** Joining Houston housing groups on Facebook can be helpful. In particular, joining groups for incoming medical school classes (e.g., McGovern or Baylor College of Medicine) can be effective for finding roommates and gathering apartment reviews.
- **Apartment Locators:** Utilizing a free apartment locator service (such as Smart City Locating) can streamline your search. These services provide curated lists based on your budget, location, and amenity preferences, and can assist with scheduling tours and setting up utilities.
- **Individual Landlords:** For condos, townhomes, or smaller complexes owned by individuals rather than large management groups, consult the [Houston Association of Realtors \(HAR\)](#).
- **The Essential Housing Program:** Offers reduced rental rates at approximately 20 apartment complexes across the Houston area for individuals meeting specific income criteria. The program requires annual re-application and documentation verifying that your total income falls below the maximum threshold. This rate strictly applies to 12-month leases; shorter or longer lease terms are generally not supported.

Neighborhoods Nearby the Texas Medical Center

- **The Museum District:** A picturesque, walkable area adjacent to Rice University and the Texas Medical Center. Nearby several museums and has direct access to Hermann Park.
- **The Heights & Rice Military:** Highly popular areas for young professionals. They have networks of walking and biking paths, active dining scenes, and distinct historic architecture (particularly around the 700 block of Yale Street).
- **Rice Village:** A lively commercial pocket known for its campus-adjacent atmosphere, high-end boutiques, and extensive dining options.
- **Montrose:** A neighborhood known for its independent coffee shops, diverse restaurants, vintage boutiques, and convenient grocery access (e.g., Trader Joe's).
- **Upper Kirby:** A neighborhood offering a blend of suburban convenience and upscale dining.
- **Galleria / Uptown:** A major business and retail hub featuring premier shopping venues and restaurants, though prone to heavy peak-hour traffic.
- **East Downtown (EaDo):** A rapidly expanding, vibrant neighborhood close to the downtown core, known for its entertainment venues and diverse eateries.
- **Bellaire & Chinatown:** Located approximately 30 minutes from the Medical Center, this region offers a great selection of international cuisines, supermarkets, and bakeries.

Food Recommendations

- [Hu's Cooking](#). \$\$ Authentic Szechuan.
- [Afghan Village](#). \$ Authentic Afghani. Get the lamb shank or goat karahi, thank me later.
- [Momo House](#). \$ Authentic Nepalese dumplings.

