UT Tyler
THE UNIVERSITY OF TEXAS AT TYLER

CLINICAL PSYCHOLOGY

2023-2024 DOCTORAL STUDENT HANDBOOK

DEPARTMENT OF PSYCHOLOGY & COUNSELING

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Table of Contents

The University of Texas at Tyler – Mission and Vision Statements

UT Tyler Mission Statement

UT Tyler is a comprehensive public university. We help our students, patients, and community members achieve their educational and health goals by offering a combination of excellence in higher education, research, public service, and advanced healthcare delivery.

UT Tyler Vision Statement

We aspire to be an impactful, values-centered institution unified in common purpose; a community that fosters opportunity, committed to providing a uniquely balanced student experience and improving the quality of human life.

The College of Education and Psychology – Mission Statement and College-level Goals

CEP Mission Statement

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice, and respect for individual differences as a means of enhancing learning, service, leadership, and scholarship.

Goals

- o Provide candidates who have earned bachelors' degrees preparation for initial teaching certificates.
- o Provide candidates with academic programs and study leading to advanced professional certifications in a range of educational fields.
- o Provide candidates with academic programs and study leading to licensure and certifications in psychology and counseling and related fields.   o Prepare candidates with strong academic and professional graduate level foundations for further study at the doctoral level.
- o Prepare graduates who have the ability to play significant roles in their chosen professional field.

Department of Psychology and Counseling Purpose and Values Statement

Core Purpose

Our core purpose is to prepare our students to succeed in their chosen careers, bringing positive human values and dispositions, intellectual curiosity, science-based knowledge and evidence-based skills, and innovation to their work, lives and communities.

Program Values

<u>**Academic**</u>

The UT Tyler Department of Psychology and Counseling programs are committed to academic excellence. Central to this commitment are the following:

- o use of innovative and interactive instruction, training, and supervision o promotion of critical thinking, intellectual curiosity, interactive learning, research, and creativity
- o maintenance of an intellectually challenging and supportive learning community
- o promotion of lifelong development as practitioners, learners, scholars, and mentors.
- o preparation of graduate counselors and clinicians who are competitive in the professional contexts of today and the future
- o preparation of baccalaureate graduates who are competitive in a variety of settings, including further graduate education;

<u>**Community**</u>

The UT Tyler Department of Psychology and Counseling programs value and seek to create:

- o a positive and productive work environment based on collegiality and mutual respect
- o collaboration among students, colleagues, staff and the communities we serve o positive growth and change at the individual, institutional, community and societal levels
- o community partnerships that advocate and foster social justice, equality and inclusion for all people

<u>Diversity</u>

The UT Tyler Department of Psychology and Counseling programs promote awareness, appreciation, and cultural literacy in our department, college and campus. Therefore, we:

o   expect faculty, staff, and students to treat everyone with dignity and respect
o   establish and maintain a learning atmosphere that nurtures openness and respect for differences, stimulates curiosity, and embodies civility
o   promote respect among students, faculty, and staff who have unique viewpoints, belief systems, and backgrounds

Clinical Psychology Ph.D. Mission

Ph.D. Program Mission

The University of Texas at Tyler's Ph.D. Program in Clinical Psychology strives to educate and provide high quality training to students in the science and practice of clinical psychology with an emphasis on the development of clinical and research skills to work with underserved populations. Students will be prepared to work in a variety of educational, research, and clinical settings.   The program is based on the scientist-practitioner model of professional training and emphasizes evidence-based practices.   Training in research and psychological science, intervention and assessment methods, ethics and professional dispositions, supervision and consultation, and a sensitivity to and awareness of issues diversity and individual differences are embedded throughout the curriculum.

Program Training Aims and Objectives:

1. Program graduates are trained as scientist-practitioners who have a diverse knowledge of the scientific and behavioral foundations of psychology.
2. Program graduates are capable of developing, conducting, and reporting research knowledge through their own program of independent research.
3. Program graduates are competent to assess, diagnose, and treat psychological disorders using evidence-based practices.
4. Program graduates are trained in ethics, diversity, and professional issues related to clinical practice and research.
5. Program graduates have specialty clinical and research training in underserved populations such as veterans, older adults, and persons from rural settings.

   Please see *Clinical Psychology Ph.D. Program Competencies Tracking Form* (**Appendix A**).

Diversity Statement

The Clinical Psychology Ph.D. program at UT Tyler recognizes the importance of cultural diversity and inclusion, including in the training of clinical psychologists. Our program focuses on working with underserved populations, including older adults, military veterans, and people from rural

areas. Our program considers diversity with respect to cultural and individual differences in age, gender, sexual orientation, language, national origin, race, ethnicity, religion, disability, and socioeconomic status. In addition to these domains, other areas valued in our program include military/veteran status, first generation college students, and recognizing disparities in mental health and medical care that may be important considerations in our work.

Our program is committed to promoting equitable representation in clinical psychology through recruitment and retention efforts of students and faculty from diverse backgrounds. The program, college, and university aim to follow non-discriminatory policies and to reduce barriers to inclusion of diverse populations in the field of psychology and in our program and department. The department supports the inclusion of student voices on these issues through our student diversity committee and through the inclusion of a student representative from this committee on faculty searches and in our program meetings. We are committed to the promotion of diversity training activities for students and faculty. Our program seeks to be inclusive of all types of diversity, culture, and individual differences in a welcoming, collaborative, and supportive manner. As a public institution, **admission is open to all qualified students**; we have no religious affiliation. We conduct a comprehensive, holistic review of all applicants and encourage applicants from diverse background to apply to our program.

Accreditation Status

The University of Texas at Tyler's Clinical Psychology Ph.D. program is working to secure contingent accreditation from the American Psychological Association. At this time the program is not accredited.

*Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association 750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 /
E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

Licensure

Mandatory Consumer Disclosure

The Clinical Psychology program at UT Tyler meets requirements for provisional licensure as a psychologist in the State of Texas. If you permanently reside in other states, please check with those licensing boards to review requirements.   We are unsure if our program meets requirements in other states. The consumer disclosure document posted on the program webpage has each state's requirements for licensure.

Overview

The independent practice of psychology requires a state issued license. Students are encouraged to review the requirements for licensure as early as possible to become familiar with the steps and requirements. Also, students who are planning to live in other states need to contact the state board of psychology in that state to determine what requirements are needed for licensure in that state. Criminal and or fingerprint background checks are required in most states. Completion of this program does not guarantee licensure in all states. Complete rules, applications, and requirements can be found the Psychologists' Licensing Act and Rules and Regulations of the Texas Behavioral Health Executive Council. For the State of Texas, the different forms of licensure and their general requirements are listed below.

Provisionally Licensed Psychologist

The requirements for provisional licensure are set forth in Board rule 463.10.

- o Requires a doctoral degree in psychology.

- o Requires passage of the Examination for Professional Practice in Psychology.

- o Requires passage of the Jurisprudence Examination.

    - • **Caution**: Individuals who did not go through a formal internship during their doctoral program are strongly encouraged to review Board rule 463.11 in its entirety before submitting an application for provisional licensure. Pursuant to that rule, individuals who have not undergone a formal internship as part of their doctoral program, or who took part in an internship that does not meet the Board's internship requirements, are generally not eligible for full licensure as a psychologist. Thus, an individual without a qualifying internship will find himself or herself unable to proceed beyond the provisional licensure stage unless he or she goes on to complete a post-doctoral re-training/re-specialization program.

Licensed Psychologist

The requirements for obtaining licensure as a psychologist are set forth under Board rule 463.11.

- o Requires prior licensure as a Provisionally Licensed Psychologist (see above).
- o Requires a minimum of 3,500 hours of supervised experience, with at least 1,750 hours having been received in a formal internship within a doctoral program and at least 1,750 hours received following conferral of a doctoral degree.

Clinical Psychology Ph.D. Program Faculty and Staff

Program Structure and Governance

The Ph.D. in Clinical Psychology is housed within the Department of Psychology and Counseling within the College of Education and Psychology at the University of Texas at Tyler.

The Chair of the Department of Psychology and Counseling serves at the pleasure of the Psychology Faculty and the Dean of The College of Education and Psychology. The Chair of the Department of Psychology and Counseling is the chief administrative authority of the academic unit. The Chair of Psychology and Counseling appoints a Director of Clinical Training (DCT), generally from among the core clinical psychology faculty. Core clinical faculty are graduates of accredited clinical training programs and accredited internships.   The Chair of Psychology and Counseling also appoints a governing committee, called the Clinical Psychology Program Committee (CPPC), composed of all core clinical faculty and the DCT. The DCT or Acting DCT serves as chair of the Clinical Psychology Program Committee.

The Clinical Psychology Program Committee (CPPC) establishes program procedures, rules, and curriculum to accomplish the mission of excellence in the training of scientist practitioners, consistent with the mission of The University of Texas at Tyler. The CPPC meets one time per month usually on the 3rd or 4th Tuesday of the week from 12:30-2pm. There are two elected student representatives that attend the CPPP meetings and provide information about the program to all Ph.D. students.

The Clinical Psychology Program Committee (CPPC) must approve any requests for waiver or exception to the rules, procedures, and curriculum requirements contained in this Handbook. These requests are submitted on the petition form to the DCT.   Students who are dissatisfied with the decision of the CPPC can appeal those decisions following the university appeals process.

Core Clinical Psychology Ph.D. Faculty

Michael Barnett, Ph.D.
Associate Professor of Psychology
Director of Memory Assessment and Research Center and Aging Neuropsychology, and Technology Lab
Email: mbarnett@uttyler.edu
Phone: 903.566.7251
Office: HPR 246C
Doctoral Lab Members: Jenna Moore, Allyson Coldiron, Logan Guillory, Harrison Boynton, Rebekah Griffin

Olga Berkout, Ph.D.
Assistant Professor of Psychology
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Doctoral Lab Members: Jonathan Thomas, Alma Bluesummers, Jessica Criddle, Emily Barena

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Administrative and Support Staff

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*For a comprehensive list of Faculty & Staff within the Department of Psychology and Counseling, please visit:

https://www.uttyler.edu/psychology/graduate/phd-clinical-psychology/faculty.phpclinicalpsychology/faculty.php

Curriculum

Residency Requirements

The UT Tyler Clinical Psychology Ph.D. program is a full-time, five-year program, including four years on campus and an off-site, doctoral internship year. It may take students an average of between 5-6 years to complete the program if students desire additional clinical training experiences or need additional time to make progress on their dissertation requirements prior to the doctoral internship.

The program requires a minimum of three full-time academic years of graduate study, at least two of which is completed in the program, and requires one year in full-time residence. The PhD degree is awarded after all program requirements are completed and conferred after completion of the doctoral internship.

Students are required to attend a series of university and program specific orientations on the UT Tyler campus prior to beginning coursework. Students may be required to be present for other special activities throughout their program of study.

Minimum Credit Hours (99 cr.)
- o   Required Courses – 57 cr.
- o   Emphasis Electives – 15 cr.
- o   Practicum Courses -18 cr.
- o   Dissertation – 6-12 cr.
- o   Internship - 3-9 cr.

Special Degree Requirements

Please refer to the *Program Milestones Checklist* (**Appendix B**) for a full list of programmatic requirements and the specified timeframe in which they are to be completed.
- o   The **Qualifying/Proficiency Examination** is taken after the student has completed a significant portion of, if not all, required coursework. Students may not advance to candidacy or register for dissertation hours until all portions of the Qualifying Examination (Part 1 and Part 2) have been passed satisfactorily. Upon successful completion of the Qualifying Examination, students will be advanced to candidacy.
- o   Students have a maximum of **nine years** to complete the program. Students will have **five years** to complete the program after entering candidacy. Students unable to complete the program within the designated time limits must file for an extension.
- o   A dissertation of original research contributing to the body of knowledge in clinical psychology will be required. Students must enroll for dissertation hours during each long

semester while in the dissertation process. A minimum of 6 hours of dissertation credit is required.

o   Students must meet all doctoral degree requirements of the University.

Degree Plan/Course Sequence

Please refer to the *Ph.D. in Clinical Psychology – Degree Plan (EVEN AND ODD YEARS)* (**Appendix C1 and C2**) for a comprehensive, printable degree plan. The program may alter the courses or course sequences if needed to meet staffing needs or in response to requirements from the APA Commission on Accreditation.

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Admissions Requirements

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Admission and Recruitment of Diverse Students

The Clinical Psychology Ph.D. program at UT Tyler recognizes the importance of cultural diversity and inclusion, including in the training of clinical psychologists. Our program focuses on working with underserved populations, including older adults, military veterans, and people from rural areas. Our program considers diversity with respect to cultural and individual differences in age, gender, sexual orientation, language, national origin, race, ethnicity, religion, disability, and socioeconomic status. In addition to these domains, other areas valued in our program include military/veteran status, first generation college students, and recognizing disparities in mental health and medical care that may be important considerations in our work.

 Our program is committed to promoting equitable representation in clinical psychology through recruitment and retention efforts of students and faculty from diverse backgrounds. The program, college, and university aim to follow non-discriminatory policies and to reduce barriers to inclusion of diverse populations in the field of psychology and in our program and department. The department supports the inclusion of student voices on these issues through our student diversity committee and through the inclusion of a student representative from this committee on faculty searches and in our program meetings. We are committed to the promotion of diversity training activities for students and faculty. Our program seeks to be inclusive of all types of diversity, culture, and individual differences in a welcoming, collaborative, and supportive manner. As a public institution, **admission is open to all qualified students**; we have no religious affiliation. We conduct a comprehensive, holistic review of all applicants and encourage applicants from diverse background to apply to our program.

Several diversity resources are available on our program webpages to assist students in working with diversity as they move through the program. A link to those resources can be found here (https://www.uttyler.edu/psychology/graduate/phd-clinical-psychology/diversity-resources-for-students.php).

Transcripts

Students must send all official transcripts for undergraduate coursework to:

The Office of Graduate Admissions, STE 345

The University of Texas at Tyler

3900 University Blvd Tyler, TX

75799

NOTE: A 3.0 overall GPA is the minimum criterion from the University of Texas at Tyler Graduate School but admitted applicants may have scores well above.

International Student Language Proficiency Requirements

The minimum TOEFL or IELTS scores are 560 on the paper and pencil test, 220 on the computer-based test, or 87 on the internet-based test (TOEFL/IBT), or overall band score of 7.0 (IELTS) with 6.5 or greater in each subsection. TOEFL and IELTS test scores are valid for only two years.

Transfer of Existing Graduate Credit

<u>**UT Tyler Transfer Work**</u>

Students who enter with a Master's Degree in Clinical Psychology or Clinical Mental Health Counseling from the University of Texas at Tyler may apply up to 15 hours toward their doctoral program as approved by their advisor and the Director of Clinical Training. The approval of transfer classes does not reduce the time to complete the program. Students must fill out *Transfer of Credit Towards Doctoral Degree – Internal* (**Appendix D**) form and submit to Graduate Admissions Advisor and DCT prior to starting courses. The following courses will be considered for transfer:

Course Number	Course Title	Course Description
PSYC 5328	Issues and Professional Ethics	Survey of issues in the practice of psychology and counseling from an ethical and professional viewpoint. Consideration of such things as the rules of the psychology and counseling boards, ethical case studies and professional practices.
PSYC 5366 Transfers in for	Assessment of Mental Abilities	Examines the historical background of selected individual scales of intellectual functioning. Special emphasis will be given to supervised practice in the administration, scoring, interpretation, and psychological report writing of the WAIS-IV.

PSYC 6366		
PSYC 5392	Applied Counseling Practice	A clinical skills course emphasizing the acquisition of practical therapeutic techniques through role playing and modeling. Direct supervision using audio/video recordings will be provided.
PSYC 5394	Thesis I	Selection of a research topic and development of a thesis plan.
PSYC 5395	Thesis II	Completion and committee defense of independent thesis project.

Non-UT Tyler Transfer Work

Students with graduate credit or degrees from other Universities may transfer up to 12 hours of coursework with the approval of the CPPC and the Director of Clinical Training. All of the courses listed above can be transferred in upon review and approval. Student must fill out *Transfer of Credit Towards Doctoral Degree – External* (**Appendix E**) form and submit to Graduate Admissions Advisor and DCT prior to starting courses. Other courses can be petitioned and reviewed on a case-by-case basis depending on student background and training. Our program will consider other courses not on the list subject to the following steps.

Courses for which a student seeks transfer credit must:

1. Have been taken at a regionally accredited institution
2. Have been taken at the graduate level
3. Have been taught by faculty instructors who have obtained Doctoral Degrees in a mental health related field
4. Have been taken within 5 years of the student's date of matriculation at UT Tyler
5. Have received a grade of B or better
6. Meet the Discipline-Specific Knowledge or Profession-Wide Competency required content assigned to the course in our curriculum
7. Have been taken in-person or in a blended format, NOT fully online
8. Syllabus must be reviewed by program faculty at UT Tyler with expertise in that domain
9. Formally petition to have the course reviewed to the Clinical Psychology Program Committee (CPPC)

Prerequisites

Applicants must have a bachelor's degree and adequate preparation in psychology (12+ hours of psychology including a course in statistics, research methods, abnormal psychology, and history and systems of psychology).

Graduate School Application

Students must first apply to the Graduate School through the ApplyYourself portal before beginning any portions of the Departmental Application. There is a $50, non-refundable Application Fee. Application Link

NOTE: The Graduate School currently only offers graduate application fee waivers to current UT Tyler students, UT Tyler alumni, active US military personnel, current UT Tyler employees, and McNair Scholars. Please contact ogs@uttyler.edu for details before submitting your application.

Departmental Application

Department Information Sheet (DIS)

Once students have applied to the Graduate School and obtained their 10-digit Student Identification Number (SID), they may submit the Department Information Sheet (found here). This sheet prompts students for basic demographic and contact information.

The DIS also includes a prompt for the Statement of Purpose (SoP). Statements should be, at maximum, 3 pages in length.

Prompt: Please state your purpose in applying for the Clinical Psychology PhD program at the University of Texas at Tyler. A strong statement of purpose will include (but is not limited to):

> o Relevant educational, personal, cultural, or social experiences that
> motivated you to pursue advanced studies in Clinical Psychology.
> o Specific research area(s) of interests. It is important to identify how these interests
> align with the work being done by UT Tyler's Clinical Psychology faculty mentors
> o A thorough description of previous research and clinical experiences that contribute
> to your preparedness for this program.

Letters of Reference

Students are required to submit 3 Letters from Academic References. Students should fill out the Reference Request Form (found here). This form will generate requests sent directly to the three individuals he or she identifies. References will be prompted to answer a series of questions comparing the student applicant to a Comparison Group (undergraduate students, graduate students, employees, other). References will then be required to submit a written letter of reference.

Background Check Policy

Admitted students must complete a criminal background check through Castle Branch prior to enrollment. There is a $45 fee. Students should use package code UM12bg. For additional information on the rationale of this application requirement, please read our Departmental Background Check Policy.

Administrative and Financial Support

Administrative Assistance in the Program

Students enrolled in the Clinical Psychology PhD program have several resources to help with common student issues involving admission, registration, financial aid, and program issues. Advising and program planning is crucial to student success and each student in our program is assigned an advisor upon admission. Students meet with their faculty advisors on a consistent basis to address and questions and issues they may face. In addition, our graduate program assistant, Ceselie Tobin (email: ctobin@uttyler.edu) can assist with student questions and can handle most issues. Also, our departmental administrative assistant, Linda Speed (email: Lspeed@uttyler.edu), DCT (Dennis Combs, email: Dcombs@uttyler.edu), or department chair (Amy Hayes, email: Ahayes@uttyler.edu) can help with student problems and issues if needed. UT Tyler has a university-wide enrollment services center which can handle more complex issues students may encounter (email: Enroll@uttyler.edu).

Clinical Psychology Doctoral Student Financial Assistance

Financial support for Clinical Psychology doctoral students at UT Tyler includes scholarships, research, and/or teaching/clinic assistantships. Selected students who matriculate into the doctoral program will receive a four-year Clinical Psychology Scholarship as well as a renewable partial (50%) tuition scholarship. Not all students may be offered funding upon admission, and this is dependent on budget and financial constraints from the university, department, and program. Funding can derive from a variety of sources such as research assistant, teaching assistant, clinic GA's, course instructors, or grant funded positions. For selected students and pending satisfactory performance, funding should be available for 4 years and if students stay an additional 5 year there is no guarantee of program funding. A table of the financial support for selected students is provided below.

