

# SHSU



# MASTER OF ARTS IN PSYCHOLOGY PROGRAM HANDBOOK

*November, 2007*

## TABLE OF CONTENTS

<b><u>PHONE NUMBERS</u></b>	4
Departmental Phone Numbers	4
Other Useful Phone Numbers	5
<b><u>WELCOME</u></b>	7
<b><u>PURPOSE OF THIS HANDBOOK</u></b>	8
<b><u>YOUR FACULTY</u></b>	8
<b><u>ACADEMIC ADVISEMENT</u></b>	13
<b><u>GRADUATE CURRICULA</u></b>	14
Requirements for the Master of Arts in General Psychology	14
Requirements for the Master of Arts in Clinical Psychology	15
Requirements for the Master of Arts in School Psychology	18
<b><u>SCHOLARSHIP</u></b>	19
Course Load	20
Transfer Credit	20
<b><u>The ADVANCED PSYCHOLOGY TEST of the GRE</u></b>	21
<b><u>ADMISSION TO CANDIDACY</u></b>	21
<b><u>COMPREHENSIVE EXAMINATIONS</u></b>	22
<b><u>CLINICAL TRAINING</u></b>	25
Clinical Privileges	25
Supervision/Oversight/Evaluation	25
Remediation	26
Withdrawal of Clinical Privileges	27
Appeals of Withdrawal of Clinical Privileges	28
<b><u>PROFESSIONAL INVOLVEMENT</u></b>	29
<b><u>FINANCIAL AWARDS</u></b>	29
<b><u>STUDENT SERVICES</u></b>	30
Library	30

Computer Services	30
Duplication Services	30
Other Services	31
<b><u>MISCELLANEOUS</u></b>	31
Leave of Absence	31
Research Projects	31
Student-Faculty Relations	32
Academic Honesty	33
Appeal of a Grade	34
<b><u>LICENSURE</u></b>	34
<b><u>YOUR MASTER'S CHECK LIST</u></b>	36

## DEPARTMENTAL PHONE NUMBERS

(All numbers are in the 936 area code)

### Department Chair

Donna Desforges 294-1178 desforges@shsu.edu

### Coordinator of Psychology Master's Studies

Jerry Bruce 294-1173 bruce@shsu.edu

### School Psychology Program Director

Tom Wood 294-4662 twood@shsu.edu

### Director of Clinical Training (for the Clinical Psychology doctoral program)

Mary Alice Conroy 294-3806 maconroy@shsu.edu

### Faculty

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

Marc Boccaccini 294-1179 boccaccini@shsu.edu

Gina Coffee 294-4043 ginacoffee@shsu.edu

Marsha Harman 294-3614 harman@shsu.edu

Craig Henderson 294-3601 chenderson@shsu.edu

Melanie Kercher 294-1177 psy\_mmk@shsu.edu

Thomas Kordinak 294-1180 kordinak@shsu.edu

Heather Littleton 294-4261 hll002@shsu.edu

Audrey Miller 294-4745 audrey.k.miller@shsu.edu

Rowland Miller 294-1176 miller@shsu.edu

Dan Murrie 294-4161 murrie@shsu.edu

David Nelson 294-4709 nelsondv@shsu.edu

Paul Neunuebel 294-1181 psy\_pmn@shsu.edu

Ramona Noland 294-4310 noland@shsu.edu

T.C. Sim 294-1507 tcsim@shsu.edu

Christopher Wilson                      294-1508                      wilson@shsu.edu

**Secretaries**

Leon Johnson                      294-1174                      mlj007@shsu.edu

Rhonda Reddoch                      294-3552                      rhondar@shsu.edu

