

GRADUATE STUDENT HANDBOOK

Clinical Psychology Ph.D. Program

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I. The Clinical Ph.D. Program

A. Mission Statement

The doctoral program in clinical psychology at SMU follows a scientist-practitioner model of training. The mission is to train clinical psychologists whose professional activities, in both research and practice, are based on scientific knowledge and methods. The program integrates rigorous research training with evidence-based clinical training. Thus, our program emphasizes the development of conceptual and research skills as well as scientific clinical practice. The overarching goal is to train graduates to use empirical methods to advance psychological knowledge and

B. Administrative Structure

The clinical psychology Ph.D. program was established in 2004 and has been accredited by the American Psychological Association since 2009. The program is administered by the Director of Graduate Studies (also referred to as the Director of Clinical Training or "DCT") in conjunction with the program faculty and one student (appointed annually by the Department faculty meetings). The DCT is appointed by the Chair of the Psychology Department. The faculty meets regularly throughout the year to address student training concerns, development and maintenance of clinical coursework and practicum training experiences, reviews of student progress, and graduate admissions, among other topics (the student attendee is not present for discussion of student progress and evaluation).

C. Faculty

The faculty of the clinical psychology program consists of 8 tenured/tenure-track clinical faculty members, 1 nontenured lecturer, and 6 tenured/tenure-track associate faculty members who conduct clinically relevant research. Drs. Calvert, Hampson, and Rosenfield, do not serve as primary

what concepts from basic research in cognition can be applied to improving memory for

currently examining parental yelling from both the parents' and children's perspective. A second but closely related area of research concerns the causes and effects of family violence, including how intimate partner violence affects parenting and children's development.

- x Ernest N. Jouriles, Ph.D., Professor and Chair (SUNY at Stony Brook, 1987, Clinical Psychology). Dr. Jouriles has two overlapping research programs. The first focuses on children's exposure to interparental conflict and violence. Together with Dr. Renee McDonald (also on the faculty), he attempts to better understand why children's exposure to interparental conflict and violence sometimes leads to mental health problems and why sometimes it does not. He uses his knowledge to develop and evaluate intervention strategies to assist children in families that are characterized by frequent and severe interparental conflict and violence. Dr. Jouriles' second research program focuses on

- x Andrea Meltzer, Ph.D., Assistant Professor (University of Tennessee, 2012, Social Psychology) Dr. Meltzer's research examines how intimate relationships affect individual health and how individual health affects intimate relationships. Because the prevalence of overweight and obese individuals is growing at an alarming rate, and because body weight is a significant predictor of a variety of health outcomes, one line of her research focuses on the role of intimate relationships in shaping body weight and vice versa. Through the use of large longitudinal studies of newlyweds, Dr. Meltzer works to understand the dyadic effects of numerous relationship factors (e.g., satisfaction, support) on physical health. A second line of her research examines the way health and markers of health, such as weight, sex, and physical appearance, affect intimate relationship

modeling to longitudinal data analysis. His goal is to develop tools that allow us to understand the processes which drive individual change over time. Once we understand the factors that are truly responsible for change, we can design more effective treatments and interventions.

- x Lorelei Simpson Rowe, Ph.D., Associate Professor and Director of Graduate Studies (University of California, Los Angeles, 2005, Clinical Psychology). Dr. Rowe's research focuses on understanding and intervening with couples facing behavioral or psychological difficulties. Her research program includes evaluation of relationship and individual functioning among couples in which one partner has a severe mental illness and examination of couple therapy outcomes when ~~issues~~ ~~are~~ present. In particular, she is interested in how aspects of relationship functioning may exacerbate or mitigate individual symptoms and, conversely, how the presence of psychopathology affects the course of intimate relationships. Her research ~~also~~ ~~focuses~~ on couples experiencing intimate partner violence (IPV) including the dyadic factors likely to set the stage for IPV and the degree to which couple-based therapies may be of use to couples with a history of violence. Other related research include mechanisms of change in couple therapy more broadly and the prevention of sexual violence in dating relationships through assertiveness training.

D. APA Accreditation

The clinical Ph.D. program at SMU was founded in 2004 and accredited by the American Psychological Association (APA) for the first time in 2009. Accreditation can be awarded for 3, 5, or 7 years and many new programs are only accredited for 3 years upon first application. The program at SMU was accredited for 5 years. The next evaluation for accreditation will take place in 2014. APA accreditation is essential for students who are applying for internships, post-doctoral training, and jobs, as it indicates that the primary professional organization and evaluating body has concluded that the program provides training experiences that are consistent with the national standards established by the field of clinical psychology.

APA Contact Information:

American Psychological Association

750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-6000
Fax: 202-336-6001
www.apa.org

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Health Focus

SMU provides the opportunity for doctoral students to develop focused

students present their research and outside speakers are invited approximately once per semester to present on health-related research or clinical topics.

Participating faculty members include:

Austin Baldwin, Ph.D.
Andrea Meltzer, Ph.D.
Alicia Meuret, Ph.D.
Thomas Ritz, Ph.D.

