

Sam Houston State University



GRADUATE PROGRAMS IN PSYCHOLOGY

PROGRAM HANDBOOK

April, 2011

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DEPARTMENTAL PHONE NUMBERS

Department Chair

Christopher Wilson 936-294-3052 wilson@shsu.edu

Psychology Faculty

Brian Allen 936-294-1177 bja009@shsu.edu
Jeff Anastasi 936-294-3049 jeff.anastasi@shsu.edu
Marc Boccaccini 936-294-1179 boccaccini@shsu.edu
Jerry Bruce 936-294-1173 bruce@shsu.edu
Mary Alice Conroy 936-294-3806 maconroy@shsu.edu
Rob Cramer 936-294-2435 rjc021@shsu.edu
James Crosby 936-294-4621 crosby@shsu.edu
Donna Desforges 936-294-1178 desforges@shsu.edu
Marsha Harman 936-294-3614 harman@shsu.edu
Craig Henderson 936-294-3601 ceh003@shsu.edu
Thomas Kordinak 936-294-1180 kordinak@shsu.edu
Gordon Lamb 936-294-2436 gdl003@shsu.edu
Audrey Miller 936-294-4745 audrey.k.miller@shsu.edu
Rowland Miller 936-294-1176 miller@shsu.edu
David Nelson 936-294-4709 dvn001@shsu.edu
Ramona Noland 936-294-4310 noland@shsu.edu
T.C. Sim 936-294-1507 tcsim@shsu.edu
Jorge Varela 936-294-4161 jgv002@shsu.edu
Christopher Wilson 936-294-3052 wilson@shsu.edu

Psychology Secretaries

Debby Mikulin 936-294-4933 djh021@shsu.edu
Rhonda Reddoch 936-294-3552 rhondar@shsu.edu

Coordinator of Graduate Studies

Jeffrey Anastasi 936-294-3049 jeff.anastasi@shsu.edu

School Psychology Program Director

Ramona Noland 936-294-4310 noland@shsu.edu

Director of Clinical Training (for the Clinical Ph.D. program)

Mary Alice Conroy 936-294-3806 maconroy@shsu.edu

OTHER USEFUL PHONE NUMBERS

Psychology Department 936-294-1174
Fax Number: 936-294-3798

Dean of the College of Humanities and Social Sciences
John de Castro 936-294-2200
Fax Number: 936-294-2207

Dean of Graduate Studies
Jerry Bruce 936-294-1173

Financial Aid
Phone: 936-294-1774
Fax Number: 936-294-3668

Scholarships Office
Phone: 936-294-1672
Fax Number: 936-294-1090

Graduate Studies Office
Phone: 936-294-1971
Fax Number: 936-294-1271

Psychological Services Center
Sonya Ramirez 936-294-1210
Fax Number: 936-294-1685

Director, Newton Gresham Library
Ann Holder 936-294-1613
Fax Number: 936-294-3780

Registrar's Office: Certification for Graduation
Maria Busby 936-294-4245

Other Services

Student Advising and Mentoring Center	936-294-4444
Bookstore	936-294-1862
Computer Services	936-294-1950
Post Office	936-294-1936
Student Activities	936-294-3861
Legal Services	936-294-1717
Lowman Student Center	936-294-4902
International Programs	936-294-3892

Welcome to SHSU's Psychology Graduate Programs

Graduate education at Sam Houston State University seeks to prepare students to become intellectual leaders in their professions, and the Department of Psychology and Philosophy has pursued this goal with graduate training in scientific and professional psychology since 1984.

Our *Master of Arts in General Psychology* is focused on the scientific sub-disciplines of Psychology and involves several electives that allow students to pursue personal academic and research interests. The program is an experimentally oriented track, and students are expected to become involved in research their first semester. This track does not involve training in the delivery of psychological services. Students may complete the General track either on campus or at The University Center in The Woodlands.

Our *Master of Arts in Clinical Psychology* program is designed to produce scientist-practitioners who possess: (1) extensive knowledge of the field of clinical psychology; (2) the intellectual skills necessary for continuing the process of discovery and understanding of human behavior; and (3) the assessment, diagnostic, and therapeutic skills that will make them effective Master's-level practitioners. Graduate training in our Clinical Psychology track is directed toward Psychological Associates licensure (LPA) from The Texas State Board of Examiners of Psychologists. With some additional coursework students may qualify for the Licensed Professional Counselor licensure (LPC) of The Texas State Board of Examiners of Professional Counselors.

Our *Specialist in School Psychology* program is designed to produce practitioners with a special expertise in the delivery of services to school-age populations within school settings. The School track is approved by the National Association of School Psychologists (NASP), and graduates of the program can seek licensure as Licensed Specialists in School Psychology (LSSP) in Texas from the Texas State Board of Examiners of Psychologists and as nationally Certified School Psychologists throughout the United States from NASP. Again, with some additional coursework students may qualify for the Licensed Professional Counselor licensure of The Texas State Board of Examiners of Professional Counselors.

We welcome you to our three graduate programs. For almost three decades, we have trained capable practitioners and scientists, prepared students for doctoral study, and supported personal growth. We hope that you find your time with us fulfilling and rewarding.

PURPOSE OF THIS HANDBOOK

This Handbook is intended to provide you with information about our various program requirements and to facilitate your progress through our programs. We have attempted to collect a variety of information that we believe will be helpful to you during your time with us. If there is additional information that you believe would be helpful for others in the future, please let your Coordinator of Graduate Studies know, and we'll add that information to future editions of the handbook.

During your tenure here, changes in the curriculum or our policies may occur; when such revisions occur, any new requirements will usually be limited to new students who are just beginning their programs. Students who are already here will usually continue to be guided by the rules in force at the time they were admitted to the program (as they are detailed in the pages that follow). 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 admission year. If you are uncertain about our requirements and/or expectations, or if you need clarification beyond that offered here, please do not hesitate to contact your Coordinator of Graduate Studies.

The information in this Handbook supplements that in other University publications: the Graduate Catalog, the University Student Guidelines, and the University's Guide to the Preparation of Theses and Dissertations, and the School Psychology Handbook. You should refer to the most recent editions of these publications for details not given here.

YOUR FACULTY

Below you will find a listing of our outstanding faculty members and a description of their background along with other interesting elements of their careers that they would like you to note.



SH *Psychology Faculty*

College of Humanities & Social Sciences

				
Dr. Christopher Wilson <i>Department Chair</i>	Dr. Brian Allen	Dr. Jeff Anastasi	Dr. Marcus Boccaccini	Dr. A. Jerry Bruce
				
Dr. Mary Alice Conroy <i>Director of Clinical Training</i>	Dr. Rob Cramer	Dr. James Crosby	Dr. Donna Desforges	Dr. Craig Henderson
				
Dr. S.T. Kordinak	Dr. Gordon Lamb	Dr. Audrey Miller	Dr. Rowland Miller	Dr. David Nelson
			Mailing Address: Department of Psychology & Philosophy Sam Houston State University Campus Box 2447 Huntsville, Texas 77341-2447	
Dr. Ramona Noland	Dr. T.C. Sim	Dr. Jorge Varela		

FACULTY BACKGROUND AND RESEARCH INTERESTS

Brian Allen

Dr. Allen joined the faculty in the fall of 2008. He received his B.A. from Hillsdale College, his M.S. from Eastern Michigan University, and completed his doctoral work at Indiana University of Pennsylvania. He completed his doctoral internship at the UC Davis Medical Center Children's Hospital, followed by a post-doctoral fellowship at the National Center for Child Traumatic Stress at UCLA and Duke University. Dr. Allen specializes in the treatment of children experiencing maltreatment and trauma and maintains an active research program examining the developmental impact of childhood trauma, and the evaluation, dissemination and implementation of evidence-based practices for children. His research has been published in journals including, *Child Maltreatment; Trauma, Violence, & Abuse; Journal of Traumatic Stress; Ethics & Behavior; and Journal of Interpersonal Violence.*

Jeffrey S. Anastasi

Dr. Anastasi joined the faculty at SHSU in the fall of 2006 after teaching for 6 years at Francis Marion University in Florence, SC, and 5 years at Arizona State University. His B.A., M.A., and Ph.D. were all earned at Binghamton University (SUNY) in Binghamton, NY. He received his Ph.D. in 1996. Dr. Anastasi's diverse research focuses on cognitive psychology with an emphasis on memory processes. His research has involved topics such as memory illusions, face recognition, eyewitness memory, hypermnesia, helicopter cockpit design, and the cognitive demands of dual processing tasks. Recent publications include several studies investigating the causes of memory illusions and factors that may reduce the likelihood of illusory memories as well as the effects that the age of the witness and perpetrator have on face recognition accuracy. He also currently serves as the Coordinator of Graduate Studies and handles the departmental human subject pool.

Marc Boccaccini

Dr. Boccaccini joined our faculty in the fall of 2003. He received his B.S. from Santa Clara University and his M.A. and Ph.D. from The University of Alabama, and completed his internship at the Lois de la Parte Florida Mental Health Institute at the University of South Florida. He maintains an active research program focusing broadly on understudied areas of forensic psychology practice such as witness preparation, courtroom communication, jury decision making, the development of constructive attorney-client relationships, and the use of assessment instruments in forensic evaluations. He has published in each of these areas in journals such as *Professional Psychology: Research and Practice, Behavioral Sciences and the Law, Criminal Justice and Behavior, and International Journal of Forensic Mental Health.*

A. Jerry Bruce

Dr. Bruce is a developmental psychologist who is also interested in the history of our discipline. His present research interests include the history of early psychology programs around the USA and the relationship between attachment styles and religious attitudes. He is a graduate of Anderson University and the University of Georgia with deep roots in the southeastern section of the USA.

