

# CLINICAL PSYCHOLOGY

**Doctor of Philosophy**



## Program Handbook

Department of Psychology and Philosophy  
College of Humanities and Social Sciences  
Sam Houston State University  
*A Member of The Texas State University System*

# Table of Contents

<b><i>INTRODUCTION</i></b> .....	<b>5</b>
Purpose of This Handbook .....	6
Frequently Sought Contact Information .....	7
Faculty Contact Information .....	8
More Contact Information .....	9
<b><i>PROGRAM PHILOSOPHY</i></b> .....	<b>10</b>
Welcome to SHSU's Doctoral Program in Clinical Psych. ....	11
Missions Statements .....	12
Program Goals and Objectives .....	13
<b><i>PROGRAM REQUIREMENTS</i></b> .....	<b>16</b>
Admission Requirements .....	17
Graduate Curriculum .....	18
PhD Degree Plan .....	19
Sample Five-Year Course Sequence .....	23
Two-Year Cycle of Course Offerings .....	25
Academic Advisement .....	27
Graduate Psychology Ph.D. Program Course Descriptions .....	28
Students Entering with Graduate Coursework in Psychology .....	32
Professional Competencies .....	34
Academic Training and Research Activities .....	36
Clinical Training .....	36
Clinical Privileges .....	36
Supervision/Oversight/Evaluation .....	37
Remediation .....	38
Withdrawal of Clinical Privileges .....	39
Appeals of Withdrawal of Clinical Privileges .....	40
Professional Involvement .....	42

<b><i>UNIVERSITY REQUIREMENTS</i></b>	.....	<b>43</b>
Course Load	.....	44
Residence Requirement	.....	44
<b><i>FACULTY</i></b>	.....	<b>45</b>
Psychology Department Graduate Faculty	.....	46
Student-Faculty Relations	.....	48
<b><i>MASTER'S PROGRAM</i></b>	.....	<b>50</b>
Requirements for Master of Arts in Clinical Psychology	.....	51
Clinical Practica as a Master's Student	.....	52
The Capstone Course	.....	52
Master's Thesis	.....	53
Thesis Process Checklist	.....	56
Thesis Forms	.....	57
<b><i>DOCTORAL PROGRAM</i></b>	.....	<b>58</b>
Requirements for Completion of the Ph.D. Program	.....	59
Clinical Practica as a Doctoral Student	.....	60
Peer Supervision	.....	61
Admission to Candidacy	.....	61
Doctoral Comprehensive Exam	.....	62
Major Area Paper	.....	64
Dissertation	.....	69
Sage Suggestions Regarding Theses & Dissertations	.....	74
SHSU Policy on Non-SHSU Committee Members	.....	81
Dissertation Process Checklist	.....	82
Dissertation Forms	.....	83
Pre-Doctoral Internship	.....	84
APPIC Information	.....	85
<b><i>STUDENT AND PROGRAM EVALUATION</i></b>	.....	<b>87</b>
Methods of Student/Program Evaluation	.....	88

University Grading System	.....	89
Supervisor Ratings of Practicum Performance	.....	89
Practicum Evaluation of Clinical Competency Development Form	.....	90
Annual Student Evaluations by the Program	.....	96
Omnibus Evaluation of Competency Development Form	.....	97
Program Evaluation by Students	.....	107
Annual Evaluation of Program by Students	.....	108
<b><i>STUDENT RESOURCES</i></b>	.....	<b>109</b>
Financial Awards	.....	110
Student Services	.....	111
Leaves of Absence	.....	113
Student Self Care	.....	114
<b><i>RESEARCH</i></b>	.....	<b>116</b>
Getting Involved in Research Projects	.....	117
Support for Travel to Professional Meetings	.....	118
<b><i>GRIEVANCE PROCEDURES</i></b>	.....	<b>119</b>
Academic Honesty	.....	120
SHSU Academic Grievance Procedures for Students	.....	121

# INTRODUCTION

## **PURPOSE OF THIS HANDBOOK**

The material in the “Clinical Psychology Doctor of Philosophy Program Handbook” seeks to: (a) inform the student about Program requirements and (b) facilitate progress through the Program. This information reflects the general orientation of the graduate program and provides students with a detailed description of curriculum requirements.

During your tenure as a graduate student, you may see changes in the curriculum. When revisions occur, efforts will be made to restrict the new requirements to students entering the Program so that students already in the Program can continue to be guided by the rules in force at the time they were admitted to the Program. However, there may be some changes that will become effective immediately (e.g., due to changes made at the University level) that will apply to all students, regardless of year of admission. Please check with the Director of Clinical Training to ascertain whether any curricular changes apply to you.

If you are uncertain about requirements and/or expectations, or if you find a need for clarification beyond that offered in the Handbook, please do not hesitate to contact the Director of Clinical Training.

The information in this Handbook supplements that in three other publications of the University: The Graduate School Catalog, the University Student Guidelines, and the Graduate School Guide to the Preparation of Theses and Dissertations. You should refer to the most recent editions of these publications for details not given here. Other documents that provide additional information are referred to as appropriate throughout this Handbook.

# Frequently Sought Contact Information

## *Clinical Psychology Ph.D. Program Office*

### *Secretary*

Sonya Ramirez  
(936) 294-1210  
SDR001@SHSU.EDU

### *Director of Clinical Training*

Dr. Mary Alice Conroy  
(936) 294-3806  
MACONROY@SHSU.EDU

## *Department of Psychology and Philosophy*

(936) 294-1174

### *Chair*

Dr. Christopher Wilson  
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WILSON@SHSU.EDU

### *Coordinator of Masters Studies*

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(936) 294-3049  
JEFF.ANASTASI@SHSU.EDU

## *College of Humanities and Social Sciences*

### *Dean*

Dr. John de Castro  
(936) 294-2200  
JMD018@SHSU.EDU

## *Office of Graduate Studies*

### *Dean of Graduate Studies*

(936) 294-1971  
GRADUATE@SHSU.EDU

# Faculty Contact Information

## Clinical Psychology Ph.D. Program Faculty

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Conroy, Mary Alice	(936) 294-3806	<a href="mailto:MACONROY@SHSU.EDU"><u>MACONROY@SHSU.EDU</u></a>
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Lyons, Phillip	(936) 294-1700	<a href="mailto:LYONS@SHSU.EDU"><u>LYONS@SHSU.EDU</u></a>
Miller, Holly	(936) 294-1686	<a href="mailto:PSY_HAM@SHSU.EDU"><u>PSY_HAM@SHSU.EDU</u></a>
Noland, Ramona	(936) 294-4310	<a href="mailto:NOLAND@SHSU.EDU"><u>NOLAND@SHSU.EDU</u></a>
Wilson, Christopher	(936) 294-1508	<a href="mailto:WILSON@SHSU.EDU"><u>WILSON@SHSU.EDU</u></a>

# More Contact Information

## Department of Psychology

Phone: (936) 294-1174

Fax: (936) 294-3798

## College of Humanities and Social Sciences

Phone: (936) 294-2200

Fax: (936) 294-2207

## Financial Aid

Phone: (936) 294-1724

Fax: (936) 294-3668

## Clinical Psychology Ph.D. Program

Phone: (936) 294-1210

Fax: (936) 294-1685

## Graduate Studies

Phone: (936) 294-1971

Fax: (936) 294-1271

## Student Services

Phone: (936) 294-1784

Fax: (936) 294-3818

## Americans with Disabilities (ADA)/ Students for Students with Disabilities (SSD)

Phone: (936) 294-1720

Fax: (936) 294-3794

## SHSU Information (Main Number)

Phone: (936) 294-1111

1-866-BEARKAT

# **PROGRAM PHILOSOPHY**

## **Welcome to Sam Houston State University's Doctoral Program in Clinical Psychology**

The Department of Psychology and Philosophy offers graduate education in the discipline of scientific and professional psychology. The emphasis is scientific, because it is assumed that graduates will be better qualified to participate in the profession if they are prepared as research-oriented students of human behavior. In most of our coursework, psychological phenomena are analyzed with methodologies developed for the social and behavioral sciences.

The doctoral program in Clinical Psychology is designed to produce scientist-practitioners who possess: (a) a rich body of knowledge in the field of general academic psychology; (b) the intellectual and methodological skills necessary for continuing the process of discovery and understanding of human behavior; and (c) the requisite assessment, diagnostic, intervention, and consultative skills for independent practice of clinical psychology.

The graduate should be capable of integrative and analytical thinking, competent at transmitting knowledge, able to engage in various accepted modes of research, and skillful at problem-solving. To accomplish this, the doctoral program employs a faculty of diverse scholars committed to the study of psychological issues. The curriculum includes courses that provide theoretical and applied knowledge of clinical psychological phenomena as well as hands-on opportunities to apply that knowledge in clinical settings. In addition to demonstrating excellence in the classroom, students are expected to engage in research beyond specified courses according to their personal interests. Through the combined efforts of faculty and students, the graduate program in Clinical Psychology produces clinical psychologists who are thoroughly trained in academic and applied components of the discipline.

*All students are expected to conduct themselves in accordance with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. See: <http://www.apa.org/ethics/code2002.html>. The Ph.D. Program is also aligned with the Rules of the Texas State Board of Examiners of Psychologists.*

# MISSION STATEMENTS

## **Sam Houston State University**

Sam Houston State University is a multicultural institution whose mission is to provide excellence by continually improving quality education, scholarship, and service to its students and to appropriate regional, state, national, and international constituencies (p. 17, *Graduate Catalog*, 2005-2007).

## **College of Humanities and Social Sciences**

The College of Humanities and Social Sciences (CHSS) provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the CHSS facilitates personal growth, competent professionalism, and responsible citizenship.

## **Department of Psychology and Philosophy**

The Department of Psychology and Philosophy supports the Mission Statement of the University and that of the CHSS. The Department is committed to providing a quality educational environment conducive to scholarship and the acquisition of knowledge and applicable skills. We recognize that this ideal requires the effective use of faculty expertise and creativity, sensitivity to needs of university and community, and genuine concern for the abilities and goals of students.

## ***Clinical Psychology Ph.D. Program***

*Through a rigorous foundation in scientific psychology as well as broad and general training in research and clinical practice, the Clinical Psychology Ph.D. Program at Sam Houston State University provides candidates with opportunities to develop attitudes, knowledge, and skills to become effective clinical psychologists as well as researchers and scholars.*

## Program Goals and Objectives

Consistent with the Program's philosophy and training model, the training goals described below integrate instruction and experience related to both research and clinical practice. The Program is designed so that instruction in scientific psychology and completion of research projects prepare students for work in applied settings. Conversely, work in applied settings should prompt informed, pragmatic research. The Program focuses on the developmental foundation of generalist skills in clinical psychology and prepares graduates for research and practice in diverse professional settings. The Program also exposes students to applications of clinical psychology within the legal system (such as explaining psychopathology to the courts, intervening with families in the social service system, providing psychological treatment to victims and offenders) such that students who desire substantial expertise in forensic psychology will have the basic preparation they need to pursue postdoctoral specialty training.

**Program Goals.** Four goals influence the Program's educational philosophy. The Program seeks to produce graduates who have: (a) broad and general knowledge in scientific psychology, (b) sound research training and experience, and (c) well-developed, broad-based clinical skills. The fourth goal is to expose students to research and clinical work that apply clinical psychology to the legal arena.

**Program Objectives.** The Program is structured to achieve its goals through eleven objectives. The first two objectives address the broad-based foundations of scientific psychology. The third and fourth objectives address research training, such as becoming informed consumers of published studies, participating in faculty-developed research projects, conducting self-directed research in areas of interest, presenting and publishing completed research studies, and completing a dissertation project. The fifth through eighth objectives relate to professional clinical practice and include developing knowledge and skills regarding theories, basic counseling skills, and sensitivity to cultural and individual diversity. Supervised clinical placements in the department's Psychological Services Center (PSC) and field placements are assigned depending on the developmental level of the student. The clinical internship is the final clinical experience, but faculty must certify students as clinically ready before students may apply to internship. The final three objectives address other applied aspects of the Program, which are provided through didactic instruction, research, and supervised experiences designed to expose students to applications of clinical psychology within the legal system (allowing students who desire substantial expertise in forensic clinical psychology to acquire the basic skills necessary to pursue specialized training at the postdoctoral level). The Program is organized to progressively develop various competencies through graded and sequential didactic instruction, research, and clinical practice. The table on the following page displays the Program objectives.

**Program Competencies/Outcomes.** Fourteen competencies, or outcomes, correspond to the Program's goals and objectives. The assessment process ensures that graduates of the Program possess the knowledge in scientific psychology that allows them to effectively teach substantive psychology courses and integrate theory and practice. Comprehensive exams, theses, and dissertations demonstrate competence in critiquing current literature and conducting research. Faculty clinicians and field supervisors determine the students' clinical competence.

## Goals, Objectives, and Competencies/Outcomes

**Goal 1: To produce graduates who have a broad knowledge of scientific psychology including its history of thought and development, research methods, and applications.**

Objective 1: Students will be knowledgeable of the core domains of scientific psychology, including biological, social, developmental, and cognitive/affective bases of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis, and issues of cultural and individual diversity.

Competency/Outcome 1: Broad knowledge of scientific psychology through academic coursework.

Competency/Outcome 2: Effective teaching of undergraduate psychology courses.

Objective 2: Students will be knowledgeable regarding scientific, methodological, and theoretical foundations in professional clinical psychology including individual differences in behavior, human development, dysfunctional behavior/psychopathology, and professional standards and ethics.

Competency/Outcome 1: Effective integration of knowledge obtained in academic coursework and applied clinical practice.

**Goal 2: To produce graduates with the skills to conduct meaningful research that adds to the current body of knowledge in psychology.**

Objective 1: Students will critique published research to determine its relevance and the appropriateness of the methodology, data analysis, and interpretation of the results.

Competency/Outcome 1: Competent reviews of literature.

Objective 2: Students will conduct empirical research with resultant expertise in the area of study, data analysis, and interpretation of results.

Competency/Outcome 1: Competent thesis/dissertation research.

**Goal 3: To produce graduates who have the knowledge and skills to excel in the practice of clinical psychology.**

Objective 1: Students will acquire the skills and knowledge to engage in the core elements of clinical psychological practice, including theories and methods of assessment and diagnosis, effective intervention, evaluating efficacy of interventions, consultation, and supervision.

Competency/Outcome 1: Effective use of assessment, treatment planning, intervention,

consultation, and supervision strategies.

Objective 2: Students will practice their skills in clinical settings that are clearly committed to training and supervision and to providing a wide range of training and educational experiences with empirically supported interventions that integrate students' education and training.

Competency/Outcome 1: Effective performance in Psychological Services Center and field placements.

Objective 3: Students will demonstrate knowledge of and sensitivity to issues of cultural and individual diversity in professional work and relationships with clients, organizations, and colleagues.

Competency/Outcome 1: Effective demonstration of sensitivity to cultural and individual diversity in clinical practice.

Objective 4: Students will be exposed to clinical supervision and consultation.

Competency/Outcome 1: Knowledge of supervision and consultation literature.

Competency/Outcome 2: Advanced students will be given the opportunity to engage in peer supervision.

Competency/Outcome 3: Advanced students will be given the opportunity to engage in professional consultation in practicum settings.

**Goal 4: To provide opportunities for researching and applying clinical psychology to the legal arena.**

Objective 1: Students will be knowledgeable regarding the ways in which clinical science and practice can inform common legal issues.

Competency/Outcome 1: Effective demonstration of legal knowledge in clinical practice.

Objective 2: Students will examine, and be qualified to conduct, research that applies clinical psychology to legal issues.

Competency/Outcome 1: Research reviews and proposals pertaining to forensic assessment, completed as part of Forensic Assessment I and Mental Health Law.

Objective 3: Students will provide consultation to the legal system.

Competency/Outcome 1: Preparation of defensible forensic evaluation reports for the court.

# **PROGRAM REQUIREMENTS**

## **Admission to the Clinical Psychology Ph.D. Program**

***Furnish the following materials by December 1<sup>st</sup>:***

1. Application to Graduate Studies at SHSU with nonrefundable \$20 application fee.
2. Separate application to the Clinical Psychology Ph.D. Program with nonrefundable \$20 fee. (Please use a second, separate check.)
3. Official transcripts from all universities attended. Neither photocopies nor forms that are "issued to student" can be accepted; please instruct the registrar to send transcripts directly to SHSU.
4. An official score report of the Graduate Record Examination (GRE).
5. An official score report of the Advanced Psychology Test of the GRE is strongly recommended, but not required.
6. Three letters of recommendation that speak to your promise for doctoral study in clinical psychology. References should be addressed directly to SHSU and should be written on the referrer's letterhead.
7. An essay of no more than two pages explaining your interest in (a) clinical psychology and (b) SHSU's Clinical Psychology Ph.D. Program.
8. Resume or vita.
9. Copies of publications (if available).

Please note: SHSU's Office of Graduate Studies has its own application process, so two application forms and two checks are necessary.

The typical academic profile of students in the Clinical Psychology Ph.D. Program presents a 3.6 undergraduate GPA and 1200 GRE. However, promising students from all backgrounds who will enhance the Program and, later, professional psychology are sought. High test scores and grades do not guarantee acceptance, and students whose lower scores are offset by other exceptional qualifications may be admitted. New students may join the Program with either a baccalaureate or a master's degree. For application forms or further information, write or call:

Clinical Psychology Ph.D. Program  
Department of Psychology and Philosophy  
Sam Houston State University, Box 2210  
Huntsville, TX 77341-2210  
Telephone: (936) 294-1210  
E-mail: [clinpsy@shsu.edu](mailto:clinpsy@shsu.edu)  
[www.shsu.edu/gradcat/psy.html](http://www.shsu.edu/gradcat/psy.html)

## **Graduate Curriculum**

The degree leading to the Doctor of Philosophy in Clinical Psychology is designed to produce a scholar who possesses thorough and extensive knowledge in clinical psychology, is competent at integrative and analytical thinking, and is capable of meaningful research. The Program provides training for teaching and research careers at the college and university levels and for practice-oriented careers in a variety of clinical contexts. The Program also provides considerable opportunity for gaining experiences applying clinical psychology to the civil and criminal justice systems.

The doctoral curriculum is structured so that a student will be thoroughly informed about clinical psychology, the broader field of psychology, and applications of clinical skills to legal issues.

The curriculum includes coursework in the areas of assessment, diagnosis, and treatment of mental disorders; research methodology; and substantive content areas in other domains of psychology (e.g., social, developmental, cognitive).