II. Program Requirements

Program requirements comprise performance in all areas of graduate study, coursework, research, and clinical training). The training experiences were designed to meet the accreditation requirements that training be “sequential, cumulative, graded in complexity, and designed to prepare students for further organized training,” b) training cover the breadth of psychology and depth of clinical psychology, the scientific, methodological, and theoretical foundations of practice and research, and training provide students with a clear understanding of professional ethics and issues of cultural and individual diversity.

A. Curriculum

1. Psychology Breadth Requirements: Students are required to take courses that ensure broad familiarity with the basic science of psychology. These courses are general (rather than specialized) in their content, and provide an advanced survey of current knowledge in fundamental areas of psychology. Students are required to take the following courses to meet the breadth criteria.

- x Quantitative Methods I and II (6305, 6307)
- x Seminar in Social Psychology (6311)
- x Seminar in Cognitive Psychology (6316)
- x Seminar in Physiological Psychology (6317)
- x Research Methods (6324)
- x Integrative Psychological Assessment (6353)

In addition, the breadth topics of History and Systems of Psychology and Cultural and Individual Diversity are infused throughout the required core courses (both breadth and depth), so that students obtain an understanding of these topics in multiple

2. Clinical Psychology Depth Requirements: Students are required to take courses that provide them with an in-depth foundation of the scientific, methodological, and theoretical foundations of clinical psychology and that provide them with a solid grounding in the diagnosis and definition of problems through psychological assessment and measurement and the formulation and implementation of intervention strategies. Students are required to take the following courses to meet the depth criteria.

- x Integrated Practicum Seminar (6091-6098)
- x Seminar in Developmental Psychology (6312)
- x Seminar in Adult Psychopathology (6314)
- x Theories and Methods of Psychotherapy (6351)
- x Seminar in Interviewing Skills (6357)
- x Methods of Psychotherapy and Assessment (6355)
- x Ethics in Psychology (6360)

3. Elective Courses: In addition to breadth and depth requirements, students may pursue specific interests in the following elective courses.

x

needs to be work that was completed while the student was enrolled in the Ph.D. program at SMU and it is expected that the presentation and/or publication of this research will be done in conjunction with the faculty advisor. Please note, although only one presentation/publication is required to meet this benchmark, graduate students should be active in presentation/publication throughout their graduate career (at least 1 presentation/publication per year after the first year).

4. Third Year Review Article: To demonstrate depth knowledge of their research area, and to demonstrate the ability to interpret and synthesize the research literature and theory in this area, students are required to write a review article in *Journal of Psychological Bulletin*. This benchmark must be completed by the middle of the third year (January 15). Students are encouraged to consult articles by Bern (1995), Writing a Review Article for *Psychological Bulletin*, 18, 172-177, and Maxwell & Cole (1995), Tips for Writing (and Reading) Methodological Articles *Psychological Bulletin*, 118, 193-198.

This benchmark is completed under the supervision of a committee of two faculty members (one of which is the student's faculty advisor, the second of which is a faculty member who has expertise in the area of interest and who may or may not be a member of the SMU psychology department). Students must submit an outline (no more than 10 pages) to the committee, detailing the topic and content of the review. Following approval of the outline, the student has 45 days to write the review article. Although they may discuss the nature of the article with their committee and other faculty members, review and editing of the manuscript itself by any person other than the student is not permitted. The initial submission of the review paper is due by November 15 of the student's third year. The committee then has 15 days to review the manuscript. Each committee member will independently submit a written review of the manuscript by the end of that time period, in the style of a review written for a professional journal. Committee members will not provide specific edits of the document to the student. Upon receipt of the committee's written reviews, the student has 45 days to revise the manuscript and submit a final draft (again, with no review or editing by any other person), which must be submitted by January 15 end of t[2(on of)3(ilin)2b(y)20(s)-aon1.32 -1.1

department, and who will serve as committee chair, 2) at least 2 other tenured/tenure-track members of the SMU psychology department, and 3) at least 1 external reviewer who has expertise in the topic and is either a faculty member of another department at SMU or, with the approval of the department chair and Dean of Graduate Studies, a scholar not affiliated with SMU. The dissertation proposal must be completed by September 30 of the year that the student plans to apply for a pre-doctoral internship (see below).

After successful defense of the proposal, the student may begin work on the dissertation. The final product should be written in the style of a manuscript to be submitted to a professional journal (in APA style). The dissertation must be submitted to the committee no less than 2 weeks prior to the final defense date.

As with the thesis proposal and defense, the committee evaluates the quality of the student's work. They may 1) pass the proposal/defense as written, 2) require revisions from the student to address specific limitations, or 3) indicate that the proposal/defense is insufficient as written. Committee decisions are based on several criteria, including the quality of the written product and oral presentation, the student's understanding of the research literature and theory in the area of study, understanding and application of research and quantitative methods, ability to interpret the results of their research in the context of prior research and theory, and ability to answer questions about the research, its meaning, and implications. A passing dissertation should reflect the work of a career psychologist prepared to begin independent research as a doctoral researcher. See Appendix B for more information about Dissertation guidelines and expectations.

