2026-2027 Master's Psychology Programs Handbook

MASTER OF ARTS IN EXPERIMENTAL PSYCHOLOGY

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Department of Psychology & Philosophy| Box 2447, Huntsville, TX 77341-2447
SAM HOUSTON STATE UNIVERSITY

A Member of the Texas State University System

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1. Welcome

The MA Psychology Programs (MAPP) committee welcomes you to SAM! 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. For over four 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 the Handbook

The purpose of the Master's Psychology Programs Handbook is to provide information about the Experimental Psychology and Clinical Psychology MA programs, as well as the policies and procedures governing the programs, and to help facilitate progress through the Program.

The information in this handbook reflects the general orientation of the graduate programs and provides students with a detailed description of curriculum requirements.

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

If you are uncertain about requirements and/or expectations, or if you find a need for clarification beyond that offered in the Handbook, please contact your graduate program director.

The information in this Handbook supplements that in four other publications of the University: Graduate and Professional School Catalog, Texas State University System (TSUS) Rules and Regulations, Academic Policy manual, and the Student Code of Conduct. You should refer to the most recent editions of these publications for details not given here. Other documents that provide additional information are referred to as appropriate throughout this Handbook.

Disclaimer: *This Handbook fully replaces previous editions of the Handbook. Students are accountable for familiarizing themselves with its contents and compliance with the policies and procedures.*

This Handbook does not constitute a contract between SHSU and its students. SHSU reserves the right to amend, modify, add, or delete information within this Handbook at any time. In the event of conflict between the provisions of this Handbook and the Texas State University System Rules and Regulations, the latter shall govern and control.

2. Masters Psychology Programs (MAPP)

MAPP Mission

The core faculty of the SHSU Masters Psychology programs envision a dynamic collaboration that highlights the exchange between theoretical, scientific, and applied principles of psychological science. Faculty place a strong emphasis on fostering a sense of community for students and faculty, as well as supporting student success and offering individualized mentoring to students. Students will be trained as both effective consumers and active producers of scientific knowledge in the field of psychology, which will enhance their career opportunities and improve the academic reputations of the Psychology Master's programs and SHSU.

The **Master of Arts in Experimental Psychology** is focused on the scientific sub-disciplines of Psychology. As the name indicates, the program is experimentally oriented, and students are expected to become involved in research throughout their tenure at SHSU. This program educates students to be effective researchers in the areas of experimental psychology (e.g., social, physiological, cognitive, developmental, learning, research methods, and statistics) and does not involve training in the delivery of psychological services. Students often use their training to gain admission into doctoral psychology programs, become college instructors, or pursue research-based positions.

The **Master of Arts in Clinical Psychology** program is designed to produce scholar-practitioners who (a) have broad-based knowledge in the scientific, theoretical, and conceptual foundations of psychology, (b) exhibit Masters-level competencies in evidence-based psychotherapy and intervention skills, (c) demonstrate Masters-level proficiencies in personality and cognitive assessment, and (d) are able to consume, critically analyze, and utilize scientific methods of inquiry in psychological practice. Graduate training is directed toward eligibility for licensure as a Licensed Psychological Associate (LPA) from the Texas State Board of Examiners of Psychologists (TSBEP). In addition, the Program offers a thesis concentration to support those graduates who desire to pursue further doctoral education.

Admissions

Admission to the MA Psychology programs is competitive and the number of available positions is limited. Students are admitted for the Fall (no spring or summer admissions) and the application deadline is February 15 each year. In addition to the SHSU Graduate Application and application fee, applicants must submit a curriculum vita, letter of intent, three recommendations, and transcripts documenting undergraduate coursework, minimum GPA of 3.0, and a minimum of 12 hours of prior coursework in psychology. The Experimental Psychology program prioritizes grades earned in experimentally based psychology courses and previous research experience. The MA Clinical Psychology program also requires applicants to submit official GRE General Exam scores for consideration of admission, whereas applicants to the MA Experimental Psychology program are encouraged, but not required, to submit results of the GRE General examination.

MAPP Faculty review applications holistically, considering both quantitative and qualitative factors such as GPA, GRE, recommendations, research experience and interests, applied experience, and any other relevant background. Students who have the highest qualifications for success demonstrate close alignment between their professional development goals and the specific program's training goals, as well as faculty research and clinical interests. The MAPP committee seeks promising students from all backgrounds in the service of creating a diverse intellectual community. High test scores and grades do not guarantee acceptance; students whose lower quantitative scores are offset by other exceptional qualifications may be admitted. For further information, email graduatepsy@shsu.edu, or contact the Program Director for the specific Master's program. Notice: Students matriculating in the SHSU MA Clinical Psychology Program must complete the terminal MA degree before they are allowed to enroll in SHSU's PhD Clinical Psychology program (if admitted).

Communication

As the primary form of communication between the programs and students, SHSU email accounts must be maintained and checked regularly. In addition, every MA Psychology student is expected to register for the Psychmasters listserv, which is where many program announcements will be posted. Students are responsible for regularly reviewing the listserve postings to ensure that they are up to date with current program activities, deadlines, and announcements. To request listserve access and post messages, please go to:
https://lists.shsu.edu/postorius/lists/psychmasters.shsu.edu/

Advising

Enrollment in graduate courses usually requires specific permission in the form of department approval, which is provided by graduate advisors. The program's MA Director will approve department courses, while courses in other departments require the approval of their graduate advisor. After meeting with your MA Director, you will be cleared to register for each of your classes. This system ensures that those who request a course are qualified to take it, and it provides a procedure for controlling enrollment in certain skill courses. Once you have departmental approval, barring changes to the master schedule, you have a confirmed reservation for a seat in the class.

This system also means that you must receive academic advisement before you register each semester. Advisement meetings will be routinely announced twice a year in October and March. Prior to your advising, please check your degree plan and the recommended sequence of courses, which can be found in the respective program sections of this Handbook. The sequence of these courses is fairly straight-forward, but your program director can offer advice on courses that may be best for your specific circumstances or professional goals.

We will strive to make all our courses available to you on a schedule that is convenient. Nevertheless, changes in the availability of faculty can lead to unanticipated changes in our sequencing of courses. Most importantly, you should note that many of our courses are only taught once each year, and some have strict limits on the number of students that can enroll. We make great efforts to ensure that the courses you need are available when you need to take them during your academic career, but unforeseen circumstances beyond our control may arise. Priority

in enrollment is given to those closest to graduation, and some courses may not be available to you if there are other opportunities for you to take them before you graduate.

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 class meeting times sometimes change. When possible, your program director will notify you of these changes and should be regarded as a source of information that is to be preferred to the posted Schedule of Courses.

Progress in Program

You will complete most or all of your coursework on the Huntsville campus, although occasionally courses are offered online or at The Woodlands Center. Full-time study (9 hours per semester in graduate school) is encouraged but not required by the programs. Keep in mind, however, that most financial aid awards require full-time graduate status and the SHSU Graduate School time limit for a master's degree is 6 years from date of matriculation.

Each of our graduate programs includes courses that are denoted as General Core, Program-Specific Core, and Electives. These courses are listed in the following sections describing requirements for the two MA programs. Some students also choose to complete a thesis, although neither MA program requires it.

Students are expected to maintain a 3.0 GPA in order to remain in academic good standing. A graduate student whose GPA falls below a 3.0 will be placed on probation and must raise their GPA to 3.0 by the end of the next semester to avoid termination from the program and university. Students who earn a grade of "C" in any course will have their graduate status reviewed and potentially remediated by their program director and faculty; students who earn a grade of "F" in any course will be terminated from the program. More detail is provided in chapter 7.

In addition to course grades, successful completion of the master's degree requires students to pass the comprehensive exams, or "Comps", of their respective program. The format of your comprehensive examination differs depending upon the specific program in which you are enrolled, as described later in this manual. Regardless of the program, Comps 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 your coursework to problems relevant to your degree program. The goal is to measure your ability to synthesize the material to which you have been exposed.

Each student in the Psychology MA Programs will undergo an Annual Progress Review (APR) and receive written feedback in a yearly letter that will be placed in your academic file. The APR letter will address your performance and progress in the areas of (a) coursework, (b) research, (c) overall program performance, and if applicable (d) teaching or other assistantship, and (e) clinical training. At the end of each spring, students will submit an updated CV and a self-evaluation essay, in which they assess their own performance in these areas and note any special accomplishments/activities in the past academic year (e.g., conference presentations, expansion of clinical skills, training work, and publications). Students submit materials to the MAPP Co-

Directors, who distribute the materials to faculty members matched with students as their advocate for APR purposes (often a research mentor or other faculty who has worked closely with the student). The MAPP faculty will meet to review the materials and discuss strengths, weaknesses, and recommendations. Prior to the start of the following academic year, APR letters will be mailed to students, who may request a meeting with their APR faculty advocate and/or program director to discuss the program feedback.

Student Records

Records for all MA Psychology students are kept in protected electronic files (including Tevera/Lumivero) or in a locked drawer located in a secure storage room in the department. These records include admissions data, annual progress review materials, formal and email correspondence, remediation plans, filed grievances, practicum evaluations if applicable, and other student documentation as relevant.

3. Faculty and staff information

Department of Psychology and Philosophy

Maria Botero, Chair	936-294-3052	mdb037@shsu.edu
Michelle Brown, Assistant to Chair	936-294-3552	stdmat20@shsu.edu
Ivette Martinez, MA Admin	936-294-4933	iim004@shsu.edu
Front Desk	936-294-1174	psychology@shsu.edu

Graduate Program Directors

Jeff Anastasi, MA Experimental Psychology	936-294-3049	jsa001@shsu.edu
Craig Henderson, PhD Clinical Psychology	936-294-3601	ceh003@shsu.edu
Ramona Noland, School Psychology (SSP)	936-294-4310	noland@shsu.edu
Shelley Riggs, MA Clinical Psychology	936-294-1178	sxr142@shsu.edu

Psychology Faculty

Jeff Anastasi	936-294-3049	jeff.anastasi@shsu.edu
Jaime Anderson	936-294-4745	jla068@shsu.edu
Marc Boccaccini	936-294-1179	boccaccini@shsu.edu
Morgan Buerke	936-294-4709	mxb274@shsu.edu
Kiana Cano	936-294-2434	kec112@shsu.edu
Daniella Cash	936-294-3874	dkc025@shsu.edu
Jason Clark	936-294-1507	jkc050@shsu.edu
Mary Alice Conroy	936-294-3806	maconroy@shsu.edu
James Crosby	936-294-4621	crosby@shsu.edu
Susan Duncan	936-294-2449	scd042@shsu.edu
Gulden Esat	936-294-4161	gxe020@shsu.edu
Craig Henderson	936-294-3601	ceh003@shsu.edu
Kesong Hu	936-294-1176	kxh148@shsu.edu
Hillary Langley	936-294-3260	hxl022@shsu.edu
Ryan Marek	936-294-3614	rxm142@shsu.edu
Ramona Noland	936-294-4310	noland@shsu.edu
Faith Nomamiukor	936-294-4662	fon002@shsu.edu
Shelley Riggs	936-294-1178	sxr142@shsu.edu
Diane Stoebner-May	936-294-2434	dxs011@shsu.edu
Ethan Villeneuve	936-294-1177	efv006@shsu.edu
M.E. Wood	936-294-3377	mew095@shsu.edu

Student - Faculty Relations

The faculty members of the University compose 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. You may miss a significant and valuable part of your educational experience if you do not 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.

In general, you are expected to conduct yourself in accordance with the APA Ethical Principles of Psychologists and Code of Conduct. Failure to do so may result in review by the faculty with a variety of possible consequences for violations including, but not limited to, remediation of the 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 APA ethical guidelines may be obtained at http://www.apa.org/ethics/code/.

Collaborative Research

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 expectations, 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 Codes Standard 8.12a and the latest edition of the APA Publication Manual. Further information can be found at: APA Authorship: Giving Credit Where it's Due and A Graduate Student's Guide to Determining Authorship

Multiple Relationships

According to APA Ethical Code 3.05, a multiple relationship situation occurs when a psychologist is in a professional role with a person and (1) at the same time is in another non-professional 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 the types of relationships that may conflict with professional roles include, but are not limited to, long-time personal friendships, family relations, romantic/sexual involvements, financial partnerships, etc. These kinds of multiple relationships ideally should be avoided because the effects of such relationships could potentially extend beyond the two parties, negatively affecting others in our programs. In the event a prior relationship exists that creates a situation of multiple relationships between faculty and a student, however, it is important that both parties recognize and report the multiple relationship to the program director rather than keep it a secret. The program will take steps that restrict the faculty member's participation in that student's education, e.g., the faculty member should not instruct nor supervise that student, engage in research or clinical guidance of the student, or 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.

