CLINICAL PSYCHOLOGY
Doctor of Philosophy

Program Handbook

Department of Psychology and Philosophy
College of Humanities and Social Sciences
Sam Houston State University

A Member of the Texas State University System
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INTRODUCTION
Purpose of This Handbook

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

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

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

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

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Mission Statements

Sam Houston State University

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

College of Humanities and Social Sciences

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

Department of Psychology and Philosophy

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

Clinical Psychology Ph.D. Program

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

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

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

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

The SHSU Doctoral Program began operations in 1998 and has been continuously accredited by the American Psychological Association (APA) since 2006. The Program was granted ten years of accreditation at the Spring 2019 meeting of the APA Commission on Accreditation.
Adherence to APA Ethical Principles and Code of Conduct

All students are expected to conduct themselves in accordance with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.


The Ph.D. Program is also aligned with the Rules of the Texas State Board of Examiners of Psychologists.

http://www.tsbep.texas.gov
Program Goals

The Clinical Psychology Ph.D. Program at SHSU subscribes to a scientist-practitioner model. The Program’s training provides experience in applied settings in order to produce scientists who are sensitive to substantive issues in the field and who generate research that is useful to practitioners. Conversely, practitioners who have been trained as scientists understand emerging research results, assimilate those results into their daily practice, and may produce meaningful scholarship that advances the field. Thus, the Program is designed to produce clinical psychologists who integrate science and practice to contribute to the field in any academic, clinical, or consulting role they chose to pursue, including in service to the legal community. The Program is structured to be sequential, cumulative, and graded in complexity requiring students to increasingly integrate science and practice and to utilize more advanced skills as they progress through their training. To summarize, the Program pursues the following goals:

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

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

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

Goal 4: To produce graduates who can apply clinical psychological principles in the legal arena in both research and clinical practice.
Discipline-Specific Knowledge

Discipline-specific knowledge (DSK) represents the foundational knowledge expected of all doctoral-level graduates. These domains provide the knowledge base necessary for further training in clinical psychology. In manner consistent with the American Psychological Association *Standards of Accreditation*, we ensure students gain mastery of these areas of knowledge through classroom learning and practical application. The domains of DSK are:

- History and Systems of Psychology
- Affective Bases of Behavior
- Biological Bases of Behavior
- Cognitive Bases of Behavior
- Developmental Bases of Behavior
- Social Bases of Behavior
- Advanced Integrative Knowledge
- Research Methods
- Quantitative Methods
- Psychometrics
Profession-Wide and Program Competencies

The Profession-wide competencies (PWC) are the critical knowledge and skills expected of all graduates from clinical psychology programs. The Program, with its emphasis on training clinicians to apply the principles of clinical psychology in the legal arena, adds an additional competency (i.e., Forensic Research and Practice). 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 our training. Through classroom learning and practical application, we ensure students develop these competencies in manner consistent with the American Psychological Association Standards of Accreditation. We expect graduates of our program to be competent with respect to the following:

I. RESEARCH
   A. Demonstrates the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
   B. Conducts research or other scholarly activities.
   C. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

II. ETHICAL AND LEGAL STANDARDS
   A. Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.
   B. Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.
   C. Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.
   D. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.
   E. Conducts self in an ethical manner in all professional activities.

III. INDIVIDUAL AND CULTURAL DIVERSITY
   A. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
   B. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
C. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

D. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

IV. PROFESSIONAL VALUES AND ATTITUDES

A. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

B. Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

C. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

D. Responds professionally in increasingly complex situations with a greater degree of independence as she or he progresses across levels of training.

V. COMMUNICATION AND INTERPERSONAL SKILLS

A. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

B. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

VI. ASSESSMENT

A. Current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

B. The ability to apply the knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences.

C. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
D. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

E. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VII. INTERVENTION

A. Establishes and maintains effective relationships with the recipients of psychological services.
B. Develops evidence-based intervention plans specific to the service delivery goals.
C. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
D. Demonstrates the ability to apply the relevant research literature to clinical decision making.
E. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
F. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

VIII. SUPERVISION

A. Demonstrates knowledge of supervision models and practices.
B. Demonstrates effective peer supervision with oversight from faculty and staff psychologists

IX. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

A. Demonstrates knowledge and respect for the roles and perspectives of other professions.
B. Demonstrates knowledge of consultation models and practices.

X. FORENSIC RESEARCH AND PRACTICE

A. Demonstrates knowledge of the ways in which clinical science and practice inform common legal issues
B. Conducts and critically evaluates research related to forensic assessment
C. Provides consultation and direct services to the legal system
Diversity and Inclusion

The Doctoral Program affirms the principle that clinical psychologists should be trained to offer services to diverse 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.

Sam Houston State University Diversity and Inclusion Statement

Sam Houston State University is committed to promoting a campus culture that embraces diversity and inclusion. This is accomplished through proactive assessment of policies and operational strategies, as well as program implementation that strives to remove institutional barriers to recruit and retain a diverse university community with intersectional perspectives. Furthermore, the University acknowledges and values our responsibility to cultivate an equitable and inclusive environment where students, faculty, staff, and community recognize the benefits of collaboration and mutual respect through diverse identities and experiences.

Sam Houston State University Nondiscrimination Statement

Sam Houston State University, in accordance with applicable federal and state law (including Title VII and Title IX) and institutional values, prohibits 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, or gender identity.

A person who believes that he or she has been subjected to any type of discrimination should report the incident to the appropriate University official, administrator, or supervisor. Students are encouraged to report such incidents to the Director of Equity and Inclusion or the Associate Vice President for Human Resources and Risk Management. Employees and visitors are encouraged to report to the Associate Vice President for Human Resources and Risk Management. Incidents should be reported as soon as possible after the time of their occurrence. No person is required to report discrimination to the alleged offender. Every attempt should be made to keep the information confidential and restricted to only those who have an absolute need to know. A person who makes a complaint should be advised that principles of fairness and due process may require disclosure to the alleged harasser, who shall be warned against retaliation upon pain of disciplinary action.

Complaints alleging sexual harassment are governed by and investigated under the University’s Sexual Misconduct Policy and Procedures (also see the Title IX section of the Handbook).
**Program Climate**

In addition to ensuring our graduates are ready to provide services to diverse populations, the Program seeks to maintain an equitable and socially just intellectual community. It is our sincerely held belief that prejudice, discrimination, and harassment, in all its forms, have no place in higher education, especially a doctoral program in clinical psychology. Equally important is our commitment to helping students to feel empowered to call attention instances of prejudice, discrimination, and harassment, with the expectation their concerns will be heard and addressed. Ensuring an inclusive and just community begins with each member of the program—faculty, students, and staff—identifying within themselves any potential biases and shortcoming in this regard and working to ensure they are not part of our engagement with each other. As part of maintaining a socially just environment, we respect and support scholarly work among our faculty and students that seeks to answer questions at the intersection of psychology and diversity.

The university defines discrimination as “conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education because of their race, creed, ancestry, marital status, citizenship, color, national origin, sex, religion, age, disability, veteran’s status, sexual orientation, or gender identity.”

Harassment, according to the university definition, is “a form of discrimination that’s defined as verbal or physical conduct that is directed at an individual or group because of race, creed, ancestry, marital status, citizenship, color, national origin, sex, religion, age, disability, veteran’s status, sexual orientation, or gender identity when such conduct is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of interfering with an individual’s or group’s academic or work performance; or of creating a hostile academic or work environment. This conduct can include technology-based communications such as texting, online classroom chats, or social networking sites.”

Sam Houston State University has policies to address prejudice, discrimination, and harassment by students and/or faculty. The university polices allow for formal and informal resolution of conflicts related to discrimination. The Faculty respect each student’s right to use the formal complaint process to address experiences of discrimination and will support students in this regard should the need arise. There are three offices on campus that can help students who would like to utilize the formal complaint process. While these offices have oversight of different university policy, each is willing to help students under any circumstances and will facilitate students making contact with the most appropriate resources and administrators.

**Jeanine Bias**  
Director, Institutional Diversity & Inclusion  
Title IX Coordinator  
John H. Thomason Building, Suite 302  
1831 University Avenue  
Box 2542  
Huntsville, Texas 77341

**John Yarabeck, Ph.D.**  
Dean of Students  
Lowman Student Center, Suite 210  
Box 2508  
Huntsville, Texas 77341
The Faculty are equally willing to support students who prefer to attempt an informal resolution to a conflict related to prejudice, discrimination, and/or harassment. It is important to recognize that attempting an informal resolution does not in any way preclude a student from accessing the formal complaint procedures. The protection of students is our chief concern and informal resolution of student concerns regarding prejudice, discrimination, or harassment may supersede a desire for maintaining the confidentiality of the student requesting assistance (e.g., conduct affecting client care). Moreover, in some circumstances reporting of inappropriate behavior is mandatory; namely, sexual misconduct must be reported in accordance with the requirements of Title IX. Nevertheless, we will respect a student’s desire for confidentiality to the extent possible. Within this context, we offer the following suggestions as avenues for informally addressing discrimination and/or harassment:

1. Students can speak directly to the faculty or fellow student who has behaved in a discriminatory or harassing manner, with expectation that open and honest dialogue can lead to change.

2. Seek the help of additional faculty members, including the following:
   a. faculty mentors (research mentors, clinical supervisors, informal mentors)
   b. The Faculty co-chair of the Program Diversity Committee (see below)
   c. The Director of Clinical Training, Associate Director of Clinical Training, and/or the Director of the Psychological Services Center

3. Depending on the nature of the nature of the discrimination and/or harassment and the person(s) involved, there are multiple options for faculty who have been approached for assistance. Among these are:
   a. Provide the student support and guidance in developing a strategy for addressing the concern
   b. Call a meeting with the person(s) involved to discuss the discrimination and harassment, and identify a resolution to the conflicts
   c. Request a meeting of the entire Program Faculty, with or without the student present, to discuss the discrimination and harassment, and identify a resolution to the conflicts
d. Assist the student in accessing the university grievance process

Program Diversity Committee

The Diversity Committee was formed during the 2016-2017 academic year and comprises both students and faculty; all students and faculty genuinely interested in furthering the goals of the committee are invited to join. Dr. Laura E. Drislane is currently the faculty co-chair; Jasmine Phillips is the student co-chair. By nature, the work of the committee is organic as we try to respond to psychologically pertinent cultural developments. The committee’s mission is in line with that of the College of Humanities and Social Sciences Diversity Statement (https://www.shsu.edu/academics/humanities-and-social-sciences/chss-diversity-committee/).

Our major goals are to:

- Draw attention to the ways in which we, as researchers, clinicians, and teachers, can incorporate a greater understanding of diversity into our multiple professional roles
- Promote diversity and inclusion among faculty and students of our program and department, including the recruitment and retention of diverse students and faculty
- Encourage integration of diversity training throughout our curriculum
- Promote awareness of university and community events related to diversity and inclusion

The Program and Diversity Committee welcome any suggestions that can help advance this mission. Similarly, any students with an interest in becoming involved in this mission should contact Dr. Drislane or any of the committee members.
PROGRAM REQUIREMENTS
Admission to the
Doctoral Program in Clinical Psychology

Applicants seeking admission to the doctoral program in clinical psychology must submit the following directly to the Office of Graduate Admissions by December 1 (please note incomplete applications will not be reviewed):

1. Graduate Application: The Graduate Application is an institutional application required by SHSU. Students must provide biographical and educational information and information relevant to determining State of Texas residency;
2. Application fee: a university application fee is required for all applications to graduate programs at SHSU;
3. Transcripts documenting all prior degrees. Applicants are welcome to submit transcripts from additional institutions for review by the program;
4. Program application with the fee;
5. A minimum of two letters of recommendation (three are preferred);
6. Personal statement/essay;
7. Current resume or curriculum vitae;
8. TOEFL score (if applicable)

Students who have the highest qualifications for success (based on GPA, GRE scores, letters of recommendation, and personal statement) and show the best fit with the Program and their potential mentors will be invited to interview with faculty and current graduate students. The Program then selects a group of applicants to whom they will extend offers and an additional group is rank-ordered and placed on a waitlist. The Program follows CUDCP guidelines throughout the process.

The Doctoral Program 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 scores are offset by other exceptional qualifications may be admitted. New students may join the program with either a baccalaureate or a master’s degree. For further information, write or call:

Clinical Psychology Ph.D. Program
Department of Psychology and Philosophy
Box 2210
Sam Houston State University
Huntsville, Texas 77341-2210
Telephone: (936) 294-1210
E-mail: clinpsy@shsu.edu

1 Applicants may submit unofficial transcripts for review by the admissions committee. However, under university policy, admission decisions are contingent upon receipt of official transcripts.
# Ph.D. Degree Plan

<table>
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<th>PSYC</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>5330</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>5333</td>
<td>Theory and Research in Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>5360</td>
<td>Advanced Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>5387</td>
<td>Advanced Statistics</td>
<td>3</td>
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<tr>
<td>5388</td>
<td>Introduction to Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>5392</td>
<td>History and Systems of Psychology(^2)</td>
<td>3</td>
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<tr>
<td>5394</td>
<td>Psychometrics</td>
<td>3</td>
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<tr>
<td>5395</td>
<td>Assessment of Intelligence and Achievement</td>
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<td>5396</td>
<td>Assessment of Personality and Psychopathology</td>
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<td>7330</td>
<td>Clinical Psychology Proseminar</td>
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<td>Mental Health Law</td>
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<td>7339</td>
<td>Developmental Psychopathology</td>
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<td>Social and Developmental Bases of Behavior</td>
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<tr>
<td>8361</td>
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<tr>
<td></td>
<td><strong>Elective Courses (6 Credits)</strong>(^3)</td>
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<td>5361</td>
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</tr>
<tr>
<td>5398</td>
<td>Advanced Child Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^2\) The History and Systems of Psychology requirement will be waived for students who have completed such a course at the undergraduate level with a grade of \textit{B} or above. In these cases, the student must complete another elective course.

\(^3\) Other doctoral-level courses may be substituted to meet elective requirements, but only with \textit{a priori} faculty approval.
<table>
<thead>
<tr>
<th>PSYC</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>7374</td>
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<td>7392</td>
<td>Special Topics – Group Therapy</td>
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**Research Requirements**

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**Practicum (21 Credits)**

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<td>Introduction to Doctoral Practicum</td>
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<td>8383</td>
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**Internship (3 Credits)**

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<tbody>
<tr>
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</tr>
<tr>
<td>8112</td>
<td>Internship III</td>
<td>1</td>
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</table>

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4 Thesis requirements are waived for students who enter the program with a completed empirical thesis (see *Students Entering with an Ongoing or Completed Thesis*). Continuous enrollment in Dissertation is required until dissertation is completed, although after Dissertation IV students can enroll for one credit (see *Dissertation*).

