



Sam Houston  
State University

# 2023-2024 Master's Psychology Programs Handbook

MASTER OF ARTS IN EXPERIMENTAL PSYCHOLOGY

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Department of Psychology & Philosophy

SAM HOUSTON STATE UNIVERSITY | Box 2447, Huntsville, TX 77341-2447

*A Member of the Texas State University System*

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## Welcome to SHSU's MA Psychology Programs

The MA Psychology Programs (MAPP) committee welcomes you to SAM! Graduate education at Sam Houston State University seeks to prepare students to become intellectual leaders in their professions, and the Department of Psychology and Philosophy has pursued this goal with graduate training in scientific and professional psychology since 1984. For almost four decades, we have trained capable practitioners and scientists, prepared students for doctoral study, and supported personal growth. We hope that you find your time with us fulfilling and rewarding.

Our *Master of Arts in Experimental Psychology* is focused on the scientific sub-disciplines of Psychology. As the name indicated, the program is experimentally oriented and students are expected to become involved in research throughout their tenure at SHSU. This program does not involve training in the delivery of psychological services. Please note that the name of the program changed from General Psychology to Experimental Psychology in 2023. The required curriculum is based on the catalog year of matriculation, so students entering the program in 2021 and 2022 will continue to follow the same degree plan listed in the catalogs for those years but the name of their Master's degree will be Experimental Psychology.

Our *Master of Arts in Clinical Psychology* program is designed to produce scientist-practitioners who possess: (1) extensive knowledge of the field of clinical psychology; (2) the assessment, diagnostic, and therapeutic skills of effective Master's-level practitioners; and (3) the intellectual skills necessary for continuing the process of discovery and understanding of human behavior. Graduate training in our Clinical Psychology MA program is directed toward Psychological Associate licensure (LPA) from The Texas State Board of Examiners of Psychologists.

### Purpose of this Handbook

This handbook is intended to provide you with information about our program requirements and to facilitate your progress through our programs. Each student is expected to read this handbook and be familiar with its contents. The information in this Handbook supplements that in other University publications: the Graduate Catalog, the University Student Guidelines, the University's Guide to the Preparation of Theses and Dissertations.

During your tenure here, changes in the curriculum or our policies may occur; generally, any new requirements will be limited to new students. Students who are already enrolled in one of our programs will usually continue to be guided by the rules in effect at the time they were admitted to the program. However, some changes required by SHSU, the state, or accreditation become effective immediately and will apply to all students regardless of admission year.

Please note that all students are expected to demonstrate professionalism in the academic setting. "Professionalism is **how you interact as well as what you produce.** Interacting with others appropriately and respectfully, communicating clearly and directly and interpersonal skills are all essential to being professional"

(<http://surreyprofessionaltraining.pbworks.com/f/PERSONAL+PROFESSIONALISM+LEAFLET+FINAL.pdf>). Other tips on professionalism in the academic setting can be found at <https://www.cpcc.edu/sites/default/files/2019-04/star-resources-academic-professionalism.pdf>.

# Mission Statements

## ***Sam Houston State University***

Sam Houston State University is a multicultural institution whose mission is to provide high quality education, scholarship, and service to qualified students for the benefit of regional, state, national, and international constituencies.

## ***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. The mission of the college is to prepare students for meaningful lives and careers as adept professionals and thoughtful, engaged citizens.

## ***American Psychological Association***

The mission of the American Psychological Association is to promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives.

## ***Department of Psychology and Philosophy***

The Department of Psychology and Philosophy with the College of Humanities & Social Sciences (CHSS) at Sam Houston State University is dedicated to the discovery of knowledge about human behaviors, beliefs, and emotions. Collectively, the Department promotes an environment of mutual respect, transparency, inclusion, and an appreciation for culture and diversity. Through the discovery of knowledge, the Department provides opportunities for individuals to develop intellectually, personally, professionally, and collectively as members of a larger community. The Department works in the classroom, research laboratory and community to provide undergraduate and graduate-level training that emphasizes both the psychological and philosophical theories, the scientific method, and the application of philosophical and/or psychological knowledge to important research and real-world issues.

## ***Masters Psychology Programs***

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

## **DIVERSITY AND INCLUSION**

Psychologists are held to an ethical standard that prohibits “unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status or any basis proscribed by law” (Ethical Standard 3.01, p. 5, APA, 2010). The SHSU MA Psychology Programs Committee affirms APA’s vision of “a strong, diverse, and unified psychology that enhances knowledge and improves the human condition.” All psychologists must be knowledgeable and sensitive to issues of diversity and inclusion. In particular, clinical psychology practitioners should be trained to offer services to diverse populations. Students entering the Clinical Psychology MA program will be required to provide clinical services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be different from their own. When religious beliefs or world views conflict with providing competent services to specific subgroups, psychologists and trainees must manage these conflicts in the context of ongoing service to a diverse clientele. Faculty are committed to working with the student to ensure that multicultural 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. 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*).

### ***American Psychological Association on Equity, Diversity, and Inclusion***

The American Psychological Association, as a mission-driven organization that applies the best available psychological science to benefit society and improve lives, is committed to infusing the principles of equity, diversity, and inclusion (EDI) into all aspects of the work it does. As part of its EDI framework, APA describes its mission and vision, respectively: “To advance equity, diversity, and

inclusion through psychological science that champions thought leadership, innovation and excellence.” “APA strives for an accessible, equitable, and inclusive psychology that promotes human rights, fairness, and dignity for all.”

## ***Department of Psychology and Philosophy***

The Department of Psychology and Philosophy is committed to preparing highly skilled compassionate scientific-scholars at all levels of learning with sensitivity to cultural, ethnic, gender, religion, abled-body, SES diversity and the underserved. Thus, the department respects and affirms the equal human worth of every individual and of all distinctive groups of people. Themoral and intellectual justification for this mission is rooted in the department’s commitment to students and faculty of different backgrounds, experiences, and origins, which enhances the learning experience of all. Diversity is broadly defined to include, but not be limited to, respect of race, ethnicity, sexual orientation, gender, age, abilities, religion, native tongue, or culture. The programs of the Department of Psychology and Philosophy aim to embrace the integration of diversity through:

1. Acknowledging the salience of diversity in our society by addressing the interests and concerns of students in the Department;
2. The recruitment and retention of diverse students, staff, and faculty;
3. Integration of diversity education and sensitivity in curriculum, research, and clinical training opportunities;
4. Promoting empathy and respect for all groups; and
5. Encouraging and educating students in promoting advocacy and social justice

The Department of Psychology and Philosophy maintains the commitment in these areas to all students throughout the organizational culture.

## DEPARTMENTAL CONTACT INFORMATION

### Psychology Department

Front Desk	936-294-1174	<a href="http://www.shsu.edu/academics/psychology-and-philosophy/">www.shsu.edu/academics/psychology-and-philosophy/</a>
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Dieu Truong		dmt052@shsu.edu
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Stephen White	936-294-1173	sww012@shsu.edu
Juaju Wu		jxw089@shsu.edu

### Coordinator of MA Psychology Programs (MAPP), Director MA Clinical Training

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### School Psychology Program (SSP) Director

Ramona Noland	936-294-4310	noland@shsu.edu
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### Director of Ph.D. Clinical Training



**Psychmasters listserv**

<https://lists.shsu.edu/mailman/listinfo/psychmasters>

**OTHER USEFUL CONTACT INFORMATION****Dean of the College of Humanities and Social Sciences**

Front Desk 936-294-2200 chss@shsu.edu  
 Dean Chien-pin Li 936-294-2200 chss@shsu.edu  
 Fax Number: 936-294-2207

**Financial Aid & Scholarships Office**

Phone: 936-294-1774  
 Website: <https://www.shsu.edu/dept/financial-aid/>  
 Fax Number: 936-294-3668

**Graduate School**

Front Desk 936-294-2408 TheGraduateSchool@shsu.edu  
 Fax Number: 936-294-2409  
 Dean Kenneth Hendrickson 936-294-2408 TheGraduateSchool@shsu.edu  
 Dissertation/Thesis Specialist  
 Leanna Martin, MA 936-294-2303 lnm036@shsu.edu

**Psychological Services Center**

Front Desk 936-294-1210  
 Website: <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/psychological-services-center/>  
 Fax Number: 936-294-1685

**Newton Gresham Library**

Front Desk 936-294-1614 library@shsu.edu  
 Fax Number: 936-294-3615

**Registrar's Office: Certification for Graduation**

936-294-4245 registrar@shsu.edu

**Services for Students with Disabilities**

Front Desk 936-294-3512 disability@shsu.edu  
<https://www.shsu.edu/dept/disability/index.html>

**Other Services**

Student Advising Center 936-294-4444  
<https://www.shsu.edu/centers/sam-center/>  
 Bookstore 936-294-1862  
<https://shsu.bncollege.com/shop/shsu/home>  
 Computer Services 936-294-1950  
<https://www.shsu.edu/dept/client-services/service->

Post Office	<a href="#">desk.html</a> 936-294-1936 <a href="https://www.shsu.edu/dept/mail-services/">https://www.shsu.edu/dept/mail-services/</a>
Student Activities	936-294-3861 <a href="https://www.shsu.edu/dept/student-activities/">https://www.shsu.edu/dept/student-activities/</a>
Legal Services	936-294-1717 <a href="https://www.shsu.edu/dept/student-affairs/legal/">https://www.shsu.edu/dept/student-affairs/legal/</a>
Lowman Student Center	936-294-1759 <a href="https://www.shsu.edu/dept/lowman-student-center/">https://www.shsu.edu/dept/lowman-student-center/</a>
International Programs	936-294-4737 <a href="https://www.shsu.edu/dept/international-programs/">https://www.shsu.edu/dept/international-programs/</a>

DRAFT

## ACADEMIC ADVISEMENT

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

This system also means that you must receive academic advisement before you register each semester. Advisement meetings will be routinely announced twice a year in October and March. Prior to your advising, please check your degree plan and recommended sequence of courses (which can be found later in this Handbook). The sequence of these courses is fairly straightforward but the MA Coordinator can offer advice on courses that may be best for your specific circumstances or professional goals. Juggling your needs with those of others on campus who wish to take our classes is a complex task, and if you are tardy in formulating your plans for subsequent semesters, we do not promise to have spaces remaining in classes that would otherwise have been open to you.

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

Finally, you should always be alert for changes in our course offerings that occur after the University's official Schedule of Courses is posted on the Web (which is several weeks before advisement begins). Courses are sometimes added to our list of offerings, and class meeting times sometimes change. When possible, the MA Coordinator will notify you of these changes and should be regarded as a source of information that is to be preferred to the posted Schedule of Courses.