Mary Alice Conroy

Dr. Conroy is the Director of Clinical Training for our doctoral program in Clinical Psychology, and is the Director of our Psychological Services Center, the training clinic for the clinical psychology doctoral program. She is a board certified (ABPP) forensic psychologist who was the director of various forensic services for the Federal Bureau of Prisons for 20 years. Her areas of expertise include competence, sanity, risk assessment, and civil commitment evaluations for the courts, and her practice in criminal forensic psychology often involves expert testimony in court. She is particularly interested in developing models of how psychologists can most effectively present testimony and interact with the judicial system.

Robert Cramer

Dr. Cramer joined the SHSU faculty in the fall of 2010. He received his B.A. psychology from Loyola University of Maryland and his M.A. and Ph.D. in clinical psychology (psychology-law emphasis) from The University of Alabama. Dr. Cramer completed his internship in the Department of Psychiatry at the University of California, San Francisco. His research program addresses three primary areas: a) credible and efficacious witness testimony, b) legal and clinical sexual minority issues, and c) training and assessment issues in suicide risk. He has published in each of these areas in journals such as *Law and Human Behavior*, *Psychiatric Services*, *Behavioral Sciences and the Law*, and the *Journal of Interpersonal Violence*.

James Crosby

Dr. Crosby joined our faculty in the fall of 2008. He received his B.S. in psychology and M.S. in school psychology from Abilene Christian University. He earned his Ph.D. in School Psychology from Oklahoma State University and completed his doctoral internship at the Institute of Clinical Training and Research with the Devereux Foundation in Villanova, PA. Currently, he teaches courses in applied psychological practice and psychometrics. His primary research interests include peer victimization (coping strategies, sequelae, and incidence across the lifespan) and psychometric theory (e.g., as applied to the psychology of religion). From these and other related areas, he has published articles in journals such as *Psychology in the Schools*, the *Journal of Personality Assessment*, and *Mental Health, Religion & Culture*. Dr. Crosby is a licensed psychologist, a nationally certified school psychologist, and a licensed specialist in school psychology.

Donna M. Desforges

Dr. Desforges joined the department as the Chair of the Department of Psychology and Philosophy in summer, 2001, after a ten-year career at the University of Wisconsin-Stevens Point. She is a social psychologist whose research interests include social cognition, group dynamics, and cross-cultural psychology. She may be your instructor if you take Multicultural Psychology, Advanced Social Psychology, or Advanced Learning Theory, and you'll probably be able to catch her in other fine electives such as Group Dynamics and Psychology of Gender. Her favorite activities include doing social psychological research, flying planes, and riding horses, although not always at the same time.

Marsha J. Harman

Dr. Harman parlayed undergraduate training in elementary education and a Master's in counseling education into doctoral work in counseling psychology from the University of Houston, University Park. Before joining the SHSU faculty, she was an elementary school teacher in Houston and Coldspring for 7 years, and a school counselor in Coldspring for 3 years. She was also Assistant Director of Counseling Services at SHSU for two years. In 2000, she won an Outstanding Contribution to Education award from the Texas Psychological Association. She has also served as the Chair of the Trainer's Committee for the Texas Association of School Psychologists. Her research interests revolve around multicultural, gender issues, and cognitive training for disorders such as ADHD. Off campus, she consults as a school psychologist and works with individuals and children in her private practice. She is currently director of the Professional and Academic Center for Excellence (or P.A.C.E).

Craig E. Henderson

Dr. Henderson joined the faculty in fall, 2005. Prior to coming to SHSU, he was Research Assistant Professor in the Department of Epidemiology and Public Health at the University of Miami School of Medicine, where he was a member of the Center for Treatment Research on Adolescent Drug Abuse. Dr. Henderson received his Ph.D. in Counseling Psychology from the University of North Texas in 2001, and he specializes in the treatment of adolescent drug abuse and other associated problems. He also has interests in custodial grandparenting and advanced data analytic methodology, particularly longitudinal statistical models.

S. T. Kordinak

Dr. Kordinak's areas of interest are psychometrics, personality assessment, learning, learning theory, and behavior therapy. He is our Rorschach and MMPI-2 specialist with research interests in both areas. He also does research in personality factors as they relate to academic performance. He consults in Industrial and Organizational Psychology, including personnel evaluation, personnel selection, and organizational needs assessment; in addition he has conducted needs assessment for mental health facilities. You may take his course in Psychometrics, Assessment of Personality and Psychopathology (Objective Personality Assessment or Projective Testing focusing on the Rorschach Comprehensive System), Advanced Learning, and if interested in an elective, the Advanced I/O Psychology course.

Gordon Lamb

Dr. Lamb joined the faculty at SHSU in the fall of 2010, after spending two years as a Licensed Specialist in School Psychology in the public schools. He received his B.S. in Psychology from Missouri and his Ph.D. in School Psychology from Texas A&M University. He completed his internship at the Child Development and Rehabilitation Center at Oregon Health and Science University. Dr. Lamb has conducted research on a variety of topics dealing with special populations including migrant student education, autism assessment, and health related quality of life. His current studies include school discipline policies, provision of services for graduate students with disabilities, and classroom bullying.

Audrey Miller

Dr. Miller joined our faculty in the fall of 2007. In 2005, she completed her doctoral work in clinical psychology at Ohio University and, in 2006, she completed a postdoctoral fellowship in clinical-forensic psychology with the University of Washington. Dr. Miller's research is at the interface of socio-legal context and individual experience. In particular, incorporating narrative and experimental research methods, she has examined predictors of self- and other-blame attributions following negative life events. Research subjects of interest include traumatized persons, socially marginalized persons, and persons within forensic systems. Dr. Miller has worked clinically with adults and children in various clinical and clinical-forensic settings, including maximum-security forensic hospitals, inpatient psychiatric and outpatient psychotherapeutic settings, and residential facilities for both physical and psychiatric rehabilitation. Her clinical penchants are in forensic evaluation, psychological assessment, dynamic and integrative psychotherapy, trauma and coping, and cultural issues.

Rowland S. Miller

Dr. Miller is a social psychologist who studies (a) social emotions such as embarrassment and shame, and (b) close relationships. He is a Fellow of the Association for Psychological Science, and his research on empathic embarrassment won the Edwin Newman Award for Excellence in Research from the American Psychological Association and Psi Chi. He is also the author or coauthor of three books: *Social Psychology and Dysfunctional Behavior: Origins, Diagnosis, and Treatment*, a work that applies social psychology to the concerns of clinical and counseling psychology; *Embarrassment: Poise and Peril in Everyday Life*, a monograph on embarrassment; and *Intimate Relationships*, the world's best-selling relationships textbook. He was also an Associate Editor of the *Journal of Social and Clinical Psychology* for six years. You may take his course in Advanced Social Psychology, you may see him in Advanced Statistics, and you're invited to take his Social Psychology and Law, Multivariate Statistics, and/or Emotions courses as electives. He attended Cornell University and the University of Florida, and he hopes that you will come to recognize, as he does, that the Southeastern Conference plays more intense, more interesting college football than does anybody else.

David V. Nelson

Dr. Nelson joined the psychology faculty in fall, 2005. He received his Ph.D. in Clinical Psychology from the University of Washington in Seattle. He has been on the faculties of Baylor College of Medicine and The University of Texas-Houston Medical School and on the staffs of St. Luke's Episcopal Hospital and Memorial Hermann Hospital in the Texas Medical Center in Houston. Prior to joining the faculty at SHSU he was on the faculty of the Oregon Health & Science University in Portland. He has typically worked on multidisciplinary evaluation and treatment teams in academic medical centers. He has a broad background in general clinical psychology as well as specialty training in clinical neuropsychology and behavioral medicine. Over the years he has increasingly focused on behavioral medicine/health psychology, has been the Director of Psychological Services at two academic medical center multidisciplinary pain centers, and holds the Diplomate in Clinical Health Psychology from the American Board of Professional Psychology. He brings extensive experience in clinical service delivery, research, and education to SHSU. He has been awarded grants from various funding agencies, including the National Institutes of Health. He is particularly interested in pain, fatigue, and related symptoms, the intersection of biological and psychological processes in disease manifestations and disease management, neurobehavioral functioning,

and mind-body-spirit interactions in general.

Ramona M. Noland

Dr. Noland is an associate professor with the school psychology program. She is a licensed psychologist and a Licensed Specialist in School Psychology in Texas and Colorado, and came to SHSU after 7 years of working as a school psychologist in Tennessee, Ohio, and Colorado. She received her Ph.D. from The University of Tennessee, Knoxville, and her research interests include (a) screening, diagnosis, and intervention for children with autism spectrum disorders, (b) the provision of nonbiased special education evaluation of students who are English language learners, and (c) other practice issues within the field. She looks forward to establishing and maintaining positive relationships with the surrounding school districts and instructing students in the School Psychology Program. She also serves as the Director for the SHSU School Psychology Program.

T. C. Sim

Dr. Sim received his Master's and Ph.D. from University of Nevada, Reno, in Experimental Psychology with an emphasis in cognitive psychology. His research interests include cognition and, in particular, hemispheric asymmetry, attention, and language processing. His recent research in this area has been reported by the media in over 296 sources in 68 countries and 33 languages.