**OTHER USEFUL PHONE NUMBERS**

**Department Office**                      294-1174                      Fax: 294-3798

**Psychological Services Center**

Sonya Ramirez                      294-1210                      Fax: 294-1685

**Dean of the College of Humanities and Social Sciences**

John de Castro                      294-2200                      Fax: 294-1102

**Dean of Graduate Studies**

Mitchell Muesham    294-1971                      Fax: 294-1271

**Director, Newton Gresham Library**

Ann Holder                      294-1613                      Fax: 294-3780

**Registrar: Certification for Graduation**

Maria Busby                      294-1033

**FINANCIAL AID**

Phone:                      294-1724

Fax:                      294-3668

**SCHOLARSHIPS OFFICE**

Phone:                      294-1672

Fax:                      294-1090

**COUNSELING CENTER**

Phone: 294-1720

**STUDENT SERVICES**

Phone: 294-1784

**SHSU INFORMATION (MAIN NUMBER)**

Phone: 294-1111 (or 1-866-BEARKAT)

## **Welcome to SHSU's Psychology Master's 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 from The Texas State Board of Examiners of Psychologists. With some additional coursework students may qualify for the Licensed Professional Counselor licensure of The Texas State Board of Examiners of Professional Counselors.

Our *Master of Arts 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 Master's 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 information about our various requirements and to facilitate progress through our programs. 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 Psychology Master's Studies.

The information in this Handbook supplements that in other University publications: the Graduate Catalogue, 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.

### *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 illusory memories, 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.

### *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 your Coordinator of Master's Studies, your academic advisor and ombudsman within the department. Dr. Bruce may know more about the Department than anyone else; he was its Chair for over 20 years! He 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.

Gina Coffee

Dr. Coffee joined our faculty in the fall of 2007. She earned a B.S. degree (Psychology) and Ed.S. degree (Educational Psychology - School Psychology concentration) from Baylor University, and she earned a Ph.D. degree (Educational Psychology - School Psychology concentration) from the University of Wisconsin - Madison. She completed her internship at Cypress-Fairbanks Independent School District in Houston, Texas. Her research, teaching, and practice interests include evidence-based prevention and intervention, consultation, and health-risk behaviors in school-aged children.

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 that 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.

Donna M. Desforges

Dr. Desforges is the Chair of the Department of Psychology and Philosophy. She joined the department in that capacity 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 and riding horses, although not always both 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.

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.

Heather Littleton

Dr. Littleton joined the doctoral clinical faculty as an Assistant Professor in the fall of 2006. Before joining the faculty, she completed a two-year postdoctoral fellowship in Women's Health and Clinical Health Psychology at the University of Texas Medical Branch in Galveston. Dr. Littleton received her Ph.D. in Clinical Psychology from Virginia Tech. Her research and clinical interests are in women's health and include the process of labeling a traumatic event, recovery from interpersonal trauma, body image and eating disorders, and sexual risk behaviors. Dr. Littleton also has clinical expertise in treatment of individuals who have experienced trauma and individuals with chronic pain.

### 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 sociolegal 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 PSY 733, Social Psychology and Law, PSY 787, Multivariate Statistics, and PSY 792, 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.

### Daniel Murrie

Dr. Murrie is a member of the core faculty in the doctoral program. Prior to coming to SHSU, he completed a PhD in clinical psychology from the University of Virginia (UVA) and a postdoctoral fellowship in forensic psychology with UVA's Institute for Law, Psychiatry, and Public Policy. His research interests tend to focus on antisocial behavior and psychological assessment among juveniles, with side projects related to other forensic issues. His clinical interests are similar, including interventions with at-risk youth and forensic assessment of juveniles and adults. He may be your instructor if you take the Developmental Psychopathology course.

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 us extensive experience in clinical service delivery, research, and education. 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.

Paul M. Neunuebel

Dr. Neunuebel has had a less predictable and more circuitous career path than many. After majoring in mathematics as an undergraduate (St. Louis University), he completed his doctoral work in psychology at the University of Missouri-Columbia. He completed a clinical internship at the VA Hospital in Topeka, Kansas. When he joined the SHSU faculty, he initially held a joint appointment with the Psychology Department and the university's Counseling Center. A short time later he moved over into the psychology department on a full time basis. His interests focus on treatment and intervention, particularly on process and outcome variables in psychotherapy. He teaches courses in Psychopathology and Abnormal Psychology.