## PhD Degree Plan

<b>Required General Psychology Courses</b>	<b>Hours</b>	<b>APA/Licensure Requirement</b>
PSY 532 – Advanced Social Psychology	3	Social Aspects of Behavior
PSY 560 – Advanced Physiological Psychology	3	Biological Aspects of Behavior
PSY 777 – Emotions	3	Cognitive/Affective Aspects of Behavior
PSY 587 – Advanced Statistics	3	Techniques of Data Analysis
PSY 588 – Introduction to Experimental Design	3	Research Methodology
PSY 592 – History and Systems of Psychology	3	History and Systems of Psychology
PSY 597 – Advanced Developmental Psychology	3	Human Development
PSY 760 – Multicultural Psychology	3	Issues of Individual/Cultural Diversity
PSY 787 – Multivariate Statistics in Psychology	3	Techniques of Data Analysis
<b>TOTAL</b>	<b>27</b>	

<b>Required Clinical Psychology Courses</b>	<b>Hours</b>	<b>APA/Licensure Requirement</b>
PSY 530 – Psychopathology	3	Dysfunctional Behavior/Psychopathology
PSY 533 – Theory and Research in Psychotherapy I	3	Effective Intervention/Evaluating Efficacy of Interventions
PSY 594 – Psychometrics	3	Theories/Methods of Assessment/Diagnosis
PSY 595 – Assessment of Intelligence and Achievement	3	Psychological Assessment
PSY 596 – Assessment of Personality and Psychopathology (objective measures; may be repeated as elective with focus on projective measures)	3	Psychological Assessment
PSY 730 – Clinical Psychology Proseminar	3	Evolving Body of Scientific/Professional Knowledge
PSY 736 – Mental Health Law	3	Professional Standards and Ethics
PSY 739 – Developmental Psychopathology	3	Dysfunctional Behavior/Psychopathology
PSY 762 – Ethics in Clinical Practice	3	Professional Standards and Ethics
PSY 770 – Empirically Supported Treatments	3	Effective Intervention/Evaluating Efficacy of Interventions
PSY 860 – Forensic Assessment I	3	Psychological Measurement/Assessment, Consultation, and Supervision
<b>TOTAL</b>	<b>33</b>	

<b>Clinical Psychology Electives (choose two)</b>	<b>Hours</b>	<b>APA/Licensure Requirement</b>
PSY 534 – Theory and Research in Psychotherapy II	3	Effective Intervention/Evaluating Efficacy of Interventions
PSY 585– Advanced Health Psychology	3	Psychopathology/Assessment/Treatment
PSY 596 – Assessment of Personality and Psychopathology (projective measures – PSY 596)	3	Psychological Assessment
PSY 694 – Practicum in Psychometrics	3	Psychological Assessment
PSY 733 – Law and Social Psychology	3	Social Aspects of Behavior
PSY 735 – Law and Psychology	3	Professional Standards and Ethics
PSY 774 – Human Neuropsychology	3	Biological Aspects of Behavior/ Psychological Assessment
PSY 861 – Forensic Assessment II	3	Psychological Assessment
<b>TOTAL</b>	<b>6</b>	

<b>Thesis</b>	<b>Hours</b>	<b>APA/Licensure Requirement</b>
PSY 698 – Thesis I	3	Research Methodology
PSY 699 – Thesis II	3	Research Methodology/Techniques of Data Analysis
<b>TOTAL</b>	<b>6</b>	

<b>Required Practica /Internships</b>	<b>Hours</b>	<b>APA/Licensure Requirement</b>
PSY 691 – Practicum I	3	Effective Intervention/Evaluating Efficacy of Interventions
PSY 882 – Doctoral Clinical Practicum I	9	Effective Intervention/Evaluating Efficacy of Interventions Psychological Assessment & Treatment
PSY 883 – Doctoral Clinical Practicum II (may be taken repeatedly, minimum 3 semesters required)	9	Effective Intervention/Evaluating Efficacy of Interventions/Psychological Assessment
PSY 890 – Internship I	1	Applied Clinical Setting
PSY 891 – Internship II	1	Applied Clinical Setting
PSY 892 – Internship III	1	Applied Clinical Setting
<b>TOTAL</b>	<b>24</b>	

<b>Dissertation</b>	<b>Hours</b>	<b>APA/Licensure Requirement</b>
PSY 896 – Dissertation I	3	Research Methodology
PSY 897 – Dissertation II	3	Research Methodology
PSY 898 – Dissertation III	3	Research Methodology/ Techniques of Data Analysis
PSY 899 – Dissertation IV	3	Research Methodology/Techniques of Data Analysis
<b>TOTAL</b>	<b>12</b>	

**Sample Five-Year Course Sequence**  
**Doctor of Philosophy (Ph.D.) in Clinical Psychology**  
*(Note: This is a sample to help students plan their graduate careers. Students are not required to follow this sequence or complete the Program in 5 years)*

<b><u>Year One</u></b>			
	<b>Fall Semester</b>		<b>Spring Semester</b>
_____ _____ _____ _____	PSY 530 Psychopathology PSY 560 Advanced Physiological Psychology PSY 587 Advanced Statistics PSY 730 Clinical Psychology Proseminar	_____ _____ _____ _____	PSY 533 Theory and Research in Psychotherapy I PSY 594 Psychometrics PSY 588 Introduction to Experimental Design PSY 595 Assessment of Intelligence and Achievement
<b>Summer Semester</b>			
_____ _____	PSY 691 Practicum I PSY 698 Thesis I		
<b><u>Year Two</u></b>			
	<b>Fall Semester</b>		<b>Spring Semester</b>
_____ _____ _____ _____	PSY 596 Assessment of Personality and Psychopathology (objective measures) PSY 787 Multivariate Statistics in Psychology PSY 882 Doctoral Clinical Practicum I PSY 699 Thesis II	_____ _____ _____ _____	PSY 597 Advanced Developmental Psychology PSY 882 Doctoral Clinical Practicum I PSY 699 Thesis II PSY 777 Emotions
<b>Summer Semester</b>			
_____ _____	PSY 592 History and Systems of Psychology Elective		

<b><u>Year Three</u></b>			
	<b>Fall Semester</b>		<b>Spring Semester</b>
— — — —	PSY 532 Advanced Social Psychology PSY 760 Multicultural Psychology PSY 860 Forensic Assessment I PSY 882 Doctoral Clinical Practicum I	— — — —	PSY 762 Ethics in Clinical Practice PSY 739 Developmental Psychopathology PSY 883* Doctoral Clinical Practicum II PSY 861 Forensic Assessment II
<b>Summer Semester</b>			
— — —	PSY 883 Doctoral Clinical Practicum II PSY 896 Dissertation I		
<b><u>Year Four</u></b>			
	<b>Fall Semester</b>		<b>Spring Semester</b>
— — — —	PSY 770 Empirically Supported Treatments PSY 883 Doctoral Clinical Practicum II PSY 897 Dissertation II Elective	— — — —	PSY 736 Mental Health Law PSY 883 Doctoral Clinical Practicum II PSY 898 Dissertation II Elective
—	PSY 899 Dissertation IV		
<b>Summer Semester</b>			
<b><u>Year Five</u></b>			
	<b>Fall Semester</b>		<b>Spring Semester</b>
—	PSY 890 Internship I	—	PSY 891 Internship II
<b>Summer Semester</b>			
—	PSY 892 Internship III (10 weeks)		

**\*PLEASE NOTE: Students may enroll in PSY 883 only after their theses are completed. Once enrolled in PSY 883 students continue to enroll in 883 for a minimum total of 3 semesters.**

**\*TWO-YEAR CYCLE OF COURSE OFFERINGS**  
**Fall 2009 – Summer 2011**

FALL (2009)	SPRING (2010)	SUMMER (2010)
(530) Psychopathology	(533) Theory and Research in Psychotherapy I	(691) Practicum I
(532) Advanced Social Psychology	(534) Theory and Research in Psychotherapy II	(733) Law and Social Psychology
(560) Advanced Physiological Psychology	(588) Introduction to Experimental Design	(774) Human Neuropsychology
(587) Advanced Statistics	(594) Psychometrics	(883) Doctoral Clinical Practicum II
(595) Assessment of Intelligence and Achievement	(595) Assessment of Intelligence and Achievement	
(596) Assessment of Personality and Psychopathology (objective measures)	(596) Assessment of Personality and Psychopathology (objective measures)	
(730) Clinical Psychology Proseminar	(597) Advanced Developmental Psychology	
(787) Multivariate Statistics in Psychology	(598) Advanced Child Assessment	
(860) Forensic Assessment I	(762) Ethics in Clinical Practice	
(882) Doctoral Clinical Practicum I (2 <sup>nd</sup> year students)	(777) Emotions	
(882) Doctoral Clinical Practicum I (3 <sup>rd</sup> year students)	(792) Group Therapy	
(883) Doctoral Clinical Practicum II	(861) Forensic Assessment II	
	(882) Doctoral Clinical Practicum I (2 <sup>nd</sup> year students)	
	(883) Doctoral Clinical Practicum II	

FALL (2010)	SPRING (2011)	SUMMER (2011)
<b>(530) Psychopathology</b>	<b>(533) Theory and Research in Psychotherapy I</b>	(592) History and Systems of Psychology
<b>(532) Advanced Social Psychology</b>	<b>(534) Theory and Research in Psychotherapy II</b>	<b>(691) Practicum I</b>
<b>(560) Advanced Physiological Psychology</b>	<b>(588) Introduction to Experimental Design</b>	<b>(883) Doctoral Clinical Practicum II</b>
<b>(587) Advanced Statistics</b>	<b>(594) Psychometrics</b>	
<b>(595) Assessment of Intelligence and Achievement</b>	<b>(595) Assessment of Intelligence and Achievement</b>	
<b>(596) Assessment of Personality and Psychopathology (objective measures)</b>	<b>(596) Assessment of Personality and Psychopathology (objective measures)</b>	
<b>(730) Clinical Psychology Proseminar</b>	<b>(597) Advanced Developmental Psychology</b>	
(770) Empirically Supported Treatments	<b>(598) Advanced Child Assessment</b>	
(760) Multicultural Psychology	(736) Mental Health Law	
<b>(860) Forensic Assessment I</b>	(739) Developmental Psychopathology	
<b>(882) Doctoral Clinical Practicum I (2<sup>nd</sup> year students)</b>	<b>(861) Forensic Assessment II</b>	
<b>(882) Doctoral Clinical Practicum I (3<sup>rd</sup> year students)</b>	<b>(882) Doctoral Clinical Practicum I (2<sup>nd</sup> year students)</b>	
<b>(883) Doctoral Clinical Practicum II</b>	<b>(883) Doctoral Clinical Practicum II</b>	

\*Courses in bold type are offered annually; others are offered biannually.

## **Academic Advisement**

Graduate academic advisement is coordinated through the office of the Director of Clinical Training (DCT). Students who have yet to receive their Master's degree will be advised by both the Coordinator of Master's Studies and the Associate DCT. After the M.A. is awarded, academic advisement will fall entirely to the Associate DCT who will help develop the student's degree plan. Each student's program of study will follow, as closely as possible, the established curriculum for the Clinical Psychology Ph.D. Program; however, the Associate DCT may substitute courses on an individual's curriculum, subject to approval by the Program faculty.

Doctoral students are authorized to enroll in courses at the 500 through the 800 levels. If it is necessary for a student to complete additional coursework in order to meet the formal prerequisites for graduate courses, these credit hours are required in addition to the credit hours required for the graduate degree. Additional courses may be required to ensure that licensure, American Psychological Association (APA) accreditation, and Program requirements are met. The guiding principle in determining such requirements is that when the student completes the Program, all APA requirements for clinical training should have been met.

# GRADUATE PSYCHOLOGY Ph.D. PROGRAM

## COURSE DESCRIPTIONS

**PSY 530 PSYCHOPATHOLOGY.** This course examines psychological disorders and involves review, critical evaluation, and integration of current scientific literature regarding diagnosis, phenomenology, and etiology. Issues in the application of the multi-axial diagnostic system in clinical practice are discussed.

**PSY 532 ADVANCED SOCIAL PSYCHOLOGY.** This course examines social factors that influence individual behavior. Integrative theoretical perspectives and emerging programs of research within the discipline are given specific consideration. Readings include a variety of original sources.

**PSY 533 THEORY AND RESEARCH IN PSYCHOTHERAPY I.** This course is a comparative analysis of different systems and techniques of psychotherapy. The role of therapist, client, and setting are examined along with ethical principles.

**PSY 534 THEORY AND RESEARCH IN PSYCHOTHERAPY II.** This course examines in detail selected advanced systems or techniques of psychotherapy, including group therapy, marital and family therapy, therapy for sexual dysfunction, or others. Content may vary from semester to semester.

**PSY 535 SPECIAL PROBLEMS IN PSYCHOLOGY.** This course allows for in-depth study in individually selected topics not specifically included in the formal course offerings. Prerequisite: Consent of department chair and instructor.

**PSY 536 ADVANCED COGNITIVE PSYCHOLOGY.** This seminar-style course examines the major psychological issues related to cognition. Topics covered include attentional processes, memory, language, knowledge representations, decision making, problem solving, and cognitive neuroscience. By combining reading assignments in the textbook and current research articles, in-class discussions explore the relationship between empirical evidence and theoretical explanations of cognitive processes. This course includes a specific focus on the practical applications of cognitive theories and research.

**PSY 560 ADVANCED PHYSIOLOGICAL PSYCHOLOGY.** This course examines the biological substrates of behavior. Particular attention is given to the effects of psychoactive chemicals.

**PSY 561 NEUROPSYCHOPHARMACOLOGY.** This course examines the field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. The focus is on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system. Prerequisite: Consent of instructor.

**PSY 582 ADVANCED INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY I.** This course provides an integration of psychological principles as applied to industrial/organizational milieu. The focus is on the application of research methodology, psychological assessment, and personality theories to the work environment.

**PSY 587 ADVANCED STATISTICS.** This course is an advanced study of the use of statistical methods as tools for inferential hypothesis testing. It includes consideration of data screening, effect sizes, and simple effects tests. It also provides an introduction to multiple regression. Prerequisite: PSY 387 or equivalent.

**PSY 588 INTRODUCTION TO EXPERIMENTAL DESIGN.** This course teaches students skills that will allow them to design their own scholarly research projects. Students are encouraged to understand that research design often requires finding the right balance between advantages and disadvantages of specific methods. Students will become familiar with the current scholarly literature regarding research design and will write an independent research proposal that can serve as a thesis or dissertation proposal.

**PSY 592 HISTORY AND SYSTEMS OF PSYCHOLOGY.** This course examines the philosophical, theoretical, and paradigmatic antecedents of modern psychology. Important early publications, central figures,

and major university centers are studied in detail, and students explore and critique the assumptions that inform influential perspectives within psychology today.

**PSY 594 PSYCHOMETRICS.** This course covers principles of psychometric theory and applications, including reliability, validity, and test construction. The course emphasizes tests and scales that measure personality and mental health. Limited practicum is required.

**PSY 595 ASSESSMENT OF INTELLIGENCE AND ACHIEVEMENT.** The course provides supervised instruction and practice in the administration, scoring, interpretation, and reporting of results of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Prerequisites: PSY 594 or equivalent.

**PSY 596 ASSESSMENT OF PERSONALITY AND PSYCHOPATHOLOGY.** This course provides supervised instruction in the theory, administration, scoring, and interpretation of personality assessment instruments. Two separate sections of this course are offered, one focusing on objective measures (e.g., MMPI-2, PAI) and one focusing on projective measures (e.g., Rorschach). Prerequisites: PSY 530 and PSY 594.

**PSY 597 ADVANCED DEVELOPMENTAL PSYCHOLOGY.** The course provides an advanced study of growth and development processes throughout the life cycle. Theories and applications of basic research are both examined in detail, and students are expected to delve into one of the major topics--such as multicultural aspects of development, cognitive development, social-emotional factors, and physical development--in depth through critical reading of original research.

**PSY 598 ADVANCED CHILD ASSESSMENT.** Students will gain in-depth practical experience in the comprehensive assessment of infants, children, and adolescents. A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment, such as transdisciplinary play-based assessment, dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized.

**PSY 691 PRACTICUM I.** The practicum experience is designed to provide the graduate student with an opportunity to develop interviewing skills, provide an introduction to psychotherapy, and bring together theory and practice as a developing psychologist. The first practicum course begins with the assumption that the student has had little to no experience in this domain. Ethical issues related to clinical practice are thoroughly explored.

**PSY 694 PRACTICUM IN PSYCHOMETRICS.** The practicum experience is designed to provide the graduate student with an opportunity to develop skills in administration, scoring, interpreting, and reporting of psychological tests, including the Rorschach Comprehensive System and related instruments. This practicum is taken in conjunction with PSY 596.

**PSY 698 THESIS I.** This first phase of the Thesis includes a review of the literature, research design, collection of pilot data, and related steps. Students are required to present and defend a research proposal.

**PSY 699 THESIS II.** The second phase of the Thesis includes data collection, manuscript preparation, and a final defense of the Thesis.

**PSY 730 CLINICAL PSYCHOLOGY PROSEMINAR.** This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. The students are also introduced to the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program. As part of the course, students are expected to begin scholarly work with a faculty member of their choice.

**PSY 733 LAW AND SOCIAL PSYCHOLOGY.** This course applies social psychological theory and research to the legal system. Critical examination of contentious topics such as recovered memories, false confessions, eyewitness adequacy, and death qualification is undertaken through careful study of a wide variety of original sources. The influence of social class in legal settings is also considered.

**PSY 735 LAW AND PSYCHOLOGY.** This course explores historical and contemporary applications of the social sciences to the law. Special emphasis is placed on the use of information derived from the science and profession of psychology to shape judicial, legislative, and administrative law.

**PSY 736 MENTAL HEALTH LAW.** This course explores state and federal constitutional, statutory, and case law regulating mental health professional practice. Topics include: child abuse/neglect reporting laws, civil commitment, confidentiality and privilege, duty to protect third parties from harm, psychiatric hospitalization of inmates, and state licensing requirements.

**PSY 739 DEVELOPMENTAL PSYCHOPATHOLOGY.** This course examines psychological disorders among children and adolescents, as understood through current empirical literature. Drawing from developmental psychology and general systems theory, the course emphasizes the ways in which biological, social, and psychological processes interact in the development of--or resistance to--psychopathology. The course is designed to help students appropriately consider the contextual and developmental influences on child psychopathology when the students review or conduct research. The course also helps clinicians-in-training thoroughly consider developmental and contextual factors when assessing and diagnosing childhood psychopathology.

**PSY 760 MULTICULTURAL PSYCHOLOGY.** This course examines the theoretical and methodological foundations of multicultural psychology as applied to clinical psychology. Students review and critique current research in the field and discuss applications of the course content to their practicum training and placements.

**PSY 762 ETHICS IN CLINICAL PRACTICE.** This course studies the APA Ethical Principles of Psychologists and Code of Conduct as well as various specialty guidelines and recommendations and their applications to practice, research, and consultation. The literature on ethics is critically examined and readings include a variety of original sources. Students examine case material that features ethical conflicts and controversies, and students practice processes to resolve ethical dilemmas.

**PSY 770 EMPIRICALLY SUPPORTED TREATMENTS.** This course examines the psychosocial treatments for specific psychological disorders (e.g., depression, panic disorder) that have received substantial empirical support. The course also examines the methodological, practical, and political controversies surrounding the empirically supported treatment movement. All students are required to use at least one EST with a practicum client while enrolled in this course.

**PSY 774 HUMAN NEUROPSYCHOLOGY.** This course examines brain-behavior relationships, including higher cortical functions. Specific consideration is given to the most common neurobehavioral syndromes likely to be confronted in clinical practice, administration of tests that are used to assess neuropsychological functioning, coverage of critical issues in differential diagnoses involving neuropsychological functioning, intervention implications, and scholarly research in clinical neuropsychology.