Jorge Varela

Dr. Jorge Varela was appointed to the faculty at Sam Houston State in 2008. He completed his B.A. in Psychology at Florida International University and his graduate training (M.A. & Ph.D.) at the University of Alabama. Dr. Varela completed his clinical internship at Wilford Hall Medical Center at Lackland AFB in San Antonio, Texas, and served in the United States Air Force until his appointment to the SHSU faculty. While in the USAF, he worked providing clinical services to U.S. military personnel, conducting fitness for duty evaluations, and before coming to SHSU, served as Mental Health Flight Commander at Kirtland AFB in New Mexico. Dr. Varela currently teaches Practicum courses as well as Multicultural Psychology for graduate students in clinical psychology and undergraduate courses in Abnormal Psychology and Psychology and the Law. His research interests include cultural and linguistic diversity in forensic psychology, law enforcement psychology, and military psychology.

Christopher Wilson

Dr. Wilson is a developmental psychobiologist investigating changes in brain/behavior relationships as animals mature. He is currently working on the behavioral effects of abused drugs, investigating how those drugs interact with age, sex, and other chemical agents. He invites you to take his Advanced Physiological Psychology and Neuropsychopharmacology courses. Dr. Wilson is also in charge of the Psychology Animal Laboratory, and serves as the Chair of the Department of Psychology and Philosophy.

ACADEMIC ADVISEMENT

Enrollment in our graduate courses usually requires specific permission in the form of “department approval” which is provided by the Coordinator of Graduate Studies. The Coordinator will clear you for each of your courses which then allows you to register for those approved courses. This system creates a lot of work for your friendly Coordinator, but it has many advantages, both for you and for the Department. It allows us to make sure that those who request a course are qualified to take it, and it provides a procedure for controlling enrollment in certain skill courses. It also means that once you have departmental approval, you have a confirmed reservation for a seat in the class and need not worry about a class becoming full.

However, this system also means that you must consult the Coordinator (for the clinical and general psychology programs) or the Director of the School Psychology Program (for the school psychology program) for academic advisement before each semester begins. Advisement appointments are routinely available in early November and early April, a week before pre-registration for the following semesters begins. During the April advisement period, we’ll set up your courses for both the following summer and fall. *Please seek advisement before pre-registration begins*; juggling your needs with those of others on campus who wish to take our classes is a complex task, and if you are tardy in formulating your plans for subsequent semesters, we do not promise to have spaces remaining in classes that would otherwise have been open to you.

We will strive to make all our courses available to you on a schedule that is convenient for you. Nevertheless, various changes in the availability of faculty can lead to unanticipated changes in our sequencing of courses. Most importantly, you should note that some of our courses—in particular, Assessment of Intelligence and Achievement and Practica I, II, and III—have strict limits on the number of students they can contain. We take great efforts to make sure that the courses that you need are available when you need to take them during your academic career, but unforeseen circumstances beyond our control may arise. Precedence in enrollment is provided to those who are closest to graduation; some courses may not be available to you if there will be other opportunities for you to take them before your anticipated graduation.

Finally, you should always be alert for changes in our course offerings that occur after the University’s official Schedule of Courses is posted on the Web (which is several weeks before advisement begins). Courses are sometimes added to our list of offerings, and course times sometimes change. The Coordinator publicizes these changes and should be regarded as a source of information that is to be preferred to the posted Schedule of Courses. These changes will typically be made aware to you during your advising appointment with the Coordinator.

GRADUATE CURRICULA

Each of our programs includes courses that are denoted as General Core courses and Electives. Additionally, the practitioner-based degrees (i.e., clinical and school psychology) also have additional courses that emphasize the clinical and/or practitioner basis of those programs.

The General Core

All of the required core courses are provided to make sure that our students have a general understanding of the scientific nature of psychological study. Thus, these courses are meant to provide you with a solid background in psychology that you can build on and apply to courses required by your specific program.

Electives

In order to meet your electives, you may essentially select any graduate course on campus. Past students have crafted their own specializations in psychology and law or psychology and business by taking Criminal Justice or Business courses for these electives. Students in our clinical program who wish to pursue LPC licensure, often select specific courses offered by the counseling program in the college of education to serve as their electives. Regardless of your situation, we encourage you to pursue your personal interests to tailor your degree.

REQUIREMENTS FOR THE MASTER OF ARTS IN GENERAL PSYCHOLOGY

You may pursue your degree either on campus during the day or in evening classes down at The University Center in The Woodlands. On campus, full-time study is encouraged and most students write a Master’s thesis, whereas University Center students are typically enrolled part-time and choose our non-thesis option. Nevertheless, you may choose to write a thesis or select our non-thesis option at either location. Keep in mind that while the General Psychology program is offered at the University Center, the number and selection of courses offered each semester at this location may be somewhat limited.

The Thesis Option

We encourage you to write a Master’s thesis (or at least get involved with research in some way) and have detailed the process later in this handbook. Generally, the thesis requires two semesters of work in order to design and propose the thesis (PSY 6398 – Thesis I) and then conduct the study and defend it to one’s committee (PSY 6399 – Thesis II). While the thesis is not required, you may also select a non-thesis option which requires an additional course (PSY 5331 – Seminar in General Psychology) and an additional elective. All of the specific courses that constitute the 36-hour thesis or non-thesis option are listed below.

GENERAL PSYCHOLOGY – THESIS CURRICULUM:

Required General Core Courses:

Each of the following (21 hours):

		Hours
___	PSY 5332 Advanced Social Psychology	3
___	PSY 5336 Advanced Cognitive Psychology	3
___	PSY 5360 Advanced Physiological Psychology	3
___	PSY 5381 Advanced Learning Theory	3
___	PSY 5387 Advanced Statistics	3
___	PSY 5388 Experimental Design	3
___	PSY 5397 Advanced Developmental Psychology	3

Thesis Electives:

Each of the following (6 hours):

___	PSY 6398 Thesis I	3
___	PSY 6399 Thesis II	3

Additional Electives (9 hours):

___	Elective	3
___	Elective	3
___	Elective	3

Total Hours = 36 hours

GENERAL PSYCHOLOGY – NON-THESIS CURRICULUM:

Required General Core Courses:

Hours

Each of the following (24 hours):

___	PSY 5331	Graduate Seminar in General Psychology	3
___	PSY 5332	Advanced Social Psychology	3
___	PSY 5336	Advanced Cognitive Psychology	3
___	PSY 5360	Advanced Physiological Psychology	3
___	PSY 5381	Advanced Learning Theory	3
___	PSY 5387	Advanced Statistics	3
___	PSY 5388	Experimental Design	3
___	PSY 5397	Advanced Developmental Psychology	3

Additional Electives (12 hours):

___	Elective	3
___	Elective	3
___	Elective	3
___	Elective	3

Total Hours = 36 hours

REQUIREMENTS FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY

The General Core

The two Clinical degree plans both ask students to take: (a) *either* PSY 5332 (Advanced Social Psychology), or PSY 5397 (Advanced Developmental Psychology); and (b) PSY 5336 (Advanced Cognition); PSY 5360 (Advanced Physiological Psychology); *or* PSY 5381 (Advanced Learning). The choices among these courses are up to you. However, we urge you to take the courses that are the least familiar to you; they'll probably provide the better foundation in general psychology (that's the intent of the General Core requirements). All of these courses are ordinarily offered once a year. Additionally, all students are required to enroll in the PSY 5387 (Advanced Statistics) course.

The Clinical Core

All of the courses in the Clinical Core are specifically required. In addition:

- You should take PSY 5333 (Psychotherapy) *before* you take PSY 6391 (Practicum I). The two can be taken concurrently, but prior enrollment in Psychotherapy is preferred.
- You *must* take PSY 5394 (Psychometrics) before you take other assessment courses.

Clinical Practicum Courses

Practicum is where your professional training all comes together; it's your opportunity to learn the skills you'll absolutely need as a practitioner. Your first three-hour course, PSY 6391, is an "in house" experience that will involve role playing with undergraduate volunteers, individual supervision, discussion, lectures, and some volunteer work at various agencies in the community; your time commitment will be about 10 hours per week during a fall or spring semester.

Your two other advanced practicum courses, PSY 6392 and 6393, Practicum II and Practicum III, will be taken concurrently as a six-hour block during a single semester. The Practicum II/III experience can be enormously rewarding, but it is time-intensive (involving at least 20 hours per week) and it can be both physically and emotionally challenging. You will be assigned to a mental health setting where you will work with a variety of clients who are experiencing a wide range of problems. In addition to providing psychotherapy to individual clients, you will be engaged in psychological assessment, group work, and interdisciplinary team functioning. Sixteen hours per week will be spent onsite at your agency, and the remaining 4 hours will be on campus; you will receive at least 2 hours of individual supervision each week. As you can see, the practicum

experience is intense and it should be reserved for a semester in which other demands on your time and energy are relatively light.

Electives

You may choose any graduate course on campus to serve as an elective. Most students take additional courses in Psychology or Counseling, but your choices are up to you. Please note, however, that if you plan to seek licensure as a Licensed Professional Counselor (LPC), the Texas State Board of Examiners of Professional Counselors has its own specific requirements for licensure that exceed the coursework required of you for our Master's degree; for maximum efficiency in your training, you may wish to consult the LPC requirements when choosing your electives. For more information see Texas State Board of Examiners of Professional Counselors web site (<http://www.dshs.state.tx.us/counselor/default.shtm>).

The Thesis Option

We encourage you to write a Master's thesis and have detailed the process later in this handbook. Generally, the thesis requires two semesters of work in order to design and propose the thesis (PSY 6398 – Thesis I) and then conduct the study and defend it to one's committee (PSY 6399 – Thesis II). Students in our Clinical track who do not write a thesis *must* select three Practitioner courses to replace a thesis. These courses are to be chosen from the specific block of Psychology courses listed on the non-thesis degree. There is also the possibility that other practitioner-based courses on campus may also substitute for these supplemental practitioner courses.