In the academic environment, psychology faculty may frequently serve in multiple professional roles within one faculty-student relationship, including instructor, clinical supervisor, research mentor, committee member, program director, etc. Any one of these relationships may involve frequent collaborations and interactions that provide support and mentorship to the student. When faculty roles overlap, these interactions multiply and often generate a sense of goodwill and closeness in the relationship. Students must understand, however, that despite this genuine feeling of closeness on both sides, the first obligation of faculty is to evaluate student performance to ensure that educational and professional competencies are achieved. Thus, faculty must establish effective professional boundaries with students that strike a balance between nurturing/support/advocacy and the responsibility to evaluate and uphold educational standards. This also means that faculty are not able to guarantee confidentiality to students because faculty are obligated to share information relevant to the students' performance and competencies with MAPP committee members.

MAPP Faculty

Jeffrey Anastasi, Ph.D. Professor of Psychology. Director of Experimental Psychology MA Program. B.S., M.A. & Ph.D., Binghamton University (SUNY). Research interests: development of false memories in children, the effect of memory monitoring on false memory reduction, and face recognition and eyewitness memory accuracy.

Daniella K. Cash, Ph.D. Associate Professor of Psychology. B.S., Florida Southern College; M.S., University of Alabama in Huntsville; Ph.D., Louisiana State University. Research interests: social and cognitive principles in the legal system, e.g., eyewitness memory, jury decision-making, deception detection.

Jason Clark, Ph.D. Assistant Professor of Psychology. B.S., M.S., & Ph.D., Purdue University. Research interests: attitudes and persuasion; stereotyping, stigma, and prejudice; social cognition; social influence; consumer behavior; and decision-making.

Susan C. Duncan, Ph.D. Assistant Professor of Psychology, B.S., M.S., & Ph.D., Texas A&M University. Licensed Professional Counselor. Research interests: psychological scale development; univariate statistics theory and statistical methodologies; emotion differentiation in interpersonal relationships; anger as a reaction and interpersonal disconnectedness.

Gulden Esat, Ph.D. Assistant Professor of Psychology. B.A. Boğaziçi University, Istanbul, Turkey; M.Ed., University of Massachusetts; Ph.D., University of Houston. Licensed Psychologist. Research interests: positive psychology, well-being and prevention, mindfulness training, the role of religion and spirituality in mental health and clinical practice.

Kesong Hu, Ph.D. Assistant Professor of Psychology. B.S., Beijing Normal University; M.S., Peking University; Ph.D., The Chinese University of Hong Kong. Research interests: attention and perception, decision-making under stress, neuroscience of cognition, and statistical modeling.

Hillary Langley, Ph.D. Associate Professor of Psychology. B.A., The University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Research interests: children's mental health; children's eyewitness testimony and the impact of stress on children's memory for traumatic experiences; protective effects of prosocial behaviors and emotions (e.g., empathy, gratitude).

Shelley A. Riggs, Ph.D. Professor of Psychology, Director of Clinical Psychology MA program. B.A., M.A., and Ph.D., University of Texas at Austin. Licensed Psychologist. Research and clinical interests: family systems, attachment relationships throughout the life cycle, trauma and loss, and military psychology.

Diane Stoebner-May, Ph.D. Clinical Associate Professor. Ph.D. University of Houston. Licensed Psychologist. Clinical interests: anxiety disorders, depressive disorders, and clinical supervision and training. [Note: Does not supervise student research]

Other Psychology Faculty

Jaime L. Anderson, Ph.D. Associate Professor of Psychology. B.A., University of Dayton; M.S., Eastern Kentucky University; Ph.D., University of Alabama. Licensed Psychologist. Research interests: personality disorder conceptualization and diagnosis and applied psychological assessment in forensic settings.

Marcus T. Boccaccini, Ph.D. Professor of Psychology and Associate Director of Clinical Training for the doctoral program. B.S., Santa Clara University; M.A. & Ph.D., University of Alabama. Research interests: adversarial allegiance in expert witness opinions, agreement among forensic evaluators, field reliability and validity of procedures used in forensic assessment.

Kiana Cano, Ph.D. Assistant Professor of Psychology. B.A., M.A., Ph.D. University of Houston. Licensed Psychologist. Research Interests: etiology, development, and assessment of borderline personality disorder and co-occurring conditions

Mary Alice Conroy, Ph.D., ABPP. Professor of Psychology and Director of the Psychological Services Center. B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston. Licensed Psychologist. Diplomate of the American Board of Professional Psychology (Forensic). Research interests: forensic clinical psychology, risk assessment, civil commitment evaluations.

James W. Crosby, Ph.D. Associate Professor of Psychology. B.A., Abilene Christian University; M.S.; Abilene Christian University; Ph.D. Oklahoma State University. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include bullying, victimization, school psychology, and family.

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

Ryan Marek, Ph.D. Associate Professor of Psychology. B.S., John Carroll University; M.A., Ph.D., Kent State University. Licensed Psychologist. Research interests include psychopathology, health psychology, and psychological assessment in medical populations.

Faith Nomamiukor, Ph.D., ABPP. Assistant Professor of Psychology. B.S., University of Houston; Ph.D., University of North Carolina-Greensboro. Licensed Psychologist. Research interests include: sociocultural factors that influence sexual trauma recovery, with a focus on PTSD, health-related behaviors such as exercise and eating habits, and how survivor gender shapes experiences of stigma and victim blaming.

Ramona M. Noland, Ph.D. Associate Professor of Psychology, Director of School Psychology Program. B.A., Wheeling Jesuit University; Ph.D., University of Tennessee. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include general issues in school psychology, autism spectrum disorders, and issues related to testing and assessment.

Ethan Villaneuve, Ph.D. Assistant Professor of Psychology. B.S., St. Cloud State University; Ph.D., University of South Dakota. Research Interests: Psychoeducational Assessment, Specific Learning Disabilities, Cognitive and Academic Abilities, School Climate.

Mary Elizabeth (M.E.) Wood, Ph.D., ABPP. Assistant Professor of Psychology. B.S., Kennesaw State University; M.A., Ph.D., University of Alabama. Research Interests: forensic assessment and intellectual disability - understanding and improving outcomes.

4. MA Experimental Psychology Program Curricula

Graduate Program Standards and Requirements

In addition to the required courses listed below, students in the MA Experimental Psychology program must successfully pass a comprehensive examination, typically during their last semester of the program. The comprehensive examination is detailed in a later section of this handbook. All of the specific courses that constitute the 39-hour thesis or the 36-hour non-thesis options are listed in the MA Experimental Psychology Degree Checklist on the next page, followed by the recommended course sequence.

Plan of Study

The *General Core* comprises courses related to foundational topics in the science of psychology. Grounded in experimental psychology, these courses are required, in some form, for all graduate psychology students. Most of these courses are offered at least once a year. The General Core for MA Experimental Psychology includes:

PSYC 5332 Advanced Social Psychology
PSYC 5336 Advanced Cognitive Psychology
PSYC 5360 Advanced Physiological Psychology
PSYC 5387 Advanced Statistics
PSYC 5388 Experimental Design
PSYC 5397 Advanced Developmental Psychology

In addition to the General Core, all of the courses in the *Experimental Core* are required for the Masters degree in Experimental Psychology, including:

PSYC 5331 Graduate Seminar in Experimental Psychology
PSYC 5381 Advanced Learning Theory
PSYC 5389 Applied Multivariate Statistics for Psychology

Thesis/Non-Thesis Options

As an experimentally-oriented program, we expect you to become involved in research activities. In particular, we encourage you to complete a Master's thesis and have detailed the thesis process later in this handbook. Generally, the thesis requires about three semesters of work in order to design and propose the thesis study and then collect data for the study and defend it to one's committee. As a result, the thesis concentration requires at least 6 credit hours of PSYC 6099, as well as two elective courses for a total of 39 credit hours. After registering for thesis, continuous enrollment is required (including summer) until the thesis is defended; thus, students may register for more than 6 thesis hours if their project takes longer than expected. The thesis is recommended but not required, so you may instead select the non-thesis concentration described below.

The non-thesis option requires three graduate electives, which can be fulfilled by any graduate course (5000-level or above) on campus. A good portion of our students are interested in teaching psychology at the junior college or college level, for which we strongly recommend taking PSYC 5390 (Teaching of Psychology) and PSYC 5392 (History & Systems). Other students have crafted their own 9-hour "mini-concentration" in psychology and law or psychology and business by taking Criminal Justice or Business courses, respectively, for these electives.

You should contact the professor of the course you want to take and obtain registration clearance from that department's graduate advisor. We encourage you to pursue your personal interests to tailor your degree into one that will assist you in realizing your ultimate goals.

Experimental Psychology MA Program Comprehensive Exams

Comprehensive exams are not an arbitrary requirement; the process used to develop the exams requires extensive planning. Faculty who teach courses or have expertise in a particular area submit possible exam questions, which are selected and assembled to produce the exam itself. The Comprehensive exam will test your knowledge of psychology in the subdisciplines of cognitive, developmental, learning, physiological, social, and statistical and research methods. Students are strongly encouraged to keep their textbooks and notes from these classes to study for the exam.

The Experimental Psychology Program Comprehensive Examination is typically administered once per year on campus, typically on the first Friday of April. However, it may be possible to take the exam in November, with permission from the program Director. *Check with the program Director for the exact date for a particular semester*; you are responsible for ascertaining the date and time for your exam. The examination will be made available to you by the Director on the appropriate Friday morning, and you will have 72 hours to complete it (i.e., due the following Monday morning). In order to take the Comprehensive Examination for the Experimental Program, you must notify the Director of the MA Experimental Psychology program of your intention to sit for your exam by email at the beginning of the semester in which you plan to take the exam. If you fail to notify the Director by the second Friday of that semester, you may have to wait to take your exam until the next test date.

Administration of the Experimental Psychology comps will be in the form of a take-home test, consisting of 6 questions that will be issued to you at a specified time on the date of the exam. You will be allowed 72 hours in which to complete your responses to 5 of the 6 examination questions; your responses must be returned by the same time the following Monday. As one of the 5 questions, all students are required to answer the Experimental Design/Statistics question. You are free, as in the real world, to consult reference materials in order to produce your responses. However, all of the information you need will have been covered in your classes, so be sure to keep your materials for study purposes. 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 anyone about the answers and you should NOT use an AI app. You should also be aware that TurnItIn.com, or other similar plagiarism or AI detection tools, will used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating, or other falsification is grounds for dismissal from the program. Additionally, once the exam has been issued to you, it means that you have agreed to take the exam and your resulting score will be part

of your academic record. Thus, if you decide that you would rather take the exam the following semester, you must notify the MA Coordinator of your cancellation at least 24 hours BEFORE the exam is issued. If you are issued the exam and do not complete it, you will receive a Fail score and you will only have one more opportunity to pass the exam without petitioning the Dean for an exception.

For these reasons, you should take ample time to review the materials from your courses to ensure you are fully prepared for the Comps exam. Allow us to offer these suggestions:

- Refer to your class notes and textbooks – the answers are there.
- Organize your answers! Make your organization economical and avoid repetition.
- 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 each question.
- Stay focused on the main issues in the prompt. 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 correct.
- Always give credit for materials you are using. In other words, cite all of your sources using proper APA citation formatting.

After you submit your Comprehensive exam, your responses are disseminated to appropriate faculty with your name removed. Each of your answers is read by two members of the faculty, who assign it a score using the Comprehensive Exam Question rubric (see end of chapter). The average of these two faculty scores will reflect the final score for that particular question. On the current rubric for each exam question, a score of 8.5 or higher on one question is passing. For the full comprehensive exam with all 5 questions, a High Pass = 65-75 points; Pass = 45-64 points; Fail ≤ 44 points. For a full Pass, you must score a total of 45 or above and pass all 5 questions you answered. If you score 8 or below on 1-2 questions, you will receive a partial pass/fail and must schedule a retake of the failed domains (which may be comprised of different questions in the failed content area) within 60 days of result notification or notify the Director that you will wait for the next scheduled exam date. If you score 8 or below on three or more questions, you will receive a Fail and must wait until the next scheduled exam date to retake the full comprehensive exam.

Comps grades fall into three categories: Pass, Partial Pass/Fail, Fail. A Partial Pass/Fail will require that you retake the failed portion(s) of the exam and/or receive remediation for identified weaknesses. If you fail Comps and a full retake is required, you must wait until the next official test date to retake your exam. Full comprehensive exams are not administered during the summer sessions when faculty are not on annual contract. You must also be an active student, registered for at least one three-credit class, to be eligible to take a Comprehensive Exam. If you fail Comps twice, you will need to petition the CHSS Dean in writing for permission to take the exam a third time. The Dean may require remedial coursework before granting such a petition. If you fail Comps a third time, dismissal from the program is likely.