### **Psychmasters listserve**

Every MA Psychology student is expected to register for the Psychmasters listserve, which is where all program announcements will be posted. Students will be responsible for regularly reviewing the listserve postings to ensure that they are up to date with all current program activities, deadlines, and announcements. To request listserve access and post messages, please go to <https://lists.shsu.edu/mailman/listinfo/psychmasters> .

## GRADUATE CURRICULA

You will complete most of your coursework on the Huntsville campus, although occasionally courses will be offered at The Woodlands Center. Full-time study is encouraged but not required, and some students write a Master's thesis. Keep in mind that while some required courses may be offered at The Woodlands Center, the number and selection of courses offered each semester at this location may be limited.

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

### The General Core

All of the required core courses are provided to make sure that our students have a general understanding of the scientific nature of psychological study. Thus, these courses are meant to provide you with a solid background in psychology that you can build on and apply to courses required by your specific program. Most of these courses are offered at least once a year. The General Core includes:

PSYC 5332	Advanced Social Psychology
PSYC 5336	Advanced Cognitive Psychology
PSYC 5360	Advanced Physiological Psychology
PSYC 5381	Advanced Learning Theory*
PSYC 5387	Advanced Statistics
PSYC 5388	Experimental Design
PSYC 5397	Advanced Developmental Psychology

\*Note: The Clinical Psychology MA degree does not require PSYC 5381

### Annual Progress Reviews

Each student in the Psychology MA Programs will undergo an annual progress review (APR) and receive written feedback in a letter that will also be placed in the student's academic file. The APR letter will address the student's performance and progress in the areas of (a) academics, (b) research, (c) teaching or other assistantship, (d) clinical training if applicable, and overall program performance. At the end of each spring, students will provide an updated CV and a self-evaluation letter in which they assess their performance in these areas and note any special accomplishments/activities in the past academic year, e.g., conference presentations, expansion of clinical approaches, training workshops attended, publications. Students submit these materials to Coordinator, who distributes the materials to faculty members assigned to the student for APR purposes (often a research mentor). The MAPP faculty will meet to review the materials and discuss strengths, weaknesses, and recommendations. Prior to the start of the following academic year, APR letters will be mailed to students who may request a meeting with the appropriate advisor to discuss the program feedback.

## **REQUIREMENTS FOR THE MASTER OF ARTS IN EXPERIMENTAL PSYCHOLOGY**

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

### **Thesis Concentration**

As an experimentally-oriented program, we expect you to become involved in research activities. In particular, we encourage you to write a Master's thesis and have detailed the thesis process later in this handbook, and online at <http://www.sam.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html>. Generally, the thesis requires about 3 semesters of work in order to design and propose the thesis study (PSYC 6098 – Thesis I) and then collect data for the study and defend it to one's committee (PSYC 6099 – Thesis II). The thesis is recommended but not required, so you may instead select the non-thesis concentration described below.

### **Non-thesis Concentration/Electives**

The non-thesis option requires 4 graduate electives, which can be fulfilled by any graduate course (5000-level or above) on campus. A good portion of our students are interested in teaching psychology at the junior college or college level, for which we strongly recommend taking PSYC 5390, Teaching of Psychology, and PSYC 5392, History & Systems. Other students have crafted their own 12-hour “mini-concentrations” in psychology and law or psychology and business by taking Criminal Justice or Business courses, respectively, for these electives.

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

### **Important Notice of Name Change**

In spring 2023, the official name of the program changed from General Psychology to Experimental Psychology to better reflect the nature and focus of training provided. Students usually follow the degree plan of their entry catalog, so students entering in 2021 and 2022 will continue to follow the degree plan outlined in the 2021-2022 and 2022-2023 catalogs, respectively. Students wishing change to a later catalog/degree plan should contact the Coordinator; changes to an earlier catalog are not allowed.

## MA EXPERIMENTAL PSYCHOLOGY Degree Checklist

Required General Core Courses (18 hours):			Hours
	PSYC 5331	Graduate Seminar in General/Experimental Psychology	3
	PSYC 5332	Advanced Social Psychology	3
	PSYC 5336	Advanced Cognitive Psychology	3
	PSYC 5360	Advanced Physiological Psychology	3
	PSYC 5381	Advanced Learning	3
	PSYC 5397	Advanced Developmental Psychology	3
	PSYC 5387	Advanced Statistics	3
	PSYC 5388	Experimental Design	3
Experimental Core:			24

Concentration (12 hours) – circle track, fill in elective number					
Thesis Concentration			Non-Thesis Concentration		
	PSYC 6098	Thesis 1		Elective <sup>1</sup>	3
	PSYC 6099	Thesis 2		Elective <sup>1</sup>	3
		Elective <sup>1</sup>		Elective <sup>1</sup>	3
		Elective <sup>1,2</sup>		Elective <sup>1,2</sup>	3

**TOTAL DEGREE HOURS: 36**

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

<sup>2</sup>Students are encouraged to take PSYC 5390, Teaching of Psychology, as one of their electives.

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

Year	Fall (9 Credits)	Spring (9 Credits)	Summer (0-6 Credits)
<b>1</b>	PSYC 5360, Physiological Psychology  PSYC 5387, Statistics I  PSYC 5331, Graduate Seminar in General/Experimental Psychology	PSYC 5397, Advanced Developmental Psychology  PSYC 5388, Experimental Design  Adv Learning (5381)/Adv Cog (5336); rotated yearly <sup>1</sup>	<i>Optional either summer:</i>  Advanced Learning (5381)  History & Systems (5392) – this course is ONLY offered in summer
<b>2</b>	Thesis I/Elective <sup>2</sup>  PSYC 5332, Advanced Social Psychology  Elective <sup>2</sup>	Thesis II/Elective <sup>2</sup>  Elective <sup>2</sup>  Adv Learning (5381)/Adv Cog (5336); rotated yearly <sup>1</sup>	Elective  Thesis

Total Hours = 36

<sup>1</sup> One of these two course will be offered each year on a rotating basis.

<sup>2</sup> Electives can be selected from within and outside of the department to match the students interests and career goals. Elective courses in the department might include Teaching of Psychology, Psychometrics, Neuropsychopharmacology (spring only), History and Systems, etc. Graduate courses outside of the department at the 5000 level or above can be taken as an elective if students receive approval from the instructor and/or that department's graduate advisor.

# REQUIREMENTS FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY

## Background

In the State of Texas, a *Licensed Psychological Associate* holds a graduate degree (Master's degree), while a *Licensed Psychologist* holds a doctorate degree. These credentials may fall under alternative labels in different states. Under previous Texas law, a Licensed Psychological Associate (LPA) was not permitted to practice independently and could only practice psychology under the supervision of a licensed psychologist. In 2017, the Texas legislature adopted new rules governing the independent practice of psychology for Masters-level practitioners. Under current law, [22 Tex. Admin. Code §463.1](#), an LPA may practice psychology independently if:

- (A) The licensee can demonstrate at least 3,000 hours of post-graduate degree experience in the delivery of psychological services under the supervision of one or more licensed psychologists;
- (B) The supervised experience was obtained in not less than 24 consecutive months, but not more than 48 consecutive months, and in not more than three placements; *and*
- (C) The licensee submits an application for independent practice evidencing proof of the required supervised experience.

In conjunction with the loosening of requirements for the independent practice of psychology, changes to Texas state licensure rules and regulations now require 60 hours of graduate coursework in order to be eligible to obtain an LPA (Licensed Psychological Associate) credential. This change applies to any student who begins graduate school in August 2020 or later, and grandfathering for students beginning training earlier ended in August of 2021. As such, the curriculum and coursework of our MA Clinical Psychology degree has changed substantially, resulting in the recommended course sequencing over a 3-year period in order to meet the requirements for licensure.

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

Because Masters-level practitioners can now practice independently in Texas, the program's primary goal is to produce effective practitioners and thus provides intensive clinical training. The program aims for a minimum of 300 hours of supervised practicum experience and equips students with applied skills in psychological assessment and intervention. Students must also successfully pass comprehensive examinations consisting of two capstones, one in assessment and one in psychotherapy treatment, typically during their last semester of the program. In addition, for cohorts entering in fall 2023 or later, students who do not complete a thesis are required to take a comprehensive exam to assess their scientific competency at the end of their second year. The comprehensive examination is detailed in a later section of this handbook.



## Discipline-Specific Knowledge

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

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

## Profession-Wide and Program Competencies

The Profession-wide competencies (PWC) are the critical knowledge and skills expected of all graduates from clinical psychology programs. Consistent with the field of psychology in general, science is at the core of our knowledge and we rely on the current evidence base in 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:

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

## The General Core

With respect to the General Core Courses listed on p. 12, Clinical MA students are not required to take PSYC 5381 (Advanced Learning Theory) but instead will take either PSYC 5336, Advanced Cognition (2023-24 AY 3<sup>rd</sup> year students), or its upcoming replacement PSYC 5377, Emotion & Cognition (2023-24 AY 1<sup>st</sup> and 2<sup>nd</sup> year students). PSYC 5336/5377 will be offered every other year, so MA Clinical Psychology students will take Developmental Psychology in the off year. For example, PSYC 5377 will be offered in the spring of 2025, so both 2<sup>nd</sup> and 3<sup>rd</sup> year Clinical MA students will take PSYC 5377 that semester, whereas in the spring of 2026, both 2<sup>nd</sup> and 3<sup>rd</sup> year Clinical MA students will take PSYC 5397 (Developmental).

## Clinical Core Courses

All of the courses in the Clinical Core are required. The Clinical Core consists of:

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

As outlined in the recommended course sequence, the prerequisites for PSYC 6391 (Practicum I) include PSYC 5330 (Psychopathology), PSYC 5333 (Theory and Research in Psychotherapy I), PSYC 5379 (Ethics), PSYC 5380 (Diversity), PSYC 5395 (Assessment of Intelligence and Achievement), and PSYC 6390 (Techniques of Psychotherapy). You must also take PSYC 5394 (Psychometrics) before or concurrently with any assessment course, and PSYC 5396 (Assessment of Personality & Psychopathology) should be taken prior to enrolling in PSYC 6392/6393 (Practicum II/III).

## Clinical Practicum Courses

In the Practicum courses, your professional training all comes together; it's your opportunity to learn and practice the skills you'll absolutely need as a clinician. Your first three-hour practicum course, PSYC 6391, is an in-house experience that will involve a small case load, individual and group supervision, and a case presentation; your time commitment will be about 10 hours per week outside of normal class times during the semester.