5 Enrollment is **required** if a student is working at a practicum placement, even after 21 credits are completed.
## Sample Course Sequences

### Five-Year Course Sequence:
*Students entering in even numbered years (e.g., 2020)*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychopathology</td>
<td></td>
<td>Psychotherapy I</td>
<td>Intro to Doctoral Practicum</td>
</tr>
<tr>
<td>Advanced Statistics</td>
<td></td>
<td>Psychometrics</td>
<td>History &amp; Systems (if needed)</td>
</tr>
<tr>
<td>Proseminar</td>
<td></td>
<td>Experimental Design</td>
<td>Multivariate</td>
</tr>
<tr>
<td>Physio Psychology</td>
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<td>Intelligence Assessment</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Personality Assessment</th>
<th>Soc &amp; Dev Bases of Bx</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic Assessment I</td>
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<td>Forensic Assessment II</td>
<td>Thesis II</td>
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<tr>
<td>Thesis I</td>
<td></td>
<td>Thesis II</td>
<td>Doctoral Practicum II</td>
</tr>
<tr>
<td>Doctoral Practicum I</td>
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<td>Doctoral Practicum I</td>
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</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Empirically-Supported Tx</th>
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</thead>
<tbody>
<tr>
<td>Multicultural</td>
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<td>Cog &amp; Affective Bases of Bx</td>
<td>Doctoral Practicum II</td>
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<td>Doctoral Practicum I</td>
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<td>Doctoral Practicum II</td>
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<table>
<thead>
<tr>
<th>Year 4</th>
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<th>Dissertation IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Practicum II</td>
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<td>Dissertation III</td>
<td>Doctoral Practicum II</td>
</tr>
<tr>
<td>Dissertation II</td>
<td></td>
<td>Doctoral Practicum II</td>
<td></td>
</tr>
</tbody>
</table>

| Year 5                  | Internship                   | Internship                  | Internship                       |

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6 These are samples to help students plan their graduate studies. Students are not required to follow a particular sequence and actual course offerings may vary from year to year depending on departmental needs.
**Five-Year Course Sequence:**
*Students entering in odd numbered years (e.g., 2021)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychopathology</td>
<td>Psychotherapy I</td>
<td>Intro to Doctoral Practicum</td>
</tr>
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<td>Advanced Statistics</td>
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<tr>
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<td>Proseminar</td>
<td>Experimental Design</td>
<td>Multivariate</td>
</tr>
<tr>
<td></td>
<td>Physiological Psychology</td>
<td>Intelligence Assessment</td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>Cog &amp; Affective Bases of Bx</td>
<td>History &amp; Systems (if needed)</td>
</tr>
<tr>
<td></td>
<td>Forensic Assessment I</td>
<td>Forensic Assessment II</td>
<td>Thesis II</td>
</tr>
<tr>
<td></td>
<td>Thesis I</td>
<td>Thesis II</td>
<td>Doctoral Practicum II</td>
</tr>
<tr>
<td></td>
<td>Doctoral Practicum I</td>
<td>Doctoral Practicum I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Multicultural</td>
<td>Soc &amp; Dev Bases of Bx</td>
<td>Dissertation I</td>
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<td></td>
<td>Developmental Psychopathology</td>
<td>Ethics</td>
<td>Doctoral Practicum II</td>
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<td>Doctoral Practicum I</td>
<td>Doctoral Practicum II</td>
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*August 2020*  
*Page 28*
### Six-Year Course Sequence:
**Students Entering in Even-Numbered Years (e.g., 2020)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychopathology</td>
<td>Psychotherapy I</td>
<td>Intro to Doctoral Practicum</td>
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<tr>
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<td>Advanced Statistics</td>
<td>Psychometrics</td>
<td>History &amp; Systems (if needed)</td>
</tr>
<tr>
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<td>Proseminar</td>
<td>Experimental Design</td>
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<td>2</td>
<td>Personality Assessment</td>
<td>Soc &amp; Dev Bases of Bx</td>
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<td>Doctoral Practicum II</td>
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<td>Thesis I</td>
<td>Thesis II</td>
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<td>Mental Health Law or Elective</td>
<td>Doctoral Practicum II</td>
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<td>Cog &amp; Affective Bases of Bx</td>
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*August 2020*
### Six-Year Course Sequence:
**Students Entering in Odd-Numbered Years (e.g., 2021)**

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<tr>
<th>Year 1</th>
<th>Fall</th>
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<th>Summer</th>
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<td>Intelligence Assessment</td>
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<th>Year 2</th>
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<tr>
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<td>Cog &amp; Affective Bases of Bx</td>
<td>History &amp; Systems (if needed)</td>
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<th>Spring</th>
<th>Summer</th>
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<tbody>
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<td>Soc &amp; Dev Bases of Bx</td>
<td>Doctoral Practicum II</td>
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*August 2020*
# Two-Year Cycle of Course Offerings

## Fall 2020 – Summer 2021

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<tbody>
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<td>(5333) Theory and Research in Psychotherapy I</td>
<td>(5392) History and Systems of Psychology</td>
</tr>
<tr>
<td>(5360) Advanced Physiological Psychology</td>
<td>(5388) Introduction to Experimental Design</td>
<td>(7387) Multivariate Statistics in Psychology</td>
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<tr>
<td>(5387) Advanced Statistics</td>
<td>(5394) Psychometrics</td>
<td>(8381) Introduction to Doctoral Practicum</td>
</tr>
<tr>
<td>(5395) Assessment of Intelligence and Achievement</td>
<td>(5395) Assessment of Intelligence and Achievement</td>
<td>(8383) Doctoral Clinical Practicum II</td>
</tr>
<tr>
<td>(5396) Assessment of Personality and Psychopathology</td>
<td>(5396) Assessment of Personality and Psychopathology</td>
<td></td>
</tr>
<tr>
<td>(7330) Clinical Psychology Proseminar</td>
<td>(7378) Social and Developmental Bases of Behavior</td>
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<td>(7370) Empirically Supported Treatments</td>
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<td>(5398) Advanced Child Assessment</td>
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<td>(7336) Mental Health Law</td>
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</tr>
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<td>(8382) Doctoral Clinical Practicum I – Therapy</td>
<td>(8361) Forensic Assessment II</td>
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<td>(8382) Doctoral Clinical Practicum I – Assessment</td>
<td>(8382) Doctoral Clinical Practicum I – Capstone</td>
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<td>(8383) Doctoral Clinical Practicum II</td>
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*Note.* Courses in **bold/italics** type are offered biannually; others are offered annually.
# Fall 2021 – Summer 2022

<table>
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<tr>
<th>FALL (2021)</th>
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<th>SUMMER (2022)</th>
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<tbody>
<tr>
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<td>(5333) Theory and Research in Psychotherapy I</td>
<td>(7374) Human Neuropsychology</td>
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<td>(5360) Advanced Physiological Psychology</td>
<td>(5388) Introduction to Experimental Design</td>
<td>(7387) Multivariate Statistics in Psychology</td>
</tr>
<tr>
<td>(5387) Advanced Statistics</td>
<td>(5394) Psychometrics</td>
<td>(8381) Introduction to Doctoral Practicum</td>
</tr>
<tr>
<td>(5395) Assessment of Intelligence and Achievement</td>
<td>(5395) Assessment of Intelligence and Achievement</td>
<td>(8383) Doctoral Clinical Practicum II</td>
</tr>
<tr>
<td>(596) Assessment of Personality and Psychopathology</td>
<td>(5396) Assessment of Personality and Psychopathology</td>
<td>(7388) Latent Variable Modeling</td>
</tr>
<tr>
<td>(7330) Clinical Psychology Proseminar</td>
<td>(5398) Advanced Child Assessment</td>
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(7339) Developmental Psychopathology

(7360) Multicultural Psychology

(7361) Cognitive and Affective Bases of Behavior

(8360) Forensic Assessment I

(7392) Group Therapy

(8361) Forensic Assessment II

(8362) Forensic Assessment I – Therapy

(8362) Doctoral Clinical Practicum I – Assessment

(8382) Doctoral Clinical Practicum I – Capstone

(8383) Doctoral Clinical Practicum II

(8383) Doctoral Clinical Practicum II – Capstone

Note. Courses in **bold/italics** type are offered biannually; others are offered annually.
Academics

Academic Performance

Students must achieve a grade of “B” or above in courses. A grade of “C” in any course will necessitate a remediation plan to ensure competency in the relevant area of study in accordance with section with the Clinical Training—Remediation section of the Handbook. A grade of “F” or two grades of “C” will result in immediate dismissal from the Program (see SHSU Academic Policy Statement 910312, Appendix B).

Advising

Graduate academic advising is coordinated through the office of the Associate Director of Clinical Training (DCT). Each student’s program of study will follow, as closely as possible, the established curriculum for the Clinical Psychology Ph.D. Program; however, the Associate DCT may substitute courses on an individual’s curriculum, subject to approval by the Program faculty. Doctoral students are authorized to enroll in courses at the 5300 through the 8399 levels. If it is necessary for a student to complete additional coursework in order to meet the formal prerequisites for graduate courses, these credit hours are required in addition to the credit hours required for the graduate degree. Additional courses may be required to ensure that licensure, American Psychological Association (APA) accreditation, and Program requirements are met. The guiding principle in determining such requirements is that when the student completes the Program, all APA requirements for clinical training should have been met.

Dropping Courses

Doctoral students are not allowed to drop a required (non-elective) course due to poor performance. If a student drops a required course after the 12th class day, the program faculty will review the student's status in the program and the student may be removed from the program. Students will be allowed to drop a required course under the following circumstances, but only with the permission of the Director of Clinical Training:

1. A scheduling conflict prevents the student from continuing in the course. The student must identify the conflict and drop the class before the first exam or major course assignment is due.
2. A medical, family, military, or personal emergency makes it impossible for the student to complete the course.
3. Dropping the course is part of a remediation plan.
**Academic Dishonesty**

Academic honesty is expected and required in all phases of student work. Academic dishonesty will result in an "F" which, in turn, leads to disqualification from the graduate program (see Academic Policy 810213; Appendix G). Academic dishonesty includes, but is not limited to, the following:

1. Cheating on examinations, including the written comprehensives.

2. *Plagiarism.* Papers submitted in courses must be the student's own work. Information and opinions drawn from other sources are to be attributed and referenced properly, using the proper form of citation. A student who submits written work without clear attribution to original sources is guilty of plagiarism.

3. Submitting a paper, book critique, evaluation, or any other written work as the student's own which the student, in fact, did not write or had substantial help in writing. This includes using the services of a commercial research paper agency in course submissions.

4. Submitting the same or substantially similar research paper to different courses. The expectation is that a paper is the product of original research (although materials may be derived from secondary sources) and is written for a specific course only. Papers cannot be used to satisfy requirements in multiple courses, except with the prior written permission of the professor to whom it is submitted. The use of papers from previous master's or undergraduate courses is also prohibited.

**Grievances Related to Academic Matters**

For matters related to academics (e.g., course grades), the Program follows the academic grievance procedures outlined by the University (see *Academic Policy Statement 900823; Appendix H*). For matters related to clinical privileging, the Program applies the procedures outlined in the *Clinical Training* section of this handbook.
Course Descriptions

PSYC 5330 PSYCHOPATHOLOGY. This course examines psychological disorders and involves review, critical evaluation, and integration of current scientific literature regarding diagnosis, phenomenology, and etiology. Issues in the application of the multiaxial diagnostic system in clinical practice are discussed.

PSYC 5332 ADVANCED SOCIAL PSYCHOLOGY. This course examines social factors that influence individual behavior. Integrative theoretical perspectives and emerging programs of research within the discipline are given specific consideration. Readings include a variety of original sources.

PSYC 5333 THEORY AND RESEARCH IN PSYCHOTHERAPY I. This course is a comparative analysis of different systems and techniques of psychotherapy. The role of therapist, client, and setting are examined along with ethical principles.

PSYC 5335 SPECIAL PROBLEMS IN PSYCHOLOGY. This course allows for in-depth study in individually selected topics not specifically included in the formal course offerings. Prerequisite: Consent of department chair and instructor.

PSYC 5360 ADVANCED PHYSIOLOGICAL PSYCHOLOGY. This course examines the biological substrates of behavior. Particular attention is given to the effects of psychoactive chemicals.

PSYC 5361 NEUROPSYCHOPHARMACOLOGY. This course examines the field of behavioral pharmacology: the systematic study of the effects of drugs on behavior and the way in which behavioral principles can help in understanding how drugs work. The focus is on the neurophysiological mechanisms of action of various psychoactive drugs and on the various neurotransmitter systems within the nervous system. Prerequisite: Consent of instructor.

PSYC 5387 ADVANCED STATISTICS. This course is an advanced study of the use of statistical methods as tools for inferential hypothesis testing. It includes consideration of data screening, effect sizes, and simple effects tests. It also provides an introduction to multiple regression. Prerequisite: PSYC 3387 or equivalent.

PSYC 5388 EXPERIMENTAL DESIGN. This course teaches students skills that will allow them to design their own scholarly research projects. Students are encouraged to understand that research design often requires finding the right balance between advantages and disadvantages of specific methods. Students will become familiar with the current scholarly literature regarding research design and will write an independent research proposal that can serve as a thesis or dissertation proposal.

PSYC 5392 HISTORY AND SYSTEMS OF PSYCHOLOGY. This course examines the philosophical, theoretical, and paradigmatic antecedents of modern psychology. Important early publications, central figures, and major university centers are studied in detail, and students
explore and critique the assumptions that inform influential perspectives within psychology today.

**PSYC 5394 PSYCHOMETRICS.** This course covers principles of psychometric theory and applications, including reliability, validity, and test construction. The course emphasizes tests and scales that measure personality and mental health. Limited practicum is required.

**PSYC 5395 ASSESSMENT OF INTELLIGENCE AND ACHIEVEMENT.** The course provides supervised instruction and practice in the administration, scoring, interpretation, and reporting of results of the Wechsler Scales and other measures of intelligence, achievement, adaptive behavior, and personality to produce integrated reports. Prerequisites: PSYC 5394 or equivalent.

**PSYC 5396 ASSESSMENT OF PERSONALITY AND PSYCHOPATHOLOGY.** This course provides supervised instruction in the theory, administration, scoring, and interpretation of personality assessment instruments. Two separate sections of this course are offered, one focusing on objective measures (e.g., MMPI-2, PAI) and one focusing on projective measures (e.g., Rorschach). Prerequisites: PSYC 5330 and PSY 5394.

**PSYC 5397 ADVANCED DEVELOPMENTAL PSYCHOLOGY.** The course provides an advanced study of growth and development processes throughout the life cycle. Theories and applications of basic research are both examined in detail, and students are expected to delve into one of the major topics--such as multicultural aspects of development, cognitive development, social-emotional factors, and physical development--in depth through critical reading of original research.

**PSYC 5398 ADVANCED CHILD ASSESSMENT.** Students will gain in-depth practical experience in the comprehensive assessment of infants, children, and adolescents. A variety of individual testing instruments will be reviewed, including those used to evaluate cognitive, social-emotional, behavioral and executive functioning. Alternative methods of assessment, such as transdisciplinary play-based assessment, dynamic assessment, and curriculum-based measurement, as well as techniques and instruments specifically designed for the evaluation of Autism and other disabled populations, will be emphasized.

**PSYC 6394 PRACTICUM IN PSYCHOMETRICS.** The practicum experience is designed to provide the graduate student with an opportunity to develop skills in administration, scoring, interpreting, and reporting of psychological tests, including the Rorschach Comprehensive System and related instruments. This practicum is taken in conjunction with PSYC 5396.

**PSYC 6098 THESIS I.** This first phase of the Thesis includes a review of the literature, research design, collection of pilot data, and related steps. Students are required to present and defend a research proposal.

**PSYC 6099 THESIS II.** The second phase of the Thesis includes data collection, manuscript preparation, and a final defense of the Thesis.
**PSYC 7330 CLINICAL PSYCHOLOGY PROSEMINAR.** This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. The students are also introduced to the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program.

**PSYC 7333 LAW AND SOCIAL PSYCHOLOGY.** This course applies social psychological theory and research to the legal system. Critical examination of contentious topics such as recovered memories, false confessions, eyewitness adequacy, and death qualification is undertaken through careful study of a wide variety of original sources. The influence of social class in legal settings is also considered.

**PSYC 7336 MENTAL HEALTH LAW.** This course explores state and federal constitutional, statutory, and case law regulating mental health professional practice. Topics include: child abuse/neglect reporting laws, civil commitment, confidentiality and privilege, duty to protect third parties from harm, psychiatric hospitalization of inmates, and state licensing requirements.

**PSYC 7339 DEVELOPMENTAL PSYCHOPATHOLOGY.** This course examines psychological disorders among children and adolescents, as understood through current empirical literature. Drawing from developmental psychology and general systems theory, the course emphasizes the ways in which biological, social, and psychological processes interact in the development of--or resistance to--psychopathology. The course is designed to help students appropriately consider the contextual and developmental influences on child psychopathology when the students review or conduct research. The course also helps clinicians-in-training thoroughly consider developmental and contextual factors when assessing and diagnosing childhood psychopathology.

**PSYC 7360 MULTICULTURAL PSYCHOLOGY.** This course examines the theoretical and methodological foundations of multicultural psychology as applied to clinical psychology. Students review and critique current research in the field and discuss applications of the course content to their practicum training and placements.

**PSYC 7362 ETHICS IN CLINICAL PRACTICE.** This course studies the APA Ethical Principles of Psychologists and Code of Conduct as well as various specialty guidelines and recommendations and their applications to practice, research, and consultation. The literature on ethics is critically examined and readings include a variety of original sources. Students examine case material that features ethical conflicts and controversies, and students practice processes to resolve ethical dilemmas.

**PSYC 7370 EMPIRICALLY SUPPORTED TREATMENTS.** This course examines the psychosocial treatments for specific psychological disorders (e.g., depression, panic disorder) that have received substantial empirical support. The course also examines the methodological, practical, and political controversies surrounding the empirically supported treatment movement. All students are required to use at least one EST with a practicum client while enrolled in this course.
PSYC 7374 HUMAN NEUROPSYCHOLOGY. This course examines brain-behavior relationships, including higher cortical functions. Specific consideration is given to the most common neurobehavioral syndromes likely to be confronted in clinical practice, administration of tests that are used to assess neuropsychological functioning, coverage of critical issues in differential diagnoses involving neuropsychological functioning, intervention implications, and scholarly research in clinical neuropsychology.

PSYC 7377 COGNITIVE AND AFFECTIVE BASES OF BEHAVIOR. Students examine the scientific literature associated with the cognitive and affective bases of behavior. Students will learn about empirical theories and their application as well as the integration of cognitive and affective principles. Topics that will be covered include: memory, attention, decision-making, components of emotion, appraisal, and emotion regulation.

PSYC 7378 SOCIAL & DEVELOPMENTAL BASES OF BEHAVIOR. Students survey and integrate two disparate but related fields of psychology—social and developmental psychology. The course will cover important theory and research related to social psychology, such as stereotypes, prejudice, prosocial behavior, aggression, social cognition, cognitive dissonance, conformity) as well as important topics in developmental psychology, such as attachment, cognitive development, socioemotional development, parenting styles, risk & resilience across the lifespan. Students will review theory and research that integrates knowledge across these two fields of psychology.

PSYC 7387 MULTIVARIATE STATISTICS IN PSYCHOLOGY. This course examines the use of multivariate procedures in psychological research. Students use SPSS to conduct regression, MANOVA, discriminant analysis, and factor analyses on psychological data. Additional advanced procedures are reviewed.