All the specific courses that constitute the 45-hour thesis option and the 48-hour non-thesis option are listed below. Additionally, in order to help you better plan your academic courses, you'll find the recommended course sequence for our clinical psychology students. Typically, our clinical students are divided into two different tracks (Track A and Track B). You will receive the same courses in these two tracks, but the timing of these courses has been altered for each track in order to allow you a smooth transition through our program and to make sure that the courses that you take have a manageable enrollment each semester. By meeting with the Coordinator when you begin the program, you're usually able to select the track that you prefer.

CLINICAL PSYCHOLOGY –THESIS CURRICULUM:

Required General Core Courses: Hours

Select One (3 hours):

- | | | | |
|--------------------------|----------|-----------------------------------|---|
| <input type="checkbox"/> | PSY 5332 | Advanced Social Psychology | 3 |
| <input type="checkbox"/> | PSY 5397 | Advanced Developmental Psychology | 3 |

Select One (3 hours):

- | | | | |
|--------------------------|----------|-----------------------------------|---|
| <input type="checkbox"/> | PSY 5336 | Advanced Cognitive Psychology | 3 |
| <input type="checkbox"/> | PSY 5360 | Advanced Physiological Psychology | 3 |
| <input type="checkbox"/> | PSY 5381 | Advanced Learning Theory | 3 |

Select One (3 hours):

- | | | | |
|--------------------------|----------|---------------------|---|
| <input type="checkbox"/> | PSY 5387 | Advanced Statistics | 3 |
|--------------------------|----------|---------------------|---|

Required Clinical Courses:

Each of the following (24 hours):

- | | | | |
|--------------------------|----------|---|---|
| <input type="checkbox"/> | PSY 5333 | Theory and Research in Psychotherapy I | 3 |
| <input type="checkbox"/> | PSY 5330 | Psychopathology | 3 |
| <input type="checkbox"/> | PSY 5394 | Psychometrics | 3 |
| <input type="checkbox"/> | PSY 5395 | Assessment of Intelligence and Achievement | 3 |
| <input type="checkbox"/> | PSY 5396 | Assessment of Personality and Psychopathology | 3 |
| <input type="checkbox"/> | PSY 6391 | Practicum I | 3 |
| <input type="checkbox"/> | PSY 6392 | Practicum II | 3 |
| <input type="checkbox"/> | PSY 6393 | Practicum III | 3 |

Thesis Electives:

Each of the following (6 hours):

- | | | | |
|--------------------------|----------|-----------|---|
| <input type="checkbox"/> | PSY 6398 | Thesis I | 3 |
| <input type="checkbox"/> | PSY 6399 | Thesis II | 3 |

Additional Electives (6 hours): from any graduate courses on campus

- | | | | |
|--------------------------|----------|--|---|
| <input type="checkbox"/> | Elective | | 3 |
| <input type="checkbox"/> | Elective | | 3 |

Total Hours = 45 hours

CLINICAL PSYCHOLOGY – NON-THESIS CURRICULUM:

Required General Core Courses: Hours

Select One (3 hours):

___	PSY 5332	Advanced Social Psychology	3
___	PSY 5397	Advanced Developmental Psychology	3

Select One (3 hours):

___	PSY 5336	Advanced Cognitive Psychology	3
___	PSY 5360	Advanced Physiological Psychology	3
___	PSY 5381	Advanced Learning Theory	3

Select One (3 hours):

___	PSY 5387	Advanced Statistics	3
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Required Clinical Courses:

Each of the following (24 hours):

___	PSY 5333	Theory and Research in Psychotherapy I	3
___	PSY 5330	Psychopathology	3
___	PSY 5394	Psychometrics	3
___	PSY 5395	Assessment of Intelligence and Achievement	3
___	PSY 5396	Assessment of Personality and Psychopathology	3
___	PSY 6391	Practicum I	3
___	PSY 6392	Practicum II	3
___	PSY 6393	Practicum III	3

Supplemental Practitioner Courses:

Three of the following (9 hours):

___	PSY 5334	Theory and Research in Psychotherapy II	3
___	PSY 5339	Advanced School Psychology	3
___	PSY 5361	Neuropsychopharmacology	3
___	PSY 5381	Advanced Learning Theory	3
___	PSY 5382	Advanced Industrial/Organizational Psychology	3
___	PSY 5398	Advanced Child Assessment	3
___	PSY 6394	Practicum in Psychometrics	3

Additional Electives (6 hours): from any graduate courses on campus

___	Elective	3
___	Elective	3

Total Hours = 48 hours

CLINICAL PSYCHOLOGY COURSE SEQUENCE

TRACK A

YEAR ONE

Fall Semester

- _____ PSY 5330 Psychopathology
- _____ PSY 5333 Theory and Research in Psychotherapy I
- _____ PSY 5394 Psychometrics
- _____ PSY 5395 Assess. of Intell. & Achieve.

Spring Semester

- _____ PSY 5387 Advanced Statistics
- _____ PSY 5396 Assess. of Pers. & Psychopath
- _____ PSY 6391 Practicum I
- _____ *Option (PSY 5397 - if not taking PSY 5332)*

Summer Semester

- _____ *Option (PSY 5336 or PSY 5381 or None if taking PSY 5360)*
- _____ *Elective (CNE 5370, CNE 5392)*

YEAR TWO

Fall Semester

- _____ PSY 6392 Practicum II
- _____ PSY 6393 Practicum III
- _____ PSY 6398 Thesis I (or Supp Prac Course)
- _____ *Option (PSY 5332 or PSY 5360)*

Spring Semester

- _____ PSY 6399 Thesis II
- _____ *Elective (CNE 5370, CNE 5392)*
- _____ *Supp Prac Course (if non-thesis) - CNE 6374*

TRACK B

YEAR ONE

Fall Semester

- _____ PSY 5330 Psychopathology
- _____ PSY 5333 Theory and Research in Psychotherapy I
- _____ PSY 5387 Advanced Statistics
- _____ *Option (PSY 5332 or PSY 5360)*

Spring Semester

- _____ PSY 5394 Psychometrics
- _____ PSY 5395 Assess. of Intell. & Achieve.
- _____ *Elective (CNE 5370, CNE 5392)*
- _____ *Option (PSY 5397 - if not taking PSY 5332)*

Summer Semester

- _____ *Option (PSY 5336 or PSY 5381 or None if took PSY 5360)*
- _____ *Elective (CNE 6374)*

YEAR TWO

Fall Semester

- _____ PSY 6391 Practicum I
- _____ PSY 6398 Thesis I (or Supp Prac Course)
- _____ PSY 5396 Assess. of Pers. & Psychopath
- _____ *Supp Prac Course (if non-thesis)*

Spring Semester

- _____ PSY 6392 Practicum II
- _____ PSY 6393 Practicum III
- _____ PSY 6399 Thesis II (or Supp Prac Course)

REQUIREMENTS FOR THE SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

Our School Psychology program follows the specifications of the National Association of School Psychologists (NASP) for the training required of Licensed Specialists in School Psychology and designation as Nationally Certified School Psychologist. At 60 hours, the School degree plan is more extensive and entails fewer choices than our other Master's degree programs. However, the third year of School training involves an internship in a school system that usually pays you for your work, and the School track provides you training that meets NASP's national standards for certification for practice in schools.

General Courses

The General courses (or Psychological Foundation courses) that are required of you will ordinarily be offered once each year. Please plan accordingly.

Clinical Courses

Take note of these points:

- You should take PSY 5333, Psychotherapy, *before* you take PSY 6391, Practicum I. The two can be taken concurrently, but prior enrollment in Psychotherapy is preferred.
- Each year, one section of Practicum I has a School focus; try to take that section, which is usually offered in the fall.
- You *must* take PSY 5394, Psychometrics, before you take other assessment courses.
- Your PSY 6392, Practicum II, course will be a stand-alone, three-hour course that differs from the PSY 6392/6393 courses taken by the Clinical students. You'll work in a school setting, gaining practice in assessment and direct/indirect intervention.

Other School Courses

Some of the courses required of you are taught by other academic departments. The bad news is that we have no control over those courses and cannot offer them or squeeze you into them when you need them. The good news is that they are offered frequently, and you should be able to take them at times convenient for you if you plan ahead; please do so. All courses that constitute the 60-hour school program are listed below. Additionally, in order to help you better plan your academic courses, you'll find the recommended course sequence for our school psychology students below.