MA EXPERIMENTAL PSYCHOLOGY

Degree Checklist

Required General Core Courses (18 hours):			
	PSYC 5332	Advanced Social Psychology	3
	PSYC 5336	Advanced Cognitive Psychology	3
	PSYC 5360	Advanced Physiological Psychology	3
	PSYC 5397	Advanced Developmental Psychology	3
	PSYC 5387	Advanced Statistics	3
	PSYC 5388	Experimental Design	3
Required Experimental Core Courses (9 hours):			
	PSYC 5331	Graduate Seminar in Experimental Psychology	3
	PSYC 5381	Advanced Learning	3
	PSYC 5389	Applied Multivariate Statistics for Psychology	3
		Required Core Courses:	27

Concentration – circle track, fill in elective number						
Thesis Concentration (12 hours)				Non-Thesis Concentration (9 hours)		
	PSYC 6099	Thesis (6 hrs)			Elective[1, 2]	3
		Elective[1, 2]			Elective[1, 2]	3
		Elective[1, 2]			Elective[1, 2]	3

Thesis DEGREE HOURS: 39 **Non-Thesis DEGREE HOURS: 36**

[1]To fulfill elective requirements, students may select any graduate course (5000+), provided they are granted permission by the professor and relevant graduate advisor to enroll in the course.

[2]Students are encouraged to take PSYC 5390 (Teaching of Psychology) and/or PSYC 5392 (History & Systems) as their elective courses.

Recommended Sequence for MA Experimental Psychology Thesis and Non-thesis Options

Year	Fall (9 Credits)	Spring (9 Credits)	Summer (0-3 Credits)
1	PSYC 5331 (Graduate Seminar in Experimental Psychology)	PSYC 5388 (Experimental Design)	Elective[2]
	PSYC 5360 (Physiological Psychology)	PSYC 5389 (Applied Multivariate Statistics for Psychology)	Recommended: PSYC 5392 (History & Systems)
	PSYC 5387 (Advanced Statistics I)	PSYC 5381 (Advanced Learning) OR PSYC 5336 (Advanced Cognition)[1]	
2	PSYC 5332 (Advanced Social Psychology)	PSYC 5397 (Advanced Developmental Psychology)	
	PSYC 6099 (Thesis) OR Elective[2]	PSYC 6099 (Thesis)[3] OR Elective[2]	
	Elective[2]	PSYC 5381 (Advanced Learning) OR PSYC 5336 (Advanced Cognition)[1]	
	Recommended: PSYC 5390 (Teaching of Psychology))		

Non-thesis Degree Hours = 36

Thesis Degree Hours = 39

[1] One of these courses will be offered spring semester in alternating years.

[2] Electives can be selected from within or outside of the department. Any SHSU course outside of the department at the 5000 level or above can be taken as an elective if students receive approval from the instructor and/or the program graduate advisor. Students who intend to teach are strongly encouraged to register for PSYC 5392 (History & Systems), as well as PSYC 5390 (Teaching of Psychology).

[3] A minimum of 6 hours is required for Thesis, additional hours of Thesis may be required due to rules for continuous enrollment through graduation semester.

SHSU Master of Arts in Experimental Psychology Comprehensive Examination Rubric

Student: _____ Date: _____ Evaluator: _____

• Averaged grader total score for each question: Passing = 8.5-15, Not Passing = 8 or less • [1]Total Comprehensive Exam score: High Pass = 65-75; Pass = 45-64: Fail = 44 or less	**TOTAL SCORE:**

Category	0 - Unsatisfactory	1 - Marginal	2 - Satisfactory	3 - Proficient
Completeness of Answer Rating:	Response did not address the question. Many parts of the question are not answered fully, such that a lot of basic information is missing.	Response demonstrates basic understanding of the question, but one or more parts of the question are not addressed or basic information is missing.	Response demonstrates adequate understanding of what the question is asking. All parts of the question are answered and basic information is provided.	Response demonstrates thorough understanding of the question. All parts of the question are thoroughly answered, going beyond basic information.
Knowledge & Accuracy Rating:	One or more of the following: Response reflects little/poor knowledge of the topic, e.g., inadequate scholarly background or discussion of the topic. Many details and statements are incorrect and/or highly misleading.	One or more of the following: Response reflects minimal knowledge, providing limited scholarly background or superficial discussion of topic. Some details and statements are incorrect and/or misleading.	Response reflects adequate integration of information and sufficient knowledge of topic. Details and statements are accurate, with few/minor errors that do not mislead the reader.	Response reflects exceptional breadth of knowledge and discussion indicates deep understanding of topic. All details and statements are accurate and pertinent to the question.
Application of Theory &/or Research Rating:	One or more of the following: No or very little theory or research is applied to the answer. Argument/ conclusion is absent, wholly illogical or unsupported by the research presented.	One or more of the following: Theory or research is applied to the answer, yet is sometimes absent where expected. Argument/ conclusion is weak or incomplete, e.g., sometimes stretches logic or is unsupported by the research presented	One or more of the following: Theory and/or research is sufficiently applied to the answer. Argument/ conclusion is adequate, e.g., for the most part logical and supported by the theory or research presented	One or more of the following: Theory and/or research is consistently and thoroughly applied to the answer, resulting in a scholarly, thoughtful voice throughout response. Argument/ conclusion is strong, e.g., highly logical, provides considerable/ compelling research support
APA Style Rating:	One or more of the following: Verifiable *scholarly*[2] citations are not provided, or they are not relevant to the topic. Does not use APA style (e.g., AMA, copy/pasted from online) or many major errors appear in the APA style of in-text citations or reference list.	One or more of the following: Verifiable *scholarly*[2] citations are provided, but a number of key issues or portions of the response are unsupported, incorrectly cited, and/or are not from scholarly sources. Some major errors appear in the APA style of in-text citations or reference list.	Verifiable *scholarly*[2] citations are provided and accurate for most key issues. APA style is correctly applied to in-text citations and reference list, although few minor errors (e.g., punctuation) may be present.	Consistently and correctly cites verifiable *scholarly*[2] references that support all key issues. APA style is correctly applied with no errors to in-text citations and reference list. CONT. next page

[1] A student who earns a failing grade on any single question of the comprehensive exam will need to complete remedial actions as specified by the examination committee. Such actions may include any of the following: further study; retaking a course, re-writing/retaking portions of the exam; or re-taking the entire exam in another semester.

[2] *Scholarly* = Professionally published article, chapter, book; Excludes ALL sources that are not published in scholarly outlets, e.g., instructor quotes/PowerPoints, non-peer-reviewed online articles, etc.

Professional Scientific Writing Rating:	One or more of the following: Response contains an abundance of colloquialisms and/or many errors in grammar, usage, and mechanics so that meaning is obscured. The writing is disorganized and lacks clarity.	One or more of the following: Response contains colloquialisms and/or noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited clarity and organization in the response.	Response uses professional language, is free of colloquialisms and exhibits only minor errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is clearly written and organized.	Response uses professional language, is free of colloquialisms and errors in grammar, usage, and mechanics that would distract the reader from the content. The writing is notable for its excellent clarity and organization.
Notes:				

5. MA Clinical Psychology Program Curricula

Graduate Program Standards and Requirements

The SHSU Clinical Psychology MA program is designed to prepare students for eligibility to seek the credential of Licensed Psychological Associate (LPA) in Texas, and the curriculum may not meet credentialing criteria of other states or other credentials/licensure in the state of Texas (e.g., Licensed Professional Counselor, Licensed Mental Health Counselor). It is the students' responsibility to be informed about licensure requirements in other jurisdictions in which they wish to practice, and to seek additional training outside of the program if necessary to meet eligibility for a licensure/credential other than the Texas LPA.

The program is aligned with the standards of accreditation of the American Psychological Association. Our primary goal is to produce effective practitioners by providing intensive clinical training. The program aims for a minimum of 300 hours of supervised practicum experience and equips students with applied skills in psychological assessment and intervention. Students must also successfully pass comprehensive examinations consisting of an assessment capstone and a psychotherapy capstone in their last semester of the program. In addition, students who do not complete a thesis are required to take an exam to assess their scientific competency at the end of their second year. These milestones are detailed in a later section of this handbook.

Plan of Study

The *General Core* comprises courses related to foundational topics in the science of psychology that reflect discipline-specific knowledge required for APA accreditation of Health Service Psychology (HSP) masters programs. These courses are meant to provide you with a solid background in scientific psychology and are required, in some form, for all graduate psychology students. Most of these courses are offered once a year. The General Core for MA Clinical Psychology includes:

PSYC 5332 Advanced Social Psychology
PSYC 5360 Advanced Physiological Psychology
PSYC 5377 Emotion & Cognition
PSYC 5387 Advanced Statistics
PSYC 5388 Experimental Design
PSYC 5397 Advanced Developmental Psychology

The *Clinical Core* comprises courses related to clinical practice and are required for the MA Clinical Psychology degree. For the most part, these courses focus on teaching the profession-wide competencies required for APA accreditation of HSP masters programs, although some courses also include discipline-specific knowledge (e.g., psychometrics, consumption of research). The Clinical Core consists of:

PSYC 5330 Psychopathology
PSYC 5333 Theory and Research in Psychotherapy I
PSYC 5394 Psychometrics
PSYC 5395 Assessment of Intelligence and Achievement
PSYC 5396 Assessment of Personality and Psychopathology
PSYC 5379 Ethical Practice in Psychology
PSYC 5380 Psychology of Diversity
PSYC 6390 Techniques in Psychotherapy
PSYC 6391 Practicum I
PSYC 6392 Practicum II
PSYC 6393 Practicum III

In order to meet degree requirements, you will also enroll in *three clinical electives* offered by the Department of Psychology and Philosophy. Clinical elective courses are intended to provide additional opportunities to broaden your training and enhance your readiness for independent practice, so they focus on specific clinical areas, such as group therapy, trauma, child psychotherapy, substance abuse/addiction, couples and family psychology, CBT, etc. Some of these courses may be offered as PSYC 5334, Theory & Research in Psychotherapy II, which can be counted more than once on the degree plan if the courses comprise different topics. Note that at least one clinical elective is offered each long semester and options may be limited by the particular year/semester the student enrolls. Consult your Director to determine whether a course will count as a clinical elective.

The course sequence was developed in order to ensure that prerequisites to practicum training are taken in the proper order. For example, the prerequisites for PSYC 6391 (Practicum I) include PSYC 5330 (Psychopathology), PSYC 5333 (Theory and Research in Psychotherapy I), PSYC 5379 (Ethics), PSYC 5380 (Diversity), PSYC 5395 (Assessment of Intelligence and Achievement), and PSYC 6390 (Techniques of Psychotherapy). You must also take PSYC 5394 (Psychometrics) before or concurrently with any assessment course, and PSYC 5396 (Assessment of Personality & Psychopathology) should be taken prior to enrolling in PSYC 6392/6393 (Practicum II/III).

Thesis/Non-Thesis Options

We encourage all students to become involved in research, but a thesis is optional. Students electing the thesis concentration are required to take a minimum of 6 additional hours of thesis (PSYC 6099). Generally, the thesis requires three or more semesters of work in order to design and propose the thesis, and then conduct the study, write the full thesis document, and defend it to the thesis committee. Students must continue to enroll in thesis hours until it is defended but additional hours will not count toward the degree. For more detail, see Chapter 6 of this Handbook.

All the specific courses that constitute the 60-hour degree are listed in the MA Clinical Psychology Degree Checklist found on the next page, followed by the recommended course sequence for MA clinical psychology students. Students in the thesis concentration will earn at least 66 credit hours for the degree.