7378 LATENT VARIABLE MODELING. Students examine a group of statistical techniques, collectively known as latent variable models, that are used to measure constructs that are not directly observable. Instruction will cover the conceptual background and statistical application of these models. Topics may include factor analysis, structural equation modeling, latent class analysis, and latent growth curve modeling.

PSYC 7392 TOPICS IN CLINICAL PSYCHOLOGY. This course will vary in content depending on the interests of faculty and students. Students will study in-depth selected topics in clinical psychology.

PSYC 8360 FORENSIC ASSESSMENT I. This course examines issues related to conducting assessments for the criminal courts. Students review and critique current research in forensic psychology, as well as developing case law. Emphasis is placed on constructing the written report and on the ethical issues often faced in the forensic forum. This course will include a practicum component in which students perform forensic assessments with the instructor.

PSYC 8361 FORENSIC ASSESSMENT II. In this course students continue to develop skills in forensic assessment with an emphasis on the civil case issues (e.g., juvenile evaluations, personal injury, and child custody). Current research in forensic psychology, as well as
developing case law, are reviewed. Providing expert testimony in the courtroom will be discussed in detail, and students are required to participate as witnesses defending a case they have completed in a mock trial exercise.

**PSYC 8381 INTRODUCTION TO DOCTORAL PRACTICUM.** The course will include required hours of treatment observation with a peer supervisor at the Psychological Services Center, as well as practice in interviewing skills. Students will learn introductory skills in mental status examination, social history taking, psychological diagnosis, treatment planning, suicide assessment, and addressing diversity. Ethical issues will be thoroughly explored. Prerequisite: PSYC 5330.

**PSYC 8382 DOCTORAL CLINICAL PRACTICUM I.** In this practicum, students are assigned to the Psychological Services Center operated by program faculty or a related practicum site. Students attend didactic courses that emphasize, in order, the following: 1) psychotherapy skills, 2) integrated clinical conceptualization (capstone), and 3) clinical assessment and integrated report writing. Students also practice treatment or assessment skills under supervision from a licensed psychologist. Students will continue to enroll in this course for three semesters (9 hours).

**PSYC 8383 DOCTORAL CLINICAL PRACTICUM II.** In this practicum, students who have completed PSY 882 are eligible to engage in clinical work either at the Psychological Services Center or at various off-campus clinical practicum sites. Students will continue to enroll in this course for a total of at least 3 semesters (minimum 9 credit hours). Students may register for between 1 and 3 course credits. Prerequisite: PSYC 8382.

**PSYC 8110 INTERNSHIP I.** Placement in an applied clinical setting for a full year (e.g., September - August) under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSYC 8382, PSYC 8383, and consent of Clinical Training Committee.

**PSYC 8111 INTERNSHIP II.** Placement in an applied clinical setting for a full year (e.g., September - August) under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSYC 8390 and consent of Clinical Training Committee.

**PSYC 8112 INTERNSHIP III.** Placement in an applied clinical setting for a full year (e.g., September - August) and under the supervision of a licensed psychologist. APA-approved sites are preferred. Prerequisites: PSYC 8391 and consent of Clinical Training Committee.

**PSYC 8096-8099 DISSERTATION.**
Students Entering with Graduate Coursework in Psychology

Students entering the Program with a master’s degree in clinical psychology (or a closely related area) are not required to earn a second master’s degree as part of the Program. Students entering with graduate coursework in psychology from another university may be waived from courses listed below if the Program faculty determine that a course completed by a student was equivalent in scope and quality to a similar course on the SHSU degree plan. Students who may qualify under this policy should meet with the Associate DCT during new student orientation for an evaluation of their transcripts and course syllabi. The Associate DCT will then share these materials with the Program faculty to determine which, if any, completed courses qualify under this policy. Courses that *may* qualify are:

- PSYC 5360  Advanced Physiological Psychology
- PSYC 5387  Advanced Statistics
- PSYC 5388  Introduction to Experimental Design
- PSYC 5392  History and Systems of Psychology
- PSYC 5394  Psychometrics
- PSYC 6098  Thesis I
- PSYC 6099  Thesis II
- PSYC 7360  Multicultural Psychology

All students entering the Program are required to complete the Program’s practicum course sequence and training in its entirety, regardless of their prior clinical course work, experiences, and training. This required sequence includes 9 hours of initial practica ordinarily taken at the master’s level (3 hours of PSYC 8381 and six hours of PSYC 8382), and 12 hours of practicum at the doctoral level (three additional hours of PSYC 8382 and nine hours of PSYC 8383).
Students Entering with an Ongoing or Completed Thesis

Students who have received a master’s degree without completing an acceptable empirical thesis will be required to complete an empirical master’s thesis at SHSU. As part of their program at SHSU, they will need to enroll in PSYC 6098 (Thesis I) and PSYC 6099 (Thesis II) while they are completing the thesis project. Students who have completed an empirical master’s thesis as part of their master’s program at another university must submit the thesis to the Program faculty for review. The thesis will be reviewed by the DCT and two members of the Program faculty, who will meet to decide whether the thesis is of the level and quality consistent with master’s theses in psychology at SHSU. If the thesis is approved by the SHSU faculty committee, the student will not be required to complete a thesis at SHSU. If the thesis is not approved, the student will be required to complete a thesis project at SHSU.

Students who are working on a not-yet-completed master’s thesis when they enter the program must inform the DCT about the status of the thesis and submit a copy of the defended thesis proposal to the DCT by the first day of Fall classes of their first year. The thesis proposal will be reviewed by the DCT and two members of the Program faculty, who will decide whether the thesis is of the level and quality consistent with master’s theses in psychology at SHSU. If the faculty do not approve the proposal, the student must complete an empirical master’s thesis at SHSU. If the faculty approve the proposal, the student must defend the completed thesis by the end of the Fall semester (i.e., day before grades are due) of his/her first year in the SHSU doctoral program. Students who do not meet this Fall deadline will be required to complete an empirical master’s thesis at SHSU.
Academic Training and Research Activities

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

Graduate students are encouraged to engage in independent research in addition to the requirements specified in the curriculum (e.g. Thesis, Dissertation). The best way for students to engage in independent research is for them to discuss their interests with their faculty mentors. Through this collaboration, a student and her or his mentor can take a nascent research concept and develop it into an executable and meaningful project. About 75% of non-thesis/dissertation student publications and presentations start with this type of collaboration.
Clinical Training

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

Our program affirms the principle that clinical psychologists should be trained to offer services to diverse 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.

Clinical Privileges

Upon enrollment in advanced practica (PSYC 8382, or PSYC 8383) students shall be granted clinical privileges. These privileges mean that they are permitted to engage in clinical psychological activities as directed by and under the supervision of the relevant faculty members involved in their training. To maintain these privileges, students must continue to demonstrate a level of professional competence appropriate to their level of training and development.

In order to enroll in second level doctoral clinical practica (PSYC 8383) for either of the long semesters (Fall, Spring), students must have completed their master’s theses. Because of this requirement, students who have not completed their thesis by then end of the Fall semester of their third year will not be allowed to pre-register for Spring practicum courses or accept practicum assignments.

Supervision/Oversight/Evaluation

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

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

**Remediation**

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

Remediation procedures differ depending on the context in which the problem occurs. When difficulties occur in a non-practicum setting, the Program faculty will convene to develop a remediation plan. Areas in need of remediation may include, but are not limited to, classroom performance, professionalism, academic integrity, research ethics, and timeliness in completing work. Specific strategies for the remediation may include a reduction in coursework, completion of remedial coursework, and increased levels of supervision.

When deficiencies specifically dealing with clinical practicum work are identified, the first steps are taken within the context of regular supervision. Specific strategies may include increased levels of supervision, a change of supervisor, a reduction in caseload, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, more emphasis on the “therapist as person”).

At the end of each semester, the clinical supervisors will routinely provide a written evaluation of each student enrolled in doctoral practicum. Supervisors from outside practicum sites may be invited to participate at the discretion of the faculty. If at any time during the semester a supervisor identifies significant deficiencies and the student does not appear responsive to initial interventions, this committee of supervisors may be convened. Students will be given the opportunity to meet with the clinical supervisors to discuss specific feedback if they wish.

If the clinical supervisors identify functional deficiencies and the student has not been responsive to routine supervisory intervention, remedial measures will be considered. Functional deficiencies may include a lack of technical expertise that would be expected of a student at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns, inappropriate professional demeanor, or deficits in interpersonal skills which impair the formation of appropriate clinical relationships. Once such deficiencies are identified, it is incumbent upon the supervisors to work with the student in formulating a remediation plan. The plan will be given to the student in writing and will include: (a) a description of the specific deficiencies, (b) an outline of the goals of remediation, (c) a definition of specific strategies to be applied, (d) the criteria for successful remediation, and (e) the timeline for review of the remediation plan.
Remediation plans must, by nature, be individualized to the student. Depending on the particular problem situation, a wide range of interventions might be applied. These may include: (a) student-initiated change in behavior, (b) additional field experience, (c) additional coursework, (d) additional practicum, (e) specialized tutoring/mentoring, (f) a reduction in caseload, and/or (g) a leave of absence. If personal or personality difficulties underlie or are contributing to performance deficits, strategies may include: (a) mobilization of additional support systems, (b) an independent assessment, and/or (c) personal therapy. If an independent assessment or therapy is required, the practitioner offering the services must be approved by the clinical supervisors. The student will bear the costs of these services, but the faculty will work with the student to try to find a qualified practitioner with reasonable rates. In no case, however, would a member of the clinical faculty conduct psychological assessment or personal therapy of a student. It will be up to the supervisors to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation. Should any remediation issues remain unresolved at the time a student is applying for internship, it is the ethical obligation of the faculty to inform the potential internship site.

Once the deadline for remediation is reached, the faculty will evaluate whether or not the student has met the criteria for successful outcome. If the criteria for successful outcome have been reached, the remediation plan will be terminated and the student will continue in his/her/their doctoral training. If the student has made progress toward the goals of the remediation plan, but has not met the criteria for success, the faculty may revise the plan and allow for continued efforts toward a successful outcome. If the student has failed to meet the goals of the remediation plan and a successful outcome is not considered possible, then he/she/they will be considered to have failed the remediation plan. A student who fails her/his/their remediation plan will be dismissed from training. Any student who is terminated is entitled to the due process outlined in the “Withdrawal of Clinical Privileges or Termination from the Program” section of this handbook or the due process outlines in the SHSU Academic Policy Statement 900823 (see Appendix H). 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.

**Withdrawal of Clinical Privileges**

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

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

Appeals of Withdrawal of Clinical Privileges or Termination from the Program

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Science in writing within 60 days of the decision.
2. The Dean, within 30 days of receipt of the appeal request, shall convene a panel of at least three psychologists (who must be licensed clinicians if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.
3. No supervisors responsible for the original decision may serve on the panel hearing the appeal.
4. The student shall be given 7 days’ written notice in advance of the scheduled appeal by first class mail addressed to her or his address of record.
5. The Dean will designate one member of the panel as the Chair and that person shall conduct the proceeding.
   a. At the appeal proceeding one of the supervisors responsible for the original decision will present the evidence on which the committee’s decision was based.
   b. The student will have an opportunity to challenge the evidence offered on behalf of the committee and to present testimony and other relevant evidence on her or his behalf.
   c. Formal rules of evidence will not apply.
6. The panel’s decision shall be by simple majority and will be final. If the panel decides in favor of the student, the Program Faculty will reverse any decision to withdraw privileges or terminate the student from the program and will determine the proper remedial training efforts for the student.
Professional Involvement

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

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

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

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

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

Texas Psychological Association
http://www.texaspsyc.org
Research Dissemination Requirement

Developing competency in research is central to doctoral training. This includes learning how to develop a research question, how to operationalize these concepts and design a feasible study, and how to execute the study. Another equally important element of becoming a competent researcher is disseminating findings to the community of psychologists and other stakeholders in the behavioral sciences. Thus, we require doctoral students to demonstrate this element of competency by successfully presenting research findings in a scholarly venue, such as a professional conference or peer-reviewed journal.

To meet this requirement, a student must do at least one of the following:

1. Deliver a first-author poster presentation at a state, regional, or national professional conference;

2. Deliver a first author paper presentation at a state, regional, or national professional conference; or

3. Serve as first-author for an article published in a peer reviewed journal.

The DCT will not certify a student for internship until this requirement is met. Students must provide a copy of the conference program entry (in the case of conference presentation) or a copy of the final journal article to document this requirement has been met. These copies will be maintained in the student’s record.
UNIVERSITY REQUIREMENTS
Course Load

Normal Load

The load for a full-time graduate student is nine to twelve credit hours per fall or spring semester and six credit hours in the summer. Students enrolled in master’s and doctoral degree programs should enroll in a minimum of nine graduate credit hours in both the fall and spring semesters and six credit hours in the summer to be considered full-time graduate students.

Master’s students desiring to enroll in more than twelve graduate credit hours and doctoral students desiring to enroll in more than nine graduate credit hours in any one semester must obtain approval from the dean of the college in which they are enrolled.

It is important to note that the University requirements for full-time status and requirements of various financial aid programs may differ. It is recommended that students consult with the University’s Financial Aid Office to determine how assistantships and fellowships may impact financial aid.

Course Load for Graduate Assistants

Graduate students employed by the University at least half-time as graduate assistants, research assistants, or teaching assistants should enroll in a minimum of six graduate credit hours per semester to be considered full-time graduate students. The maximum course load for graduate assistants on half-time employment is nine credit hours per fall or spring semester or six credit hours during the summer. Graduate assistants on less than a half-time assistantship may have the maximum course load authorization increased proportionately by the appropriate department/school chair. For more information on the employment of graduate assistants refer to Academic Policy Statement 890303.
Residence Requirement

The awarding of residence credit is predicated upon the utilization of facilities at the SHSU Main Campus (Huntsville) or the Woodlands Campus. Accrediting agencies expect the University to indicate that students and faculty loads are so constructed that facilities and laboratories can be effectively utilized. To obtain the doctoral degree, at least two of the three academic training years must be at SHSU in full-time residence. Summer terms do not count towards the residence requirement. Under the University’s continuous enrollment policy, a student must be enrolled for a minimum of three credit hours each Fall or Spring semester until completion of the Program. However, while on internship, the minimum number of credit hours is one hour of Internship (PSY 8110, 8111, or 8112).
Responsibilities of Student Employees

Doctoral students who receive funding from the university are student employees. This section includes a summary of the university’s policies relating to the responsibilities of student employees. The full policy is available at:

http://www.shsu.edu/dept/registrar/students/privacy-rights/responsibilities-as-a-student-employee.html

Security and confidentiality are matters of concern to all offices and all persons who have access to office facilities. The student employee is placed in a unique position of trust since a major responsibility of offices is the security and confidentiality of student records and files. Since conduct either on or off the job could affect or threaten the security and confidentiality of this information, each student employee is expected to adhere to the following:

• No one may make or permit unauthorized use of any information in files maintained, stored, or processed by the office in which they are employed.

• No one is permitted to seek personal benefit or to allow others to benefit personally by knowledge of any confidential information which has come to them by virtue of their work assignment.

• No one is to exhibit or divulge the contents of any record or report to any person except in the conduct of their work assignment and in accordance with University policies and procedures.

• No one may knowingly include, or cause to be included, in any record or report a false, inaccurate, or misleading entry. No one may knowingly expunge, or cause to be expunged, in any record or report a data entry.

• No official record or report, or copy thereof, may be removed from the office where it is maintained except in the performance of a person’s duties.

• No one is to aid, abet, or act in conspiracy with another to violate any part of this code.

• Any knowledge of a violation must be immediately reported to the person’s supervisor.
Family Educational Rights and Privacy Act  
(FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. This law also affords students certain rights with respect to their education records.

The law basically says that no one outside the institution shall have access to students’ education records nor will the institution disclose any information from those records without the written consent of the student. There are exceptions, of course, so that certain personnel within the institution may see the records, including persons in an emergency in order to protect the health or safety of students or other persons.

Additionally, under FERPA, students have the right to:

- Inspect and review their education records
- Seek to amend their education records
- Have some control over the disclosure of information from their education records (Buckley Amendment)
- File a complaint for an alleged violation of FERPA rights

FERPA law provides that an institution of higher education shall state what information in a student education record is to be considered Directory Information which may be released without prior student consent. Under FERPA, Sam Houston State University has established the following as directory information:

- Name
- Local/Home/E-mail Addresses
- Major/Minor
- Local/Home Telephone Numbers
- Degrees, Diplomas, Certificates and Date of Award
- Honors and Awards
- Classification
- Extracurricular Activities
- Birth Date and Place of Birth
- Names and Addresses of Parents/Legal Guardians
- Weight, Height, and Related Information of Athletic Team Member
- The above directory information will be available for release to the general public. However, the Buckley Amendment under FERPA, states that each student has the right to inform Sam Houston State University that any or all of the above information is not to be released. Sam Houston State University will honor the student’s request to restrict the release of “Directory Information” as listed.
A student may restrict the release of directory information by submitting the Buckley Amendment Form (found on this page under the Forms link) to the Registrar’s Office located on the 3rd floor of the Estill Building. Forms must be submitted to the Registrar’s Office prior to the 12th class day of the fall and spring terms and the 4th class day of the summer term. Additionally, the restriction of information remains on the students’ record until the student takes action to remove it. If the student restricts their information, the university campus staff and faculty will view a confidential message on all student records found in our current Banner student information system and NO information can be released on that student without the written permission of the student. This includes the restriction of the student’s name being listed in the commencement program, the honor’s list, and the Dean’s/President’s list. Release of information contained on a student’s academic transcript without the written consent of the person(s) identified on the document is in violation of Sec. 438 Public Law 90-247 (FERPA).