**PSY 777 EMOTIONS (TOPICS IN CLINICAL PSYCHOLOGY).** This course examines the intersection of affective and cognitive bases of behavior. It debates the nature of emotion, delineates its components, and explores the roles of emotion in self-control, cognition, well-being, psychopathology, and relationships.

**PSY 787 MULTIVARIATE STATISTICS IN PSYCHOLOGY.** This course examines the use of multivariate procedures in psychological research. Students use SPSS to conduct regression, MANOVA, discriminant analysis, and factor analyses on psychological data. Additional advanced procedures are reviewed.

**PSY 792 TOPICS IN CLINICAL PSYCHOLOGY.** This course will vary in content depending on the interests of faculty and students. Students will study in-depth selected topics in clinical psychology.

**PSY 860 FORENSIC ASSESSMENT I.** This course examines issues related to conducting assessments for the criminal courts. Students review and critique current research in forensic psychology, as well as developing case law. Emphasis is placed on constructing the written report and on the ethical issues often faced in the forensic forum. This course will include a practicum component in which students perform forensic assessments with the instructor.

**PSY 861 FORENSIC ASSESSMENT II.** In this course students continue to develop skills in forensic assessment with an emphasis on the civil case issues (e.g., juvenile evaluations, personal injury, and child custody). Current research in forensic psychology, as well as developing case law, are reviewed. Providing expert testimony in the courtroom will be discussed in detail, and students are required to participate as witnesses defending a case they have completed in a mock trial exercise. Prerequisite: PSY 860

**PSY 882 DOCTORAL CLINICAL PRACTICUM I.** In this practicum, students are assigned to the Psychological Services Center operated by program faculty or a related practicum site. Students attend didactic courses that emphasize, in order, the following: 1) psychotherapy skills, , 2) integrated clinical conceptualization (capstone), and 3) clinical assessment and integrated report writing. Students also practice treatment or assessment skills under supervision from a licensed psychologist. Students will continue to enroll in this course for three semesters (9 hours).

**PSY 883 DOCTORAL CLINICAL PRACTICUM II.** In this practicum, students who have completed PSY 882 are eligible to engage in clinical work either at the Psychological Services Center or at various off-campus clinical practicum sites. Students will continue to enroll in this course for a total of at least 3 semesters (minimum 9 credit hours). Students may register for between 1 and 3 course credits. Prerequisite: PSY 882.

**PSY 890 INTERNSHIP I.** Placement in an applied clinical setting for a full year (e.g., September - August) under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSY 882, PSY 883, and consent of Clinical Training Committee.

**PSY 891 INTERNSHIP II.** Placement in an applied clinical setting for a full year (e.g., September - August) under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSY 890 and consent of Clinical Training Committee.

**PSY 892 INTERNSHIP III.** Placement in an applied clinical setting for a full year (e.g., September - August) and under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSY 891 and consent of Clinical Training Committee.

**PSY 896-899 DISSERTATION.**

## **Students Entering with Graduate Coursework in Psychology**

During their first semester in the Program, students entering with graduate coursework in psychology from another university should meet with the DCT for an evaluation of their transcripts and course syllabi. The DCT will then share these materials with the Program faculty. If the faculty determine that a course completed by a student was equivalent in scope and quality to a similar course on the SHSU degree plan, the student will not need to complete the course at SHSU. Courses that may qualify under this policy include:

### **Core Courses—General Psychology**

PSY 536	Advanced Cognitive Psychology
PSY 560	Advanced Physiological Psychology
PSY 587	Advanced Statistics
PSY 588	Introduction to Experimental Design
PSY 592	History and Systems of Psychology
PSY 597	Advanced Developmental Psychology

### **Clinical Psychology Courses**

PSY 530	Psychopathology
PSY 533	Theory and Research in Psychotherapy I
PSY 594	Psychometrics
PSY 595	Assessment of Intelligence and Achievement
PSY 596	Assessment of Personality and Psychopathology (objective)

Special scrutiny will be given to clinical courses. Students' course work elsewhere must be roughly equivalent to the preparation provided at SHSU, and students should not be surprised if stem work is required to demonstrate competency in the content covered by course at other institutions. For example, students may be required to demonstrate proficiency on certain psychological tests even though they are not required to complete PSY 595. Incoming students are responsible for providing adequate documentation (e.g., syllabi) on which decisions can be based. The DCT will make such decisions in consultation with course instructors. Any stem work required will be recorded in the computer on the student advisement form. If a student is dissatisfied with stem work

requirements, he/she may request a meeting of review with the program faculty; the decision made by the faculty will be final.

### **Practicum Courses.**

All students entering the Program are required to complete the Program's practicum course sequence and training in its entirety, regardless of their prior clinical course work, experiences, and training. This required sequence includes 9 hours of initial practica ordinarily taken at the master's level (3 hours of PSY 691 and six hours of PSY 882), and 12 hours of practicum at the doctoral level (three additional hours of PSY 882 and nine hours of PSY 883).

### **Students Entering with a Master's Degree**

Students entering the Program with a master's degree in clinical psychology (or a closely related area) are not required to earn a second master's degree as part of the Program. However, they must demonstrate completion of courses equivalent to those required by the Program or complete stem work. In addition, students who have received a master's degree without completing an acceptable empirical thesis will be required to do so. As part of their program at SHSU, they will need to enroll in PSY 698 and PSY 699 while they are completing the thesis project. Students who have completed an empirical master's thesis as part of their masters program at another university must submit the thesis to the Program faculty for review. The thesis will be reviewed by the DCT and two members of the Program faculty. These three faculty members will then meet to decide whether the thesis is of the level and quality consistent with master's theses in psychology at SHSU. If the thesis is approved by the faculty committee, the student will not be required to complete another thesis. If the thesis is not approved, the student will be required to complete a thesis project, but will not receive a master's degree from SHSU.

## Professional Competencies

(Adapted from Council of Chairs of Training Councils Model Policy)

Students in professional psychology programs should know that faculty, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, the Program faculty, training staff, supervisors, and administrators will not advance, graduate, or recommend, students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related Program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) **interpersonal and professional competence** (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) **self-awareness, self-reflection, and self-evaluation** (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) **openness to processes of supervision** (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) **resolution of issues or problems that interfere with professional development**

**or functioning in a satisfactory manner** (e.g., by responding constructively to feedback from supervisors or Program faculty, by the successful completion of remediation plans, or by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, research activities, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) **impacts the performance, development, or functioning of the student-trainee**, (b) **negatively impacts the development of other trainees**, (c) **raises questions of an ethical nature**, (d) **represents a risk to public safety**, or (e) **damages the representation of psychology to the profession or public**, appropriate representatives of the Program may review such conduct within the context of the Program's evaluation processes.

In addition the **APA Ethics Code** requires and the faculty expects that when students become aware of a colleague's unprofessional behavior or questionable ethical conduct they have an obligation to seek to resolve the situation in a manner consistent with the Code. This may include addressing the concern directly with the colleague, consulting with faculty, informing clinical supervisors, and informing the DCT.

When questions about a student's competency and behavior arise, the first question that the faculty will address is whether the problem can likely be remediated. When such questions arise within the context of practicum training, this determination will be made by the Program clinical faculty (see below). If the question arises within other contexts, the entire Program faculty will make the determination. If the faculty determines that the problem cannot be remediated the student will not be permitted to continue in the Program. Otherwise, a remediation plan will be developed (see below).

## **Academic Training and Research Activities**

It is essential that students learn to apply the highest ethical and professional standards to their academic and research activities. It is expected that student work be consistent with what would be expected at the person's developmental level. (For special provisions, see the section on Academic Honesty.) When conduct determined to be unacceptable by the program faculty occurs, the first step will be an attempt at remediation. All remediation plans are predicated on the assumption that the difficulty can be remediated. If the faculty determine that the problem is unlikely to be remediated (e.g., the student has engaged in grossly unethical behavior) then the student will be terminated from the Program. Otherwise an appropriate remediation plan will be negotiated, similar to those developed for clinical remediation as described below. A student who fails to attain an adequate level of professional competence, despite remediation efforts (or who is deemed incapable of remediation), will be terminated from the Program.

## **Clinical Training**

Doctoral study in the Clinical Psychology Ph.D. Program involves applied professional training. Graduates of the Program will be eligible to seek licensure as psychologists, and ultimately may diagnose and treat mental disorders; as a result, students must demonstrate competence in clinical psychological practice.

## **Clinical Privileges**

In order to enroll in second level doctoral clinical practica (PSY 883) for either of the long semesters, students must have completed their master's theses. Because of this requirement, students who have not completed their data collection for their theses by the end of the Summer semester of their second year will not be allowed to pre-register for Spring practicum courses or accept practicum assignments. Students who join the Program with master's degrees but who did not write a master's thesis must complete their theses within 16 months or be barred from further doctoral clinical practica.

Upon enrollment in advanced practica (PSY 882, or PSY 883) students shall be granted clinical privileges. These privileges mean that they are permitted to engage in clinical psychological activities as directed by and under the supervision of the relevant faculty

members involved in their training. To maintain these privileges, students must continue to demonstrate a level of professional competence appropriate to their level of training and development.

### **Supervision/Oversight/Evaluation**

Clinical faculty must balance their roles as instructor/mentor with that of a gatekeeper who is responsible for credentialing future members of the profession. Consistent with the APA Ethics Code under which psychologists operate, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions where student needs are pitted against social harm that might be engendered by allowing a student to continue in the Program, the benefit of the doubt goes to the prevention of social harm. Under no circumstances will any faculty member be required to provide clinical supervision to a student whom the faculty member believes to be clinically incompetent.

Clinical competence encompasses the application of techniques of assessment and treatment learned in the classroom to actual clinical situations. However, it also includes appropriate professional demeanor, the practical application of ethical principles, the ability to work and consult effectively with other professionals, to function well as both supervisor and supervisee, and to project an appropriate professional image to the public. This involves the development of both technical expertise and interpersonal skills. Deficiencies in clinical competence may arise from (a) a lack of technical training, (b) interpersonal problems, (c) problems with supervision, (d) emotional instability, or (e) cognitive limitations. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there is a professional obligation. Ethical principles obligate psychologists to refrain from engaging in professional activity when they know that personal problems may prevent them from performing competently. Clinical supervisors, therefore, have a special obligation to note personal problems that may interfere with a supervisee's clinical performance and to take appropriate remedial action (e.g., professional assistance or consultation, limiting or suspending work-related activities).

## **Remediation**

All remediation plans are predicated on the assumption that the difficulty can be remediated. If the faculty determine that the problem is unlikely to be remediated (e.g., the student has engaged in grossly unethical behavior) then the student will be terminated from the Program.

Remediation procedures differ depending on the context in which the problem occurs. When difficulties occur in a non-practicum setting, the Program faculty will convene to develop a remediation plan. When deficiencies specifically dealing with clinical practicum work are identified, the first steps are taken within the context of regular supervision. Specific strategies may include increased levels of supervision, a change of supervisor, a reduction in caseload, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, more emphasis on the “therapist as person”).

At the end of each Fall or Spring semester the clinical committee will routinely provide a written evaluation of each student enrolled in doctoral practicum. This committee will consist of the DCT, clinic director, the instructors for each practicum class, and any other clinician who provided supervision during the semester. Supervisors from outside practicum sites may be invited to participate at the discretion of the clinical committee. If at any time during the semester a supervisor identifies significant deficiencies and the student does not appear responsive to initial interventions, the clinical committee may be convened. Students will be given the opportunity to meet with the clinical committee to discuss specific feedback if they wish.

If the clinical committee identifies functional deficiencies and the student has not been responsive to routine supervisory intervention, remedial measures will be considered. Functional deficiencies may include a lack of technical expertise that would be expected of a student at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns, inappropriate professional demeanor, or deficits in interpersonal skills which impair the formation of appropriate clinical relationships. Once such deficiencies are identified, it is incumbent upon the committee

to work with the student in formulating a remediation plan. The plan will be given to the student in writing and will include: (a) **a description of the specific deficiencies**, (b) **an outline of the goals of remediation**, (c) **a definition of specific strategies to be applied**, (d) **the criteria for successful remediation**, and (e) **the timeline for review of the remediation plan**.

Remediation plans must, by nature, be individualized to the student. Depending on the particular problem situation, a wide range of interventions might be applied. These may include: (a) **student-initiated change in behavior** (b) **additional field experience**, (c) **additional coursework**, (d) **additional practicum**, (e) **specialized tutoring/mentoring**, (f) **a reduction in caseload**, or (g) **a leave of absence**. If personal or personality difficulties appear to be precipitating the functional deficiencies other strategies may include: (a) **mobilization of additional support systems**, (b) **an independent assessment**, or (c) **personal therapy**. If an independent assessment or therapy is required, the practitioner offering the services must be approved by the clinical committee. The student will bear the costs of these services, but the faculty will work with the student to try to find a qualified practitioner with reasonable rates. In no case, however, would a member of the clinical faculty conduct psychological assessment or personal therapy of a student. It will be up to the committee to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation. Should any remediation issues remain unresolved at the time a student is applying for internship, it is the ethical obligation of the faculty to inform the potential internship site.

### **Withdrawal of Clinical Privileges**

A student who fails to attain an adequate level of professional competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn; this will preclude successful completion of the Program. When clinical privileges are withdrawn the student will receive written notice of the reasons, accompanied by copies of all prior clinical evaluations, remediation plans, and appeal procedures. The decision to withdraw clinical privileges is one that is made by the

standing clinical committee, which consists of the entire Program faculty who have been trained as clinical psychologists.

The clinical standards to which students will be held with regard to clinical competence, of course, will be a function of development. No student will be held to the standard of an experienced clinician. Nevertheless, at any time, certain behaviors will constitute grounds for dismissal from the Program on the grounds of inadequate clinical competence. Among these are: (a) **gross ethical violations of which the student is or reasonably should be aware**, (b) **clinical practices which, by act or omission, constitute a serious threat to client welfare and which are inconsistent with the student's level of training and experience**, (c) **failure to recognize situations which necessitate consultation with one's clinical supervisor**, and (d) **consistent failure to make adequate progress in the acquisition of clinical skills**.

### **Appeals of Withdrawal of Clinical Privileges or Termination from the Program**

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Science in writing within 60 days of the decision.
2. The Dean, within 30 days of receipt of the appeal request, shall convene a panel of at least three psychologists (who must be licensed clinicians if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.
3. No members of the committee responsible for the original decision may serve on the panel hearing the appeal.
4. The student shall be given 7 days written notice in advance of the scheduled appeal by first class mail addressed to her or his address of record.
5. The Dean will designate one member of the panel as the Chair and that person shall conduct the proceeding.
  - (a) At the appeal proceeding one member of the Committee originally responsible for the decision will present the evidence on which the committee's decision was based.

- (b) The student will have an opportunity to challenge the evidence offered on behalf of the committee and to present testimony and other relevant evidence on her or his behalf.
  - (c) Formal rules of evidence will not apply.
- 6. The panel's decision shall be by simple majority and will be final.  
If the panel decides in favor of the student, the Program Faculty will reverse any decision to withdraw privileges or terminate the student from the program and will determine the proper remedial training efforts for the student.

## **Professional Involvement**

Students are encouraged to take every opportunity to begin establishing themselves as professional academic psychologists from the beginning of their graduate careers. They should consider joining professional associations in their area(s) of interest; most provide student memberships at reduced rates that entitle them to receive one or more journals and will provide information about regional and national meetings. Presenting papers at these meetings is an important opportunity for gaining experience in oral or poster presentations, meeting other colleagues in the field, and to begin the task of establishing a network of professional connections.

Regional and national meetings that are frequently attended by faculty and students include the following:

American Psychological Association  
<http://www.apa.org>

Association for Psychological Science  
<http://www.psychologicalscience.org>

American Psychology-Law Society  
<http://www.ap-ls.org>

Southwestern Psychological Association  
<https://www.swpsych.org>

Texas Psychological Association  
<http://www.texaspsyc.org>

# UNIVERSITY REQUIREMENTS

## Course Load

**Normal Load.** The normal load for a full-time graduate student is nine (9) to twelve (12) hours per fall or spring semester and six (6) hours in the summer. Students enrolled in master's and doctoral degree programs should enroll in a minimum of nine graduate hours in the fall and spring semesters and six hours in the summer to be considered a full-time graduate student. It is important to note that the University requirements for full-time status and requirements of various financial aid programs may differ. It is recommended that students consult with the University Student Financial Aid Office to determine how assistantships and fellowships may impact their financial aid.

**Course Load for Graduate Assistants.** Graduate students employed by the University at least half-time as assistant instructors, research assistants, or teaching assistants should enroll in a minimum of six (6) graduate hours per semester to be considered a full-time graduate student.

## Residence Requirement

The awarding of residence credit is predicated upon the utilization of facilities on the campus of SHSU in Huntsville or The (SHSU-affiliated) University Center in The Woodlands, Texas. Accrediting agencies expect the University to indicate that students and faculty loads are so constructed that facilities and laboratories can be effectively utilized. To obtain the doctoral degree, at least two of the three academic training years must be at SHSU in full-time residence\*. Summer terms do not count towards the residence requirement. Under the University's continuous enrollment policy, a student must be enrolled for a minimum of three credit hours each Fall or Spring semester until completion of the Program. However, while on internship, the minimum number of credit hours is one hour of Internship (PSY 890, 891, or 892).

- *Thus, a year of full-time residency would mean enrolling for the Fall and Spring semesters of one academic year with nine to twelve credit hours each semester.*

# FACULTY

## PSYCHOLOGY DEPARTMENT GRADUATE FACULTY

\*Brian Allen, Psy.D., *Assistant Professor of Psychology*, B.A., Hillsdale College, M.S., Eastern Michigan University, Psy.D., Indiana University of Pennsylvania, Post-doctoral Fellowship, UCLA/Duke University. Research interests include traumatic stress, child maltreatment, and empirically-supported treatments for children.

**Jeffrey Anastasi, Ph.D.**, *Assistant Professor of Psychology*, B.S., M.A., Ph.D., Binghamton University (SUNY). Research interests include development of false memories in children, the effect of memory monitoring on false memory reduction, and face recognition and accuracy.

\***Marcus T. Boccaccini, Ph.D.** *Associate Professor of Psychology*. B.S., Santa Clara University, M.A., Ph.D., The University of Alabama, Tuscaloosa. Associate Director of Clinical Training. Research interests include test construction, mental retardation in death penalty cases, witness testimony, and jury research.

**A. Jerry Bruce, Jr., Ph.D.**, *Professor of Psychology*. B.A., Anderson University; M.S., Ph.D., University of Georgia. Licensed Psychologist. Acting Associate Dean, CHSS. Research interests include developmental psychology, attachment styles, and religious attitudes.

\***Mary Alice Conroy, Ph.D.**, *Professor of Psychology*. B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston. Licensed Psychologist. Diplomate, American Board of Professional Psychology (Forensic). Director of Clinical Training. Research interests include forensic clinical psychology, risk assessment, and civil commitment evaluations.

**Jamey Crosby, Ph.D.** *Assistant Professor of Psychology*. B.A., Abilene Christian University; M.S.; Abilene Christian University; Ph.D. Oklahoma State University. Research interests include bullying, victimization, school psychology, and family psychology.