Your two other advanced practicum courses, PSYC 6392 and 6393, Practicum II and Practicum III, will comprise 6 hours over the course of two semesters (fall and spring) during your final year in the program. The Practicum II/III experience can be enormously rewarding, but it is time intensive and can be both physically and emotionally challenging. After submitting applications to multiple agencies in the spring semester prior to enrolling in Practicum II, you must be accepted and assigned to a mental health setting. In addition to providing psychotherapy to individual clients, you may be engaged in psychological assessment, group therapy, and interdisciplinary meetings. Typically, approximately 16-20 hours per week will be spent onsite at your agency outside of normal class time; you will receive at least 1 hour of individual supervision each week, and may also participate in didactics and/or group supervision. As you can see, the practicum experience is intense and that should be taken into account when planning where your time and energy will be directed each semester of the sequence.

Additionally, many sites require at least one letter of recommendation from a professor, a criminal background check, and a professional interview, as well as adherence to ethical standards and a professional dress code. It is at the discretion of the agency personnel whether to accept you as a practicum student. Failure to achieve placement to a practicum training site disqualifies you from taking Practica II/III that year and will delay your graduation.

## **Clinical Electives**

In order to meet your elective requirements, you will select 1-3 clinical elective course(s) offered by the Department of Psychology and Philosophy. Clinical elective courses are intended to provide additional opportunities to broaden your clinical training and enhance your readiness for independent practice, so they will focus on specific clinical areas, such as child psychotherapy, group therapy, neuropsychopharmacology, trauma, substance abuse/addiction, couple and family psychology, etc. Some of these courses may be offered as PSYC 5334, Theory & Research in Psychotherapy II, which can be counted more than once on the degree plan if the courses comprise different topics. A program goal is to offer at least one clinical elective, and possibly two, each long semester. Consult with the MA Coordinator to determine whether a course will count as a clinical elective.

## **Thesis Option**

We encourage all students to become involved in research, but a thesis is optional. Students selecting the thesis concentration are required to take a minimum of 6 hours of thesis plus one clinical elective. Generally, the thesis requires 3 or more semesters of work in order to design and propose the thesis (PSYC 6098 - Thesis I) and then conduct the study and defend it to the thesis committee (PSYC 6099 - Thesis II). Students must continue to enroll in thesis hours until it is defended but additional hours will not count toward the degree.

All the specific courses that constitute the 60-hour degree are listed in the MA Clinical Psychology Degree Checklist found on the next page, followed by the recommended course sequence for our MA clinical psychology students.

## MA CLINICAL PSYCHOLOGY Degree Checklist

Required General Core Courses (18 hours):			Hours
	PSYC 5332	Advanced Social Psychology	3
	PSYC 5397	Advanced Developmental Psychology	3
	PSYC 5360	Advanced Physiological Psychology	3
	PSYC 5336 OR 5377	Advanced Cognitive Psychology OR Cognition & Emotion	3
	PSYC 5387	Advanced Statistics	3
	PSYC 5388	Experimental Design	3
Required Clinical Core Courses (33 hours):			
	PSYC 5333	Theory and Research in Psychotherapy I	3
	PSYC 5330	Psychopathology	3
	PSYC 5394	Psychometrics	3
	PSYC 5395	Assessment of Intelligence and Achievement	3
	PSYC 5396	Assessment of Personality and Psychopathology	3
	PSYC 5380	Psychology of Diversity	3
	PSYC 5379	Ethical Practice in Psychology	3
	PSYC 6390	Techniques in Psychotherapy	3
	PSYC 6391	Practicum I	3
	PSYC 6392	Practicum II	3
	PSYC 6393	Practicum III	3

Concentration/Track (9 hours) – circle track, fill in elective number					
Thesis Track			Non-thesis Track		
	PSYC 6098	Thesis 1	PSYC	Clinical Elective <sup>1</sup>	3
	PSYC 6099	Thesis 2	PSYC	Clinical Elective <sup>1</sup>	3
	PSYC	Clinical Elective <sup>1</sup>	PSYC	Clinical Elective <sup>1</sup>	3

**TOTAL DEGREE HOURS: 60**

<sup>1</sup> Clinical electives must be chosen from approved courses including: PSYC 5334, 5361, 5398, 7374, 7339

## Recommended Sequence for MA Clinical Psychology Thesis and Non-thesis Options

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

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

<sup>2</sup> Students who choose the thesis option must complete a minimum of 6 hours of Thesis I and II

<sup>3</sup> The thesis option requires one clinical elective to meet the 60-credit requirement

## CLINICAL TRAINING

Our Clinical Psychology MA program involves applied professional training. Graduates of the program will be eligible to seek professional licensure and, ultimately, they may assess, diagnose and treat individuals with various mental disorders. As a result, Clinical Psychology students must demonstrate competence in clinical practice activities, and faculty and clinical supervisors are tasked with an educational gatekeeping function that serves to assess, remediate, and/or dismiss students and trainees with problematic professional competencies.

### *Clinical Privileges*

Upon enrollment in PSYC 6391, 6292, and 6393 for clinical students, students shall be granted clinical privileges. These privileges mean that they are permitted to engage in clinical psychological activities as directed by, and under the supervision of, the faculty members and licensed psychologists involved in their training. To maintain these privileges, students must be enrolled in one of these practicum courses and continue to demonstrate a level of clinical competence appropriate to their level of training and development. The university provides liability insurance to students ONLY when they are enrolled in practicum; Texas law prohibits students from “practicing psychology” if they are not enrolled in official practicum courses.

### *Supervision/Oversight/Evaluation*

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

Clinical faculty must balance their roles as instructors/mentors with that of gatekeepers who are responsible for credentialing future members of the profession. Consistent with the Ethical Principles under which psychologists operate, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions in which student needs are pitted against potential social harm that might be engendered by allowing a student to continue work with clients or complete the program, the benefit of the doubt will always go to the prevention of social harm. Under no circumstances will any faculty member be required to provide clinical supervision to a student whom the faculty member believes to be clinically incompetent.

Deficiencies in clinical competence may arise from a lack of technical training, interpersonal problems, problems with supervision, emotional instability and/or cognitive limitations. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there are professional obligations. Ethical principles obligate psychologists to refrain from engaging in professional activity when they know that personal problems may prevent them from performing competently. Clinical supervisors, therefore, have a special obligation to note personal problems that may interfere with a supervisee’s clinical performance and to take appropriate remedial action (such as professional assistance or consultation or limiting/suspending work-related activities).

At the end of each semester, the clinical supervisors will routinely provide a written evaluation of practicum students. Practicum supervisors closely evaluate student performance, to better monitor and promote student skill development. Practicum supervisors use the *MA Practicum Evaluation Form*

(Appendix A) to evaluate student performance. Ratings are reviewed by Program faculty to track student progress in general and to identify areas in which the student may need to improve and/or areas that should be the focus of subsequent practicum training and clinical supervision.

At that time or any time during the semester, if a supervisor identifies significant functional deficiencies and the student does not appear responsive to initial interventions, the MAPP Committee may form a subcommittee consisting of all MA Clinical faculty to review the situation for possible remediation (see below for more detail).

### ***Remediation***

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

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

If deficiencies are not successfully addressed in clinical supervision, the clinical faculty of the MAPP Committee will meet to consider remedial measures. Supervisors from outside practicum sites may be invited to participate at the discretion of the faculty. Students will be given the opportunity to meet with the committee and/or clinical supervisors to discuss specific feedback if they wish.

Functional deficiencies may include a lack of technical expertise that would be expected of a student at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns, inappropriate professional demeanor, or deficits in interpersonal skills that impair the formation of appropriate clinical relationships. When such deficiencies are identified, the MA faculty will work with the student to formulate a written remediation plan that will include (a) a description of the specific deficiencies, (b) an outline of the goals of remediation, (c) a definition of specific strategies to be applied, (d) the criteria for successful remediation, and (e) the timeline for review of the remediation plan.

Remediation plans must, by nature, be individualized, and depending upon the particular problem situation, a wide range of interventions might be applied. These may include (a) self-structured behavioral change, (b) additional field experience, (c) additional coursework, (d) additional practica, (e) specialized tutoring/mentoring, (f) a reduction in case load, or (g) a leave of absence. If personal or personality difficulties appear to be precipitating the functional deficiencies, other strategies may include: (a) mobilization of additional support systems, (b) an independent assessment, or (c) personal therapy. In no case, however, will psychological assessment or personal therapy of a student be conducted by a member of the clinical faculty. It will be up to the clinical faculty of the MAPP Committee to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation.

Once the deadline for remediation 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 effort 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 and will be dismissed from training. Any student who is terminated is entitled to the due process outlined in the “Withdrawal of Clinical Privileges” section of this handbook below. In all cases, the student will be informed in writing of the faculty decisions and will have the opportunity to discuss the outcome with the faculty member(s) involved in the remediation and/or the Director of Clinical Training for the MA Clinical Psychology Program.

### ***Withdrawal of Clinical Privileges***

A student who fails to attain an adequate level of clinical competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn. This will preclude successful completion of the Clinical Psychology 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 will be made by the clinical faculty members of the MAPP Committee.

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

### ***Appeals of Withdrawal of Clinical Privileges***

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Sciences in writing within 60 days of the decision.
2. The Dean, within 30 days of receipt of the appeal request, shall convene a panel of psychologists (who must be licensed clinicians if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.
3. No members of the Committee responsible for the original decision may serve on the panel hearing the appeal.
4. The student shall be given 7 days written notice in advance of the scheduled appeal by first class mail addressed to her or his address of record.
5. One member of the panel shall be designated by the Dean as the Chair, and that person shall conduct the proceeding.
  - (a) At the appeal proceeding, one member of the Practicum Committee will present the evidence on which the committee's decision was based.
  - (b) The student will have an opportunity to challenge the evidence offered on behalf of the committee and present testimony and other relevant evidence on his/her/their behalf.
  - (c) Formal rules of evidence will not apply.



- (d) The panel's decision shall be by simple majority and will be final.
6. If the panel decides in favor of the student, the clinical committee will reverse the decision to withdraw privileges and will determine the proper remedial training efforts for the student, if any, and the student will be allowed to continue in the program.