SPECIALIST IN SCHOOL PSYCHOLOGY CURRICULUM:

Psychological Foundations:

Each of the following (18 hours):

		Hours
___	PSY 5330 Psychopathology	3
___	PSY 5361 Neuropsychopharmacology	3
___	PSY 5381 Advanced Learning Theory	3
___	PSY 5387 Advanced Statistics	3
___	PSY 5397 Advanced Developmental Psychology	3
___	PSY 7360 Multicultural Psychology (or BSL 5371, or CNE 5392)	3

Educational Foundations:

Each of the following (3 hours):

___	ASE 5332 Administration and Organization of Public Schools	3
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Assesement:

Each of the following (12 hours):

___	PSY 5394 Psychometrics	3
___	PSY 5395 Assessment of Intelligence and Achievement	3
___	PSY 5398 Advanced Child Assessment	3
___	PSY 6394 Practicum in Psychometrics	3

Intervention:

Each of the following (9 hours):

___	PSY 5333 Theory and Research in Psychotherapy I	3
___	PSY 5338 Consultation in School Psychology	3
___	PSY 5370 Academic Consultation in School Psychology	3

Professional Practice:

Each of the following (15 hours):

___	PSY 5339 Advanced School Psychology	3
___	PSY 6391 Practicum I: Counseling Practicum	3
___	PSY 6392 Practicum II: School Practicum	3
___	PSY 6371A Master's Internship in Psychology: Part I	3
___	PSY 6371B Master's Internship in Psychology: Part II	3

Additional Elective (3 hours):

___	Elective	3
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Total Hours = 60 hours

SCHOOL PSYCHOLOGY COURSE SEQUENCE

YEAR ONE

Fall Semester

- _____ PSY 5339 Advanced School Psychology
- _____ PSY 5394 Psychometrics OR PSY 587
- _____ PSY 5333 Psychotherapy I
- _____ PSY 5338 Consultation: Behavioral

Spring Semester

- _____ PSY 5387 Advanced Statistics OR PSY 5394
- _____ PSY 5397 Advanced Developmental
- _____ PSY 5361 Neuropsychopharmacology
- _____ PSY 5370 Consultation: Academic

Summer Semester

- _____ PSY 5330 Psychopathology
- _____ PSY 5381 Advanced Learning

YEAR TWO

Fall Semester

- _____ PSY 6391 Practicum I
- _____ PSY 5395 Assess. Of Intell. & Achieve.
- _____ Elective (CNE 5399)
- _____ Elective (*optional*)

Spring Semester

- _____ PSY 6392 Practicum II
- _____ PSY 5398 Advanced Child Assessment
- _____ PSY 6394 Practicum in Psychometrics

Summer Semester

- _____ ASE 5332 Adm. & Org. of School
- _____ CNE 5392 Cross Cultural Issues

YEAR THREE

Fall Semester

- _____ PSY 6371A Master's Intership in Psychology

Spring Semester

- _____ PSY 6371B Master's Intership in Psychology

SCHOLARSHIP

You are expected to perform well in all of your classes; the minimum grade-point average (GPA) we will accept from you is 3.0. If at any time during your graduate career your GPA falls below 3.0, you will be placed on academic probation and must bring it back above 3.0 by the close of the next semester or summer session in which you are enrolled. If you do not do so, you will automatically be dismissed from our graduate program. Moreover, regardless of how well you are doing in courses outside the Psychology department, you must also maintain at least a “B” average in all the psychology courses you take. Grades of “C” denote undesirable performance. If you receive a “C” in a psychology course, you must regain a 3.0 GPA in your psychology studies by *receiving a grade (or grades) of “A” in other psychology graduate courses offered by SHSU*. You cannot remediate academic jeopardy in psychology courses by performing well in courses outside the department.

No matter how well you are doing in your other classes—that is, no matter what your GPA is—receiving a second course grade of “C” at any time during your graduate career will trigger a formal review of your graduate status by our Candidacy Committee. The committee may simply issue a warning, but it can also recommend (a) additional undergraduate stem work; (b) additional or repeated graduate coursework; or (c) dismissal from our graduate program.

Finally, a third grade of “C” or any grade of “F” received at any time during your graduate studies will result in automatic dismissal from our program, regardless of your GPA at the time. If there are circumstances that are influencing your academic work adversely, please speak with the Coordinator regarding your options.

Any appeal for a review of these academic actions, including the decisions of the Candidacy Committee, should be submitted in writing to the Dean of the College of Humanities and Social Sciences. The Dean ordinarily consults with the Department in deciding such issues, and several outcomes are possible: Another probationary enrollment may be allowed, additional or repeated coursework may be required, or dismissal from the program. In the majority of cases that reach this point, a student’s admission to psychology graduate study is terminated.

Course Load

Full-time enrollment during the fall or spring semesters—or during the combined summer sessions—is 9 credit hours. The maximum permissible load during the fall or spring terms is 12 hours of coursework; during a single summer session of five weeks, the maximum permissible load is 6 hours. Maximum loads should be chosen judiciously. If you take four courses, try to arrange a mix of more and

less demanding courses; some four-course loads are difficult to survive and your Coordinator will be glad to advise you.

Transfer Credit

The University may accept up to 12 hours of coursework at other accredited universities toward any of our Master's degrees and up to 15 hours towards the Specialist degree. It's relatively easy for us to accept transfer credit that replaces electives in our degree plans. However, if you wish to use transfer credit to supplant any of our required courses, you'll need to notify the Coordinator of Graduate Studies of the agreement in writing and provide documentation of the content of your course (e.g., the course syllabus). This information is typically given to the faculty member who teaches our similar course for review. Only if our faculty agree that your transfer courses sufficiently duplicate the material we require here will transfer credit be granted. Please note, too, that our Dean must also agree that transfer credit is suitable before it will be allowed.

COMPREHENSIVE EXAMINATIONS

You must take and pass a written Comprehensive Examination at the close of your training in order to claim your degree. The format of your comprehensive examination differs depending upon the specific program you are enrolled in. The specifics for comprehensive exams or “comps” for each program are detailed in the program subsections that follow.

Regardless of the program, comp questions will demand well-integrated responses. You will be required to do more than recite information and define terms; you will be asked to apply the knowledge you have gained in coursework to problems relevant to your degree program, clinical or general experimental. The goal of the comps is to measure your ability to synthesize the material to which you have been exposed.

You should sit for Comps after you have completed all the required core courses in your specialty, but before the semester in which you plan to graduate. Normally there are five questions on each exam, and **Clinical** students can ordinarily expect to integrate information drawn from (a) systems of psychotherapy; (b) psychopathology; (c) psychometrics; and (d) professional practice (including ethics). **General** students are responsible for (a) cognitive; (b) developmental; (c) learning; (d) physiological; (e) social; and (f) statistical and research methods. If you take Comps before you complete your required courses, you are at risk for having inadequate information with which to respond.

In order to take the Comprehensive Examination for the General Program, you must notify the Coordinator of Graduate Studies of your intention to sit for your exam at least 2 weeks before the designated test date. You will do this by signing a formal appointment slip available from the Coordinator. If you fail to notify us at least two weeks in advance, you may have to wait to take your exam until the next Test Date during the following semester. Clinical students will complete the comprehensive exam as part of the PSY 6392/6393 (Practicum II/III) sequence. School students must sign up for the PRAXIS at the appropriate time and place offered by the Educational Testing Service.

Comprehensive exams are not an arbitrary requirement; the process we use to develop the exams requires extensive planning. Your Comps will test you in your specific area of specialization. When we create an exam, the faculty who teach courses in a particular area create several sample questions in their areas of expertise. They then meet in committee to select and refine questions from those submitted and to produce the exam itself. Exams are only produced as needed, and we need a minimum of two week’s warning to create a given exam. *Plan ahead* and formally notify us of your intention to take your Comps, or there may be no exam available for you.

If you fail Comps, you must wait until the next test date, during the following semester, to retake

your exam. You must also be an active student, registered for at least one class, to be eligible to take a Comprehensive Exam. For this reason, you should take Comps *before* the semester you plan to graduate, just in case. Moreover, even if you do a superb job on the exam, it's a nuisance to wait for the results to become available--typically just two weeks before graduation--to find out where you stand. If you fail Comps twice, you will need to petition our Dean in writing for permission to take the exam a third time. The Dean may, and often does, require remedial coursework before granting such a petition. If you fail Comps a third time, outright dismissal from the program is very likely.

For these reasons, you should not take Comps without taking them seriously. Avoid the temptation to take them early with little or no preparation to "see what they're like." Allow us to offer these suggestions when you take your exam:

- Organize your answers!
 - Make a point by point outline before beginning to answer a question.
 - Be certain each point is relevant to the question asked.
- Address all points within the question.
- Make your organization parsimonious and avoid repetition.
- Stay focused on the issues.
- A very good answer to a question that wasn't asked may be a very poor answer.
- Be certain any factual assertions you offer are actually correct. You may wish to say that you would research an appropriate test for a particular population or review the relevant diagnostic criteria pertaining to a case instead of making an assertion that is incorrect.
- Always give credit for materials you are using. In other words, cite all of your sources using proper APA citation formatting.

General Psychology Program

If you are in our General Psychology Program, "Comps" are given three times a year here on campus, typically on the second Thursdays of April, June, and November. *Check with the Coordinator of Graduate Studies for the exact date* for a particular semester; when the annual convention of the Southwestern Psychological Association falls on the second Thursday of April, Spring Comps are often moved to the following week. You are responsible for ascertaining the place, date, and time for your exam. The examination will be made available to you in the office of the Coordinator of Psychology Graduate Studies at 1:00 pm on the appropriate Thursday. Administration of the comps will be in the form of a "take home" test. You will be allowed 24 hours in which to complete your responses to the examination

questions. Your responses must be returned by 1:00 pm the next day. Of course this means that you are free, as in the real world, to consult reference materials in order to produce your responses. With the additional time and resources, your responses will be held to a very high standard. Your work, of course, is to be your own. You should **not** consult with colleagues about the answers. You should also be aware that TurnItIn.com may be used to check for answers appropriated inappropriately.

Doing poorly on one or more questions doesn't necessarily mean that you will not pass your exam, but it does make a failure more likely. After you submit your Comps, your answers are photocopied and disseminated to the faculty with your name removed. Each of your answers is read by two members of the faculty, each of whom assigns it a letter grade. For example, if you were given five questions then you would receive a total of 10 grades, which are averaged to produce a GPA for the exam as a whole. You are assured of passing Comps if you achieve a GPA on the exam of 2.5 or higher. This criterion allows different trajectories to success. Even if you do not do well on one question, you may pass if you do quite well on the remaining questions; alternatively, mediocre performance on all questions can also pass if there are no glaring weak spots.