- [Reza](#). \$\$ Persian food that is packed with flavor - huge portions, so one platter can feed 2-3,
- [Bombay Sweets](#). \$ Vegetarian Indian fare
- [Aga's](#). \$\$ Massive curry house with incredible food, full of spices. Easier to get there on weekends.
- [Blue Nile Restaurant](#). \$\$/\$\$\$ Ethiopian date night spot.
- [Torchy's Tacos](#). \$ Everyday TexMex. Great queso!
- [Tio Trompo](#). \$ Hole in the wall family-owned taco spot.
- [Laredo Taqueria](#). \$ Busy all of the time but authentic Mexican tacos.
- [Dona Lena Tacos](#). \$ Very good tacos.
- [Jinya](#). \$\$ Fancy ramen, big portions.
- [Tamashi](#). \$\$ Less fancy ramen, reasonable portions.
- [Kura Revolving Sushi Bar](#). \$ Sushi served on a conveyor belt, pay per plate.
- [Magnol French Baking](#). \$ Cafe, artisanal bread, and pastries.
- [Davanti](#). \$\$\$ Handmade pasta and Italian desserts.
- [Zoa Moroccan Kitchen](#). \$ Everyday chipotle-style Moroccan bowls and wraps.
- [The Monk's Indo-Chinese](#). \$ Great curry at low prices, order ahead as it takes a while. Takeaway or delivery only.
- [Banana Leaf](#). \$\$ Malaysian date spot.
- [Jang Guem Tofu and BBQ House](#). \$ Korean spot specializing in tofu soups.
- [Local Foods](#). \$\$ A Houston staple, everyday wholesome foods.
- [Pho Saigon](#). \$ Vietnamese pho.
- [Henderson & Kane](#). \$ Everyday brunch spot and country store. Surprisingly has one of the best espressos in the city, not known for that though.
- [Tiger Noodle House](#). \$/\$\$ Local Szechuan fare.
- [Mala Sichuan](#). \$\$ Authentic Sichuan cuisine.
- [Blood Brothers BBQ](#). \$\$ Casual BBQ spot with great appetizers.
- [Truth BBQ](#). \$\$/\$\$\$ Best in Houston.
- [Ninfa's on Navigation](#). \$\$ Birthplace of the Fajita!
- [Huynh Restaurant](#). \$\$ Amazing Vietnamese food (not just banh mi and pho!).
- [Street to Kitchen](#). \$\$\$ Very good Thai food, but you must reserve.
- [Shri Balaji Bhavan](#). \$ Vegetarian Udupi food, incredible dosas and some street-food style choices.
- [Big Bite food truck](#). \$\$ Shawarma!
- [Trendy Dumpling](#). \$ Best Dumplings in Houston! Really tasty hand-made, hand-pulled dumplings and noodles. Great for those who like a little spice. Has a great Chinese dish menu as well if you want more traditional Chinese takeout.
- [Hopdoddy](#). \$\$ Great Texas Burger chain with creative burgers and fries and other bar foods.
- [Leaf & Grain](#). \$ Local Houston spot for seasonal salads and bowls. Great healthy but filling lunch spot. Similar to Sweetgreen but with tons of local produce and seasonal items.
- [Thai Village Restaurant](#). \$ Local family-owned Thai restaurant in Rice Village area with great traditional Thai dishes. If you go, get the Baby Rolls on the appetizer menu.
- [Hungry's](#). \$\$ Great brunch spot in Rice Village area. Really great chicken and waffles and eggs benedicts! It has a nice outside patio and a second story open-seating patio.
- [Lucille's](#). \$\$ Great southern food for breakfast, lunch, or dinner. Their fried chicken is amazing!
- Fajita Pete's. Great locally owned place for Tex-Mex takeout.

- Pico's. Slightly upscale Tex-Mex with a great Queso Flameado.
- [Liu Yi Shou](#)- All you can eat hot pot in Chinatown
- [Xiao Long Kan](#)- Hot pot (not all you can eat) in Chinatown
- [Ma Lu Bian Bian](#) – All you can eat hot pot and skewers in Chinatown
- [Hongdae 33](#)- All you can eat KBBQ in Chinatown
- [Simply Pho](#)- \$ super tasty affordable Vietnamese place in Midtown
- [Snooze: an am eatery](#)- Awesome brunch place. Order their French toast!
- [100% Taquito](#)- Great, inexpensive Mexican food (love the horchata)
- [Goode Co. Taqueria](#)- Tex-Mex family spot with the best breakfast (get the pecan waffles)
- [The Pit Room](#)- Traditional Texas BBQ on Richmond!
- [Oishii](#)- Affordable Japanese food
- [Cabo bob's](#)- A better version of chipotle (TX chain)
- [Tiny Boxwood's/Tiny's No 5/ Milk & Cookies](#): Fun brunch and sweet treats
- [Luna Pizzeria](#): Personal sized pizzas!
- [Ramen Tatsuya](#): Ramen in Montrose
- [Tiny Champion](#)s: fun drinks and food
- [POST](#) – Popular food hall in Houston with tons of great food options. Rooftop park/ area with drinks and live music. They also often host local events here and craft/clothing markets. Really fun place to check out and bring friends and family when they visit.
- [Gen](#) – \$\$\$ All you can eat KBBQ in Midtown
- [Phat Eatery](#) – very good Malaysian street food cuisine in Katy!
- [Rim Tanon](#) – Thai food
- SGD Tofu House – tasty Korean food (soft tofu stews, bibimbap, etc.) in Spring Branch