DRAFT

## GRADUATE RESEARCH

### Research Activity

Everyone is invited to participate in the faculty's various research labs, and you are strongly encouraged to gain research experience if you plan to pursue doctoral study. You may want to browse the list of faculty members to see what kinds of research they're interested in. In the "Faculty" section of this handbook, you can find research and clinical interests for each of the psychology faculty. If you share interests with a faculty member, reach out to them to discuss the possibility of serving as a research assistant. This can be one of the most fruitful ways to help you develop as a researcher and will expose you to the various research projects being conducted in the department. The process of finding a faculty member to work with is an informal process at SHSU and you are welcome to work with more than one faculty member. If you plan to conduct a thesis, you should begin your search for a faculty research mentor as soon as you arrive, with the hope of securing a thesis Chairperson no later than the end of your first year.

### Thesis

For students who choose to conduct a thesis, the most important resource for you is the Graduate School's thesis and dissertation website found at: <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>. Located on this webpage are an overview of the thesis process, the order of events, deadlines, student forms, formatting and submission information, policies and procedures, and library resources. After checking the webpage, if you have further questions regarding initiation sheets, embargo requests, and public defense announcement, email [thegraduateschool@shsu.edu](mailto:thegraduateschool@shsu.edu). For questions regarding 1<sup>st</sup> and 2<sup>nd</sup>/Final Draft Review submissions, formatting thesis documents, and updates on Vireo submissions and route sheets, email [tgsthesis@shsu.edu](mailto:tgsthesis@shsu.edu). The thesis process for our students is also described in detail at <http://www.sam.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html>

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

Please note that students who entered either MA program in the fall of 2020 and afterwards are automatically defaulted into the non-thesis track. If students wish to pursue a Master's thesis, they must secure a thesis chair and get approval from the MA Coordinator and department chair (with accompanying SHSU paperwork to change the concentration) before they can be officially transferred into the thesis concentration and be allowed to register thesis courses.

## ***Thesis Committee***

A thesis committee will be formed prior to enrollment in the first thesis course. The committee must be composed of a chair and at least two additional members, all of whom have appropriate graduate faculty status at SHSU. With the approval of the department chair, academic dean, and Dean of Graduate Studies the committee may include one member who is not employed by SHSU as per Academic Policy Statement 950601. Selection of the thesis chair depends on student preference and faculty availability and expertise. After a faculty member agrees to serve as chair, the student will select the other committee members with guidance from the faculty chair. The committee must then be approved by the department chair and the appropriate academic dean. Any change in the composition of the thesis or dissertation committee will be approved in the same manner.

## ***Prospectus***

In consultation with the thesis chair, the student will select a subject of investigation and determine the availability of the required sources, facilities, materials, and equipment for the research and the writing of the thesis or dissertation. The student will prepare a prospectus/proposal which will specify the topic, detail the purpose of the proposed investigation, describe the proposed method(s) of investigation, indicate the relationship of study to relevant research and findings of scholars in the student's area of concentration, and provide a commentary on source materials and/or facilities available for the successful completion of the research. The prospectus shall be submitted to the thesis committee following the timelines outlined by the departmental or college policies. Upon committee approval, the signed prospectus is submitted to the appropriate academic dean for final approval. Any subsequent changes in topic or the proposed method of investigation must be approved in writing by the committee and submitted for approval to the appropriate academic dean.

## ***Procedure***

Candidates should be in regular contact with the thesis Chair and committee members throughout the thesis process. Candidates should allow committee members ample time to review draft versions of the thesis. The candidate should submit the completed thesis to the thesis committee at least two weeks prior to the scheduled defense. The following steps must be completed, most in the graduating semester. For a full description of the thesis process from start to finish, please see <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html> . A list of semester specific dates may be accessed from <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html> or the SHSU Academic Calendar, <https://www.shsu.edu/dept/registrar/calendars/academic-calendar.html?source=portal> .

1. A thesis proposal in the Department of Psychology and Philosophy typically consists of the first three chapters of the thesis: Introduction, Review of Literature, Methodology and Planned Analyses (statistical procedures likely to be used for analysis). A copy of any measure used in the research proposal should be included in the Methodology chapter if not copyright protected.
2. Students must be enrolled in thesis during the semesters they propose and defend their research. Students should make every effort to propose the thesis during enrollment in Thesis I (PSYC 6398) but may be assigned a CR (credit) at the discretion of their research mentor if reasonable progress was made during the semester. However, an IP (in progress) will be assigned for all Thesis II (PSYC 6399) courses until the thesis is defended and the student has earned a CR.
3. The candidate shall submit the first full draft of the thesis defense to the Graduate School's Thesis and Dissertation Specialist for format and style review by the deadline posted for the semester of

the defense. At a minimum, the first draft should include all required sections plus THREE chapters of the thesis.

4. The chair of the committee or the graduate advisor establishes a time and location for administering a final oral defense of the thesis. The defense must be held by the deadline posted for the semester of the defense.
5. After clearing with the MA Coordinator, you should post a public announcement for the defense meeting on the Psychmasters listserv. Attendance at the defense is open to the entire university community.
6. The thesis chair will submit a copy of the thesis document and a signed *Report of the Outcome of the Thesis/Dissertation Defense* to the MA Coordinator, who will sign and submit the report to the department chair and appropriate academic dean.
7. Upon successful completion of the defense, the candidate should obtain signatures from the thesis committee on the title page and abstract of the thesis. Approval of thesis chair must also be obtained on the electronic route sheet. This electronic route sheet is generated by the student and will appear in the emails of thesis directors and co-directors, prompting them for approval. The link to the form is on the Graduate Studies web page: <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>. The electronic route sheet must be submitted to the Dean of Graduate School by the deadline posted for the semester of the defense.
8. The Thesis/Dissertation Specialist will email you a final pdf version of your approved thesis/dissertation document to submit through [Vireo](#). Follow the instructions, fill in all sections correctly and upload the approved pdf file. If a graduate student was granted a one- year or two- year embargo, fill in all sections that apply. The Vireo submission and embargo request should be completed in a timely manner in order to avoid delaying the final route sheet approvals.

# FACULTY

## **Student - Faculty Relations**

The faculty members of the University compose a community of scholars who are devoted to teaching, research, sharing of knowledge, and community service. Foremost among these commitments is providing meaningful learning experiences for students. A significant and valuable part of your educational experience may be missed if you fail to avail yourself of faculty counsel and advice about their courses and your vocational goals. We strive for collegial, mutually respectful relationships between faculty and students in our Master's programs and expect professionalism and integrity from everyone.

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

## ***Collaborative Relationships***

In collaborative research, (a) faculty and students should discuss ownership of data and authorship on presentations/publications early enough in the process so that all are aware of their roles and expectations, and (b) faculty and students should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards.

## ***Multiple Relationships***

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

## Your Faculty

Below you will find a listing of our outstanding faculty members and their research and/or clinical interests.

**MA Psychology Programs Core Faculty** <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/ma-core-faculty>

**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.

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

**Hillary Langley, Ph.D.** *Associate Professor of Psychology*. B.A., The University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Research interests 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

**Adam P. Natoli, Ph.D.** *Assistant Professor of Psychology*. B.A. (McNair Scholar), Rider University; M.S., Eastern Michigan University; Ph.D., Adelphi University. Licensed Psychologist. Research and clinical interests include the psychological and physiological processes of assessment, personality and personality pathology, meta-analytic research, and the psychodynamic/psychoanalytic approaches to conceptualizing and treating personality and psychopathology.

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

**George Scott, Ph.D.** *Assistant Professor of Psychology*. B.S., Liberty University; Ph.D. Ponce Health Sciences University. Research and clinical interests include health psychology, behavioral medicine, health disparities, and Community-Based Participatory Research.

**Diane Stoebner-May, Ph.D.** *Clinical Assistant Professor, Assistant Director and Training Director of the SHSU Counseling Center*. Ph.D. University of Houston. Licensed Psychologist. Clinical interests include anxiety disorders, depressive disorders, and clinical supervision and training. [Note: Does not supervise student research]

**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, preclinical drug discovery focusing on identifying novel antidepressants.

### ***Other Psychology Faculty***

**Jaime L. Anderson, Ph.D.** *Associate Professor of Psychology.* B.A., University of Dayton; M.S., Eastern Kentucky University; Ph.D., University of Alabama. Licensed Psychologist. Research interests 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 for the doctoral program.* B.S., Santa Clara University; M.A. & Ph.D., University of Alabama. Research interests include adversarial allegiance in expert witness opinions, agreement among forensic evaluators, field reliability and validity of procedures used in forensic assessment.

**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.

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

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

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

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

**Chelsea G. Ratcliff, Ph.D.** *Assistant Professor of Psychology.* B.A., Trinity University; M.A. & 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.

**Nicholas L. Scheel, Ph.D.** *Assistant Professor of Psychology*. B.S., University of Wisconsin - Green Bay; M.A., Ed.S., & Ph.D., University of South Florida. Licensed Specialist in School Psychology. Research interests include identifying effective systems change and reform efforts in implementing multi-tiered system of supports frameworks to enhance social-emotional, behavioral, and mental health services as well as crisis prevention, intervention, and postvention initiatives and practices in schools.

**Dieu Truong, Ph.D.**, *Assistant Professor of Psychology*. B.S. and B.A., University of Houston, M.A., Houston Baptist University, Ph.D., University of Houston, APA-Accredited Doctoral Internship and Postdoctoral Fellowship at the Children's Hospital of Philadelphia. Research interests include the intersectional experience of autism and Southeast Asians in the U.S. and globally. Through AsianCrit and other culturally responsive frameworks, the experience of Asian autism families and autistic individuals are examined to inform culturally- and ability-affirming practices and policies in schools and the community.

**Jorge G. Varela, Ph.D.** *Professor of Psychology and Department Chair*. 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.

**Juaju Wu, Ph.D.** *Assistant Professor of Psychology*. B.S., M.A., East Tennessee State University; Ph.D., University of Iowa. Board Certified Behavior Analyst. National Certified School Psychologist. Research interests include gifted education, twice-exceptionality, and applied behavior analysis.



## COMPREHENSIVE EXAMINATIONS

You must take and pass a Comprehensive Examination at the close of your training in order to claim your degree. The format of your comprehensive examination differs depending upon the specific program in which you are enrolled. **Experimental MA** students will take a written comprehensive exam consisting of questions from each of the major psychological subdisciplines; the exam will be issued on a set date and returned within 24 hours. **Clinical MA** students must successfully pass an assessment capstone and a psychotherapy case capstone. Beginning with students matriculating in fall 2023, non-thesis Clinical MA students will also take a written scientific competency exam. The specifics for comprehensive exams or “Comps” for each program are detailed in the program subsections that follow.