Advancing to Candidacy

Prior to proposing the dissertation, students must meet all criteria to advance to doctoral candidacy. These include:

- x Completion of the first four benchmarks (first year research, thesis, presentation of research, and review article)
- x Completion of the core clinical courses (Research Methods, Seminar in Adult Psychopathology, Theories and Methods of Psychotherapy, Integrative Psychological Assessment, and Ethics in Psychology).

Advancement to candidacy is necessary for students to formally initiate dissertation research (i.e. propose their dissertation) and to apply for internship. Students are expected to complete their first four benchmarks constituting the "Qualifying Examination" by the end of their third year in the program (July 3rd). Note, there is no additional written test at this juncture. An extension of one year may be granted by the Dean of Graduate Studies in exceptional circumstances upon submission of a petition that is endorsed by the department.

C. Clinical Training Requirement

from their 2nd through 4th years in residence at SMU. Students who remain in residence for a 5th year of graduate study are also encouraged, but not required, to complete a clinical practicum during that year. All students must carry malpractice insurance before beginning their first clinical placement. Affordable insurance can be obtained through the American Psychological Association Insurance Trust (see www.apait.org for more information).

All students who are enrolled in a clinical practicum must also be enrolled in the Practicum Seminar (6091-6098). This course is divided into two sections, one for junior students and

The Pre-Doctoral Clinical Internship

Completion of a pre-doctoral clinical internship is a required component of all APA-accredited Ph.D. programs in clinical psychology. The internship consists of one year (2000 hours) of clinical training and experience at an external site. Students apply for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) universal application and are assigned an internship through the yearly match (<http://www.appic.org> for more information about this process).

1. Eligibility to Apply for Internship Prior to applying for internship, students must receive approval from the DCT and their faculty advisor. To be eligible to apply students must have advanced to candidacy, met all relevant research benchmarks and clinical training requirements, and have proposed their dissertation by September of the year they intend to apply. Students who wish to apply for internship should discuss their plans with the DCT and their faculty advisor during the spring semester before they plan to apply. The Internship Guidance Committee (including the DCT and additional faculty members) will meet with all students planning to apply for internship on a regular basis, beginning in July. The Guidance Committee will work with students to help them decide where they will apply, review and revise essays and CVs, conduct practice interviews, and help them to make ranking decisions.
2. Approved Internships. Students may only apply to APA-accredited internships.
3. Enrollment. While on internship, students enroll in a 0 credit course (PSYC 8091 and 8092). This maintains their full-time student status but does not require tuition.
4. Evaluation. Internship Directors of Clinical Training provide annual evaluations of students to the program DCT. These evaluations inform the decision of whether a student has "passed" the internship and may graduate upon successful completion of the dissertation defense. Students must complete the internship in order to receive the Ph.D. in clinical psychology.

D. The Faculty Advisor

Each student works with a faculty advisor who is responsible for supervising the student's research benchmarks, providing training and experiences in their area of research, involving the student in their own research, and facilitating the student's development of research skills. The clinical Ph.D. program at SMU uses a mentorship model of advising; each student is admitted to the program under the supervision of a specific faculty member. The advisor is one of the most important resources for graduate students. Advisors serve as role models, mentors, teachers, and advocates. Thus, a relationship that is characterized by mutual respect, trust, and responsibility is essential for successful advisor-student collaborations.

Students are expected to meet regularly with their faculty advisor to discuss research, professional development, clinical training, and course work. The advisor should be the first person that the student goes to with questions about the program, professional concerns

Changing Advisors

The majority of graduate students remain with the same Faculty advisor throughout their graduate careers. Applicants are accepted into the program to work with a specific faculty advisor, so their interests are usually well matched and both the student and faculty member are happy to work together and do so successfully. This matching is done thoughtfully and carefully to ensure, as much as possible, that the student-advisor relationship will be successful, as this is in the best interests of both student and advisor. However, there are circumstances under which the student and advisor may wish to change or terminate the relationship.

- 1) The student's research interests have changed or broadened to the point that they are either in need of a second "advisor" or a change to a different lab entirely.
- 2) The student is making satisfactory progression through the program, but the student-advisor interpersonal relationship is no longer productive for collaboration.
- 3) The student's progress through the program is not satisfactory and either the student or the advisor wishes to terminate the relationship.

Scenario 1 typically does not present a problem for students, advisors, or the program. If a student's research interest have changed to the point that their initial advisor is no longer able to advise them or there is need of a "advisor" who can provide expertise about a specific area, students and advisors may pursue this change without prejudice. The primary concern is finding

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However, if the interpersonal difficulties cannot be reconciled, changing advisors and/or research areas is preferable to a hostile or unproductive working relationship between the student and advisor. If the interpersonal difficulties are primarily due to personality or working style differences, then the student should follow the same steps outlined above for requesting a change in advisor. In contrast, if the student feels that the advisor's behavior has been unethical or unprofessional, he/she is advised to follow the grievance procedures outlined in Section V.