Coffee and Boba Tea

- [BlendIn Coffee Club](#). Best specialty coffee in the city.
- Brass Tacks. Cool work and study spot. Fantastic vibes, decent coffee, serve alcohol and finger foods as well.
- [Un Caffè](#). Maybe the new rival for the best specialty coffee in the city.
- [Tenfold Coffee](#). Great study spot, great coffee, cute plants.
- [Siphon](#). Open later, good study spot, you can get food here, too.
- [Fifth Vessel](#). Downtown spot, cute vibes, great espresso.
- [Simply Coffie](#). Incredible pour overs and iced coffee, but very premium.
- [Black Hole Coffee House](#). Great study spot. Great coffee, and most days of the week there is a taco truck right in the parking lot.
- Slowpokes
- Boomtown Coffee
- Brass Tacks. In Eado, good vibes, a little louder than most coffee shops, always busy.
- [Agora Cafe](#)- On westheimer in Montrose, good study spot but crowded
- [Koffeteria](#)- Really fun pastries and coffee in Eado
- Xing Fu Tang: Famous for stir-fried brown sugar boba
- Tiger Sugar: Specializing in brown sugar milk teas
- Gong Cha & Sharetea: Reliable, classic Taiwanese tea chains
- Hella Bubble, Teapresso, & Teahouse: Popular regional spots with expansive menus

Things to do For Fun

Museums & Culture

- **Houston Museum of Natural Science:** Features a world-class paleontology hall, planetarium, and butterfly center. Corporate discounts are available for local medical center employees, and general admission is free on Tuesdays from 5:00 PM – 8:00 PM.
- **Museum of Fine Arts, Houston (MFAH):** Spans multiple buildings housing massive global collections. General admission is free on Thursdays.
- **The Menil Collection & Rothko Chapel:** A world-renowned, park-like neighborhood art campus that is entirely free to the public year-round.

Parks & Outdoor Activities

- **Hermann Park:** Right next to the Texas Medical Center. Features the McGovern Centennial Gardens, walking trails, and free theatrical and musical performances at the Miller Outdoor Theatre.
- **Buffalo Bayou Park:** Expansive linear park near downtown ideal for cycling, running, skyline views, and kayaking rentals.
- **Memorial Park:** One of the largest urban parks in the United States. Features the newly restored Eastern Glades for picnicking, extensive nature trails, and multi-use sports loops.
- **Rice University Campus:** A beautifully canopy-covered campus perfect for walking. Highlights include the James Turrell *Twilight Epiphany* Skyspace and various public art installations.
- **Houston Zoo:** Located inside Memorial Park, an amazing zoo with 6000+ animals and seasonally themed events around holiday seasons. BCM Students can enter for free by reserving online and presenting a valid student ID at entry!
- **Museum of Fine Arts:** Has free admissions on Thursdays.
- **Galveston:** About a one-hour drive south, has beaches and the historic city of Galveston.
- Although further from Houston, Corpus Christi (4 hour drive) and South Padre Island (6 hour drive) have aesthetic beaches.

Evening Venues & Entertainment

- **POST Houston:** A massive, multi-use food hall and cultural hub downtown built in a former historic post office. Features a rooftop park, skyline views, bars, and seasonal artisan markets.
- **Cidercade:** An expansive arcade featuring over 275 games available for a flat admission fee; transitions to a 21+ venue in the evenings.
- **Wine & Craft Beer:** Excellent spots for casual evening gatherings include *13 Celsius* (a historic Midtown wine bar), *Padre's Wine Shop* (Heights neighborhood venue), *Permission* (intimate whiskey bar), and *Saint Arnold Brewing Company* (Texas' oldest craft brewery).

Farmers Markets

- [Heights Mercantile Farmer's Market](#). Artisanal creations, food, and local small businesses.
- [Houston Farmer's Market](#). Permanent spot, so you can go any day. Recently renovated. Mexican produce and food in the area! Bring cash.
- [Rice Village Farmer's Market](#). Small footprint but a nice market.
- [Central City Co-Op](#). Little shop for Texas-grown, small farmers' produce. Beneficial partnerships with Texas farmers through their storefront and weekly/at-will subscriptions of farm shares.

Appendix C. SHP Course Catalogue Descriptions

Psychological Assessment I (CPASA 73110)

This course is designed for clinical psychology students during their first year of training. Students will be oriented to the foundational theories, methods, and scientific principles underlying psychological assessment. The course emphasizes behavioral, therapeutic, and intellectual assessment. Students develop an understanding of the psychometric properties of assessment instruments and learn to critically evaluate the appropriateness and limitations of commonly used assessment tools. Learning activities include in-class discussion of assigned readings, student-led lectures, structured observations, and supervised administration and scoring of assessment instruments. Students will be introduced to clinical interviewing and report writing.