Additional FERPA information regarding our University policies on student rights is available under the Student Guidelines maintained by the Dean of Students. For more information, please visit:

http://www.shsu.edu/dept/registrar/students/student_privacy_information.html
Title IX

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

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 sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University’s Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII.

Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. While compliance with the law is everyone's responsibility at SHSU, below is a list of staff members that have primary responsibility for Title IX Compliance.

**Jeanine Bias**  
Director, Institutional Diversity & Inclusion  
Title IX Coordinator  
John H. Thomason Building, Suite 302  
1831 University Avenue  
Box 2542  
Huntsville, Texas 77341  
jbias@shsu.edu

The Title IX Coordinator’s responsibilities include providing leadership, consultation, and oversight of Title IX compliance activities at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community.

SHSU encourages everyone to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the Title IX Coordinator or Deputy Title IX coordinators. For additional information, visit:

[http://www.shsu.edu/titleix/](http://www.shsu.edu/titleix/)
FACULTY
Program and Associated Faculty

Core Program Faculty and Psychological Services Center Staff

Jaime L. Anderson, Ph.D. Assistant Professor of Psychology. B.A., University of Dayton; M.S., Eastern Kentucky University; Ph.D., University of Alabama. Licensed Psychologist. Research interests include 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. B.S., Santa Clara University; M.A. & Ph.D., University of Alabama. Research interests include test construction, mental retardation in death penalty cases, witness testimony, and jury research.

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 include forensic clinical psychology, risk assessment, and civil commitment evaluations.

Laura E. Drislane, Ph.D. Assistant Professor of Psychology. B.A., Northwestern University; M.S. & Ph.D., Florida State University. Research interests include psychopathy, impulse control (“externalizing”) disorders, dimensional models of psychopathology, psychophysiology, quantitative methods, scale development and psychometrics.

Wendy Elliott, Ph.D., ABPP. Psychological Services Center Contract Psychologist. B.A., University of Michigan; M.A. & Ph.D., Sam Houston State University. Licensed Psychologist. Diplomate of the American Board of Professional Psychology (Forensic). Professional interests include forensic assessment, clinical practice, and clinical supervision.

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

Darryl W. Johnson, Ph.D. Psychological Services Center Staff Psychologist. B.A., Sam Houston State University; Ph.D., Sam Houston State University. Licensed Psychologist. Professional interests in the assessment of justice-involved juveniles, screening of law enforcement personnel, and clinical supervision.
David V. Nelson, Ph.D., ABPP. **Associate Professor of Psychology.** B.S., Brigham Young University; B.S., Arizona State University; Ph.D., University of Washington. Licensed Psychologist. National Register of Health Service Providers in Psychology. Diplomate of the American Board of Professional Psychology (Clinical Health). Research interests include behavioral medicine/health psychology and neurobehavioral functioning.

Chelsea G. Ratcliff, Ph.D. **Assistant Professor of Psychology.** B.A., Trinity University; M.A., University of Houston; Ph.D., University of Houston. Licensed Psychologist. Research interests include health psychology, particularly effect of behavioral interventions for medically ill individuals, and relations among physical health, psychosocial adjustment, and quality of life.

Jared Ruchensky, Ph.D. **Assistant Professor of Psychology.** B.A., Creighton University; M.S. & Ph.D., Texas A&M University. Research interests include psychological assessment of personality pathology and constructs relevant to forensic/correctional settings.

Tiffany D. Russell, Ph.D. **Assistant Professor of Psychology.** B.A., University of Central Oklahoma; M.A. & Ph.D., University of North Dakota. Research interests include the perpetration of interpersonal violence, with a specific focus on the effects of childhood maltreatment, personality, and individual differences on sexual violence perpetration. Other research interests include dimensional models of personality disorders in clinical and forensic settings, statistical modeling, and scale development.

Temiola K. Salami, Ph.D. **Assistant Professor of Psychology.** B.A., McGill University; M.S. & Ph.D., University of Georgia. Licensed Psychologist. Research interests include understanding how sociocultural, cognitive and interpersonal factors interact in the onset and maintenance of internalizing symptoms (e.g., trauma symptoms, depression, anxiety and suicidality).

Jorge G. Varela, Ph.D. **Professor of Psychology and Director of Clinical Training.** B.A., Florida International University; M.A. & Ph.D., University of Alabama. Licensed Psychologist. Research interests include language and cultural diversity issues in forensic assessment, psychology and law enforcement, and psychology and military service.

**Associated Program Faculty**

Justin P. Allen, Ph.D. **Assistant Professor of Psychology.** B.A., Kansas State University; M.A., Washburn University; Ph.D., University of Kansas. Research interests include assessment and decision-making in manifestation determination reviews, as well as psychoeducational interventions for children with emotional and behavioral disorders.

Jeffrey Anastasi, Ph.D. **Professor of Psychology.** B.S., M.A. & Ph.D., Binghamton University (SUNY). Research interests include development of false memories in children, the effect of memory monitoring on false memory reduction, and face recognition and accuracy.
Daniella K. Cash, Ph.D. Assistant Professor of Psychology. B.S., Florida Southern College; M.S., University of Alabama in Huntsville; Ph.D., Louisiana State University. Research interests include how social and cognitive principles are at play within the legal system. This includes eyewitness memory, jury decision-making, and deception detection.

James W. Crosby, Ph.D. Associate Dean of the College of Humanities and Social Sciences and Professor of Psychology. B.A., Abilene Christian University; M.S.; Abilene Christian University; Ph.D. Oklahoma State University. Licensed Psychologist. Research interests include bullying, victimization, school psychology, and family psychology.

Hillary Langley, Ph.D. Assistant Professor of Psychology. B.A., The University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Research interests include developmental psychology and children’s mental health; children’s eyewitness testimony and the impact of stress and anxiety on children’s memory for traumatic experiences; protective effects of prosocial behaviors and emotions (e.g., empathy, gratitude) on children’s psychological well-being.

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

Stephen W. White, Ph.D. Assistant Professor of Psychology. B.A., M.S. & Ph.D., University of Mississippi; Research interests include: the development, validation, and utilization of animal models of psychiatric syndromes for research, translational validity of animal models, pre-clinical drug discovery focusing on identifying novel antidepressants.
Student – Faculty Relations

The faculty members of the University comprise a community of scholars. They are devoted to teaching, research, sharing of knowledge, and community service. Foremost among these commitments is providing a meaningful learning experience for students. A significant and valuable part of a student’s educational experience will be missed if the student fails to make use of faculty counsel and advice, not only in regard to the specific courses taken under them but also as to vocational goals.

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

Collaborative Relationships

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

Dual Relationships

A dual relationship between a faculty member and a student exists when the individuals fill roles beyond what is typical in student-faculty relationships and/or the relationship is exclusionary from other student-faculty relationships. Examples of dual relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, long-time personal friendships, family relations, etc. The effects of the dual relationship are not limited to the two individuals involved, but potentially affect many persons in the Program. Ideally, dual relationships should be avoided. In the event that a dual relationship arises, however, it is important that the dual relationship become known to others in the Program rather than be kept a secret. Should a dual relationship exist, the guidelines are as follows: A faculty member involved in a dual relationship should not be: (a) instructing or supervising that student, (b) participating in the research or clinical guidance of the student, or (c) participating in the evaluation process of the student. Depending on the nature of the dual relationship, these guidelines may also be applied if the dual relationship is terminated.
Occasionally, as is true in all human interactions, misunderstandings may arise between a professor and a student concerning grading, classroom participation, and so forth. The accepted philosophy of the academic community maintains that the professor completely administers each class, subject to the policies of the college and the University. The university grievance procedures are always available to students and the faculty respect each student’s right to use these procedures address a dispute. Nonetheless, the faculty has developed a problem-solving procedure for effective, quick resolution to student-faculty conflicts for use in instances where a student or faculty member would prefer to take an informal approach first.

1. Students and faculty are encouraged to discuss and resolve disagreements/problems informally.

2. If #1 fails, either the student or the faculty member can request a meeting with the DCT, who will listen to concerns and help identify possible steps to resolve the disputes. Depending on the nature of the conflicts and students/faculty involved, the DCT may request the presence of an additional faculty member to help resolve the dispute.

3. If the dispute/conflict is with DCT, the student is welcome to contact another faculty for assistance.

4. If resolution is not reached via the procedure outlined in #2 or #3, either the student or the faculty member can request that the issue be presented to the entire Program faculty at their next meeting.

5. If desired, a student may bypass the above steps and proceed directly to the entire Program faculty.

6. If the issue is still not resolved the student should refer to the University Grievance Procedures provided in this handbook under *Grievance Procedures*. 
Master’s Program
Requirements for the
Master of Arts in Clinical Psychology

All students in the Clinical Psychology Doctoral Program must demonstrate they have completed course work equivalent to that required for a Master of Arts in Clinical Psychology. Please note that courses will be substituted to account for differences in the doctoral and master’s curricula.

<table>
<thead>
<tr>
<th>PSYC</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>5330</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>5332</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>5333</td>
<td>Theory &amp; Research in Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>5336</td>
<td>Advanced Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
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</tr>
<tr>
<td>5381</td>
<td>Advanced Learning Theory</td>
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<tr>
<td>5360</td>
<td>Advanced Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>5379</td>
<td>Ethical Practice in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>5380</td>
<td>Psychology of Diversity</td>
<td>3</td>
</tr>
<tr>
<td>5387</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>5388</td>
<td>Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>5394</td>
<td>Psychometrics</td>
<td>3</td>
</tr>
<tr>
<td>5395</td>
<td>Assessment of Intelligence and Achievement</td>
<td>3</td>
</tr>
<tr>
<td>5396</td>
<td>Assessment of Personality and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>5397</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>6390</td>
<td>Techniques in Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>6391</td>
<td>Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>6392</td>
<td>Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>6393</td>
<td>Practicum III</td>
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<tr>
<td></td>
<td><strong>Electives (9 Credits)</strong></td>
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</tr>
<tr>
<td>5334</td>
<td>Theory and Research in Psychotherapy II</td>
<td>3</td>
</tr>
<tr>
<td>5361</td>
<td>Neuropsychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>5398</td>
<td>Advanced Child Assessment</td>
<td>3</td>
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<tr>
<td>6098</td>
<td>Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>6099</td>
<td>Thesis II</td>
<td>3</td>
</tr>
<tr>
<td>7339</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>
Clinical Practica

Practicum is a vital component of your professional training and requires that students integrate and apply all acquired knowledge. All students are required to take 9 hours of pre-Master’s level clinical practica. Students in the Clinical Psychology Ph.D. Program will take three hours of PSYC 8381 (Introduction to Doctoral Practicum) during their first summer session, which is an in-house experience that will involve observation, role playing with undergraduate volunteers, individual supervision, discussion, and lectures. Your time commitment will be about 10 hours per week during your first summer semester. Students will also take three hours of PSYC 8382 in both the Fall and Spring semesters of their second year. Students in PSYC 8382 will be assigned to a mental health setting where they will work with a variety of clients who are experiencing a wide range of problems in living. In addition to individual psychotherapy and psychological assessment, students may be engaged in family therapy, group work, and interdisciplinary team functioning.
The Capstone Course

In the Spring semester of students’ second year in the program, all students will be enrolled in a section of PSYC 8382 that has been designated as a Capstone Course. The purpose of the Capstone Course is for students to demonstrate that they have developed the skills and competencies in assessment, treatment planning, and treatment needed to advance to PSYC 8382. It also serves as the equivalent of the Comprehensive Exam required by the university for master’s students. The course will involve doing clinical therapy and assessment work under supervision at an assigned site. It will also involve selecting one therapy case and one assessment case on which to do concentrated work. At the end of the course, students will be required to present their selected cases to a panel of faculty members.

The oral presentation should be approximately 90 minutes in length and devote approximately equal time to discussing the therapy and assessment cases. A five-minute audio/video excerpt from each case demonstrating a key skill or intervention must be included in the presentation. Presentation time is slotted in 2-hour blocks to allow time for questioning. Presentations will be judged on the comprehensive consideration of all the relevant factors in the case, (1) the proper weighting of those factors in case formulation, (2) the support of the relative weightings using the available empirical and theoretical literature, and (3) the choice of interventions or recommendations that follow. Students will be expected to integrate contextual factors and symptom presentation and derive a diagnostic impression and/or treatment plan that follows logically from the available data. Special consideration should be given to documenting empirical support for a given diagnosis, recommendation, or intervention.

Students will only be allowed to advance to doctoral practicum in the Fall of their 3rd year if the panel determines that the student has demonstrated a level of clinical skill that is appropriate for second year practicum students. If either of the cases is deemed unacceptable, a specific remediation plan will be developed by the faculty. For students entering the program without a master’s degree in psychology, the Capstone Course will take the place of the more traditional master’s level comprehensive examination.
Master’s Thesis

Thesis Committee

The thesis committee is composed of at least three members. The chair must be a member of the SHSU graduate faculty. The doctoral program faculty must approve any chair who is not a member of the Department of Psychology. Students may arrange for a member at another institution to co-chair their thesis with the approval of program faculty, and provided that a Department of Psychology faculty member co-chairs the thesis. Students may also arrange for a member at another institution to serve as a committee member. The final thesis committee must then be approved by the chair of the Department of Psychology and Philosophy and the Dean of the College of Humanities and Social Sciences.

Thesis Courses and Continuous Enrollment

You must have a chair and have permission from your thesis chair to enroll in thesis courses. When you are working on your thesis, you will register for PSYC 6098, Thesis I, and PSYC 6099, Thesis II, as part of your degree plan. These are not classroom courses; instead, they exist to legitimize your thesis work as part of your semester load and to pay the University for the faculty and library resources you should be using. Once you begin your enrollment in the thesis courses by taking PSYC 6098, you must continue enrollment in a thesis course until you complete your thesis work. Typically, you will take PSYC 6098, receive a grade, and then move on to PSYC 6099, enrolling in Thesis II in successive semesters until your work is done. To complete your thesis during a given semester, you must defend your completed thesis on or before the deadline posted by the College of Humanities and Social Sciences (which is several weeks before the end of the semester). If you miscalculate and do not defend your thesis by the deadline, you must re-enroll in PSYC 6099. You may enroll in Thesis II as many times as needed; assuming you continue to make progress, you will continue to receive a grade of IP (in progress) until you complete the project. For summer sessions, students who are taking no courses do not need to enroll in PSYC 6099 unless they want to work on or defend their thesis. Students who take any credit hours during summer and have already taken PSYC 6099 must enroll in PSYC 6099 in the summer.

Thesis courses are variable credit courses, meaning that a student can enroll for 1, 2, or 3 hours each semester. Students must enroll for 3 hours of Thesis I. They will then enroll in 3 hours of Thesis II during the first semester they take Thesis II. If students enroll in Thesis II for more than one semester, they can then enroll in Thesis II for 1, 2, or 3 hours.

Thesis Course Grades

Thesis courses (PSYC 6098 and 6099) are graded as Credit (CR) or No Credit (NC) or In Progress (for PSYC 6099 only). Although grades in these courses are not used to calculate your GPA, a grade of NC has serious consequences. The Graduate School and doctoral program view a grade of NC as being equivalent to a grade of C for the purpose of continued enrollment in the
program. In addition, a student who receives a grade of NC must repeat the course the following semester. Grades of IP are reserved for Thesis II (6099) courses and will not be used to allow students who made poor progress in a semester to have additional time to complete their expected tasks.

A faculty member will assign a grade of No Credit (NC) when he/she believes that the student has made no or insufficient progress on the tasks outlined on the syllabus. Students are encouraged to meet with their chairs at the beginning of each semester to ensure that the student understands the type and amount of progress expected during the semester.

**Thesis Procedure**

**Proposal:** The student, in consultation with the chair of the thesis committee, will select a subject of investigation and determine the availability of the required resources, facilities, materials, and equipment for the research and the writing of the thesis. The student will prepare a thesis proposal document containing (a) a review of the relevant literature; (b) a rationale and justification for your specific research question; (c) explicit hypotheses; (d) a Method section detailing the sources and nature of your research participants and the materials and procedures you will use; and (e) a proposed data analysis section. It should also include (f) an Appendix that contains copies of materials, including any written scales or surveys and the verbal script or instructions to participants the researcher will use.

**Prospectus:** A prospectus is an abstract of the proposed thesis that consists of a two-page summary of the literature review, rationale, methods, and proposed data analysis. After the committee has approved the proposal, the student submits the prospectus to the appropriate academic Dean for final approval. Any major changes in the project must be approved in writing by the thesis committee and submitted for approval to the academic dean.

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

**Preparation of thesis document:** When you are preparing a proposal or a finished thesis, you will ordinarily submit several drafts of your work to your Chair before submitting your material to the other members of your committee. No one, anywhere, has ever written an entirely suitable report in one take. You will receive several rounds of helpful criticism and prepare several different versions of your work before your Chair is completely satisfied.