The final scenario, when a student is not progressing through the program satisfactorily and the student and/or advisor wishes to terminate the mentoring relationship, is the most problematic. In this circumstance the DCT and psychology faculty must first review the student's progress to determine what factors are preventing successful completion of training goals. The DCT, chair, psychology faculty, and the student's current advisor discuss the student's status in detail and attempt to create a remediation plan addressing factors interfering with the student's progress. The DCT will also meet with the faculty advisor and student to better understand the reasons why the student and advisor wish to terminate the mentoring relationship. An advisor change request will only be granted if there is a strong evidence indicating that a) the relationship between the student and advisor is interfering with the student's progression through the program, b) the student will be more likely to succeed if he/she works with a different advisor, and c) an alternative advisor is available and willing to mentor the student.

E. Timetable

The typical progression through the program consists of 5 years in residence followed by the pre-doctoral clinical internship. Students are expected to complete their Ph.D. within 6 years of beginning the program, although in rare instances some students may be permitted to extend residence and completion of the internship in the 7th year. A student may petition for a longer

Students with Previous Graduate Study

Some students begin the doctoral program at SMU after having completed a Master's degree or obtaining graduate credits at another institution and wish to transfer those credits. In order for credits to be transferred to the program at SMU, the DCT must review the syllabus and assignments for the class the student wishes to transfer. If the material appears to be consistent with material covered in SMU graduate classes and is of sufficient rigor, the transfer may be awarded. Students are encouraged to be cautious in requesting too many transfers of credit, however, as the classroom experience provides important discussion and collaborative experiences above and beyond the simple transmission of knowledge. A thesis completed at another institution will not be transferred to SMU. All students in the Ph.D. program must complete all of the research benchmarks as part of their training at SMU.

IV. Evaluation of Student Progress & Processes for Probation & Remediation

Students undergo an annual review of progress through the program in July of each year (1 students also undergo a mid-year review between semesters of the year). The student and research mentor are asked to complete the Graduate Student Review Form (see Appendix C). Clinical supervisors are asked to complete the review form twice, by December and June of each year. In addition, the student must submit an updated CV, the yearly Activity Report (see Appendix G), copies of any publications or presentations completed in the past academic year, and grades for all courses taken in the past academic year.

VI. University Life and Student Services

The university provides students with a number of services, detailed in the Graduate Catalogue (www.smu.edu/catalogs). Services include options for on-campus housing, access to athletic and recreational facilities, health services at the SMU Memorial Health Center, which include Counseling and Psychiatric Services, child care, and academic support for students with disabilities through Disability Accommodations and Success Strategies (DASS).

Appendix A: Thesis Guidelines and Expectations

Thesis Proposal

The proposal is typically submitted in the form of a Manuscript (APA style), including the following sections: Introduction, Methods, and Proposed Analyses. Alternatively, the proposal may be submitted in the form of a Grant Application (NIH style), including the following sections: Specific Aims and Hypotheses, Background and Significance, and Research Design.

The proposal should adequately convey to the reader knowledge of the pertinent literature and how the proposed study will build upon this literature (the same way a well-written introduction of a full-length article published in an APA journal, such as the *Journal of Consulting and Clinical Psychology* would do, or alternatively, as the Specific Aims and Hypotheses and Background and Significance sections of a well-written grant application would do). It should also convey the scientific methods to be used to conduct the study (i.e. participants, procedures, measures, and planned statistical analyses). Proposals should also incorporate a discussion of research ethics and individual diversity as they pertain to the proposed study.

Proposal Meeting

Students should submit their written proposal to committee members no less than two weeks in advance of the scheduled proposal meeting. Proposal meetings should be scheduled for 2 hours in a seminar room on campus. Many meetings will not last this long, but it is good practice to allot the full time. The departmental administrative assistants will assist you in scheduling a room. Students are not expected to provide refreshments for their committee. The departmental administrative assistants will also send an announcement inviting all psychology faculty and graduate students to attend the proposal meeting; these meetings are intended to be open occasions for the discussion of student research.

Proposal meetings have several purposes: 1) To allow the student an opportunity to practice presenting his/her research in front of an audience. 2) To evaluate the student's knowledge of the field (substantive knowledge and knowledge of basic research methods) in which he/she is planning to conduct research. 3) To help the student develop a high-quality research study. Proposal meetings typically adhere to the following format:

- 1) The committee members meet briefly to discuss the proposal in private (the room is cleared or the committee members excuse themselves to discuss the proposal elsewhere).
- 2) The student provides an oral presentation of their proposal, typically 15-20 minutes long.
- 3) The Committee Chair (the student's faculty advisor) invites questions from the other committee members. It is presumed that the advisor has worked closely enough with the student on the proposed study that he/she has already had an opportunity to ask questions.
- 4) Questions from others in attendance.