MA CLINICAL PSYCHOLOGY Degree Checklist

Required General Core Courses (18 hours):			Hours
	PSYC 5332	Advanced Social Psychology	3
	PSYC 5397	Advanced Developmental Psychology	3
	PSYC 5360	Advanced Physiological Psychology	3
	PSYC 5377	Emotion & Cognition	3
	PSYC 5387	Advanced Statistics	3
	PSYC 5388	Experimental Design	3
Required Clinical Core Courses (33 hours):			
	PSYC 5333	Theory and Research in Psychotherapy I	3
	PSYC 5330	Psychopathology	3
	PSYC 5394	Psychometrics	3
	PSYC 5395	Assessment of Intelligence and Achievement	3
	PSYC 5396	Assessment of Personality and Psychopathology	3
	PSYC 5380	Psychology of Diversity	3
	PSYC 5379	Ethical Practice in Psychology	3
	PSYC 6390	Techniques in Psychotherapy	3
	PSYC 6391	Practicum I	3
	PSYC 6392	Practicum II	3
	PSYC 6393	Practicum III	3
Clinical Elective Courses (9 hours):			
	PSYC	Clinical Elective[1]	3
	PSYC	Clinical Elective[1]	3
	PSYC	Clinical Elective[1]	3

REQUIRED NON-THESIS DEGREE HOURS: 60

Thesis Concentration/Track (6+ hours)[2]			
	PSYC 6099	Thesis	6

REQUIRED THESIS DEGREE HOURS: 66

[1] Clinical electives must be chosen from approved courses including: PSYC 5334, 5361, 5398, 7374, 7339 when offered. PSYC 5334 can be repeated when topics differ.

[2] Students who choose the thesis concentration complete an additional 6 hours (minimum) of PSYC 6099, Thesis.

Curriculum Sequence for MA Clinical Psychology Thesis and Non-thesis Options

Year	Fall (9 Credits)	Spring (9 Credits)	Summer (0-6 credits)
1	PSYC 5395, Assessment of Intelligence & Achievement	PSYC 5396, Assessment of Personality & Psychopathology	PSYC 5387, Statistics I
	PSYC 5394, Psychometrics	PSYC 5333, Theory and Research in Psychotherapy I	PSYC 5379, Ethics
	PSYC 5330, Psychopathology	PSYC 5388, Experimental Design	
	(9 credits)	**(9 credits)**	
2	PSYC 6390, Techniques in Psychotherapy	PSYC 6391, Practicum I	
	PSYC 5380, Psychology of Diversity	PSYC 5397, Advanced Developmental (alternates with 5377)	
	PSYC 5360, Physiological Psychology	Clinical Elective[1]	*Optional: Thesis (1 hour)[2]*
		Optional: Thesis[2]	
	(9 credits)	**(9 credits)**	
3	PSYC 6392, Practicum II	PSYC 6393, Practicum III	
	PSYC 5332, Advanced Social Psychology	PSYC 5377 Cognition & Emotion (alternates with 5397)	
	Clinical Elective[1]	Clinical Elective[1]	
	Optional: Thesis[2]	*Optional: Thesis[2]*	

[1] Examples of clinical electives include Child Psychotherapy, Health Psychology, Developmental Psychopathology, Neuropsychopharmacology, and PSYC 5334, Theory and Research in Psychotherapy II with varying topics (e.g., Trauma Theory, Research & Intervention, Couple and Family Therapy, Group Therapy, etc.)

[2] Students who choose the optional thesis concentration must complete a minimum of 6 hours of Thesis in addition to the regular 60-hour curriculum. There are several ways to enroll in these 6 hours (e.g., 2 semesters of 3-hr Thesis in 3rd year, or 3 hours in spring of second year, then one-hour sections of Thesis across the next three semesters), so please discuss these options with your program Director.

Comprehensive Examinations

Clinical MA students will complete the Comprehensive Capstone exams towards the end of the practicum sequence in their third year. Non-thesis Clinical students will sit for the scientific competency exam at the end of their second year in the program. MA Clinical thesis students are exempt from the scientific competency milestone because their research competency will be demonstrated by completion of the thesis.

At the end of your training in the SHSU Master's Program in Clinical Psychology, you should have gained extensive knowledge, skills, and experience. Clinical MA students can ordinarily expect to integrate information drawn from (a) systems of psychotherapy, (b) psychopathology, (c) assessment, (d) psychometrics, (e) professional practice (e.g., ethics, diversity, etc.), as well as (f) research methods and statistics. Thus, the primary purpose of the clinical comprehensive exam is to ensure that graduates have developed clinical competence and are able to think, reason, and behave like a professional in the field. Students who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their second year in the program.

The Comprehensive exam for the clinical program consists of two parts, or "capstones": (a) a psychotherapy case study capstone and (b) an assessment case study capstone. The two capstones will be scheduled by the PSYC 6393 instructor each spring. For each capstone, two psychology faculty who are competent in the element being tested will act as graders. After faculty have scored your performance on the capstone rubric, the PSYC 6393 instructor compiles the results of both capstones and notifies students of the results.

Grading and Outcomes

To help you craft the capstone product submitted to the faculty committee, rubrics for both capstones can be found at the end of this chapter. Program grades for the first administration of comprehensive exams fall into three categories: Pass, Partial Pass/Fail, Fail. If students pass both capstones, they will receive a Pass for the comprehensive examinations. If a student passes one capstone, but fails the other capstone, the student will receive a Fail for the comprehensive exam and not graduate in May, but the program considers this a Partial Pass/Fail. In these cases, the student will be given an Incomplete in PSYC 6393, placed on a summer remediation plan and retake the failed capstone, which if successful will allow the student to graduate at the end of summer.

If a student fails both capstones, they will also receive a Fail for the comprehensive exam, take an Incomplete in PSYC 6393, be placed on a remediation plan, and not graduate in May. Due to the greater concern regarding unmet competencies, however, the student will be placed on a more extensive remediation plan that requires targeted training and practice for deficiencies, as well as a retake of the full comprehensive exam (i.e., both capstone examinations). In these cases, the earliest time a retake might be scheduled is the end of the fall semester. Per the university, students must also be registered for at least one three-credit class to be eligible to take a Comprehensive Exam.

Grades for a second administration of the full comprehensive exam are either Pass or Fail – there is no Partial Pass for this retake, so if one capstone receives a failing score, the student will Fail the exam. If students fail Comprehensive Exams twice, the student will be dismissed from the program unless they petition the CHSS Dean in writing to request permission to take the exam a third time. The Dean may require remedial coursework before granting such a petition. If students fail the exams a third time, they will be dismissed from the program.

Assessment Capstone

For the assessment capstone, you will be given referral details, presenting concerns, background information, behavioral observations, and test data (achievement, intelligence, personality) for a hypothetical client. The exam requires you to complete the written assessment report, which will involve describing the measures and their validity, reporting and interpreting the scores from each test instrument, and providing a final integrative summary that includes diagnosis and recommendations. Students will have access to resources such as the DSM and test manuals.

Psychotherapy Case Capstone

For the psychotherapy case study capstone, you will present a case study using one of your current clients (deidentified) from your practicum site. You will guide the committee through your thought processes and considerations for this client with the assistance of a PowerPoint presentation. Specifically, you must describe referral information; report and evaluate any background or historical considerations for this case (e.g., developmental, ACEs, ethical, cultural); summarize the clinical assessment process, including symptoms and diagnosis for the case; describe the treatment goals and plan for this case; discuss the treatment implementation and relative success of treatment. The committee will hear your justification for each element and will ask you additional questions or request clarification of answers.

Scientific Competency Milestone

In order to ensure the scientific competency of all graduates, students enroll in advanced courses covering statistics, experimental design, and psychometrics. Students who elect the thesis concentration also gain additional research experience and successful completion of the thesis demonstrates achievement of Master's level competency in this domain. Students who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their second year in the program. This exam will be administered on the first Friday of April, along with the annual comprehensive exams for the Experimental Psychology MA program. The scoring rubric used is the Experimental Psychology Comprehensive Exam rubric, which is located at the end of the previous chapter.

You will be allowed 24 hours in which to complete your response, which must be returned by the same time the next day (Saturday). This means that you are free, as in the real world, to consult reference materials in order to produce your response. However, all of the information you need will have been covered in your classes, so be sure to keep your materials for study purposes. Your work, of course, is to be your own. You should NOT consult with anyone about the answers, and you should NOT use generative AI. You should also be aware that TurnItIn.com, or other similar plagiarism or AI detection tools, will used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating, or other falsification is grounds for dismissal from the program. Additionally, once the exam has been issued to you, it means that you have agreed to take the exam and your resulting score will be part of your academic record. Thus, if you decide that you would rather take the exam the following semester, you must notify the Director of the Experimental Psychology MA program of your cancellation at least 24 hours BEFORE the exam is issued. If you are issued the exam and do not complete it, you will receive a Fail score. If you fail the exam, you will have one more opportunity to pass the exam without referral to the MA Clinical Psychology director for remediation.

Practicum Training and Clinical Privileges

The Clinical Psychology MA program involves applied professional training in psychotherapy and assessment. Graduates will be eligible to seek professional licensure and, ultimately, they may assess, diagnose, and treat individuals with various mental disorders. To ensure that graduates are qualified to provide psychological services, students must demonstrate competence in clinical practice activities as assessed by faculty and clinical supervisors. Tasked with an educational gatekeeping function that serves to assess, remediate, and/or dismiss students and trainees with problematic professional competencies, supervisors and faculty are obligated to discuss student performance and potential problems that could interfere with clinical training. As such, students should be aware that it is not possible to guarantee confidentiality in the clinical training context.

Our program affirms the principle – underscored in the APA Ethical Principles of Psychologists and Code of Conduct and Commission on Accreditation Implementing Regulations – that clinical psychologists should be trained to offer services to a wide range of populations. In pursuit of this goal, students entering our training program will be required to provide services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be different from their own. Should unanticipated conflicts arise for any student, faculty are committed to working with the student to be certain cultural competence is achieved.

Upon enrollment in PSYC 6391, Practicum I, students shall be granted clinical privileges for three long semesters. These privileges mean that they are permitted to engage in clinical activities as directed by, and under the supervision of, the faculty members and licensed psychologists involved in their training. To maintain these privileges, students must be

enrolled in one of these practicum courses, continue to demonstrate a level of clinical competence appropriate to their level of training and development, and uphold APA and program standards in all areas of their education and practice. The university provides liability insurance to students ONLY when they are enrolled in practicum; Texas law prohibits students from "practicing psychology" if they are not enrolled in official practicum courses.

The Internet and Social Media

Due to ethical and privacy issues, practicum students must follow recommended practices related to the use of the internet and social media, including personal blogs, websites, and apps such as Facebook, LinkedIn, Instagram, Twitter/X, YouTube, Snapchat, dating apps or other internet groups (Note: Special caution is warranted for dating profiles/apps where clients or colleagues can pop up unexpectedly). Students must ensure their social media and other online presence reflect respect for clients, concern for public welfare, and the values embraced by professional psychology. In addition, it is not a regular part of our practice to search for clients on search engines such as Google or Facebook. Extremely rare exceptions may be made during a specific crisis situation. If we have the suspicion that the client or someone else may be in imminent danger and we cannot reach the client through our usual means, there may be a situation in which we might attempt to find the client in other ways to ensure their welfare. Other important guidelines are below.

Contacting Clients. It is best practice not to engage with clients online and refrain from using personal phones or email accounts. Instead, use only the official Clinic phone number or email address of your practicum site. Similarly, the best way for clients to reach you is by calling the Clinic/agency phone number and leaving a message for you or your supervisor. In addition, do not use phone text messaging or messaging on social networking sites to contact clients as these sources are not secure and could compromise confidentiality. Given that email is not a completely secure or confidential method of communication, take great caution ensuring that no session content is revealed. You should also know that any emails received from clients, as well as any responses given, will become a part of the client file.

On "Friending" . Based on the need to protect clients' privacy and to preserve the therapeutic alliance, faculty supervisors and student-clinicians are not allowed to accept contact requests from current or former clients on any social networking site. Adding clients as contacts on these sites can potentially compromise, not only client confidentiality, but our respective privacy. There may be some faculty supervisors or student-clinicians, who publish blogs, have professional Facebook pages, or other similar professional social media pages. Clients are welcome to view the posts and to read or share articles published there. In contrast, student-clinicians should not comment on any client posts, blogs, etc., nor should they request or accept "friendship" or be added as a contact. This contact outside of the therapy room could increase the likelihood of

compromised client confidentiality and may also create issues regarding the therapeutic relationship.

On Business Review Sites. There may be business sites in which your practicum site is listed. This includes forums in which users can rate their satisfaction with the services provided. Please understand that those listings are not a request for testimonials, ratings, or endorsements from clients. We understand you have the right to express yourself in any way you wish; however, due to confidentiality issues and ethical concerns, you are not allowed to respond to any reviews, whether positive or negative.

Supervision/Oversight/Evaluation

Students are trained in the delivery of professional psychological services under the clinical supervision of SHSU faculty, as well as external practicum supervisors who are licensed psychologists. Practicum supervisors closely evaluate student performance to identify areas of strength and weakness in clinical work. Students are expected to consult with supervisors regularly, follow the direction of supervisors in all clinical service delivery, and refrain from delivering services outside their and their supervisor's scope of competence.