Clinical Psychology Ph.D. Student Support Budget/Year	
Type of Support	**Amount of Support**
Assistantship (Teaching or Research or combined)	$ 17,400.00
Graduate School Scholarship	$ 2,000.00
Tuition Scholarship (50%)	$ 5,600.00

Total Doctoral Student Support	**$**	**25,000**

Research and Teaching Assistantships

Doctoral students will also be appointed to either a Graduate Research Assistantship (GRA), renewable each year during the program, a Graduate Teaching Assistantship (GTA), or a combination of the two. All Assistantships are based on 19.5 hours per week. Assistantships will be provided for four years, pending satisfactory performance in coursework, and Research and/or Teaching Assistantship performance. **Outside employment is permitted and any outside work must follow the outside employment policy approved by the CPPC.**

Student Responsibilities: Graduate assistants are expected to understand and comply with the responsibilities and conditions of the assistantship. Assistants must be full time students, cannot be on probation, and are in good standing. Per the Graduate School GA/RA policy, the appointment can continue in the summer as long as the student was enrolled full time in the spring semester. Students who have advanced to candidacy and are in the dissertation phase can enroll in 6 credit hours to continue to receive the GA/RA stipend. The student has the responsibility to work at the prearranged times, show up on time, perform the work in an efficient and accurate manner, and maintain good academic standing. A student may be asked to perform work for other than the assigned faculty member if that faculty member is not utilizing the student fully.

Faculty Responsibilities. Faculty members assigned a graduate assistant will provide the assistant, as much as possible, with tasks that will enhance the student's development, while at the same time utilizing the student's efforts to accomplish the mission of the University, the academic unit, and the training program. Teaching Assistantship recipients will frequently have a mixture of didactic, research, and administrative responsibilities. The faculty member should be considerate of the student's time and other obligations; that is, heavy demands on time should not be made on short notice and without the agreement of the student, and as much as possible time commitments should be evenly spread across the semester.

Resolution of Difficulties. In the event that disagreements or dissatisfactions arise between a faculty member and a graduate assistant, they should make reasonable efforts together to resolve those differences through discussion and collaboration. The DCT, Department Chair, or Dean of the College of Education and Psychology may be called upon to informally assist in resolving any problems. If a problem continues the student or the faculty member may make a written formal complaint to the appropriate area/department under the Grievance Policy or as part of Program Retention and Evaluation Policy. Possible resolutions include: 1) make no changes, 2) change the assistantship assignment,

3) referral to the Clinical Psychology Program Committee for resolution, or 4) terminate the assistantship.

General Financial Aid

Domestic graduate students that have been fully, provisionally, or conditionally admitted into a degree-seeking program may be eligible for financial aid. Post-Baccalaureate Non-Degree, Graduate Non-Degree, and Certification students are ineligible for financial aid and/or scholarships. The primary purpose of financial aid programs is to assist eligible students with paying educational costs. These federal, state, and institutional funds provide assistance to students who would otherwise be unable to attend college. An applicant's need for financial aid is analyzed on an individual basis and need is determined by subtracting the expected family contribution from the estimated educational costs. Applications for financial aid are accepted and considered without discrimination on any basis prohibited by law, including, but not limited to, race, color, age, national origin, sex, veteran status, religion, or disability.

Students subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to apply for federal and/or state financial aid.

Applying for Financial Aid

The student is responsible for proper completion and submission of all required documents. Students applying for most federal and state financial aid programs must demonstrate financial need.

Applicants must:

o complete the Free Application for Federal Student Aid (FAFSA), available online at https://fafsa.gov/;
o be a U.S. Citizen, U.S. National, or U.S. Permanent Resident;
o be admitted to the University as a regular student and enroll in a degree-seeking program;
o maintain satisfactory academic progress (qualitative and quantitative);
o meet all federal and state program requirements.

House Bill 1403/Senate Bill 1528 Students

o must be classified as a Texas resident and eligible to pay in-state tuition rate (not due to receipt of a scholarship and/or waiver)
o must register with Selective Service (males 18 and 25 years old)
o must complete the TASFA financial aid application to be considered for the TEXAS grant
o State Grant and Scholarship Programs - Priority deadline date for complete FAFSA submission is January 15.

- Federal and Institutional Financial Aid Programs - Priority deadline date for FAFSA submission is January 15th for Fall and November 1st for Spring.

Award offers are contingent upon financial need and continued funding from each federal, state, and institutional program.

Outside Employment and Compensation Policy

This policy specifies the conditions and guidelines for students who are seeking outside employment while enrolled in the PhD clinical psychology program. This policy applies to all PhD students in the program.

The PhD program in Clinical Psychology is a full-time academic program and students are expected to meet all milestones and expectations of the program. Students are NOT required to obtain work outside of the program and this is optional.

We understand the issues impacting students regarding their finances and the sacrifices involved in pursing an advanced degree. Students who seek outside employment must balance their progress towards their degree, career development, financial issues, family, time, and quality of life in making this decision. Having a work-life balance is important in all aspects of physical and mental health and we must carefully consider this decision. Faculty can be invaluable sources of information and we encourage students to discuss relevant issues with us at any time. Faculty can be invaluable sources of information and we encourage students to discuss relevant issues with us at any time. The consequences of falling behind or not meeting expectations can result in a delay of graduation, extended time in the program, probation and possible dismissal from the program, attrition, and ultimately sanctions from our accreditation board if students do not move through the program in a timely manner. The CPPC wants all students to have a good quality of life while making progress towards the degree.

If the faculty believe a student is having problems meeting program expectations, is not in good standing, or appears to be struggling, a discussion will be initiated to review the issues and concerns. Resolution of concerns will follow Ph.D. Student Retention and Evaluation Policy, the Ph.D Clinical Psychology Student Code of Conduct, and other professional standards enacted in the program. This may include a remediation plan and recommendations regarding outside employment activities. Program appeals can be made directly to the Department Chair and/or Dean if the student disagrees with the recommendations of the Clinical Psychology Program Committee (CPPC).

Program Guidelines for Obtaining Outside Employment and Compensation:

1. Discuss interest or pursuit of outside employment with academic advisor. As previously noted, faculty mentors are here to support students and to serve as a resource for navigating graduate education. Having an open discussion about balancing outside employment with program responsibilities would be important for maintaining good academic standing within the program,

pursuing healthy work/life balance, and also important from the faculty's perspective to understand external responsibilities that can impact a student's experience in the program.

2. Next, students who obtain outside employment need to notify the CPPC by emailing the DCT and CC'ing their academic advisor. Notification does not involve a review or approval at this point. All employees even faculty must declare outside employment per university policy. Both psychology and non-psychology jobs are permitted, and it is up to the student to weigh the decisions about the type of job obtained. Jobs related to psychology may require supervision, and in these cases, the CPPC may need additional information. Therefore, when initially notifying the DCT/CPPC via email, students do not need to specify the details of the outside employment, but should note whether the position is psychology-related or not (e.g., "Dear Dr. Combs, I have accepted a non-psychology position as new employment outside the program.").

3. If students have outside employment, they must also maintain Good Standing in the program based on annual review, research progress, and/or practicum evaluations. This is consistent with expectations for all students and is important to students' long-term success regarding competitiveness for internship, graduation, and future employment as a psychologist.

4. If students have outside employment, the job cannot not interfere with assigned program duties, TA/GA/GRA jobs, or practicum placement work. This is also consistent with expectations for all students and imperative to the continued success of funding and institutional/local support for the Clinical Psychology PhD program.

5. If the outside employment is a paid practicum placement, the practicum coordinator needs to be involved and the student must meet supervision requirements per program and licensure regulations. Some practicum sites may want to enter into a contract with the university for paid practicum positions.

Graduate School Policies

Family Educational Rights and Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and the Texas Public Information Act, Texas Government Code §552.001 et seq., are respectively a federal and state law that mandate the review and disclosure of student educational records. The University will not permit access to or the release of personally identifiable information contained in student education records without the written consent of the student to any party except for in specific, defined circumstances. Please visit the catalog link (found here) for a comprehensive outline of this policy.

University Requirements for a Ph.D.

- o Satisfactory completion of all coursework required by the plan of study.
- o Satisfactory completion of the Proficiency Examination.
- o Completion of the required residency requirements before Candidacy is awarded.

- o Graduate cumulative grade point average of at least 3.0.
- o Satisfactory completion of the Oral Dissertation Defense.
- o Submission of an electronic version of the approved dissertation including the dissertation abstract and a copy of Human Subjects or Animal Subjects approval form (if required).
- o Completion of Ph.D. degree requirements within five years after being admitted to candidacy.
- o Follow the steps to apply for graduation on the Registrar's Office website: https://www.uttyler.edu/registrar/graduation/applying-for-graduation/?r=/registrar/graduation/applying_for_graduation.php

Graduate Scholastic Load

The minimum credit hour load to be considered a full-time graduate student is <u>nine semester hours</u> during the fall and spring. These can be any combination of graduate or undergraduate courses. The maximum credit hour load permitted is 12 semester hours during the fall, spring, or summer semester. In the summer semester sessions, students may not exceed 3 credit hours in the Short Summer session, 6 credit hours in each of the Summer I or Summer II sessions, or 12 credit hours in the Long Summer session. In programs with registration in sessions in the fall and spring semesters, students may not exceed 6 credit hours in each of the
7Week 1 or 7-Week 2 sessions. Enrollment status is defined in terms of semester credit hours.

Doctoral students are expected to register for 9 hours in the fall and spring; summer credit requirements vary.

Student who have advanced to candidacy and are working on their dissertations can register for 6 credit hours and be considered full time students.

Enrollment Status per Financial Aid regulations (minimum credits required):

Full-Time	3/4 Time	Half-Time	Less than Half
9	7	6	5 or fewer

Catalog Year

In order to graduate, a student must fulfill catalog requirements in effect at the time of admission to a graduate program; however, a student who is continuously enrolled must complete all

requirements within six years or be subject to degree requirements of a subsequent catalog. If a matriculated student has a break in enrollment at UT Tyler for three consecutive semesters or more, the student is required to complete a readmission application. If a student is readmitted, the applicable catalog is the one in effect at the time of readmission. Written requests for exceptions may be submitted to the Dean of the Graduate School for consideration.

Graduate students may voluntarily adopt new requirements for their current program when updated requirements are made available in a catalog published subsequent to their original admission. When a student chooses to take this action, an updated degree plan detailing how they will complete their graduation requirements under the new catalog must be completed and approved by the graduate advisor and department chair. All graduation requirements must still be completed within six years of the student's original admission.

Calculation of Grade Point Average

Grades A, B, C, D, and F and the associated semester credit hours will be used to calculate grade point averages. The designations I, W, CR, and NC and the associated semester credit hours will not be used. Only grades and associated semester credit hours for courses taken in residence at UT Tyler will be used in the calculation of grade point averages.

If a student repeats a course and requests grade forgiveness, only the last grade earned and the last semester credit hours attempted are used to compute the grade point average. If grade forgiveness is not requested, then both grades will be calculated and used to compute the grade point average (See Repeating Courses and Grade Forgiveness Policy). If the student receives a W or I in the repeated course, then the previous grade continues to be used to compute the grade point average.

Undergraduate courses (numbered 4999 and below), including required prerequisite or leveling courses, will not be counted toward academic program requirements, will not satisfy minimum graduate credits required to be taken at UT Tyler, and will not be entered into the student's graduate grade point average.

Grade point averages are truncated at two decimal places, without rounding.

Credit/No Credit Option

Certain courses in the curriculum may be taken only on a credit/no-credit basis. Pre-professional students should note that many professional schools, e.g. law, count CR as a "C" and NC as an "F" in computing grade point averages. The following provisions apply to courses taken on a credit/no-credit basis:

- o Special form requiring the signature of the student's advisor.
- o The designation CR will not be changed to a grade of A, B, C, or D. o The designation of CR and NC will not be used in calculating the grade point average.
- o The designation CR will be counted toward the total number of hours passed.

Incomplete Policy ("I" Grade)

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

Withdrawals

Prior to the first day of classes, students should conduct all drops online via their Student Center in the myUTTyler system. This functionality is disabled once classes begin for each term.

- o **Partial and Complete Withdrawals**: From the first day of classes through the Last Day to Withdraw, students may process a partial withdrawal (dropping from one or more but not all of their classes) or complete withdrawal (all classes in a term) via the online Course Drop or Withdrawal Request Form, available here, and processed fully online. During the first three days of each Fall and Spring semester only, students may also complete a paper Course Drop or Withdrawal Request form, which is available at the Enrollment Services Center (STE 230).

Drops/withdrawals after Census Date and before the Last Day to Withdraw will result in a grade of W. Courses dropped prior to Census Date won't appear on the student's record or the transcript. Emailed, mailed, or faxed requests will not be processed.

All drops/withdrawals are final once processed. Students should take care to complete their web-form accurately prior to submission for processing.

- o All drop/withdrawal requests will be processed as of the date the request is submitted via the web-form.
- o If more than one form is submitted, each submission will be processed as of the date submitted.
- o Students may not officially withdraw from a course after the "Last Day to Withdraw," as listed on the Academic Calendar. Late submissions will not be processed. Students who miss the withdrawal deadline or cease to complete work toward their courses after

this point will automatically receive an F, or whatever grade they would earn based on their already completed work in the course.

- After the Last Day to Withdraw, students should complete the Unofficial Withdrawal Form for Financial Aid to notify the University of their intent to cease attendance for any course or for the entire term. The date on which a student submits an Unofficial Withdrawal Form for Financial Aid will serve as the official date for Title IV purposes.

Dropping or withdrawing from classes may affect financial aid eligibility, veteran's benefits, athletic eligibility, housing, or international student status. Students must consult with those departments prior to dropping or withdrawing.

Students who feel their ability to withdraw was negatively impacted by circumstances beyond their control may submit an appeal to the Student Appeals Committee.

- **Withdrawals as part of a Swap:** Students seeking to swap courses (add one course to replace another) during the period from the first day of classes through the Census Date of any session should not submit a withdrawal request for the course being dropped as part of their swap. Doing so will result in the student remaining enrolled in the course being dropped until the drop request has been processed, and may result in the student being dropped for non-payment if arrangements have not been made to cover charges for both courses.

Students completing a swap during this period should do so by either by submitting a Registration Form to the Enrollment Services Center (STE 230), or sending an email containing detailed information about the courses to be added/dropped from their UT Tyler student email account to Enroll@uttyler.edu. In the case of emailed requests, the swap will be processed effective the date the email was received.

- **Medical Withdrawal/Course Load Reduction:** Students who experience a significant medical or mental health issues may request withdrawal or a reduction in their course loads without unnecessary academic penalty. All requests will require documentation from a medical/mental health professional.

A medical withdrawal/course load reduction from the university can be granted only for the current or immediately preceding semester.

Dropping or withdrawing from classes may affect financial aid eligibility, veteran's benefits, athletic eligibility, housing, or international student status. Students must consult with those departments prior to dropping or withdrawing.

Grading Policies

Repeating a Course

Ph.D. students may repeat a 5000- or 6000-level course if the original grade earned was a C, D, F and if allowed by the program. The course may be repeated only once and the original grade continues to be included in the computation of the graduate point average.

Academic Good Standing for Ph.D. Students

Each Ph.D. program has its own standards for academic good standing. Refer to those sections of the catalog.

Ph.D. Excessive Hours Fee "99-Hour Rule"

All Ph.D. students (regardless of state residency classification) who exceed 99 hours of Ph.D. coursework will be required to pay out-of-state tuition. Ph.D. coursework is any coursework taken by a student seeking a Ph.D. degree after the completion of an initial 30 semester hours of graduate credit (typically master's level work, regardless of whether the hours are taken as part of a master's degree, as a non-degree seeking student, certificate work, or as part of the Ph.D. program). (See Texas Education Code Sec. 61.046 (l))

This rule applies to all students admitted to a Ph.D. program at UT Tyler. This tuition structure applies to Texas residents as well as out-of-state residents and international students who were eligible to be charged tuition at the resident rate as a result of scholarship, fellowship awards, or employment as Graduate Assistants.

Discrimination Complaints

UT Tyler Non-Discrimination Policy and Complaint Procedure

Handbook of Operating Procedures Section 2.4.1

- o https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/complaints-and-grievances-process/
- o https://uttyler.smartcatalogiq.com/en/uttyler/hop/series-200-general-policies-and-procedures/2-4-1-nondiscrimination-policy-and-complaint-procedure/

Purpose

To make sure that no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by The University of Texas System or any of its institutions, on the basis of race, color, national origin, religion, sex, sexual orientation, age, veteran status, or disability.

Authority/Persons Affected

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq., and its implementing regulation at, 34 C.F.R. Part 100, which prohibit discrimination on the basis of race, color, or national origin.

Title IX of the Education Amendments of 1972, 20 U.S.C.§ 1618 et seq., and its implementing regulation at, 34 C.F.R. Part 106, which prohibit discrimination on the basis of sex.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 (amended 1992), and its implementing regulation at, 34 C.F.R Part 104, which prohibit discrimination on the basis of disability.

Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §12132, and its implementing regulation at, 28 C.F.R. Part 35, which prohibit discrimination on the basis of disability.

 The Age Discrimination Act of 1975, 42 U.S.C. §6101 et seq., and its implementing regulation at, 34 C.F.R. Part 110, which prohibit discrimination on the basis of age.

Persons affected: This policy applies to all University administrators, faculty, staff, students, visitors and applicants for employment or admission. This policy is the principal prohibition of all forms of discrimination on campus, except as follows:

The University's controlling policy and procedure relating to sexual harassment and sexual misconduct can be found in the Handbook of Operating Procedures.

Definitions

- o **Discrimination**, including harassment, is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education on account of race, color, national origin, religion, sex, sexual orientation, age, veteran status, or disability.
- o **Harassment**, as a form of discrimination, is defined as verbal or physical conduct that is directed at an individual or group because of disability, sex, age, race, color, national origin, religion, citizenship, veteran status, or sexual orientation when such conduct is sufficiently severe, pervasive or persistent so as to substantially interfere with an individual's or group's academic or work performance; or of creating a hostile academic or work environment.
Constitutionally protected expression cannot be considered harassment under this policy.
- o **Contact Information** for the Director of Human Resources and Chief Student Success Officer are:

- o Director of Human Resources, UT Tyler, 3900 University Blvd., Tyler Texas, 75799, Phone: (903)566-7234, (for employee or job applicant assistance on matters regarding Title II, Title IX, Section 504, ADA, EEO, and Age Act)

o Vice President for Student Success, UT Tyler, 3900 University Blvd., Tyler, Texas 75799, Phone: (903)566-7350, (for student assistance on matters regarding Title II, Title IX, Section 504, and Age Act)

Policy and Procedures

o **Resolution Options**: A person who believes that he or she has been subjected to discrimination or harassment in violation of this policy and seeks to take action may use either the informal resolution process or the formal complaint process, or both. The informal resolution and formal complaint resolution process described in this policy are not mutually exclusive and neither is required as a pre-condition for choosing the other; however, they cannot both be used at the same time. o **Informal Resolution Process**: This process may be used as a prelude to filing a formal complaint or as an alternative. It is not necessary that this option be used. Anyone who believes that he or she has been subject to discrimination may immediately file a formal complaint as described in Section VI of this policy. Informal resolution may be an appropriate choice when the conduct involved is not of a serious or repetitive nature and disciplinary action is not required to remedy the situation. No formal investigation is involved in the informal resolution process.

1. Reporting. Students wishing to use the informal resolution process should contact the Chief Student Success Officer. All other individuals wishing to utilize the informal resolution process should contact the Director of Human Resources. In either case, reporting of the alleged offense must be reported within sixty (60) calendar days from the date of the alleged offense.

2. Informal Assistance. The individual is provided assistance in attempting to resolve possible discrimination if the individual does not wish to file a formal complaint. Such assistance includes strategies for the individual to effectively inform the offending party that his or her behavior is offensive and should cease, action by an appropriate University official to stop the offensive conduct, modification of the situation in which the offensive conduct occurred, or mediation between the parties. However, the University may take more formal action to ensure an environment free of discrimination.

3. Timeframe. Informal resolutions will be completed within thirty (30) calendar days from receipt of a request for informal resolution.

4. Confidentiality and Documentation. The University will document informal resolutions. The Office of Student Success or the Office of Human Resources, as appropriate, will retain such documentation. The University will endeavor to maintain confidentiality to the extent permitted by law. Where the individual's desire to maintain anonymity constrain attempts at establishing facts and eliminating the potential harassment, the University will attempt to find the right balance between the individual's desire for

privacy and confidentiality with the responsibility of the University to provide an environment free of unlawful discrimination.