**Submitting document to thesis committee and scheduling defense:** When your Chair is satisfied, you submit your document to each member of your committee. At this point, you can work toward scheduling your presentation. Please note that you cannot schedule your presentation any sooner than 15 days after submitting your document to your committee. When you provide your document to your committee, correspond with them to set a target date for receiving feedback on your work. Expect such feedback no sooner than one week from the day
the member acknowledges receipt of your materials; a member may sometimes need up to two weeks to give your work the attention it deserves. Do not put yourself into the position of having to depend on faster turnaround; the faculty will typically be unable to rearrange their many other commitments in order to provide you instant feedback. Although you will be allowed to schedule your defense, one or more committee members may have major concerns about your study or document. If this is the case, the committee member may have requested substantial revisions to your study or document. Keep in mind that the committee members use your thesis document to evaluate your understanding of the research literature, theory, research design, and data analysis issues relating to your project. If a committee member reviews your document and tells you that s/he has serious concerns about your document, it is crucial that you understand the committee member’s concerns so that you can address them in both your oral defense and the final thesis document. After reviewing your document, the committee member will identify, either in writing or in person, the issues you need to address in your thesis document and in your oral defense. If you have any questions about a committee member’s feedback, you should schedule a meeting with the committee member to clarify the committee member’s concerns. Although the committee member will not see your document again until your oral defense, it would be wise to (a) address the issues the committee member raised in the oral examination, and (b) bring a revised document to the oral examination in case the committee member wants to how you have addressed the issues s/her raised in the document.

**Oral defense:** Plan on staging your oral defense about one week after receiving feedback from your committee members. Schedule 90 minutes for your oral defense. During the oral defense, the student describes the purpose and objective of the study, reviews the literature, presents the methodology, and defends its importance and relevance to the field. Typically, students prepare a 20- to 30-minute presentation (e.g., PowerPoint presentation). The committee will then need time to ask questions about the project. Members of the committee, other faculty, and doctoral students may ask questions, make suggestions, or challenge any part of the project. The committee will then excuse the student from the room so that they can discuss the student’s performance, come to agreement about required document revisions, and vote on whether the student passed or failed the defense. The final decision to accept the proposal requires a unanimous vote of the committee.

**What happens if you pass the oral defense?** If the student passes the proposal or defense examination, the committee will likely require the student to make some revisions to the thesis document. If this happens, the thesis chair will be responsible for drafting a list of required revisions by the end of the committee meeting. The non-chair committee members will sign completion of thesis defense form and route sheet at the oral defense, but the thesis chair will not sign the forms until the student has completed the document revisions agreed upon by the committee. In other words, the student will not officially pass the defense until the student has made all of the revisions agreed upon by the committee.

Please understand that the revisions required by the committee might be substantial. If you schedule your defense close to the university’s posted defense deadline, you may have little time to complete the revisions before the university’s posted deadline for submitting final thesis documents. Students are always in a better position to make revisions when they schedule a defense early in the semester because they will have more time to make revisions. Moreover,
students must consider that their thesis chair will need time to review any revisions that the student makes to the document. As with any other thesis document, expect such feedback from your chair *no sooner than one week* from the day the member acknowledges receipt of your materials; a chair may sometimes need up to two weeks to give your work the attention it deserves.

If the student passes the defense and the committee does not request any changes, all committee members will sign the defense and route sheets at the oral defense.

After the examination is passed and the thesis is approved and signed by the committee, the student must submit the completion of proposal/defense form, routing sheet, and typed abstract to the academic dean at least two weeks prior to the date on which the candidate expects to graduate. *See the academic calendar each semester for the exact deadline of submission.*

Upon receipt of approval of the academic dean, the student must submit the routing sheet and the completed thesis document to the Dean of Graduate Studies and then to the Newton Gresham Library. Students should be aware that Library process takes some time. Upon approval of the Director of the Newton Gresham Library, the original and the required number of acceptable copies of the thesis are submitted to the Newton Gresham Library by the candidate. (Reproduction of the thesis is the responsibility of the candidate). The candidate will pay the Newton Gresham Library for the binding costs. The original copy of the thesis will remain in the library collection. The student then takes the completed Thesis Route Sheet to the Registrar

**What happens if you fail the oral defense?** A student will fail the proposal or defense if one or more committee members votes to fail the student. If the student fails the proposal or defense examination, the committee will explain the reason(s) for the failure and identify the deficiencies that must be corrected before the student can schedule a subsequent oral examination.

If a student fails an oral proposal or defense twice, the student will need to petition the Dean of CHSS in writing for permission to propose or defend a third time. The Dean may or may not grant permission. If the Dean does not grant permission, the student will be dismissed from the Program. If the Dean does allow a third oral examination s/he also usually requires the student to complete remedial course work before granting such a petition. If a student fails the proposal or defense a third time, they will be dismissed from the Program.

**Thesis Deadlines**

The Program requires you to finish your Master’s thesis before you are eligible to enroll in PSYC 8383, Doctoral Clinical Practicum II, during a Fall or Spring semester. You must defend your project thesis by the date posted by the College of Humanities and Social Sciences to avoid having to enroll in thesis in upcoming semesters. If you defend after that date (which is several weeks before the end of the semester), but before the end of the semester, you will still have to enroll in thesis the following semester. Please check the university and college deadlines carefully to ensure that you understand when you need to propose or defend your project. These deadlines are published several semesters in advance.
Thesis Forms and Deadlines

1. At the point of committee formation, you must complete the following forms and submit them for routing and approval:

   a. The CHSS Appointment of Thesis/Dissertation Committee Form (if there are any changes to the membership of your committee while you working on your project, a new copy of this form must be completed and routed); and
   b. If applicable, the university Request for Permission to Allow an Individual not Employed by SHSU to Serve on a Thesis of Dissertation Committee (you will need a copy of your external committee member’s curriculum vita)

2. At the point of the Proposal Defense, you must complete and route the CHSS Thesis/Dissertation Prospectus form. You must submit your prospectus with this form.

3. As you approach completion of your project, you must check the Library website (http://shsulibraryguides.org/thesisguide) and the SHSU Academic Calendar (http://www.shsu.edu/dept/registrar/calendars/academic-calendar.html) for deadlines. Specifically, in the semester you plan to have your final defense, you must consider the following deadlines:

   a. The deadline to submit a draft of your document to the Thesis Clerk at the library for review and guidance related to your formatting;
   b. The university deadline for final defense of a thesis (please be attentive to this date because it is early in the semester);
   c. The deadline for submitting your approved thesis to the library for a second review (this draft should be returned quickly); and
   d. The deadline for submitting your final document to the library using the Vireo submission system.

4. At the point of passing your final defense, you should must do the following:

   a. Immediately begin the electronic routing of your thesis completion, which can be found in the “Theses & Dissertations” section of the Office of Graduate Studies website (see http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html); and
   b. Complete and route the CHSS Thesis/Dissertation Defense form
Doctoral Program
Requirements for Completion of the Ph.D. Program

- Complete 108 hours beyond the baccalaureate degree, as prescribed by the Program’s curriculum requirements.

- Complete a minimum of three full-time academic years of graduate study and the completion of an internship prior to awarding the doctoral degree.

- Achieve a grade of “B” or above in all classes. If a student receives a “C” in class, this will prompt a remediation plan to ensure the student is competent in the relevant area of study. A grade of “F” or two grades of “C” will result in dismissal from the program (see Academic Policy 910312, Appendix B).

- Receive a passing grade on the Capstone Clinical Presentations (Therapy and Assessment).

- Pass a written doctoral comprehensive examination or successfully complete a Major Area Paper.

- Complete and defend a doctoral dissertation that is the product of original scholarly research and of such quality as to represent a meaningful contribution to knowledge in the field of psychology.

- Receive ratings of “C” (competent) across all discipline-specific knowledge and profession-wide competency elements on the omnibus tracking form prior to leaving for internship.

- Complete a year-long pre-doctoral clinical psychology internship.

- Complete the degree within six years from the first semester of registration as a doctoral student unless special circumstances warrant an extension.
Clinical Practica as a Doctoral Student

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

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

A variety of field settings have been approved by the Clinic Director and DCT as clearly committed to training and have licensed psychologists to provide supervision. Experiential and educational opportunities at each agency are diverse. In all placements, students are given opportunities to integrate theory and practice and are encouraged to ask questions and discuss experiences. A list of practicum sites and descriptions are available on the Program website.

PLEASE NOTE: Students may not enroll in PSY 8383 (Doctoral Clinical Practicum II) for either of the long semesters until their theses are defended.
Supervision and Consultation Training

The delivery of effective clinical supervision and professional consultation are among the core professional competencies of clinical psychologists. To facilitate the development of knowledge and skills in these areas, the program uses didactic and experiential training methods. Each student must demonstrate competency at the doctoral level to be certified for internship.

Students are required to complete the Program Supervision and Consultation Seminar (SCS), which meets once per month at the PSC throughout the entire academic year. This seminar incorporates readings and discussions related to a wide range of issues, including models of supervision and consultation, ethical and professional considerations in supervision and consultation, cultural and other diversity considerations related to supervision and consultation, and evaluating supervisee performance. Students typically participate in the SCS while assigned to the PSC.

Once students complete the SCS, they are eligible to serve as peer supervisors and meet the second requirement of the Program’s supervision training sequence. In this role, students work alongside faculty supervisors (i.e., their meta-supervisors) to provide clinical supervision to junior students. This can involve guiding the development of foundational skills (e.g., supervising students in PSYC 8381) or guiding psychotherapy and/or assessment through the PSC (e.g., supervising junior students in PSYC 8382). Students can also meet this requirement by serving as a teaching assistant for Assessment of Intelligence and Achievement (PSYC 5395), Theory and Research in Psychotherapy I (PSYC 5333), and/or Human Neuropsychology (PSYC 7374). While this requirement can meet through adequate performance in one semester, many students serve as peer supervisors for multiple semesters as way of further developing their skills in this competency domain.
Admission to Candidacy

Admission to candidacy to the doctoral degree is granted upon: (a) completion of two years of full-time enrollment as a graduate, (b) receipt of favorable evaluations of clinical performance, (c) satisfaction of doctoral comprehensive examination requirements, and (d) successful defense of the dissertation proposal.
Doctoral Comprehensive Exam

Purpose

The purpose of doctoral comprehensive exams (“comps”) is to certify that the successful candidate demonstrates a level of mastery of the essential academic material required to proceed to internship. Students will not be certified for internship unless they have passed doctoral comps.

Format

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

Research (Section 1). Students are given a published research article and asked to thoroughly evaluate and critique the study’s introduction, method, results, and discussion. Responses should discuss both strengths and weaknesses of the study. If something is a strength, why is it a strength? If something is a weakness, why is it a weakness? Topics that students should address include the study hypotheses, design, procedure, measures, psychometrics, selection of participants, statistics, reporting of data, and appropriateness of data interpretation. If there is a weakness, do not simply say there is a problem; rather, go on to explain how an ideal study could avoid the problem.

Clinical (Section 2). Students will be given a detailed clinical vignette and asked to assume that they are actually seeing the patient described. The vignette will be followed by a number of questions covering topics such as assessment, diagnosis, treatment planning and provision, diversity, legal and ethical issues.

Time

Comps will be offered once per academic year toward the end of the Spring semester. The exam will be administered on consecutive days and students will have 12 hours to complete each section. Specific dates will be provided during the spring semester prior to the exam. Students who fail one or both sections will have the opportunity to retest during the first week of September during the same year or when the exam is administered the next year. In either case, a student who fails one or both sections must complete a remediation plan before reexamination.

Some General Advice about Answering Comps Questions

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

**Grading**

Three faculty members independently grade the clinical question and an additional three faculty
members grade the research question. A student must receive a passing grade from two of the
three graders to pass each question. If the faculty have concerns over a specific portion of a
student’s answer and would like further explanation, the student may be called before a faculty
subcommittee for clarification or an oral defense. Faculty will make all efforts to grade exams in
two weeks, although grading may be delayed due to extenuating circumstances. Students will
receive feedback about their performance by the faculty members who graded their examination.

Students who fail one or both sections of the exam will be required to undergo re-examination of
the failed section(s) during the first week of September of the same year or when comps are
administered the following year. Students who fail one or both sections of the exam will be
required to complete remedial work prior to re-examination. **All students who fail one or both
sections MUST successfully complete a remediation plan before reexamination.**

Students who fail any section of comps twice will be dismissed from the program; however, they
can petition the Dean of CHSS in writing for permission to take the exam a third time. The Dean
may or may not grant permission. If the Dean does not grant permission, the student will be
dismissed from the Program. If the Dean allows a third examination the student will be required
to complete additional remedial work before the third examination. Students who fail the comps
exam on the third administration will be dismissed from the Program.
Dissertation

Quality of the Dissertation

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

Dissertation Committee

The Dissertation Committee shall consist of at least four members. The chair must be a member of the SHSU Graduate Faculty. The doctoral program faculty must approve any chair who is not a member of the Department of Psychology. Students may arrange for a member at another academic institution to co-chair their dissertation with the approval of Program faculty, and provided that a Department of Psychology faculty member co-chairs the dissertation. In any dissertation committee, at least two members must be from the faculty of the Department of Psychology. At least one member of the committee must be from outside the Department of Psychology. This can be someone from another department on campus, or from another institution. If the member is from another institution, the committee member must be approved in accordance with Academic Policy Statement 950601 (Policy for Committee Members Not Employed by SHSU Serving on SHSU Thesis and Dissertation Committees, See Appendix C)

When the student has clearly identified a dissertation research question, the student, in consultation with the chair, selects the prospective committee members. Once the committee is formed, complete the Appointment of Dissertation Committee form and send it to the Dean’s Office.

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

Dissertation Courses and Continuous Enrollment

Students must have a chair and permission from their dissertation chair to begin enrolling in dissertation courses. Students enrolled in Dissertation I (PSYC 8096), Dissertation II (PSYC 8097), and Dissertation III (PSYC 8098) only once. They then enroll in Dissertation IV (PSYC
8099) until their dissertation is complete. Once enrolled in Dissertation I (PSYC 8096), University policy requires continuous enrollment in Dissertation (I, II, III, or IV) until the dissertation is complete. Continuous enrollment includes summer sessions if the student is taking any other credit hours during the summer. A student may enroll in Dissertation IV multiple times, but will receive a grade of IP each semester until the dissertation is successfully defended. A student must defend the completed dissertation before the College of Humanities and Social Sciences posted deadline (several weeks before end of semester) to avoid having to register for Dissertation IV the following semester.

In some instances, a student who is about to complete internship and begin a postdoctoral or employment position misses the posted summer dissertation defense deadline. In these instances, the registrar’s office will backdate the student’s transcript to indicate that student met all requirements as of September 1, but only if the registrar has received a signed copy of the student’s dissertation route sheet before the beginning of the first day of the Fall semester. Please understand that the route sheet does not go to the registrar’s office until the library has received and approved the final dissertation document. If the student does get the route sheet to the registrar’s office before the first day to the Fall semester, the student will not be required to register for Dissertation IV for the Fall semester.

Dissertation courses are variable credit courses, meaning that a student can enroll for 1, 2, or hours each semester. Students must enroll for 3 hours of Dissertation I, 3 hours of Dissertation II, 3 hours of Dissertation III, and 3 hours of Dissertation 4. If students enroll in Dissertation IV for more than one semester, they can then enroll in Dissertation IV for 1, 2, or 3 hours.

**Dissertation Course Grades**

As with thesis courses, dissertation courses (PSYC 8096-8099) are graded as Credit (CR) or No Credit (NC). Please see the thesis course grade for more information about the serious consequences associated with NC grades.

A faculty member will assign a grade of No Credit (NC) when he/she believes that the student has made no or insufficient progress on the tasks outlined on the syllabus. Students are encouraged to meet with their chairs at the beginning of each semester to ensure that the student understands the type and amount of progress expected during the semester.

**Choosing a Research Question**

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

In some cases, students develop a research topic that that is a logical next step in the existing program of research in their labs. In other cases, the students develop a particular interest in an emerging question, and work closely with their advisors in a synergistic process of give-and-take...
to shape the specific study. Thus, a dissertation may address a topic that is entirely new to the Department or it may be an extension of local work that has preceded it.

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

1. Keep a small research notebook handy, and whenever you encounter a phenomenon or finding of interest to you, make a note of it.

2. Read the most recent studies that bear on your two or three favorite phenomena. There is no substitute for this type of preparation. You should aim to become an expert in the very specific domains of interest to you. When you know enough, what you can (or should) do is often obvious; the latest investigations will offer you state-of-the-art methods, and their discussion sections will often suggest subsequent studies to readers.

3. As your specific idea emerges, consult the faculty. Start with those with expertise in your area, broadly defined. Manageable theses and dissertations must be practical, so expect a collaborative process of helpful criticism that will refine your idea and provide reassuring guidance.

4. Finally, remember that science is incremental, and think small. Study a question that interests you, but do not expect to make a discovery that sets psychology on its ear. That hardly ever happens; science is a cumulative exercise in which small steps produce meaningful advances over time.