**Donna M. Desforges, Ph.D.**, *Professor of Psychology*. B.A. University of Houston; M.S., Ph.D., Texas Christian University. Chair, Department of Psychology and Philosophy. Research interests include social psychology, social cognition, group dynamics, and cross-cultural psychology.

**Richard F. Eglsaer, Ph.D.**, *Professor of Psychology*. B.A., M.A., Saint Mary's University; Ph.D., The University of Texas. Licensed Psychologist. Licensed Specialist in School Psychology. Associate Vice President for Academic Affairs.

**Marsha J. Harman, Ph.D.**, *Professor of Psychology*, B.S.Ed., University of Houston; M.Ed., Sam Houston State University; Ph.D., University of Houston. Licensed Psychologist. Licensed Specialist in School Psychology. National Register of Health Service Providers in Psychology, Nationally Certified School Psychologist. Research interests include school psychology and multicultural and gender issues.

\***Craig E. Henderson, Ph.D.**, *Associate Professor of Psychology*, B.A., Howard Payne University; M.A. Hardin-Simmons University; Ph.D., University of North Texas. Licensed Psychologist. Research interests include family psychology, juvenile substance abuse treatment, custodial grand parenting, and advanced data analytic methodology.

**Stanley T. Kordinak, Ph.D.**, *Professor of Psychology*. B.A., Iowa Wesleyan College; M.A., Drake University; Ph.D., Texas A&M University. Licensed Psychologist. Research interests include psychometrics, personality assessment, and behavior therapy.

**\*Audrey K. Miller, Ph.D.**, *Assistant Professor of Psychology*. B.A., DePauw University, M.S., Ph.D., Ohio University, Postdoctoral Fellowship, University of Washington. Research interests include contextual and prejudicial factors influencing blame and responsibility attribution; self-blame, coping, and resilience in victims and socially marginalized persons; personality, prejudice, and prejudice reduction; and, application of these issues to clinical and clinical-forensic domains.

**\*Rowland S. Miller, Ph.D.**, *Professor of Psychology*. B.A., Cornell University; M.A., Ph.D., University of Florida. Coordinator of Masters' Programs. Research interests include social psychology, close relationships, and social emotions such as embarrassment and shame.

**\*David V. Nelson, Ph.D.**, *Associate Professor of Psychology*, B.S., Brigham Young University; B.S., Arizona State University; Ph.D., University of Washington. Licensed Psychologist. National Register of Health Service Providers in Psychology. Diplomate in Clinical Health Psychology, American Board of Professional Psychology. Research interests include behavioral medicine/health psychology and neurobehavioral functioning.

**Ramona M. Noland, Ph.D.**, *Associate Professor of Psychology*. B.A., Wheeling Jesuit University; Ph.D., The University of Tennessee. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include school psychology, autism spectrum disorders, and English-language learners.

**\*Jorge Varela, Ph.D.** *Assistant Professor of Psychology*. B.A., Florida International University. M.A. and Ph.D. The University of Alabama, Tuscaloosa. Research interests include police psychology and language and cultural diversity issues in forensic assessment.

**D. Christopher Wilson, Ph.D.**, *Professor of Psychology*. B.A., Florida Presbyterian College; M.A., Ph.D., Texas Christian University. Research interests include developmental psychobiology, physiological psychology, and neuropsychopharmacology.

**Thomas A. Wood, Ed.D.**, *Professor of Education and Psychology*. B.S., Florida State University; M.Ed., Stetson University; Ed.D., Vanderbilt University. Licensed Specialist in School Psychology. Nationally Certified School Psychologist. School Psychology Program Director. Research interests include special education and stress and coping in families.

Note. \* indicates core Ph.D. Program faculty member

## **Student – Faculty Relations**

The faculty members of the University comprise a community of scholars. They are devoted to teaching, research, sharing of knowledge, and community service. Foremost among these commitments is providing a meaningful learning experience for students.

A significant and valuable part of a student's educational experience will be missed if the student fails to make use of faculty counsel and advice, not only in regard to the specific courses taken under them but also as to vocational goals.

We aim for collegial, mutually respectful relationships between faculty and students in the clinical psychology Program. Maintaining this ambiance requires a high level of professionalism and integrity on the part of everyone.

### **Collaborative Relationships**

In collaborative research: (a) faculty and students should discuss ownership of data and issues of authorship on presentations/publications early in the process and revisit these issues as needed throughout the process; and (b) faculty and students should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and authorship order are addressed further in the APA Ethics Code.

### **Dual Relationships**

A dual relationship between a faculty member and a student exists when the individuals fill roles beyond what is typical in student-faculty relationships and/or the relationship is exclusionary from other student-faculty relationships. Examples of dual relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, long-time personal friendships, family relations, etc. The effects of the dual relationship are not limited to the two individuals involved, but potentially affect many persons in the Program. Ideally, dual relationships should be avoided. In the event that a dual relationship arises, however, it is important that the dual relationship become known to others in the Program rather than be kept a secret. Should a dual relationship exist, the guidelines are as follows: A faculty member involved in a dual relationship should not be: (a) instructing or supervising that student, (b) participating in the research or clinical guidance of the student, or (c) participating in the evaluation process of the student.

Depending on the nature of the dual relationship, these guidelines may also be applied if the dual relationship is terminated.

Occasionally, as is true in all human interactions, misunderstandings may arise between a professor and a student concerning grading, classroom participation, and so forth. The accepted philosophy of the academic community maintains that the professor completely administer each class, subject to the policies of the college and the University. The faculty has developed a problem-solving procedure for effective, quick resolution to student-faculty problems.

1. Students and faculty are encouraged to discuss and resolve disagreements/problems informally.
2. If #1 fails, either the student or the faculty member can request a meeting with the DCT, who will convene a meeting that will be attended by the DCT, an additional faculty member chosen by the DCT, and the student.
3. If the faculty member identified in #1 is the DCT, the student will select the third faculty member for the meeting.
4. If resolution is not reached via the procedure outlined in #2 or #3, either the student or the faculty member can request that the issue be presented to the entire Program faculty at their next meeting.
5. If desired, a student may bypass the above steps and proceed directly to the entire Program faculty.
6. If the issue is still not resolved the student should refer to the University Grievance Procedures provided in this handbook under *Grievance Procedures*.

# Master's Program

## **Requirements for the Master of Arts in Clinical Psychology (for students in the PhD Program)**

All students in the Clinical Psychology Doctoral Program must demonstrate they have completed course work equivalent to that required for an Master of Arts in Clinical Psychology.

### **The General Core**

The degree plan requires students to take:

- (a) *either* PSY 532, Advanced Social Psychology, *or* PSY 597, Advanced Developmental Psychology;
- (b) PSY 560, Advanced Physiological Psychology, *or* PSY 777 Emotions
- (c) PSY 587 Advanced Statistics

### **The Clinical Core**

- (a) PSY 533 Theory and Research in Psychotherapy I
- (b) PSY 530 Psychopathology
- (c) PSY 594 Psychometrics,
- (d) PSY 595 Assessment of Intelligence and Achievement, and
- (e) PSY 596 Assessment of Personality and Psychopathology (Objective measures)
- (f) PSY 882 (6 hours)
- (g) PSY 698 (Thesis I) and PSY 699 (Thesis II)
- (h) One elective

## **Clinical Practica**

Practicum is a vital component of your professional training and requires that students integrate and apply all acquired knowledge. All students are required to take 9 hours of pre-Master's level clinical practica. Students in the Clinical Psychology Ph.D. Program will take three hours of PSY 691 (Practicum I) during their first summer session, which is an *in house* experience that will involve observation, role playing with undergraduate volunteers, individual supervision, discussion, and lectures. Your time commitment will be about 10 hours per week during your first summer semester. Students will also take three hours of PSY 882 in both the Fall and Spring semesters of their second year. Students in PSY 882 will be assigned to a mental health setting where they will work with a variety of clients who are experiencing a wide range of problems in living. In addition to individual psychotherapy, students may be engaged in psychological assessment, group work, and interdisciplinary team functioning.

## **The Capstone Course**

In the Spring semester of students' second year in the program, all students will be enrolled in a section of PSY 882 that has been designated as a Capstone Course. The purpose of the Capstone Course is for students to demonstrate that they have developed the skills and competencies in assessment, treatment planning, and treatment needed to advance to the first doctoral level practicum (PSY 882 in the Fall of the 3<sup>rd</sup> year). It also serves as the equivalent of the Comprehensive Exam required by the university for masters students. The course will involve doing clinical therapy and assessment work under supervision at an assigned site. It will also involve selecting one therapy case and one assessment case on which to do concentrated work. At the end of the course, students will be required to present their selected cases to a panel of faculty members. Students will only be allowed to advance to doctoral practicum in the Fall of their 3<sup>rd</sup> year if the panel determines that the student has demonstrated a level of clinical skill that is appropriate for second year practicum students. If either of the cases is deemed unacceptable, a specific remediation plan will be developed by the faculty. For students entering the program without a master's degree in psychology, the Capstone Course will take the place of the more traditional master's level comprehensive examination.

# MASTER'S THESIS

## **Thesis Committee**

The thesis committee is composed of at least three members. The thesis director will be selected by the student and, with guidance from the thesis director, the student will select the other two committee members. The thesis committee must then be approved by the chair of the major department and the appropriate academic dean.

## **Continuous Enrollment**

Students must be enrolled in PSY 698 during the semester in which they propose their thesis. Students must then enroll in PSY 699 the following semester and take PSY 699 each semester until their thesis is completed and approved by the library for binding. For summer sessions, students who are taking no courses do not need to enroll in PSY 699 unless they want to work on or defend their thesis. Students who take any credit hours during summer and have already taken PSY 699 must enroll in PSY 699 in the summer.

## **Proposal**

The candidate, in consultation with the chair of the thesis committee, will select a subject of investigation and determine the availability of the required resources, facilities, materials, and equipment for the research and the writing of the thesis. The student will prepare a thesis proposal which will specify the thesis topic, detail the purpose of the proposed investigation, describe the proposed method(s) of investigation, indicate the relationship of study to relevant research and findings of scholars in the student's area of concentration, and provide a commentary on source materials and/or facilities available for the successful completion of the research.

## **Prospectus**

A prospectus is an abstract of the proposed thesis which consists of a two-page summary of the literature review, rationale, methods, and proposed data analysis. After the committee has approved the proposal and signed the prospectus, it is submitted to the appropriate academic dean for final approval. Any major changes in the project must be approved in writing by the thesis committee and submitted for approval to the academic dean (see Appendix A for helpful information about writing a thesis).

## Thesis Preparation

To facilitate the preparation of the thesis, the candidate should procure a copy of the *Directions on Form, Preparation, and Submission of the Final Copies of Master's Theses and Doctoral Dissertations*. These guidelines are available from the appropriate academic dean's office or the University's Office of Graduate Studies.

## Thesis Procedure

Please see Sage Suggestions Regarding Master's Theses and Doctoral Dissertations at SHSU (in this Handbook) for detailed information about thesis and dissertation procedures.

Your work on your thesis and dissertation is likely to include these particulars:

- When you are preparing a proposal or a finished thesis, you will ordinarily submit *several drafts* of your work to your Chair before submitting your material to the other members of your committee. No one, anywhere, has ever written an entirely suitable report in one take. You will receive several rounds of helpful criticism and prepare several different versions of your work before your Chair is completely satisfied.
- When your Chair is content, the other members inspect your work. They are independent critics, and several *more drafts* may be required to satisfy their concerns.
- Each round of review during this process of revise-and-resubmit will take at least one week. When you present written matter to a committee member, correspond with him or her to set a target date for receiving feedback on your work. Expect such feedback *no sooner* than *one week* from the day the member acknowledges receipt of your materials; a member may sometimes need up to two weeks to give your work the attention it deserves. Do not put yourself into the position of having to depend on faster turnaround; the faculty will typically be unable to rearrange their many other commitments in order to provide you instant feedback.
- Permission to schedule a defense requires the consent of every member of your

committee. Do not seek to schedule a proposal defense or a thesis defense until every member of your committee has had ample, sufficient opportunity to inspect your work *and* has informed you that he or she is sufficiently satisfied with your written work to consent to a defense.

- Plan on staging your defense one week after permission is granted. You will be expected to provide the Department one week's advance notice of the event.
- Except in exceptional cases in which approval has been granted by all the committee members, your proposal must be successfully defended before it is submitted to the SHSU Committee for the Protection of Human Subjects. Moreover, CPHS approval *must* be obtained *before* any data is collected from human participants. If your procedure requires a review by the full Committee, expect this approval process to take at least one month.
- After the examination is passed and the thesis is approved and signed by the committee, the typed original shall be submitted to the academic dean at least two weeks prior to the date on which the candidate expects to graduate. [**See the academic calendar each semester for the exact deadline of submission.**]
- Upon receipt of approval of the academic dean, routing continues to the Dean of Graduate Studies and then to the Newton Gresham Library. Upon approval of the Director of the Newton Gresham Library, the original and the required number of acceptable copies of the thesis are submitted to the Newton Gresham Library by the candidate. (Reproduction of the thesis is the responsibility of the candidate.) The candidate will pay the Newton Gresham Library for the binding costs. The original copy of the thesis will remain in the library collection.
- The student takes the completed Thesis Route Sheet to the Registrar

## **Thesis Process Checklist (Forms and Approvals)**

1. Complete and send Appointment of Thesis Committee Form to the Dean's Office, prior to proposing your thesis.
2. Defend proposal. Send Proposal/Prospectus Defense Form to Dean's Office.
3. Submit IRB application (human subjects approval). You must have IRB approval before collection data.
4. Take draft to Library for approval of basic style and format (6 weeks prior to graduation).
5. Defend thesis. Send Thesis Defense Form to Dean's Office. This must occur before thesis will be accepted for signatures.
6. Secure signatures of thesis committee on approval page (on bonded paper) and Thesis Director's signature on the Route Sheet.
7. Take thesis, signed approval page (on bonded paper), and route sheet to Dean's Office. Director's signature should be on the Route Sheet and approval page.
8. Make recommended changes and return corrected copy to Dean's Office for signature.
9. Take final copy (on bonded paper), approval sheet (on bonded paper), extra abstract (on bonded paper) and Route Sheet to the Library for signature.
10. Make any changes requested and return final copy plus all extra copies, approval sheet, extra abstract, and Route Sheet to the Library for final signature.
11. Take Route Sheet to Graduate Studies Office.
12. Take signed Route Sheet to the Registrar's Office.

## Thesis Forms

There are a number of forms that students need to complete during the thesis process. These include forms for the College of Humanities and Social Sciences and the Graduate School. Each of these forms requires a number of signatures. Students are encouraged to check with the Dean's Office and the Graduate School to make sure that they have the most up-to-date versions of these forms completed and signed.

Forms that need to be completed for the Dean's office include:

- Appointment of Thesis Committee (completed before thesis proposal)
- Thesis Prospectus (form and prospectus submitted after successful proposal)
- Thesis Defense (signed by committee after successful thesis defense)
- Thesis Route Sheet

The current version of the Thesis Route Sheet can be obtained from the Graduate Studies website: [http://www.shsu.edu/~grs\\_www/current/index.html](http://www.shsu.edu/~grs_www/current/index.html)

The Psychology Department webpage provides a link to copies of the CHSS forms (<http://www.shsu.edu/~clinpsy/Forms.html>), but students should check with CHHS to ensure that they are using the most up-to-date versions.

# Doctoral Program

## **Requirements for Completion of the Ph.D. Program**

- Complete 108 hours beyond the baccalaureate degree, as prescribed by the Program's curriculum requirements.
- Complete a minimum of 3 full-time academic years of graduate study and the completion of an internship prior to awarding the doctoral degree.
- Maintain an average of "B" in all graduate coursework. If a grade of "C" is received in any course, it must be balanced by a grade of "A" in another course within the required curriculum. A grade of "A" earned at another institution cannot be used to remove a grade deficiency. Two grades of "C" in any combination of courses or a grade of "F" will result in automatic termination from the Program.
- Pass a written doctoral comprehensive examination or successfully complete a Major Area Paper.
- Complete and defend a doctoral dissertation that is the product of original scholarly research and of such quality as to represent a meaningful contribution to knowledge in the field of psychology.
- Complete a year-long pre-doctoral clinical psychology internship.
- Complete the degree within six years from the first semester of registration as a doctoral student unless special circumstances warrant an extension.

## **Clinical Practica as a Doctoral Student**

The Program's first three years concentrate on clinical experiences either at the Psychological Services Center (PSC) or carefully selected sites appropriate for the emerging skills of the novice clinician. In addition to didactic training, students see clients seeking assessment and/or treatment for psychological difficulties. The PSC's clientele include children, adolescents, adults, and families from the community. Many of these are from underserved populations.

Many practica are 20 hours per week and provide the assistantship for students, but other practica may be eight to ten hours. Some of the sites include community mental health centers, tertiary care medical/psychiatric facilities, rehabilitation agencies, probation and juvenile probation agencies, and private practices.

A variety of field settings have been approved by the DCT as clearly committed to training and have licensed psychologists to provide supervision. Experiential and educational opportunities at each agency are diverse. In all placements, students are given opportunities to integrate theory and practice and are encouraged to ask questions and discuss experiences. Students are encouraged to develop research questions applicable to practicum or field sites. Currently, there are sufficient placement opportunities for students, and the list is growing.

A list of practica sites and descriptions are available on the website.

[http://www.shsu.edu/~psy\\_www/phd\\_practicum.htm](http://www.shsu.edu/~psy_www/phd_practicum.htm)

**PLEASE NOTE: Students may not enroll in PSY 883 (Doctoral Clinical Practicum II) for either of the long semesters until their theses are defended.**

## **Peer Supervision**

Students assigned to the PSC, who have completed two semesters of PSY 882, are required to participate in monthly seminars on effective supervision, which include assigned readings. Once they are participating in or have attended the supervision seminar, students are then eligible to supervise junior students (under meta-supervision from a licensed psychologist).

The PSC director currently arranges the monthly seminars and peer supervision opportunities. While it is a requirement of the Program to participate in this aspect of training, you are particularly encouraged to do so since experience in supervision is required for licensure in some states.

## **Admission to Candidacy**

Admission to candidacy to the doctoral degree is granted upon: (a) completion of two years of full-time enrollment as a graduate, (b) receipt of favorable evaluations of clinical performance, and (c) satisfaction of doctoral comprehensive examination requirements or the Major Area Paper.

## Doctoral Comprehensive Exam

**Purpose:** The purpose of doctoral comprehensive exams (“comps”) is to certify that the successful candidate demonstrates a level of mastery of the essential academic material required to proceed to internship. Students are not allowed to apply for internship unless they have passed doctoral comps or completed a Major Area Paper.

**Format:** Doctoral comps is a “take-home” examination. Students are encouraged to consult published professional documents when forming their answers (e.g., research articles, textbooks, diagnostic manuals, treatment manuals). Students have 24 hours to complete the exam. The general structure of the doctoral *comps* will be as follows:

**Section 1** Students will be given a detailed clinical vignette and asked to assume that they are actually seeing the patient described in the vignette. The vignette will be followed by a number of questions covering topics such as assessment, diagnosis, treatment planning and provision, diversity, legal and ethical issues.