- o **Formal Complaint Procedures** (This complaint procedure also constitutes the grievance procedure for complaints alleging unlawful sex discrimination required under Title IX of the Education Amendments of 1972. As used herein, "complaint" is synonymous with "grievance.")

    1. Reporting: The University of Texas at Tyler encourages any person who believes that he or she has been subjected to discrimination to immediately report the incident to his or her supervisor, to the appropriate supervisor of the accused faculty member or employee, to the Director of Human Resources, or when a student is the accused individual, to the Chief Student Success Officer. The complainant will be advised of the procedures for filing a formal complaint of discrimination. When a supervisor or the Chief Student Success Officer receives a complaint, he or she will immediately notify the Director of Human Resources. Complaints should be filed as soon as possible after the conduct giving rise to the complaint, but no later than thirty (30) calendar days after the event occurred. In the case of a currently enrolled student, if the last day for filing a complaint falls prior to the end of the academic semester in which the alleged violation occurred, then the complaint may be filed within thirty (30) calendar days after the end of that semester. In order to initiate the investigation process, the complainant should submit a signed, written statement setting out the details of the conduct that is the subject of the complaint, including the complainant's name, signature, and contact information; the name of the person directly responsible for the alleged violation(s); a detailed description of the conduct or event that is the basis of the alleged violation; the date(s) and location(s) of the occurrence(s); the names of any witnesses to the occurrence(s); the resolution sought; and any documents or information that is relevant to the complaint. While an investigation may begin on the basis of an oral complaint, the complainant is strongly encouraged to file a written complaint. When a supervisor or the Chief Student Success Officer receives a complaint with a written statement, he/she shall immediately notify the Director of Human Resources.
    2. Complaint Investigation: The Chief Student Success Officer or Director of Human Resources, as appropriate, is responsible for investigating formal complaints. If the complaint is not in writing, the investigator should prepare a statement of what he or she understands the complaint to be and seek to obtain verification of the complaint from the complainant. Within five

(5) calendar days of receipt of a complaint, the Chief Student Success Officer or Director of Human Resources, as appropriate, may either dismiss the complaint or authorize an investigation of the complaint. A complaint may be dismissed if the facts alleged in the complaint, even if taken as true, does not constitute discrimination; the complaint fails to allege any facts that suggest discrimination occurred; or the appropriate resolution or remedy has already been achieved, or has been offered and rejected. If it is determined that a complaint will not be investigated, the Chief Student Success Officer or Director of Human Resources, as appropriate, will send the complainant a notification letter explaining the reason for the dismissal and informing the complainant that, within ten (10) calendar days of the notification letter, he or she may appeal the decision not to proceed with a complaint investigation to the appropriate vice president. The written appeal must explain why the decision to dismiss the complaint was in error. The appropriate vice president will respond within twenty (20) calendar days of receipt of the appeal. The vice president's decision is final. If the decision to dismiss is overturned, the complaint will be sent back to the Chief Student Success Officer or Director of Human Resources, as appropriate, for investigation in accordance with the procedures outlined below. As part of the investigation process, the accused individual shall be provided with a copy of the complaint and allowed ten (10) calendar days from the date the accused received the complaint within which to file a written response. The complainant and the accused individual may present witnesses and any document or information that is believed to be relevant to the complaint. Any persons thought to have information relevant to the complaint will be interviewed and such interviews will be appropriately documented. The investigation of a complaint will be concluded as soon as possible but within thirty (30) calendar days after receipt of the written complaint. In investigations exceeding forty-five (45) calendar days, a justification for the delay will be presented to and reviewed by the appropriate vice president overseeing the investigative office. The complainant, accused individual and appropriate supervisor will be provided an update on the progress of the investigation after the review. Within ten (10) calendar days of the completion of the investigation, a written report will be issued. The report shall include: a recommendation of whether a violation of the policy occurred, an analysis of the facts discovered during the investigation, any relevant evidence, and recommended disciplinary action if a violation of the policy occurred. A copy of the report will be sent to the appropriate vice president, the complainant and the accused individual. The complainant and accused individual have ten (10) calendar days from the date of the report to submit comments regarding the report to the vice president.

However, if a complaint is filed against a student, then the complainant and accused individual may not receive or comment on the report due to the Family Educational Rights and Privacy Act's (20 U.S.C. §1232g) restrictions on disclosure of educational records. Within twenty (20) calendar days of receiving any written comments submitted by the complainant or accused individual, the vice president will take one of the following actions: a) request further investigation into the complaint; b) dismiss the complaint if the results of the completed investigation are inconclusive or there is insufficient reasonable, credible evidence to support the allegation(s); or c) find that this policy was violated. A decision that this policy was violated shall be made upon the record provided by the investigator and any comments submitted by the complainant or accused individual; and shall be based on the totality of circumstances surrounding the conduct complained of, including but not limited to: the context of that conduct, its severity, frequency, whether it was physically threatening, humiliating, or was simply offensive in nature. Facts will be considered on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual. If the vice president determines that this policy was violated, he or she will take disciplinary action that is appropriate for the severity of the conduct. Disciplinary actions can include, but are not limited to, written reprimands, the imposition of conditions, reassignment, suspension, and dismissal. Disciplinary actions against students can include probation, suspension, or expulsion from the University. The complainant and the accused individual shall be informed within ten (10) calendar days in writing of the vice president's decision and be provided a copy of the final statement of findings. However, if a complaint is filed against a student, then the complainant may not receive information prohibited by the Family Educational Rights and Privacy Act. Implementation of disciplinary action against faculty and employees will be handled in accordance with the University's policy and procedures for discipline and dismissal of faculty and employees. The Chief Student Success Officer will impose disciplinary action, if any, against a student in accordance with the University's student disciplinary procedures.

- o **Provisions Applicable to All Complaints**
    1. Assistance. During the complaint process, a complainant or accused individual may be assisted by a person of his or her choice; however, the assistant may not examine witnesses or otherwise actively participate in a meeting or interview.
    2. Retaliation. An administrator, faculty member, student or employee who retaliates in any way against an individual who has brought a complaint

pursuant to this policy or an individual who has participated in an investigation of such a complaint is subject to disciplinary action, including dismissal.

3. <u>Prevention of Recurrence</u>. If discriminatory conduct is found to have existed, the University will take appropriate steps to (1) prevent recurrence of any such discriminatory conduct, and (2) correct its effects on the complainant and others, if appropriate.

4. <u>False Complaints/Statements</u>. Any person who knowingly and intentionally files a false complaint under this policy or knowingly and intentionally makes false statements in the course of an investigation is subject to disciplinary action up to and including dismissal from the University.

5. <u>Confidentiality and Documentation</u>. The University shall document complaints and their resolution. The Office of Student Success or the Office of Human Resources, as appropriate, shall retain such documentation. To the extent permitted by law, complaints and information received during the investigation will remain confidential. Relevant information will be provided only to those persons who need to know in order to achieve a timely resolution of the complaint.

6. <u>Monitoring</u>. Periodic monitoring of complaint resolutions will be conducted by the Director of Human Resources to ensure that discriminatory practices are no longer a factor in the workplace or academic environment, and that no retaliation for filing the complaint has taken place.

o **Dissemination of Policy:** The policy will be made available to all faculty, employees and students. New employees will receive nondiscrimination and EEO training within thirty (30) calendar days of being hired and will sign a written acknowledgment attesting that they have received the training. All employees will complete and verify that they have received EEO and nondiscrimination training at least every other year via The Training Post online training system or through training provided by a trainer certified by The Texas Commission on Human Rights in providing EEO and nondiscrimination training.

Periodic notices sent to students, employees and faculty about the University's Nondiscrimination Policy will include information about the complaint procedure and will refer individuals to designated offices or officials for additional information. The University will periodically educate and train employees and supervisors regarding the policy and conduct that could constitute a violation of the policy.

This policy shall be reviewed by the Director of Human Resources every five years or as legislation changes.

ORIGINALLY APPROVED: 07/01/2008
AMENDED: 02/01/15
LAST AMENDED: 04/2019

Complaints and Grievance Processes: The Department of Psychology and Counseling follows the University policies for reporting and resolving complaints and grievances. The areas for these are listed below.

More information on the Complaints and Grievances Process is found in the catalog (found [here](#)).

Complaint	Resolve Informally	File Formal Appeal	Appeal Contact	Location of Policy
Sexual Harassment	NO	YES	Title IX Coordinator	**Student Success**: Nondiscrimination and Sexual Harassment Policy https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/nondiscrimination-and-sexual-harassment-policy-and-complaint-procedure/ **Handbook of Operating Procedures**: https://uttyler.smartcatalogiq.com/-/media/Institution/UT-Tyler/HOP-policies/243%20Sexual%20Misconduct%20(6).pdf
Discrimination: age, race, and gender	NO	YES	Chief Student Affairs Officer	**Student Success**: Nondiscrimination and Sexual Harassment Policy https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/nondiscrimination-and-sexual-harassment-policy-and-complaint-procedure/ **Handbook of Operating Procedures**: https://uttyler.smartcatalogiq.com/en/uttyler/hop/series-200-general-policies-and-procedures/2-4-1-nondiscrimination-policy-and-complaint-procedure/

Disability Discrimination	YES	YES	Assistant Director of Student Accessibility	**Student Affairs**: Nondiscrimination and Sexual Harassment Policy https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/nondiscrimination-and-sexual-harassment-policy-and-complaint-procedure/ https://uttyler.smartcatalogiq.com/en/2023-2024/catalog/student-success/complaints-and-grievances-process/ **Handbook of Operating Procedures**: https://uttyler.smartcatalogiq.com/en/uttyler/hop/series-200-general-policies-and-procedures/2-4-1-nondiscrimination-policy-and-complaint-procedure/
Academic Complaints	YES	YES	Provost	**Academic Policies: Academic Complaints:** https://www.uttyler.edu/registrar/policies/academicgrievance.php https://www.uttyler.edu/academic-affairs/student-complaint/
All Other Complaints	YES	YES	V.P of Area Involved	**Student Success**: Non-Academic Student Grievances https://uttyler.smartcatalogiq.com/2023-2024/catalog/graduate-policies-and-programs/graduate-policies/grading-system/non-grade-academic-student-complaints/

Due Process and Appeals

Students have the rights to due process regarding the proper handling of grievances. The steps in appealing decisions and ensuring due process rights are contained in the links above for the specific types of grievances filed.

Grade Disputes

Academic related grievances, such as disputes regarding grades, must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade; this is separate from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

If the student is not satisfied with the decision, the student may appeal in writing to the appropriate Chairperson of the department from which the grade was issued. Grievances may then be appealed to the Academic Dean and the Vice President for Academic Affairs/Provost.

Record and Storage of Grievances

There are number of grievances available to students and these are references in the table above. Record of the grievance is stored in the program/area/department for the specific type of grievance filed. Grievances are stored for a minimum of 5 years or until the next site visit (in the event the next site visit is more than 5 years). Program specific grievances resulting from the Faculty Hearing Panel or the Graduate Student Annual Review of Progress are found in the Program Retention and Evaluation Policy.

Departmental and Program Policies

Record Keeping

The Clinical Psychology Ph.D. program utilizes a few different types of software to ensure the confidentiality and accessibility of important documents. Perceptive Content, the official University document imaging system, is used to store all elements of students' application files including transcripts, essays, letters of recommendation, and other important records. Additionally, separate digital "drawers" are used to keep program and student information private and secure. Program related documentation is stored either with the graduate admissions coordinator's office or with the DCT. The DCT has access to all information regarding the PhD program. The shift to electronic record keeping has been crucial in ensuring our students feel empowered to take ownership of their academic planning and success.

Record Retention

Record retention is consistent with APA and university record-keeping guidelines. Electronic files will be maintained indefinitely. Any paper records are destroyed 10 years after a student graduates or leaves the program.

Clinical Psychology Ph.D, Program Retention and Evaluation Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems).

[Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004.]

Formation of a Faculty Hearing Panel

Student problems and concerns can be referred to a Faculty Hearing Panel (here after known as the Committee) for review and recommendations. The Committee can be formed following the Graduate Student Annual Review of Progress, following a request from a faculty member, or following unsatisfactory resolution of previous problems. The Faculty Hearing Panel will consist of three faculty members from the student's discipline, although a fourth member outside the discipline may be added from either the department or another department at the discretion of the Department Chair. This ad hoc Faculty Hearing Committee will be appointed by the department chair. The Committee will notify the student of the reasons why he or she is not making satisfactory progress or meeting program standards. Furthermore, the student will have the opportunity to meet with the Committee to respond and present information and witnesses. The Committee will also meet with the program director/faculty or faculty member who referred the student to the Committee. After considering the matter, and within 15 working days of meeting with the student, the Committee will report to the student and the department chair, their written recommendations. The Committee may make recommendations, such as placement on watch or warning status, placement on probation, a recommendation for dismissal, and/or placing restrictions or conditions on the student's continuance in the program. The specific recommendation is made directly to the Clinical Psychology Program Committee (CPPC) which will vote on whether to accept the recommendation from the Committee. The CPPC will implement the recommendations, develop the remediation, and monitor compliance and resolution. Within 15 working days of receipt of the faculty recommendations, the student will notify the

Chair of the Department of Psychology and Counseling, in writing (paper or email from UT-Tyler Patriot account) of the acceptance of or intent to appeal the Committee's recommendation.

Evaluating Student Fitness and Performance

Members of the clinical faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the clinical program faculty functioning as the CPPC. The progress of every graduate student in the Ph.D. program is assessed annually through the Graduate Student Annual Review of Progress, conducted by clinical and other program faculty. Student progress is reviewed in terms of academic performance, clinical skill development, professional/ethical dispositional development and other indicators. The review may include meetings of students with faculty. Written results of the review are provided to every student. Detailed information about procedures for student annual progress review, retention, and for addressing concerns about student progress are available at the department website: http://www.uttyler.edu/psychology/ and in the program handbook.

Graduate Student Annual Review of Progress (GSARP) Procedures

All Clinical Psychology Ph.D. students will be reviewed by the clinical and other relevant program faculty in the spring/summer semester of each academic year.

1. For each student, faculty will gather information on GPA and other academic and professional development as part of the review process.   Ratings from practicum and internship supervisors will be reviewed and skills/competence will be assessed using the SCSE-PhD or SCSE-Internship. Work products, paper rubrics, and other ratings of performance will be reviewed as needed. Faculty will use the Graduate Student Annual Review of Progress (GSARP) Qualtrics instrument as the primary document for the annual review. Please see *Graduate Student Annual Review of Progress* (Appendix L).

- o Academic Course Performance (GPA)
- o Research Skills
- o Clinical Skills I: Intervention
- o Clinical Skills II: Assessment
- o Professional Responsibility
- o Ethical Responsibility
- o Sensitivity to Diversity and Individual Differences
- o Interpersonal/Communication Skills
- o Underserved Populations
- o Other activities and accomplishments
- o Readiness for Practicum Placement
- o Ratings from Practicum Activities
- o Progress on Thesis and Dissertation

- Overall Rating
- Remediation Recommendations, if needed

2. Two weeks before their evaluation, all Clinical Psychology PhD students are required to submit a current vita with all research and clinical activities for the year listed and described, a report/transcript of their grades, and a report on their progress on the thesis/dissertation project to the DCT. The DCT will compile the information and submit to the CPPP for review and discussion.

3. For each GSARP domain, the CPPP will discuss each student and then assign a rating for that area of development. The categories of performance will be: Exceeds Expectations, Meets Expectations, Does Not Yet Meet Expectations, Does Not Meet Expectations (Failure), or No Basis for Rating. Where possible, behavioral descriptions of the domain shall be used. When any rating is lower than Meets Expectations, specific indicators that are the basis for the rating will be included as comments on the GSARP.

4. After the GSARP individual domains are completed, program faculty will assign an overall rating for student progress. The overall ratings will be: Exceeds Expectations, Meets Expectations, Does Not Yet Meet Expectations, or Does not Meet Expectations (Failure).

5. If a student receives an overall or specific competency rating lower than Meets Expectations, then there will be a decision on specific remediation steps to address any concerns. The remediation steps will be consistent with the watch, warning, or probation and/or dismissal categories are described in detail below. Decisions of probation and/or dismissal will be referred to the Faculty Hearing Panel for review, but the CPPP can recommended any form of remediation or notification status if needed; the recommendations of the Faculty Heating panel are submitted to the CPPP. Warning and Probation status require a written remediation plan.

6. Completed GSARP forms will be sent to each student to formally communicate the results to them, within 2 weeks of conducting the review.

7. Students will be provided a copy of their completed GSARP report and will return a signed copy to the department within 2 weeks of receiving their report. Students who disagree with their evaluation and review will follow the university and department policies governing the appeal process.

8. Information from the GSARP will be used to update the clinical program competencies checklist in order to enhance training activities. Student GSARP reports will be maintained electronically in the student's academic file while in the program.

Remediation and Disposition of Student Problems and Concerns

Student problems and concerns can be addressed in a variety of ways. There are informal and formal methods of student remediation. There are three levels of remediation available which are labeled 1) Watch, 2) Warning, and 3) Probation and/or Dismissal.

A recommendation for dismissal usually occurs after the Faculty Hearing Panel reviews the information and makes this recommendation to the CPPP. Any level of remediation can arise at

any time during the academic year, following the Graduate Student Annual Review of Progress, or based on the request of a departmental or program faculty member. To help prevent these types of situations, all new students are required to acknowledge receiving the program handbook, the Clinical Psychology PhD Student Code of Conduct, and are familiar with the professional expectations and responsibilities while in the program. Students also acknowledge that the program follows the APA and ASPPB Code of Ethics, state laws regarding the practice of psychology, and all relevant university policies and procedures. It is expected that students follow all ethical guidelines when conducting their professional and academic duties.

Watch Status

This is an informal status within the clinical program and can occur at any time during the academic year. It is usually based on a single issue or concern with a faculty member, supervisor, or other program member working directly with the student. The problem or issue can be addressed and corrected in an informal manner between the student and faculty/program member. The plan is documented between the specific faculty member and student and the DCT is notified of the situation and plan. The plan is kept with the faculty member overseeing the concern or issue. Since this is a plan developed by the student and faculty member it is not part of the student's official record. Examples of situations falling under the watch category include:

- Failure to begin or maintain progress on thesis or dissertation projects
- Obtains an incomplete in course work
- Demonstrates problems in a single practicum site, in a specific class (e.g., paper not acceptable and needs revision), or in a specific area of competence related to class performance or performance on practicum or internship duties (e.g., lack of professionalism; continued disrespect).
- Annual Evaluation scores or practicum/internship evaluations (SCSE) in which the overall rating or rating in a single domain is Does Not Yet Meet Expectations. This reflects a single area of concern that can be remediated with additional training and supervision.

Warning Status

This status is an indication that faculty are concerned about student performance or progress. Warning status can arise from the Graduate Student Annual Review of Progress or following a hearing by the Faculty Hearing Panel. Warning status is accompanied by a written remediation plan and the student must attend and remediate the problematic behavior in order to return to good standing. The warning plan is kept by the DCT and is not part of the student's official record. Examples of situations falling under the warning category include:

- Overall GPA falls below a 3.25
- An overall annual evaluation score of Does Not Meet Expectations in one academic year; a Does Not Meet Expectations in a single domain of performance on the

Annual Evaluation; Two or more Does Not Yet Meet Expectations domain ratings in a single year.

- One or more practicum/internship supervisors indicate areas of concern (multiple Does Not Yet Meet Expectations or a single Does Not Meet Expectations) with the student's performance based on written evaluations (SCSE-PhD or SCSE-Internship).
- Obtains two incompletes in course work
- Continued lack of progress on thesis or dissertation projects
- Failure to comply with Watch status recommendations
- Failing the Clinical Qualifying Exam
- Obtaining a grade of C in a required clinical or departmental course
- Problems across multiple areas and settings that indicate serious problems that need formal remediation (e.g., dismissal from a training/practicum site). These can include persistent absences and tardiness, consistently late course work, poor course performance, poor research progress, poor performance in training activities (e.g., assistantship), multiple deficits in practicum/internship performance, frequent cancellations of client and supervision appointments or meetings, or other unprofessional behavior.