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

**Dissertation Procedure**

**Proposal document.** The student will prepare a dissertation proposal document containing (a) a review of the relevant literature; (b) a rationale and justification for your specific research question; (c) explicit hypotheses; (d) a Method section detailing the sources and nature of your research participants and the materials and procedures you will use; and (e) a proposed data analysis section. It should also include (f) an Appendix that contains copies of materials, including any written scales or surveys and the verbal script or instructions to participants the researcher will use. When you are preparing a proposal, you will ordinarily submit several drafts of your work to your Chair before submitting your material to the other members of your committee. No one, anywhere, has ever written an entirely suitable report in one take. You will receive several rounds of helpful criticism and prepare several different versions of your work before your Chair is completely satisfied.
Submission of proposal to dissertation committee and scheduling of defense. Once the Chair approves your proposal, you will submit your document to each member of your committee. At this point, you can work toward scheduling your presentation. Please note that you cannot schedule your presentation any sooner than 15 days after submitting your document to your committee. When you present your document to your committee, correspond with them to set a target date for receiving feedback on your work. Expect such feedback no sooner than one week from the day the member acknowledges receipt of your materials; a member may sometimes need up to two weeks or more to give your work the attention it deserves. Do not put yourself into the position of having to depend on faster turnaround; the faculty will typically be unable to rearrange their many other commitments in order to provide you instant feedback. At the point of submission to the committee, you can also schedule your proposal defense. Although you will be allowed to schedule your defense, one or more committee members may have major concerns about your study or document. If this is the case, the committee member may have requested substantial revisions to your study or document. Keep in mind the committee members use your dissertation document to evaluate your understanding of the research literature, theory, research design, and data analysis issues relating to your project. If a committee member reviews your document and tells you that s/he has serious concerns about your document, it is crucial that you understand these concerns so that you can address them in both your oral defense and the final dissertation proposal. After reviewing your document, the committee member will identify, either in writing or in person, the issues you need to address in your dissertation document and in your oral defense. If you have any questions about a committee member’s feedback, you should schedule a meeting to clarify the committee member’s concerns. Although the committee member will not see your document again until your oral defense, it would be wise to (a) address the issues the committee member raised in the oral examination, and (b) bring a revised document to the oral examination in case the committee member wants to how you have addressed the issues s/her raised in the document.

Oral defense of the dissertation proposal. During the oral defense, the student describes the purpose and objective of the study, reviews the literature, presents the methodology, and defends its importance and relevance to the field. Typically, students prepare a 20- to 30-minute presentation (e.g., PowerPoint presentation). The committee will then need time to ask questions about the project. Members of the committee, other faculty, and doctoral students may ask questions, make suggestions, or challenge any part of the project. The committee will then excuse the student from the room so that they can discuss the student’s performance, come to agreement about required document revisions, and vote on whether the student passed or failed the defense. The final decision to accept the proposal requires a unanimous vote of the committee.

A student will fail the proposal if one or more committee members votes to fail the student. If the student fails the proposal defense, the committee will explain the reason(s) for the failure and identify the deficiencies that must be corrected before the student can schedule a subsequent oral examination. If a student fails an oral proposal or defense twice, the student will need to petition the Dean of CHSS in writing for permission to propose or defend a third time. The Dean may or may not grant permission. If the Dean does not grant permission, the student will be dismissed from the Program. If the Dean does allow a third oral examination, s/he also usually requires the
student to complete remedial course work before granting such a petition. If a student fails the proposal or defense a third time, they will be dismissed from the Program.

**Prospectus.** A prospectus is an abstract of the proposed dissertation that consists of a two-page summary of the literature review, rationale, methods, and proposed data analysis. After the committee has approved the proposal, the student submits the prospectus to the appropriate academic Dean for final approval. Any major changes in the project must be approved in writing by the dissertation committee and submitted for approval to the academic dean.

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

**Executing the dissertation research.** Once your project has been approved by the IRB, you may begin to collect data for your dissertation. Your will have the guidance of your mentor/chairperson, but should be prepared to complete this project in a more autonomous manner than your earlier research projects. We encourage you to keep in mind all research projects generally take longer than expected. This includes data gathering and recording, data analysis and interpretation, and writing your research report.

**Preparation of the final dissertation.** As was the case with your dissertation proposal, you will ordinarily submit several drafts of your final dissertation document to your Chair before submitting your material to the other members of your committee. No one, anywhere, has ever written an entirely suitable final dissertation in just one draft. You will receive several rounds of helpful criticism and prepare several different versions of your work before your Chair is completely satisfied.

**Submission of the final dissertation document to the dissertation committee.** With your Chair’s approval, you will submit your final dissertation document to your committee members. As with the proposal, you should discuss with your committee members when you can expect feedback, with the understanding this will not occur earlier than one week and can take as long as two weeks, if not longer. As with the proposal, be prepared for feedback from your committee members that should be addressed before the final defense.

**Oral defense of the final dissertation.** Students must prepare a presentation describing all aspects of the study, with an emphasis on results and discussion. We recommend students preparing for a 90-minute defense during which time your committee as well as any other students and faculty may pose questions. The committee will then excuse the student from the room so that they can discuss the student’s performance, come to agreement about required document revisions, and vote on whether the student passed or failed the final defense. A successful final dissertation defense requires a unanimous vote of the committee.

If the student passes the final defense, the committee will likely require the student to revise the dissertation document. If this happens, the dissertation chair will be responsible for drafting a
list of required revisions by the end of the committee meeting. The non-chair committee members will sign completion of dissertation defense form and route sheet at the oral defense, but the dissertation chair will not sign the forms until the student has completed the document revisions agreed upon by the committee. In other words, the student will not officially pass the defense until the student has made all of the revisions agreed upon by the committee.

Please understand that the revisions required by the committee might be substantial. If you schedule your defense close to the university’s posted defense deadline, you may have little time to complete the revisions before the university’s posted deadline for submitting final dissertation documents. Students are always in a better position to make revisions when they schedule a defense early in the semester because they will have more time to make revisions. Moreover, students must consider that their dissertation chair will need time to review any revisions that the student makes to the document. As with any other dissertation document, expect such feedback from your chair no sooner than one week from the day the member acknowledges receipt of your materials; a chair may sometimes need up to two weeks to give your work the attention it deserves.

If the student passes the defense and the committee does not request any changes, all committee members will sign the defense and route sheets at the oral defense.

A student will fail the final defense if one or more committee members votes to fail the student. If the student fails the proposal defense, the committee will explain the reason(s) for the failure and identify the deficiencies that must be corrected before the student can schedule a subsequent oral examination. If a student fails an oral proposal or defense twice, the student will need to petition the Dean of CHSS in writing for permission to propose or defend a third time. The Dean may or may not grant permission. If the Dean does not grant permission, the student will be dismissed from the Program. If the Dean does allow a third oral examination, s/he also usually requires the student to complete remedial course work before granting such a petition. If a student fails the proposal or defense a third time, they will be dismissed from the Program.

**Dissertation Deadlines**

The Program requires you to successfully defend your dissertation proposal before the end of the Spring semester if you plan to apply for internship (see below).

You must pass the final defense of your dissertation by the date posted by the College of Humanities and Social Sciences to avoid having to enroll in dissertation in upcoming semesters. If you defend after that date (which is several weeks before the end of the semester), but before the end of the semester, you will still have to enroll in dissertation the following semester.

**Dissertation Deadlines and Certification to Apply for Internship**

The Clinical Program will not certify a student as eligible to apply for internships unless the student successfully defends their dissertation by the end of the Spring semester that precedes the Fall semester when they apply for internship. Please note that faculty schedules may change during the week of final exams. If you are planning to defend your dissertation proposal or your
final dissertation during this time, please plan well in advance you committee to ensure their availability.

Please consider this requirement. You will need to defend your dissertation proposal by the end of the Spring semester that precedes the Fall semester when you submit your internship applications. The deadline occurs early in the year because many members of the faculty are not available during the summer and your dissertation must be proposed before applying for internship. Please note that you *can* defend your dissertation proposal earlier than this. Keep in mind, too, that other students will also be submitting dissertation documents to the faculty around the same time and all will require time for review. In practice, this means that you must work closely with your Chair to ensure that you can meet these deadlines. Chairs differ in the number of drafts they expect from students and the time it takes them to return drafts.

**Time Limitation on the Dissertation**

Unless compelling circumstances warrant an extension, all students must complete the program within six years of their first registration. For students who enter the Program without a master’s degree in psychology, the six-year deadline starts after they have completed requirements for the master’s degrees. There are no time limitations on the period for completion of the dissertation other than those imposed for the successful completion of all requirements by the student in the doctoral Program. However, during the actual period of data collection and analysis, close liaison and consultation shall be maintained by the student with each member of the committee in order that they may be kept informed of the student’s progress in a timely manner. Ideally, students will complete the dissertation before departing for internship.
Dissertation Forms and Deadlines

1. At the point of committee formation, you must complete the following forms and submit them for routing and approval:

   a. The CHSS Appointment of Thesis/Dissertation Committee Form (if there are any changes to the membership of your committee while you working on your project, a new copy of this form must be completed and routed); and
   b. If applicable, the university Request for Permission to Allow an Individual not Employed by SHSU to Serve on a Thesis of Dissertation Committee (you will need a copy of your external committee member’s curriculum vita)

2. At the point of the Proposal Defense, you must complete and route the CHSS Thesis/Dissertation Prospectus form. You must submit your prospectus (see Thesis Procedure section above) with this form.

3. As you approach completion of your project, you must check the Library website (http://shsulibraryguides.org/thesisguide) and the SHSU Academic Calendar (http://www.shsu.edu/dept/registrar/calendars/academic-calendar.html) for deadlines. Specifically, in the semester you plan to have your final defense, you must consider the following deadlines:

   a. The deadline to submit a draft of your document to the Thesis Clerk at the library for review and guidance related to your formatting;
   b. The university deadline for final defense of a thesis (please be attentive to this date because it is early in the semester);
   c. The deadline for submitting your approved thesis to the library for a second review (this draft should be returned quickly); and
   d. The deadline for submitting your final document to the library using the Vireo submission system.

4. At the point of passing your final defense, you should must do the following:

   a. Immediately begin the electronic routing of your thesis completion, which can be found in the “Theses & Dissertations” section of the Office of Graduate Studies website (see http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html); and complete and route the CHSS Thesis/Dissertation Defense form.
Pre-Doctoral Internship

Requirement for Ph.D.

Students in the Clinical Psychology Doctoral Program at SHSU must complete a one-year pre-doctoral internship to be eligible for the Ph.D. This internship MUST be accredited by the American Psychological Association.

Eligibility to Apply

The faculty will review the training progress of each student who intends to apply for internship during the preceding summer semester to ensure competence and readiness (see Appendix D). The DCT will only certify as ready for internship students who have met ALL of the following eligibility criteria:

- Ratings of “Competent” across all elements of the Internship Competency Readiness Form (Appendix D);
- Passing grade for Capstone Assessment and Therapy presentations;
- Successful thesis defense (if applicable);
- Delivered a first author poster or paper conference presentation or published a first-author journal article;
- Completed supervision seminar;
- Served as a peer supervisor for one semester;
- Passing grade for the Clinical and Research Doctoral Comprehensive Exam or successful completion of a Major Area Paper; and
- Successful proposal of the dissertation by September 15
Methods of Student and Program Evaluation

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

**Evaluation of students** may include but not be limited to:
- Assessment reports
- Audiotapes
- Case reports
- Class participation
- Comprehensive exams
- Consultation reports
- Direct observations
- Formal course examinations
- Participation in department activities (e.g., colloquia, program meetings)
- Presentations
- Publications and conference presentations
- Research activity
- Simulations/role plays
- Supervisor ratings of student performance
- Thesis and dissertation documents
- Timeliness in completing program milestones (e.g., thesis, comps, dissertation, internship)
- Video recordings

**Evaluation of the Program** may include but not be limited to:
- Annual review of program by students
- Course evaluations
- Graduate employment records
- Intern evaluations
- Practicum site evaluations
- Practicum student evaluations
- Programmatic issues raised by students at weekly faculty meetings
- Review of student publication and presentation activity
- Supervisor evaluations
University Grading System and Academic Probation

Sam Houston State University generally uses the following grades for graduate courses:

A: Academic excellence
B: Acceptable performance
C: Insufficient achievement, but is a passing grade
F: Failure

In addition, the following grades are applied for special courses and/or under special circumstances:

CR/NC: Credit (CR) or No Credit (NC); applied to thesis and dissertation courses
IP: In progress; applied to courses that cannot be completed in one semester (e.g., dissertation).
W: Withdrew; applied to resignation or withdrawal from final class (a graduate student who elects to drop all courses—i.e., resign from the University—must notify the Registrar’s Office and process a resignation request.
X: Incomplete; applied when a student does not complete course requirements in the semester when the class was offered due to extenuating circumstances. This grade automatically changes to a “F” if requirements are not met during the next semester.
Q: Drop; applied when a student drops a course after the deadline for receiving a “W” but before the final drop deadline during the semester.

Please note a student who receives a grade of “C” will be placed on a remediation plan to ensure competency in the relevant domain. Student who receives two grades of “C” or a grade of “F” in any course within the academic program will be terminated from graduate studies (see SHSU Academic Policy 910312; Appendix B).
Supervisor Ratings of Practicum Performance

Practicum supervisors closely evaluate student performance, to better monitor and promote student skill development. Each semester, practicum supervisors use the *Practicum Evaluation Form* (Appendix E) to evaluate student performance. Ratings from these forms are reviewed by the Program faculty at the end of each semester to track student progress in general, but they are also used to identify areas in which the student may need to improve and areas that should be the focus of subsequent practicum training and clinical supervision.
Annual Student Evaluations by the Program

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

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

Student progress through the Program is also tracked using the Omnibus Competency Tracking Form (Appendix F). This form is completed by the faculty at the end of each academic year, at the same time that the faculty drafts students’ yearly evaluation letters.
Program Evaluation by Students

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

A formal annual evaluation of the Program is requested of all students. The evaluations are solicited by the elected student representative who compiles them into one summary. The summary is submitted to the DCT who distributes it to the Program faculty. The results are discussed during a Program faculty meeting. The faculty may then create a plan to make improvements or adjustments to the Program.
STUDENT RESOURCES
Funding

Financial Awards

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

1. **Doctoral Research or Clinical Assistantships**: Doctoral students may qualify for assistantships in the form of a clinical or research assignment. Assistantships are awarded on an annual basis, subject to availability of funds and eligibility. Students qualify for in-state tuition rates. Recipients are required to enroll for a minimum of 6 credit hours during the semester in which funding is received. Please note that receiving payment from the university via certain assistantships (research, clinical) while only taking 6 credit hours may influence the degree to which you qualify for federal student loans.

2. **Doctoral Instructor Assistantships**: Doctoral students may qualify for an assistantship in the form of a classroom teaching assignment. Students are required to register for a minimum of 6 hours. Recipients qualify for in-state tuition rates.

3. **Scholarships**: Various scholarships are awarded on an annual basis, subject to availability of funds and eligibility. Scholarship recipients qualify for in-state tuition rates.

4. **Financial Awards through the University Financial Aid Office**
   a. Grants
   b. Various Student Loans

Students are also encouraged to apply for external funding, such as research grants, fellowships for graduate study, scholarships, etc. Students who identify potential funding sources should work with their faculty mentor(s) to prepare the most competitive application package possible. Outside employment is ordinarily prohibited. If an award recipient becomes employed outside the Program, the award may be withdrawn. If an award recipient is considering part-time outside employment, the recipient must inform the Program faculty in writing. The Program faculty has the responsibility of determining if the nature of the employment will interfere with the student's progress in the Program. Students seeking to undertake such employment should consider the time limitation on completion of the Program.

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

For further information concerning doctoral assistantships (#1 & 3 above), contact the Director of Clinical Training. For other information on the types of assistance (e.g., #4 above), contact the Financial Aid & Scholarships office (201 Estill Bldg.) at 936-294-1774.
Travel Funding

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

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

Information Technology Services
Graduate students have access to the SHSU network. This network provides on-campus access to various software packages and the Internet. Each graduate student office is equipped with at least one computer with network access. Additional, free-standing computers are available in graduate student offices for the purpose of word-processing. There are also several computer laboratories available to faculty, staff, and students.

CLINDOC Listserv
The Clinical Psychology Ph.D. Program maintains a listserv to which faculty and students frequently post messages. Students should become members of the list serve upon entry into the program by contacting the faculty member who is responsible for its maintenance. Membership on the listserv is essential, as it is a major vehicle for communication and announcements.

Other Services
Academic Enrichment Center .................................................................(936) 294-3680
Bookstore .................................................................(936) 294-1862
Information Technology Services ...........................................................(936) 294-1950
University Counseling Center .........................................................(936) 294-1720
International Programs .................................................................(936) 294-3892
Legal Services .................................................................(936) 294-1717
Lowman Student Center .................................................................(936) 294-4902
Office of Student Life .................................................................(936) 294-1785
Post Office .................................................................(936) 294-1936
Registrar .................................................................(936) 294-1040
Student Activities .................................................................(936) 294-4180
Leaves of Absence

Graduate students who have not completed their formal course requirements are expected to enroll continuously in the Program, taking courses in each consecutive Fall and Spring semester after initial registration. The University allows for leaves of absence for students who choose not to enroll for a semester.