**Section 2.** Students are given a published research article and asked to thoroughly evaluate and critique the study’s research methodology, results and discussion. Responses should discuss both strengths and weaknesses of the study. If something is a strength, why is it a strength? If something is a weakness, why is it a weakness? Topics that students should address include the study hypotheses, design, procedure, measures, psychometrics, selection of participants, statistics, reporting of data, and appropriateness of data interpretation. If there is a weakness, do not simply say there is a problem; rather, go on to explain how an ideal study could avoid the problem.

**Time:** *Comps* will be offered during the first week of the Summer I semester each year. Specific dates will be provided during the Spring semester prior to the exam. If students fail the doctoral *comps* they will have the opportunity to retake them in September.

**Some General Advice about Answering Comps Questions:** The questions you will be asked to answer on the comps exam will not always have a clearly right or wrong answer. Psychologists often have to think through many complicated issues when making decisions about clients or designing research studies, but they ultimately have to make well-reasoned choices based on their knowledge, experience, and training. Your answers on the comps exam should show that you a) can identify key issues, b) recognize that there may be varying perspectives about the issue and what should be done, c) understand the advantages and disadvantages of different decisions or courses of action, and d) come to a reasoned decision/answer based on a, b, and c.

**Grading:** Two faculty members independently grade Section 1 of comps, and two additional faculty members grade Section 2. For each section, if both graders agree to pass or fail, that is the final decision. If there is a split on a particular section a third faculty member will grade the section. The pass or fail vote of this third grader will determine whether the student passes or fails that section. All grading will be completed within two weeks of the comps examination date. If a student passes one section of the comps but fails the other part, the student will be required to take the section that was failed the next time *comps* are offered. If both sections are failed, the student will be required to take the entire exam the next time it is offered.

Students failing a section or the entire exam will be given detailed feedback about their performance by the faculty members who graded their examination. If the faculty have concerns over a specific portion of a student's answer and would like further explanation, the student involved may be called before a faculty subcommittee for clarification or an oral defense. If a student fails any section of Doctoral Comps twice, the student will need to petition the Dean of CHSS in writing for permission to take Doctoral Comps a third time. The Dean may or may not grant permission. If the Dean does not grant permission, the student will be dismissed from the Program. If the Dean does allow a third examination s/he also usually requires the student to complete remedial course work before granting such a petition. If a student fails Doctoral Comps a third time, they will be dismissed from the Program.

## MAJOR AREA PAPER.

Students who are in good standing in the Program may be allowed to write a Major Area Paper (MAP) in lieu of the comprehensive examination (comps). The MAP is an alternative to doctoral comps. Passage of doctoral comps is the default mechanism for certifying that a student demonstrates a level of mastery of the essential academic material required to proceed to internship. The MAP option is an *excellent, highly recommended choice* for students who want the opportunity to pursue an in-depth analysis of a particular topic of interest. It should not be viewed as a simple requirement that requires a time commitment similar to the comprehensive exams. Completing a MAP is a time-intensive process that involves months of planning and writing, and usually requires several post-proposal meetings with faculty members to incorporate the committee's recommendations. **A successful MAP may form the foundation of the student's dissertation proposal, but a MAP is not the same as a dissertation proposal. A dissertation proposal leads to an argument for a specific study. A MAP should lead to a critical synthesis about what we do or do not know about an area and come to a logical conclusion based on that synthesis.**

A student can only complete a MAP if s/he can find a faculty member willing to chair the MAP committee and the MAP topic is approved by the entire Program faculty. The best method for identifying an appropriate MAP topic is for the student to work together with a faculty member or members to identify a professional area in need of a thorough review, as opposed to the student becoming whetted to and "shopping around" a MAP idea that none of the faculty are able to chair. The MAP is not an alternative for students who fail doctoral comps. Students who fail any section of doctoral comps will not be allowed to undertake a MAP. The approval process for a MAP is detailed below, after the scope and goals of the MAP are discussed.

**Scope and Goals of the MAP.** The MAP should represent a focused and critical review of a topic, concept, or research area in the field of psychology. It must fill a gap in the literature, and a sophisticated, critical analysis of the literature is expected. The review should integrate information from within the particular subject area, incorporate material from other relevant

areas, and establish implications for the field. The manuscript should reflect a synthesis – not merely a list or description of studies, but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Use of meta-analytic methods is legitimate and may be a desirable option. The MAP manuscript should demonstrate the student’s expertise and an advanced awareness of pertinent theoretical and methodological issues. We recommend that students closely examine various high quality review journals (e.g., *Psychological Bulletin*, *Clinical Psychology Review*, *Clinical Psychology Science and Practice*) for models of successful papers. It is anticipated that completing a MAP will take between four and eight months.

Although each MAP must be a focused review of one general topic, concept, or research area, a successful MAP requires the student to demonstrate proficient skills and/or knowledge in at least three broad areas of psychology. The student and the selected MAP advisor should work together to identify both the general topic of the MAP and the three broad areas in which the student will demonstrate proficient skills. For example, one student’s MAP was a critical review of the psychometric properties of psychopathology assessment instruments translated from English into Spanish. The goal of the MAP was to provide a critical review of the existing research on these measures. The three broad skills identified by the student and advisor for this MAP were: (1) multicultural diversity, (2) psychometrics, and (3) psychopathology assessment. To receive a passing grade, the MAP must demonstrate proficiency in all three areas.

**Approval.** The sequence for the approval process for the MAP is as follows:

(1) The student first contacts a psychology department faculty member to serve as chair of the MAP committee. If the department member is not part of the doctoral Program faculty, the second MAP committee member **MUST** be a member of the Program faculty.

(2) The student writes a brief proposal for the MAP. This proposal should be 1-2 pages long. The proposal should start with 1-2 paragraphs describing the rationale for the MAP and how the completed MAP will represent an improvement to the current state of knowledge in the field. The proposal must also identify the three skill areas in which the student will demonstrate proficiency. For each skill area, the student must explain how the completed MAP will

demonstrate the student's proficiency. At least two of these skill areas must be clearly related to practice or research in the area of clinical psychology. Here is an example of one skill area description from an approved MAP:

Multicultural diversity: The student will demonstrate knowledge concerning the cultural and linguistic issues that should be considered when using psychological assessment instruments with Spanish-speaking clients. Specifically, the student will provide a critical review of how the inappropriate use of translated tests may lead to biased test results and inappropriate diagnostic conclusions. Although this review focuses on one specific cultural group, the review will reflect a general knowledge of multicultural assessment issues that should be considered when evaluating clients from other cultural groups.

(3) The student and chair then invite a second faculty member from the Department of Psychology or Program faculty to serve on the committee. If the MAP advisor is a member of the doctoral Program faculty, the student may ask the Program faculty for permission to have the second committee member be someone from outside the department (e.g., a psychologist in another department). The second committee member should be consulted regarding the topic of the MAP and the specific skill areas covered.

(4) Once the two MAP committee members agree about the MAP topic and goals, the Program faculty review the written proposal and decide whether to approve it. This approval must be obtained by September 1<sup>st</sup> of the year in which the student would otherwise take doctoral level comprehensive exams. Proposals are made at regularly scheduled doctoral Program faculty meetings. A copy of the proposal should be provided for each doctoral Program faculty member. If at all possible, the student should attend the Program faculty meeting to make the proposal in person. Attending the meeting will allow faculty members to ask questions and seek clarifying information. The student does not need to make a formal oral presentation. If the student cannot attend the meeting, the student's MAP advisor can make the proposal to the doctoral Program faculty. The proposal is officially approved when a majority of the doctoral Program faculty vote that the proposal should be approved.

(5) If approved, the two-member committee then helps the student develop a plan for completing the MAP.

**Evaluation.** A defensible draft of the MAP must be submitted to the student's two-person committee by April 1<sup>st</sup> of the year in which the student would otherwise take doctoral level comprehensive examinations. A defensible draft is equivalent to a manuscript that could be submitted for publication. In other words, it is expected to be a complete document that the student feels has demonstrated proficiency in the three skill areas.

The committee's task is to evaluate each skill area. The committee's evaluation goal is not to simply decide whether the paper meets a minimal "satisfactory" level of performance. Rather, the committee's approach and evaluative responses are modeled after the journal review process. Evaluative grades assigned by committee members will include: "pass," "pass with minor revisions," "revise and resubmit," and "fail." The committee must provide this feedback within one week of the submission date for the MAP. No feedback will be given to the student until both committee members have completed their evaluations. All evaluative information should be collected by the MAP committee chair, who will pass the information to the student once the MAP has been evaluated by both committee members.

The MAP is considered to be passed when the student receives a grade of "pass" by both committee members. If a grade of less than "pass" is given in an area by a committee member, the committee member must provide feedback about (a) whether the MAP can be revised to meet passing criteria in a timely manner, and (b) exactly what the student must demonstrate to achieve a passing grade. If the committee agrees that the MAP could be revised to achieve a passing evaluation, the student will have two weeks to revise the MAP for a second review. The revised MAP will then be re-evaluated by the committee. The committee will have one week to complete this review.

If the student has not received a grade of pass in all areas after this second review, the MAP committee will meet with the student to discuss what will happen next. The committee might decide that only minor revisions are needed and that the student should be given additional time

to complete these revisions; however, the last day to turn in a completed MAP is the last day of classes in the Spring semester of the year that the student would otherwise take doctoral comps. The committee might also decide that the student has failed the MAP and must take the doctoral comprehensive examination in order to apply for internship in the Fall semester. This decision must be made by the last day of classes in the Spring semester of the year that the student would otherwise take doctoral comps. The reason for this deadline is to allow students who fail the MAP to take doctoral comprehensive exams. Students who fail the MAP will need to take doctoral comps just like any other student, and will still have two chances to pass comps.

**Writing the MAP.** The expected length and scope of the MAP should be discussed by the student and committee at the beginning of the writing process. These issues should be revisited throughout the writing process to ensure that the student and committee are in agreement throughout the writing process. The ultimate length of the paper is to be determined by the MAP committee, and may vary from student to student depending on the recommendation of the MAP committee. MAPs typically range in length from 30-50 pages, but may need to be longer depending on the recommendations of the MAP committee. We encourage students to consult the following resources to assist them in completing well-written MAPs:

Bem, D.J. (1995). Writing a review article for Psychological Bulletin. *Psychological Bulletin*, 118, 172-177.

Sternberg, R.J. (2003). How to win acceptances from psychology journals: 29 tips for better writing. In R.J. Sternberg (Ed.). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press.

# Dissertation

## **Quality of the Dissertation**

The dissertation is a scholarly work that represents an investigation of a problem of significance. The dissertation meaningfully contributes to the field of psychology. It is the culmination of a program of advanced study leading to a doctoral degree and, as such, is expected to demonstrate a high degree of scholarly competence. It must show that the candidate is capable of (a) **sophisticated independent research and analysis** and (b) **scholarly reporting in the field of psychology**. It must be the product of original scholarly research and of such quality as to represent a meaningful contribution to knowledge in the field. The dissertation must follow acceptable research methodology appropriate for a chosen topic. The committee chairperson and committee members are to take an active role in the supervision of dissertation research.

## **Format**

In all instances, the final draft of the manuscript must conform to University-wide specifications for dissertation format. The Clinical Psychology Ph.D. Program follows the current American Psychological Association Publication Manual with regard to all issues not addressed by the University specifications.

## **Selection of the Dissertation Committee**

The Dissertation Committee shall consist of at least four faculty members. The chair must be a member of the Department of Psychology's graduate faculty. Students may arrange for a faculty member in another department or at another academic institution to co-chair their dissertation with the approval of Program faculty, and provided that a Department of Psychology faculty member co-chairs the dissertation. In any dissertation committee, at least one member of the committee must be faculty from outside the Department of Psychology. This can be someone from another department on campus, or from another institution. At least one other member of the committee must be a member of the Program faculty. At least two members must be from the faculty of the Department of Psychology.

When the student has clearly identified a dissertation research question, the student, in consultation with the chair, selects the prospective committee members. The student then proposes these committee members to the chair for review and approval. Upon approval by the student's chair, the student then invites each prospective committee member to serve on the committee. Once the committee is formed, complete the Appointment of Dissertation Committee form and send it to the Dean's Office.

Any changes to the composition of the dissertation committee must be made with the approval of the dissertation chair. A student may change the chair of the committee for justifiable reasons, with approval from the DCT. To change the committee membership, the student must petition the DCT in writing. In the event that the DCT is the member of the committee to be changed, the student should direct the request to the Chair of the Department of Psychology.

Students enrolled in **Dissertation I (PSY 896) develop a contract with their chair** to determine goals for successful completion of the course (e.g., complete a draft of the literature review, develop a rough plan for the methodology). At the end of the course, the chair grades the student based **on how well the student has achieved these goals**. The requirement for **Dissertation II (PSY 897) is that the student must successfully defend the dissertation proposal** (see next section). If the student does not complete this defense, a grade of "B" will be assigned. Students enrolled in **Dissertation III (PSY 898) once again develop a contract with their chairs to determine what goals need to be accomplished to successfully complete the course** (e.g., complete data collection, begin data analysis). At the end of the course, the chair grades the student based on how well the student has achieved these goals. Should the student have failed to successfully defend a proposal while enrolled in Dissertation II, this will be a requirement for the student to receive an A in Dissertation III. **A completed dissertation and successful dissertation defense is required for completion of Dissertation IV (PSY 899). Once enrolled in Dissertation I (PSY 896), University policy requires continuous enrollment in Dissertation (I, II, III, or IV) until the dissertation is complete. Continuous enrollment**

**includes summer sessions if the student is taking any other credit hours during the summer. A student may enroll in Dissertation IV multiple times, but will receive a grade of IP each semester until the dissertation is successfully defended.**

### **Preliminary Oral Defense of Proposal**

The candidate is required to present and defend orally a proposal of the dissertation project. After a student has contacted prospective committee members, a written proposal is then presented to each committee member (for specific rules and timelines, see Sage Suggestions Regarding Master's Theses and Doctoral Dissertations at SHSU). After careful review, the committee gives the proposal tentative approval. The defense should be scheduled at a time and day convenient for the faculty and student.

One week prior to the scheduled defense, the student must announce the defense date and time to the Department of Psychology, inviting them to the defense. During the oral defense, the student describes the purpose and objective of the study, reviews the literature, presents the methodology, and defends its importance and relevance to the field. Members of the committee, other faculty, and doctoral students may ask questions, make suggestions, or challenge any part of the proposal. The final decision to accept the proposal, suggest modifications, or reject it, requires unanimous vote of the committee.

Upon acceptance of the proposal by all committee members, an abstract of the proposal (prospectus) and the signed Prospectus Defense form should be forwarded to the Dean's office.

### **Time Limitation on the Dissertation**

Unless compelling circumstances warrant an extension, all students must complete the program within six years of their first registration in the doctoral Program. For students who enter the Program without a master's degree in psychology, the six-year deadline starts after they have completed requirements for the master's degrees. There are no time limitations on the period for completion of the dissertation other than those imposed for the successful completion of all

requirements by the student in the doctoral Program. However, during the actual period of data collection and analysis, close liaison and consultation shall be maintained by the student with each member of the committee in order that they may be kept informed of the student's progress in a timely manner. Ideally, students will complete the dissertation before departing for internship.

### **Oral Defense of the Dissertation – Procedure**

All committee members will be present for the final oral defense. Only after each individual committee member tentatively has approved the manuscript should the student schedule a date for the oral defense (for specific information about timelines see Sage Suggestions Regarding Master's Theses and Doctoral Dissertations at SHSU). The last day to defend a dissertation may be found in the academic calendar.

The oral defense of the dissertation should be scheduled in sufficient advance of the defense date so that members of the faculty can be notified one week in advance of the scheduled defense. The oral defense is a public ceremony open to any student or faculty member. Such defense should be scheduled at a time and day convenient for the faculty and students. The defense may last between 1 and 2 hours, so it should be scheduled for a 2-hour block. The committee will discuss the work and an opportunity for questions and answers will be afforded those in the audience. After this discussion, the committee evaluates the dissertation. The committee has the responsibility to accept, recommend changes and/or revisions, or reject the document, subject to review by the Dean of the College Humanities and Social Sciences. Changes proposed, if any, must be made; otherwise, a student's graduation may be barred.

### **Microfilming and Copyrighting**

The University has an agreement with University Microfilms International for microfilming and/or copyrighting dissertations. The necessary form is obtained from the University's Graduate Programs Office. Return it to the University's Graduate Programs Office along with a photocopy of the entire dissertation and an extra abstract (350 words or less). The student pays

for the service or services chosen at the Graduate Programs Office in the form of a check made payable to SHSU. If you choose to have microfilming and copyrighting, the total fee is \$85. Microfilming (\$50) is required, but copyrighting (\$35) is optional. Please note that fees may change during the time you are in the Program.

## Sage Suggestions Regarding Master's Theses & Doctoral Dissertations at SHSU

Every research enterprise can offer idiosyncratic obstacles and opportunities, but your faculty advisors are crafty veterans—and herein, we offer some detail regarding the norms that will govern your thesis and dissertation work. We provide advice on choosing a question and selecting a committee, but the primary purpose of this document is to promote reasonable, shared expectations regarding theses and dissertations at SHSU.

The overarching points we wish to impart are that *your project will take longer than you think it will* and *your advisors will always need several days to provide you feedback* on drafts of your work. Some theses and dissertations become frustrating affairs in which, as a result of procrastination and poor planning, students frantically rush to meet deadlines that have become impossible to meet. We wish to avoid such disappointments.

### Thesis Coursework and Continuous Enrollment

When you are working on your thesis, you will register for PSY 698, Thesis I, and PSY 699, Thesis II, as part of your degree plan. These are not classroom courses; instead, they exist to legitimize your thesis work as part of your semester load and to pay the University for the faculty and library resources you should be using. Once you begin your enrollment in the thesis courses by taking PSY 698, you must **continue** enrollment in a thesis course until you complete your thesis work. Typically, you'll take PSY 698, receive a grade, and then move on to PSY 699, enrolling in Thesis II in successive semesters until your work is done. If you miscalculate and do not complete your work during a particular semester, you must re-enroll in PSY 699 and be registered in the course during the semester in which you receive your M.A. degree. You may enroll in Thesis II as many times as needed; you'll continue to receive a grade of "IP"--in progress--until you receive your degree.

During Thesis I, you will produce and defend a detailed description of your project that--ideally--will be the first half of your finished thesis. A thesis **proposal** contains (a) your review of the relevant literature; (b) a rationale and justification for your specific research question; (c) explicit hypotheses; and a Method section detailing (d) the sources and nature of your research participants, and (e) the materials and procedures you will use. It should also include (f) an Appendix that contains your materials, including any written scales or surveys and the verbal script or instructions to participants a researcher will use. To encourage such progress, the Department levies a formal grade in PSY 698: If you publicly defend your proposal to your full committee's satisfaction by the last day of classes--that is, *before finals begin*--you will receive an "A" in Thesis I. If you submit a written draft of a complete proposal to your thesis Chair by the last day of classes, you will receive a "B." Poorly written or non-written progress toward completing the thesis will receive a grade of "C" in PSY 698. You may take PSY 698 whenever you wish; however, when you *do* register for PSY 698, we will expect material progress to be made. For that reason, it's a good idea to form your committee before you take PSY 698.