Clinical competence encompasses the application of assessment and treatment techniques learned in the classroom to actual clinical situations. Competence also includes an appropriate professional demeanor and public image, practical application of ethical principles, the ability to work and consult with other professionals, and acceptance of critical feedback as a supervisee. This involves the development of both technical expertise and interpersonal skills.

Deficiencies in clinical competence may arise from a lack of progress in effective intervention skills, interpersonal difficulties, problems with supervision, emotional instability and/or cognitive limitations. 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 of students that may interfere with a supervisee's clinical performance and to take appropriate remedial action. At any time during clinical training, if a supervisor identifies significant functional deficiencies and the student does not appear responsive to initial interventions, the MAPP Clinical faculty will review the situation for possible remediation.

At the end of each semester, clinical supervisors will routinely provide a written evaluation of practicum students. Practicum supervisors carefully examine student performance to better monitor and promote student skill development. Both faculty and external practicum supervisors use the MA Practicum Evaluation Form to evaluate student performance. Ratings are reviewed by the Practicum Instructor and/or DCT to track student progress in general and to identify areas in which the student may need to improve and/or

should be the focus of subsequent practicum training and clinical supervision. Any concerns about student performance may be brought to MAPP faculty for discussion during annual progress reviews.

Clinical 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, for decisions in which student needs are pitted against potential social harm that might occur by allowing a student to continue work with clients or complete 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.

Remediation

Remediation procedures differ depending on the context in which the problem occurs. When difficulties occur in a non-practicum setting, core faculty will convene to discuss and develop a remediation plan. Non-clinical areas in need of remediation may include, but are not limited to, classroom performance, professionalism, academic integrity, communication skills, ethical behavior, and dependability/timeliness in completing work. Specific strategies for the remediation of non-clinical issues may include, but are not limited to a reduction in coursework, completion of remedial coursework or training activities, specialized tutoring/mentoring, a leave of absence, or other steps recommended by MAPP.

When deficiencies specifically dealing with clinical work are identified, the first steps are taken within the context of regular practicum supervision. Specific strategies may include increased levels of supervision, a reduction in case load, a change of supervisor, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, or more emphasis on the person of the therapist-trainee). If deficiencies are not successfully addressed in clinical supervision, the clinical MA faculty will meet to consider formal remedial measures. Supervisors from outside practicum sites may be invited to participate at the discretion of the faculty. Students will be given the opportunity to meet with the committee and/or clinical supervisors to discuss specific feedback if they wish.

Functional deficiencies in clinical settings may include a lack of technical expertise that would be expected 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 MA faculty will work with the student to formulate a written remediation plan that will include a description of the specific deficiencies, an outline of the goals of remediation, a definition of specific strategies to be applied, the criteria for successful remediation, and the timeline for review of the remediation plan.

Remediation plans for clinical deficiencies must, by nature, be individualized and a wide range of interventions might be applied depending upon the particular problem situation. These may include self-structured behavioral change, additional field experience or practica, supplementary targeted supervision, additional coursework, a reduction in case load, a leave of absence, or other steps recommended by clinical faculty. If personal or personality difficulties appear to be precipitating the clinical deficiencies, other strategies may include mobilization of additional support systems and referral for an independent assessment and/or personal therapy. In no case, however, will assessment or personal therapy of a student be conducted by a member of the SHSU psychology faculty. It will be up to the MAPP clinical faculty to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation.

Once the deadline for remediation of clinical and non-clinical deficiencies is reached, the faculty will evaluate whether the student has met the criteria for successful outcome. If criteria have been met, the remediation plan will be considered completed, and the student may continue with clinical training. If the student has made progress toward the remediation goals, but has not met the criteria for success, the faculty may revise the plan and allow for continued efforts toward a successful outcome. However, if students fail to meet the goals of the remediation plan and a successful outcome is not considered possible, then they will be considered to have failed the remediation plan and will be dismissed from the program. Any student who is terminated is entitled to the due process outlined in the SHSU Academic Policy Statement 910312 and the "Withdrawal of Clinical Privileges" section below. In all cases, the student will be informed in writing of the faculty decisions and will have the opportunity to discuss the outcome with the faculty member(s) involved in the remediation and/or the Director of Clinical Training for the MA Clinical Psychology Program.

Withdrawal of Clinical Privileges

A student who at any time fails to attain an adequate level of clinical competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn. This will preclude successful completion of the MA Clinical Psychology program. When clinical privileges are withdrawn, the student will receive written notice of the reasons accompanied by copies of prior clinical evaluations, remediation plans, and appeal procedures. The decision to withdraw clinical privileges will be made by the clinical faculty members of the MAPP Committee.

The 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, but all students must meet the minimum level of achievement in APA's nine competency domains. Nevertheless, at any time, certain behaviors constitute grounds for dismissal from the program based on inadequate clinical competence. Among these are (a) gross ethical violations that the student is or reasonably should be aware; (b)

clinical practices that, by act or omission, constitute a serious threat to client welfare and are inconsistent with the student's level of training and experience; (c) failure to recognize situations that necessitate consultation with one's clinical supervisor; (d) consistent lack of adequate progress in the acquisition of clinical skills, (e) repeated marginal performance or failures in practicum and other experiential training, and/or (f) non-compliance with professional comportment standards (i.e., professionalism in online presence and all interactions with clients, faculty, fellow graduate students, undergraduate students, external supervisors).

Appeals.of.Dismissals.and.Withdrawal.of.Clinical.Privileges

1. Students may appeal such decisions directly to the Dean of the College of Humanities and Social Sciences in writing within 10 days of the Program's decision. Withdrawal of clinical privileges will be maintained until a final decision on the appeal is made.

2. The Dean, within 30 business days of receipt of the appeal request, shall convene a panel of psychologists (who must be licensed clinicians if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.

3. No members of the Committee responsible for the original decision may serve on the panel hearing the appeal.

4. The student shall be given written notice seven (7) business days in advance of the scheduled appeal meeting, sent to the student's SHSU email address.

5. One member of the panel shall be designated by the Dean as the committee Chair, and that person shall conduct the proceedings.

   (a) At the appeal proceeding, one member of the MA Clinical Psychology committee will present the evidence on which the committee's decision was based.

   (b) Students 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.

6. The panel's decision shall be by simple majority and will be final. If the panel decides in favor of the student, the MA Clinical Psychology 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.

State Licensure

The Texas Behavioral Health Executive Council (TBHEC) regulates behavioral health services and social work practice in Texas. The Texas State Board of Examiners of Psychologists is one component of TBHEC that evaluates and grants psychology credentials. Our Clinical Psychology MA program is designed to meet the licensing requirements for a Licensed Psychological Associate (LPA) and your coursework and practicum experiences will make you eligible to sit for the Examination for Professional

Practice in Psychology (EPPP). The degree does NOT prepare graduates for certification as a License Professional Counselor (LPC) in Texas, which requires different courses and a different examination. The board can be contacted at:

Texas Behavioral Health Executive Council
Texas State Board of Examiners of Psychologists
333 Guadalupe St., Ste. 3-900
Austin, Texas 78701
Main Line (512) 305-7700
https://bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/

In the State of Texas, a Licensed Psychological Associate (LPA) holds a Master's degree, while a Licensed Psychologist (LP) holds a doctorate degree. These credentials may fall under alternative labels in different states. In 2017, the Texas legislature adopted new rules governing the independent practice of psychology for Masters-level practitioners. Under current law, 22 Tex. Admin. Code §463.1, individuals must earn a 60-hour graduate degree with specific coursework to be eligible for the LPA credential. A Licensed Psychological Associate in Texas may practice psychology independently if:

(a) The licensee can demonstrate at least 3,000 hours of post-graduate degree experience in the delivery of psychological services under the supervision of one or more licensed psychologists;

(b) The supervised experience was obtained in not less than 24 consecutive months, but not more than 48 consecutive months, and in not more than three placements; and

(c) The licensee submits an application for independent practice, evidencing proof of the required supervised experience.

National Accreditation

The program aspires to meet the standards of accreditation set forth by the American Psychological Association (APA) for masters-level training in health service psychology. These standards require the program to provide training and assessment in discipline-specific knowledge (DSK) and profession-wide competencies (PWC).

Discipline-specific knowledge (DSK) represents the foundational knowledge expected of all graduates of Health Service Psychology (HSP) programs. These domains provide the knowledge base necessary for further training in clinical psychology. Consistent with the American Psychological Association (APA) Standards of Accreditation, we ensure students gain mastery of these areas of knowledge through classroom learning and practical application. The DSK domains for HSP Masters Programs (APA, 2021) are:

- Affective Aspects of Behavior
- Biological Aspects of Behavior

- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Consumption of Research
- Research Methods
- Psychometrics

The Profession-Wide Competencies (PWC) are the critical knowledge and skills expected of all graduates from Health Service Psychology programs. Consistent with the field of psychology in general, science is at the core of our knowledge, and we rely on the current evidence base in training. Through classroom learning and practical application, we ensure students develop these competencies in a manner consistent with APA's Standards of Accreditation. We expect graduates of our program to be competent with respect to the following:

- Integration of psychological science and practice
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

Evaluation Forms and Rubrics

The MA Clinical Psychology program developed a practicum evaluation form that aligns with APA competencies. In addition, the program uses grading rubrics for both capstones. The evaluation form and rubrics are located on the following pages.

SAM HOUSTON STATE UNIVERSITY
Clinical Psychology MA Program Evaluation of Practicum

Practicum Student: _____

Practicum: I - II - III Semester/Year under Review: _____

Supervisor: _____

Practicum Site: _____

Methods of Supervision (check all that apply):

____ Audiotape ____ Videotape ____ Review written reports
____ Live observation ____ Co-therapy ____ Role-playing
____ Discussion Other : _____

Ratings: Please assign a score to each competence area using the following scale.

1	Insufficient Progress	Performance is weak and does not demonstrate progress over the semester; the competency area is in clear need of remedial training and supervision.
2	Novice	Performance reflects beginning skills that demonstrate progress over the semester; the trainee is expected to develop competence in the area with further supervision and training.
3	Competent	Trainee consistently demonstrates the skill, knowledge, or behavior; Meets the minimum level of achievement for entry into supervised post-graduate practice as required for LPA licensure.
4	Advanced	Performance reflects advanced functioning such that trainee consistently demonstrates skill mastery with little need for supervision.
N/A	Not Applicable	Insufficient data to rate this competence area at this time.

Competency Areas to be Evaluated

1. Ethical & Legal Standards	**1**	**2**	**3**	**4**	**N/A**
A. Be knowledgeable of APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines.					
B. Act in accordance with APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines.					
C. Conduct self in an ethical manner in all professional activities.					

D. Recognize ethical issues/dilemmas and legal issues as they arise.					
E. Apply ethical decision-making processes to resolve ethical issues or dilemmas encountered.					
F. Seek appropriate information, supervision, and/or consultation when faced with ethical issues.					

Comments on Strengths and Areas for Growth:

2. Individual and Cultural Diversity	**1**	**2**	**3**	**4**	**N/A**
A. Understand how one's own personal/cultural history, attitudes, and biases may affect understanding and interactions with others, including peers and clients.					
B. Be knowledgeable of current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities.					
C. Integrate awareness and knowledge of individual and cultural differences in all aspects of professional psychology work.					
D. Demonstrate ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict within one's own identity and worldview.					
E. Demonstrate cultural humility in psychological practice to work effectively with a broad spectrum of individuals and groups.					
F. Be knowledgeable about advocacy and social justice issues that may affect clients.					

Comments on Strengths and Areas for Growth:

3. Professional Values, Attitudes, and Behaviors	**1**	**2**	**3**	**4**	**N/A**
A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, and concern for others' welfare.					
B. Demonstrate commitment to life-long learning by taking initiative in pursuing professional growth.					
C. Demonstrate adequate responsibility and accountability relative to one's level of training.					

D. Demonstrated openness to new/different ideas and professional viewpoints, including theories and ways of conceptualizing or working with clients.					
E. Engage in self-reflection regarding one's personal and professional role and functioning, including the awareness of the extent and limits of one's own skills and abilities.					
F. Show willingness to admit and take ownership of their mistakes.					
G. Learn from mistakes and engage in activities to improve performance and professional effectiveness.					
H. Develop and exercise self-care and stress management skills effectively to maintain wellbeing and prevent interference with professional conduct and clinical work.					
I. Demonstrate effective time management and organization skills (e.g., tracking due dates, professional tasks and clinical notes/records in a timely manner, arriving promptly at meetings/appointments, synthesizing feedback from multiple sources for best actions, etc.).					
J. Develop and maintain appropriate professional image and presentation (e.g., good personal hygiene, appropriate dress, etc.)					