Ramona M. Noland

Dr. Noland is an assistant 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.

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.

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.

Thomas A. Wood

Dr. Wood provides direction for the School Psychology Program. He was born in Pittsburgh, PA, and reared in central Florida--the Daytona Beach area. He attended Florida State University, Stetson University, and Peabody College of Vanderbilt University. His doctorate is in School Psychology and Special Education, and he completed a post-doctoral fellowship in pediatric psychology at the University of Texas Medical Branch in Galveston. Dr. Wood has served as a department chair, associate dean, and dean and has been the director of the special education/rehabilitation doctoral program at Auburn University. He has also held offices in a number of organizations including a board position with the Texas Association for School Psychologists. His clinical work has been in schools and clinics, and he has a particular interest in school-based health centers. He has published widely with a primary research interest in stress and coping in families with children who have disabilities or chronic illness.

**ACADEMIC ADVISEMENT**

Enrollment in our graduate courses usually requires specific permission in the form of “department approval” provided by the Coordinator of Master’s Studies (who tells the computer to allow you into the course). 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 fret about being excluded.

However, this system also means that you must consult the Coordinator 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, please keep in mind that if you are among the small number of students who begin their study with us during a spring semester, your courses will follow a sequence that differs from that of those who join us in the fall. In addition, 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. The scheduling of your enrollment in such courses will be governed both by your preferences and our collective need. 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.

## **GRADUATE CURRICULA**

### **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 usually choose our non-thesis option and are enrolled part-time. Nevertheless, you may choose to write a thesis or select our non-thesis option at either location.

#### **The General Core**

All of the required courses for the General program on campus, detailed below, will typically be offered once each calendar year. Please plan accordingly. The courses at The University Center are offered fall, spring, and summer semesters on a rotating basis for students following that program.

### Electives

Any graduate course you choose may serve as an elective. Past students have crafted their own specializations in psychology and law or psychology and business by taking Criminal Justice or Business courses for all their electives, and we encourage you to pursue your own personal interests. The practicum and advanced assessment courses are reserved for Clinical and School students, but all of our other PSY graduate courses are open to you.

### The Thesis Option

MA in General Psychology Thesis Curriculum:

- \_\_\_\_\_ PSY 588—Introduction to Experimental Design
- \_\_\_\_\_ PSY 532—Advanced Social
- \_\_\_\_\_ PSY 587—Statistics
- \_\_\_\_\_ PSY 536—Advanced Cognitive Psychology
- \_\_\_\_\_ PSY 560—Advanced Physiological Psychology
- \_\_\_\_\_ PSY 581—Advanced Learning
- \_\_\_\_\_ PSY 597—Advanced Developmental Psychology
- \_\_\_\_\_ PSY 698—Thesis I
- \_\_\_\_\_ PSY 699—Thesis II
- \_\_\_\_\_ Elective
- \_\_\_\_\_ Elective
- \_\_\_\_\_ Elective

### The Non-Thesis Option

MA in General Psychology Non-Thesis Curriculum:

- \_\_\_\_\_ PSY 588—Introduction to Experimental Design
- \_\_\_\_\_ PSY 531—Graduate Seminar in General Psychology
- \_\_\_\_\_ PSY 532—Advanced Social
- \_\_\_\_\_ PSY 587—Statistics
- \_\_\_\_\_ PSY 536—Advanced Cognitive Psychology
- \_\_\_\_\_ PSY 560—Advanced Physiological Psychology
- \_\_\_\_\_ PSY 581—Advanced Learning
- \_\_\_\_\_ PSY 597—Advanced Developmental Psychology
- \_\_\_\_\_ Elective
- \_\_\_\_\_ Elective
- \_\_\_\_\_ Elective
- \_\_\_\_\_ Elective

## **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 532, Social Psychology, or PSY 597, Developmental Psychology; and (b) PSY 536, Cognition; PSY 560,

Physiological Psychology; *or* PSY 581, Learning. The choices among these courses are up to you. However, we urge you to take the courses that are least familiar to you; they'll probably provide the better foundation in general psychology (that's the intent of the requirements) and be of the most help in preparing you for the Advanced Psychology Test of the GRE. All of these courses are ordinarily offered once a year.