When should I ask faculty to serve on my committee? This should be done at least 3-4 weeks prior to the thesis proposal meeting. All committee members should have the opportunity to provide feedback and approve the proposed thesis research.

What if I need to change my committee or a committee member is no longer at SMU? There may be circumstances in which the membership of the thesis committee might change (a member is no longer able to serve for a variety of circumstances). To make a change in the thesis committee, you must submit the revised Establishment of Examination Committee form (see www.smu.edu/graduate/forms) and have it approved by the DCT.

What if I decide I no longer want a faculty member on my committee? You cannot remove a faculty member from your committee simply because you no longer want that person to serve anymore. Prior to selecting committee members, you may wish to meet with them individually and explain in detail what you are planning for your thesis research. Most faculty members will not agree to serve on your committee unless your project interests them and they believe that they can help you to produce a high-quality product.

May I conduct my thesis research with data that have already been collected? Yes. In fact there are often advantages to using existing datasets. However, it should be made clear to all committee members at the outset (prior to your proposal meeting) that you plan to use an existing dataset. Also, to the extent possible, the limitations of the data should be made clear at the outset.

Do I need to have significant results for my project to count as a thesis? No. It is advantageous for a number of reasons if your hypotheses are supported, but it is impossible to know the results before you test the hypotheses.

What happens if committee members disagree about a change to my proposal or final thesis? Such disagreements are likely to happen and should be resolved by the committee members from the psychology department. If they are unable to come to a resolution, the DCT will arbitrate the disagreement. If the DCT is the faculty a

Appendix B: Dissertation Guidelines and Expectations

Sample Goals and Action Plan

Goal 1: Increase awareness of individual and cultural diversity and increase knowledge to enhance professional interactions

Action Plan:

1. Read 12 articles per month related to individual and cultural diversity in own field of research and discuss with mentor how information can be applied to research
2. Identify clients from backgrounds with which student is unfamiliar; review literature on these characteristics and discuss with supervisor how best to apply to treatment

Goal 2: Increase self-care to reduce stress and less time and/or incomplete work

Action Plan:

1. Create weekly and monthly schedules to outline upcoming deadlines and set aside sufficient time to complete projects and assignments
2. Review schedule with mentor during weekly meetings and solve problems not met goals

Goal 3: Improve understanding and application of longitudinal data analytic techniques

Action Plan:

1. Enroll in PSYC 6322: Quantitative Methods III
2. Work with Dr. Rosenfield to complete analysis of dataset XXX using methods learned in 632

Student: _____

Year in Program: _____

Faculty Mentor _____

Date _____

Graduate Student Annual Review: Foundational and Functional Competencies

Ratings to be completed ~~by~~ ^(early) Junest by the student (self

II. Individual and Cultural Diversity Awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics defined broadly and consistently by APA policy

A. Awareness of self and others shaped by individual and cultural diversity (e.g., cultural individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, and language socioeconomic status) and context

Demonstrates knowledge of individual and cultural diversity and contextual factors that may affect professional activities and interactions through discussion of own and others' characteristics in written work and in interactions with mentors/supervisors; actively seeks out knowledge through review of literature and discussion with supervisors/

Is aware of the importance of individual, cultural, and contextual factors in shaping self and others, but discussion of issues reflects only a general understanding of specific factors; is

III. Ethical Legal Standards and Policy Application of ethical concepts and awareness of legal standards regarding professional activities with individuals, groups, and organizations

A. Knowledge of ethical, legal, and professional standards and guidelines

Demonstrates detailed and thorough knowledge of ethical, legal, and professional standards and guidelines in discussion and written work; actively seeks out knowledge about ethical/legal/professional issues through review of literature and supervision

Demonstrates awareness of ethical, legal, and professional standards and guidelines, but expression of awareness in discussion and/or written work is limited to general principles; is open to new knowledge and supervision regarding issues in this domain, but does not actively seek it out

Shows little awareness of ethical, legal, and professional standards and guidelines in discussion and/or written work; rejects opportunities to obtain new knowledge or supervision in this domain

No opportunity to observe

B. Ethical decisionmaking and conduct

Adheres to ethical, legal, and professional standards and guidelines in all professional behavior; identifies ethical, legal, or professional issues and addresses them according to established standards and guidelines; actively seeks out guidance for ethical, legal, or professional questions

Adheres to most ethical, legal, and professional standards and guidelines, but may be unaware of particularly complex issues; guided regarding ethical, legal, or professional questions, but supervisor

IV. Reflective Practice, Self-Assessment and Self-Care:

V.