Comments on Strengths and Areas for Growth:

4. Communications and Interpersonal Skills	**1**	**2**	**3**	**4**	**N/A**
A. Develop and maintain effective relationships with a wide range of (non-client) individuals, including peers and colleagues, support staff in organizations, and supervisors.					
B. Demonstrate ability to fully participate in practicum/group supervision and work collaboratively with others.					
C. Demonstrate proper emotional stability and effective affect regulation ability.					
D. Demonstrate strong ability to listen and be empathic with others.					
E. Produce informative,well-integrated, and respectful oral and written communications with others.					
F. Provide both positive and constructive feedback to peers in a respectful and caring manner.					
G. Demonstrate ability of tolerating ambiguity and uncertainty.					
H. Demonstrate adequate abilities to manage difficult communication and interpersonal conflict well.					

I. Demonstrate openness and non-defensive acceptance to feedback from peers, faculty, or others.					

Comments on Strengths and Areas for Growth:

5. Assessment	1	2	3	4	N/A
A. Demonstrate accurate understanding of the current diagnostic systems across different contexts and settings..					
B. Demonstrate understanding of human behavior within its relevant context (e.g., family, educational/school, social, societal, historical, and cultural).					
C. Incorporate psychological science to evaluate assessment methods appropriate to goals and characteristics of the client.					
D. Interpret assessment results accurately, following current research and available empirical literature.					
E. Use assessment results to inform case conceptualization, diagnosis, classification, and recommendations, while guarding against potential biases embedded in the assessment system.					
F. Communicate orally and in writing assessment results and implications accurately and effectively with clients.					
G. Demonstrate ability to formulate and apply diagnoses accurately based on current diagnostic systems.					

Comments on Strengths and Areas for Growth:

6. Intervention	1	2	3	4	N/A
A. Recognize and handle clinical crises and emergencies in a professional manner.					
B. Develop strong basic clinical skills, including empathic listening, paraphrasing, reflection of content and emotions, probing, framing problems, etc.					
C. Establish and maintain effective relationships with the recipients of psychological services (RPS).					
D. Understand and maintain appropriate professional boundaries with RPS.					
E. Demonstrate adequate ability to deal with conflict and negotiate differences with RPS.					

F. Demonstrate ability to focus on clients' needs without being unduly influenced by own needs.					
G. Develop adequate case conceptualizations based on one's theoretical orientation.					
H. Develop evidence-based intervention plans specific to the treatment goals.					
I. Effectively implement interventions that are informed by the current scientific literature, assessment findings, client characteristics, and contextual variables.					
J. Demonstrate the ability to apply the relevant research literature to clinical decision making.					
K. Modify and adapt evidence-based approaches effectively when a clear evidence-based approach is lacking.					
L. Seek and utilize available resources and consultations, including making appropriate referrals when needed, to help achieve treatment goals for RPS.					
M. Assess and evaluate accurately one's own clinical skills, intervention effectiveness, and treatment progress.					

Comments on Strengths and Areas for Growth

7. Supervision	**1**	**2**	**3**	**4**	**N/A**
A. Demonstrate willingness to admit errors and accept feedback and to be observed and evaluated by supervisor.					
B. Demonstrate knowledge of the supervision process including one's own role and responsibility as trainee.					
C. Use supervision to reflect on areas of strengths and those needing improvement.					
D. Accept non-defensively and follow supervisor's feedback and recommendations to improve clinical work.					
E. Use good judgment as to when supervisory input is necessary and seek supervisor's feedback promptly.					
F. Maintain a good balance in negotiating needs for autonomy from and dependence on supervisors appropriate to one's developmental stage and current clinical competencies.					

Comments on Strengths and Areas for Growth

8. Consultation and Interdisciplinary Skills	**1**	**2**	**3**	**4**	**N/A**
A. Demonstrate knowledge, respect and appreciation for other professions.					

C. Communicate effectively with other professionals, including demonstrating adequate ability to present case materials orally or in written form to other health service providers and avoid use of psychological jargon.					
D. Work collaboratively with other professionals and interdisciplinary teams.					

Comments on Strengths and Areas for Growth:

Student Signature	Date	Supervisor Signature	Date

Capstone Grading Rubric Assessment

Student		Date	

Grader	

Evaluate the treatment case presentations relative to masters' student readiness for entry level (LPA) position under the supervision of a psychologist. Score each item using the scale below:	
Below Expectation (BE):	Fails to meet minimum standards for acceptability for a student moving to entry-level practice under supervision of a psychologist.
Marginal (MG):	Includes some correct elements, but is overall weak
Meets Expectations (ME):	No more than minor flaws and reflects reasonable mastery for a student prepared for entry level (LPA) position under supervision of a psychologist.
Exceeds Expectations (EE):	Reflects mastery that exceeds expectations for a masters' student moving to entry-level (LPA) position under supervision of a psychologist.

	BE	***MG***	***ME***	***EE***	***N/A***
I. TESTING					
A. Intelligence Testing					
1. Identified and described measure					
2. Addressed validity of testing data					
3. Appropriately reported testing results					
4. Accurate interpretation of testing data					
5. Complete interpretation of data					
B. Achievement Testing					
1. Identified and described measure					
2. Appropriately reported testing results					
3. Accurate interpretation of testing data					
4. Complete interpretation of data					
C. Personality/Psychopathology Testing					
1. Identified and described measure					
2. Addressed validity of testing data					
3. Appropriately reported testing results					
4. Accurate interpretation of testing data					
5. Complete interpretation of data					

	BE	*MG*	*ME*	*EE*	*N/A*
II. SUMMARY AND INTEGRATION					
A. Provides succinct synopsis of evaluation					
B. Integrates data to provide conclusions					
C. Recognizes and explains conflicting data					
D. Addressed limitations of evaluation if issues are present					
III. DIAGNOSES					
A. Reasonable based on available data					
B. Justified based on information available					
IV. RECOMMENDATIONS					
A. Follow from diagnoses and other information in report					
B. Clearly described					
C. Can reasonably be followed					
D. Adequately justified					
V. REPORT STYLE, ORGANIZATION, AND MECHANICS					
A. Report was written in a clear and concise manner					
B. Report was appropriately organized					

Grade	Outcome	Conditions
Fail		BE on any item *or* MG on 6 or more items
Pass		ME or EE on 20 or more items (with no ratings of BE)
High Pass		Passing Grade with a rating of EE on at least 16 items

Comments:

Capstone Grading Rubric Psychotherapy

Student		**Presentation Date**	

Grader	

Evaluate the treatment case presentations relative to masters' student readiness for entry level (LPA) position underthe supervision of a psychologist. Score each item using the scale below:	
Below Expectation (BE):	Fails to meet minimum standards for acceptability for a student moving to entry-levelpractice under supervision of a psychologist.
Marginal (MG):	Includes some correct elements, but is overall weak
Meets Expectations (ME):	No more than minor flaws and reflects reasonable mastery for a student prepared for entrylevel (LPA) position under supervision of a psychologist.
Exceeds Expectations (EE):	Reflects mastery that exceeds expectations for a masters' student moving to -entry level(LPA) position under supervision of a psychologist.

	BE	***MG***	***ME***	***EE***	***N/A***
I. REFERRAL INFORMATION					
A. Referral question and appropriateness of referral discussed					
B. Informed consent process discussed					
II. BACKGROUND AND SOCIAL HISTORY					
C. Free of substantial and salient omissions					
D. Sufficient information to justify subsequent conclusions					
III. CLINICAL ASSESSMENT					
E. Clinical decision-making adequately and accurately informed by backgroundinformation					
F. Described signs and symptoms related to referral question					
G. Information regarding onset, course, and severity of symptoms to justifysubsequent conclusions					
H. Sufficient coverage of functioning to justify subsequent conclusions					
I. Diagnosis assigned and those ruled out adequately justified					
J. Risk to self or others and risk management discussed as appropriate					
IV. TREATMENT PLAN					
K. Treatment plan developed in collaboration with client and based on clinicalassessment and empirically supported treatments					
L. Treatment goals and time frame appropriate					

	BE	*MG*	*ME*	*EE*	*N/A*
M. Plan for monitoring assessment of progress and criteria for terminatingtreatment					
N. Research supporting use of treatment for client problem(s) discussed					
V. TREATMENT IMPLEMENTATION					
O. Treatment process discussed					
P. Treatment effectiveness discussed					
Q. Treatment termination discussed					
R. Treatment referral discussed					
VI. ETHICAL AND MULTICULTURAL CONSIDERATIONS					
S. Addressed issues of diversity where applicable					
T. Addressed any ethical issues appropriately					
VII. RETROSPECTIVE ANALYSIS					
U. Discussed areas of clinical success					
V. Discussed areas for improvement/change					

	Outcome	**Conditions**
Fail		BE on any item *or* MG on 5 or more items
Pass		ME or EE on 18 or more items (with no ratings of BE)
High Pass		Passing Grade with a rating of EE on at least 13 items

Comments:

6. Graduate Research and the Thesis Process

Research Experience

Students can take advantage of opportunities to participate in the faculty's various research labs, and you are strongly encouraged to gain research experience if you plan to pursue doctoral study. The process of finding a faculty mentor to work with is an informal process for MA psychology programs, and you are welcome to work with more than one faculty member. You may want to browse the list of faculty members to identify their research interests. In the "Faculty and Staff" section of this Handbook, you can find research and clinical interests for all psychology faculty. If you share interests with a faculty member, reach out to them to discuss the possibility of serving as a volunteer research assistant in their lab. This can be one of the most fruitful ways to help you develop as a researcher and will expose you to the various research projects and activities being conducted in the department.

Optional Thesis

Both Experimental Psychology and Clinical Psychology MA degree plans provide the option of a thesis concentration with additional hours. Note that all new graduate students are automatically defaulted into the non-thesis concentration. If students wish to pursue a Master's thesis, they must secure a thesis chair and contact their program director to complete the necessary paperwork for changing their degree concentration before they are allowed to register for thesis courses.

A master's student is required to take at least six hours of thesis courses. Students must be enrolled in thesis hours during the semesters they propose and defend their thesis. Once a student enrolls in a thesis course, SHSU policy requires the student to be continuously enrolled in such a course every fall, spring, and summer semester until the signed thesis route sheet is received by the Registrar's Office. A student who is unable to work on the thesis for a period of time may submit a written request to the appropriate academic dean for a leave of absence of up to one year. The dean's approval of such a request must be in writing. A student granted a leave of absence may not enroll in any coursework during this period. A student on a leave of absence will also lose access to university services and must submit an application for re-admission to re-enter the program.

Thesis Timeline

If you plan to conduct a thesis, you should begin your search for a faculty research mentor as soon as you arrive, with the hope of securing your thesis Chairperson by the end of your first fall semester and no later than the following spring semester. Students work with their thesis Chair to develop research ideas, conduct a literature search, and write the prospectus, with the goal of proposing their thesis no later than the fall semester of their last year in the program but preferably before that if data collection is expected to take

longer. Students then complete their study (e.g., IRB approval, data collection and cleaning, statistical analysis, write document, etc.) and defend the thesis in their final semester, often in the spring or summer. Note that all thesis defense meetings must take place before the university's published deadline in the semester of the defense. A list of semester-specific deadlines may be accessed from the SHSU Graduate & Professional School webpage and SHSU Academic Calendar.

Selection of Thesis Committee

A thesis committee will be formed prior to enrollment in the first thesis course. The committee must be composed of three SHSU graduate psychology faculty, including a Chair and two additional members. Graduate faculty in different SHSU departments may be included as a fourth committee member at the thesis Chair's discretion. With the approval of the department Chair, CHSS Dean, and Dean of Graduate Studies, the committee may include one member who is not employed by SHSU per Academic Policy Statement 95060. Selection of the thesis Chair depends on student preference and faculty availability and expertise. After a faculty member agrees to serve as Chair, the student will choose the other committee members with guidance from the faculty Chair. The student should contact the department's administrative staff assigned to the master's programs (currently Ivette Martinez) to initiate the electronic CHSS Appointment of Thesis/Dissertation Committee form to be approved by the Department Chair and the CHSS Dean. Any change in the composition of the thesis or dissertation committee will need to be approved in the same manner.