### The Clinical Core

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

- You should take PSY 533, Psychotherapy, *before* you take PSY 691, Practicum I. The two can be taken concurrently, but prior enrollment in Psychotherapy is preferred.
- You *must* take PSY 594, Psychometrics, before you take other assessment courses.

### Clinical Practicum

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 691, 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 courses, PSY 692 and 693, 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 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 living. 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

Any graduate course you choose may 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, 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 document. All the specific courses that constitute the 45-hour thesis option are listed in below.

#### MA in Clinical Psychology Thesis Curriculum:

- \_\_\_\_\_ PSY 532 or 597—Social or Developmental Psychology
- \_\_\_\_\_ PSY 536, 560, or 581—Cognition, Physiological, or Learning
- \_\_\_\_\_ PSY 587—Statistics
- \_\_\_\_\_ PSY 533—Psychotherapy I
- \_\_\_\_\_ PSY 594—Psychometrics
- \_\_\_\_\_ PSY 595—Assessment of Intelligence and Achievement
- \_\_\_\_\_ PSY 596—Assessment of Personality and Psychopathology
- \_\_\_\_\_ PSY 530—Psychopathology
- \_\_\_\_\_ PSY 691—Practicum I
- \_\_\_\_\_ PSY 692—Practicum II
- \_\_\_\_\_ PSY 693—Practicum III
- \_\_\_\_\_ PSY 698—Thesis I
- \_\_\_\_\_ PSY 699—Thesis II
- \_\_\_\_\_ Elective
- \_\_\_\_\_ Elective

### The Non-Thesis Option

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.

#### MA in Clinical Psychology Non-Thesis Curriculum:

- \_\_\_\_\_ PSY 532 or 597—Social or Developmental Psychology
- \_\_\_\_\_ PSY 536, 560, or 581—Cognition, Physiological, or Learning
- \_\_\_\_\_ PSY 587—Statistics
- \_\_\_\_\_ PSY 533—Psychotherapy I
- \_\_\_\_\_ PSY 594—Psychometrics
- \_\_\_\_\_ PSY 595—Assessment of Intelligence and Achievement
- \_\_\_\_\_ PSY 596—Assessment of Personality and Psychopathology
- \_\_\_\_\_ PSY 530—Psychopathology
- \_\_\_\_\_ PSY 691—Practicum I
- \_\_\_\_\_ PSY 692—Practicum II

_____	PSY 693—Practicum III
_____	Practitioner Course (from PSY 534, 539, 561, 581, 582, 598, 694)
_____	Practitioner Course
_____	Practitioner Course
_____	Elective
_____	Elective

## **Requirements for the Master of Arts in School Psychology**

Our School track 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. The courses you’ll take in the School program are listed in Appendix C.

### General Courses

The General 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 533, Psychotherapy, *before* you take PSY 691, 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 594, Psychometrics, before you take other assessment courses.
- Your PSY 692, Practicum II, course will be a stand-alone, three-hour course that differs from the PSY 692/693 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.

For more information on the School Psychology Curriculum see the *School Psychology Program Handbook*.