Probation Status and/or Program Dismissal

Probation status is a serious category of student remediation and may involve a program or departmental recommendation for program dismissal. Probation status can arise following the Graduate Student Annual Review of Progress or following the Faculty Hearing Panel. Probation can be with or without a recommendation for dismissal depending on the specific situation. Students may move from Warning status to Probation status if continued problems are demonstrated or if the Warning status plan is not completed satisfactorily. The formal written probation remediation plan is part of the student's official record and may be reportable to other agencies. The department and program may dismiss students from their degree programs for continued failure to make satisfactory progress toward degree completion, 2 grades of C or below, multiple grades of incomplete, failure of 2 qualifying exams, overall GPA below 3.0, or serious ethical, academic, and/or professional violations. Students may be dismissed for serious and/or harmful violations of the ethical and professional standards contained in the various ethical codes regulating psychology, the Clinical Psychology PhD Program Code of Conduct, or relevant university policies. Decisions for dismissal will follow departmental guidelines and involve a Faculty Hearing Panel and recommendation to the CPPC. Students on Probation may NOT enroll in, begin, or continue their practicum course(s) until the probation has been removed. Examples of situations falling under the Probation and/or Dismissal category include:

- Overall GPA below 3.0 (This triggers automatic academic probation by the Graduate School)
- Overall GPA below 3.25 following Warning status notification

- An overall annual evaluation score of Does Not Meet Expectations in two consecutive or two non-consecutive academic years. Multiple and continued Does Not Meet Expectations in individual domains of performance on the Annual Evaluation are grounds for probation or dismissal.
- Three or more incompletes in course work
- Two grades of C in program or departmental course work or Failure to Obtain a Grade of B or higher following a C grade in the same course
- Any grade of D or F
- Failure of a second Clinical Qualifying Examination
- Failure to satisfactorily complete a warning status remediation plan for course work, training, research, or practicum/internship performance problems
- Serious Ethical, Academic, and Unprofessional Behavior that violates the ethical and professional standards of behavior

Appeals Process for Program Level Decisions

Decisions regarding a student's official status within the program are handled based on the following guidelines. All students have the right to due process regarding decisions made in the program.

Watch, Warning, Probation or Dismissal Decisions If the student appeals the Program's or Committee's recommendations, the Department Chair, after considering the Committee's recommendation and after meeting with the student, will determine whether the student will be allowed to remain in the program. The Chair need not meet with the student before making a decision if the Chair has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the Chair's decision in writing within fifteen working days of the chairperson's meeting with the student. If the student is dissatisfied with the Chair's decision, he or she may appeal to the Dean of the College of Education and Psychology. However, in order for an appeal to the Dean to be considered, the student must submit a written notice for an appeal to the Dean within fifteen working days of receiving the Chair's decision. The Dean will consider the matter based on results compiled by the Department Chair and notify the student of his or her decision within 15 working days of his/her receipt of the appeal from the Chair.   The final appeal step is with the Provost or Vice President of Academic Affairs.

Storage of Grievances and Appeals

Program specific, grade disputes, and faculty grievances are stored in the Chair's office in using Perspective Content (electronic storage and retention software). A copy is retained by the DCT if it involves the Clinical Psychology Program. Grievances are stored for 5 years or until the next site visit in order for these to be reviewed by site visitors. Grievances will be reviewed by APA during the site visit and reported in summary form in the self-study submitted to APA.

Minimum Grade Requirements

In addition to the Graduate College policies on GPA requirements, probation and suspension, the Department has additional criteria for satisfactory progress and graduation, as follows. For students enrolled in the Ph.D. program in Clinical Psychology, no courses with a grade below "B" may be counted toward the degree. After receiving a single "C", a doctoral student will be placed on Warning status (see above). To be reinstated and removed from Warning status, the student must retake one of the courses in which a "C" or lower was earned (under the University grade replacement policy) in the next semester in which the course is offered and achieve a "B" or better grade. After an unsuccessful attempt to replace a grade, the student will be recommended for dismissal from the program (following departmental procedures for student dismissal). Students who earn two grades of C or lower regardless of course are recommended for dismissal. Students who obtain a single grade of D or F are recommended for dismissal. Students on Probation (see above) may NOT enroll in, begin, or continue their practicum course(s) until the probation has been removed.

Clinical Psychology PhD Student Code of Conduct

University of Texas at Tyler Department of Psychology and Counseling Voted and Approved by Faculty on 11 November, 2020

Graduate students are expected to adhere to the ethical principles of psychologists in all domains of their professional career, including the roles of student, researcher, instructor and clinician. A copy of the APA Ethical Principles of Psychologists and Code of Conduct will be given to each clinical psychology graduate student in the UT Tyler Psychology and Counseling graduate program(s). It is also the responsibility of each graduate student to be familiar with the content of the relevant Ethical Principles/Code of Ethics, and to maintain awareness as the principles are changed or clarified by the APA and to consult with his/her advisor and/or a trusted faculty member or administrator if they have questions or concerns about ethical issues. The following documents govern students and their conduct while in the program.

- o Clinical Psychology PhD Program Handbook (see program retention and evaluation policy; student disclosures and student problems; program responsibilities, expectations, and conduct)
- o Psychologists' Licensing Act and Rules and Regulations of the Texas Behavioral Executive Council
- o American Psychological Association *Ethical Principles of Psychologists and Code of Conduct* (2002)
- o Association of State and Provincial Psychology Boards (ASPPB) *Code of Conduct (2005 revision)*
- o UT Tyler Student Code of Conduct- https://www.uttyler.edu/mopp/documents/8- student-conduct-discipline.pdf

- o UT Tyler Sexual Harassment Complaint, Investigation, and Grievance Procedures and Responsibilities- https://catalogs.uttyler.edu/en/UTTyler/HOP/Series-200-General- Policies-and-Procedures/2-4-1-Nondiscrimination-Policy-and-Complaint-Procedure and https://www.uttyler.edu/academicaffairs/files/243sexualmisconduct.pdf

Each student will be provided copies of these materials and is expected to become familiar with them. Each student will be asked to sign a document attesting to receiving and being familiar with these guidelines and policies (see Familiarity With Critical Information, Conformity With Law & Standards of Ethics and Conduct, Risk Awareness, & Communication With Practica and Internship Supervisors)

Some of the issues most relevant to graduate student training are discussed below.

Students also need to be aware that violation of the Ethical Principles of Psychologists/Code of Ethics by a student is considered to be academic misconduct and may lead to dismissal from the program. In a situation where different Ethical standards appear to be inconsistent, the standard that offers the strongest protection for the most vulnerable party (e.g., client, student, subordinate) is expected to be followed.

Graduate students assume a variety of roles during professional training, some of which are subordinate in nature and some of which entail influence and responsibility over others. It is important that students be aware of both their rights and their responsibilities with respect to issues of sexual harassment and dual-role relationships. Any students with questions or concerns about these issues should discuss them with their advisor, the Director of Clinical Training. the Department Chair, or another trusted faculty member, with the assurance that confidentiality will be maintained unless we are legally required to report the information.

Issues pertaining to sexual harassment, multiple relationships, and exploitation are covered in Section 3.

From the APA Ethical Principles of Psychologists and Code of Conduct

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

3.05 Multiple Relations

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in

performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

3.08 Exploitation

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants and employees.

Student and Faculty Relationships

The Department of Psychology and Counseling endorses these professional ethical principles and considers that they apply to faculty and students in positions of responsibility over others in the department.

We recognize that a power differential exists and is inherent between faculty and students and we will make every effort to eliminate real, implied, or perceived biases. We as a faculty agree to engage in relationships that are for the professional benefit of students. We also recognize that inappropriate social relationships between faculty/students, faculty/faculty, and student/student can adversely affect students, faculty and the reputation of the Department and University.

Students will demonstrate professional and appropriate behavior in relation to other students and faculty. This includes avoiding gossip, negative comments/criticisms, whether verbal, written or electronic, to other students or faculty regarding other students or faculty members.

Students will follow the APA Ethical Principles and Code of Conduct when it comes to romantic, social, and intimate relationships with each other and clients. These standards cover relationships with current students and supervisees, current clients, relatives and family members of current clients, previous romantic partners, and former clients.

Students shall not engage in relationships **such as mutually beneficial friendships or romantic relationships** with faculty members who have or will likely have evaluative role(s) in relation to the student. (i.e., comps, yearly student evaluations, course work). A faculty member should reasonably expect to have in the future academic responsibility (instructional, evaluative, or supervisory) for (1) students whose academic program will require them to enroll in a course taught by the faculty member, (2) students known to the faculty member to have an interest in an academic area within the faculty member's academic expertise, or (3) any student for whom a faculty member must have academic responsibility(instructional, evaluative, or supervisory) in the pursuit of a degree. Graduate students in a professional role (e.g., GTA, GRA) with responsibilities for other subordinate students (e.g., undergraduate students) shall not engage in social relationships, **such as mutually beneficial friendships or romantic relationships** with other students over whom they have an evaluative or instructional role.

APA Code 7.07 Sexual Relationships with Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

Also see the UT Tyler Handbook of Operating Procedures section on Consensual Relationships (Section 2.4.6) https://catalogs.uttyler.edu/en/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-4-6-Consensual-Relations

Sexual Misconduct Complaint, Investigation, and Grievance Procedures and Responsibilities HOP 2.4.3

Read the full policy (Section 2.4.3) at https://catalogs.uttyler.edu/UTTyler/HOP/Series-200-General-Policies-and-Procedures/2-4-3-Sexual-Misconduct-link-to-policy.

The University of Texas at Tyler (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance 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 (SaVE Act). The University encourages any student, faculty, staff or visitor to promptly report violations of this Policy to the Title IX Coordinator or Deputy Coordinators or a Responsible Employee as identified in Section C.

Persons affected: This Policy applies to all University administrators, faculty, staff, students, and third parties within the University's control, including visitors and applicants for admission or employment. It applies to conduct regardless of where it occurs, including off University property, if it potentially affects the complainant's education or employment with the University or potentially affects the University community. It also applies regardless of the gender, gender identity or sexual orientation of the parties. In addition, it applies whether the complaint was made verbally or in writing.

Definitions.

1. Sexual Misconduct: A broad term encompassing a range of non-consensual sexual activity or unwelcome behavior of a sexual nature. The term includes, but is not limited to, sexual assault, sexual exploitation, sexual intimidation, sexual harassment, domestic violence, dating violence, and stalking. The term also includes "other inappropriate sexual conduct," as defined above. Sexual misconduct can be committed by any person including strangers or acquaintances.

2. Sexual Harassment: Unwelcome conduct of a sexual nature including but not limited to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when submission to such conduct is made either explicitly or

implicitly a term or condition of a person's student status, employment, or participation in University activities; or such conduct is sufficiently severe or pervasive that it creates a hostile environment as defined by this policy

Sexual harassment is a form of sex discrimination that includes:

a. Sexual violence, sexual assault, stalking, domestic violence and dating violence as defined herein.

b. Physical conduct, depending on the totality of the circumstances present, including frequency and severity, including but not limited to:

   i. unwelcome intentional touching; or

   ii. deliberate physical interference with or restriction of movement.

c. Verbal conduct not necessary to an argument for or against the substance of any political, religious, philosophical, ideological, or academic idea, including oral, written, or symbolic expression, including but not limited to:

   i. explicit or implicit propositions to engage in sexual activity;

   ii. gratuitous comments, jokes, questions, anecdotes or remarks of a sexual nature about clothing or bodies;

   iii. gratuitous remarks about sexual activities or speculation about sexual experiences;

   iv. persistent, unwanted sexual or romantic attention;

   v. subtle or overt pressure for sexual favors;

   vi. exposure to sexually suggestive visual displays such as photographs, graffiti, posters, calendars or other materials; or

   vii. deliberate, repeated humiliation or intimidation based upon sex.

Self-Disclosure and Student Problems

Consistent with Standards 7.04 and 7.05 of the APA Code of Ethics, the clinical psychology training program balances the autonomy and privacy of its students with the need for the program to ensure competency. While enrolled in the clinical psychology program, students are encouraged to develop insight into their personal experiences that may affect their future performance as clinical psychologists. This may occur in written assignments or classroom discussions. No student will be required to disclose details of their personal lives in a public classroom setting (e.g., history in personal relationships, prior abuse or neglect, substance use history, legal history, sexual history, or treatment experience), but they may do so voluntarily.

Students experiencing an impairment in their well-being and ability to function competently as a graduate student or clinical psychology trainee are encouraged strongly to contact their primary research advisor and/or the Director of the Clinical Program to obtain assistance (e.g., support, referral information). It is important that at least one member of the faculty be aware of issues that may affect any student's ability to thrive within the program and perform their professional duties. The clinical program cares about the well-being of the program's students; having one or more faculty members informed of the relevant issues will enable the clinical program to provide appropriate assistance and support. It also is ethically necessary for a faculty member to determine whether the student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public.

When a student is experiencing personal difficulty, it is typically in the best interests of the student for multiple faculty to know of such concerns so that they can be understanding and supportive in their roles as mentor, instructor, supervisor, etc. Therefore, when students bring personal well-being concerns to the attention of a faculty member, those parties will discuss whether and how such information needs to be shared with other members of the faculty. In situations where the student and faculty member disagree on the approach, they will meet with the DCT to decide on next steps.

Nonetheless, if the program determines that a student's personal problems pose a risk to the safety of others or impairs their ability to ethically perform with professional competence, the student may be required to obtain treatment from a licensed mental health and/or medical professional who is unaffiliated with the program or comply with other relevant recommendations from the CPPC to address the concerns. The student will be permitted to choose his or her own therapist. If circumstances warrant, the therapist may be asked to provide formal confirmation that the student is capable of safely meeting the program's educational and clinical responsibilities. Upon establishing a therapeutic relationship, students should ensure that the therapist is willing to make such a determination. Students or prospective applicants who have questions about these requirements are encouraged to contact the Director of Clinical Training.

The purpose of the faculty is to educate the students and promote their development: the role of the faculty is *not* one of counselor/therapist. **Student communication to faculty is not protected by psychotherapist-patient privilege and the expectation is that faculty and the**

student will communicate relevant information among the persons responsible for the student's training as needed to ensure their success. This may include communication with practicum supervisors, communication with the Clinical Psychology Program Committee, and communication with other faculty members training the student. The Family Educational Rights and Privacy Act (FERPA) of 1974 protects student privacy. Other than official practicum supervisors who function as part of the practicum faculty, communication to parties outside the university is limited by this act.

Student Support Services

The University of Texas at Tyler prides itself in providing unparalleled support services to all students to ensure their academic, personal, and professional success. The "One-Stop" shop (https://www.uttyler.edu/enroll/) provides seamless and integrated services for admissions, records, enrollment, financial aid, scholarships, and student billing. Their cross-trained specialists provide a concierge service to students by phone, e-mail, live chat, or in-person. Our financial aid and cashiers' offices are extremely well-versed in the unique funding provided to our doctoral students. UT Tyler also believes that students' health and well-being are crucial to students' success as a student. The Student Counseling Center (https://www.uttyler.edu/counseling/) pairs students in need with qualified mental health professionals. They also operate a 24/7 Crisis Line for students in need of immediate assistance and support. The University Health Clinic (https://www.uttyler.edu/clinic/) is devoted to providing high quality medical treatment and care to students. The Student Accessibility and Resources team (https://www.uttyler.edu/disabilityservices/) is committed to providing equal access to all educational, social and co-curricular programs through coordination of services and reasonable accommodations, consultation and advocacy. The Office of Graduate Studies (https://www.uttyler.edu/graduate/) is a crucial touchpoint for prospective students who wish to know more about our academic programs. They also provide guidance and support to matriculated students (and faculty) through the thesis and dissertation processes. The Center for Student Financial Wellness (https://www.uttyler.edu/center-for-student-financial-wellness/) provides financial literacy resources to students through one-on-one financial counseling and group workshops on topics such as budgeting, credit cards, spending, savings, loan repayment and consolidation, taxes, retirement planning, and the use of insurance to mitigate risk. The Office of Research and Scholarship (https://www.uttyler.edu/research/) is devoted to enhancing faculty, staff, and students' pursuit of excellence in research and scholarship. Support ranges from assisting in identifying funding sources and providing grant writing assistance to help with post-award management. The Robert R. Muntz Library (https://www.uttyler.edu/library/) provides quality educational and scholarly resources through a diverse collection of multidisciplinary databases and research guides and trained library liaisons to assist with student research.

Students who need assistance accessing student support services can contact program staff and faculty to help guide them in navigating the many offices and programs on campus.   The following individuals can provide assistance to students in the program.

- Graduate Admission Coordinator: Ceselie Tobin (email: ctobin@uttyler.edu)
- Departmental Administrative Assistant: Linda Speed (email: Lspeed@uttyler.edu),
- DCT: Dr. Dennis Combs, (email: Dcombs@uttyler.edu
- Department Chair: Dr. Amy Hayes, (email: Ahayes@uttyler.edu)

Professional Responsibilities, Expectations, and Conduct

All students who are admitted into the doctoral program in Clinical Psychology are chosen because they appear to have outstanding potential for completing the requirements for the Ph.D. and for developing broad professional roles as clinicians, researchers, and teachers. Clinical Psychology is a professional as well as an academic program. The program faculty is responsible to the public and the profession for ensuring that graduates of the program have adequate clinical skills and demonstrate responsible professional behavior. This responsibility exists while a student is in the graduate program. The Clinical Psychology Program has a Code of Conduct that oversees most student behaviors and issues and references relevant ethics and legal policies in effect. As part of admission to the program students agree to follow all policies and guidelines regarding professional and ethical behaviors (See Familiarity with Critical Information Form).

NO student may engage in the independent practice of psychology, must have adequate supervision, AND must comply with the outside work policy. Failure to do so is in direct conflict with the policies in the Program and ethical standards of practice.

The profession of clinical psychology is a trusted and valued profession and we take training seriously. Students must possess the clinical skills and professional dispositions to work effectively with clients, colleagues, community members, and outside agencies. These skills will be assessed throughout the student's degree program and evaluated in Annual Reviews of performance and during practicum and internship training. Any student who appears unlikely to succeed professionally, regardless of grades earned, may be separated from his/her degree program using the Program Evaluation and Retention Policy.

Other Program-Specific Expectations

Professional Dress in Professional Environments. When engaged in clinical practicum, all students should dress in a manner that is appropriate to the professional nature of their activities. Clothing choices should be discussed with the clinical supervisor and advisors. Professional dress is also expected for official presentations in the Department and at professional meetings. Causal dress is typically permitted in the classroom.

Timeliness. Being on time for scheduled activities and responding to professional requests are important professional behaviors that are expected across all professional training environments

(classes, outside placements, research, therapy, and supervision). Thus, students are expected to arrive for scheduled events in a timely manner. Frequent tardiness and absenteeism will be reflected in evaluations. Students should respond to program or faculty requests for information without repeated reminders. Students are expected to access official communications regularly and frequently (e.g., email, department mailboxes, for classes there may be course websites). Frequent problems in responsiveness will be reflected in evaluations.

Use of Cell Phones. Students should refrain from the use of cell phones in academic or clinical settings when they are engaged in professional activities. In such instances, phones should be silenced. It is disrespectful, inappropriate and unprofessional to send or respond to calls or texts during such activities. Students are advised to avoid contacting clients by personal cell phone. Discussions with or about patients on cell phones should be avoided because confidential information may be intercepted. Moreover, if your phone or home telephone is ever used for professional purposes, ensure the voice mail greeting is appropriate and professional in demeanor and content.

Responsibilities regarding websites, blogs, email and email signatures. Students should be mindful of the impression they leave with others in online exchanges. As representatives of the profession, special consideration should be made before posting items to social media sites. Regrettably, personal disclosures may have unanticipated consequences, and may adversely affect future opportunities or current academic or clinical activities. Additionally, if students use a UT Tyler email address or include student status in a signature line, they are indicating affiliation within a professional community. Hence, e-mails should be scrutinized for possible adverse consequences before sending. Students are advised to engage in safe internet/public practices and be cognizant about professional demeanor and presentation. As a preventative measure, students (and faculty) should approach online blogs, social media, and websites that include personal information very carefully. Consider content you share regarding the Program, your clinical, research, and service activities, and comments about colleagues, faculty, and supervisors. **Be professional and ethical at all times.**

If it is revealed that you have engaged in unethical or illegal activities, this information could be brought to the Clinical Program Faculty for consideration.

Contributing to a respectful and civil community. The program values diversity in backgrounds, perspectives, and experiences. This diversity may create discomfort or tension. Students and faculty are expected to address such issues professionally, utilizing Program resources that promotes open discussion and resolution of issues. Disrespectful or uncivil behavior will be addressed directly with those involved.