Credits: 3, Fall

Course Director: Jonathan Sober

Psychological Assessment II (CPASB 73120)

This course is designed for clinical psychology students during their first year of training and follows Psychological Assessment I. This course covers the use of objective, or standardized, self-report and structured behavioral, psychological, and personality assessments, primarily in the setting of clinical and diagnostic evaluation. Learning activities include in-class discussion of assigned readings, student-led lectures, observations, and supervised test administration and scoring. Students will learn to prepare reports that integrate objective testing data with other information collected during a psychological assessment.

Credits: 3, Spring Term 1

Course Director: TBD

Experimental Design and Statistics I (CPEXA 63110)

This course is designed for clinical psychology students in their first year of training. The course uses didactic lectures, discussion, guided practice, and problem sets to introduce students to methods for sampling, data collection, and hypothesis testing in clinical psychological science. Content will include fundamentals of probability, data visualization, descriptive statistics, and principles of statistical inference, with applications to descriptive and observational research designs. Students will apply standards to promote transparency and reproducibility in reporting empirical methods and findings.

Credits: 3, Fall

Course Director: Terri Fletcher & Kevin Wagner

Experimental Design and Statistics II (CPEXB 63120)

This course is designed for clinical psychology students during their first year of training and follows Experimental Design and Statistics I. The course introduces students to linear modeling as a flexible approach to data analysis for a variety of observational and experimental study designs. Other topics include nonparametric tests, logistic regression, and power analysis. While working with simulated or real data sets, students will learn to apply data management principles and basic statistical programming.

Credits: 3, Spring Term 1

Course Director: TBD

History, Systems, and Ethics in Professional Psychology (CPHSE 63112)

This course explores the evolution of psychology as a scientific and applied discipline. This is a discussion-oriented and writing-intensive course through which students will examine key developments in the field through the lenses of philosophy, history, and sociopolitical context. Throughout the course, students will critically examine the foundations of scientific knowledge claims in psychology.

Credits: 3, Fall

Course Director: Andrea Bradford

Psychopathology Across the Lifespan (CPPSY 63114)

This course is designed for clinical psychology students during their first year of training. The course introduces students to the definitions, classification, and clinical presentations of mental disorders. Emphasis is placed on the developmental bases of these disorders, including etiology and trajectories across the lifespan. Through didactic lectures, class discussions, and case conceptualizations, students acquire knowledge of diagnostic criteria, apply diagnostic skills, and critically examine scientific, cultural, and professional considerations in psychopathology.

Credits: 3, Fall

Course Director: Erika Trent

Health Behavior Counseling [cross listed as HPHBC 61201]

This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.

Credits: 1, Fall

Course Director: Beth Garland

Introduction to Psychotherapy (CPITP 73122)

This course introduces students to empirically supported psychological interventions, with a primary focus on interventions for adults. Learning activities include in-class discussions of assigned readings, case formulations, and role play. Students acquire knowledge on empirically supported treatments (ESTs), critically evaluate empirical evidence, describe cultural considerations in psychotherapy, develop foundational skills in clinical interview and intervention techniques, and apply therapy techniques from specific ESTs. Emphasis is placed on cognitive and behavioral therapies, while introducing students to other empirically supported approaches.

Credits: 3, Spring Term 1

Course Director: Erika Trent

Biological Bases of Behavior (CPBBB 63122)

This introductory course provides graduate students with a foundational understanding of the biological bases of behavior. The course surveys core concepts in neuroscience relevant to functioning, including basic neuroanatomy, brain development, and the foundational neural systems underlying perception, emotion, and cognition. Students will develop fluency with key terminology and conceptual models of these relationships. Learning activities include lectures, guided discussion of assigned readings, applied examples, and integrative exercises.

Credits: 3, Spring Term 1

Course Director: Jonathan Sober

Area Seminar/Journal Club I – III (CPSEM 81101 – 81103)

This course covers a review of current literature relating to advances in clinical psychology and is required for first and second year students beginning the Spring semester of Year 1. Students may take this course up to 3 times for credit to count toward area requirements. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings in the literature.