We encourage students who may need accommodations or are considering a leave of absence to consult with the DCT, Associate DCT, or any other faculty member before formally applying for a leave of absence. In most cases, it is the student who will need to initiate this consultation. Faculty members respect students’ right to privacy. For that reason, faculty members likely will not know when or if you are experiencing health, family, or other issues that may be leading you to consider requesting a leave. At times, there are options for students other than a leave of absence.

Students who would like to request a leave of absence should do so in a letter to the Program faculty stating the reason for the continued leave. A leave of absence is granted at the discretion of the Dean.

The continuous enrollment provision applies to students who have completed their formal course requirements and are in the process of writing the dissertation away from the campus. During the pre-doctoral internship year, this requirement is satisfied by the Program requirement that students enroll in 1 hour of Internship (PSY 8110-8112) each semester. Students also are subject to the six-year limitation for degree completion. During a leave of absence, a student cannot make use of college or university resources, nor can a student take comprehensive exams or defend a proposal, thesis, or dissertation.
Student Self Care

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

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

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

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

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

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

4. Seek out faculty mentors. The program does not assign faculty mentors to students, but we encourage you to seek out a faculty member or members who you feel are appropriate role models for you. This person does not have to be your research (thesis/dissertation) advisor. You may find it easier to speak with a Program administrator (e.g., DCT) or one of your clinical supervisors.
Appendices
Appendix A:
Academic Probation, Suspension, and Termination
(Academic Policy Statement 910312)
1. GENERAL

This academic policy statement details the probation, suspension, and termination regulations for undergraduate and graduate students at Sam Houston State University.

2. ACADEMIC GOOD STANDING FOR UNDERGRADUATE STUDENTS

2.01 Academic good standing is defined as a minimum 2.0 grade point average for all academic courses for which degree credit is earned.

2.02 The appropriate academic dean may place on probation or retain on probation or suspend any student deficient in grade points.

2.03 Students admitted with less than a 2.0 grade point average by the appropriate academic dean are permitted to enroll but are not considered to be in academic good standing.

3. ACADEMIC PROBATION OR SUSPENSION FOR UNDERGRADUATE STUDENTS

3.01 An undergraduate student who falls below a 2.0 overall grade point average at the close of any semester or summer semester during which one or more semester hours are attempted will be placed on probation. Summer semester (two sessions) is considered to be a unit equivalent to a semester. If an enrolled student on probation fails to achieve a minimum of a 2.0 overall grade point average at the close of the next semester or summer semester following the starting of the probation, the student will be suspended.

3.02 Undergraduate transfer students who are admitted with less than a 2.0 overall grade point average must achieve a minimum overall grade point average (including all transfer work) of 2.0 at the close of the semester or summer semester for which the student is admitted or the student will be placed on probation. If the student fails to achieve a minimum of a 2.0 overall grade point average at the close of the next semester or summer semester following the starting of the probation, the student will be suspended.
3.03 Academic actions are based on the total Sam Houston State University record and are implemented at the close of the fall semester, the spring semester, and summer semester.

3.04 The cumulative grade point average is based only on course work at Sam Houston State University for which the student earns the grade of A, B, C, D, or F. The marks of Q, W, CR, NC, IP, and X are not counted as hours attempted in computing the cumulative grade point average. The marks earned in developmental courses (A*, B*, C*, D*, F*, CR*, and NC*) also are not counted as hours attempted in computing the cumulative grade point average.

3.05 Deficient grade points on transferred work must be made up sufficiently in order to earn a degree at Sam Houston State University.

3.06 Only hours earned at Sam Houston State University and hours accepted in transfer from other institutions will count toward the student's classification and graduation. Credit earned in developmental courses is not used in determining the classification of a student by hours completed. In addition, developmental courses may not be used to satisfy any degree requirements at SHSU.

3.07 The official classification is determined by the Registrar.

3.08 Credit awarded by examination and hours earned with the mark of CR are counted in determining classification but are not included in determining grade point average.

4. REMOVAL OF ACADEMIC PROBATION FOR UNDERGRADUATE STUDENTS

The student will be removed from probation at the close of the semester or summer semester in which the cumulative grade point average achieves the required standard.

5. READMISSION TO UNDERGRADUATE STUDIES AFTER SUSPENSION

5.01 The period of academic suspension and the subsequent readmission of a student on academic probation are based on the entire Sam Houston State University academic record. Readmission from suspension must be
approved by the academic dean of the college in which the student was enrolled at the time of his/her suspension. The petition for readmission must be made in writing.

5.02 Students who are subject to suspension under the stated terms of the Academic Probation, Suspension, and Termination policy and register for enrollment at Sam Houston State University do so at their own risk and monies paid for fees and tuition are subject to the refund regulations as stated in the Sam Houston State University catalog.

6. APPEALS PROCESS FOR PROBATION, SUSPENSION OR TERMINATION FOR UNDERGRADUATE STUDENTS

A student who believes he or she has been wrongly placed on probation, suspension, or has been terminated may appeal using the following procedures:

6.01 The student must first appeal to the associate dean in the appropriate college for a resolution and must do so in writing and within ten (10) working days following the notification of probation, suspension, or termination. The associate dean must respond to the appeal in writing within ten (10) working days of receipt.

6.02 If the appeal to the associate dean is not satisfactorily resolved, the student may appeal in writing to the academic dean in the appropriate college within ten (10) working days following the associate dean’s decision. The academic dean must respond to the appeal in writing within ten (10) working days of receipt.

6.03 If the appeal is not resolved with the academic dean, the student may appeal in writing to the Provost and Vice President for Academic Affairs, or his/her designee, within ten (10) working days following the academic dean’s decision. The decision of the Provost and Vice President for Academic Affairs is final.

7. ACADEMIC GOOD STANDING FOR GRADUATE STUDENTS

7.01 A minimum grade point average of 3.0 is required in all graduate course work. All grades earned (A, B, C, F) in courses listed for graduate credit on the student’s official Degree Plan will be included in computing the grade
point average. The marks of Q, W, CR, NC, IP, and X are not counted as hours attempted in computing the cumulative grade point average.

7.02 Grades earned at another institution may not be used to remove a grade of “C” or lower earned at Sam Houston State University.

7.03 The appropriate academic dean may place on probation, retain on probation or terminate any student deficient in grade points.

8. ACADEMIC PROBATION OR TERMINATION FOR GRADUATE STUDENTS

8.01 A graduate student who falls below a 3.0 overall grade point average at the close of any semester or summer semester during which one or more semester hours are attempted will be placed on probation. Two summer sessions are equivalent to one long semester. If an enrolled student on probation fails to achieve a minimum of a 3.0 overall grade point average at the close of the next semester following the starting of the probation, the student will be terminated from graduate studies.

8.02 A graduate student who earns a grade of F in any graduate course will be terminated from graduate studies.

8.03 A student who earns a grade of C in any course (repeated or distinct course) within the academic program may have his/her graduate status reviewed by a committee of the department or college graduate faculty. The committee will recommend an appropriate remediation for the student. A student who earns two grades of C in distinct or repeated courses within their academic program will be terminated from graduate studies. Those students who earn a second or subsequent grade of C in any combination of courses within their academic program during the semester or summer session of their anticipated graduation will be terminated from graduate studies and will not be eligible to graduate in that term.

9. REMOVAL OF ACADEMIC PROBATION FOR GRADUATE STUDENTS

The student will be removed from probation at the close of the semester or summer semester in which the cumulative grade point average achieves the required standard.
10. APPEALS PROCESS FOR TERMINATION FOR GRADUATE STUDENTS

A student who believes he or she has been wrongly terminated from graduate studies may appeal using the following procedures:

10.01 The student must first appeal to the graduate advisor for a resolution and must do so in writing and within ten (10) working days following the notification of probation or termination. The graduate advisor must respond to the appeal in writing within ten (10) working days of receipt.

10.02 If the appeal to the graduate advisor is not satisfactorily resolved, the student may appeal in writing to the chair of the department within ten (10) working days following the graduate advisor’s decision. The department chair must respond to the appeal in writing within ten (10) working days of receipt.

The student may appeal the decision of the chair in writing to the appropriate academic dean within ten (10) working days following the chair’s decision. The academic dean may elect to create appeal committees at the program, department/school, or college level to hear student appeals for readmission. These committees will be charged with making a recommendation to the academic dean. The academic dean must respond to the appeal in writing within ten (10) working days of receipt.

10.03 If the appeal is not resolved with the academic dean, the student may appeal in writing to the Provost and Vice President for Academic Affairs, or his/her designee, within ten (10) working days following the academic dean’s decision. The decision of the Provost is final.

APPROVED: <signed>
Dana G. Hoyt, President

DATED: 5/11/18
CERTIFICATION STATEMENT

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

Original: March 12, 1991
Reviewer(s): Council of Academic Deans
Faculty Senate
Academic Affairs Council

Approved: <signed> Date: 5/15/18
Richard Eglsaeer
Provost and Vice President
for Academic Affairs

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.
Appendix B:
Members Not Employed by SHSU Serving on SHSU
Thesis and Dissertation Committees
(Academic Policy Statement 950601)
1. PURPOSE

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

2. GENERAL

2.01 Only one external member may be permitted to serve on each thesis or dissertation committee. This individual may serve as a committee member or committee co-chair. A request for an external member must be submitted by the chair of the thesis or dissertation committee. The form for such a request may be accessed from the Office of Graduate Studies’ website. Exceptions to committee membership and chair designations must be approved by the academic dean, the Dean of Graduate Studies, and the Provost and Vice President for Academic Affairs.

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

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

3. QUALIFICATIONS

It is expected that an external member should meet at least one of the following:

a. be a member of the graduate faculty of his/her institution;

b. generally teach courses at the level of the degree being pursued; or
c. possess pertinent credentials and/or expertise in the topic area sufficient to satisfy the respective committee chairs, directors of graduate programs if appropriate, department chair(s), academic dean, and graduate dean.

APPROVED: <signed>
Dana G. Hoyt, President

DATE: 1/29/18

CERTIFICATION STATEMENT

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

Original: June 1, 1995
Reviewer(s): Council of Academic Deans
Faculty Senate
Academic Affairs Council

Approved: <signed>
Richard Eglser
Provost and Vice President
for Academic Affairs

Date: 1/29/18

Review Cycle: Five years*
Review Date: Fall 2022

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.
Appendix C: 
Internship Readiness Competency Review Form
Doctoral Program in Clinical Psychology  
Internship Readiness Competency Review

Student Name:  
Year of Entry:  

Please use supervisor competency ratings and performance in program-related training activities to rate competence relative to readiness for internship.

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

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

**Competent (C):** At this level, students demonstrate the level of competency needed to proceed to internship.

<table>
<thead>
<tr>
<th>Competencies and Elements</th>
<th>Final</th>
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<tbody>
<tr>
<td><strong>I. Research</strong></td>
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<tr>
<td>1. Demonstrates the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</td>
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<tr>
<td>2. Conducts research or other scholarly activities.</td>
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<td>3. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</td>
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<tr>
<td><strong>II. Ethical and Legal Standards</strong></td>
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<tr>
<td>4. Is knowledgeable of and acts in accordance with the current version of the APA EPPCC.</td>
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<tr>
<td>5. Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.</td>
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<tr>
<td>6. Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.</td>
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<tr>
<td>7. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.</td>
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<td>8. Conducts self in an ethical manner in all professional activities.</td>
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<tr>
<td><strong>III. Individual and Cultural Diversity</strong></td>
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<tr>
<td>9. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</td>
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<tr>
<td>10. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</td>
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</tbody>
</table>
11. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

12. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

### IV. Professional Values and Attitudes

13. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

14. Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

15. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

16. Responds professionally in increasingly complex situations with a greater degree of independence as she or he progresses across levels of training.

### V. Communication and Interpersonal Skills

17. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

18. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

19. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

### VI. Assessment

20. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

21. Understanding of human behavior within its context (e.g., family, social, societal, and cultural)

22. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process
23. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

24. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

25. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**VII. Intervention**

26. Establishes and maintains effective relationships with the recipients of psychological services.

27. Develops evidence-based intervention plans specific to the service delivery goals.

28. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

29. Demonstrates the ability to apply the relevant research literature to clinical decision making.

30. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.

31. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

**VIII. Supervision**

32. Demonstrates knowledge of supervision models and practices.

33. Demonstrates effective peer supervision with oversight from faculty and staff psychologists.

**IX. Consultation and Interprofessional/Interdisciplinary Skills**

34. Demonstrates knowledge and respect for the roles and perspectives of other professions.

35. Demonstrates knowledge of consultation models and practices.

**X. Forensic Research and Practice**

36. Demonstrates knowledge of the ways in which clinical science and practice inform common legal issues.

37. Conducts and critically evaluates research related to forensic assessment.

38. Provides consultation and direct services to the legal system.
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<tr>
<th>Milestone</th>
<th>Pass/Fail</th>
<th>Date</th>
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<td><strong>Capstone</strong></td>
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<td>Assessment</td>
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<td>Therapy</td>
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<td><strong>Thesis</strong></td>
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<td>Proposal</td>
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<td>Final Defense</td>
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<td><strong>Dissertation</strong></td>
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<td>Proposal</td>
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<td>Final Defense</td>
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<td><strong>Doctoral Comprehensive Exam</strong></td>
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<td>Clinical</td>
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<td>Research</td>
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<td><strong>Major Area Paper</strong></td>
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<td><strong>Scholarly Presentation or Publication</strong></td>
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<td><strong>Supervision Seminar</strong></td>
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<td><strong>Peer Supervision</strong></td>
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Appendix D:
Practicum Evaluation Form
**Doctoral Program in Clinical Psychology**

**PRACTICUM EVALUATION FORM**

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<tr>
<th>Competency Domain</th>
<th>Rating</th>
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**ETHICAL AND LEGAL STANDARDS**

1. Is knowledgeable of professional ethics and behaves accordingly.

2. Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing professional conduct.

Comments:

**INDIVIDUAL AND CULTURAL DIVERSITY**

3. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

4. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional activities.

Comments:

**PROFESSIONAL VALUES AND ATTITUDES**
5. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

6. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

Comments:

**COMMUNICATION AND INTERPERSONAL SKILLS**

7. Produces high quality oral, nonverbal, and written communications.

8. Demonstrates effective interpersonal skills with a wide range of individuals and the ability to manage difficult communication well.

Comments:

**ASSESSMENT**

9. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and is able to apply this knowledge to the assessment and/or diagnostic process.

10. Understanding of human behavior within its context (e.g., family, social, societal, and cultural).

11. Selects and applies assessment methods that draw from the best available empirical literature.

12. Interprets assessment results appropriately.

13. Communicates assessment results effectively.

Comments:

**INTERVENTION**

14. Establishes and maintains effective relationships with the recipients of psychological services.

15. Develops evidence-based intervention plans specific to the service delivery goals.

16. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

17. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.

18. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.
### CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

19. Demonstrates knowledge and respect for the roles and perspectives of other professions.

Comments:

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### FORENSIC RESEARCH AND PRACTICE

20. Demonstrates knowledge of the ways in which clinical science and practice inform common legal issues

21. Conducts and critically evaluates research related to forensic assessment

22. Provides consultation and direct services to the legal system

Comments:

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<th>Comments:</th>
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### Overall comments regarding practicum performance:

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**Supervisor Signature**

**Date**

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**Student Signature**

**Date**
Appendix E:
Omnibus Competency Tracking Form
Doctoral Program in Clinical Psychology
Omnibus Competency Tracking

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>SamID:</th>
<th>Year of Entry:</th>
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**Research**

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<tr>
<th>Thesis</th>
<th>Capstone Case Presentations</th>
<th>Doctoral Comprehensive Exam</th>
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<td>Exam</td>
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**Dissertation**

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<td>Start Date:</td>
<td>Completed:</td>
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<td>Final Defense:</td>
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**DISCIPLINE-SPECIFIC KNOWLEDGE**

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<thead>
<tr>
<th>Coursework: Enter the course grade or “Waived”</th>
<th>Research Milestones: Enter P for propose and D for final defense</th>
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<td>Category 1</td>
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<tr>
<td>A. History and Systems of Psychology (History and Systems of Psychology; PSYC 5392)*</td>
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<td>A. Affective Aspects of Behavior (Emotions; PSYC 7377)*</td>
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* See student transcript in file
| Coursework: | Enter the course grade or "Waived" | | | | |
| Research Milestones: | Enter P for propose and D for final defense | First | Second | Third | Fourth | Fifth |
| B. Biological Aspects of Behavior (Advanced Physiological Psychology; PSYC 5390)* | | | | | |
| C. Cognitive Aspects of Behavior (Emotions; PSYC 7377)* | | | | | |
| D. Developmental Aspects of Behavior (Advanced Developmental Psychology; PSYC 5397)* | | | | | |
| E. Social Aspects of Behavior (Advanced Social Psychology; PSYC 5332)* | | | | | |
| Category 3 | | | | | |
| A. Advanced Integrative Knowledge (Emotions (PSYC 7377)* | | | | | |
| Category 4 | | | | | |
| A. Research Methods | | | | | |
| – Introduction to Experimental Design (PSYC 5388)* | | | | | |
| – Clinical Psychology Proseminar (PSYC 7330)* | | | | | |
| – Thesis (PSYC 6098, PSYC 6099) | | | | | |
| – Dissertation (PSYC 8096, PSYC 8097, PSYC 8098, PSYC 8099) | | | | | |
| – Doctoral Comprehensive Exam – Research | | | | | |
| B. Quantitative Methods | | | | | |
| – Advanced Statistics (PSYC 5387)* | | | | | |
| – Multivariate Statistics in Psychology (PSYC 7387)* | | | | | |
| – Thesis (PSYC 6098, PSYC 6099) | | | | | |
| – Dissertation (PSYC 8096, PSYC 8097, PSYC 8098, PSYC 8099) | | | | | |
| – Doctoral Comprehensive Exam – Research | | | | | |
| C. Psychometrics | | | | | |
| – Psychometrics (PSYC 5392)* | | | | | |

* See student transcript in file
PROFESSION-WIDE COMPETENCIES

Please use the following scale to appraise the student's progress toward competency relative to readiness for internship for domains and elements:

- **Novice (N):** Novices have limited knowledge and understanding of topic or skill.
- **Intermediate (I):** Psychology students at the Intermediate level of competence demonstrate some skills in the area but not to a level of readiness for internship.
- **Competent (C):** At this level, students demonstrate the level of competency needed to proceed to internship.
- **Not Applicable (NA):** At this time, the student has had no opportunity to demonstrate this characteristic.