Regardless of the program, Comps questions will demand well-integrated responses. You will be required to do more than recite information and define terms; you will be asked to apply the knowledge you have gained in coursework to problems relevant to your degree program. The goal is to measure your ability to synthesize the material to which you have been exposed. **Experimental MA** students are responsible for (a) cognitive, (b) developmental, (c) learning, (d) physiological, (e) social, and (f) statistical and research methods. Therefore, it is critical for Experimental MA students to keep their notes and textbooks from these courses so that they can study for the examination. **Clinical MA** students can ordinarily expect to integrate information drawn from (a) systems of psychotherapy, (b) psychopathology, (c) assessment, (d) psychometrics, (e) professional practice (e.g., ethics, diversity, etc), as well as (f) research methods and statistics.

Students typically sit for Comps after they have completed all the required core courses in their specialty, but before the end of the semester in which they plan to graduate. If you take Comps before you complete your core courses, you are at risk for having inadequate information with which to respond. Clinical students will complete the Capstone Comprehensives towards the end of the PSYC 6392/6393 practicum sequence, and non-thesis students will sit for the scientific competency exam at the end of their second year in the program. Thesis students are exempt from the scientific competency exam because their research competency will be demonstrated by completion of the thesis.

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

Note: If you have a disability that may require assistance or accommodation, you must contact the MA coordinator when you sign up for comps. The MA Coordinator will require a letter from the Office of Services for Students with Disabilities verifying the disability and addressing the accommodation that needs to be made

### Experimental Psychology MA Program Comprehensive Exams

Comprehensive exams are not an arbitrary requirement; the process we use to develop the exams

requires extensive planning. The Comps exam will test your knowledge of psychology in the subdisciplines of cognitive, developmental, learning, physiological, social, and statistical and research methods. Students are highly encouraged to keep their textbooks and notes from these classes to study for the exam. Faculty who teach courses or have expertise in a particular area submit possible exam questions, which are selected and assembled to produce the exam itself.

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

Administration of the Experimental Psychology comps will be in the form of a take-home test, consisting of 6 questions that will be issued to you at a specified time on the date of the exam. You will be allowed 72 hours in which to complete your responses to 5/6 examination questions; your responses must be returned by the same time the following Monday. As one of the 5 questions, all students are required to answer the Statistics/Experimental Design question. You are free, as in the real world, to consult reference materials in order to produce your responses. However, all of the information you need will have been covered in your classes, so be sure to keep all your materials for study purposes. With the additional time and resources, your responses will be held to a very high standard. Your work, of course, is to be your own. You should NOT consult with anyone about the answers and you should NOT try to use an AI app. You should also be aware that TurnItIn.com, or other similar plagiarism detection tool, may be used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating or other falsification is grounds for dismissal from the program. Additionally, once the exam has been issued to you, it means that you have agreed to take the exam and your resulting score will be part of your academic record. Thus, if you decide that you would rather take the exam the following semester, you must notify the MA Coordinator of your cancellation at least 24 hours BEFORE the exam is issued. If you are issued the exam and do not complete it, you will receive a Fail score and you will only have one more opportunity to pass the exam without petitioning the Dean for an exception.

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

- Refer to your class notes and textbooks – the answers are there.
- Organize your answers!
- Make a point-by-point outline before beginning to answer a question.
- Be certain each point is relevant to the question asked.
- Address ALL points within each question.
- Make your organization economical and avoid repetition.
- Stay focused on the issues.
- A very good answer to a question that wasn't asked may be a very poor answer.
- Be certain any factual assertions you offer are actually correct. You may wish to say that you would investigate and search for an appropriate test for a particular population or

review the relevant diagnostic criteria pertaining to a case instead of making an assertion that is incorrect.

- Always give credit for materials you are using. In other words, cite all of your sources using proper APA citation formatting.

After you submit your Comps exam, your responses are disseminated to appropriate faculty with your name removed. Each of your answers is read by two members of the faculty, who assign it a score using the Comprehensive Exam Question rubric (see Appendix B). The average of these two faculty scores will reflect the final score for that particular question. On the current rubric for each exam question, a score of 9 or higher on one question is passing. For the full comprehensive exam with all 5 questions, a High Pass = 65-75 points; Pass = 45-64 points; Fail  $\leq$  44 points. For a full Pass, you must score a total of 45 or above and pass all 5 questions you answered. If you score 8 or below on 1-2 questions, you will receive a partial pass/fail and must schedule a retake of the failed domains (but different questions) within 60 days of result notification or notify the Coordinator that you will wait for the next scheduled exam date. If you score 8 or below on three or more questions, you will receive a Fail and must wait until the next scheduled exam date to retake the full comprehensive exam (with different questions).

### **Comprehensive Exams in the Clinical Psychology MA Program**

At the end of your training in the SHSU Master's Program in Clinical Psychology, you should have gained extensive knowledge, skills, and experience during your studies. Thus, the primary purpose of the clinical comprehensive exam is to make sure that, before you graduate, you have developed into a competent clinician who is able to think, reason, and behave like a professional in the field. Capstone comps for the clinical program will be scheduled towards the end of the PSYC 6392/6393 practicum sequence and will consist of two parts based upon two elements: (1) a treatment case study capstone and (2) an assessment case study capstone (each of which is described below). The defense of each of these elements will be scheduled by the PSYC 6393 instructor and the MA Coordinator. For each part, a faculty committee comprising psychologists who are knowledgeable in the specific element being tested will be assembled. After the faculty committee has scored your performance on a rubric (see Appendices C & D), you will be notified of results by the MA Coordinator and/or PSYC 6393 instructor, typically within 2 weeks of the test date. Students matriculating into the program in fall 2023 or later who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their 2<sup>nd</sup> year in the program.

#### ***Assessment***

For the assessment capstone of your comprehensive exams, you will be given referral details, presenting concerns, background information, behavioral observations, and test data (achievement, intelligence, personality) for a hypothetical client. The Comps exam requires you to complete the written assessment report, which will involve describing the measures, reporting and interpreting the scores from each test instrument, and providing a final integrative summary that includes diagnosis and recommendations. You may be asked to provide the strengths and weaknesses of each of the assessment instruments. A rubric for the Assessment capstone is provided in Appendix C.

#### ***Psychotherapy Case Study***

For the psychotherapy case study capstone of your comprehensive exams, you will present a current clinical case (deidentified) from your practicum site. You will guide the committee through your thought processes and considerations for this specific case, typically with the assistance of a power point presentation. Specifically, you must describe referral information; report and evaluate any

background or historical considerations for this case (e.g., developmental, ACEs, ethical, cultural); summarize the clinical assessment process, including symptoms and diagnosis for the case; describe the treatment goals and plan for this case; discuss the treatment implementation and relative success of treatment. The committee will hear your justification for each element and will ask you additional questions or request clarification of answers that weren't clear. A rubric is provided in Appendix D to help you craft the case study capstone that will be presented to the faculty committee.

### ***Research Competency***

Students matriculating into the MA Clinical Psychology program in fall 2023 or later who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their 2<sup>nd</sup> year in the program. This exam will be administered on the first Friday of April, at the same time as the annual comprehensive exams for the Experimental Psychology MA program. The scoring rubric is located on pp. 55-56 of this Handbook.

You will be allowed 24 hours in which to complete your responses, which must be returned by the same time the next day (Saturday). This means that you are free, as in the real world, to consult reference materials in order to produce your response. However, all of the information you need will have been covered in your classes, so be sure to keep all your materials for study purposes. Your work, of course, is to be your own. You should NOT consult with anyone about the answers and you should NOT try to use an AI app. You should also be aware that TurnItIn.com, or other similar plagiarism detection tool, may be used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating or other falsification is grounds for dismissal from the program. If you are issued the exam and do not complete it, you will receive a Fail score and you will have one more opportunity to pass the exam without petitioning the Dean for an exception.

## STUDENT RESOURCES

### Professional Involvement

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

American Psychological Association (APA) <http://www.apa.org>  
Society for Clinical Psychology (SCP) <https://div12.org/>  
Society for Personality and Social Psychology (SPSP) <https://www.spsp.org/>  
Association for Psychological Science (APS) <http://www.psychologicalscience.org>  
American Psychology-Law Society (APLS) <http://www.apadivisions.org/division-41/>  
International Association for Relationship Research (IARR) <https://iarr.org/>  
Southwestern Psychological Association (SWPA) <http://www.swpsych.org/>  
Texas Psychological Association (TPA) <http://www.texaspsyc.org>  
Sam Houston Area Psychological Association (SHAPA) see TPA website

### Travel Assistance for Professional Activities

To help students defray expenses incurred in participating in professional scholarly conferences and other such activities, funding for travel is offered by the Office of Graduate Programs at <http://www.shsu.edu/dept/graduate-studies/>. Additionally, the Department of Psychology is sometimes able to offer small travel subsidies. In asking for assistance with travel to a conference, the student must (1) provide evidence that her or his paper has been accepted at the meeting; (2) submit a formal request for travel assistance to the Chair of the Department of Psychology or to the administrative assistants in the Department of Psychology; (3) observe all University requirements concerning travel, primarily the filing of a travel request form (available from the Graduate Secretary) with the University Travel Office. In order to qualify for travel assistance, the student must apply at least one-and-a-half months in advance and preferably at the beginning of the academic year, when travel funds are allocated.

### Financial Awards

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

1. *Scholarships* – Various scholarships are awarded each semester, subject to availability of funds and eligibility. Additionally, scholarship recipients of \$1000 or more qualify for in-state tuition rates.
  - a. The College of Humanities and Social Sciences makes some awards on a competitive basis to beginning students. Current and new students may apply for the same scholarship and are expected to have GRE scores of at least 1080 and GPAs of 3.7 or better in their graduate courses. The College awards are made each semester and must be applied for prior to each semester. The application deadlines are mid-November for spring awards, mid-May for summer awards, and early July for fall awards. You may obtain the scholarship application from the College of Humanities and Social Sciences or go to the following link: <http://www.shsu.edu/academics/humanities-and-social->

[sciences/scholarships.html](#). For more information about the CHSS scholarship, contact Ms. Jennifer Knapp, Administrative Assistant in the College of Humanities and Social Sciences, by either phone (936-294-2206) or e-mail ([jennifer.knapp@shsu.edu](mailto:jennifer.knapp@shsu.edu)).

- b. Another scholarship is offered by the Office of Graduate Studies. New students can apply – August 1 deadline. The link to the application form for the Graduate Studies scholarship is <https://www.shsu.edu/dept/graduate-studies/paying-for-school.html> . Contact the Office of Scholarships for additional information about other scholarship programs. Their number is provided in the “Other Useful PhoneNumbers” section of this handbook.