Credit: 1, Fall and Spring

Course Directors: TBD

Professionalism and Ethics in Practice (CPPRO 72120)

This course is required before entering the second-year internal practicum in the training clinic. Through this course, students will be able to integrate ethical principles, scientific evidence, and regulations governing the practice of psychology to address several areas of clinical practice including: 1) informed consent, 2) establishing limits and scope of practice, 3) communicating effectively with referring clinicians and others involved in the patient's care, 4) maintaining patient records, 5) mandated reporting, and 6) suicide risk assessment and intervention. Students will also learn fundamentals of practice management and quality improvement. The course will consist of a combination of lecture, student discussion, role plays, and mock practice activities.

Credits: 2, Spring Term 2

Course Director: TBD

Scientific Writing and Peer Review (CPWRI 62120)

This course will serve as preparation for the master's thesis (Thesis I) and publications. The focus of the course is written communication of scientific work through peer reviewed journals. Students in the course will be oriented to scientific writing and style, best practices for creating visual elements (e.g., tables and figures), and publication ethics. Students will also gain firsthand experience and feedback as peer reviewers.

Credits: 2, Spring Term 2

Course Director: Andrea Bradford

Internal Practicum I & II (CPIPA 83100 & CPIPB 83200)

This two-course sequence represents the clinical learning experience in the program's in-house training clinic. Students will carry an agreed-upon case load under the supervision of one or more faculty supervisors who will directly observe a sample of the student's clinical activities and provide feedback. Supervision will consist of both individual and group modalities, and students will be exposed to models and techniques of supervision. In addition to faculty supervision, students may receive supplemental supervision from advanced graduate students, predoctoral interns, and/or postdoctoral fellows.

Credits: 3, Fall and Spring Year 3

Thesis I & II (CPTHA 83102 & CPTHB 83202)

This two-course sequence represents a mentored experience in the conduct of research leading to a written master's thesis. Students are eligible to enroll in the course after establishing a formal research mentoring agreement by the end of Year 1. Thesis I & II are pass/fail courses.

Defense of MS Thesis (CPDEM 80100)

Students are enrolled in this zero-credit hour course during the term in which their completed master's thesis is evaluated.

Multicultural Issues in Psychological Assessment and Intervention (CPCUL 73210)

This course introduces students to knowledge and skills to enhance cultural competence. The course will cover major theories and perspectives on culture, identity, and social dynamics relevant to psychological science and practice. Through reflective exercises, directed readings, and in-class discussion, students will learn to incorporate knowledge and reflective practices to be inclusive and responsive to the needs of diverse populations.

Credits: 3, Fall

Course Director: TBD

Clinical Health Psychology (CPHEA 83360)

This course meets partial requirements for the clinical health psychology area of emphasis. Students will develop knowledge of key theories in health psychology and critically evaluate their applications to improving the health of individuals and populations. Topics covered include but are not limited to health behavior promotion, stress and coping in acute and chronic health conditions, and adherence to treatment.

Credits: 3, Fall

Course Director: TBD

Integrated Care and Interdisciplinary Practice (CPIIC 83362)

This course meets partial requirements for the clinical health psychology area of emphasis and prepares students to provide assessment, intervention, and consultation in primary and specialty medical care settings. Through a combination of didactics, role-plays, directed readings, and live observation/shadowing, students will acquire knowledge and skills to collaborate effectively with professionals in other disciplines, ethically navigate issues of role scope and overlap, and adapt psychological services for specific populations and medical care settings.

Credits: 3, Spring

Course Director: TBD

Advanced Topics in Behavioral and Cognitive Therapies (CPCBT 83210)

Students engage in an in-depth examination of theoretical developments in current research on behavioral and cognitive therapies. Students will learn the basis for evaluating components of therapy, mechanisms of change, and delivery modalities. Course content will cover seminal articles on efficacy and effectiveness of behavioral and cognitive therapies, as well as contemporary findings and their clinical implications.

Credits: 3, Fall

Course Director: TBD

Advanced Seminar in Clinical Psychological Science (CPCPS 83380)

This course meets partial requirements for the clinical psychology area of emphasis. The course provides an overview of contemporary topics in clinical psychological science. Topical emphasis areas may include specific disorders, treatment approaches, and/or research methods. Students complete assigned readings, conduct in-depth class discussion, and prepare relevant written work. In doing so, students learn to critically evaluate clinical psychological science and apply current knowledge and methods to their own research and practice.