**Coursework:** Enter the course grade
**Clinical Milestones:** Enter P for pass or F for fail
**Research Milestones:** Enter P for proposal and D for final defense
**Major Area Paper:** Enter P for proposal; C for completed; and A for approved

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<thead>
<tr>
<th>Competencies and Elements</th>
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<th>Third</th>
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<tbody>
<tr>
<td>I. Research</td>
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<tr>
<td>1. Demonstrates the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</td>
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<td>2. Conducts research or other scholarly activities.</td>
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<tr>
<td>3. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</td>
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**Evaluated Educational Experiences & Training Milestones**

- a. Introduction to Experimental Design (PSYC 5388)*
- b. Clinical Psychology Proseminar (PSYC 7330)*
- c. Advanced Statistics (PSYC 5387)*
- d. Multivariate Statistics in Psychology (PSYC 7387)*
- e. Thesis
- f. Dissertation
- g. Doctoral Comprehensive Exam – Research

* See student transcript in file
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<th>Competencies and Elements</th>
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<tr>
<td><strong>II. Ethical and Legal Standards</strong></td>
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<td>4.  Is knowledgeable of and acts in accordance with the current version of the APA FPPCC.</td>
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<td>5.  Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.</td>
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<td>6.  Is knowledgeable of and acts in accordance with relevant professional standards and guidelines.</td>
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<td>7.  Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.</td>
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<td>8.  Conducts self in an ethical manner in all professional activities.</td>
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<td>a.  Ethics in Clinical Practice (PSYC 7362)*</td>
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<td>b.  Mental Health Law (PSYC 7334)*</td>
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<td>c.  Forensic Assessment I (PSYC 8360)*</td>
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<td>d.  Thesis</td>
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<td>e.  Dissertation</td>
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<td>f.  Doctoral Clinical Practicum I (PSYC 8382)*</td>
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<td>g.  Doctoral Clinical Practicum II (PSYC 8383)*</td>
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<td>h.  Doctoral Comprehensive Exam – Clinical</td>
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<tr>
<td><strong>III. Individual and Cultural Diversity</strong></td>
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<td>9.  Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</td>
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<td>10. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</td>
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<tr>
<td>11. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</td>
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<td>12. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</td>
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<tr>
<td>a. Multicultural Psychology (PSYC 7360)*</td>
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<td>b. Passing grade in Capstone – Assessment</td>
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<td>c. Passing grade in Capstone – Therapy</td>
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<td>d. Doctoral Comprehensive Exam – Clinical</td>
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<td><strong>IV. Professional Values and Attitudes</strong></td>
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<tr>
<td>13. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.</td>
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<tr>
<td>14. Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.</td>
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<td>15. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.</td>
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<td>16. Responds professionally in increasingly complex situations with a greater degree of independence as she or he progresses across levels of training.</td>
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<td>c. Doctoral Clinical Practicum II (PSYC 8383)*</td>
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<td>V. Communication and Interpersonal Skills</td>
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<tr>
<td>17. Develops and maintains effective relationships with a wide range of individuals,</td>
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<td>including colleagues, communities, organizations, supervisors, supervisees, and</td>
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<td>those receiving professional services.</td>
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<td>18. Produces and comprehends oral, nonverbal, and written communications that are</td>
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<tr>
<td>informative and well-integrated; demonstrates a thorough grasp of professional</td>
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<td>language and concepts.</td>
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<td>19. Demonstrates effective interpersonal skills and the ability to manage difficult</td>
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<td>communication well.</td>
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<td>b. Dissertation</td>
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<td>d. Doctoral Clinical Practicum II (PSYC 8383)*</td>
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<tr>
<td>VI. Assessment</td>
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<tr>
<td>20. Demonstrates current knowledge of diagnostic classification systems, functional and</td>
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<td>dysfunctional behaviors, including consideration of client strengths and</td>
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<td>psychopathology</td>
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<td>21. Understanding of human behavior within its context (e.g., family, social, societal,</td>
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<td>and cultural)</td>
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<td>22. Demonstrates the ability to apply the knowledge of functional and dysfunctional</td>
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<td>behaviors, including context, to the assessment and/or diagnostic process</td>
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<td>23. Selects and applies assessment methods that draw from the best available empirical</td>
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<td>literature and that reflect the science of measurement and psychometrics; collect</td>
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<td>relevant data using multiple sources and methods appropriate to the identified goals</td>
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<td>and questions of the assessment as well as relevant diversity characteristics of the</td>
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<td>service recipient.</td>
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<td>24. Interprets assessment results, following current research and professional standards</td>
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<td>and guidelines, to inform case conceptualization, classification, and</td>
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<td>recommendations, while guarding against decision-making biases, distinguishing the</td>
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<td>aspects of assessment that are subjective from those that are objective.</td>
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<td>25. Communicates orally and in written documents the findings and implications of the</td>
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<td>assessment in an accurate and effective manner sensitive to a range of audiences.</td>
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<td>a. Psychopathology (PSYC 5330)*</td>
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<td>d. Developmental Psychopathology (PSYC 7339)*</td>
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<td>f. Forensic Assessment I (PSYC 8360)*</td>
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<td>g. Capstone – Assessment</td>
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<td>h. Doctoral Comprehensive Exam – Clinical</td>
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<tr>
<td>i. Doctoral Clinical Practicum I (PSYC 8382)*</td>
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<tr>
<td>j. Doctoral Clinical Practicum II (PSYC 8383)*</td>
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<td>VII. Intervention</td>
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<td>26. Establishes and maintains effective relationships with the recipients of psychological services.</td>
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<td>27. Develops evidence-based intervention plans specific to the service delivery goals.</td>
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<tr>
<td>28. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
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<td>29. Demonstrates the ability to apply the relevant research literature to clinical decision making.</td>
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<tr>
<td>30. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking</td>
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<td>31. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.</td>
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**Evaluated Educational Experiences & Training Milestones**

| a. Theory and Research in Psychotherapy I (PSYC 5333)* |       |        |       |        |       |
| b. Empirically Supported Treatments (PSYC 7370)*       |       |        |       |        |       |
| c. Capstone – Therapy                                   |       |        |       |        |       |
| d. Doctoral Comprehensive Exam – Clinical               |       |        |       |        |       |

*See student transcript in file
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<th>Competencies and Elements</th>
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<td>e. Doctoral Clinical Practicum I (PSYC 8382)*</td>
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<td>f. Doctoral Clinical Practicum II (PSYC 8383)*</td>
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VIII. Supervision
32. Demonstrates knowledge of supervision models and practices.
33. Demonstrates effective peer supervision with oversight from faculty and staff psychologists

**Evaluated Educational Experiences & Training Milestones**

a. Supervision Seminar

b. Peer Supervision

IX. Consultation and Interprofessional/Interdisciplinary Skills
34. Demonstrates knowledge and respect for the roles and perspectives of other professions.
35. Demonstrates knowledge of consultation models and practices.

**Evaluated Educational Experiences & Training Milestones**

a. Doctoral Clinical Practicum I (PSYC 8382)*

b. Doctoral Clinical Practicum II (PSYC 8383)*

X. Forensic Research and Practice
36. Demonstrates knowledge of the ways in which clinical science and practice inform common legal issues
37. Conducts and critically evaluates research related to forensic assessment
38. Provides consultation and direct services to the legal system

**Evaluated Educational Experiences & Training Milestones**

a. Forensic Assessment I (PSYC 8360)*

b. Mental Health Law (PSYC 7336)*

c. Forensic Evaluation

* See student transcript in file
Appendix F: Procedures in Cases of Academic Dishonesty (SHSU Academic Policy Statement 810213)
1. GENERAL

Academic honesty is defined in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and in the Sam Houston State University *Student Guidelines* published by the Office of Student Life.

2. 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.

2.01 "Cheating" includes the following and similar actions:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs;

2. Using, during a test, materials not authorized by the person giving the test;

3. Collaborating, without authorization, with another person during an examination or in preparing academic work;

4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test;

5. Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit, placement, or qualification;

6. Bribing another person to obtain an unadministered test or information about an unadministered test;
(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

2.02 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

2.03 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

2.04 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

2.05 “Academic work” means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2.06 “Falsification of Data” means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

3. DISCIPLINARY PROCEDURES FOR ACADEMIC DISHONESTY

3.01 Academic Penalties and Student Rights. If a faculty member discovers that a student has engaged in an act of academic dishonesty, he or she may assign an academic penalty to the student. However, the faculty member must provide the student written notice of the offense, the penalty, and the student's due process rights, before the penalty may be imposed. The procedure for student appeals of academic policy violations is as follows:

a. The student must be advised in writing by the instructor that the allegation and penalty may be appealed to the department chair, then to the dean and, eventually to the Provost and Vice President for Academic Affairs or his or her designated representatives.
b. The student’s written appeal must be initiated within ten (10) working days of the receipt of written notice of the penalty decision or of the decision of the reviewing administrator.

c. The student shall have an opportunity to respond to the allegation of academic dishonesty and proposed penalty at each stage of the process.

d. The reviewing administrator shall provide an impartial, written decision as to the merits of the appeal within ten (10) working days of receipt.

e. The student has ten (10) working days from the date of an administrator’s decision to appeal to the next level administrator.

f. When a student does not appeal to the next level, on the eleventh (11th) working day, the last academic decision shall become final and the academic penalty, if any, shall be enacted by the last reviewer. When a student appeals to the Provost, any academic penalty imposed is effective and final on the date the Provost’s decision is issued.

3.02 Student Discipline Process. The Provost may refer the matter to the Vice President for Student Affairs or designee for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process as provided in the Student Guidelines. This disciplinary process is independent of the appeals process for academic dishonesty.

APPROVED: <signed>
Dana G. Hoyt, President

DATED: 5/11/18
CERTIFICATION STATEMENT

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

Original: February 13, 1981
Reviewer(s): Council of Academic Deans
         Faculty Senate
         Academic Affairs Council

Approved: < signed > Date: 5/15/18

Richard Egsaaer
Provost and Vice President
for Academic Affairs

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to a distributed review load, some policies may be reviewed prior to the 5-year timeframe, with subsequent reviews transitioning to the 5-year schedule.
Appendix G:
Academic Grievance Procedures for Students
(SHSU Academic Policy Statement 900823)
1. PURPOSE

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

2. GENERAL

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

   a. Course and/or assignment grades, except cases of academic dishonesty (see Academic Policy Statement 810213 for procedures in cases of academic dishonesty)

   b. Unauthorized class absences or tardiness

   c. An instructor’s alleged unprofessional conduct related to academic matters

   d. Withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs

2.02 Allegations, questions, or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials, will be processed in accordance with the procedures set forth in Chapter VI of the Rules and Regulations, Board of Regents, The Texas State University System and addressed under Academic Policy Statement 910312 “Academic Probation, Suspension, and Termination”.

2.03 If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean (or his or her designee), and Provost and Vice President for Academic Affairs (or his or her designee) form an opinion about the dispute and so advise the individual(s) involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter. The University retains the obligation and right to adjust the record in accordance with the ultimate grievance decision.

2.04 If, in turn, the department/school chair, College Academic Review Panel, academic dean, or Provost and Vice President for Academic Affairs finds that a
disputed action conflicts with federal or State law, University, college, or departmental policy, or with an instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

2.05 Degree programs in fields requiring governmental licensing to practice the profession may propose internal academic grievance procedures for matters including, but not limited to those listed in 2.01.d above. Once approved and signed by the Provost, the program grievance procedures shall govern 2.01.d matters in that department and be the final authority over academic grievances in that program. Professional degree programs include, but are not limited to Clinical Psychology, Music Therapy, and Nursing.

3. COLLEGE ACADEMIC REVIEW PANEL

3.01 There shall be in each college a Standing College Academic Review Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of three (3) faculty members and two (2) student members. The chair of the panel will be selected from the panel members by the appointees to the panel. A department/school chair or any party to the appeal being heard may not serve on the panel. At least two (2) faculty members and at least one (1) student member must be present for action to be taken.

3.02 The Academic Review Panel will be involved in an alleged grievance only after the procedures outlined in paragraph 4.01.a and 4.01.b below have been exhausted.

3.03 The Academic Review Panel will hear only appeals involving disputes over those matters set forth in paragraph 2.01.a through 2.01.d of this policy. Appeals regarding University/college degree requirements or student misconduct will not be addressed by the panel.

4. PROCEDURES

The steps below are to be followed in pursuing an academic grievance (Sec 2.01, a-d):

4.01 The student must first appeal to his/her instructor for a resolution of the matter and must do so in writing within ten (10) working days following the posting of the grade, the absence or tardiness, or the alleged conduct.
4.02 The instructor must reply in writing to the aggrieved student within ten (10) working days following receipt of the appeal.

4.03 If an academic grievance is not satisfactorily resolved with the instructor, or the student does not receive a response from the instructor within ten (10) working days, the student may appeal to the chair of the academic department/school in which the complaint or dispute is centered. The student appealing must provide to the chair a written summary of the pertinent issues of the grievance within ten (10) working days of the date of the response of the instructor or when the response from the instructor was due. In addition, a student may include other faculty or staff members or any other informed individual who might act as advocates in support of his/her appeal.

4.04 The chair of the academic department/school in which the complaint or dispute is centered reviews the evidence provided by students and may request/review information provided by the instructor. The chair must respond to the student and the instructor with a written decision within ten (10) working days of receipt of a timely appeal.

4.05 If the student remains aggrieved after an appeal to the chair of the department/school, the student may, within ten (10) working days of receipt of the chair’s decision, forward the written appeal (plus any other additional material) to the college dean in whose college the dispute arose with a request to have the case heard by the College Academic Review Panel. Within ten (10) working days of receiving the appeal, the Panel will investigate the alleged grievance and present such findings and recommendations as the Panel finds appropriate as soon as possible to the student and to other relevant parties, including the department/school chair and the faculty member(s) against whom the grievance is directed. During the panel hearing(s), all parties involved in the original grievance will be invited to appear before the Panel. The student may request either oral or written statements from advocates. The inclusion of these statements at the hearing(s) will be at the discretion of the Panel. Under no circumstances will advocates be permitted to directly question or cross-examine any person who is involved in the grievance. Legal counsel, if included by the grievant, may act only in an advisory capacity and may not be a directly active participant in the proceedings.

4.06 If a student wishes to appeal the Academic Review Panel resolution, he or she may, within ten (10) working days, request in writing that the grievance be forwarded to the college dean in whose college the dispute arose for review and
adjudication. The Review Panel will forward all documents pertaining to the
dispute to the dean, and the dean will inform the student, the instructor, and the
administrators participating in the appeals process of the decision and the
disposition of the matter within ten (10) working days of receipt of the appeal.

4.07 If a student wishes to appeal the college dean’s decision, he or she may, within
ten (10) working days, request in writing that the grievance be forwarded to the
Provost and Vice President for Academic Affairs. The Provost will receive all
documents pertaining to the dispute from the Academic Review Panel and the
dean for review. The Provost, or his/her designee, will inform the student, the
instructor, and/or the committee chair, and the administrators participating in the
appeals process of the decision and the disposition of the matter within ten (10)
working days of receipt of the appeal. The Provost’s decision is final.

APPROVED: <signed>
Dana G. Hoyt, President

DATE: 5/11/18

CERTIFICATION STATEMENT

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

Original: August 23, 1990
Reviewer(s): Council of Academic Deans
Review Cycle: Five years*
Faculty Senate
Review Date: Fall 2019
Academic Affairs Council

Approved: <signed> Date: 5/15/18
Richard Eglsaer
Provost and Vice President
for Academic Affairs

*Effective January 2018, Academic Policy Statements will be reviewed on a rotating 5-year schedule. To transition to
a distributed review load, some policies may be reviewed prior to the 5-year timeframe; subsequent reviews
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