Proposal/Prospectus Development and Guidelines

In consultation with the thesis Chair, the student will select a topic of investigation and determine the availability of the required resources, facilities, materials, and equipment for the research and the writing of the thesis. The student will prepare a prospectus/proposal that will specify the topic, detail the purpose of the proposed investigation, describe the proposed method(s) of investigation, indicate the relationship of study to relevant research, and provide a commentary on source materials and/or facilities available for the successful completion of the research. A thesis proposal in the Department of Psychology and Philosophy typically consists of the first three chapters of the thesis: Introduction, Review of Literature, Methodology and Planned Analyses (i.e., statistical procedures planned for analysis). A copy of any measure used in the research proposal should be included in appendices if not copyright protected.

Students should be in regular contact with the thesis Chair and committee members throughout the thesis process. When the thesis Chair determines readiness, the student will schedule a meeting with the committee to propose their research study. Students often prepare a slide presentation for this meeting. The prospectus document shall be submitted to the thesis committee at least one week prior to the proposal meeting. After a successful proposal, the student should contact the department's MA staff (currently Ivette Martinez) to initiate the electronic CHSS Thesis/Dissertation Prospectus Form to be signed by all

committee members, Program Director, Department Chair, and the CHSS Dean. Any subsequent changes in topic or the proposed method of investigation must be approved in writing by the committee and submitted for approval to the appropriate academic dean.

Thesis Defense

Under the thesis Chair's guidance, the student will conduct the research activities necessary to complete their study. This might include addressing committee comments or requests, obtaining IRB approval, recruitment, collecting data, analyzing data, reporting results, and writing the last two chapters of the thesis document (i.e., Results, Discussion). During the semester of the planned thesis defense, the candidate shall submit the first full draft of the thesis defense to the Graduate & Professional School's Thesis and Dissertation Specialist for format and style review by the deadline posted for that semester. At a minimum, the first draft should include all sections designated as required by the Graduate School (e.g., acknowledgements, table of contents, references, etc.) plus THREE chapters of the thesis.

When the thesis Chair determines readiness, the student will schedule a meeting with the committee for the final oral defense of the thesis. Similar to the proposal, students often prepare a slide presentation for this meeting. Candidates should allow committee members ample time to review the defense document, providing them with a copy at least two weeks prior to the scheduled defense. The Graduate School provides a template for a public announcement for the defense meeting, which should be posted on the Psychmasters listserv. Attendance at the defense is open to the entire university community.

After a successful defense, the student should contact the department's MA staff (currently Ivette Martinez) to initiate the electronic CHSS Thesis/Dissertation Defense Form, which must be signed and approved by all committee members, Program Director, Department Chair, and the CHSS Dean. In addition, signed approval by the thesis Chair must also be obtained on the Graduate & Professional School (GPS) electronic route sheet. The student must generate the electronic route sheet, which will appear in the emails of thesis directors and co-directors, prompting them for approval. The link to the form is on the SHSU Graduate & Professional School webpage. The electronic route sheet must be submitted to the Dean of Graduate School by the deadline posted for the semester of the defense.

Finally, the Thesis/Dissertation Specialist will email you a final pdf version of your approved thesis document to submit through Vireo. Follow the instructions, fill in all sections correctly, and upload the approved pdf file. If a graduate student was granted a one- year or two-year embargo, fill in all sections that apply. The Vireo submission and embargo request should be completed in a timely manner in order to avoid delaying the final route sheet approvals.

Office of Research and Sponsored Programs Policies – https://www.shsu.edu/institutional-transparency/university-policies#osrp

Graduate and Professional School Requirements and Policies

For students who conduct a thesis, the most important resource is the SHSU Graduate & Professional School website. Located there is a link to an overview of the thesis process, the order of events, deadlines, student forms, formatting and submission information, policies and procedures, and library resources. After checking the webpage, if you have further questions regarding initiation sheets, embargo requests, and public defense announcement, email thegraduateschool@shsu.edu. For questions regarding first and second/Final Draft Review submissions, formatting thesis documents, and updates on Vireo submissions and route sheets, email tgsthesis@shsu.edu.

7. Academic and Professional Standards

Professional Behavior

All students are expected to conduct themselves in accordance with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association, which can be found at APA Ethical Principles.

The MA programs monitor and evaluate student competency in the area of professionalism. All students are expected to demonstrate professionalism in the academic setting. "Professionalism is *how you interact as well as what you produce*. Interacting with others appropriately and respectfully, communicating clearly and directly, and interpersonal skills are all essential to being professional" (Campbell, n.d.). Tips on academic professionalism can be found online, and we recommend the following: Student Guide to Personal Professionalism and Academic Professionalism: Tips & Suggestions.

Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating, plagiarism, collusion, falsification of research data, or the abuse of resource materials on an examination or other academic work. Any student accused of dishonesty is subject to academic penalties and may be referred to the Dean of Student's office for additional disciplinary action.

The Sam Houston State University Student Guidelines published by the Office of Student Life define cheating, plagiarism, and other forms of academic dishonesty, as well as discipline procedures and student rights to appeal or file a grievance. Procedures in cases of academic dishonesty and academic grievances are governed by SHSU Academic Policy Statement 810213 and SHSU Academic Policy Statement 910312.

Use of Generative Artificial Intelligence (AI)

Artificial intelligence (AI) has emerged as a powerful tool to assist the human enterprise. As instructors and supervisors, faculty want to guide graduate students in the proper use of AI and teach them how to ethically integrate its use into their learning. Students may find it useful to first consult the SHSU AI guidance and view the video for students regarding AI use: https://intranet.shsu.edu/dept/academic-affairs/faculty-success/ai-guidance/index.html

MAPP emphasizes that all course and program requirements (e.g., class assignments, take-home exams, research, clinical documentation, program milestones, etc.) must derive from one's own critical thinking skills and ideas. If students depend on AI to develop ideas, hypotheses, and arguments, they are not likely to develop their own critical thinking skills or grow intellectually. Similarly, if students do not learn how to interpret test data or statistical findings, write assessment reports or research articles, or document clinical and research activities while they are in graduate training, they will lack the critical thinking and writing skills when they are professionals, which could result in potential harm to clients or research participants.

As a general rule, the use of generative AI tools for assignments is prohibited unless explicitly authorized by the course instructor. Instructors are required to announce AI policies in their syllabus for each class. Students are strongly advised to check the syllabus in all their courses because instructors may have different policies about AI use in class.

In some cases, instructors permit using AI to (a) locate articles or references for your paper, but it is always the students responsibility to read and accurately cite those sources, or (b) correct a paper for spelling, punctuation, grammar or other mechanics, but not to rewrite the paper, or parts of the paper, simply to sound better (Zakrajsek, 2025). It is never acceptable, however, to use AI to write the first draft of an assignment or develop an outline that identifies the major points of the assignment (Zakrajsek, 2025).

Even when permitted, in order to avoid academic dishonesty (i.e., plagiarism), students are obligated to acknowledge the use of AI tools and cite each AI tool, specifically. For example, when including any word-for-word AI content, standard quotation marks must be used and a citation of the AI tool provided. Similarly, when paraphrasing ideas, writing, or other work that is not your own (i.e., work by others and any product from an AI tool), students should provide a citation and reference for the specific source or AI tool.

Use of AI Tools in Research

All research conducted at SHSU is subject to the University's research integrity policies, such as the Misconduct in Academic Research and Scholarship, Responsible and Ethical Conduct of Research, and Financial Conflict of Interest in Research policies. More information about these policies is available on the website for University Policies. Further, all research that is conducted by students and faculty at SHSU is also subject to the university's academic integrity policies (see the SHSU Academic Honesty Policy).

The policies above apply to all SHSU research activity. Furthermore, the American Psychological Association (APA, November 2023; APA, July 2024) has published policies regarding the use of generative AI in research and professional writing. For example, any use of AI must be described in the methods section, and authors should cite the software used. In addition, entering published content into generative AI tools would be considered a violation of copyright. APA also cautions authors and researchers that they alone are responsible for the accuracy of their work and information regardless of the use of AI.

Researchers must follow the specific AI policies of journals, funding agencies, and professional societies through which they report their research.

Data Privacy and Security in Clinical Settings

AI systems handling sensitive behavioral health data pose risks related to privacy breaches and unethical data use. Psychologists must ensure that any tools they select can be used in a manner that is in compliance with HIPAA and other relevant data privacy regulations; this necessitates advocating for robust cybersecurity strategies to protect patient/client information. Data privacy and security also aligns with professional standards of conduct and the APA Ethics Code (2017) Principles of Beneficence and Nonmaleficence, Fidelity and Responsibility, and Respect for People's Rights and Dignity in maintaining privacy, confidentiality, and trust.

Consequences of Prohibited AI Use

If tangible and credible evidence of unethical AI use is reported, the program will address these concerns in accordance with SHSU Academic Policy Statement 810213, which outlines the definition of academic honesty and the related disciplinary procedures. The MA Clinical Psychology program will also give special consideration to the unique requirements and competencies required by the health service psychology profession as detailed in guidance from the American Psychological Association and state law. You should also familiarize yourself with Academic Policy Statement 900823, which outlines the procedures for students to file an academic grievance should you wish to appeal your grade for reasons other than academic dishonesty. Please read over these policies.

An instructor who finds that a student has engaged in an act of academic dishonesty such as AI use when prohibited may assign an academic penalty to the student that could include any of the following: verbal or written warning, opportunity to rewrite assignment with or without live supervision, referral to program director for formal remediation, a grade of an "F" for the course and consequent program expulsion. It should be emphasized that use of AI resulting in a violation of client confidentiality will automatically result in an "F" for the course and program expulsion.

Grievances

Occasionally, 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. 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 first meet with each other in person to discuss and resolve disagreements or problems informally.

2. If an informal meeting between student and faculty fails to resolve the problem, either the student or the faculty member can request a meeting with the Program Director and/or Chair of the Department, who will then schedule a meeting with both the faculty member and the student to discuss the issue and generate possible solutions.

3. If the issue is still not resolved, the student should refer to the University's Student Grievance Procedures.

Probation and Termination

In order to achieve and remain in academic good standing at Sam Houston State University, a graduate student must maintain an overall grade point average of at least 3.0 on all graduate coursework attempted. A graduate student who falls below a 3.0 overall grade point average at the close of any semester during which one or more semester credit hours are attempted will be placed on academic probation. If an enrolled student on probation fails to achieve a minimum 3.0 overall grade point average at the close of the next semester following the start of the probation, the student will be terminated from the program and university.

Students who earn a grade of "C" in any course (repeated or distinct course) within the academic program may have their graduate status reviewed by the MAPP committee, which may recommend remediation for the student. The grade of "NC" is treated as a grade of "C" for the purpose of determining Academic Standing but is considered an insufficient grade to meet degree course requirements. A graduate student who earns a grade of "F" in any graduate course will be terminated from graduate studies. Students who earn an "F" during the semester of their anticipated graduation will be terminated from graduate studies and will not be eligible to graduate in that term. The appropriate academic dean may place on probation, retain on probation, or terminate any student deficient in grade points without regard to the regulations previously stated.

An appeal for a review of the termination of graduate status should be directed in writing through the Director of the program, then to the Chair of the department, then to the academic dean of the college, and finally to the Provost and Vice President for Academic Affairs. Refer to SHSU Academic Policy Statement 910312 for further information regarding the probation, suspension, and termination regulations for undergraduate and graduate students at Sam Houston State University.

Students in the MA Clinical Psychology program should also consult the section on Clinical Privileges and the Withdrawal of Clinical Privileges in Chapter 5. In short, a student who at any time fails to attain an adequate level of clinical competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn and be dismissed from the MA Clinical Psychology program. Students wishing to appeal the withdrawal of clinical privileges must follow the special procedures described in that chapter.

8. Graduation

Graduation Checklist

The Registrar's Office provides a Graduation Checklist and specific information regarding application, tuition rebates, commencement dates and times, guest tickets, finalizing degree plan exceptions, verification of name spelling and mailing address, ordering your cap and gown and more. Below that online checklist is an FAQ for students as well as some helpful videos.

Application for Graduation

It is very important to note that a graduation application is required at the START of the term in which you are completing all of your degree requirements, regardless of your intention to participate in the commencement ceremony. Check online with the Registrar's Office for the application deadline, which is typically during the first two weeks of each semester. Submitting your graduation application will ensure you are awarded your degree if all requirements have been met by the end of the semester.

Commencement and Hooding Ceremonies

MA Psychology graduates can choose to participate in the CHSS commencement ceremony. In addition, each spring the department hosts a Hooding Ceremony, which is for graduate students only and does not replace Commencement. The hooding of master's, specialist and doctoral degree candidates is an honored and special tradition, symbolic of passing the guard from one generation to the next. The ceremony symbolizes the culmination of graduate studies and the degree recipient's transition from student to colleague.