VI. Science Understanding, application and interpretation of research and research methodology

A. Active membership in a research team

Regularly participates in research meetings; provides substantive contributions to development of ideas and methodology, collection and analysis of data, and interpretation and presentation of results; facilitates the professional growth of other members of the research team and actively seeks guidance from others to facilitate own growth

Attends research meetings and participates on most occasions; contributes to the research process with guidance from mentors and others; is open to guidance to facilitate growth

Avoids research meetings or does not participate when present; contribution to the research process is minimal or only at the instigation of the research mentor; may request guidance to facilitate professional growth

No opportunity to observe

B. Presentation of research

Student has submitted or had accepted a manuscript to a peer-reviewed journal at any level of authorship and/or has presented authored research at a professional conference (all students are expected to publish at least one manuscript in a peer-reviewed journal prior to graduation)

Student has been actively engaged in preparing research for presentation at a professional conference or in a peer-reviewed journal

Student has not been engaged in efforts to present research

No opportunity to observe

C. Understanding of research literature

Student communicates a thorough understanding of a research literature, verbally and in writing, that includes relevant theory, methodological strengths and weaknesses of the body of work, and its implications for future research and application; student integrates this knowledge in responding to questions about his/her own work and the relevant body of literature

Student communicates an understanding of specific research studies, verbally that reflects comprehension of specific theories, methodological strengths and weaknesses of specific studies, and their individual implications for future research and application; student is able to respond to factual questions about his/her own work, but may have difficulty integrating this with the larger body of literature

Student's written and verbal communication about research is limited to general principles and theories, but he/she is not yet able to express a thorough understanding of the relevance of specific studies or a larger body of literature; he/she may have difficulty responding to factual questions about his/her own work

No opportunity to observe

D. Generation of new ideas

Student generates new directions for research and specific hypotheses that are well grounded in existing research and theory and represent potentially important existing literature on the topic; he/she makes a clear and logical case for new directions and hypotheses based on the existing literature

Student suggests new directions for research and specific hypotheses, but needs guidance from mentors to do so; is able to justify ideas generally, but may miss important points or lack clarity

Student's suggestions for new directions and specific hypotheses are not based in existing research theory and/or the student is unable to provide a logical justification for his/her ideas; may actively reject guidance from mentor

No opportunity to observe

E. Knowledge and application of research methods

Student designs and implements appropriate methods to test hypotheses; identifies and implements appropriate data analytic techniques (may use consultation for advanced techniques); interprets results accurately in verbal and written format

Student is able to identify general ideas for methodology and analysis, but needs assistance from mentor in developing specific ideas and applying them; interprets results generally, but needs assistance to communicate specific points

Student's methodological/analytic ideas are a poor fit to hypotheses and student is unable to clearly interpret results accurately; student may be resistant to guidance from mentor

No opportunity to observe

F. Scientific writing

Student generates well-organized, clear, and coherent written work that demonstrates a thorough understanding of theory, empirical literature, research methods and analytic techniques, and interpretation of results in the context of existing literature and future implications; final product could be acceptable at a high-quality peer-reviewed journal

Student's written work is logical and organized, but may lack clarity and coherence at certain points, reflect minor errors in understanding of existing literature, methods, and interpretation of results, and/or student requires extensive assistance from mentor to produce a product that could be acceptable at a peer-reviewed journal

Student's written work is poorly organized, unclear, and lacks coherence; reflects significant gaps in understanding of research literature, methods, etc.; product would not be acceptable at a peer-reviewed journal

No opportunity to observe

VII. Evidence-Based Practice Integration of research and clinical expertise, to impact selected interventions, assessment tools, and to influence differential diagnosis.

A. Clinical interviewing and differential diagnosis

Uses appropriate tools (e.g., questionnaires, interviews, etc.) to obtain a full understanding of clients' presenting problems and symptoms; identifies and articulates relevant developmental, cultural, and individual factors impacting differential diagnosis; communicates evidence-

C. Implementation of interventions

Effectively administers evidence-based interventions according to case conceptualization and treatment plan; keeps treatment plan flexible when crises or other important events arise; tracks client progress using evidence measures and works with client to make changes to treatment as needed based on outcomes; actively seeks supervision throughout treatment and utilizes supervisor recommendations effectively
Is generally effective in administering evidence interventions, but may be overly rigid or too flexible with treatment plan; tracks client progress, but may have difficulty incorporating information into treatment; is open to supervision and attempts to utilize recommendations

Interventions are not clearly based on evidence protocols or case conceptualization and treatment plan; fails to track client progress; ignores or resists supervision
No opportunity to observe

D. Selection and application of assessment tools

Independently selects appropriate assessment tools for a wide variety of presenting problems and client populations; accurately administers measures; actively seeks supervision when there are questions with selection and application of assessment tools

Able to administer and score standard assessment tools for assessment of cognitive functioning, achievement, personality, and psychopathology, but needs assistance in identifying and appropriate measures for certain problems or populations; is open to supervision

Not yet able to administer or score standard assessment tools
No opportunity to observe

E. Interpretation and communication of assessment results

Writes thorough, integrated reports that provide a clear summary of background, behavioral observations, assessment tools, results, and justification of conclusions; makes appropriate recommendations based on research literature and client characteristics and needs; communicates results and recommendations to clients clearly and using appropriate terminology; actively seeks supervision to build knowledge and ability