PSY 699, Thesis II, culminates in a formal public presentation of your work--your thesis **defense**--and approval of the finished product by the Dean. The final work must also be acceptable to *the library*, which will retain the original signed copy of your thesis. You must follow the library's and the University's explicit guidelines for preparation of the final document, which are described here: <http://library.shsu.edu/research/thesis.php>

### **Dissertation Coursework**

Dissertations are typically larger projects that require more time than theses do, and a minimum of 9 hours of dissertation courses are required. Your specific obligations during each semester of your work on your dissertation are arranged by contract with your Chair; see the previous section of this handbook for more information.

### **Procedural Details**

Your work on your thesis and dissertation is likely to include these particulars:

- When you are preparing a proposal or a finished thesis or dissertation, you will ordinarily submit *several drafts* of your work to your Chair before submitting your material to the other members of your committee. No one, anywhere, has ever written an entirely suitable report in one take. You will receive several rounds of helpful criticism and prepare several different versions of your work before your Chair is completely satisfied.
- When your Chair is content, the other members inspect your work. They are independent critics, and several *more drafts* may be required to satisfy their concerns.
- Each round of review during this process of revise-and-resubmit will take at least one week. When you present written matter to a committee member, correspond with him or her to set a target date for receiving feedback on your work. Expect such feedback *no sooner* than *one week* from the day the member acknowledges receipt of your materials; a member may sometimes need up to two weeks to give your work the attention it deserves. Do not put yourself into the position of having to depend on faster turnaround; the faculty will typically be unable to rearrange their many other commitments in order to provide you instant feedback.
- Permission to schedule a defense requires the consent of every member of your committee. Do not seek to schedule a proposal defense or a thesis or dissertation defense until every member of your committee has had ample, sufficient opportunity to inspect your work *and* has informed you that he or she is sufficiently satisfied with your written work to consent to a defense.
- Plan on staging your defense one week after permission is granted. You will be expected to provide the Department one week's advance notice of the event.

- Except in exceptional cases in which approval has been granted by all the committee members, your proposal must be successfully defended before it is submitted to the SHSU Committee for the Protection of Human Subjects. Moreover, CPHS approval *must* be obtained *before* any data is collected from human participants. If your procedure requires a review by the full Committee, expect this approval process to take at least one month.

## **Deadlines**

Theses and dissertations always take longer than you think they will. Even if you're in a hurry, these projects involve various others who will slow you down: committee members who may be unavailable during semester breaks or summers, review boards with intermittent meetings, and research participants who forget their appointments or misunderstand their tasks. If you want to collect data from outside agencies, their own review procedures may add several weeks or months to your project.

In addition, you must adhere to the deadlines for thesis and dissertation work established by the University, the College of Humanities and Social Sciences, and the Clinical Psychology Program:

- The University's deadlines are published several semesters in advance at [http://www.shsu.edu/~grs\\_www/current/thesisdissertationtimeline.html](http://www.shsu.edu/~grs_www/current/thesisdissertationtimeline.html).
- The College's deadlines, which are sometimes slightly earlier, can be found at <http://www.shsu.edu/~hss001/graduate/>.
- The Program requires you to finish your Master's thesis before you are eligible to enroll in PSY 883, Doctoral Clinical Practicum II.

## **Dissertations, In Particular**

Please take especial note: The Clinical Program *will not certify you as being eligible to apply for internships* unless you stage a successful defense of your dissertation proposal by **September 15** of the fall semester that precedes your intended internship.

Let's consider this requirement. You will need to defend your dissertation proposal at the start of your last academic year on campus in order to go on internship the following year. (The deadline occurs early in the year because your internship applications will need to be in place only one month later, and there is much to do to make that happen. Indeed, as we discuss the ramifications of this deadline, please note that you *can* defend your dissertation proposal earlier than this, that is, in the preceding spring or summer. Indeed, September becomes complex if everyone waits until the last minute, so we encourage you to finish your proposal earlier and to defend it as soon as possible.) Thus, you will need to receive permission from your full

committee to stage your defense before the Fall semester begins. Keep in mind, too, faculty often are completely unavailable for weeks during the summer, including the two weeks just before the Fall semester starts.

Thus, you should plan your efforts so that your Chair is satisfied with a proposal that is ready to submit to the other members of your committee by July 15. ***If you have not developed a complete proposal that satisfies your Chair by July 15, you should not expect to go on internship the following summer.*** Your Chair will be expected to notify the Director of Clinical Training by July 15 that you are on track to become eligible to apply for internships that fall.

In practice, this means that you must provide your Chair a complete draft of your dissertation proposal that allows the review process to begin by the close of the Spring semester—and the close of the semester will be too late if your Chair will not be routinely available to you during June and early July. We strongly encourage you to **clarify by Spring Break** exactly whether and when your committee members will be available to assist you during the summer months.

**Without a coherent project, careful plans, and explicit agreements with your committee in place by mid-March,** you should not expect to apply for internships during the fall.

#### A Dissertation Timeline

Every dissertation presents its own challenges, but here is an illustrative sample timeline:

##### Fall semester (3<sup>rd</sup> year)

- Discuss possible dissertation topics with potential chairs

##### Beginning of Spring semester (3<sup>rd</sup> year)

- Register for PSY 896, Dissertation I
- Choose a topic
- Select a Chair
- Refine your plans

##### Middle of Spring semester

- Select other committee members
- Clarify summer availability of all committee members
- Specify procedure and detail plans
- Create proposal outline
- Write first draft of complete proposal

##### End of Spring semester

- Revise and resubmit drafts of proposal to Chair

### Early summer

- Register for PSY 897, Dissertation II
- Submit refined proposal to other committee members
- Revise and resubmit drafts of proposal

### Late summer

- Stage proposal defense as early as possible (and no later than Sept. 15)

### Fall semester (4<sup>th</sup> year)

- Register for PSY 898, Dissertation III
- Obtain approval of institutional review boards
- Begin data collection

### Spring semester (4<sup>th</sup> year)

- Register for PSY 899, Dissertation IV
- Complete data collection
- Write first draft of dissertation
- Revise and resubmit drafts to Chair
- Revise and resubmit drafts to other committee members
- Stage dissertation defense

## **Choosing a Research Question**

The specific hypotheses and procedures involved in any research enterprise usually emerge from some combination of careful reading of the existing literature, local opportunity, and thoughtful innovation. One usually develops a particular question over a period of time, so we encourage you to think of the selection of a topic as a *process* that can actually take several forms.

There are at least three broad trajectories by which students settle on a thesis or dissertation topic. At one extreme, students join a faculty member's ongoing research program for a semester or two, learn the ropes, and then take ownership of a project that is a logical next step in the research program. Such investigations are not started from scratch; indeed, they may straightforwardly emerge from the studies that precede them.

At the other extreme, the student generates a personal interest and specific research question entirely on his or her own, and then shops it around to the faculty to find a thesis or dissertation chair. Between those extremes is a broad approach that is probably the most common of the three types: The student has a particular interest and an emerging question, and works closely with faculty advisors in a synergistic process of give-and-take to shape the specific study. Thus,

a thesis may address a topic that is entirely new to the Department or it may be an extension of local work that has preceded it. Don't hesitate to visit with the faculty regarding their (and your) interests.

Overall, then, you probably won't be thinking up your research plan all by yourself. You still have to hone your interests, however, and to aid that process, we have several specific suggestions.

1. Keep a small research notebook handy, and whenever you encounter a phenomenon or finding of interest to you, make a note of it.
2. Read the most recent studies that bear on your two or three favorite phenomena. There is no substitute for this indispensable preparation, which makes research much less mysterious and perplexing. You should aim to become an expert in the very specific domains of interest to you. When you know enough, what you can (or should) do is often obvious; the latest investigations will offer you state-of-the-art methods, and their discussion sections will often *suggest* subsequent studies to readers.
3. As your specific idea emerges, consult the faculty. Start with those with expertise in your area, broadly defined. Manageable theses and dissertations must be practical, so expect a collaborative process of helpful criticism that will refine your idea and provide reassuring guidance.
4. Finally, remember that science is *incremental*, and think small. Study a question that interests you, but do not expect to make a discovery that sets psychology on its ear. That hardly ever happens; science is a cumulative exercise in which small steps produce meaningful advances over time.

Thus, when you choose your question, you'll likely not be blazing a lonely new trail into a dangerous wilderness. Instead, you'll likely be following closely in the footsteps of others, using their proven tools. Once you learn where their paths lead and how to use their tools, what to do may be straightforwardly apparent rather than frustratingly unclear. Don't hesitate to answer small questions decisively; that's always more valuable than addressing huge issues ambiguously.

### **Selecting a Committee**

At a minimum, a thesis committee is comprised of three advisors--at least two of them from the Department of Psychology--who are members of the graduate faculty at SHSU. (This excludes instructors and some other personnel.) Dissertation committees are comprised of at least four people—at least two of them from Psychology, at least one of whom is a member of the doctoral program faculty—who are members of the graduate faculty; one of them must also be a member of a department other than Sam's Department of Psychology & Philosophy. However, the most important member of the committee is the Chair; you will work most closely with him or her, and that's where selection of a committee starts.

The ideal Chair (a) possesses meaningful expertise in your research area; (b) is interested in your research question; (c) has the time and energy to devote to your project, and (d) works well with you. Obviously, depending on the circumstances, there may not be anyone who offers all of these attributes, but a comfortable match is usually possible. Ordinarily, the first criterion--expertise--is a key consideration, and it determines whom you will approach to discuss your ideas. *After* you have read and feel comfortable discussing the literature, simply make appointments and describe your interests to those members of the faculty whose courses and/or research fit your topic most closely.

The Chair will help you select the other members of your committee and will help shape the role those advisors play. Here, idiosyncrasy reigns. The members may have particular expertise that makes them invaluable resources for your specific project, or they may simply be people you like or who work well with the Chair; ideal members have all three characteristics. Further, you may hold committee meetings in which the entire committee hashes out details of the procedure, or the members merely may be asked to critique and sign off on the ideas you and the Chair produce. Whatever, it's important to remember that each member of your committee will ultimately be an independent judge of the suitability of your work; each person has veto power over your reports, and your thesis or dissertation will not leave the department without the signature of each individual.

# **Policy for Committee Members Not Employed by SHSU Serving on SHSU Thesis and Dissertation Committees**

## **1. PURPOSE**

1.01 The purpose of this policy is to provide a procedure whereby highly qualified individuals not employed by SHSU may serve on SHSU thesis and dissertation committees. This will enable our students and faculty to interact with prominent individuals in the appropriate topic area.

## **2. GENERAL**

2.01 Only one external reader may be permitted to serve on each thesis or dissertation committee. This person must be specifically requested by the student writing the thesis or dissertation and approved, in advance, by the appropriate academic dean and department and committee chairs.

2.02 If specifically requested by the student writing the thesis or dissertation, and if approved by the department and committee chairs, the external reader may be included as a fourth signatory.

2.03 If an approved external reader is located at a distance from the SHSU campus, which would make his/her presence at thesis/dissertation committee meetings or a defense impracticable, such meetings or defense may be accomplished by a conference call.

2.04 An approved external reader will be bound by all pertinent rules, regulations and procedures pertaining to the preparation and approval of theses and dissertations at SHSU.

## **3. QUALIFICATIONS**

3.01 It is expected that an external reader should:

- a. generally be a member of the graduate faculty of his/her institution;
- b. teach courses at the level of the degree the student writing the thesis or dissertation is pursuing; or
- c. possess pertinent credentials and/or expertise in the topic area sufficient to satisfy the respective academic dean and department/committee chairs. In such special circumstances, that person must be included as a fourth member of the committee.

## **Dissertation Process Checklist (Forms and Approvals)**

1. Student selects a topic and assembles a committee. Complete and send Appointment of Dissertation Committee form to the Dean's Office.
2. Defend proposal. Send Proposal/Prospectus Defense Form to Dean's Office.
3. Submit IRB application (human subjects approval). You must have IRB approval before collection data.
4. Take draft to Library for approval of basic style and format (6 weeks prior to graduation).
5. Defend thesis. Send Thesis Defense Form to Dean's Office. This must occur before thesis will be accepted for signatures.
6. Secure signatures of thesis committee on approval page (on bonded paper) and Thesis Director's signature on the Route Sheet.
7. Take thesis, signed approval page (on bonded paper), and route sheet to Dean's Office. Director's signature should be on the Route Sheet and approval page.
8. Make recommended changes and return corrected copy to Dean's Office for signature.
9. Take final copy (on bonded paper), approval sheet (on bonded paper), extra abstract (on bonded paper) and Route Sheet to the Library for signature. The student should ask for four bound copies: (1) Library, (2) Student, (3) Dissertation Director, and (4) Program.
10. Make any changes requested and return final copy plus all extra copies, approval sheet, extra abstract, and Route Sheet to the Library for final signature.
11. Take Route Sheet to Graduate Studies Office.
12. Take signed Route Sheet to the Registrar's Office.

## DISSERTATION FORMS

There are a number of forms that students need to complete during the dissertation process. These include forms for the College of Humanities and Social Sciences and the Graduate School. Each of these forms requires a number of signatures. Students are encouraged to check with the Dean's Office and the Graduate School to make sure that they have the most up-to-date versions of these forms completed and signed.

Forms that need to be completed for the Dean's office include:

- Appointment of Dissertation Committee (completed before proposal)
- Dissertation Prospectus (form and prospectus submitted after successful proposal)
- Dissertation Defense (signed by committee after successful defense)
- Dissertation Route Sheet

The current version of the Dissertation Route Sheet can be obtained from the Graduate Studies website: [http://www.shsu.edu/~grs\\_www/current/index.html](http://www.shsu.edu/~grs_www/current/index.html)

The Psychology Department webpage provides a link to copies of the CHSS forms (<http://www.shsu.edu/~clinpsy/Forms.html>), but students should check with CHHS to ensure that they are using the most up-to-date versions.

## **Pre-Doctoral Internship**

### **Requirement for Ph.D.**

As is true with all clinical psychology training programs, students in the Clinical Psychology Ph.D. Program at SHSU must complete a one-year pre-doctoral internship in order to be eligible for the Ph.D. Students will be expected to complete their internships at APA-approved internship sites. However, students who choose to rank a non-APA-accredited internship may do so with the approval of the DCT.

### **Eligibility to Apply**

Students must be within one year of completing all coursework and passed doctoral comprehensive exams in order to be eligible to apply for internships. Students must also have successfully defended their dissertation proposal before the application for internship will be certified by the DCT. You must contact the faculty members from whom you wish faculty recommendations by the second week of the semester that you intend to apply.

For examples of sites at which students have interned in recent years, please consult the Program website.

***PLEASE NOTE: If your internship officially ends after the August graduation date, you can't officially graduate until December.***

# Association of Psychology Postdoctoral and Internship Centers (APPIC) INFORMATION

You should keep records of ALL your experiences in the Program because you will need to provide this data on your internship applications. Below are some of the data the APPIC application requests. Professionally developed programs can be purchased for this purpose if you wish to use one. Check the APPIC website for the entire application.

[http://www.appic.org/match/5\\_3\\_match\\_application.html](http://www.appic.org/match/5_3_match_application.html)

## **Individual Therapy** (# of hours and # of different individuals)

- Older Adults (65+)
- Adults (18-64)
- Adolescents (13-17)
- School-Age (6-12)
- Pre-School Age (3-5)
- Infants/Toddlers (0-2)

## **Group Therapy**

- Adults
- Adolescents (13-17)
- Children (12 and under)

## **Family Therapy**

## **Couples Therapy**

## **Interventions**

- (1) Consultation
- (2) Direct Intervention
- (3) Other (specify)

## **Other Psychological Interventions**

- (1) Sports Psychology/Performance Enhancement
- (2) Medical/Health-Related Interventions
- (3) Intake Interview/Structured Interview
- (4) Substance Abuse Interventions
- (5) Other Interventions (Specify)

**Psychological Assessment Experience:** This is the estimated total number of face-to-face client contact hours administering tests and providing feedback to clients/patients. This does not include time spent scoring and/or report writing, which should be included under "Support Activities." Note the numbers of each test as well as the number of individuals you assess.

- (1) Psychodiagnostic Test Administration

- (2) Neuropsychological Assessment
- (3) Other (Specify)

**Other Psychological Experience with Students and/or Organizations:**

- (1) Supervision of Other Students Performing Assessment and Intervention Activities
- (2) Program Development/Outreach Programming
- (3) Outcome Assessment of Programs or Projects
- (4) Systems Intervention/Organizational Consultation/Performance Improvement
- (5) Other (Specify)

**SUPERVISION RECEIVED**

- (a) Hours spent in one-on-one, face-to-face supervision
- (b) Hours spent in group supervision
- (c) Hours of peer supervision/consultation and case discussion on specific cases

**SETTINGS**

- Child Guidance Clinic
- Community Mental Health Center
- Department Clinic (psychology clinic run by a department or school)
- Forensic/Justice Setting (e.g., jail, prison)
- Inpatient Hospital
- Military
- Outpatient Medical/Psychiatric Clinic and Hospital
- University Counseling Center/Student Mental Health Center
- Schools
- Other (Specify)

What types of groups have you led or co-led?

# **STUDENT AND PROGRAM EVALUATION**

# METHODS OF STUDENT/PROGRAM EVALUATION

*Formative and summative evaluations are utilized to evaluate students, Program elements, and the overall Program.*

**Evaluation of students** may include but not be limited to:

- assessment reports
- audiotapes
- case reports
- class participation
- comprehensive exams
- consultation reports
- formal course examinations
- participation in department activities (e.g., colloquia, program meetings)
- presentations
- publications and conference presentations
- research activity
- simulations/role plays
- supervisor ratings of student performance
- thesis and dissertation documents
- timeliness in completing program milestones (e.g., thesis, comps, dissertation, internship)
- videotapes

**Evaluation of the Program** may include but not be limited to:

- annual review of program by students
- course evaluations
- graduate employment records
- intern evaluations
- practicum site evaluations
- practicum student evaluations
- programmatic issues raised by students at weekly faculty meetings
- review of student publication and presentation activity
- supervisor evaluations

## **University Grading System**

Four grades are given in graduate courses at the University: A denotes academic excellence; B denotes acceptable performance; C denotes insufficiency in achievement, although it is a passing grade; and the grade F denotes failure. The mark IP denotes “in progress” and is given in theses and other courses which cannot be completed within one semester. The mark CR denotes “credit” and is given in one-hour workshops and may be given on transferred courses. The mark WP denotes “withdrew passing” and the mark WF denotes “withdrew failing.” The mark X denotes an incomplete course. If the student meets the prescribed requirements of the course before the end of the next academic semester after the X is given, the student will receive the grade earned; otherwise, the mark X will be automatically changed to an F. The mark of Q will be given students who drop courses from the thirteenth class day, for a semester, or from the fifth class day, for a summer session, until the last day for dropping courses without grade of F as stated in the Academic Calendar. Courses with the mark of Q will not be counted as courses attempted and will not be included in determining grade point averages. The graduate student who elects to drop all courses, that is, to resign from the University, must notify the Registrar’s Office and process a Resignation Request.