Clinical Psychology Program

As you end your training in the Sam Houston State University master's program, you should have gained extensive knowledge, skills, and experiences during your studies with us. Thus, the primary purpose of the clinical comprehensive exam is to make sure that, before you graduate, you have developed into a competent clinician who is able to think, reason, and behave like a professional in the field. The comprehensive exam for the clinical program will be scheduled during your PSY 6392/6393 (Practicum II/III) course and will consist of two oral defenses based upon two elements: (1) a treatment case study, and (2) an assessment study (each of which is described below). The defense of each of these elements is typically spread out at different times during the semester you take PSY 6392/6393 and will be scheduled by your instructor. For the assessment element, you will be given the assessment information approximately two weeks prior to your oral defense. A faculty committee will be assembled for each of your defenses that is knowledgeable on the specific element being tested. That committee will hear your defense for each element and will ask you additional questions or request clarification of answers that they feel weren't clear. Using a scoring rubric, you will receive a score from each committee member and will be notified by the Coordinator of Graduate Studies whether you passed or failed each element. This notification, while it could take longer, is typically given within 24 hours.

Case Study

For the case study portion of your comprehensive exams, you will present a current clinical case from your practicum site. You will essentially guide the committee through your thought processes and considerations for this specific case. Specifically, you must evaluate any considerations for this case, determine specific issues regarding this case and what information led you to these considerations, determine a diagnosis for the case, and provide a complete treatment plan for this case. A rubric will be provided to help you craft the case study which will be presented to your practicum class and the faculty committee.

Assessment Study

For the assessment portion of your comprehensive exams, you will be required to use previously gathered assessment data to create an assessment presentation. You will be required to determine which assessment was necessary for this case and explain your reasoning, provide the assessment, interpret the scores from each assessment, and provide a final evaluation. You may be asked to provide the strengths and weaknesses of each of the assessment instruments that you've selected and explain why you didn't select other instruments. A rubric will be provided to assist you in the crafting of the presentation that will be presented to departmental evaluators.

To provide you with a better understanding of the types of information that will be expected from you during your case study and assessment presentations, we've provided some sample scoring rubrics below. As you prepare for your comprehensive exam defense, please be aware of each of these items and be prepared to address each of these. In addition to these issues, your committee may ask you other relevant information that they feel you should know.

SAMPLE: CASE STUDY TREATMENT RUBRIC

CATEGORY	Poor	Fair	Good	Excellent
Informed Consent	0 Not addressed or discussed with client	1 Consent forms signed without discussion	3 Briefly discussed	5 Thoroughly discussed
Presenting Problem	0 Presenting concern not identified	3 Discussed two of following: onset, course, duration, frequency, or intensity	4 Discussed three of following: onset, course, duration, frequency, or intensity	5 Thoroughly discussed all of following: onset, course, duration, frequency, or intensity
Assessment of Presenting Problem	0 No assessment provided	3 Discussed what makes problem better or worse	4 Discussed what makes better and what makes worse	5 Thoroughly discussed what makes better and what makes worse
Reasoning for Working Hypothesis	0 No working hypothesis	4 Determined a working hypothesis	7 Chose a working hypothesis with adequate reasoning	10 Articulates careful reasoning for choosing the working hypothesis as well as what diagnoses need to be ruled out
Related Research	0 No related research sources	5 Mentions research but not related to presenting problem	10 Discussed research related to presenting problem	15 Discussed evidence-based research related to presenting problem and its influence on treatment plan
Treatment Plan DSM-IV Diagnosis	0 No axes provided	4 One –two axes provided	7 Complete accurate Axes I, II, IV, & V provided	10 Discussed reasoning and justification for complete accurate Axes I, II, IV, & V.
Treatment Plan Client Strengths	0 No client strengths		3 Discussed client strengths that could impact successful treatment	
Treatment Plan Client Weaknesses	0 No client weaknesses		3 Discussed client weaknesses that could impact or be detrimental to successful treatment	

Treatment Plan Measurable Goals in Collaboration with Client	0 No treatment goals	3 Discussed treatment goals with no assessment modalities identified for success and termination and no collaboration with client	7 Discussed treatment goals with assessment modalities identified for success and termination or collaboration with client but not both	10 Discussed treatment goals with assessment modalities identified for success and termination and collaboration with client
Treatment Plan Approximate Duration	0 No approximate duration stated	3 Approximate treatment duration stated	4 Discussed approximate treatment duration provided with plausible reasoning	5 Thoroughly discussed approximate treatment duration provided with plausible reasoning
If Continued Treatment is Recommended – Suggestions for New Therapist	0 No recommendations provided	5 At least one clearly identified recommendation for continued treatment	7 At least two clearly identified recommendations for continued treatment	10 Thoroughly discussed at least two clearly identified recommendations and justification for continued treatment
Current Treatment and Client Response	0 No update on treatment and client response	5 Client response	12 Treatment related to presenting problem	19 Thoroughly discussed treatment related to presenting problem and evidence-based research and assessment of client response to treatment goals

Total Score: _____/100

SAMPLE: ASSESSMENT RUBRIC

CATEGORY	Poor	Good	Excellent
Reason for Assessment	0 Did not discuss why assessment appropriate	3 Cursory discussion of why assessment appropriate	5 Thoroughly discussed reason why assessment appropriate
Tests Administered	0 Cannot discuss appropriateness of tests to answer assessment question	3 Cursory discussion of appropriateness of tests for assessment question	5 Able to thoroughly discuss why or why not tests administered are appropriate for assessment question
Background Information	0 Background information discussed, but not linked to assessment to be completed	3 Background information discussed, but only weakly linked to assessment to be completed	5 Background information thoroughly discussed and clearly linked to assessment to be completed
Testing Observation Strengths/Weaknesses	0 Did not discuss information gathered from testing observations	3 Minimal discussion of information gathered from testing observations	5 Thorough discussion of information gathered from testing observations, including statements made related to the validity/interpretability of measures administered
WAIS-IV Scoring	0 Unable to discuss scoring	3 Cursory discussion of scoring	5 Able to thoroughly discuss scales, scoring, and standard deviations
WAIS-IV – FSIQ and Index Interpretability	0 Unable to discuss whether the FSIQ and/or Index scores are interpretable	3 Cursory discussion of whether the FSIQ and/or Index scores are interpretable, but was unclear how to account for Uninterpretable scales	5 Able to thoroughly discuss whether the FSIQ and/or Index scores are interpretable, and accounted for Uninterpretable scales
WAIS-IV – Client Normative strengths and/or weaknesses	0 Unable to discuss the normative strengths and/or weaknesses demonstrated by the client	3 Cursory discussion of the normative strengths and/or weaknesses demonstrated by the client	5 Able to thoroughly discuss the normative strengths and/or weaknesses demonstrated by the client
WJ-III-ACH Scoring	0 Unable to discuss scoring	3 Cursory discussion of scoring	5 Able to thoroughly discuss scales, scoring, and standard deviations

WJ-III-ACH Cluster Interpretability	0 Unable to discuss whether the Cluster scores are interpretable	3 Cursory discussion of whether Cluster scores were interpretable, but unclear how to account for uninterpretable clusters or scales	5 Able to thoroughly discuss whether the Cluster scores were interpretable, and accounted for uninterpretable clusters or scales
WJ-III-ACH – Client Normative strengths and/or weaknesses	0 Unable to discuss the normative strengths and/or weaknesses demonstrated by the client	3 Cursory discussion of the normative strengths and/or weaknesses demonstrated by the client	5 Able to thoroughly discuss the normative strengths and/or weaknesses demonstrated by the client
MMPI-2 – Interpretation: Validity Scales	0 Interpretation of validity scales and implications for the protocol not discussed	3 Interpretation of validity scales and implications for the protocol cursorily discussed	5 Interpretation of validity scales and implications for the protocol thoroughly discussed
MMPI-2 – Interpretation: Primary Scales (e.g., Codetype, relative elevations)	0 Interpretation of primary scales (e.g., codetype, relative elevations) not discussed	3 Interpretation of primary scales (e.g., codetype, relative elevations) cursorily discussed	5 Interpretation of primary scales (e.g., codetype, relative elevations) thoroughly discussed
MMPI-2 – Conclusions/ Integration (e.g., Content and Supplemental Scales, Critical Items)	0 Conclusions based upon integration of protocol data not discussed	3 Conclusions based upon integration of protocol data cursorily discussed	5 Conclusions based upon integration of protocol data thoroughly discussed
Evaluation Summary	0 No integration of assessment data gathered across all measures used	3 Poor integration of assessment data across all measures used	5 Good integration of assessment data across all measures used
Diagnostic Decision-Making	0 Diagnosis or diagnoses made are not clearly linked with or supported by the assessment information gathered	3 Diagnosis or diagnoses made are marginally linked with or supported by the assessment information gathered	5 Diagnosis or diagnoses made are clearly linked and supported by the assessment information gathered
Recommendations	0 Unable to make recommendations linked to needs identified for the client through the assessment	3 Recommendations made were weakly linked to needs identified through the assessment, and/or only some needs were addressed in the Recommendations section	5 Recommendations made were clearly linked to needs identified through the assessment, and ALL needs identified were addressed in the Recommendations section

Total Score: _____/80

School Psychology Program

If you are in our School Psychology track, your exam will be the national licensing examination, the PRAXIS, used by the National Association of School Psychologists; you must take the exam at a time and place scheduled by the Educational Testing Service and receive a minimum score of 165 in order to pass your comprehensive exam requirement. For information about the PRAXIS test, obtain a practice test, or to register to take the test, go to www.ets.org/praxis. For additional information about the PRAXIS, see your academic advisor.