2. *Financial Awards through the University Financial Aid Office* – There are also the usual sources of support available from the Office of Financial Aid. These include
  - a. Grants
  - b. State Tuition Exemption Programs
  - c. Various Student Loans

Visit the Financial Aid and Scholarship Office to search for the various funding opportunities (<http://www.shsu.edu/dept/financial-aid/>). You may also want to pay special attention to the Scholarships4Kats program which allows you to fill out a single scholarship application for eligibility for various scholarships. The Scholarships4Kats Program automatically matches students with scholarships for which they qualify. By filling out a single on-line application, the student files for all available scholarships on campus, some of which she or he may not have known about previously. For information about the Scholarships4Kats Program and a link to the application form as well as additional scholarship information, go to the following website: <http://www.shsu.edu/dept/financial-aid/scholarships/index.html>.

3. *Graduate, Research, and Teaching Assistantships* – The Department of Psychology and Philosophy is able to award a limited number of assistantships to graduate students. Students with fewer than 18 hours of completed graduate coursework may be eligible for a graduate assistantship (GA; in which you offer assistance to a faculty member teaching large or writing-intensive courses) or a research assistantship (RA; in which you provide research-based support to a faculty member with a grant to pay your salary). Students who have completed 18 hours or more of graduate study may qualify to serve as an instructor of record for certain courses; this is considered to be a teaching assistantship (TA). Other assistantships working with designated faculty members may also be available on a competitive basis. If you are interested in such opportunities, obtain an application from the administrative assistants in the main office of the Department of Psychology.
  - a. Graduate Assistantships – Students who are interested in serving as a graduate assistant (GA) are encouraged to do so. The role of a GA is similar to what you would think of as a TA, but these assistantships are called GAs by the University. There are typically a number of assistantships available for various courses. The work that GAs do varies greatly depending upon the course and the instructor that you would be assisting. GAs are typically asked to grade exams, record grades, accept assignments, make copies, hold office hours to assist students, and generally provide other clerical duties for the instructor. If interested, you may request and be given the opportunity to guest lecture in the course. GAs for laboratory courses are often asked to handle a higher workload such as lecturing more often and grading papers in addition to the above-mentioned activities. GAs are typically asked to work 10-20 hours per week as part of their assistantship.
  - b. Teaching Assistantships – Students who have completed at least 18 hours of graduate study may qualify to serve as instructors of record for certain courses, but this is rare for MA students.

Assistant Instructors (called Teaching Assistant Instructor by the University) would be responsible for teaching a class and handling all of the duties involved including lecturing each class period, making assignments, grading assignments, recording grades, holding office hours, etc. Students interested in serving as a Teaching Assistant Instructor need to be qualified to teach a specific course by having the minimum of 18 hours of graduate study and, more specifically, having completed the graduate-level course in the specific content area.

- c. Research Assistantships – Students interested in working as a research assistant should contact specific faculty members directly. Research Assistants are typically funded by a faculty grant, not the department or university. Unfortunately, the opportunities for receiving a paid research assistantship are fairly rare for masters-level students. These positions are typically given to doctoral students, although it is possible for a well-qualified master's student.
- d. If you are interested in serving as a GA, TA, or an RA, obtain an application from the administrative assistants in the main office of the Department of Psychology and Philosophy.

### **Standards of Professional Conduct for Graduate Assistants**

As employees of Sam Houston State University and the State of Texas and as representatives of the Department of Psychology, graduate assistants must comply with the rules of professional conduct and ethical behavior to which all other faculty and staff are bound, including FERPA and Title IX regulations.

While the Chair of the Department of Psychology and the immediate supervisors of graduate assistants try to make reasonable accommodations for GAs, graduate assistants are employees who, like all other Psychology faculty and staff, must comply with assignment schedules and will be dismissed if they do not fulfill their job responsibilities.

### **Grounds for Dismissal from Assistantships**

Gross violation of University policy, criminal violation of Texas state and United States federal laws, or failure to comply with workload expectations will result in dismissal from the graduate assistantship, either by non-renewal of the assistantship appointment at the end of an academic year, termination at the end of the semester, or immediate dismissal.

Dismissible offenses include, but are not limited to, the following:

- Clear violations of ethical conduct, including violations of confidentiality
- Failure to fulfill teaching duties, tutoring obligations, and editorial and research assignments
- Unwillingness and/or failure to respond to supervision or remediation
- Misrepresentation of credentials
- Conviction for academic dishonesty in classwork
- Failure to maintain academic good standing

### **Student Services**

#### ***Library***

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

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

### ***Computer Services***

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

### ***Duplication & Printing Services***

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



## ACADEMIC POLICIES

For a comprehensive list of graduate student Degree Requirements and Academic Guidelines, go to the following link to the online version of the university's Graduate Catalog:  
<http://catalog.shsu.edu/graduate-and-professional/academic-policies-procedures/degree-requirements-academic-guidelines/#degree-requirements>

### Academic Good Standing

In order to achieve and remain in **academic good standing** at Sam Houston State University, a graduate student must maintain an overall grade point average of at least 3.0 on all graduate coursework attempted.

A 3.0 overall grade point average is the absolute minimum required for graduation. A graduate student who falls below a 3.0 overall grade point average at the close of any semester during which one or more semester credit hours are attempted will be placed on probation. If an enrolled student on probation fails to achieve a minimum 3.0 overall grade point average at the close of the next semester following the starting of the probation, the student will be terminated.

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 comprised of the department or college's graduate faculty. The committee will recommend an appropriate remediation for the student. The grade of "NC" is treated as a grade of "C" for the purpose of determining Academic Standing, but is considered an insufficient grade to meet degree course requirements. A graduate student who earns a grade of "F" in any graduate course will be terminated from graduate studies. Those students who earn an "F" during the semester of their anticipated graduation will be terminated from graduate studies and will not be eligible to graduate in that term. The appropriate academic dean may place on probation, retain on probation, or terminate any student deficient in grade points without regard to the regulations previously stated.

Any appeal for a review of the termination of graduate status should be directed in writing through the graduate advisor of the program, then to the chair of the department, then to the academic dean of the college, and finally to the Provost and Vice President for Academic Affairs. Refer to [Academic Policy 910312](#) for further information.

If a student wishes to pursue a different program after being terminated from the original program, the student must complete the admissions process and be accepted into the new program. A student must be in Academic Good Standing in order to change to a new program **or** receive a release from the academic program, academic dean of the college, and Dean of The Graduate School. Once accepted to the new program, the previous program must release the termination block in the Registrar's Office before the student can register in the new program.

### Academic Honesty

#### 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.

## Academic Grievance Procedures

### 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 through 4.04 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.

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.

## **Academic Probation/Suspension/Termination**

### **1. GENERAL**

SHSU academic policy statement 910312 details the probation, suspension, and termination regulations for undergraduate and graduate students at Sam Houston State University.

### **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.

7.04 Graduate programs may establish additional standards for academic performance, including professional expectations in association with clinical settings, licensing, and/or accreditation. Graduate programs must clearly document and make available to students any academic performance standards in writing, subject to approval by the program coordinator, department chair/program director (when applicable), academic dean, Dean of the Graduate School, Office of General Counsel, and Provost and Sr. Vice President for Academic Affairs. These academic performance standards shall be subject to review as a component of the seven-year graduate program review.

### **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 at SHSU (repeated or distinct course) within the

academic program may have their graduate status reviewed by a committee of the department or college graduate faculty. The committee will recommend an appropriate remediation for the student.

8.04 A student who fails to meet any approved program-specific standards for academic performance, including professionalism standards, in consonance with section 7.04 of this policy may be dismissed from the program and not permitted to register for courses in the program.

## 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 and Sr. Vice President for Academic Affairs or their designee is final.

## **Graduate Degree Enrollment and Completion Requirements**

### 1. PURPOSE

The purpose of this policy is to establish requirements for the enrollment of graduate students in thesis or dissertation courses and requirements for graduate degree completion timeframes at Sam Houston State University.

### 2. GENERAL

2.01 Once a student enrolls in a thesis/dissertation course, the student must enroll in such course in each subsequent fall, spring, and summer semester until the thesis/dissertation is successfully completed. The dean may waive the continuous enrollment requirement when appropriate.

2.02 Students are required to enroll in the appropriate thesis or dissertation course in the semester in

which the student is approved for graduation. If the degree in question is not awarded at the end of that semester, re-enrollment in the appropriate thesis or dissertation course is required during the subsequent semester in which the degree is again expected to be awarded.

### 3. LEAVE OF ABSENCE

3.01 A student who is unable to work on the thesis or dissertation for a period of time may present to the appropriate academic dean a written request for a leave of absence of up to one year. The dean's approval of such a request must also be in writing. An approved request must be submitted to the Office of the Registrar through the Dean of Graduate Studies. Additional requests for leaves of absence may be approved but must be resubmitted after the previous leave has lapsed.

3.02 A student is required to complete the master's degree within a six-year period, measured from the date of initial enrollment for graduate credit in a particular degree program. The period of time a student is on an approved leave of absence will not be counted as time accumulated towards that six-year deadline for completion of the degree.

3.03 A student is required to complete the doctoral degree within an eight-year period, measured from the date of initial enrollment for graduate credit in a particular degree program. The period of time a student is on an approved leave of absence will not be counted as time accumulated towards that eight-year deadline for completion of the degree.

3.04 Any extension of either the master's degree six-year deadline or the doctoral degree eight-year deadline must be approved in writing by the appropriate academic dean. A student on a leave of absence will be considered an active student for purposes of official records but will not have access to University services.



## UNIVERSITY REQUIREMENTS AND POLICIES

### Course Load

Full-time graduate enrollment during the fall or spring semesters is 9 credit hours and drops to 6 credit hours in the summer. The maximum permissible load is 12 hours of coursework. The maximum permissible load is 6 hours during a single summer session of five weeks. Maximum loads should be chosen judiciously and are not recommended; consult with the MA Coordinator.

### Transfer Credit

The University may accept up to 9 hours of coursework at other accredited universities toward the Masters of Experimental Psychology degree and up to 15 hours towards the Masters of Clinical Psychology degree. It's relatively easy for us to accept transfer credit that replaces electives in our degree plans. However, if you wish to use transfer credit to replace any of our required courses, you'll need to consult with the MA Coordinator and provide documentation of the content of your course (e.g., the course syllabus) along with your written request. This information is typically given to the SHSU faculty member who teaches our similar course for review; only if our faculty agree that your transfer courses sufficiently duplicate the material we require will transfer credit be granted. Please note, too, that our Dean must also agree that transfer credit is suitable before it will be allowed.