### School Program

MA in School Psychology Curriculum:

- \_\_\_\_\_ PSY 539—Advanced School Psychology
- \_\_\_\_\_ PSY 594—Psychometrics
- \_\_\_\_\_ PSY 533—Psychotherapy I
- \_\_\_\_\_ SPD 535—Educating Individuals with Disabilities
- \_\_\_\_\_ PSY 587—Statistics
- \_\_\_\_\_ PSY 597—Advanced Developmental Psychology
- \_\_\_\_\_ PSY 581—Advanced Learning
- \_\_\_\_\_ PSY 530—Psychopathology
- \_\_\_\_\_ PSY 560 or PSY 561—Advanced Physiological or Neuropsychopharmacology
- \_\_\_\_\_ PSY 595—Assessment of Intelligence and Achievement
- \_\_\_\_\_ PSY 538—Consultation in School Psychology
- \_\_\_\_\_ SPD 568 or SPD 567—Tech. Meth. with Mild-Mod. Disabil. or Seminar in LD
- \_\_\_\_\_ PSY 691—Practicum I
- \_\_\_\_\_ PSY 692—Practicum II
- \_\_\_\_\_ PSY 598—Advanced Child Assessment
- \_\_\_\_\_ PSY 694—Practicum in Psychometrics
- \_\_\_\_\_ ASE 532—Adm. & Org. of School
- \_\_\_\_\_ CNE 592 or PSY 760—Social, Cultural Influences or Multicultural Psychology
- \_\_\_\_\_ PSY 671A—Internship Part I
- \_\_\_\_\_ PSY 671B—Internship Part B

## **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 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 PSY courses you take. Grades of “C” denote undesirable performance. (Grades of “D” are not used in graduate school.) If you receive a “C” in a PSY course, you must regain a 3.0 GPA in your PSY studies by *receiving a grade (or grades) of “A” in other PSY graduate courses offered by SHSU*. You cannot remediate academic jeopardy in PSY courses by taking courses outside the department. If

your GPA in PSY classes falls below 3.0 at the close of any grading period, you will be allowed one additional semester or summer session to return it to at least 3.0. If you do not do so, you will automatically be dismissed from our graduate program.

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 also 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, or additional or repeated coursework may be required. In many cases, however, a student’s admission to PSY 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, as second-year students 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. 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 provide documentation of the content of your course (e.g., the course syllabus) to the faculty member who teaches our similar course; only if our

faculty agree that your transfer courses sufficiently duplicate the material we require here—and notify the Coordinator of Master’s Studies of the agreement in writing—will transfer credit be granted. Please note, too, that our Dean must also agree that transfer credit is suitable before it will be allowed.

### **The ADVANCED PSYCHOLOGY TEST of the GRE**

We use the Advanced Psychology Test as a key indicator of whether or not a student should be admitted to Candidacy for the Master’s degree. The test contains questions spanning all the major areas of inquiry in Psychology, and it is one indication of how well you have mastered the General psychology in which professional specialization should be grounded. Your performance on the test, along with your grades and your Practicum work (if applicable), will be used to determine whether candidacy is appropriate.

Once you have completed 18 (or more) hours toward your degree, you must be admitted to candidacy before you will be allowed to take further PSY classes. You will need to supply us with your Psychology GRE score and be admitted to candidacy *before you register for any PSY classes after a fall or spring semester in which you complete 18 or more hours* of graduate study. (Because the Psychology GRE is not available during the summer, we will allow you as a courtesy to register for fall classes if you attain the 18-hour threshold during one of the summer sessions.)

Second-year students who have not been admitted to candidacy may take graduate courses from other Departments, but they may not take further PSY courses. Once you have completed 18 hours of study, *you are responsible* for supplying a report of your test score to the Coordinator of Master’s Studies in time to allow candidacy to be conferred before the start of the next semester. Scores from the December administration of the Psychology GRE often do not arrive before the subsequent Spring semester begins; for that reason, we encourage you to take the exam in November, rather than December, when appropriate.