Students are expected to be respectful in their nonverbal and verbal communications during class and other program activities. Showing respect for those in attendance reflects common courtesy. Students are urged to refrain from actions that communicate disrespect for attendees and presenters (e.g., conversations, reading the paper, and engaging in irrelevant activities). Repeated signs of disrespect will be reflected in student annual evaluations.

Other Relevant Policies and Procedures

Scholastic Dishonesty

Read the full policy here: (see https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf)

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

Confidentiality

Principle 5 of the APA Ethical Principles states that psychologists have a primary obligation to respect the confidentiality of information obtained from persons in the course of their work as psychologists. The principle of confidentiality applies to information gained in clinical or consulting relationships, in departmental committee work, and in research settings. With regard to research, students should establish a means of maintaining confidentiality in storing and disposing of data (with IRB approval) and in reporting research results. Confidential information (including lists of research participants, or participants and their code numbers) should not be stored on a computer available to others, including unauthorized use by others (e.g., "hackers").

Publication Credit

APA Principle 6.23/ACA Principle G.5. address issues concerning authorship credit on multiple co-authored papers. Discussion regarding authorship credit and order should routinely occur amongst authors when beginning research projects and working on articles. Please note that section 8.12, principle c of the APA code of conduct (APA, 2016) states that "Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate." Said exceptional circumstances may include when the student's thesis or dissertation work primarily uses data collected as part of a larger project supervised by the faculty member (e.g., large, grant-funded projects). Authorship order, may sometimes need to be changed as authors assume more or less responsibility on revisions of manuscripts. For more student guidance on authorship practices please visit the APA's tips for authorship: https://www.apa.org/science/leadership/students/authorship-paper

Graduation

Application for Graduation

Students must file for graduation according to the timeline established by the university. Procedures are available through the Office of the Registrar at https://www.uttyler.edu/registrar/files/how-to-apply-for-graduation-rev-20220909.pdf Once an application for graduation is filed with the registrar's office, an initial evaluation is conducted to ensure all university requirements described in the catalog have been met. It is then forwarded to the appropriate advisor for a thorough examination of records and degree requirements. After the advisor's approval, it must also be endorsed by the Chair of Psychology and Counseling and the Dean of the College of Education and Psychology. The final review, after the posting of final grades, takes place in the Office of the Registrar. All candidates who have successfully completed all degree requirements will then have their degrees posted. Due to the length of time this process takes, students are strongly encouraged to submit their application for graduation by the beginning of their final semester rather than waiting for final filing deadlines.

Application Deadlines

Deadlines for filing for graduation change from year and can be found by accessing the Academic Calendar (found here). Students are highly encouraged to file for graduation by the Priority Filing Deadline, but **must** file for graduation no later than the Final Filing Deadline for the term in which they wish to graduate. Because there is no summer commencement ceremony, summer graduates may participate in the fall commencement.

Commencement

Commencement information, including dates, times, and seating, is available through the Office of the Registrar at http://www.uttyler.edu/registrar/graduation/commencement.php.

Academic Regalia

To order regalia, please contact the University Bookstore. Contact information may be found at https://uttyler.bncollege.com/customer-service?atalog%20Id=10001&langId=-1&storeId=65060

Stoles, honor cords, and medals representing Psi Chi may be obtained from the chapter advisor.

Program Policies and Procedures

Psychology and Counseling Training Clinic

The Psychology and Counseling Training Clinic offers free counseling services to students at UT Tyler. Clients are seen by advanced graduate students in Psychology and Counseling, under the direct supervision of licensed faculty. The director of the clinic is Nicholas Bennie, MA, LPC. The clinic has 6 therapy rooms, an assessment room, and 2 large student work areas with computer and scoring software. Computer, audio and video recording equipment are installed in each room for supervision purposes. The clinic has telehealth capabilities as well using Microsoft TEAMS as the HIPAA compliant platform. Consent forms, intake forms, and all necessary paperwork are available in electronic or paper formats. The clinic has access to many psychological tests and treatment manuals that can be used by students in their work. Faculty who are licensed work the clinic provide direct supervision on a rotating basis.

Clinical Students work in the clinic in year 2 while enrolled in PSYC 5392 and PSYC 5393.

Types of Services
- **Individual Counseling**: Academic Counseling: Academic counseling offers students the opportunity to sit down one-on-one with a counselor who specializes in helping students improve academic performance. The counselor will discuss specific academic concerns the student is having and offer suggestions on strategies to improve academic performance or address other issues interfering with academic performance. As a result of academic counseling, students might benefit (a) increased motivation to completed academic work, (b) improve time management skills, (c) managing test anxiety, (d) decreased procrastination, (e) better note-taking skills, (f) strengthened test preparation strategies, (g) improved test performance and grades.
- **Career Counseling**: Career counseling provides individualized assistance to students in developing a greater sense of self-awareness relevant to the career development process. Often a variety of career assessments are used to facilitate this process. In addition, students are aided by resources and guidance to obtain educational and occupational information relevant to their skills, interests, personality and values. Through this process, students can also be supported in the decision-making process, assessing and increasing self-confidence, processing conflicts in values or with significant others, and addressing fears in and identifying strategies for moving forward in the process.
- **Personal Counseling**: There are many great things about college life. But college life can also include many challenges, such as relationship problems, financial pressures, conflict with parents, depression, anxiety, eating concerns, etc.
- **Assessment:** Individual cognitive, psychological, and personality assessment are available on the clinic. Assessment can assist with treatment planning, symptom management, personal goals, or social and occupational functioning.

Practicum Guidelines

<u>Purpose and Goals of Practicum Training</u>

The purpose and goals of practicum training within the UT Tyler Department of Psychology and Counseling is to provide students opportunities to learn and practice real world clinical and professional skills in a variety of community or applied settings. Students work under the supervision of licensed psychologists as they work towards developing their skills in assessment, diagnosis, treatment, ethics, consultation, and professional behaviors. The primary method of learning is supervised practice and hands on-experiences with professional competencies and skills in clinical practice.

<u>Sequence of Practicum Training</u>

Our practicum is sequential and developmental in nature and moves students toward entry level practice skills needed for internship and licensure. In year 2, students begin with work on basic counseling, assessment, and interviewing skills in our pre-practicum sequence (PSYC 5392 and PSYC 5393). Years 3 to 5 represent more advanced work in assessment, diagnosis, and treatment in community agencies or our on-campus training clinic. Students in years 3 and 4 are expected to have more developed clinical skills and should be able to conduct more complex evaluations and treatment programs. The content, demands, and supervisions differs across the practicum classes with a progression towards entry level practice skills expected.

Year 2: Students work in the UT Tyler Psychology and Counseling Training Clinic

> PSYC 5392: Clinical Skills I (Fall)

> PSYC 5393: Clinical Skills II (Spring)

Years 3, 4, and 5: Students work in outside agencies to further develop skills in professional competencies and to enhance their ability to work with underserved populations. Students enroll in the following practicum classes in order.

> PSYC 5396; Supervised Practicum in Psychology (2 semesters)

> PSYC 5397: Advanced Practicum in Psychology (2 semesters)

> PSYC 6312: Practicum in Underserved Populations (2 semesters)

<u>Integration of Practicum and Academic Coursework</u>

As part of our program, information learned in academic coursework involves both discipline specific and profession wide specific skills. In our program, information on these skills is taught in coursework and then practiced and applied in practicum training. Students take courses on diagnosis, assessment, treatment, ethics, supervision, and other professional topics which can then be applied in practicum. Our program focuses on

underserved populations and students take PSYC 6324 Diversity in Psychology and attend program seminars and forums on underserved populations. This information on underserved populations will be applied to practicum training specifically in PSYC 6312. Practicum instruction will involve group supervision, lectures, and didactic presentations on clinical topics of interest.

Prerequisites

Students must earn a grade of "B" or higher in PSYC 6313 Evidence Based Practice, PSYC 5328 Issues & Professional Ethics, and PSYC 5308 Advanced Psychopathology and Diagnosis before entering the pre-practicum course sequence. In addition at the end of year 1 in the program, each student will be reviewed by program faculty during the Annual Graduate Student Review in terms of their readiness for clinical training and practicum. Each clinical skills course must be successfully completed with a grade of either "B" or better or credit (CR) to move into the next course in the sequence. However, students who have not completed the required hours can be granted a grade notation of In Progress (IP) and will be permitted to register for other practicum classes. The clinical skills and practicum courses are:

- o PSYC 5392 Clinical Skills I (role play work; interviewing)
- o PSYC 5393 Clinical Skills II (20-25 hours of therapy/counseling)
- o PSYC 5396 Practicum in Psychology (200 total hours; 100 direct)
- o PSYC 5397 Advanced Practicum in Psychology (200 total hours, 100 direct)
- o PSYC 6312 Practicum in Underserved Populations (200 total hours, 100 direct)

Obtaining an Appropriate Practicum Site

Procuring a field site for approval is the responsibility of the student. Selecting a practicum site should be consistent with each student's career goals and it is recommended that a discussion with your advisor and/or DCT is conducted to assist with practicum site selection. For a list of possible sites please see *Practicum Site List* (**Appendix F**). All sites must be approved by the Practicum Coordinator, Dr. Bradley Green, prior to the beginning of practicum experiences.

Students, their site supervisors, and their university supervisors should complete a *Practicum Placement Agreement Form* (**Appendix G**). This form should be submitted to the Practicum Coordinator for approval and review.

Due to the limited space available in the practicum classes, priority consideration will be given to students who meet the appropriate deadlines for approval.

Requirements

Each pre-practicum class (PSYC 5392 and PSYC 5393) and practicum course requires a set level of clinical contact hours limits as part of the course requirements of the class. For PSYC 5396, PSYC 5397, and PSYC 6312 the hours are as follows:

Total Hours: 200

100 Direct

100 Indirect or other direct hours

Direct hours: Students must accrue at least 100 direct hours during the course of their practicum experience. Direct hours are comprised of time spent in direct contact with clients in a therapeutic setting. This may include individual, group, couple, and family sessions. Specific examples of direct services include:

- o Individual, couple, or family counseling with child and/or adult clients o Intakes with clients including phone screens
- o Group counseling
- o Co-counseling with another counselor or counselor-in-training
- o o Conducting psychoeducation classes
- o o Crisis counseling
- o Psychological testing (direct, interactive, and face-to-face with client)
- o Formal and/or informal assessment
- o Other activities as approved by your university supervisor prior to the activity taking place

Indirect hours: Students should accrue at least 200 total hours of direct and indirect services combined during their practicum. The 100 direct hours are described above. The remaining 100 hours may either be indirect hours or additional direct hours. Indirect hours consist of time spent preparing for or processing after delivery of clinical services. Specific examples of indirect services include:

- o Case notes – preparation of case notes for client files

- o Records management
- o Workshops and trainings
- o Testing and assessment other than those mentioned above, e.g., preparation for and administration of tests other than direct, interactive, and face-to-face
- o Phone contact with individuals and organizations in a non-consultative fashion

- o Professional presentations
- o Research and readings pertaining to practicum duties, such as reviewing the criteria or medications associated with a diagnosis held by a client
- o Time spent preparing for counseling sessions or developing psychoeducation curriculum
- o Other activities as approved by your university supervisor prior to the activity taking place

To summarize, indirect hours consist of work that supports direct interaction with clients. Most activities that do not involve personal contact can qualify as indirect hours.

Documenting Hours

Direct and indirect hours should be recorded on both the *Weekly Hours Log* (**Appendix X),** the *Semester Summary of Practicum Hours: Documentation Form* (**Appendix H**), and Time2Track (www.time2track.com) which is an electronic method of recording hours needed for internship applications.

For the purposes of practicum logs, time is recorded in 15-minute increments (quarter hours). Thus, each activity takes a minimum of .25 hours, though the total time recorded for a day should not exceed the actual number of clock-hours spent in a counseling role. Students are expected to demonstrate honesty and integrity when reporting their hours. Both students and their site supervisors sign the weekly logs verifying the hours accrued for the week. These logs are then submitted to the university supervisor and are placed in students' files.

PLEASE KEEP THESE HOUR LOGS and TIME2TRACK AS THEY WILL BE NEEDED FOR INTERNSHIP APPLICATIONS

Students enrolled in PSYC 5396, PSYC 5397, or PSYC 6312 who have an approved site supervisor and have provided proof of professional liability insurance may begin counting hours one week before university classes begin for the semester and continue to count hours one week after the end of university classes with the permission of the site supervisor.

Supervision

All clinical psychology Ph.D. level practicum classes will be under the supervision of a doctoral level psychologist who is licensed or credentialed. This can be your on-site supervisor or the faculty member teaching the class. If your site supervisor is not a licensed psychologist, then the faculty instructor for the class who is licensed can provide additional supervision and consultation for your practicum. Students are required to have an on-site supervision who meets departmental guidelines for approval. Supervision refers to a process of discussing interactions with clients, asking questions, receiving feedback, and exploring the thoughts, emotions, ethics, and behaviors that arise during work with clients. There is also an

educational component to the process as the site supervisor discusses and explains duties, policies, procedures, considerations, and ethics involved in all aspects of the profession and to the particular setting of the practicum.

Students should accrue at least one hour per week of formal individual or triadic (two students) supervision from the site supervisor. This may consist of either a single session each week or two 30-minute sessions.

Students should accrue at least one and a half hours per week on average of formal group supervision from the university/class supervisor (faculty member). This consists of meeting face to face during the PSYC 5396/5397/6312 classes. Depending on the instructor, this may consist of an hour and a half per week or three hours every other week.

Students may also accrue hours of individual supervision on a case-by-case basis with the university supervisor or another university faculty member with the consent of the university supervisor. Hours should consist of supervision directly pertaining to clients, events, and developments at the practicum site. In the event that multiple interns request or require individual supervision sessions with the same university supervisor or faculty member, the university supervisor or faculty member may meet for individual supervision sessions with a maximum of two interns at a time (triadic supervision). Individual university supervision is not a requirement of practicum.

At least 1 time per semester, the student must be directly observed by a licensed doctoral level psychologist. This can be your on-site supervisor or the faculty member instructing the class.

Site Supervisor Qualifications

o Doctoral Degree in Psychology and Licensed as a Psychologist

o Licensed Psychological Associate (LPA) with 3 years experience_

o   Doctoral Level Psychological Intern of Post-Doctoral Resident under the   supervision of a licensed psychologist

o   o Board Certified Psychiatrist

o   LPC-S, LCSW, LMSW with 3 years of experience
o   Other licensed supervisors must be reviewed and approved by Practicum Coordinator prior to practicum training.

Hours Chart

This chart summarizes the distribution of hours for practicum.

Type of Activity	Minimum Per Semester
Direct contact hours	100 hours
Total direct and indirect contact hours	200 hours
Individual supervision by onsite supervisor	1 hour per week
Individual supervision by university supervisor	Varies as needed
Group supervision by university supervisor	1.5 hours per week

Professional Liability Insurance

Professional liability insurance is a requirement of all practicum and clinical learning experiences. The insurance must cover students acting in the role of a practicum student or trainee. Students may choose any appropriate insurance provider for liability coverage. Some possible options are listed below.

www.trustinsurance.com is common source to purchase student liability insurance.

Because rates vary, it may be possible that directly purchasing insurance from a provider will be less expensive than free coverage included with a professional membership. ***Proof of professional liability insurance must be provided to the instructor before any activities take place on the practicum site.***

Evaluation of Student Practicum Performance

At the mid-point and end of the semester, students will be evaluated on professional skill development using the *Student Clinical Skill Evaluation-PhD (SCSE-PhD)* (**Appendix I**). The SCSE-PhD will be sent to the on-site supervisors via the survey software Qualtrics. Each student evaluates his or her own performance during the practicum collaboratively with their site supervisor. The SCSE-PhD will be used in addition to other relevant information (class discussions, assignments, professional behaviors, etc) to determine if the student successfully completed the practicum course. The student is required to "meet or exceed expectations" in all professional skill areas for practicum completion. It should be noted that performance in profession specific skills are also included as part of the student learning outcomes for the

program as a whole. <u>There must be one direct observation of a student's clinical work conducted by a licensed doctoral level psychologist each semester.</u>

Any areas of concern or remediation documented on the SCSE-PhD or reported by the on-site supervisor can be addressed at the Annual Graduate Student Review meeting or with the student's advisor, clinical practicum coordinator, and/or DCT if they need immediate attention. Students deemed not to be progressing in practicum (ratings of progressing towards expectations or does not meet expectations) can be subject to departmental or program remediation procedures as specified in our student evaluation procedures.   The resolution of these areas may involve advisor meetings, DCT meeting, and/or faulty review and hearing panels. Students may be placed on departmental probation or suspension based on the severity of the problematic behaviors.

Other Requirements

Each instructor for PSYC 5396/5397/6312 may have additional requirements for successful completion of the course. The description in this handbook is meant to cover minimum program standards and is in no way intended to infringe upon additional requirements from individual instructors.

Review of Supervisors and Sites

At least every 2 years, all approved practicum agencies will be reviewed by Practicum Coordinator, the DCT and if needed one other program faculty member to ensure they are a good fit with our program. An in-person review and site visit can be conducted if needed based on feedback. The review will consist of a description of the site, its supervisors, and clinical training opportunities.   Site and supervisor evaluations (see below) and SCSE-PhD ratings will also be used in the review. Supervisors will be asked to discuss the strengths and weaknesses of the UT Tyler Ph.D. students along with suggestions of areas for improvement that may be needed.

Sites that do not have adequate resources or supervision opportunities can be put on suspension or removed from the approved list if deemed a poor fit for the program. To assist with ongoing site evaluation, each semester, students will complete a *Site Evaluation Form (Appendix J) and Practicum Supervisor Evaluation Form (Appendix K). This information will be reviewed by the practicum instructor and Practicum Coordinator for any issues that need to be corrected or addressed.*

Telesupervision Policy

Definition:

Telesupervision is supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee. Telesupervision may not account for more than 50% of the minimum required one hour of

weekly individual supervision. Our program requires a minimum of one hour of individual supervision per week during practicum. Students can receive supervision in excess of this amount if needed.

However, in the event of unprecedented global health crises such as the 2020-21 COVID-19 pandemic, expansion of the use of telesupervision has been allowed and may in some cases be the primary form of supervision.

Rationale:

Telesupervision is utilized as an alternative form of supervision when in-person supervision is not practical or safe. Our rationale is that telesupervision allows for continuation of high-quality training even in extenuating circumstances that might preclude in-person supervision.

Consistency with Training Aims and Outcomes:

Telesupervision allows our supervisors to be engaged and available to assigned trainees, to oversee client care, and to foster trainee development, even in circumstances that preclude in person interactions. In these ways, it is fully consistent with our training aims. Certainly, in-person supervision has unique benefits, including availability of non-verbal and affective cues that can assist in relationship formation and evaluation of competence. We work to ameliorate the drawbacks of telesupervision by discussing inherent challenges of the format with each trainee and collaboratively working to identify strategies for maximizing what can be done in this format. We work to set clear expectations and learning objectives at supervision outset and regularly check in on these throughout the supervisory relationship. We support the use of telesupervision in the ethical practice of health service psychology. Trainees will continue to receive ongoing formative feedback as well as summative feedback to ensure they are progressing appropriately within core competency areas.

How and When Telesupervision is Used:

Telesupervision is used in place of in-person supervision when meeting physically is not possible or is not safe (such as extenuating schedule, travel, life event, or public health emergency situations). It is not used for the sole purpose of convenience. We implement telesupervision by using a videoconferencing platform, Microsoft Teams/Streams. Supervisors and supervisees may access telesupervision either from their individual offices and in some cases from a secure and confidential space within a home. In our program, students may not use telesupervision until PSYC 5393 Clinical Skills II has been completed. Students must also complete telehealth training provided in the training clinic and the APA telepsychology best practices modules 1 and 2 prior to using telesupervision.

Trainee Participation:

All trainees will be afforded the opportunity to have telesupervision if they meet program requirements for its use.

Supervisory Relationship Development:

Ideally, in-person meetings between supervisor and supervisee are encouraged (if safety can be reasonably assured in the case of public health emergencies). This can be especially important early on in supervisory relationship development. We also encourage our supervisors to check in regularly on how supervisees are experiencing the telesupervision format. Our program faculty and clinical supervisors are available via phone or Microsoft Teams between supervision sessions for consultation and for informal discussions. Such availability for consultation and socialization as well as our demonstrated interest in the learning and development of our trainees serves to foster development of strong supervisory relationships.