9. Student Resources

Professional Involvement

We encourage you to take every opportunity to begin establishing yourself as a professional from the beginning of your graduate 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 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 learning experience and professional accomplishment. Regional and national meetings that are frequently attended by faculty and students from our program are sponsored by the following organizations:

American Psychological Association (APA) http://www.apa.org

- Developmental Psychology https://www.apa.org/about/division/div7
- Quantitative and Qualitative Methods https://www.apa.org/about/division/div5
- Society for Clinical Psychology (SCP) https://div12.org/
- Society for Experimental Psychology and Cognitive Science https://www.apa.org/about/division/div3
- Society for General Psychology and Interdisciplinary Inquiry https://www.apa.org/about/division/div1
- Society for Personality and Social Psychology (SPSP) https://www.spsp.org/

Association for Psychological Science (APS) http://www.psychologicalscience.org

American Psychology-Law Society (APLS) http://www.apadivisions.org/division-41/

International Association for Relationship Research (IARR) https://iarr.org/

Society for Personality Assessment https://www.personality.org/

Southwestern Psychological Association (SWPA) http://www.swpsych.org/

Texas Psychological Association (TPA) http://www.texaspsyc.org

Graduate Student Funding

The University offers several types of financial awards to eligible graduate students. These include scholarships, federal financial aid, graduate assistantships, research funding, and travel grants. Detailed information about funding your graduate degree can be found at Graduate Funding & Scholarships.

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.

1. The College of Humanities and Social Sciences offers some awards on a competitive basis to new and continuing graduate students. Current students are expected to have 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 apply for the CHSS scholarship on Scholarships 4 Kats. For more information about the CHSS scholarship, contact Ms. Jennifer Knapp in the College of Humanities and Social Sciences, by either phone (936-294-2206) or e-mail (jennifer.knapp@shsu.edu).

2. Another scholarship is offered by the Graduate and Professional School. New students can apply by the August 1 deadline. You may apply for the graduate school scholarships on Scholarships 4 Kats. Contact the Office of Scholarships for additional information about other scholarship programs.

3. There are also the usual sources of support available from the Office of Financial Aid & Scholarships. These include: grants, state tuition exemption programs, and student loans.

Graduate Assistantships

Graduate student employment opportunities across campus (e.g., Rec Center, Student Health Center, Criminal Justice Center, Academic Success Center) are posted on SHSU employment portal. In addition, the Department of Psychology and Philosophy is able to award a limited number of graduate assistantships (GA) to Master's students. If you are interested in GA opportunities, obtain an application from the administrative assistants in the main office of the Department of Psychology. SHSU policies regarding graduate assistantships can be found at Employment of Graduate Assistants.

1. Graduate Assistantships (10-20 hrs/week) – The work that GAs do varies greatly. If assigned to specific course and instructor, GAs are typically asked to grade exams, record grades, accept assignments, make copies, hold office hours to assist students, and generally provide other clerical duties for the instructor. If interested, you may request and be given the opportunity to guest lecture in the course. GAs for laboratory courses are often asked to handle a higher workload such as lecturing more often and grading papers in addition to the mentioned activities.

2. Research Assistantships – Students interested in working as a research assistant should contact specific faculty members directly. Research Assistants are only funded by faculty grants, not the department or university. The opportunities for receiving a paid research assistantship are fairly rare for Master's students.

As employees of Sam Houston State University and the State of Texas and as representatives of the Department of Psychology, graduate assistants must comply with the rules of professional conduct and ethical behavior to which all other faculty and staff are bound, including FERPA and Title IX regulations. While the Chair of the Department of Psychology and the immediate supervisors of graduate assistants try to make reasonable accommodations for GAs, graduate assistants are employees who, like all other faculty and staff, must comply with assignment schedules and will be dismissed if they do not fulfill their job responsibilities.

Gross violation of University policy, criminal violation of Texas state and United States federal laws, or failure to comply with workload expectations will result in dismissal from the graduate assistantship, either by non-renewal of the assistantship appointment at the end of an academic year, termination at the end of the semester, or immediate dismissal. Dismissible offenses include, but are not limited to, ethical violations including violations of confidentiality, failure to fulfill job duties and obligations, failure to respond to supervision or remediation, misrepresentation of credentials, confirmed academic dishonesty in classwork, and failure to maintain academic good standing.

Assistance for Research & Professional Activities

To help students defray expenses incurred by conducting independent research, conference attendance, and other such activities, the Graduate and Professional School offers grant opportunities – see Graduate Funding & Scholarships. Additionally, the Department of Psychology is sometimes able to offer small travel subsidies. In requesting departmental assistance with travel to a conference, students must (1) provide evidence that their research has been accepted at the meeting; (2) submit a formal request for travel assistance to the Chair of the Department or to the administrative assistants in the Department; (3) observe all University requirements concerning travel, primarily the filing of a travel request form (available from the department staff) with the University Travel Office. In order to qualify for travel assistance, the student must apply at least one-and-a half months in advance and preferably at the beginning of the academic year, when travel funds are allocated.

Student Services

Library

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, a coffee shop, 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, a referencing software; or 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 Masters programs maintain a listserv to which faculty and students frequently post messages. 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 remotely. Visit the Office of Information Technology for a list of programs that are available to you. You may also find helpful links concerning user accounts, wireless access, computer labs, tutorials, and other technology-related information that may be very helpful to you.

Services for Students with Disabilities

The mission of the Services for Students with Disabilities (SSD) is to promote equal access for students with disabilities to the educational programs, services, and activities at SHSU. SSD affords students with disabilities the opportunity to reach their full potential by providing academic adjustments and auxiliary aids and services; promoting independence and self-advocacy; and making referrals to support services on campus and in the community. Students with disabilities must contact this office to complete the necessary paperwork and assessment procedures in order to obtain academic accommodations in coursework.

First Gen Center

A student is considered first-generation if neither parent nor guardian earned a bachelor's degree in the United States. Approximately 53% of SHSU students are first-generation students! The First-Generation Center can assist you in navigating higher education and connecting with SHSU's community of first-generation students, faculty, and staff who will support and encourage you throughout your entire academic journey. The Center provides professional staff for one-on-one mentoring to first-gen students to connect them to university resources, services, and provide support. The FGC provides first-gen programming to advance a culture of engagement and perseverance, promoting a sense of belonging, and empowering first-gen students to succeed.

Office of Title IX and Discrimination Resolution

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits discrimination based on race, color, religion, sex, and national origin in employment; and the Campus Sexual Violence Elimination Act. The SHSU Office of Title IX and Discrimination Resolution is responsible for reports and investigations of discrimination or harassment on the basis of race, creed, ancestry, marital status, citizenship, color, national origin, sex, religion, age, disability, veteran's status, sexual orientation, gender identity, or gender expression in employment, educational programs, activities, and admissions. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII, and includes sexual harassment and sexual assault. For additional information concerning Title IX or other issues regarding sexual discrimination, a statement of rights, defining consent, or other frequently asked questions, please go to http://www.shsu.edu/titleix/.

Student Medical and Mental Health Services

The Student Health Center provides medical care for students as well as low-cost dental care. The University Counseling Center provides mental health services for all students and is housed in the health center facility on campus. MA Clinical Psychology students do their first practicum at the SHSU Counseling Center. During Practicum I, other counseling services are available through TimelyCare, a free virtual mental health service for students, as well as the Jack Skaggs Counseling Clinic maintained on campus by the Department of Counselor Education. The Program also keeps a list of low-cost mental health resources for students if they prefer to seek services outside of the university, which is provided on the next page.

Additional Student Services

The Academic Success Center offers academic coaching and tutoring, graduate writing workshops, and financial wellness coaching, among other services. Legal and notary services are available at no charge to students through the office of Student Legal & Mediation Services. The Health and Kinesiology Center has extensive exercise and intramural sports facilities available for faculty, staff, and students.

Mental Health Resources with Low Cost or Sliding Scale Fees

Grace Psychological Services
Director, Gracie Reyes-McDonald, PhD
281-815-0899
26010 Oak Ridge Drive, Ste. 107 The Woodlands, TX
77380 www.gracepsychological.com
Accepts most insurances and offers low-cost therapy options

Barbara Hall, PhD
832-999-4031
25511 Budde Rd STE 1902, The Woodlands, TX 77380
Offers sliding scale

Alicia Snow, PhD
713-240-8609
502 Mason Street, Tomball, TX 77375
https://www.aliciasnow.com
Sliding scale; in-network with most insurance.

Karen Anderson-Dunphy, LPC
936-581-1951
1211 Financial Plz, Huntsville, TX 77340
Blue Cross Blue Shield only

Felicia Antwi, MA, LPC
936-427-3110
512 11th Street, Huntsville, Texas 77340
Sliding Scale; in-network with most insurance.

Mervin Cleveland Jr, LPC
936-909-6245
3010 Montgomery Road, Huntsville, Texas 77340
Sliding Scale; In-Network with most major insurance.

Josie Erb, LPC
936-228-4592
114 Willowbend, Huntsville, TX 77320
Sliding Scale; Blue Cross Blue Shield only.

Jennifer Henson, LPC, LMFT
936-291-7928
1325 Windsor Street, Huntsville, TX 77340
Sliding Scale; In-Network with most major insurance.

Bob Robinson, LPC
936-228-3938 x77301
3010 Montgomery Road, Huntsville, Texas 77340
Sliding Scale; In-Network with most major insurance. Does substance abuse counseling

Jesse Robinson, PsyD
346.831.2862

Action Psychological Services
1755 Woodstead Ct., Suite 210 The Woodlands, TX 77380
Discounted fees for students; In-Netork with most major insurance

Training Clinics Offering Telehealth at Sliding Scale:

Jack S. Staggs Counseling Clinic at
SHSU 939-294-1121
1932 Bobby K Marks Dr., Huntsville, TX 77340 &
https://www.shsu.edu/academics/education/counselor-education/jack-staggs-counseling- clinic.html
This is a training facility for Masters and Doctoral level students in counseling at SHSU. Counselor Education faculty supervise sessions. The Counseling Clinic offers free services to students and the community.

Sleep and Anxiety Center of Houston
713-743-3400 or email SACH@times.uh.edu for appointments
This is a training clinic for doctoral students in UH's Clinical Psychology program. Care typically focuses on difficulties with sleep and/or anxiety. Telehealth appointments are offered. https://www.uh.edu/class/psychology/clinical-psych/research/sach/clinical-services/

The University of Houston Psychology Research and Clinical Services Center
832-990-1076
This is a training clinic for doctoral students in UH's Clinical Psychology program. Telehealth appointments are offered.
https://www.psychologytoday.com/us/therapists/uh-psychological-research-clinical-services- houston-tx/953289

Texas A&M University Psychology Clinic
979-845-8017
This is a training clinic for doctoral students in Texas A&M's Clinical Psychology program. Students are supervised by licensed psychologists. Telehealth appointments are offered. https://liberalarts.tamu.edu/psychology/psychology-clinic/

Psychology Clinic at University of North Texas
940-565-2631
This is a training clinic for doctoral students in UNT's Clinical Psychology and Counseling Psychology programs. Telehealth appointments are offered.
https://psychology.unt.edu/clinics-and-centers/psychology-clinic

Psychiatry

Tri-County Services
936-291-5800
7045 Hwy 75 South, Huntsville, TX 77340
Major Depression, Schizophrenia, or Bipolar Disorder ONLY
http://www.tricountyservices.org/

Conroe Psychiatry
936-494-1773
800 Riverwood CT Conroe, TX 77304
https://conroepsychiatry.com

SHSU Academic Requirements and Policies

Links to important SHSU academic requirements and policies are listed below. For a comprehensive list of Sam Houston State University's graduate student academic requirements and policies, go to the online version of the University's Graduate and Professional School Catalog and the Academic Policy manual.

- Academic Good Standing
- Academic Grievance Procedures for Students
- Academic Instructional & Research Personnel
- Academic Probation, Suspension, Dismissal, and Termination
- Course Load
- Class Attendance
- Courses and Grades Applied to Degrees and Certificates
- Employment of Graduate Assistants
- Graduate Academic Program Admission and Completion Requirements
- Leave of Absence
- Resignation
- Student Absences on Religious Holy Days
- Student's Use of Academic Facilities
- Student Code of Conduct
- Students with Disabilities
- Student Grievance Procedures
- Subsequent Master's Degree
- Title IX and Discrimination
- Student Privacy Information (FERPA)

Approved By:

Name of the Dean of the College
Dean, College of (name of the college)

Date

Falguni Mukherjee, PhD

Associate Dean, Graduate and Professional School

Date

Anne Gaillard, PhD

Vice Provost, Academic Affairs

Date