Reports provide an adequate summary of information, but may not be fully integrated; conclusions are consistent with the data, but student may need assistance in ensuring that they are evidence-based; communicates results and recommendations to client adequately, but may need assistance to improve clarity and appropriate use of terminology; open to supervision

Not yet able to compile integrated reports with appropriate conclusions and recommendations and communicate results to clients; or resists supervision
No opportunity to observe

VIII. Consultation, Teaching and Supervision Understanding and beginning implementation
basic skills as consultant teacher, and supervising psychologist

IX. Goals and Action Plan from Previous Year: the student met previously established for professional development?

All previously established goals have been met and/or student has exceeded professional development

Most goals have been met or in the process of being addressed, but some items on the action plan may not have been completed

Few or none of the goals have been met; student has made little effort to complete items on the action plan

Not applicable

Summary and Conclusions:

Please identify the student's primary strengths in the past year:

Please identify important areas for professional development that should be addressed

Appendix F: Graduate Student Instructor Application and Contract

Selection Process for Student Teaching

Appendix G: Graduate Student Ann

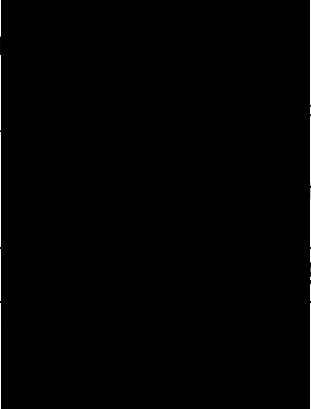
Name: _____

Date: _____

4th 5th

Courses: Please list all courses you took in the last year and the grade you received.

Summer		Fall	
Course	Grade	Course	Grade



Clinical Training: Please describe your clinical activities in the past year including the number of hours that you have attained.

Practicum

Appendix H

Appendix I: Plagiarism Policy

Plagiarism is the presenting of information without due credit or acknowledgement to the sources or originators of such information. Ideas, text, statistics, and illustrations can all become the subject of such improper use.

A plagiarized document or presentation can take the form of:

- x A free article downloaded from the internet or other electronic source
- x A readymade or customized paper purchased from a commercial source
- x A paper acquired from a third party, such as another student
- x A verbatim reproduction of material from a source one has read (unless the material is appropriately quoted and cited)
- x A partial reproduction by “cutting and pasting” from sources one has consulted or “weak paraphrasing” by rearranging or replacing a few words and details from the source material
- x Facilitating plagiarism by others is also a form of academic dishonesty

Where is the harm in plagiarism?

- x The harm is to the original authors whose work you reproduce without fair citation or quotation. This can be a violation of copyright, which is a legal offense.
- x The harm is in gaining an unfair advantage over other students/colleagues who do their own work
- x Thirdly, the harm is also to the plagiarist because he/she does not acquire the appropriate thinking and writing skills

Plagiarism violates the ethical guidelines of the American Psychological Association and the American Psychological Society (as well as numerous other scientific/professional bodies)

Thus, plagiarism is a form of scientific misconduct that has potential academic, career, and legal consequences.

How to prevent plagiarism:

- x You must give credit (i.e. cite and reference the source) to those from whom you borrow ideas or other information, unless that information is common knowledge, or unless it is evident that you came up with the same ideas/information by sheer coincidence – really rare event.
- x Material reproduced verbatim must be in quotation marks. ~~How~~ there are limits to how much quoted material is permissible. In other words, the solution is not to simply quote lengthy passages from source material – that is not independent work. Citation also does not permit you to reproduce or weakly paraphrase material.
- x If you become aware of academic dishonesty on the part of others, this needs to be reported to the appropriate authority (e.g. to the instructor, DCT, or chair if you know a fellow student is engaging in plagiarism; to the editor of a journal and/or to the APA Ethics Board if you know a colleague has submitted plagiarized work).

Appendix J: Leave of Absence and Discontinuation from the Program

Students may take a one-year leave of absence from the program if they are in good academic standing. A second year of leave may be granted in rare cases and when there are compelling reasons. A leave of absence must be approved by the student's Faculty Advisor, the DCT, and the Chair of the Department of Psychology.

Expect with prior permission from the DCT, a student who does not enroll in any SMU psychology courses during a semester will be considered to have discontinued from the program and will not be readmitted except with written permission from the DCT and the Dean of Research and Graduate Studies.

Policy on Impaired Student Functioning

A student will not be permitted to continue in active status in the program when the competency of the student to perform in the program is, or could reasonably be expected to be, impaired due to an apparent mental, emotional, physiological, pharmacological, or substance abuse condition. In the event that a faculty member or any individual associated with the program (e.g. a practicum supervisor) suspects that a student may have one or more conditions that are interfering with his/her competence to complete academic, research, or clinical responsibilities, the following steps will be taken.