CLINICAL TRAINING

Our Clinical and School programs involve applied professional training. Graduates of the programs will be eligible to seek professional licensure and, ultimately, they may diagnose and treat individuals with various mental disorders; as a result, Clinical and School students must demonstrate competence in clinical psychological practice.

Clinical Privileges

Upon enrollment in PSY 6392 and PSY 6393 (or, for School students, PSY 6371), 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 faculty members involved in their training. To maintain these privileges, students must continue to demonstrate a level of clinical competence appropriate to their level of training and development.

Supervision/Oversight/Evaluation

Clinical and School faculty must balance their roles as instructors/mentors with that of gatekeepers who are responsible for credentialing future members of the profession. Consistent with the Ethical Principles under which psychologists operate, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions in which student needs are pitted against potential social harm that might be engendered by allowing a student to continue in the program, the benefit of the doubt will always go 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, and the practical application of ethical principles, as well as the ability to work and consult with other professionals, to function 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 lack of technical training, interpersonal problems, problems with supervision, or emotional instability. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there are professional obligations. 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 (such as professional assistance or consultation or limiting/suspending work related activities).

Remediation

When deficiencies 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 case load, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, or more emphasis on the "therapist as person").

The Department also maintains a standing Practicum Committee that consists of the instructors of the practicum classes 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 Practicum Committee. If at any time during the semester a supervisor identifies significant deficiencies and the student seems unresponsive to initial interventions, the Practicum Committee may be convened in special session. Students will be given the opportunity to meet with the committee to discuss specific feedback if they wish.

If functional deficiencies are identified by the Practicum Committee, remedial measures must 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 that impair the formation of appropriate clinical relationships. When such deficiencies are identified, the Practicum Committee will work with the student to formulate a written remediation plan that 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, and depending upon the particular problem situation, a wide range of interventions might be applied. These may include: (a) self-structured behavioral change, (b) additional field experience, (c) additional coursework, (d) additional practica, (e) specialized tutoring/mentoring, (f) a reduction in case load, 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. In no case, however, will psychological assessment or personal therapy of a student be conducted by a member of the Clinical or School faculty. It will be up to the Practicum Committee to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation.

Withdrawal of Clinical Privileges

A student who fails to attain an adequate level of clinical competence, despite remediation efforts, will have all clinical privileges withdrawn. This will preclude successful completion of the Clinical or School programs. 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 will be one that is made by the faculty members of the entire Psychology Department who have been trained as clinical or school psychologists.

The clinical standards to which students will be held with regard to clinical competence will of course 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 that are inconsistent with the student's level of training and experience; (c) failure to recognize situations that 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

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Sciences 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 members of the Sam Houston State University graduate faculty to hear the appeal. No members of the Practicum 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. One member of the panel shall be designated by the Dean as the Chair, and that person shall conduct the proceeding.
 - (a) At the appeal proceeding, one member of the Practicum Committee 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 present testimony and other relevant evidence on his/her behalf.
 - (c) Formal rules of evidence will not apply.
 - (d) The panel's decision shall be by simple majority and will be final.
6. If the panel decides in favor of the student, the clinical committee will reverse the decision to withdraw privileges and will determine the proper remedial training efforts for the student, if any, and the student will be allowed to continue in the program.

PROFESSIONAL INVOLVEMENT

We encourage you to take every opportunity to begin establishing yourself as a professional scientist-practitioner from the beginning of your training. Consider joining professional associations in your area(s) of interest; most provide student memberships at reduced rates that entitle you to receive one or more journals and that provide you with information about regional and national meetings. The meetings themselves are often great fun, and presenting a paper or poster at one of them is a wonderful experience and accomplishment. Regional and national meetings that are frequently attended by faculty and students from our program include the following:

- American Psychological Association (APA)
- Association for Psychological Science (APS)
- American Psychology-Law Society (APLS)
- International Association for Relationship Research (IARR)
- Society for Personality and Social Psychology (SPSP)
- National Association of School Psychologists (NASP)
- Southwestern Psychological Association (SWPA)
- Texas Psychological Association (TPA)
- Texas Association of School Psychologists (TASP)
- Sam Houston Area Psychological Association (SHAPA)

FINANCIAL AWARDS

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

1. *Scholarships* – Various scholarships are awarded each semester, subject to availability of funds and eligibility. Additionally, scholarship recipients of \$1000 or more qualify for in-state tuition rates. In particular, the College of Humanities and Social Sciences makes some awards on a competitive basis to beginning students who have GRE scores of at least 1080 and GPAs of 3.5. Current students may apply for the same scholarship and are expected to have GRE scores of at least 1080 and GPAs of 3.7 or better in their graduate courses. The College awards are made each semester and must be applied for prior to each semester. The application deadlines are mid-November for spring awards,

mid-May for summer awards, and early July for fall awards. You may obtain the scholarship application from the College of Humanities and Social Sciences or go to the following link: <http://www.shsu.edu/~hss001/scholarships.html>. Contact the Office of Scholarships for additional information about other scholarship programs. Their number is provided in the “Other Useful Phone Numbers” section of this handbook.

2. *Teaching and Research Assistantship* – The Department of Psychology and Philosophy is able to award a limited number of teaching or research assistantships to graduate students. Other assistantships working with designated faculty members are also available on a competitive basis. If you are interested in such opportunities, obtain an application from Rhonda Reddoch, the Department Secretary.
3. *Assistant Instructorships* – Students who have completed at least 18 hours of graduate study may qualify to serve as instructors for certain courses. Register your interest in such a position by completing an application form available from the Rhonda Reddoch, the Department Secretary.
4. *Financial Awards Through the University Financial Aid Office* – There are also the usual sources of support available from the Office of Financial Aid. These include:
 - a. Grants
 - b. State Tuition Exemption Programs
 - c. Various Student Loans

Visit the Financial Aid and Scholarship Office to search for the various funding opportunities (http://www.shsu.edu/~fao_www/scholarships/). You may also want to pay special attention to the Scholar X program which allows you to fill out a single scholarship application for eligibility for various scholarships.

STUDENT SERVICES

Library

Of course, the library subscribes to various journals that are available electronically and in print as well as books. In fact, the library holds over 1.3 million books, bound periodicals, and government documents and a variety of formats, including multimedia, digital collections, microforms, microfiche, phonograph records, videotape, and newspapers. Other groups of materials housed in the Newton Gresham Library include paperbacks for recreational reading, current periodical issues, new books, and a children's

literature collection. A multimedia lab, music listening room, study carrels, a small lounge area furnished with vending machines, and a copy center, including a public fax machine are provided for the convenience of students and faculty. Library holdings information may be electronically accessed through an online catalog from hundreds of library and campus computer workstations, as well as remotely via the Internet. The Library also has a team of professional librarians, support staff, and student assistants to provide reference, interlibrary loan, circulation, acquisitions, and other library services to the faculty and students of the University. Contact Library Services if you're interested in any of the excellent services offered by the Library. Additionally, take advantage of the tutorials offered by the Library that will show you how to use Illiad, our impressive interlibrary-loan system, Refworks, the coolest referencing software ever, or even PsycInfo, THE search engine for scholarly psychology materials.

Computer Services

You have access to all the marvels of the Sam Houston State University network. Importantly, the Psychology Graduate programs maintain a listserv to which faculty and students frequently post messages. You are encouraged to become a member of the list by visiting the PsychMasters site (<http://lists.shsu.edu/mailman/listinfo/psychmasters>) and filling out the subscription form you'll find there. This is a primary way that the Coordinator of Graduate Studies will contact you about advising, job openings, scholarships, internships, social get-togethers, etc. In addition, there are various computer programs that, as a student of SHSU, you have access to all over campus and some you may access from home. Visit the Office of Information Technology's website (http://www.shsu.edu/~ucs_www/) for a list of programs that are available to you. You may also find helpful links concerning user accounts, wireless access, computer labs, and various other technology-related information that will be very helpful to you.

Duplication & Printing Services

The University provides photocopy services for students in the Newton Gresham Library and at the Sam Houston Press. Check the Press offices for very competitive prices when you have large copying jobs. There are also several commercial establishments near the campus which offer photocopying services at reasonable rates. Additionally, the Library also provides excellent, low-cost printing services for conference posters that are used extensively by faculty and students alike.

MISCELLANEOUS ISSUES

Leave of Absence

We welcome part-time students, and we will also understand if you need to interrupt your studies for some period of time. Simply notify the Coordinator of Graduate Studies if you wish to take a semester off. When you return to us, you'll merely need to notify the Dean of Graduate Studies of your formal intent to return by completing the "Application for Reinstatement" that you'll find online at http://www.shsu.edu/~grs_www/current/. No application fee will be required if your leave is 1 year or less; the form will simply be used to update your enrollment status in the University's records.

You need do nothing at all if you wish to take a summer off. You need not take classes during the summer to be considered to be making normal progress toward your Master's degree. Do note, however, that you have only six years from the date of your first enrollment to claim your degree. After six years have elapsed, your old coursework may no longer be applied toward our degree requirements unless you have special dispensation from the Dean of Graduate Studies.

Research Projects

Everyone is invited to participate in the faculty's various research programs, and you are strongly encouraged to gain research experience if you plan to pursue doctoral study. PSY 535, our Independent Study course, can give you elective credit for organized research experiences with faculty members. At the Psychology Department homepage you will also find a "Research Assistantship" link that list faculty seeking help with their research. You may also want to browse the list of faculty members to see what kinds of research they're interested in. In the "Your Faculty" section of this handbook, you can find research descriptions for each of the faculty. If you share interests with a faculty member, make an appointment and discuss the possibility of assisting them with their research. This process of finding a faculty member to work with is an informal process at SHSU and you are welcome to work with more than one faculty member as we don't subscribe to the mentor model of training as some schools do.