Credits: 3, Fall

Course Director: TBD

Functional Neuroanatomy (CPFNA 83340)

This course meets partial requirements for the clinical neuropsychology area of emphasis. This course provides an advanced examination of the structural and functional organization of the

human nervous system, with an emphasis on brain–behavior relationships relevant to clinical psychology and neuroscience. Students will integrate foundational neuroanatomy with advanced and contemporary models of neural functioning and neuroimaging. Learning activities include lectures, guided discussions of primary and applied readings, and interactive neuroanatomy exercises.

Credits: 3, Fall

Course Director: TBD

Foundations in Clinical Neuropsychology (CPNEU 83342)

This course meets partial requirements for the clinical neuropsychology area of emphasis. This course offers advanced instruction in the theoretical foundations, methods, and clinical applications of neuropsychological assessment across the lifespan. Emphasis is placed on brain–behavior relationships, neurological conditions, and the use of neuropsychological assessment in clinical contexts. Students are introduced to major cognitive systems and associated neuropsychological assessments as well as neurocognitive disorders, with attention to underlying etiological mechanisms. Learning activities include in-class discussions of assigned readings, case-based analyses, and the development of sample comprehensive neuropsychological reports for clinical referral and treatment planning.

Credits: 3, Spring

Course Director: TBD

Practical Applications in Neuropsychological Assessment (CPPAN 82344)

This course meets partial requirements for the clinical neuropsychology area of emphasis. This course provides training in administration, scoring, and interpretation of commonly used neuropsychological assessments. Students are introduced to neuropsychological test batteries and relevant individual tests. Learning activities include in-class discussion of measures, supervised observation and administration of neuropsychological measures, and integration of real word case-based examples.

Credits: 2, Spring Term 2

Course Director: TBD

Cognitive and Affective Bases of Behavior (CPCAB 63210)

This course introduces core theoretical frameworks and empirical findings in cognitive psychology and affective science. Students examine classic and contemporary theories that specify information processing architectures and representational systems underlying cognition and affect. The course will cover theoretical accounts of how these systems interact, with applications to language, reasoning, memory, decision-making, motivation, and emotion regulation. Learning activities include lectures, structured analysis of seminal and current theoretical readings, conceptual exercises, and discussion of experimental paradigms used to test cognitive and affective theories.

Credits: 3, Spring Term 1

Course Director: TBD

Social Psychology (CPSOC 62250)

This course provides an overview of major theories and seminal research findings in social psychology. Students will be introduced to the study of how social and organizational factors influence thoughts, feelings, and behaviors of individuals. Through class discussions, assigned readings, and written work, students will critically examine and apply theory to anticipate behaviors that arise within various social contexts.

Credits: 2, Spring Term 2

Course Director: TBD

Advanced Practicum I – IV (CPEXP 83301 – 83304)

This course represents an organized clinical learning experience for students who have successfully completed Internal Practicum II. Practicum placements (generally around 16 hours or two days per week) may be at BCM, other Texas Medical Center institutions, or community agencies and clinics that have been approved by the Program Director. Students will carry an agreed-upon case load under the supervision of one or more faculty supervisors. Students will participate in recurring peer supervision meetings that include other third-year and fourth-year students across different practica.

Credits: 3, Fall and Spring Years 3 & 4

Dissertation I – VI (CPDIS 83321 – 83326)

This course represents a mentored experience in the conduct of research leading to the doctoral dissertation. Students are eligible to enroll in the course after establishing a formal research mentoring agreement by the end of Year 1, after completing requirements for the MS degree, and after successfully defending their dissertation proposal. Dissertation is a pass/fail course.

Dissertation Defense (CPDED 80400)

Students are enrolled in this zero-credit hour course during the term in which their completed dissertation is evaluated.

Internship I & II (CPINA 83500 & CPINB 83520)

This two-course sequence represents the student's engagement a formal, full-time clinical training experience for students who have matched to a predoctoral internship after Year 4. The internship is a capstone clinical training experience which, alongside successful defense of the dissertation, must be completed successfully for the Ph.D. degree. Internship I & II are pass/fail courses.