### **ADMISSION to CANDIDACY**

Admission to candidacy represents the Department’s judgment that you are an appropriate candidate for one of our Master’s degrees. As noted above, once you have completed (the equivalent of) your first year of graduate studies—accumulated 18 hours of

graduate credit—you must be formally admitted to Candidacy for the Master’s degree in order to continue taking PSY courses. Recommendations for admission to candidacy are made by the faculty through the Coordinator of Psychology Master’s Study. An evaluation form is requested from each faculty member from whom you have had coursework. Ordinarily, if the faculty’s evaluations are favorable, if your Practica performances (if applicable) are acceptable, and if you exhibit emerging mastery of General Psychology through (a) sound coursework and (b) a score above the 50<sup>th</sup> percentile on the Psychology GRE, you will be admitted to candidacy. Students with GPAs near 3.0 in their PSY courses, who have more than one grade of “C” in PSY courses, or who do not attain a score above the 50<sup>th</sup> percentile on the Psychology GRE are at considerable risk for being denied admission to candidacy. Scores slightly below the 50<sup>th</sup> percentile on the Psychology GRE may be acceptable if one’s graduate GPA is 3.5 or higher; however, if you have not been performing well in your courses, we will insist that you do better than most others on the Psychology GRE.

Please remember that students who have completed 18 hours of graduate study but who have not been admitted to candidacy will not be allowed to enroll in further PSY courses. If you are denied admission to candidacy, you may appeal the decision and a 4-person Candidacy Committee comprised of departmental faculty—with at least one member representing each of our specialty tracks—will be formed to more closely examine your situation. Your appeal must be in writing to the Coordinator of Master’s Studies. Ordinarily, the committee will rule on such appeals within 30 days; however, the denial of registration in PSY courses will be enforced until the committee completes its deliberations. Positive recommendations for candidacy must be made by three of the four members of the committee in order for candidacy to be conferred.

## **COMPREHENSIVE EXAMINATIONS**

You must take and pass a written Comprehensive Examination at the close of your training in order to claim your degree. 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 660 in order to pass your comprehensive exam requirement.

If you are in our Clinical or General tracks, “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 Master's 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 Master's Study at 1:00 pm on the appropriate Thursday. Beginning with the fall semester, 2007, the 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 higher standard than was the case in the previous procedure. 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.

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 exercise will be to measure your ability to synthesize the material to which you have been exposed.

In order to take the Comprehensive Examination, *you must notify the Coordinator of Master's 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.

This is 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; Clinical students take a Clinical Comprehensive Exam, and General students receive a General exam. 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 in each specialty 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.

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.

The following is the scoring procedure used by the faculty under the previous procedure. We will use this same general guideline, but there may be adjustments as we adapt to the new method. 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; across the five questions you thus receive 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 two questions, you may pass if you do quite well on the other three; alternatively, mediocre performance on all five questions can also pass if there are no glaring weak spots.

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. (That's why 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, either remedial work or 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 write.
  - Be certain each point is relevant to the question asked.
  - Address all points within the question.
  - Make your organization parsimonious; 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 dead wrong.
- We do not expect a referenced, footnoted paper, but always give credit for materials you are using.

## **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 mental disorder; as a result, Clinical and School students must demonstrate competence in clinical psychological practice.

### ***Clinical Privileges***

Upon enrollment in PSY 692 and PSY 693 (or, for School students, PSY 671), 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 entire Department faculty members 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.
3. 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) Student will have an opportunity to challenge the evidence offered on behalf of the committee and present testimony and other relevant evidence on their 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 include the following:

American Psychological Association  
American Psychological Society  
American Psychology-Law Society  
International Association for Relationship Research  
Society for Personality and Social Psychology  
National Association of School Psychologists  
Southwestern Psychological Association  
Texas Psychological Association  
Texas Association of School Psychologist  
Sam Houston Area Psychological Association

## **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. Scholarship recipients often qualify for in-state tuition rates. In particular, the College of Humanities and Social Sciences (usually) makes (some) awards on a competitive basis to continuing students who have GRE scores of at least 1080 and GPAs of 3.7 or better in their graduate courses. The College awards are made one semester at a time, with application deadlines of November 14<sup>th</sup> for Spring awards, May 16<sup>th</sup> for summer, and July 20 for Fall awards. Your friendly Coordinator has the application form. Other sources of money come and go. Contact Norma Buxkemper in the Office of Scholarships, 294-1672, on the first floor of AB4, for information about little-known scholarship programs.
2. *Assistant Instructorships* – The Department of Psychology and Philosophy is

occasionally able to award teaching assistantships to students who have completed at least 18 hours of graduate study. Register your interest in such a position by completing an application form available from the Coordinator of Master's Studies and/or the Department Secretary.