Student - Faculty Relations

The faculty members of the University comprise a community of scholars who are devoted to teaching, research, sharing of knowledge, and community service. Foremost among these commitments is providing meaningful learning experiences for students. A significant and valuable part of your educational

experience may be missed if you fail to avail yourself of faculty counsel and advice about their courses and your vocational goals. We strive for collegial, mutually respectful relationships between faculty and students in our Master's programs and expect professionalism and integrity from everyone.

Collaborative Relationships

In collaborative research, (a) faculty and students should discuss ownership of data and authorship on presentations/publications early enough in the process so that all are aware of their roles, 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 Ethical Standards.

Multiple Relationships

According to American Psychological Association (APA) standards a multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role/relationship with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person. Examples of multiple relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, long-time personal friendships, family relations, etc. The effects of multiple relationship are not limited to the individuals involved; such relationships potentially affect others in our programs, and, ideally, multiple relationships should be avoided. In the event that a situation with multiple relationships arises, however, it is important that the multiple relationships become known to others rather than be kept a secret. Should multiple relationships exist, the guidelines are as follows: A faculty member involved in multiple relationships should not: (a) instruct or supervise that student; (b) participate in the research or clinical guidance of the student; or (c) participate in the evaluation process of the student. Depending on the nature of the multiple relationships, these guidelines apply even if the relationship has been terminated.

Misunderstandings

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 professors completely administer each class they teach, subject to the policies of the college and the University. The faculty have developed a problem-solving procedure that we hope will represent an effective, quick resolution to faculty-student problems:

1. Faculty and students are encouraged to discuss and resolve disagreements/problems informally.
2. If informal discussion fails, either the student or the faculty member can request a meeting with the Chair of the Department, who will meet with the faculty member and the student.
3. If the issue is still not resolved the student should refer to the University Grievance Procedures, which are online at http://www.shsu.edu/~vaf_www/aps/stualpha.html.

Academic Honesty

The University's Code of Student Conduct and Discipline expects you to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity both in and out of the classroom. Academic honesty is expected and required in all phases of your 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 during examinations, including the written comprehensives.
- b. Plagiarism. Papers submitted in courses are expected to be your own work. Information and opinions drawn from other sources are to be attributed and referenced properly, using proper forms of citation. If you submit written work without clear attribution to original sources, you are committing plagiarism.
- c. Submitting a paper, book critique, evaluation, or any other written work as your own when you did not write--or had substantial help in writing--it. 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. It cannot and should not be used to satisfy requirements in other courses, except with the prior written permission of the professor to whom it is submitted.
- e. Falsifying information on an assessment report.

In general, you are expected to conduct yourself in accordance with the Ethical Guidelines of the American Psychological Association. Failure to do so may result in review by the faculty with a variety of consequences including, but not limited to, remediation of one's violation, demonstration of appropriate knowledge through a variety of means, probation, termination from the program, or actions taken at the state or national level. A copy of the guidelines may be obtained at <http://www.apa.org/ethics/code/html>.

Appeal of a Grade

Procedures for appeal of a grade are located in the Academic Policy Manual, which you can view online at http://www.shsu.edu/~vaf_www/aps/stualpha.html.

LICENSURE

Clinical practice in the state of Texas is regulated by the Texas State Board of Examiners of Psychologists, which certifies Licensed Psychological Associates and Licensed Specialists in School Psychology. Our Clinical and School programs are specifically designed to meet the licensing requirements of the Board and your coursework and practicum experiences will allow you to sit for the licensing exam. Our students have had an excellent track record of success in taking this exam. Here's how to contact this board:

Texas State Board of Examiners of Psychologists

333 Guadalupe Tower 2, Room 450

Austin, TX 78701

(512) 305-7700

www.tsbep.state.tx.us

If you're in our School program and thinking of moving to another state after you graduate, you should also contact the National Association of School Psychologists for its guidance regarding licensure elsewhere. Our School program is certified by NASP, and you may be recognized as a Nationally Certified School Psychologist in many other states.

National Association of School Psychologists

4340 East West Highway, Suite 402

Bethesda, MD 20814

(307) 657-0270

www.nasponline.org

Students wishing to practice as professional counselors have a more complicated procedure to follow. LPC licensure requires a minimum of 48 hours of coursework, so you'll need to take an additional course if you undertake the thesis track in our Clinical program. In addition, the board requires both the courses in our Clinical Core *and* specific coursework in (a) advanced developmental psychology, (b) group therapy, (c) career counseling, and (d) multicultural issues. There are actually several courses, both in our Department and elsewhere on campus that can fulfill most of these requirements, so you'll have frequent opportunity to take these classes. If you are interested in exploring the LPC you'll need to plan ahead if you wish to obtain your degree and qualify for LPC licensure in an efficient manner. Here's how to contact the Counseling board:

Texas State Board of Examiners of Professional Counselors

Texas Department of Health

100 West 49th Street

Austin, TX 78756-3183

(512) 834-6658

<http://www.dshs.state.tx.us/counselor/default.shtm>

Please also be aware that licensing requirements are always at the discretion of the individual Boards, and they can change without notice. Always check with the appropriate licensing agency for its latest requirements as soon as you know which direction you are heading.

Your Graduate School Checklist

This handy list can help you keep up-to-date at every step of your graduate career. In a perfect world, you'll have each item checked off when that semester is complete.

First Semester

- _____ Get in touch (A): Join the "PsychMasters" listserv by visiting: <http://lists.shsu.edu/mailman/listinfo/psychmasters> and filling out the subscription form. Important announcements will occasionally be disseminated through the listserv, and we'll expect you to access the e-mail account that is connected to the listserv at least once a week.
- _____ Get in touch (B): Obtain a handy copy of our student phone and e-mail list when it becomes available. (You'll know it's available when it's announced on the PsychMasters listserv.)
- _____ Get involved: Participate in the meetings of our Psychology Graduate Student Association.
- _____ Attend orientation meetings: You're invited to intermittent meetings at which you can meet the faculty and plan ahead for future semesters and professional licensing.
- _____ Join a research team: If you (a) have doctoral ambitions; (b) are wondering whether or not to write a thesis; or (c) merely wish to milk your graduate training for all of the rich experiences it can provide, visit the meetings of the faculty's various research teams. Most of them are open to interested, dedicated, talented newcomers.
- _____ Get advised: Heed the announcement on the listserv and sign up for an appointment for academic advisement with the Graduate Coordinator when appointments become available (a week or so before pre-registration for the next semester begins). You'll need departmental approval to register for psychology courses, and this is the time to get it.
- _____ Plan ahead: If you're in our Clinical or General programs, consider your choice between our thesis and non-thesis options. If you're going to do a thesis, begin thinking about what you'd like to study. If you're pursuing a non-thesis option, consider what non-thesis courses you'd like to take. Choosing non-thesis and elective courses early can help ensure that you get your preferred courses, several of which are offered only once or twice every two years.

Second Semester

- _____ Get advised: This will be your first Spring semester, so make sure you meet with your academic advisor to plan your upcoming courses. Please note that we'll set up your courses for both the upcoming Summer and Fall semesters during Spring pre-registration.
- _____ Run for office: Consider becoming an officer of our Psychology Graduate Student Association. Elections for the upcoming academic year are held at the end of the Spring semester.
- _____ Think about a thesis topic: If you've decided to conduct a thesis, now's the time to start working on a topic and discussing this with a faculty member, who will hopefully become your thesis advisor.

First Summer

_____ Read the literature: If you're considering a thesis, you should be doing background reading, becoming familiar with the current questions and methods in the two or three areas most of interest to you. It will be necessary for you to arrive in your third semester with a well-thought out thesis project so that you can defend your proposal in a timely manner.

Third Semester

_____ Greet the newcomers: You're a crafty veteran now. Please seek out the new students and help them feel at home.

_____ Form a thesis committee: If by the start of the third week of classes you haven't formed a committee that will help you refine your ideas and put them on paper, you're falling behind schedule in your thesis work.

_____ Thesis proposal defense: Describe and defend your proposed research in a public presentation on or before the last day of classes in order to receive an "A" in Thesis I.

_____ IRB review: Any research involving human participants must gain the approval of the University's Committee for the Protection of Human Subjects before data collection begins.

_____ Register for graduation: The Registrar will charge you a \$25 fee if you do not let her know long in advance when you intend to graduate. If you plan to graduate in the Spring, register for graduation in early *October*. If you plan to graduate in August, register for graduation in early *March*.

_____ Take your Comprehensive Exam: If this is your penultimate semester, consider taking your comprehensive exam this term. Sure, you've got another semester left, but if you put it off you may not know the results of your exam until only a week or two before your scheduled graduation.

Fourth Semester

_____ Enrollment in Thesis II: If you're writing a thesis, the University requires that you be enrolled in PSY 699 during your final semester.

_____ Thesis defense: When your project is complete, you present your thesis to the College faculty, your thesis committee which is usually made up of your advisor and two additional faculty members. Celebration typically follows.

_____ Registrar's review: If the Registrar notifies you that you lack some requirement for graduation, (a) stay calm and (b) discuss this with the Graduate Coordinator. Such letters are produced for lots of different reasons, and most are easily fixed.

_____ Exit interview: Please complete our handy little exit survey before classes end. It's important.

_____ Graduation: Congratulations on a magnificent accomplishment!!