1. The individual who believes that the student's competence is impaired will meet with the student's Faculty Advisor to discuss the matter ~~and the~~ DCT and Department Chair about his/her concern. If the Faculty Advisor is the individual who has concern about the student's competence, he/she will go directly to the DCT and Chair. If the DCT is the student's Faculty Advisor, the Chair will handle the matter.
2. The DCT will call a meeting with the student, his/her Faculty Advisor, and, if relevant, the person who alerted the Advisor and DCT of the potential problem, to discuss the matter. The Chair may also attend the meeting. The identified problems and proposed remedial action, or any other action deemed appropriate, will be presented to the student in writing by the Chair and DCT. If it is determined that a referral for psychological assessment is warranted, the referral will be made to a qualified psychologist or psychiatrist who has no personal or professional connection with the program. The student is responsible for any costs incurred by an assessment.
3. Depending on the results of the psychological assessment, the student may be asked to: a) take a leave of absence from the program, the length of which will be determined by the Chair and DCT (e.g., one semester or one year), in order to attempt to improve/resolve the problem; b) resign from the program; or c) be permitted to remain in the program under condition of specified remedial action. The Chair and DCT may also recommend to the student that he/she secure medical or psychiatric treatment for the problem. If the student takes a leave of absence or remains in the program, a plan for evaluating the student's progress and level of competence within a specified time will be documented in writing.

4. At the end of the agreed upon leave or evaluation period, the Chair and DCT will meet again with the student to decide if the student has successfully addressed the problem and is competent to remain within the program. To determine the student's fitness to remain in the program, the Chair and DCT may require the student to authorize the release of any and all records relating to the alleged mental and/o physical condition, including the student's personal medical, psychiatric, and/or psychological records.
5. If, at any point during the process, the student fails to comply with any of the requirements of the evaluation, rehabilitation, or remediation, the student may be dismissed from the program without regard to academic standing, status of research, or any other consideration.
6. The student may elect to resign from the program without submitting to a psychological assessment, leave or absence, or specific remediation/rehabilitation plan. In this case, the student will be informed in writing that re-admittance to the program at any time in the future will not be permitted. A copy of the documentation will be placed in the student's file. The student will be designated as having resigned from the program while not in good standing.

6325 Psychological Research Methods and Assessment with Hispanic Populations This course will cover methodological issues involved in conducting Hispanic targeted research and assessment, such as ethnic identification, linguistic issues, sampling, instrument design, data collection and analysis, and data interpretation.

6330 Seminar in Psychopharmacology

- 6356 Theories and Methods of Couple Therapy Introduction to theories of marriage, family, and divorce counseling; research on these approaches; and different types of interaction between spouses and between family members.
- 6357 Seminar in Interviewing Skills This is a three-hour credit course designed for Ph.D. students in psychology. Students will be taught basic interviewing techniques, basic supportive counseling skills, and effective communication and planning of clinical therapy sessions. This course will employ didactic and experiential methods of instruction.
- 6358 CrossCultural/Multicultural Diversity Primer This is a three-hour credit course in which Ph.D. students will be exposed to cultural and ethnic differences, and how these differences can affect and influence the planning and delivery of mental health services to people of different cultures.
- 6360 Ethics in Psychology Reviews the current ethical code of conduct followed by professional psychologists. Ethical principles will be discussed in terms of their legal, social, and philosophical relevance.
- 6361 Assessment Practicum Second term of an on-campus practicum course for Ph.D. students to learn to administer and interpret a variety of psychological tests, conduct feedback sessions, and generate reports based upon these assessments.
- 6362

8096

Dissertation

Appendix M: Rating Forms for Clinical Orals and Thesis/Dissertation Defense

Evaluation/Scoring Rubric
Ph.D. Program in Clinical Psychology
Clinical Orals

Student _____

Date _____ Title _____

Committee: _____

7KH VWXGHQW¶V SUHVHQWDWLRQ VKRXOG EH JUDGHG RQ
page for details). Students are expected to demonstrate acceptable performance in all domains,
but deficits may be addressed in clinical remediation and later re-evaluation of skills. Passing

	Professional	Advanced Graduate Student	Beginning Graduate Student	Pre-Graduate Study
Identifies the problem(s)	Accurate, well-justified diagnosis and description of problem	Mostly accurate with minor errors	A general description, but lacks knowledge to make or justify diagnosis	Lacks basic knowledge of differential diagnosis
Identifies and obtains information/psychometrics	Uses (or identifies) appropriate psychometric tests and/or measurement tools; interprets accurately	Mostly accurate, with minor errors	General awareness of psychometric tests, but unable to identify specific tools or to interpret results	Lacks basic knowledge of n BT 0 g /TT1 10.

Evaluation/Scoring Rubric
Ph.D. Program in Clinical Psychology
MA. Thesis/Ph.D. Dissertation

Student _____ Thesis _____ Dissertation _____

Date _____ Title _____

Committee: _____

7 KH VWXGHQW¶V SUHVHQWDWLRQ VKRXOOLV (see rubric page for details). The committee should grade the presentation based on both the written and oral

	Professional	Advanced Graduate Student	Beginning Graduate Student	Pre-Graduate Study
APA Style	Fully adheres to APA style	Few, minor errors	1-2 major errors	Numerous errors