Appendix D. Clinical Psychology Ph.D. Program Degree Plan

Cohort Matriculating 2026 and Graduating 2031

Program Year	Semester	Course Abbrev.	Course No.	Course Title	Term Delivered	Start Date - End Date	Credit Hrs
1	Fall	CPASA	73110	Psychological Assessment I	1	8/11/2026-12/4/26	3
		CPEXA	63110	Experimental Design and Statistics I	1	8/11/2026-12/4/26	3
		CPHSE	63112	History, Systems, and Ethics in Professional Psychology	1	8/11/2026-12/4/26	3
		CPPSY	63114	Psychopathology Across the Lifespan	1	8/11/2026-12/4/26	3
		HPHBC	61201	Health Behavioral Counseling	1	8/13/2026-11/11/2026	1
				Total Credit Hours for Semester:			
1	Spring	CPASB	73120	Psychological Assessment II	1	1/4/2027-4/30/2027	3
		CPEXB	63120	Experimental Design and Statistics II	1	1/4/2027-4/30/2027	3
		CPITP	73122	Introduction to Psychotherapy	1	1/4/2027-4/30/2027	3
		CPBBB	63122	Biological Bases of Behavior	1	1/4/2027-4/30/2027	3
		CPSEM	81101	Area Seminar/Journal Club I	1	1/4/2027-4/30/2027	1
		CPPRO	72120	Professionalism and Ethics in Practice	2	5/10/2027-6/25/2027	2
	CPWRI	62120	Scientific Writing and Peer Review	2	5/10/2027-6/25/2027	2	
			Total Credit Hours for Semester:				17

2	Fall	CPCUL	73210	Multicultural Issues in Psychological Assessment and Intervention	1	TBD	3
		CPCBT	83210	Advanced Topics in Behavioral and Cognitive Therapies	1	TBD	3
		CPIPA	83100	Internal Practicum I	1	TBD	3
		CPTHA	83102	Thesis I	1	TBD	3
		CPSEM	81102	Area Seminar/Journal Club II	1	TBD	1
		Total Credit Hours for Semester:					13
2	Spring	#####	#####	Area-specific course or Elective	1	TBD	3
		CPCAB	63210	Cognitive and Affective Bases of Behavior	1	TBD	3
		CPIPB	83200	Internal Practicum II	1	TBD	3
		CPTHB	83202	Thesis II	1	TBD	3
		CPSEM	81103	Area Seminar/Journal Club III	1	TBD	1
		#####	#####	Area-specific course or Elective	2	TBD	2
		CPSOC	62250	Social Psychology	2	TBD	2
		CPDEM	80100	Defense of M.S. Thesis	1/2	TBD	0
Total Credit Hours for Semester:					17		
3	Fall	CPEXP	83301	Advanced Practicum I	1	TBD	3
		CPDIS	83321	Dissertation I	1	TBD	3
		#####	#####	Area-specific course or Elective	1	TBD	2-3
		Total Credit Hours for Semester:					8-9

3	Spring	CPEXP	83302	Advanced Practicum II	1	TBD	3
		CPDIS	83322	Dissertation II	1	TBD	3
		#####	#####	Area-specific course or Elective	1	TBD	2-3
		Total Credit Hours for Semester:					8-9
4	Fall	CPEXP	83303	Advanced Practicum III	1	TBD	3
		CPDIS	83323	Dissertation III	1	TBD	3
		#####	#####	Area-specific course or Elective (as needed)	1	TBD	2-3
		Total Credit Hours for Semester:					6-9
4	Spring	CPEXP	83304	Advanced Practicum IV	1	TBD	3
		CPDIS	83324	Dissertation IV	1	TBD	3
		#####	#####	Area-specific course or Elective (as needed)	1	TBD	2-3
		CPDED	80400	Dissertation Defense	1/2	TBD	0
		Total Credit Hours for Semester:					6-9
5	Fall	CPINA	83500	Internship I	1	TBD	3
		CPDIS	83325	Dissertation V (as needed)	1	TBD	*As required

Total Credit Hours for Semester: 3

5	Fall	CPINB	83520	Internship II	1	TBD	3
		CPDIS	83326	Dissertation VI (as needed)	1	TBD	*As required

Total Credit Hours for Semester: 3

TOTAL CREDIT HOURS FOR DEGREE >= 96