3. *Teaching and Research Assistantship* – Other assistantships working with designated faculty members are also available on a competitive basis.
4. *Financial Awards Through the University Financial Aid Office* – There are also the usual sources of support available from the nice folks in Financial Aid. These include:
  - a. Grants
  - b. State Tuition Exemption Programs
  - c. Various Student Loans

## **STUDENT SERVICES**

### **Library**

The Newton Gresham Library maintains substantial holdings in psychology, and a limited number of study carrels are available for student use; contact Library Services for further information. Take advantage of the tutorials offered by the Library that will show you how to use Iliad, our impressive interlibrary-loan system, or Refworks, the coolest referencing software ever.

### **Computer Services**

You have access to all the marvels of the Sam Houston State University network. In particular, the Psychology Master's programs maintain a list to which faculty and students frequently post messages. You are encouraged to become a member of the list by visiting <http://lists.shsu.edu/mailman/listinfo/psychmasters> and filling out the subscription form you'll find there.

### **Duplication 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.

## **Other Services**

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

## **MISCELLANEOUS**

### **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 Master's 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/](http://www.shsu.edu/~grs_www/current/). No application fee will be required; 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 our Dean.

### **Research Projects**

Everyone is invited to participate in the faculty's various research programs, and you are encouraged to gain research experience (in addition to doing well in your courses) if you have aims on doctoral study. PSY 535, our Independent Study course, can give you elective credit for organized research experiences. At the Psychology Department homepage you will also find a

“Research Assistantship” link that list faculty seeking help with their research.

## **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](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 in 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](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

[www.tsbep.state.tx.us](http://www.tsbep.state.tx.us)

(512) 305-7700

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

[www.nasponline.org](http://www.nasponline.org)  
(307) 657-0270

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 49<sup>th</sup> Street  
Austin, TX 78756-3183

<http://www.dshs.state.tx.us/counselor/default.shtm>  
(512) 834-6658

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 Master's 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 listserv.)
- \_\_\_\_\_ Get in touch (C): 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 Dr. Bruce when appointments become available (a week or so before pre-registration for the next semester begins). You'll need departmental approval to register for PSY courses, and this is the time to get it.
- \_\_\_\_\_ Plan ahead: If you're in our Clinical track, 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**

- \_\_\_\_\_ **Register for the Psychology GRE:** If you're a full-time student and have not taken the Advanced Psychology Test of the GRE, register to take it before this semester ends. If you have taken the test and scored above its median, supply Dr. Bruce your score.
- \_\_\_\_\_ **Prepare for the Psych GRE:** This is a test that rewards breadth. The best simple way to prepare for the exam is to read a solid introductory psychology text from cover to cover.
- \_\_\_\_\_ **Get advised:** For most of you, this will be your first Spring semester. 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.
- \_\_\_\_\_ **Gain admission to candidacy for your Master's degree:** This administrative step is vital, but it involves committee work by the faculty. Usually, all you have to do is supply Dr. Bruce a report of your score on the Psychology GRE.

## **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.

## **Third Semester**

- \_\_\_\_\_ **Greet the newcomers:** You're a crafty veteran. 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.
- \_\_\_\_\_ **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.

\_\_\_\_\_ 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.

### **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.

\_\_\_\_\_ Registrar's review: If the Registrar notifies you that you lack some requirement for graduation, (a) stay calm and (b) bring Dr. Bruce your form letter. Such letters are produced for lots of different reasons, and they're all easily fixed.

\_\_\_\_\_ Thesis defense: When your project is complete, you present your thesis to the College faculty. Celebration typically follows.

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

\_\_\_\_\_ Graduation: Congratulations on a magnificent accomplish