Professional Responsibility for Clinical Cases:

The licensed doctoral level psychologist conducting or overseeing the telesupervision continues to have full oversight and professional responsibility for all clinical cases discussed. It is expected that the supervisor is competent to use telesupervision methods.

Management of Non-scheduled Consultation and Crisis Coverage:

Supervisors and program faculty are available by email, text, phone, or Microsoft Teams in the event of need for consultation between sessions. Other on-site clinical staff are also available via such forms of communication if a direct supervisor is unavailable. If a trainee is working out of their office, we maintain an open-door policy for discussion and assistance. Supervisors or program faculty can be invited to virtual client sessions to assist in cofacilitation in the event telehealth is being utilized and if there are any client emergencies that necessitate intervention.

Privacy/Confidentiality of Clients and Trainees:

Supervisors and supervisees will only conduct supervision that pertains to discussion of confidential client information from settings in which privacy and confidentiality can be assured, whether this be in the office or in a home-based setting. Our videoconferencing platform Microsoft Teams/Streams, provides end-to-end encryption and meets HIPAA standards.

Technology Requirements and Education:

Telesupervision will occur via Microsoft Teams/Streams. Students will receive information and training about using telepsychology methods from the on-campus department clinic during the first week of practicum class and complete all departmental requirements and trainings which includes the APA telepsychology best practices modules 1 and 2. Students will provide proof of completion of the required trainings prior to using telesupervision.

Internship

Overview

The Ph.D. in Clinical Psychology requires that the student complete an approved, one-year, pre-doctoral internship in clinical psychology. The internship is intended to provide extensive opportunities for the student's development as a scientist-practitioner. It occurs near the end of training and should be well matched to the career goals of the student. The Ph.D. degree is conferred after successful completion of the internship.

Readiness to Apply for Internships

Before applying for internship, registering for the APPIC Match, or enrolling in the National Clearinghouse, students must successfully: a) complete a master's thesis; b) complete all required courses including four semesters of practica; c) pass the Qualifying Exam and d) successfully defend their dissertation proposal by October 15 of the application year. Prior to registering in the APPIC match system, the student must request approval from the DCT. Please submit the Request for DCT Letters to Internship form found in Appendix N which ensures the student has meet all criteria to apply for internship.

Working together with the clinical faculty, the DCT will consider the student's application for internship. The student must submit their required APPIC application form, essays, and a site list to their advisor and DCT for review and approval. The DCT must include a letter attesting the student is ready for internship as part of the application. The DCT will determine the student's readiness for internship and will provide guidance concerning sites to which the student is encouraged to apply. Efforts will be made to decrease the likelihood that multiple students compete for identical internship sites, but the DCT will not mandate sites to which the students may apply.

If the DCT determines that the student is not ready, then he or she will notify the student and the advisor of the decision. Otherwise, the requested letters will be sent to internships sites. If a student in good standing has not completed all of the above requirements, he or she can petition the Clinical Psychology Program Committee (CPPC) for a waiver.

Acceptable Sites

An approved internship is one which is deemed acceptable by the Clinical Psychology Program Committee (CPPC). The APA accredits internships, and APPIC is an association of internships that has criteria for membership (APPIC does not, however accredit internships). APPIC administers the internship match. APA-accredited internships are acceptable to the CPPC. *Internships must be doctoral, post-candidacy and post-coursework. They should be clearly distinguishable from practicum, and the level of training will be more advanced than clinical practicum experiences.* The internship must be one year full-time (or equivalent), under the

direction of licensed, doctoral level psychologists, and offer a formal program of training for interns.

Under extraordinary circumstances, students may petition the CPPC to complete a non-accredited internship. In evaluating the petition, the CPPC will balance the needs of the student with the good of the profession, protection of the public, and ethical standards.

Prior to applying to an internship that is not accredited, the student should seek approval from the Clinical Program Committee on the Program Petition Form, found in the Forms Appendix. The DCT will contact the proposed site to obtain all of the necessary information to conduct a review. Approval will be by a vote of the CPPC.

Before submitting such a petition, students should carefully consider the licensing requirements in jurisdictions where they intend to practice. Students are advised to check with state licensing law requirements (current licensing laws and links to state boards are available online at ASPPB.com). In some jurisdictions, *you might not be eligible for a license* without an accredited internship.

Criteria to be considered in determining the acceptability of a non-APA accredited internship shall include, but not be limited to:

1) Length: 1750 hours (max time of 24 months if part time)
2) Supervision: A minimum of two hours of face to face individual supervision per week and an additional two hours of individual or group supervision.
3) Supervision hours: total hours of individual supervision consist of at least 10% of the total internship (50 weeks of 2 hours per week for a total of 200 hours)
4) At least 25% of the time is in direct client contact
5) Three licensed psychologists available to supervise
6) Basic internship supervision will be conducted by a licensed psychologist trained in the applicant's major program of study or a closely related program and who is present on site at least 20 hours per week.
7) There must be at least two formal evaluations of intern performance and skill development conducted.
8) Stipends must be consistent with institutional and regional expectations and clearly defined prior to acceptance.

Ultimately, the internship should comply with most if not all typical licensure requirements. For example, the internship must provide a planned programmed sequence of training experience. The primary focus and purpose of the internship must assure breadth and quality of training. An internship is an organized program of planned experiences in contrast to simply supervised experience or on-the-job training. The internship must provide training in a range of assessment and treatment activities conducted directly with patients or clients seeking psychological

services. Internship training is at the post-clerkship, post-practicum, post-externship level. A written statement or brochure must be available which describes the goals and content of the internship, states clear expectations for the quantity and quality of trainee's work and is furnished to prospective interns.

Supervision in non-APA accredited internships. A clinical or counseling psychology internship agency must have a clearly designated staff psychologist, who is responsible for the integrity and quality of the training program. In a counseling or clinical psychology internship, the basic supervision must be conducted by a staff psychologist who is trained in the applicant's major program of doctoral study, or a closely related program, and who is licensed. While additional experience with professionals in other disciplines is highly desirable, it is required that clinical and counseling psychology interns have experience with multiple (three or more) supervisors who are licensed as psychologists. Supervision of counseling and clinical psychology interns shall consist of an average of at least 10 percent of the full-time or half-time intern's week. There must be at least 2 hours per week of the supervision of clinical and counseling psychology interns must be regularly scheduled, formal, face-to-face, individual supervision by one or more licensed psychologists with the intent of dealing with psychological services rendered directly by the intern. Other supervision hours can be conducted individually or in a group by licensed psychologists or by other licensed professionals as appropriate to the internship experience. The internship agency should ordinarily have a minimum of two full time equivalent interns at the internship level of training during the applicant's training period. The guidelines for supervision requirements for non-accredited internships can be found in the Texas Administrative Code 463.11 for applicants seeking licensure in Texas. Please consult other states licensure requirements to ensure that an internship meets their specific requirements.

Application

It is the student's responsibility, not the program's, to apply to and be admitted into an acceptable internship. The DCT, advisor, doctoral dissertation chair, and other faculty can advise the student on the selection of sites and the application process. Students should understand that acceptable internships draw from a national pool, that they are extremely competitive and that the norm is to rank *many internship sites* and to relocate to another city to complete the internship. *Because the percentage of students who match with an internship is an important indicator of program success, the training program has a tremendous investment in students' success at matching. We strongly advise students to work collaboratively with the advisor and the Director of Clinical Training to maximize possibilities for matching. In addition, the student is expected to submit a copy of internship rankings to the advisor and the DCT.* For internship application, students should count hours only for which they received formal academic training and credit, or which were program-sanctioned training or program-sanctioned work experiences (e.g. in house psychology clinic, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Clinical work must be supervised by a licensed psychologist in the jurisdiction.

Documentation

All students on internship must continuously register for PSYC 6186/6386 Internship. Three semesters of PSYC 6186/6386 are graded as incomplete until the internship's training director reports a satisfactory completion of the internship and completion of the Internship Rating Form. Then "Credit or CR" is recorded for the three semesters of PSYC 6386. This documents your internship on your official transcript. Consistent with APA accreditation eligibility requirements, no Ph.D. degree in clinical psychology will be awarded without the successful completion of an acceptable internship. This is particularly important for students for whom the internship is the last requirement. The deadline for completing all requirements for an August degree is usually around the end of July (consult the Graduate School for actual date).

Communication with Internship and Evaluations

Once students are matched in the internship match process, the DCT will contact the Internship DCT via email or phone to begin the communication process. Two weeks prior to the start of the internship the DCT will contact the internship DCT via email or phone to discuss evaluations, training issues, or to assist with any documentation needed. At midpoint and conclusion of the internship, the DCT receives evaluation materials from the Internship DCT. Internship evaluations are reviewed upon receipt to ensure that the student is performing at the expected levels. Evaluations are then filed in the student's electronic program folder in a subfolder for internship materials, were other paperwork related to internship is kept (e.g., application to apply for internship, appointment letter, paperwork for hiring). There is a program level internship evaluation document that can be completed as well if the internship does not have one in place (SCSE-Internship). Ratings on the SCSE-Internship are used to determine if the student is ready for entry level practice at the conclusion of their internship. For unaccredited sites, the review of formal performance ratings and if needed the SCSE-Internship will be used to determine if the student is ready for entry level practice. All ratings will be reviewed by the DCT and program faculty. Other work products, ratings, and performance information may be requested by the DCT for students in unaccredited internships.

Thesis Requirements

Departmental Guidelines-

The thesis project must be completed by the end of the 3rd academic year. The thesis is normally conducted in year 2 of the program and any extension must be approved by the CPPC. If a student fails to complete the thesis by the end of the 3rd year they can be dismissed from the program.

Guidelines and Procedures

Students completing a Thesis should access the Thesis and Dissertation Formatting Guidelines (and Sample Pages) at the following address:

www.uttyler.edu/graduate/students/thesis-dissertation . These guidelines describe

procedures for typing, formatting, and submitting the thesis.

Institutional Review Board (IRB) Approval

Federal regulations and University policy require that all investigations using animal or human beings as subjects of research be reviewed and approved by the appropriately constituted committees before such investigations may begin. Data cannot be collected for any dissertation based on the use of animals or human beings as subjects without prior review and approval in accordance with university procedures. More information can be found online at: uttyler.edu/research/compliance/. Even if a student believes that his/her research may be "exempt", the proposed research must still be reviewed prior to initiating collection of data.

Committee Composition

A student who has been advanced to the thesis stage is responsible for forming a thesis committee. Members of the committee must review and approve the student's research proposal. The student and the committee work in union on the scope, plan, and progress of the thesis research and manuscript. Note the following policies regarding committee composition:

- o **Committee Size & Potential Members**: Thesis committees must be comprised of at least three members (a chair and two supporting faculty members). The majority of the committee should be faculty from the student's graduate program. Appropriately qualified faculty may serve on a committee at the request of the student and the graduate program. Categories of graduate faculty membership are described online at

  www.uttyler.edu/graduate/gradfaculty/credential.php . Thesis chairs must complete and submit the Appointment of Thesis Committee form to gradforms@uttyler.edu for Graduate School approval before the student is eligible to enroll in thesis hours. The form is available online at uttyler.edu/graduate/students/thesis-dissertation.   o Committee Chair: The chair is responsible for directing and guiding the student's research and writing activities. He or she should possess expertise in the student's chosen research topic. It is the responsibility of the student to select an appropriate topic and to ensure that a faculty member with expertise in the topic is available and willing to serve as chair. The Committee Chair must be appropriately qualified for his/her role on the committee. It is possible to have co-chairs on a committee.

Oral Defense of Thesis

An oral defense of a thesis is scheduled in consultation with the committee chairperson/advisor. The oral defense should be held only after all members of the committee have had adequate opportunity to review a draft of the master's thesis. The advisor is responsible for determining that the draft is in an appropriate form for committee evaluation. If substantial revisions are necessary, they should be completed before the final oral defense is scheduled. The committee may, at the time of the final oral but no later, require alterations and corrections, but these should constitute relatively minor changes agreed to by a majority of the committee members.

The advisor is responsible for verifying that the changes required by the committee have been made.

An invitation created by the student may be sent to gradforms@uttyler.edu and will be forwarded on behalf of The Graduate School to all full-time faculty members. All committee members are expected to be present at the defense. The final oral may be open to the public. A thesis is accepted only after the approval of a majority of the examining committee members. If there are co-chairs of the committee, both must indicate approval of the thesis defense.

After the oral defense is passed and the thesis is deemed ready for publication, all members of the committee sign the Thesis Signature page. When the student submits the final copy to the academic department for signatures, they must also email gradmanuscripts@uttyler.edu and copy their advisor, thus notifying The Graduate School that the manuscript has been delivered to the academic department for signatures. The student sends the completed manuscript including the signed signature page to gradmanuscripts@uttyler.edu for final formatting approval. Detailed instructions are available here: www.uttyler.edu/graduate/thesis-dissertation/

Failure of Examinations

A master's candidate who fails the oral defense may not take the examination a second time until at least three months after the first attempt. A student who fails an examination for the second time becomes ineligible for further graduate work. Upon request from the student's advisor and chairperson of the department, the Dean of The Graduate School may grant a student a third and final opportunity to take the oral defense.

Thesis Submission Deadlines

The final PDF copy of the thesis, prepared under standards as defined in the Thesis and Dissertation Formatting Guidelines must be submitted via email to gradmanuscripts@uttyler.edu for a technical review no later than two weeks before the last day of final exams of the semester of intended graduation. The PDF version must include a scanned copy of the signature page with all signatures present. After making any required changes, a PDF of the entire thesis/dissertation (including scanned copies of any signature pages) should be submitted via email to gradmanuscripts@uttyler.edu. After final formatting approval, students will receive a signed Thesis Approval Form and Electronic Thesis Submission Form, as well as information on author rights and instructions for submitting the thesis/dissertation in electronic format to the Robert R. Muntz Library.

No late manuscripts are accepted. Failure to meet the deadline will delay graduation by one semester.

Theses are regarded as publications and will be made available to the public once they are approved and submitted to The Graduate School.

Grading Policy

A student registered for thesis who does not submit the approved thesis to the dean or graduate coordinator of the appropriate college before the thesis deadline for that semester will receive an incomplete "IP" grade. Once the thesis has been accepted, previous "IP" grades for thesis work will be changed to credit "CR". A maximum of six semester hours of thesis credit may be applied to the master's degree.

Approval

The completed thesis must be approved by the thesis advisor, the college dean, and the thesis reviewer before the student will receive final certification for the degree.

Qualifying Examinations

Overview

The Qualifying Examination (also known as the Proficiency Exam) requires the student to demonstrate a comprehensive knowledge of the theories, methods, and findings of scientific psychology, and the application of this knowledge to clinical problems. The examination consists of two parts. Part 1 is a review of a scientific article (or submission of a review paper, empirical study, or grant proposal) that assesses foundational knowledge of psychology along with a demonstration of research and statistical competencies. Part 2 is the submission of an integrated clinical report involving assessment and/or treatment along with an oral exam over the professional domains in the practice of psychology. Students must pass both parts of the qualifying exam to advance candidacy. Each part of the examination is described in detail by a memo from the DCT.

Eligibility

Students must have successfully completed the master's thesis project in order to be eligible for the qualifying exam. Also, it is recommended that students complete all required coursework per their degree plan at the time of the exam. Students are expected to take the Qualifying exam in the spring or summer of their third year in the program.

Schedule of Administration and Due Dates

The qualifying exam is administered in the spring or summer each academic year. Each student must petition the CPPC to take the qualifying exam to ensure readiness and that all requirements are completed. The student works with the exam committee on schedules and dates for the exam. The memorandum about the exam process and contents is provided to eligible students at the beginning of the spring/summer semester by the DCT.

The written article critique (Part 1) is due within 4 weeks of the article assignment. The exam committee will review the paper and submit scores within 2 weeks of submission. Part 2, the oral portion of the exam will take 2-3 hours and students must submit the integrated report 2 weeks prior to the oral exam date. Scores on the integrated report and oral will be submitted at the end of the oral exam to the student. Official scores will be delivered to the student and a copy of the results will be placed in the student's program file.

Administration

Committee members for part 1 and part 2 are appointed by the Clinical Psychology Program Committee (CPPC). There will be two committee members for Part 1 and three committee members for Part 2.

Grading and Failing Portions of the Examination

The grading criteria for individual sections/components of Part 1 and Part 2 of the examination are similar. Members of the committees will independently grade each section of the exam using the following scores:

> 1=Definite Fail
>
> 2=Marginal Fail
>
> 3=Marginal Pass
>
> 4=Definite Pass
>
> 5=Pass With Distinction

Outcomes of Part 1 and Part 2 differ from each other.

For the article critique (Part 1), the following outcomes are possible:

1. Pass with Distinction: Overall of 4.0 or greater and no subsection below a 3.0.
2. Pass: Overall grade of 3.0 and no subsection a 2.0 or 1.0

3. Failure: Overall grade less than 3.0 or any subsection a 2.0 or a 1.0.

For the integrated report and oral exam (Part 2), the following outcomes are possible:

1. Pass with Distinction: No domain score is lower than 3.0, and the overall score must exceed 4.0.

2. Pass: No domain score is lower than 3.0.

3. Conditional Pass: Overall score is at least 3.0, but only one domain has a score lower than 3.0.

4. Failure: Overall score falls below 3.0 or two or more domains are lower than 3.0

Typically, conditional pass requirements are determined by the committee to help the student remedy areas of weakness. The conditions must be met before students may continue with program requirements (e.g., dissertation proposal, application to internship). Prior to the student

continuing with program requirements, the committee must approve that the required conditions were met and this may include retaking that section of the exam. If a student fails to meet such conditions by the end of the next semester, the original examination will revert to Failure. The student must then attempt to pass the entire qualifying examination again. This re-evaluation must occur by the end of the fourth year of program enrollment. Otherwise, the Clinical Program Committee will entertain a motion to recommend that the student be dismissed from the program.

<u>Specific Grading Procedures of the Article Critique and Review, PART 1</u>: For the article critique, students will review an empirical article provided by the exam committee in terms of its scientific rigor, methodology, statistics, and results. As part of this, students will demonstrate knowledge of the discipline specific foundations in psychology (biological, cognitive, affective, social, and developmental) that applies to the article and findings. The inclusions of these domains in the review is required. The review will also comment on strengths and weaknesses of the design, results, analyses, and findings. In lieu of the article critique, students can submit a research study that is not the thesis project, a comprehensive review paper in a domain in their focus area, or an external grant proposal. Other submissions must reflect the student's independent work, have not been used in previous classes, and are not the work of faculty or other students. These works are meant to reflect the student's own work and writing abilities. The submission of other documents must be approved prior to the exam to ensure it is acceptable. Other submissions will be evaluated using the same criteria and methods. It is expected that the written product will meet professional expectations for the field of psychology (well written, uses professional language, follows APA format, etc.).

<u>Specific Grading Procedures for the Integrated Report and Oral Examination, PART 2</u>: For the report and oral exam, students will conduct a comprehensive clinical evaluation and/or treatment of a clinical case of their choosing. An integrated psychological report of the assessment findings and/or treatment will be submitted to the committee along with a personal statement about the student's professional identity as a clinical psychologist. The committee will read and evaluate the report on its technical and clinical merits and then ask a series of oral questions about the content of the report and other clinically relevant domains. Because the examination is administered orally, blind grading is impossible. However, to standardize administration of the exam and to reduce the impact of extraneous sources of variation in grading (e.g., halo or other performance expectations, personal feelings and other biasing factors), we have 1) created a protocol that establishes the framework for the examination, 2) delineated the domains to be scored during the exam; and 3) required that members of the committee independently score the sections of the exam (i.e., without conferring with one another).

Appeal of Qualifying Exam Results

A student may appeal the outcome of a Qualifying Examination by submitting a written petition to the DCT within 10 working days of being notified of the outcome of the examination. The

path of the appeal process is from the director of the Ph.D. program to the department chairperson to the dean of the college and to the Dean of the Graduate School. The decision of the Dean of the Graduate School shall be final.

Dissertation Process

Dissertation Proposal

Each Ph.D. program will determine when the dissertation proposal must be approved relative to taking Proficiency Examinations (i.e., before, after or concurrently).

Ph.D. Qualifying Exam (Proficiency Exam)

All Ph.D. students are required to pass a Proficiency Examination in the major field before writing the dissertation. Each Ph.D. program will determine whether the Proficiency Examination is written and/or oral.