## **Supervisor Ratings of Practicum Performance**

Practicum supervisors closely evaluate student performance, to better monitor and promote student skill development. Each semester, practicum supervisors use the PRACTICUM EVALUATION OF CLINICAL COMPETENCY DEVELOPMENT form (following pages) to evaluate student performance. Ratings from these forms are reviewed by the Program faculty at the end of each semester to track student progress in general, but they are also used to identify areas in which the student may need to improve and areas that should be the focus of subsequent practicum training and clinical supervision.

## PRACTICUM EVALUATION OF CLINICAL COMPETENCY DEVELOPMENT

Student \_\_\_\_\_

Semester \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Printed Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Novice (N):** Novices have limited knowledge and understanding of topic or skill.

**Intermediate (I):** Psychology students at the intermediate level of competence demonstrate some skills in the area but not to a level of independent application.

**Competent (C):** At this level, students demonstrate a level of skill to proceed to internship.

**Not applicable (NA):** At this time, the student has had no opportunity to demonstrate this characteristic.

**Remediation needed (R):** The student's performance indicates insufficient progress or potentially unethical behavior.

Competencies	Rating
<b><u>Personality Characteristics, Intellectual and Personal Skills</u></b>	
Interpersonal skills: listens and is empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains.	
Cognitive skills: critical thinking, organized reasoning, intellectual curiosity and flexibility.	
Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.	
Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior.	
Expressive skills: communicates one's ideas appropriately, feelings and information in verbal and non-verbal channels.	

<b>Competencies</b>	<b>Rating</b>
Reflective skills: examines and considers one's own motives, attitudes, behaviors and effects on others.	
Personal skills: personal organization, personal hygiene, appropriate dress.	
Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.	
<b><u>Knowledge from classroom experience:</u></b>	
<b><u>Assessment and Clinical Interviewing</u></b>	
Knowledge regarding psychopathology related to the population(s) served by the practicum sites.	
Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.	
Knowledge of test construction, validity, score reliability and related assessment psychometrics.	
Skills in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.	
Skills in the models and techniques of clinical interviewing.	
<b><u>Intervention</u></b>	
Knowledge of scientific, theoretical, empirical and contextual bases of intervention.	
Skills in basic clinical skills, such as empathic listening, framing problems, etc.	
Skills in assessment of treatment progress and outcome.	
<b><u>Ethical and Legal</u></b>	
Principles of ethical practice and decision making (APA, 2002)	
Legal knowledge related to the practice of psychology [ Federal (e.g., HIPAA), State law]	
<b><u>Individual and Cultural Difference (ICD)</u></b>	
Understands one's own situation (e.g., one's ethnic/racial background, socioeconomic status, gender, sexual orientation; one's attitudes towards diverse others relative to the dimensions of ICD (e.g., class, race, physical disability, etc.).	
Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.).	

<b>Competencies</b>	<b>Rating</b>
<b><u>Relationship/Interpersonal Skills</u></b>	
With patients/clients/families:	
Takes a respectful, helpful professional approach to patients/clients/families.	
Forms a working alliance.	
Deals with conflict, negotiates differences.	
Understands and maintains appropriate professional boundaries.	
With colleagues:	
Works collegially with fellow professionals.	
Supports others and their work and gains support for one's own work.	
Provides helpful feedback to peers and receives such feedback non-defensively from peers.	
With supervisors, the ability to make effective use of supervision, including:	
Works collaboratively with the supervisor.	
Willingness to prepare for supervision.	
Willingness to accept supervisory input, including direction; willingness to follow through on recommendations; willingness to negotiate needs for autonomy from and dependency on supervisors.	
Self-reflects and self-evaluates regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.	
With support staff :	
Is respectful of support staff roles and persons.	
For the practicum site itself:	
Understands and observes agency's operating procedures.	
Participates in furthering the work and mission of the practicum site.	
Contributes in ways that will enrich the site as a practicum experience for future students.	

<b>Competencies</b>	<b>Rating</b>
<b><u>Skills in Application of Research</u></b>	
Seeks and applies theoretical and research knowledge relevant to the clinical setting, including accessing and applying scientific knowledge bases.	
<b><u>Psychological Assessment Skills</u></b>	
Selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups.	
Utilizes systematic approaches to gathering data to inform clinical decision making.	
Integrates assessment data from different sources for diagnostic purposes.	
Formulates and applies diagnoses; understands the strengths and limitations of current diagnostic approaches.	
Effective use of supervision to implement and enhance skills.	
<b><u>Intervention Skills</u></b>	
Appropriately formulates and conceptualizes cases.	
Develops, implements, and revises treatment plans.	
Implements intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psycho-educational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.	
<b><u>Professional Development:</u></b>	
Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	
Developing an organized, disciplined approach to writing and maintaining notes and records.	
Negotiating/managing fees and payments.	
Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.	
Self-identifies personal distress, particularly as it relates to clinical work.	
Seeks and uses resources that support healthy functioning when experiencing personal distress.	

<b>Competencies</b>	<b>Rating</b>
<b><u>Ethics:</u></b>	
Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.	
Recognizes and analyzes ethical and legal issues across the range of professional activities in the practicum setting.	
Recognizes and understands the ethical dimensions/features of own attitudes and practice in the clinical setting.	
Seeks appropriate information and consultation when faced with ethical issues.	
Practices appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	
<b><u>Development of leadership skills:</u></b>	
Recognizes one's role in creating policy, participation in system change, and management.	
Understands the relationship between roles of supervisor, manager, and executive.	
Understands the basics of financial management and strategic as it pertains to clinical service delivery.	
Self-evaluates one's skills as manager and leader.	
<b><u>Diversity - Individual and Cultural Differences:</u></b>	
Knowledge of self in the context of diversity.	
Knowledge of the nature and impact of diversity in clinical situations.	
Works effectively with diverse others in assessment, treatment and consultation.	
<b><u>Consultation Skills/Inter-Professional Collaborations:</u></b>	
Knowledge of the unique roles of other professionals.	
Effectively relates to other professionals.	
Understands the consultant's role as an information provider to the decision makers.	
Communicates clearly with minimal psychological jargon.	
Uses appropriate assessment tools to answer referral questions.	

<b>Competencies</b>	<b>Rating</b>
Implements a systematic approach to data collection in a consultative role.	
Organizes reports that are succinct and provide useful and relevant recommendations to other professionals.	
<b><u>Supervisory Skills:</u></b>	
Knowledge of literature on supervision (e.g., models, theories and research).	
Knowledge concerning how clinicians develop into skilled professionals.	
Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	
Knowledge of limits of one's supervisory skills.	
Knowledge of how supervision responds appropriately to individual and cultural differences.	

**Comments:**

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Supervisor

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Student

## **Annual Student Evaluations by the Program**

Each student in the Program receives a yearly evaluation letter, and a copy is stored in the student's file. This letter addresses the student's performance in the areas of (a) **academics**, (b) **research**, (c) **clinical work**, (d) **teaching**, and (e) **overall program participation**. Each summer students provide a self-evaluation letter in which they assess their performance in these areas, list any conference presentations or publications they had in the past year, and note any other special accomplishments. This letter then goes to the student's major research advisor, who drafts an evaluation letter. The Program faculty then meet to review the letter and add their contributions. After any modifications are made, the student and the major research advisor meet to discuss the letter. The aims of the process and the letter are to:

- ensure that at least once each year the entire Program faculty share their assessments of each student in the Program
- help provide students with an overview of their annual performance
- chart the trajectory of the students' graduate career
- provide a formal means for ensuring that students are aware of their appropriate progress in the Program, including any approaching deadlines
- provide students with feedback about aspects of their performance and professional development that might not otherwise be formally evaluated (e.g., ability to work with peers)
- provide students with guidance regarding any problems that require remediation.

Student progress through the Program is also tracked using the **OMNIBUS EVALUATION OF COMPETENCY DEVELOPMENT** form provided on the following pages. This form is completed by the faculty at the end of each academic year, at the same time that the faculty drafts students' yearly evaluation letters.

**OMNIBUS EVALUATION OF COMPETENCY DEVELOPMENT**

**Clinical Psychology Ph.D. Program,  
Sam Houston State University**

**Student** \_\_\_\_\_ **Dates:** Entered Program \_\_\_\_\_  
Passed Capstone Course \_\_\_\_\_ Thesis Proposal Defended \_\_\_\_\_ Thesis Defended \_\_\_\_\_  
M.A. Awarded \_\_\_\_\_ Passed Doctoral Comprehensives/MAP \_\_\_\_\_  
Dissertation Proposal Defended \_\_\_\_\_ Dissertation Defended \_\_\_\_\_ Ph.D. Awarded \_\_\_\_\_  
Internship Site: \_\_\_\_\_

**Novice (N):** Novices have limited knowledge and understanding of topic or skill.

**Intermediate (I):** Psychology students at the intermediate level of competence demonstrate some skills in the area but not to a level of independent application.

**Competent (C):** At this level, students demonstrate a level of skill to proceed to internship.

**Not applicable (NA):** At this time, the student has had no opportunity to demonstrate this characteristic.

**Remediation needed (R):** The student's performance indicates insufficient progress or potentially unethical behavior.

<b>Goals – Objectives - Competencies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Goal 1: To produce graduates who have a broad knowledge of scientific psychology including its history of thought and development, research methods, and applications.</b>				
<b>Objective 1:</b> Students will be knowledgeable of the core domains of scientific psychology, including biological, social, developmental, and cognitive/affective bases of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis, and issues of cultural and individual diversity.				
PSY 532 – Advanced Social Psychology *				
PSY 560 – Advanced Physiological Psychology				
PSY 536 – Advanced Cognitive Psychology (or PSY 792 Emotions)				
PSY 587 – Advanced Statistics ( <i>additional evaluation on Doctoral Comprehensive Exams</i> )				
PSY 588 – Introduction to Experimental Design (formerly Research Methods) ( <i>additional evaluation on Doctoral Comprehensive Exams</i> )				
PSY 592 – History and Systems of Psychology				
PSY 760 – Multicultural Psychology				
PSY 787 – Multivariate Statistics in Psychology ( <i>additional evaluation on Doctoral Comprehensive Exams</i> )				
Effective teaching of undergraduate psychology courses				
Annual evaluation by Department Chair				
Teaching Assistant's student course evaluations				
<b>Objective 2:</b> Students will be knowledgeable regarding scientific, methodological, and theoretical foundations in professional clinical psychology including individual differences in behavior, human development, dysfunctional behavior/psychopathology, and professional standards and ethics.				
PSY 530 – Psychopathology ( <i>additional evaluation via Capstone course case presentation</i> )				
PSY 533 – Theory and Research in Psychotherapy I ( <i>additional evaluation via Capstone course case presentation</i> )				
PSY 594 – Psychometrics ( <i>additional evaluation via Capstone course case presentation</i> )				
PSY 595 – Assessment of Intelligence and Achievement				

\* All courses must receive a “B” or better; a grade of “C” in a course requires that the course be retaken; a grade of “F” in a course means expulsion from the Program.

<b>Goals – Objectives – Competencies (continued)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
PSY 596 – Assessment of Personality and Psychopathology ( <i>additional evaluation on Doctoral Comprehensive Exams</i> )				
PSY 597 – Advanced Developmental Psychology				
PSY 730 – Clinical Psychology Proseminar				
PSY 736 – Mental Health Law				
PSY 739 – Developmental Psychopathology ( <i>additional evaluation on Doctoral Comprehensive Exams</i> )				
PSY 762 – Ethics in Clinical Practice ( <i>additional evaluation on Doctoral Comprehensive Exams</i> )				
PSY 770 – Empirically Supported Treatments ( <i>additional evaluation on Doctoral Comprehensive Exams</i> )				
PSY 860 – Forensic Assessment I				

Goals – Objectives – Competencies (continued)	Year 1	Year 2	Year 3	Year 4
<b>Goal 2: To produce graduates with the skills to conduct meaningful research that adds to the current body of knowledge in psychology.</b>				
<b>Objective 1:</b> Students will critique published research to determine its relevance and the appropriateness of the methodology, data analysis, and interpretation of the results.				
Conducting literature reviews and drawing conclusions from the results of these..				
<b>Objective 2:</b> Students will conduct empirical research with resultant expertise in the area of study, data analysis, and interpretation of results ( <i>additional evaluation on Doctoral Comprehensive Exams</i> ).				
Designing and planning a research study using appropriate methodologies to accomplish the goals of the study.				
Participating in the collection and preparation of data from a research study.				
Presenting data from a research study through written and graphic means.				
Making inferences, drawing conclusions, and assessing the implications of a set of research data and presenting them in writing.				
<b>THESIS</b>				
PSY 698 – Thesis I				
PSY 699 – Thesis II ( <i>final approval by Master's Thesis Committee required</i> )				
<b>DISSERTATION</b>				
PSY 896 – Dissertation I				
PSY 897 – Dissertation II				
PSY 898 – Dissertation III				
PSY 899 – Dissertation IV ( <i>final approval by Doctoral Dissertation Committee required</i> )				

Goals – Objectives – Competencies (continued)	Year 1	Year 2	Year 3	Year 4
<b>Goal 3: To produce graduates who have the knowledge and skills to excel in the practice of clinical psychology.</b> <i>(primary sources of data are University and field supervisors' evaluations of student performance)</i>				
<b>Objective 1:</b> Students will acquire the skills and knowledge to engage in the core elements of clinical psychological practice, including theories and methods of assessment and diagnosis, effective intervention, evaluating efficacy of interventions, consultation, and supervision.				
<b><i>Baseline Competencies: Skills, attitudes, and knowledge that students should possess at the Novice level prior to engaging in clinical work:</i></b>				
PSY 691 – Practicum I				
<b><u>Personality Characteristics, Intellectual and Personal Skills</u></b> <i>(Appraised during Practicum I)</i>				
Interpersonal skills: listens and is empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains.				
Cognitive skills: critical thinking, organized reasoning, intellectual curiosity, and flexibility.				
Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity/uncertainty.				
Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior.				
Expressive skills: communicates appropriately one's ideas, feelings, and information in verbal and non-verbal channels.				
Reflective skills: examines and considers one's own motives, attitudes, behaviors, and effects on others.				
Personal skills: personal organization, personal hygiene, appropriate dress.				
Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.				
<b><u>Knowledge from classroom experience:</u></b>				
<u>Assessment and clinical interviewing</u>				
Knowledge regarding psychopathology related to the population(s) served by the practicum sites.				
Knowledge of scientific, theoretical, empirical, and contextual bases of psychological assessment.				
Knowledge of test construction, validity, score reliability, and related assessment psychometrics.				
Skills in principles and practice of systematic administration, data-gathering, and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention; assessment of treatment progress and outcome.				
Skills in the models and techniques of clinical interviewing				

<b>Goals – Objectives – Competencies (continued)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<u>Intervention</u>				
Knowledge of scientific, theoretical, empirical, and contextual bases of intervention.				
Skills in basic clinical skills, such as empathic listening, framing problems, etc.				
Skills in assessment of treatment progress and outcome.				
<u>Ethical and legal</u>				
Principles of ethical practice and decision making (APA, 2002).				
Legal knowledge related to the practice of psychology [ Federal (e.g., HIPAA), State law].				
<u>Individual and cultural difference (ICD)</u>				
Understanding of one's own situation (e.g., ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability, etc.).				
Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.).				
<b>Objective 2:</b> Students will practice their skills in clinical settings that are clearly committed to training and supervision and to providing a wide range of training and educational experiences with empirically supported interventions that integrate students' education and training.				
<u>Relationship/Interpersonal Skills</u>				
PSY 882 – Doctoral Clinical Practicum I (Fall of 2nd year)				
PSY 882 – Doctoral Clinical Practicum I (Spring of 2nd year)				
PSY 882 – Doctoral Clinical Practicum I (Fall of 3 <sup>rd</sup> year)				
PSY 883 – Doctoral Clinical Practicum II				
With patients/clients/families:				
Takes a respectful, helpful professional approach to patients/clients/families.				
Forms a working alliance.				
Deals with conflict, negotiates differences.				
Understands and maintains appropriate professional boundaries.				

Goals – Objectives – Competencies (continued)	Year 1	Year 2	Year 3
With colleagues:			
Works collegially with fellow professionals.			
Supports others and their work and gains support for one's own work.			
Provides helpful feedback to peers and receives such feedback non-defensively from peers.			
With supervisors, the ability to make effective use of supervision, including:			
Works collaboratively with the supervisor.			
Willingness to prepare for supervision.			
Willingness to accept supervisory input, including direction; willingness to follow through on recommendations; willingness to negotiate needs for autonomy from and dependency on supervisors.			
Self-reflects and self-evaluates regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.			
With support staff :			
Is respectful of support staff roles and persons.			
For the practicum site itself:			
Understands and observes agency's operating procedures.			
Participates in furthering the work and mission of the practicum site.			
Contributes in ways that will enrich the site as a practicum experience for future students.			
<b><u>Skills in Application of Research</u></b>			
Seeks and applies theoretical and research knowledge relevant to the clinical setting, including accessing and applying scientific knowledge bases.			
<b><u>Psychological Assessment Skills</u></b>			
Select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups.			
Utilizes systematic approaches to gathering data to inform clinical decision making.			
Integrates assessment data from different sources for diagnostic purposes.			
Formulate and applies diagnoses; understands the strengths and limitations of current diagnostic approaches.			

<b>Goals – Objectives – Competencies (continued)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Effective use of supervision to implement and enhance skills.				
<b><u>Intervention Skills</u></b>				
Appropriately formulates and conceptualizes cases.				
Develops, implements, and revises treatment plans.				
Implement intervention skills, covering a wide range of developmental, preventive, and “remedial” interventions, including psychotherapy, psycho-educational interventions, crisis management, and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.				
<b><u>Professional Development:</u></b>				
Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.				
Developing an organized, disciplined approach to writing and maintaining notes and records.				
Negotiating/managing fees and payments.				
Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.				
Self-identifies personal distress, particularly as it relates to clinical work.				
Seeks and uses resources that support healthy functioning when experiencing personal distress.				
<b><u>Ethics:</u></b>				
Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations, and case law relevant to the practice of psychology.				
Recognizes and analyzes ethical and legal issues across the range of professional activities in the practicum setting.				
Recognizes and understands the ethical dimensions/features of own attitudes and practice in the clinical setting.				
Seeks appropriate information and consultation when faced with ethical issues.				
Practices appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).				
<b><u>Development of leadership skills:</u></b>				
Recognizes one’s role in creating policy, participation in system change, and management.				
Understands the relationship between roles of supervisor, manager, and executive.				
Self-evaluates one’s skills as manager and leader				

Goals – Objectives – Competencies (continued)	Year 1	Year 2	Year 3	Year 4
<b>Objective 3:</b> Students will demonstrate knowledge of and sensitivity to issues of cultural and individual diversity in clinical practice.				
<b><u>Diversity - Individual and Cultural Differences:</u></b>				
Knowledge of self in the context of diversity.				
Knowledge of the nature and impact of diversity in clinical situations.				
Works effectively with diverse others in assessment, treatment, and consultation.				
<b>Objective 4:</b> Students will be exposed to clinical supervision and consultation.				
<b><u>Consultation Skills/Inter-Professional Collaborations:</u></b>				
Knowledge of the unique roles of other professionals.				
Effectively relate to other professionals.				
Understands the consultant's role as an information provider to the decision makers.				
Communicates clearly with minimal psychological jargon.				
Uses appropriate assessment tools to answer referral questions.				
Implements a systematic approach to data collection in a consultative role.				
Organizes reports that are succinct and provide useful and relevant recommendations to other professionals.				
<b><u>Supervisory Skills:</u></b> <i>(Requires participation in monthly supervision seminar during practicum at PSC.)</i>				
Knowledge of literature on supervision (e.g., models, theories, and research).				
Knowledge concerning how clinicians develop into skilled professionals.				
Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.				
Knowledge of limits of one's supervisory skills.				
Knowledge of how supervision responds appropriately to individual and cultural differences.				
PSY 890 – Internship I <i>(data provided by internship supervisor)</i>				
PSY 891 – Internship II <i>(data provided by internship supervisor)</i>				
PSY 892 – Internship III <i>(data provided by internship supervisor)</i>				

Goals – Objectives – Competencies (continued)	Year 1	Year 2	Year 3	Year 4
<b>Goal 4: To produce opportunities for researching and applying clinical psychology to the legal arena.</b> <i>(data provided by performance in Forensic Assessment I, clinical supervisor's evaluation of student performance, completed reports, and feedback from consumer).</i>				
<b>Objective 1:</b> Students will be knowledgeable regarding the ways in which clinical science and practice can inform common legal issues.				
Knowledge of ethical tension that exists between legal and psychological communities.				
Fundamental knowledge of how civil and criminal justice systems operate.				
Demonstrates the ability to find and understand law and legal text.				
Understands case law applied to clinical practice.				
<b>Objective 2:</b> Students will examine, and be qualified to conduct, research that applies clinical psychology to legal issues.				
Knowledgeable of clinical research that informs forensic assessment (e.g., child/parent attachment, domestic violence, substance abuse, violence risk, etc.).				
Knowledgeable of clinical research that informs legal consultation (e.g., jury selection, case theory, child testimony, presentation of evidence, etc.).				
Demonstrates ability to apply the scientific method to examine legal questions.				
Knowledge about cultural diversity as it applies to the legal and correctional environments.				
<b>Objective 3:</b> Students will provide consultation to the legal system.				
Demonstrates cultural sensitivity in providing consultation in the legal arenas and in correctional environments.				
Organizes succinct reports that provide useful and relevant recommendations to courts.				