### Leave 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. Candidates who do not expect to be enrolled should request a leave of absence in a letter to the Program faculty stating the reason for the continued leave. A leave of absence is granted at the discretion of the Dean. During a leave of absence, a candidate cannot make use of college or university resources, nor can a candidate take comprehensive exams or defend a proposal or thesis.

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

### Resignation

As per SHSU guidelines for resignation (official withdrawal) from a course from the University, a student must notify the Registrar's Office and process a Resignation Request. The Resignation Request must be in writing and becomes effective on the date received by the Registrar's Office. The effective date of the Resignation Request, as received by the Registrar's Office, is the date used for determining any refund as authorized in the State Refund Policy (see below for the State Statutory Refund Schedule). The student is responsible for clearing all debts owed to the University. A student who wishes to drop all courses must officially resign. A student who discontinues attending class and fails to officially resign from the University will receive the grade of "F" in each enrolled course. A student who resigns after the 12th class day of a regular semester or after the 4th class day of a summer session will receive a mark of "W" for each enrolled course. A student who resigns from the University while enrolled in a course whose duration is less than a normal term will receive a mark of "W" if the resignation occurs after one-half of that course time has been completed.

## State Statutory Refund Schedule of Tuition and Fees

### Fall and Spring Semesters Refund Schedule

Before the 1st class day	100%
1st class day through 5th class day	80%
6th class day through 10th class day	70%
11th class day through 15th class day	50%
16th class day through 20th class day	25%
Thereafter	No refund

### Summer Sessions Refund Schedule

Before the 1st class day	100%
1st class day through 3rd class day	80%
4th class day through 6th class day	50%
Thereafter	No refund

## Grievances

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

1. Faculty and students are encouraged to discuss and resolve disagreements/problems informally.
2. If informal discussion fails, either the student or the faculty member can request a meeting with the Chair of the Department, who will meet with the faculty member and the student.
3. If the issue is still not resolved, the student should refer to the University Grievance Procedures, which are online at [http://www.shsu.edu/dept/dean-of-students/std\\_grievance\\_proc.html](http://www.shsu.edu/dept/dean-of-students/std_grievance_proc.html).

## Appeal of a Grade

Procedures for appeal of a grade are located in the Academic Policy Manual, which you can view online at <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>.

## Classroom Rules of Conduct

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that is conducive to learning. Disruptive behavior will not be tolerated. Students who are disruptive to the class may be dismissed from the classroom for their inappropriate behavior and will not be allowed to hand in any assignments due for the remainder of that class. Additionally, students may be withdrawn from the course for repeated disruptive behavior. For further information, see <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct>.

## Religious Holy Days

Students have the responsibility of notifying the professor of each scheduled class day that the student will be absent due to a religious holy day. *This must be done not later than the 15<sup>th</sup> class day.* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. However, any in-class assignments cannot be made up, but will not count against their other assignment average since the one lowest assignment grade will be dropped.

### **Notice to Persons with Disabilities**

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made **only** to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Lee Drain Building. The number there is 936-294-3512.

### **TITLE IX: Sexual Discrimination**

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education, and states that "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." 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. 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. For additional information concerning Title IX or other issues regarding sexual discrimination, a statement of rights, defining consent, or other frequently asked questions, please go to the following website: <http://www.shsu.edu/titleix/>.

While compliance with the law is everyone's responsibility at SHSU, you may contact The Title IX Coordinator at: Thomason Bldg, Suite 302, 936-294-3080

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.

Sexual Misconduct cases may also be reported to the Sam Houston State University Police Department (UPD), the Huntsville Police Department (HPD) and other local law enforcement authorities. The Title IX Coordinator/ Deputy Coordinators can assist individuals with contacting these law enforcement agencies.

## Family Education 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 (click on the following link to obtain the [Buckley Amendment Form](#)) 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 twelfth class day of the fall and spring terms and the fourth 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 [www.shsu.edu/students/guide/](http://www.shsu.edu/students/guide/).

It is a violation of FERPA to discuss a student's record with any person without a legitimate education interest. This pertains to discussions on and off the job.

- Removing any document from the office for non-business purposes is in violation of FERPA.
- Releasing confidential student information (non-directory) to another student, University organization, or any person who does not have a legitimate educational interest, or parents of a dependent student, without the student's written authorization is in violation of FERPA.
- Leaving reports or computer screens containing confidential student information in view of others who do not have a legitimate educational interest in the data or leaving your monitor unattended is in violation of FERPA.
- Making personal use of student information is in violation of FERPA.
- Allowing another person to use your computer access code is in violation of FERPA.
- Putting paperwork in trash with a student's information (i.e., social security or grades) is also in violation of FERPA.

Violation of confidentiality and security may lead to appropriate personnel action.

### *Questions?*

The FERPA campus official at Sam Houston State University is the Registrar. If you have any questions concerning FERPA or what information can or cannot be released, please contact the Registrar's Office. If they cannot answer your question, they will consult the Department of Education.

**Registrar's Office**  
**BOX 2029**  
**Huntsville TX 77341**  
**(936)294-1048**  
**Or**  
**Toll free (866) 232-7528 ext. 41048**  
**Email at: [ask.regstaff@shsu.edu](mailto:ask.regstaff@shsu.edu)**

## TEXAS STATE LICENSURE

Clinical practice in the state of Texas is regulated by the Texas State Board of Examiners of Psychologists (TSBEP), which is part of the Texas Behavioral Health Executive Council (TBHEC). TSBEP certifies Licensed Psychologists, Licensed Psychological Associates (LPA) and Licensed Specialists in School Psychology. Our Clinical Psychology MA program is specifically designed to meet the LPA licensing requirements of the Board and your coursework and practicum experiences will allow you to sit for the Examination for Professional Practice in Psychology (EPPP). The degree does NOT prepare graduates for certification as a License Professional Counselor (LPC), which requires different courses and a different examination. Our students have had an excellent track record of success in taking the EPPP exam. The board can be contacted at:

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

The Council is open Monday – Friday, 8:00 A.M. to 5:00 P.M., but closed on state holidays.

## Master of Arts in Experimental Psychology Comprehensive Examination Rubric

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<ul style="list-style-type: none"> <li>• Averaged grader total score for each question: Passing = 9-15, Not Passing = 8 or less</li> <li>• <sup>1</sup>Total Comprehensive Exam score: High Pass = 65-75; Pass = 45-64; Fail = 44 or less</li> </ul>				<b>TOTAL SCORE:</b>
Category	0 - Unsatisfactory	1 - Marginal	2 - Satisfactory	3 - Proficient
<b>Completeness of Answer</b>  Rating:	Response did not address the question. Many parts of the question are not answered fully, such that a lot of basic information is missing.	Response demonstrates basic understanding of the question, but one or more parts of the question are not addressed or basic information is missing.	Response demonstrates adequate understanding of what the question is asking. All parts of the question are answered and basic information is provided.	Response demonstrates thorough understanding of the question. All parts of the question are thoroughly answered, going beyond basic information.
<b>Knowledge &amp; Accuracy</b>  Rating:	One or more of the following: Response reflects little/poor knowledge of the topic, e.g., inadequate scholarly background or discussion of the topic. Many details and statements are incorrect and/or highly misleading.	One or more of the following: Response reflects minimal knowledge, providing limited scholarly background or superficial discussion of topic. Some details and statements are incorrect and/or misleading.	Response reflects adequate integration of information and sufficient knowledge of topic. Details and statements are accurate, with few/minor errors that do not mislead the reader.	Response reflects exceptional breadth of knowledge and discussion indicates deep understanding of topic. All details and statements are accurate and pertinent to the question.
<b>Application of Theory &amp;/or Research</b>  Rating:	One or more of the following: No or very little theory or research is applied to the answer. Argument/ conclusion is absent, wholly illogical or unsupported by the research presented.	One or more of the following: Theory or research is applied to the answer, yet is sometimes absent where expected. Argument/ conclusion is weak or incomplete, e.g., sometimes stretches logic or is unsupported by the research presented	One or more of the following: Theory and/or research is sufficiently applied to the answer. Argument/ conclusion is adequate, e.g., for the most part logical and supported by the theory or research presented	One or more of the following: Theory and/or research is consistently and thoroughly applied to the answer, resulting in a scholarly, thoughtful voice throughout response. Argument/ conclusion is strong, e.g., highly logical, provides considerable/ compelling research support
<b>APA Style</b>  Rating:	One or more of the following: Verifiable <i>scholarly</i> <sup>2</sup> citations are not provided, or they are not relevant to the topic. Does not use APA style (e.g., AMA, copy/pasted from online) or many major errors appear in the APA style of in-text citations or reference list.	One or more of the following: Verifiable <i>scholarly</i> <sup>2</sup> citations are provided, but a number of key issues or portions of the response are unsupported, incorrectly cited, and/or are not from scholarly sources. Some major errors appear in the APA style of in-text citations or reference list.	Verifiable <i>scholarly</i> <sup>2</sup> citations are provided and accurate for most key issues. APA style is correctly applied to in-text citations and reference list, although few minor errors (e.g., punctuation) may be present.	Consistently and correctly cites verifiable <i>scholarly</i> <sup>2</sup> references that support all key issues. APA style is correctly applied with no errors to in-text citations and reference list.

CONT. next page

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

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

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

DRAFT



**APPENDIX B: SAM HOUSTON STATE UNIVERSITY**  
Clinical Psychology MA Program Evaluation of Practicum

**Practicum Student:** \_\_\_\_\_

**Practicum: I - II - III Semester/Year under Review:** \_\_\_\_\_

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

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

**Methods of Supervision (check all that apply):**

Audiotape                       Videotape                       Review written reports  
 Live observation               Co-therapy                       Role-playing  
 Discussion                      Other : \_\_\_\_\_

**Ratings:** Evaluations should be based on the level of clinical and professional competencies corresponding with the *trainee's current developmental stage in training*. Please assign a score to each competence area using the following scale.

1	Unsatisfactory	Performance is not commensurate with the expected level of the trainee's practicum semester; the competency area is in clear need of additional training and supervision.
2	Marginal	Performance is below average for the expected level of the trainee's practicum semester; with further supervisions and training, the assessed competency area is expected to
3	Satisfactory	Performance is commensurate with the expected level of the trainee's practicum semester.
4	Above Average	Performance is consistently above average; work shows some advanced functioning related to the expected level of development for the trainee's practicum year.
5	Excellent	Performance consistently demonstrates an exceptional level of functioning for the trainee's practicum semester.
N/A	Not Applicable	Insufficient data to rate this competence area at this time.