The proficiency examination is typically taken after the student has completed a significant portion, if not all, of the program's coursework. However, a student may not be advanced to candidacy or register for dissertation hours until all coursework is completed and all portions of the Proficiency Examination have been passed satisfactorily.

The student must be in good academic standing and registered for a minimum of three credit hours in the semester in which any portion of the examination or a re-examination is taken.

Application for Candidacy

When a student has completed all required coursework, has satisfactorily completed all portions of the proficiency exam, and is in good academic standing, and the report is submitted to The Graduate School, the student is admitted to candidacy for the Ph.D. degree.

Dissertation

The dissertation is an independent scholarly contribution to knowledge in the student's area of specialization. By researching, writing, and defending a dissertation, the student demonstrates a high level of knowledge in the chosen field and the ability to conduct independent research.

The Graduate School has established guidelines for dissertations. These are available at uttyler.edu/graduate/thesis-dissertation/php.

Individual Ph.D. programs may also offer guidelines with requirements beyond those established by The Graduate School.

All Ph.D. candidates are required to complete and defend a dissertation. Students must complete PSYC 6398 and PSYC 6399 as part of the program.

Ph.D. candidates are required to register for a minimum of one credit of dissertation (PSYC 6199) during fall and spring semesters until the dissertation is accepted by The Graduate School. (See, Enrollment Requirements)

Failure of Examinations

A Ph.D. candidate who fails the oral defense may not take the examination a second time until at least three months after the first attempt. A student who fails an examination for the second time becomes ineligible for further graduate work. Upon request from the student's advisor and chairperson of the department, the Dean of The Graduate School may grant a student a third and final opportunity to take the oral defense.

Institutional Review Board (IRB) Approval

Federal regulations and University policy require that all investigations using animal or human beings as subjects of research be reviewed and approved by the appropriately constituted committees before such investigations may begin. Data based on the use of animals or human beings as subjects cannot be collected for any dissertation without prior review and approval in accordance with university procedures.

Dissertation Committee

The dissertation committee is established early in the research process, the dissertation committee must be approved by The Graduate School—using the Appointment of Dissertation Committee form. Once the committee has been approved, the student is allowed to register for dissertation hours.

The dissertation committee is composed of a dissertation advisor, who chairs the committee, and at least two other Graduate Research Faculty members. The advisor must be qualified to chair dissertations and be from the department from which the degree is sought. At least one more of the committee members must be from the department in which the degree is being sought and hold the required Graduate Research Status.

Candidates are encouraged to include scholars from outside the program to serve as members of dissertation committees. The outside members may be selected from among Graduate Research Faculty from other academic programs or from other institutions where scholarly work is conducted. All members of a dissertation committee must possess the appropriate graduate faculty qualifications for their role on a committee.

Candidates are also encouraged to select a member of the UT Tyler Graduate Faculty, external to the program, to provided mentoring/guidelines during the proposal development and dissertation defense process. The representative of the Graduate School is a non-voting member of the committee.

To avoid both the fact and the appearance of conflict of interest, family members, spouses, ex-spouses, significant others, or members otherwise related by blood or marriage or residing in the same household may not simultaneously serve on the same committee.

The role of the dissertation committee is to mentor the student's research and writing and approve the dissertation following an oral defense. Ph.D. students are required to consult with members of the dissertation committee throughout the progress of the research.

Some programs may require Ph.D. candidates to submit an annual progress report to the dissertation committee.

Defense of Dissertation Proposal

The dissertation proposal is developed in consultation with the dissertation chair and input as needed from committee members. Following approval of the dissertation chair, the proposal is distributed to the dissertation committee prior to proposal defense. The dissertation proposal defense requires a majority of committee votes for a decision. The committee may recommend acceptance, revisions, or rejection. The committee may determine a second defense is needed following revision. The proposal must be approved by the committee prior to submitting it to the Institutional Review Board (IRB).

Oral Defense

The dissertation chair is responsible for determining that the dissertation draft is appropriate in form and content for committee evaluation. If substantial revisions are necessary, they should be completed before the oral defense is scheduled.

The Request to Schedule Oral Defense form signed by the Dissertation Committee Chairperson must be submitted to and approved by The Graduate School no later than 10 working days before the date of the oral defense.

A complete draft of the dissertation (electronic version, not hardcopy) must be made available to the Representative upon request no later than 5 working days before the date of the oral defense. The Representative is in attendance throughout the defense process, including committee deliberation. However, the Graduate Representative does not participate in the committee questioning nor thin the committee deliberations.

The oral defense is open to the public. However, once the defense is completed, the student and visitors must leave the room while the Committee discusses the students' performance and votes on the outcome. The student is invited back into the room to receive the Committee's decision.

The student is considered to have completed the oral defense successfully only when the majority of the Committee votes in the affirmative. Each committee member indicates his/her vote by signing the Final Oral Defense Report form. The committee may require alterations and corrections, but these should constitute relatively minor changes agreed to by the majority of the committee members. The dissertation chairperson is responsible for verifying that the changes required by the committee have been made.

If the examination is judged unsatisfactory by a majority of the voting members, the Committee must decide whether the student will be permitted to do a second oral defense. If a second examination is required, the committee must be the same as the original one unless a

substitution is approved by the Graduate School Dean. A student who fails the oral defense twice is not allowed an additional examination and the student is automatically dismissed from the program and candidacy revoked.

The final decision of the examining committee is referred to The Graduate School using the Oral Defense Report form, which must be filed which must be submitted to gradforms@uttyler.edu no later than 5 business days following the oral defense.

Format Review

After successfully defending the dissertation and making any changes requested by the committee, the student must submit an electronic draft of the complete dissertation along with a signature page signed by the entire committee to The Graduate School for format review. Review of the draft for format requirements will take approximately two weeks. After final formatting approval, students will receive a signed Dissertation Approval Form and Electronic Dissertation Submission Form, as well as information on author rights and instructions for submitting the thesis/dissertation in electronic format to the Robert R. Muntz Library.

The Graduate School has created a checklist to guide candidates through the final steps of the dissertation defense and approval process the checklist is available at uttyler.edu/graduate/thesis-dissertation.

Dissertations are regarded as publications and will be made available to the public once they are approved and submitted to The Graduate School.

APPENDICES

FULL LIST

A. CLINICAL PH.D. PROGRAM COMPETENCIES TRACKING FORM

B. PROGRAM MILESTONES CHECKLIST

C1. Ph.D. IN CLINICAL PSYCHOLOGY - DEGREE PLAN for ODD YEAR ADMITS

C2. Ph.D. IN CLINICAL PSYCHOLOGY - DEGREE PLAN for EVEN YEAR ADMITS

D. TRANSFER OF GRADUATE CREDIT TOWARDS DOCTORAL DEGREE – INTERNAL

E. TRANSFER OF GRADUATE CREDIT TOWARDS DOCTORAL DEGREE – EXTERNAL

F. PRACTICUM SITE LIST

G. PRACTICUM PLACEMENT AGREEMENT

H. SEMESTER SUMMARY OF PRACTICUM HOURS: DOCUMENTATION FORM

I. STUDENT CLINICAL SKILLS EVALUATION-PHD (SCSE-PHD)

J. SITE EVALUATION FORM – SUPERVISED PRACTICUM

K. PRACTICUM SUPERVISOR EVALUATION FORM

L. GRADUATE STUDENT ANNUAL REVIEW OF PROGRESS – PhD

M. PETITION FORM – Ph.D in CLINICAL PSYCHOLOGY

N. REQUEST FOR DCT LETTERS TO INTERNSHIP

O. FAMILIARITY WITH CRITICAL INFORMATION, CONFORMITY WITH LAW & STANDARDS OF ETHICS AND CONDUCT, RISK AWARENESS, & COMMUNICATION WITH PRACTICA AND INTERNSHIP SUPERVISORS

P. CLINICAL QUALIFYING EXAM EVALUATION FORM

Q. THESIS FINAL EXAM RESEARCH EVALUATION FORM

R. DISSERTATION FINAL EXAM RESEARCH EVALUATION FORM

CLINICAL PH.D. PROGRAM COMPETENCIES TRACKING FORM (Appendix A)

Student name:	Student ID:
Telephone:	Advisor:
E-mail Address:	Prior Degree Held:
Street Address:	Prior Degree Major:
City, State, ZIP:	Prior Degree School:
Semester & Year of First UTT Graduate Enrollment:	Required Date of Completion (First + 6 years):

AIM #1) Program graduates are trained as scientist-practitioners who have a diverse knowledge of the scientific and behavioral foundations of psychology.

1.1 Students will demonstrate an understanding and knowledge of: biological bases of behavior; human development and psychological, social, and biological changes across the lifespan; theories and principles of social psychology; cognitive psychology; emotions; and history of psychology as a science and its major systems and theories (APA Discipline-Specific Knowledge)

Minimum Levels of Achievement:
- ☐ A or B in PSYC 4321: History of Psychology or Its equivalent
- ☐ A or B in PSYC 6352: Biological Foundations of Behavior
- ☐ A or B in PSYC 6311: Social and Cultural Psychology
- ☐ A or B on Affective Theory in the Essay for PSYC 6310: Cognition and Emotion
- ☐ A or B on Cognitive Theory in the Essay for PSYC 6310: Cognition and Emotion
- ☐ A or B on Integrated Paper in PSYC 6310: Cognition and Emotion
- ☐ A or B in PSYC 6320 Advanced Human Growth and Development
- ☐ Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on Qualifying Exam, Part 1

AIM #2) Program graduates are capable of developing, conducting, and reporting research knowledge through their own program of independent research.

2.1 Students will demonstrate a knowledge of the scientific methods of research and data collection and the analysis of psychological data (Discipline Specific Knowledge-Research Methods and Statistics and Profession Wide Competency-I Research).

Minimum Levels of Achievement:
- ☐ A or B in PSYC 6340, PSYC 6341, PSYC 6342, PSYC 6382 (DSK Domain)
- ☐ Pass Master's Thesis Defense
- ☐ Rating of 3 (Meets Expectations) or higher on the Research Skills domain on the Annual Faculty review at the end of the training program.
- ☐ Present Poster/Oral Presentation at Professional/Scientific Meeting
- ☐ Publication of an empirical peer reviewed paper or journal article by end of program
- ☐ Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on Qualifying Exam, Part 1 (DSK Domain)

☐ Pass Dissertation Defense

AIM #3) Program graduates are competent to assess, diagnose, and treat psychological disorders using evidence-based practices.

3.1 Students will demonstrate an understanding and knowledge of the science and practice psychological assessment and measurement including interviewing methods/techniques and the administration, scoring, interpretation, report writing of clinical and psychological measures (Discipline Specific Knowledge-Psychometrics and APA Profession Wide Competency VI-Assessment)

Minimum Level of Achievement:
- ☐ A or B in PSYC 6301, PSYC 6308, PSYC 6366, and PSYC 6368,
- ☐ Meets Expectations or Higher on the Integrated Assessment Report in PSYC 6368
- ☐ Rating of 3 (Meets Expectations) or higher on the Clinical Skills II (Assessment) domain on Annual Evaluations by faculty at the end of the program
- ☐ Rating of 3 (Meets Expectations or higher) on a Clinical Case Presentation on the SCSE-PhD during the last semester of practicum training
- ☐ Rating of 3 (Meets Expectations or higher) on Practicum Rating Form on the Assessment domain during the last semester of practicum training
- ☐ Rating of 4 (Exceeds Expectations) on Internship Rating Form on the Assessment domain at the end of internship
- ☐ Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Qualifying Exam on the Assessment Domain

3.2 Students will demonstrate ability to differentially diagnose major mental disorders including understanding different etiological theories of psychological problems (APA Profession Wide Competency VI-Assessment).

Minimum Level of Achievement:
- ☐ A or B in PSYC 6308
- ☐ Rating of 3 (Meets Expectations) or higher on the Clinical Skills II (Assessment) domain on Annual Evaluations by faculty at the end of the program
- ☐ Rating of 3 (Meets Expectations or higher) on a Clinical Case Presentation on the SCSE-PhD during the last semester of practicum training
- ☐ Rating of 3 (Meets Expectations or higher) on Practicum Rating Form on the Diagnosis domain during the last semester of practicum training
- ☐ Rating of 4 (Exceeds Expectations) on Internship Rating Form on the Diagnosis domain at the end of internship
- ☐ Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Qualifying Exam in the Diagnosis Domain

3.3 Student will demonstrate an understanding of psychological interventions and treatments using evidence-based practices and methods (APA Profession Wide Competency VII-Intervention)

Minimum Level of Achievement:

- A or B in PSYC 6313, PSYC 5392, and PSYC 5393
- Rating of (Meets Expectations) or higher on the Clinical Skills I domain (Clinical/Counseling) on the Annual Evaluation at the end of the program
- Rating of 3 (Meets Expectations or higher) on Practicum Rating Form (SCSE-PhD) on the Clinical Skills, Scientific Foundations of Practice, Use of Therapeutic Skills Domains, and Sensitivity to Diversity Domains during the last semester of practicum training
- Rating of 4 (Exceeds Expectations)on Internship Rating Form (SCSE-Internship) on the Clinical Skills, Scientific Foundations of Practice, Use of Therapeutic Skills Domains, and Sensitivity to Diversity Domains at the end of internship
- Rating of 3 (Meets Expectations or higher) on a Clinical Case Presentation on the SCSE-PhD during the last semester of practicum training
- Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Qualifying Exam in the Intervention Domain

AIM #4) Program graduates are trained in ethics, diversity issues, and professional issues related to clinical practice and research.

4.1 Students will demonstrate knowledge of Ethics and Legal standards guiding the practice of psychology including the ability to analyze and resolve ethical and clinical problems (APA Profession Wide Competency II-Ethics and Legal Standards)

Minimum Level of Achievement:
- A or B in PSYC 5328: Issues and Professional Ethics
- Rating of 3 (Meets Expectations) or higher on the Ethical Responsibility domain on the Annual Evaluation at the end of the program
- Rating of 3 (Meets Expectations or higher) on Practicum Rating Form (SCSE-PhD) on the Ethics, Professional Skills and Dispositions domain during the last semester of practicum training
- Rating of 4 (Exceeds Expectations) on Internship Rating Form (SCSE-Internship) on the Ethics, Professional Skills and Dispositions domain at the end of internship training
- Passing Score (Overall Score of = 3, 4, or 5) on the Ethics Domain on the Qualifying Exam

4.2 Students will demonstrate competence involving communication and interpersonal skills (APA Profession Wide Competency V-Interpersonal Communication).

Minimum Level of Achievement:
- Rating of 3 (Meets Expectations) or higher on the Interpersonal Skills and Communication Skills domains on Annual Evaluations by faculty at the end of the program
- Present Poster or Oral Presentation at Professional Conference
- Ratings of Meets Expectations or Higher on the Presentation Skills Domain on Diversity Seminar Rating Form
- Rating of 3 (Meets Expectations or higher) on Practicum Rating Form (SCSE-PhD) on the Interpersonal Skills/Communication and Assessment domains during the last semester of practicum training, PSYC 6312
- Rating of 3 (Meets Expectations) on Clinical Case Presentation Skills on the SCSE-PhD during last semester of practicum training, PSYC 6312

- Rating of 4 (Exceeds Expectations) on Internship Rating Form (SCSE-Internship) on the Interpersonal Skills/Communication and Assessment domains at the end of internship training
- Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Professionalism Domain on the Qualifying Exam
- Pass Master's Thesis Defense
- Pass Dissertation Defense

4.3 Students will demonstrate knowledge on diversity and individual and cultural differences as it applies to the research and practice of psychology (APA Profession Wide Competency III-Individual and Cultural Diversity)

Minimum Levels of Achievement:
- A or B in PSYC 5324
- Ratings of Meets Expectations or Higher on Diversity Knowledge Domain on Diversity Seminar Rating Form
- Rating of 3 (Meets Expectations) or higher on the Sensitivity to Diversity and individual Differences domain on the Annual Evaluation at the end of the program
- Rating of 3 (Meets Expectations or higher) on Practicum Rating Form (SCSE-PhD) on the Sensitivity to Diversity domain during the last semester of practicum training
- Rating of 4 (Exceeds Expectations) on Internship Rating Form (SCSE-Internship) on the Sensitivity to Diversity domain at the end of internship training
- Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Diversity Domain on the Qualifying Exam

4.4 Students will demonstrate fundamental knowledge of consultation, supervision, and interdisciplinary practices (APA Profession Wide Competency VIII-Supervision and IX- Consultation).

Minimum Levels of Achievement:
- A or B in PSYC 6375: Clinical Supervision and Consultation
- Rating of 3 (Meets Expectations) or higher on the Professional Responsibility domain on Annual Evaluations by faculty at the end of the program
- Rating of 3 (Meets Expectations or higher) on the Practicum Rating Form (SCSE-PhD) on the Supervision domain during the last semester of practicum training
- Rating of 3 (Meets Expectations or higher) on Practicum Rating Form (SCSE-PhD) on the Consultation domain during the last semester of practicum training
- Rating of 4 (Exceeds Expectations) on the Internship Rating Form (SCSE-Internship) on the Supervision domain at the end of internship
- Rating of 4 (Exceeds Expectations) on Internship Rating Form (SCSE-Internship) on the Consultation domain at the end of internship
- Rating of 3 (Meets Expectations or higher) on the Consultation Plan and Program Evaluation as part of Clinical Case Presentation in PSYC 6312.
- Rating of 3 (Meets Expectations or higher) on the Supervision Skills Rating Form (SSRF)
- Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Qualifying Exam on the Supervision and Consultation domain

4.5 Students will demonstrate professional values, attitudes, and behaviors (APA Profession Wide Competency IV-Professional Values, Attitudes, and Behaviors)

Minimum Levels of Achievement:

- ☐ A or B grade in PSYC 5328: Ethics and Professional Issues
- ☐ Rating of 3 (Meets Expectations) or Higher on the Professional Responsibility domain on Annual Faculty Evaluations at the end of the program
- ☐ Ratings of 3 or higher (Meets Expectations or higher) on Practicum Rating Form (SCSE) on the Ethics, Professional Skills and Dispositions domain during the last semester of practicum training
- ☐ Ratings of 4 (Exceeds Expectations) on Internship Rating Form (SCSE) on the Ethics, Professional Skills and Disposition domain at the end of internship training
- ☐ Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Professionalism domain on the Qualifying Exam

AIM #5) Program graduates have specialty clinical and research training in underserved populations such as military veterans, the elderly, and persons in rural settings.

Minimum Levels of Achievement:

- ☐ A or B in PSYC 6381, PSYC 6382, and PSYC 6312
- ☐ Ratings of Meets Expectations or Higher on the Diversity Knowledge Domain on Diversity Seminar Rating Form
- ☐ Rating of 3 (Meets Expectations) or higher on the Sensitivity to Diversity and individual Differences domain on the Annual Evaluation at the end of the program
- ☐ Rating of 3 (Meets Expectations or higher) on Practicum Rating Form (SCSE-PhD) on the Sensitivity to Diversity domain during the last semester of practicum training
- ☐ Passing Score (Ratings = 3, 4, or 5; Meets Expectations or higher) on the Diversity Domain on the Qualifying Exam

PROGRAM MILESTONES CHECKLIST (Appendix B)

STUDENT INFORMATION

Name:	SID:
Date:	Semester/Year Admitted:
Advisor:	

Any deviation from the Program Milestone Checklist must be documented and approved by your advisor and the Director of Clinical Training.