## **Program Evaluation by Students**

Students are afforded the opportunity to provide feedback and evaluations of the Clinical Psychology Ph.D. Program in several ways. Each semester, students evaluate their academic courses, supervision received, and clinical training placements (e.g., the amount and quality of their supervision, client contact, etc.). In addition, an elected student representative attends weekly faculty meetings where she or he is invited to present student concerns.

A formal annual evaluation of the Program is requested of all students. The current form of the Clinical Psychology Ph.D. Program Annual Evaluation by Students is provided on the next page of the Handbook. The evaluations are submitted to the elected student representative who compiles them into one summary. The summary is submitted to the DCT who distributes it to the Program faculty. The results are discussed during a Program faculty meeting. The faculty may then create a plan to make improvements or adjustments to the Program.

## **Annual Evaluation of Program by Students**

1. Describe the Program's strengths and weaknesses as they relate to your coursework during the last semester. (In doing so, please address courses taken at the master's level separate from courses taken at the doctoral level).
2. Please list any changes that might be helpful in improving the Program milieu.
3. INCLUDING the time you spend on your assistantship, practicum, or other funding source, how is your time distributed among research, coursework, and clinical training (e.g., 25 percent coursework, 30 percent clinical training, 25 percent research, etc.)?
4. INCLUDING the time you spend on your assistantship, practicum, or other funding source, what would be your IDEAL distribution of time among research, coursework, and clinical training?
5. Describe one or two things you think the Program does especially well.
6. Describe one or two things you think the Program does not do especially well.
7. Describe the Program's strengths and weaknesses as they relate to Program administration.
8. Describe the Program's strengths and weaknesses as they relate to clinical training.
9. Describe the Program's strengths and weaknesses as they relate to research.
10. Describe the Program's strengths and weaknesses as they relate to resources.
11. Other comments?

# **STUDENT RESOURCES**

## Financial Awards

The University offers several types of financial awards to eligible graduate students. The amount may vary from year to year. These are:

1. ***Doctoral Research or Clinical Assistantships*** – Doctoral students may qualify for assistantships in the form of a clinical or research assignment. Assistantships are awarded on an annual basis, subject to availability of funds and eligibility. Students qualify for in-state tuition rates. Recipients are required to enroll for a minimum of 6 credit hours during the semester in which funding is received. Please note that receiving payment *from the university* via certain assistantships (research, clinical) while only taking 6 credit hours may influence the degree to which you qualify for federal student loans.
2. ***Doctoral Instructor Assistantships*** – Doctoral students may qualify for an assistantship in the form of a classroom teaching assignment. Students are required to register for a minimum of 6 hours. Recipients qualify for in-state tuition rates.
3. ***Scholarships*** – Various scholarships are awarded on an annual basis, subject to availability of funds and eligibility. Scholarship recipients qualify for in-state tuition rates.
4. ***Financial Awards Through the University Financial Aid Office***
  - a. Grants
  - b. State Tuition Exemption Programs
  - c. Various Student Loans

Outside employment is ordinarily prohibited. If an award recipient becomes employed outside the Program, the award may be withdrawn. If an award recipient is considering part-time outside employment, the recipient must inform the Program faculty in writing.

The Program faculty has the responsibility of determining if the nature of the employment will interfere with the student's progress in the Program. Students seeking to undertake such employment should consider the time limitation on completion of the Program.

Students will only be eligible for funding if they are making adequate progress in the Program. If, at any time, for any reason, it is determined that an award recipient, or a student compensated from some other project is not making satisfactory progress in the graduate Program, the student will be informed in writing of the deficiency.

For further information concerning doctoral assistantships, listed under 1 and 3 above, contact the Clinical Psychology Director of Clinical Training. For other information on the types of assistance enumerated in 4, contact: Student Financial Aid, P. O. Box 2328, Sam Houston State University, Huntsville, TX 77341.

## **Student Services**

### **Library**

The SHSU Newton Gresham Library maintains substantial holdings in psychology, psychiatry, criminal justice, and related fields. Doctoral students are eligible for extended loan privileges at the discretion of the Director of Library Services and may initiate a request for this privilege by contacting the library. A limited number of study carrels also is available for student use; contact Library Services for further information.

### **Computer Services**

Graduate students have access to the SHSU network. This network provides on-campus access to various software packages and the Internet. Each graduate student office is equipped with at least one computer with network access. Additional, free-standing computers are available in graduate student offices for the purpose of word-processing. There are also several computer laboratories available to faculty, staff, and students. The Clinical Psychology Ph.D. Program maintains a listserve to which faculty and students frequently post messages. **Students should become members of the list serve upon**

**entry into the program by contacting the faculty member who is responsible for its maintenance. Membership on the listserv is essential as it is a major vehicle for communication and announcements.**

### **Duplication Services**

The University provides photocopy services for students in the Newton Gresham Library and in the Sam Houston Press. Students are responsible for any charges incurred in duplicating material. The copy machine in the Sam Houston Press has a reduction capacity so that oversized documents can be reduced to standard format. There are also several commercial establishments near the campus which offer photocopying services at reasonable rates.

### **Other Services**

Academic Enrichment Center	(936) 294-3680
Bookstore	(936) 294-1862
Computer Services	(936) 294-1950
Counseling Center	(936) 294-1720
Financial Aid	(936) 294-1724
International Programs	(936) 294-3892
Legal Services	(936) 294-1717
Lowman Student Center	(936) 294-4902
Office of Student Life	(936) 294-1785
Post Office	(936) 294-1936
Registrar	(936) 294-1040
Student Activities	(936) 294-4180
Student Services	(936) 294-1784

## **Leaves of Absence**

Graduate students who have not completed their formal course requirements are expected to enroll continuously in the Program, taking courses in each consecutive Fall and Spring semester after initial registration. Students who do not expect to be enrolled should request a leave of absence in a letter to the Program faculty stating the reason for the continued leave. A leave of absence is granted at the discretion of the Dean.

The continuous enrollment provision applies to students who have completed their formal course requirements and are in the process of writing the dissertation away from the campus. During the pre-doctoral internship year, this requirement is satisfied by the Program requirement that students enroll in 1 hour of Internship (PSY 890-892) each semester. Students also are subject to the six-year limitation for degree completion. During a leave of absence, a student cannot make use of college or university resources, nor can a student take comprehensive exams or defend a proposal, thesis, or dissertation.

## **Student Self Care**

Completion of the doctoral program requires a significant amount of time and work. Students must complete graduate courses, thesis and dissertation research, a comprehensive examination or major area paper, and multiple semesters of practicum work. In addition to these core requirements, the Program provides students with opportunities to become involved in many other professional activities. For example, students may conduct independent research projects, assist faculty or other graduate students with their research, volunteer to conduct forensic evaluations, serve as peer supervisors of clinical work, teach undergraduate classes, and assist faculty members in other academic tasks (e.g., reviewing journal articles for publication, grant writing). At times, faculty seek out specific students for specific assignments, but many of these opportunities are open to all students.

Because many students have genuine interests in several or even all of these activities, it is easy for them to volunteer for too many things, take on too much work, and become overwhelmed. In these situations, students often find that they are stressed for time and have a difficult time completing any of their assigned tasks. Other students sometimes feel guilty that they do not have the time to get involved in these activities and fear that they will be viewed negatively by faculty members because they are not involved.

The faculty offer the following suggestions for students to help them make decisions about balancing their workload while at the same time taking advantage of the unique opportunities that the Program has to offer. These are suggestions only:

1. Recognize that you will never be completely caught up with all of your work. There will always be some piece of work that needs your attention. Because there will always be work that needs to be done, it can be helpful to set aside a prescribed amount of time each week for non-school related activities. If you find yourself having no time for enjoyable activities for several weeks in a row, you've probably taken on too much work. If you start your graduate career by setting aside this type of non-school time, you may be less likely to find yourself without any down time.

2. Recognize that you cannot do everything. Students need to recognize that there are times when they need to let opportunities pass by. Sometimes students worry that not volunteering for an opportunity will make them look bad in the eyes of the faculty. Students may also fear that faculty may not seek them out for future opportunities because they did not volunteer the first time. One strategy for dealing with this situation is to contact the faculty member to let him or her know that you are interested, cannot participate at this time, but would be interested in the future. If you are interested in future participation, tell the faculty member when you think you can get involved (e.g., next month, next semester, in the summer).

3. Understand that the faculty do not expect you to do everything. We understand that students have different interests. If a student does not have a strong interest in research and does not want to complete any research other than a thesis and dissertation, that is fine. Sometimes students feel that they will be viewed unfavorably by the faculty if they do not get involved in additional independent research, and that is not true.

4. Seek out faculty mentors. The program does not assign faculty mentors to students, but we encourage you to seek out a faculty member or members who you feel are appropriate role models for you. This person does not have to be your research (thesis/dissertation) advisor. You may find it easier to speak with a Program administrator (e.g., DCT) or one of your clinical supervisors.

# RESEARCH

## Getting Involved in Research Projects

Graduate students are encouraged to engage in independent research in addition to the requirements specified in the curriculum (e.g. Thesis, Dissertation), to the extent that they wish to further develop their professional competencies in this area. The best way for students to engage in independent research is for them to discuss their interests with individual faculty. The most successful independent research projects are those initiated by students, with faculty playing a supporting role. Usually, a student approaches a faculty member with a research idea. The faculty member may say that the idea is great and then work with the student on coordinating the logistics for the study. Alternatively, the faculty member may suggest some changes in conceptualization or design, but still support the student as lead researcher on the project. About 75% of non-thesis/dissertation student publications and presentations start with this type of collaboration.

Other students may feel that they do not necessarily have a research idea "ready to go," and they would like to learn more about research by assisting the faculty member with ongoing projects. If you want this type of experience, you should meet with individual faculty members to find out what opportunities are available. On occasion, the faculty will publicize new projects by posting opportunities on the Clindoc listserv. Please note, however, that these types of research opportunities vary greatly, depending on exactly what a faculty member is working on at that point in time. There are times when some faculty members simply do not have openings for positions like this. However, lack of openings at a particular moment does not mean a faculty is inaccessible for the next four years, so it is usually worthwhile to check again later, and later, and later again.

Another way that students have gained experiences as assistants is by working with more senior students who are completing theses and dissertations. Our program has a great history of students helping other students with research. Openings for positions like these are usually made known by recruitment through e-mail, the Clindoc listserv, or Prosem (PSY 730) (in the Fall). Thesis and dissertation chairs also often know who needs assistants, and they can direct less senior students to these opportunities.

There are also some things that students do to discourage involvement in independent research. For example, some students come to a faculty member with a research idea and are very resistant to the faculty member's ideas about how the research study can be improved or modified. Faculty members are going to be very cautious about working with students who reject their counsel. That does not mean that you can't disagree with the faculty member, but you have to ask yourself why you are seeking the faculty member's assistance if you do not want to listen to what s/he has to say. Another way that students can discourage research is to meet with a faculty member, find a shared interest, and start working on a project but then "disappear" and stop their work.

A final suggestion for those interested in research is to be assertive and to keep seeking out opportunities. If you meet with a faculty member at a very busy time, s/he may not have as many opportunities open to students as s/he will later. So, should you wait until "later" to meet with the faculty members? No! Meet with them now, meet with them later, meet with them again, etc. Let them know that you are serious about your interest; that will increase the likelihood that they will think of you first when a new opportunity arises. As in other areas of life, those who assertively seek opportunities are more likely to find them than are those who simply wait for opportunities to emerge.

## **Support for Travel to Professional Meetings**

Scholarly research is the cornerstone of the Ph.D. degree. Consequently, students' scholarly activities will be supported as much as is possible in light of available resources. The Dean of Graduate Studies often provides travel funding for students presenting papers at conferences. Although funding is not guaranteed, faculty will make every effort to locate funding sources to support students contributing papers, symposia, and panel discussions at scholarly conferences. Students should notify faculty as soon as possible of intentions to attend and participate in professional meetings.

# **GRIEVANCE PROCEDURES**

## Academic Honesty

Academic honesty is expected and required in all phases of student work. Academic dishonesty will result in an "F" which, in turn, leads to disqualification from the graduate program. Academic dishonesty includes, but is not limited to, the following:

- a. Cheating on examinations, including the written comprehensives.
- b. Plagiarism. Papers submitted in courses must be the student's own work. Information and opinions drawn from other sources are to be attributed and referenced properly, using the proper form of citation. A student who submits written work without clear attribution to original sources is guilty of plagiarism.
- c. Submitting a paper, book critique, evaluation, or any other written work as the student's own which the student, in fact, did not write or had substantial help in writing. This includes using the services of a commercial research paper agency in course submissions.
- d. Submitting the same or substantially similar research paper to different courses. The expectation is that a paper is the product of original research (although materials may be derived from secondary sources) and is written for a specific course only. Papers cannot be used to satisfy requirements in multiple courses, except with the prior written permission of the professor to whom it is submitted. The use of papers from previous master's or undergraduate courses is also prohibited.

## 1. PURPOSE

The purpose of this academic policy statement is to provide for the resolution of student academic grievances in a prompt and equitable manner.

## 2. GENERAL

2.01 Under the provisions of this policy, academic grievances include disputes over:

- a. Course grades
- b. Unauthorized class absences or tardiness
- c. Suspension for academic deficiency
- d. An instructor's alleged unprofessional conduct related to academic matters
- e. Graduate comprehensive and oral examinations
- f. Theses and dissertations

2.02 If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter.

2.03 Allegations of student misconduct, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office will be referred to the Dean of Students' Office for necessary action.

2.04 Allegations, questions, or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials, will be processed in accordance with the procedures set forth in Academic Policy Statement 810213, "Procedures in Cases of Academic Dishonesty."

2.05 If, in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), or Provost and Vice President for Academic Affairs finds that a disputed action conflicts with federal or state law, university, college, or departmental policy, or with an

instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

### 3. COLLEGE ACADEMIC REVIEW PANEL

- 3.01 There shall be in each college a Standing College Academic Review Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of three faculty members and two student members. The chair of the panel will be selected from the panel members by the appointees to the panel. A department/school chair or any party to the appeal being heard may not serve on the panel. At least two faculty members and at least one student member must be present for action to be taken.
- 3.02 The Academic Review Panel will be involved in an alleged grievance only after the normal procedures outlined in paragraph 4.01.a and 4.01.b below have been exhausted.
- 3.03 The Academic Review Panel will hear only appeals involving disputes over those matters set forth in paragraph 2.01.a through 2.01.f of this policy. Appeals regarding university/college degree requirements, student misconduct, or academic dishonesty will not be addressed by the panel.

### 4. PROCEDURES

- 4.01 The following steps are to be followed in pursuing an academic grievance or an appeal of suspension for academic deficiency (a grade point average below 2.00):
- a. In the event of an academic grievance, the student must first appeal to his/her instructor or committee chair for a resolution of the matter and must do so in writing and within thirty days following the final course exam for the semester or summer session during which the dispute arises. (If the grievance involves a suspension for academic deficiency, the student appeals directly to the appropriate academic dean.)
  - b. If an academic grievance is not satisfactorily resolved with the instructor or committee chair, the student may appeal to the chair of the academic department/school in which the complaint or dispute is centered. The student appealing must provide a written summary of the pertinent issues of the grievance. In addition, a student may include other faculty or staff members or any other informed individual who might act as advocates in support of his/her appeal.
  - c. If the student remains aggrieved after an appeal to the chair of the department/school, the student may forward the written appeal (plus any other additional material) to the college dean in whose college the dispute arose with a

request to have the case heard by the College Academic Review Panel. Within fifteen working days of receiving the appeal, the Panel will investigate the alleged grievance and present such findings and recommendations as the Panel finds appropriate as soon as possible to the grievant and to other relevant parties, including the department/school chair and the faculty member(s) against whom the grievance is directed. During the panel hearing(s), all parties involved in the original grievance will be invited to appear before the Panel. The grievant may request either oral or written statements from advocates. The inclusion of these statements at the hearing(s) will be at the discretion of the Panel. Under no circumstances will advocates be permitted to directly question or cross-examine any person who is involved in the grievance. Legal counsel, if included by the grievant, may act only in an advisory capacity and may not be a directly active participant in the proceedings.

- d. If a resolution of an academic grievance by the Review Panel is not accepted, the student may request in writing that the grievance be forwarded to the college dean in whose college the dispute arose for review and adjudication. The dean will receive all documents pertaining to the dispute from the academic Review Panel and the dean will inform the student, the instructor, and/or the committee chair, and the administrators participating in the appeals process of the decision and the disposition of the matter within fifteen working days of receipt of the appeal. The dean's decision is final.

APPROVED: /signed/

James F. Gaertner, President

DATE: 04/25/06

### **CERTIFICATION STATEMENT**

This academic policy statement (APS) has been approved by the reviewer(s) listed below and represents Sam Houston State University's Division of Academic Affairs' APS from the date of this document until superseded.

Original Date: August 23, 1990 Review Cycle: October, ENY\*

Reviewer(s): Academic Policy Council Review Date: October 1, 2008

Approved: /signed/ Date: 04/25/06

David E. Payne  
Provost and Vice President  
for Academic Affairs

\*ENY = Even Numbered Year