Competency Areas to be Evaluated

<b>1. Ethical &amp; Legal Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Be knowledgeable of APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines.						
B. Act in accordance with APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines.						
C. Conduct self in an ethical manner in all professional activities.						

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

Comments on Strengths and Areas for Growth:

<b>2. Individual and Cultural Diversity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Understand how one's own personal/cultural history, attitudes, and biases may affect understanding and interactions with others, including peers and clients.						
B. Be knowledgeable of current theoretical and empirical knowledge bases as it relates to addressing diversity in all professional activities.						
C. Integrate awareness and knowledge of individual and cultural differences in all aspects of professional psychology work.						
D. Be able to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered.						
E. Demonstrate ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict within one's own identity and worldview.						
F. Demonstrate ability to articulate an approach to work effectively with diverse individuals and groups.						
G. Apply the identified approach effectively in their professional work.						

Comments on Strengths and Areas for Growth:

<b>3. Professional Values, Attitudes, and Behaviors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, and concern for others' welfare.						

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

Comments on Strengths and Areas for Growth:

<b>4. Communications and Interpersonal Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Develop and maintain effective relationships with a wide range of (non-client) individuals, including peers and colleagues, support staff in organizations, and supervisors.						
B. Demonstrate ability to fully participate in practicum/group supervision and work collaboratively with others.						
C. Demonstrate proper emotional stability and effective affect regulation ability.						
D. Demonstrate strong ability to listen and be empathic with others.						

E. Produce informative and well-integrated oral and written communications with others.						
F. Provide both positive and constructive feedback to peers in a respectful and caring manner.						
G. Demonstrate ability of tolerating ambiguity and uncertainty.						
H. Demonstrate adequate abilities to manage difficult communication and interpersonal conflict well.						
I. Demonstrate openness and non-defensive acceptance to feedback from peers, faculty, or others.						
J. In non-clinical social interactions, apply reflective skills to examine one's own motives, attitudes, behaviors, and their effects on others.						

Comments on Strengths and Areas for Growth:

<b>5. Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.						
B. Collect relevant data using multiple sources and methods appropriate to the identified goals/questions of assessment.						
C. Select and conduct multiple assessment methods appropriate to relevant diversity characteristics of the service recipient.						
D. Interpret assessment results accurately, following current research and available empirical literature.						
E. Use assessment results to inform case conceptualization, diagnosis, classification, and recommendations, while guarding against potential biases embedded in the assessment system.						
F. Communicate orally and in writing assessment results and implications accurately and effectively with clients.						
G. Demonstrate ability to formulate and apply diagnoses accurately based on current diagnostic systems.						

H. Demonstrate accurate understanding of the strengths and limitations of current diagnostic systems.						
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Comments on Strengths and Areas for Growth:

<b>6. Intervention</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Recognize and handle clinical crises and emergencies in a professional manner.						
B. Develop strong basic clinical skills, including empathic listening, paraphrasing, reflection of content and emotions, probing, framing problems, etc.						
C. Establish and maintain effective relationships with the recipients of psychological services (RPS).						
D. Understand and maintain appropriate professional boundaries with RPS.						
E. Demonstrate adequate ability to deal with conflict and negotiate differences with RPS.						
F. Demonstrate ability to focus on clients' needs without being unduly influenced by own needs.						
G. Develop adequate case conceptualizations based on one's theoretical orientation.						
H. Develop evidence-based intervention plans specific to the treatment goals.						
I. Effectively implement interventions that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.						
J. Demonstrate the ability to apply the relevant research literature to clinical decision making.						
K. Modify and adapt evidence-based approaches effectively when a clear evidence-based approach is lacking.						
L. Seek and utilize available resources and consultations, including making appropriate referrals when needed, to help achieve treatment goals for RPS.						
M. Assess and evaluate accurately one's own clinical skills, intervention effectiveness, and treatment progress.						

Comments on Strengths and Areas for Growth

<b>7. Supervision</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Demonstrate willingness to admit errors and accept feedback and to be observed and evaluated by supervisor.						
B. Demonstrate knowledge of the supervision process including one's own role and responsibility as trainee.						
C. Use supervision to reflect on areas of strengths and those needing improvement.						
D. Accept non-defensively and follow supervisor's feedback and recommendations to improve clinical work.						
E. Use good judgment as to when supervisory input is necessary and seek supervisor's feedback promptly.						
F. Maintain a good balance in negotiating needs for autonomy from and dependence on supervisors appropriate to one's developmental stage and current clinical competencies.						

Comments on Strengths and Areas for Growth

<b>8. Consultation and Interdisciplinary Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Demonstrate knowledge, respect and appreciation for other professions.						
B. Demonstrate knowledge of consultation models and practices.						
C. Communicate effectively with other professionals, including demonstrating adequate ability to present case materials orally or in written form to other health service providers and avoid use of psychological jargon.						
D. Work collaboratively with other professionals.						

Comments on Strengths and Areas for Growth:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

## APPENDIX C: Capstone Grading Rubric Assessment

<b>Student</b>		<b>Date</b>	
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<b>Grader</b>	
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**Evaluate the treatment case presentations relative to masters' student readiness for entry level (LPA) position under the supervision of a psychologist. Score each item using the scale below:**

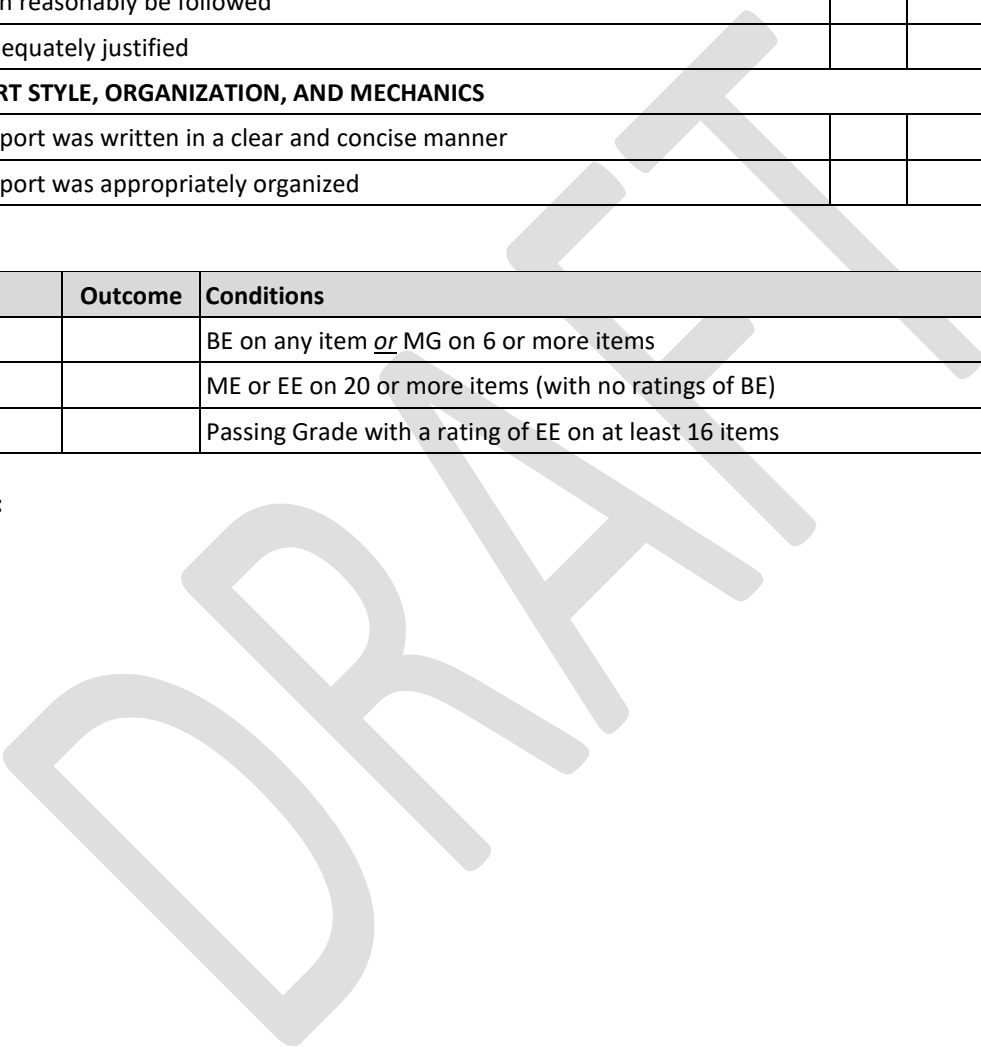
- Below Expectation (BE): Fails to meet minimum standards for acceptability for a student moving to entry-level practice under supervision of a psychologist.
- Marginal (MG): Includes some correct elements, but is overall weak
- Meets Expectations (ME): No more than minor flaws and reflects reasonable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

	BE	MG	ME	EE	N/A
<b>I. TESTING</b>					
<b>A. Intelligence Testing</b>					
1. Identified and described measure					
2. Addressed validity of testing data					
3. Appropriately reported testing results					
4. Accurate interpretation of testing data					
5. Complete interpretation of data					
<b>B. Achievement Testing</b>					
1. Identified and described measure					
2. Appropriately reported testing results					
3. Accurate interpretation of testing data					
4. Complete interpretation of data					
<b>C. Personality/Psychopathology Testing</b>					
1. Identified and described measure					
2. Addressed validity of testing data					
3. Appropriately reported testing results					
4. Accurate interpretation of testing data					
5. Complete interpretation of data					
<b>II. SUMMARY AND INTEGRATION</b>					
A. Provides succinct synopsis of evaluation					
B. Integrates data to provide conclusions					
C. Recognizes and explains conflicting data					
D. Addressed limitations of evaluation if issues are present					

	<i>BE</i>	<i>MG</i>	<i>ME</i>	<i>EE</i>	<i>N/A</i>
<b>III. DIAGNOSES</b>					
A. Reasonable based on available data					
B. Justified based on information available					
<b>IV. RECOMMENDATIONS</b>					
A. Follow from diagnoses and other information in report					
B. Clearly described					
C. Can reasonably be followed					
D. Adequately justified					
<b>V. REPORT STYLE, ORGANIZATION, AND MECHANICS</b>					
A. Report was written in a clear and concise manner					
B. Report was appropriately organized					

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

Comments:





## APPENDIX D: Capstone Grading Rubric Treatment

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

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

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

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

**Comments:**