What	When	Specific Semester Completed	Satisfied/Unsatisfied
Meet with Advisor to Develop Degree Plan	Fall Semester YEAR ONE		
Thesis Proposal	Fall Semester YEAR TWO		
Thesis Defense	By Summer Semester of YEAR TWO (maximum deadline spring of year 3 by petition)		
Present at Diversity Seminar	Fall Semester YEAR THREE		
Pass Qualifying Exam	Spring Semester of YEAR THREE		
Admitted to Ph.D. Candidacy	Fall Semester of YEAR FOUR		
Dissertation Proposal Approved	Fall Semester of YEAR FOUR		
Collect Data for Dissertation	YEARS FOUR-FIVE		
Apply for Internships	YEARS FOUR-FIVE		
Dissertation Defense	Prior to Completion of Internship		
Internship	YEARS FIVE-SIX		
Graduate	Upon Completion of Internship		

APPROVALS

Advisor Signature:	Date:
Director of Clinical Training Signature:	Date:

Ph.D. IN CLINICAL PSYCHOLOGY - DEGREE PLAN for ODD YEAR ADMITS

Student Name:		Student ID:
Telephone:		Advisor:
E-mail Address:		

Courses	Course Titles	Transfer Work	Semester of Completion	Credits	Grade
Year ONE Fall					
PSYC 6308	Advanced Psychopathology and Diagnosis			3	
PSYC 5328	Issues and Professional Ethics			3	
PSYC 6313	Evidence Based Practice			3	
PSYC 6340	Advanced Statistics & Design			3	
Year ONE Spring					
PSYC 6366	Advanced Assessment of Mental Abilities			3	
PSYC 6341	Multivariate Statistics			3	
PSYC 6301	Advanced Tests and Measurement			3	
Year ONE Summer					
PSYC 6368	Clinical and Diagnostic Assessment			3	
PSYC 6324	Diversity in Clinical Psychology			3	
PSYC 6342	Research Methods in Clinical Psychology			3	
Year TWO Fall					
PSYC 6352	Biological Foundations of Behavior			3	
PSYC 6311	Social and Cultural Psychology			3	
PSYC 5392	Clinical Skills I			3	
PSYC 5394	Thesis I (or Research with Underserved Populations)			3	
Year TWO Spring					
PSYC 6310	Cognition and Emotion			3	
PSYC 6320	Advanced Study in Development			3	
PSYC 5393	Clinical Skills II			3	
PSYC 5395	Thesis II (or Research with Underserved Populations)			3	
Year TWO Summer					
PSYC 5396	Supervised Practicum in Psychology			3	
Year THREE Fall					
PSYC 6375	Supervision and Consultation			3	
PSYC 5396	Supervised Practicum in Psychology			3	
PSYC 6381	Seminar in Underserved Populations			3	
Year THREE Spring					
PSYC 5397	Advanced Practicum in Psychology			3	
PSYC 6382	Research with Underserved Populations			3	
	Elective 1 or Seminar in Underserved Populations			3	
Year THREE Summer					
PSYC 5397	Advanced Supervised Practicum in Psychology			3	
Year FOUR Fall					
PSYC 6312	Practicum with Underserved Populations			3	
PSYC 6398	Dissertation			3	
	Elective 2			3	
Year FOUR Spring					
PSYC 6312	Practicum with Underserved Populations			3	
PSYC 6399	Dissertation			3	
	Elective 3			3	
Year FIVE Fall					
PSYC 6186/6386	Internship in Psychology (1-3 hours if needed)			1-3	
Year FIVE Spring					
PSYC 6186/6386	Internship in Psychology (1-3 hours if needed)			1-3	

Year FIVE Summer						
PSYC 6186/6386	Internship in Psychology	(1-3 hours if needed)			1-3	

	Approvals:	
	Student Signature:	Date:
	Advisor Signature:	Date:
	Director of Clinical Training Signature:	Date:

THE FIRST PAGE OF THIS DEGREE PLAN OUTLINES A <u>RECOMMENDED</u> PROGRESSION OF COURSEWORK. YOUR FACULTY ADVISOR WILL PROVIDE GUIDANCE ON ENROLLMENT EACH SEMESTER.

Pertinent Notes –

Proficiency Examination: The Proficiency Examination is taken after the student has completed a significant portion of, if not all, required coursework. Students may not advance to candidacy or register for dissertation hours until all portions of the Proficiency Examination have been passed satisfactorily. Upon successful completion of the Proficiency Examination, students will be advanced to candidacy.

Dissertation: A dissertation of original research contributing to the body of knowledge in clinical psychology will be required. Students must enroll for dissertation hours during each long semester while in the dissertation process. A minimum of 6 hours of dissertation credit is required.

Transfer Work: Students with graduate credit or degrees from other programs may transfer up to 12 hours of coursework with the approval of their advisor and the Doctoral Program Director of Clinical Training. Students who enter with a Master's degree in Clinical Psychology or Clinical Mental Health Counseling from the University of Texas at Tyler may apply up to 15 hours toward their doctoral program as approved by their advisor and the Director of Clinical Training. Only credit with a grade of "B" or better may be transferred. Credit earned more than six calendar years before admission to the program will not be accepted for transfer.

Time to Degree Completion: Students have a maximum of nine years to complete the program. Students will have five years to complete the program after entering candidacy. Students unable to complete the program within the designated time limits must file for an extension.

History of Psychology/History and Systems: This class can be taken at the undergraduate level during the program or prior to enrollment. This is required and must be taken before the proficiency exam.

Additional Course Work Not Required in Degree Plan (Summer Sessions Year 2, Year 3, Year 4, and/or other classes taken)

Courses	Course Titles	Transfer Work	Credits	Grade

Emphasis Areas Courses and Electives			
Course Number	Course Title	Required/Elective	SCH
Geropsychology/Neuropsychology: Note. You are required to take PSYC 6381, PSYC 6382, and two semesters of PSYC 6312. You have the choice of 3 electives from the list of courses below. You may take a second class of PSYC 6381 in lieu of one elective.			
PSYC 6381	Seminar in Underserved Populations (Elderly)	Required Elective in Degree Plan	3
PSYC 6382	Research with Underserved Populations (Elderly)	Required Elective in Degree Plan	3
PSYC 6312	Practicum with Underserved Populations	Required Class in Degree Plan - 2 semesters	3 (6 total)
PSYC 6383	Teaching of Psychology	Elective	3
PSYC 6384	Cognitive and Behavioral Applications	Elective	3
PSYC 6391	Independent Study	Elective	3
PSYC 6385	Supervision Practice in Psychology	Elective	3
PSYC 5380	Seminar: Death and Dying	Elective	3
PSYC 5380	Seminar in Psychology: Topic TBD	Elective	3
PSYC 5350	Clinical Neuropsychology	Elective	3
PSYC 5354	Psychopharmacology	Elective	3
PSYC 5356	Neuropsychological Assessment of Memory	Elective	3
PSYC 5359	Neuropsychological Assessment: Flexible Battery	Elective	3
PSYC 5358	Neuropsychological Assessment: Fixed Battery	Elective	3
PSYC 5361	Behavior Modification	Elective	3
Military/Veterans Mental Health: Note. You are required to take PSYC 6381, PSYC 6382, and two semesters of PSYC 6312. You have the choice of 3 electives from the list of courses below. You may take a second class of PSYC 6381 in lieu of one elective.			
PSYC 6381	Seminar in Underserved Populations (Mil/Vet)	Required Elective in Degree Plan	3
PSYC 6382	Research with Underserved Populations (Mil/Vet)	Required Elective in Degree Plan	3
PSYC 6312	Practicum with Underserved Populations	Required Class in Degree Plan- 2 semesters	3 (6 total)
PSYC 6383	Teaching of Psychology	Elective	3
PSYC 6384	Cognitive and Behavioral Applications	Elective	3
PSYC 6385	Supervision Practice in Psychology	Elective	3
PSYC 6391	Independent Study	Elective	3
PSYC 5345	Group Therapy	Elective	3
PSYC 5354	Psychopharmacology	Elective	3
PSYC 5380	Seminar in Psychology: Topic TBD	Elective	3
COUN 5319	Addictions Counseling	Elective	3
PSYC 5361	Behavior Modification	Elective	3
COUN 5373	Treatment of Trauma	Elective	3
Rural Mental Health: Note. You are required to take PSYC 6381, PSYC 6382, and two semesters of PSYC 6312. You have the choice of 3 electives from the list of courses below. You may take a second class of PSYC 6381 in lieu of one elective.			
PSYC 6381	Seminar in Underserved Populations (Rural)	Required Elective in Degree Plan	3
PSYC 6382	Research with Underserved Populations (Rural)	Required Elective in Degree Plan	3
PSYC 6312	Practicum with Underserved Populations	Required in Degree Plan- 2 semesters	3 (6 total)
PSYC 5345	Group Therapy	Recommended Elective	3
PSYC 6383	Teaching of Psychology	Elective	3
PSYC 6384	Cognitive and Behavioral Applications	Elective	3
PSYC 6385	Supervision Practice in Psychology	Elective	3
PSYC 6391	Independent Study	Elective	3
PSYC 5380	Seminar: Acceptance and Commitment Therapy	Elective	3
PSYC 5380	Seminar in Psychology: Topic TBD	Elective	3
PSYC 5354	Psychopharmacology	Elective	3
PSYC 5361	Behavior Modification	Elective	3
COUN 5319	Addictions Counseling	Elective	3

Ph.D. IN CLINICAL PSYCHOLOGY - DEGREE PLAN for EVEN YEAR ADMITS

Student Name:		Student ID:
Telephone:		Advisor:
E-mail Address:		

Courses	Course Titles	Transfer Work	Semester of Completion	Credits	Grade
Year ONE Fall					
PSYC 6308	Advanced Psychopathology and Diagnosis			3	
PSYC 5328	Issues and Professional Ethics			3	
PSYC 6313	Evidence Based Practice			3	
PSYC 6340	Advanced Statistics & Design			3	
Year ONE Spring					
PSYC 6310	Cognition and Emotion			3	
PSYC 6341	Multivariate Statistics			3	
PSYC 6301	Advanced Tests and Measurement			3	
Year ONE Summer					
PSYC 6368	Clinical and Diagnostic Assessment			3	
PSYC 6324	Diversity in Clinical Psychology			3	
PSYC 6342	Research Methods in Clinical Psychology			3	
Year TWO Fall					
PSYC 6352	Biological Foundations of Behavior			3	
	Elective 1			3	
PSYC 5392	Clinical Skills I			3	
PSYC 5394	Thesis I (or Research with Underserved Populations			3	
Year TWO Spring					
PSYC 6366	Advanced Assessment of Mental Abilities			3	
PSYC 6320	Advanced Study in Development			3	
PSYC 5393	Clinical Skills II			3	
PSYC 5395	Thesis II (or Research with Underserved Populations			3	
Year TWO Summer					
PSYC 5396	Supervised Practicum in Psychology			3	
Year THREE Fall					
PSYC 6375	Supervision and Consultation			3	
PSYC 5396	Supervised Practicum in Psychology			3	
PSYC 6311	Social and Cultural Psychology			3	
Year THREE Spring					
PSYC 5397	Advanced Practicum in Psychology			3	
PSYC 6382	Research with Underserved Populations			3	
	Elective 2			3	
Year THREE Summer					
PSYC 5397	Advanced Supervised Practicum in Psychology			3	
Year FOUR Fall					
PSYC 6312	Practicum with Underserved Populations			3	
PSYC 6398	Dissertation			3	
PSYC 6381	Seminar in Underserved Populations			3	
Year FOUR Spring					
PSYC 6312	Practicum with Underserved Populations			3	
PSYC 6399	Dissertation			3	
	Elective 3 or Seminar in Underserved Populations			3	
Year FIVE Fall					
PSYC 6386	Internship in Psychology (1-3 hours if needed)			1	
Year FIVE Spring					

PSYC 6386	Internship in Psychology	(1-3 hours if needed)			1	
Year FIVE Summer						
PSYC 6386	Internship in Psychology	(1-3 hours if needed)			1	

	Approvals:	
	Student Signature:	Date:
	Advisor Signature:	Date:
	Director of Clinical Training Signature:	Date:

THE FIRST PAGE OF THIS DEGREE PLAN OUTLINES A <u>RECOMMENDED</u> PROGRESSION OF COURSEWORK. YOUR FACULTY ADVISOR WILL PROVIDE GUIDANCE ON ENROLLMENT EACH SEMESTER.

Pertinent Notes –

Proficiency Examination: The Proficiency Examination is taken after the student has completed a significant portion of, if not all, required coursework. Students may not advance to candidacy or register for dissertation hours until all portions of the Proficiency Examination have been passed satisfactorily. Upon successful completion of the Proficiency Examination, students will be advanced to candidacy.

Dissertation: A dissertation of original research contributing to the body of knowledge in clinical psychology will be required. Students must enroll for dissertation hours during each long semester while in the dissertation process. A minimum of 6 hours of dissertation credit is required.

Transfer Work: Students with graduate credit or degrees from other programs may transfer up to 12 hours of coursework with the approval of their advisor and the Doctoral Program Director of Clinical Training. Students who enter with a Master's degree in Clinical Psychology or Clinical Mental Health Counseling from the University of Texas at Tyler may apply up to 15 hours toward their doctoral program as approved by their advisor and the Director of Clinical Training. Only credit with a grade of "B" or better may be transferred. Credit earned more than six calendar years before admission to the program will not be accepted for transfer.

Time to Degree Completion: Students have a maximum of nine years to complete the program. Students will have five years to complete the program after entering candidacy. Students unable to complete the program within the designated time limits must file for an extension.

History of Psychology/History and Systems: This class can be taken at the undergraduate level during the program or prior to enrollment. This is required and must be taken before the proficiency exam.

Additional Course Work Not Required in Degree Plan (Summer Sessions Year 2, Year 3, Year 4, and/or other classes taken)

Courses	Course Titles	Semester	Credits	Grade

Emphasis Areas Courses and Electives			
Course Number	**Course Title**	**Required/Elective**	**SCH**
Geropsychology/Neuropsychology:			
Note. You are required to take PSYC 6381, PSYC 6382, and two semesters of PSYC 6312. You have the choice of 3 electives from the list of courses below. You may take a second class of PSYC 6381 in lieu of one elective.			
PSYC 6381	Seminar in Underserved Populations (Elderly)	Required Elective In Degree Plan	3
PSYC 6382	Research with Underserved Populations (Elderly)	Required Elective in Degree Plan	3
PSYC 6312	Practicum with Underserved Populations	Required Class in Degree Plan - 2 semesters	3 (6 total)
PSYC 6383	Teaching of Psychology	Elective	3
PSYC 6384	Cognitive and Behavioral Applications	Elective	3
PSYC 6391	Independent Study	Elective	3
PSYC 6385	Supervision Practice in Psychology	Elective	3
PSYC 5380	Seminar: Death and Dying	Elective	3
PSYC 5380	Seminar in Psychology: Topic TBD	Elective	3
PSYC 5350	Clinical Neuropsychology	Elective	3
PSYC 5354	Psychopharmacology	Elective	3
PSYC 5356	Neuropsychological Assessment of Memory	Elective	3
PSYC 5359	Neuropsychological Assessment: Flexible Battery	Elective	3
PSYC 5358	Neuropsychological Assessment: Fixed Battery	Elective	3
PSYC 5361	Behavior Modification	Elective	3
Military/Veterans Mental Health:			
Note. You are required to take PSYC 6381, PSYC 6382, and two semesters of PSYC 6312. You have the choice of 3 electives from the list of courses below. You may take a second class of PSYC 6381 in lieu of one elective.			
PSYC 6381	Seminar in Underserved Populations (Mil/Vet)	Required Elective In Degree Plan	3
PSYC 6382	Research with Underserved Populations (Mil/Vet)	Required Elective in Degree Plan	3
PSYC 6312	Practicum with Underserved Populations	Required Class in Degree Plan- 2 semesters	3 (6 total)
PSYC 6383	Teaching of Psychology	Elective	3
PSYC 6384	Cognitive and Behavioral Applications	Elective	3
PSYC 6385	Supervision Practice in Psychology	Elective	3
PSYC 6391	Independent Study	Elective	3
PSYC 5345	Group Therapy	Elective	3
PSYC 5354	Psychopharmacology	Elective	3
PSYC 5380	Seminar in Psychology: Topic TBD	Elective	3
COUN 5319	Addictions Counseling	Elective	3
PSYC 5361	Behavior Modification	Elective	3
COUN 5373	Treatment of Trauma	Elective	3
Rural Mental Health:			
Note. You are required to take PSYC 6381, PSYC 6382, and two semesters of PSYC 6312. You have the choice of 3 electives from the list of courses below. You may take a second class of PSYC 6381 in lieu of one elective.			
PSYC 6381	Seminar in Underserved Populations (Rural)	Required Elective In Degree Plan	3
PSYC 6382	Research with Underserved Populations (Rural)	Required Elective in Degree Plan	3
PSYC 6312	Practicum with Underserved Populations	Required in Degree Plan- 2 semesters	3 (6 total)
PSYC 5345	Group Therapy	Recommended Elective	3
PSYC 6383	Teaching of Psychology	Elective	3
PSYC 6384	Cognitive and Behavioral Applications	Elective	3

PSYC 6385	Supervision Practice in Psychology	Elective	3
PSYC 6391	Independent Study	Elective	3
PSYC 5380	Seminar: Acceptance and Commitment Therapy	Elective	3
PSYC 5380	Seminar in Psychology: Topic TBD	Elective	3
PSYC 5354	Psychopharmacology	Elective	3
PSYC 5361	Behavior Modification	Elective	3
COUN 5319	Addictions Counseling	Elective	3

TRANSFER OF GRADUATE CREDIT TOWARDS DOCTORAL DEGREE – INTERNAL (Appendix D)

STUDENT INFORMATION

Name:	SID:
Date:	Semester/Year Admitted:
Advisor:	

Students who enter with a Master's degree in Clinical Psychology or Clinical Mental Health Counseling from the University of Texas at Tyler may apply up to 15 hours toward their doctoral program as approved by their advisor and the Director of Clinical Training.
Only the following courses will be considered:

Course Number	Course Title	Semester Completed	Grade Earned
PSYC 5328	Issues and Professional Ethics		
PSYC 6366	Advanced Assessment of Mental Abilities		
PSYC 5392	Clinical Skills I (Applied Counseling Practice)		
PSYC 5394	Thesis I		
PSYC 5395	Thesis II		

APPROVALS

Advisor Signature:	Date:
Director of Clinical Training Signature:	Date:
Chair Signature:	Date:

TRANSFER OF GRADUATE CREDIT TOWARDS DOCTORAL DEGREE - EXTERNAL (Appendix E)

STUDENT INFORMATION

Name:	SID:
Date:	Semester/Year Admitted:
Advisor:	

Students with graduate credit or degrees from other Universities may transfer up to 12 hours of coursework with the approval of their advisor and the Doctoral Program Director of Clinical Training.

Only coursework comparable to the following courses will be considered:

Course Number	Course Title	Course Description
PSYC 5328	Issues and Professional Ethics	Survey of issues in the practice of psychology and counseling from an ethical and professional viewpoint. Consideration of such things as the rules of the psychology and counseling boards, ethical case studies and professional practices.
PSYC 6366	Advanced Assessment of Mental Abilities	Examines the historical background of selected individual scales of intellectual functioning. Special emphasis will be given to supervised practice in the administration, scoring, interpretation, and psychological report writing of the WAIS-IV.
PSYC 5394	Thesis I	Selection of a research topic and development of a thesis plan.
PSYC 5395	Thesis II	Completion and committee defense of independent thesis project.

COURSES TO BE TRANSFERRED

Name of Institution	Semester Taken	Course Number	Course Title	Hours	Grade	UT Tyler Equivalent Course

The courses listed above must have a grade of B or better and derive from a regionally accredited university

☐ Please attach the syllabi for the courses you are intending to transfer to this document.

JUSTIFICATION FOR SUBSTITUTION OF COURSES
Please provide reasoning for each course you are Appendix ing to transfer.

APPROVALS

The student identified on page 1 has received credit for the following course(s) that will count towards his/her PhD in Clinical Psychology from the University of Texas at Tyler:

Advisor Signature:	Date:
Director of Clinical Training Signature:	Date:
Chair Signature:	Date:

PRACTICUM SITE LIST (Appendix F)

SITE NAME	Contact	Open/ Closed	Active Status	Active Notes	COVID Precautions	Location
Alzheimer's Alliance of Smith County; Stephanie Taylor Director; Kathy McCabe LPC; Wilmarys Mora LPA	903-509-8323; kathy@alzalliance.org	O	Active			3531 S. Broadway Ave. Tyler, TX 75701
Andrews Center	Dennis Combs, Ph.D. (903) 596-8353 Dcombs@uttyler.edu	O	Active			2323 Front St. PO Box 4730, Tyler, TX 75712
Andrews Center	Nicholas Bennie MA LPC 903-535-7445	O	Active	New Site; Intakes and Counseling		2323 Front St. PO Box 4730, Tyler, TX 75712
Barefoot Therapists, Laura Knowles, LPC, Phd (Experimental)	Laura Knowles 972-885-6435 lauraknowlesphd@outlook.com	O	Active			Denton, TX 76210
Bluesprig Pediatrics; Dir: Cami Schmidtke; Sup: Carol Banks	Andrew Capezzera M.Ed, BCBA, LBA: 430-205-8710, acapezzera@bluesprigpediatrics.com Carol Banks: 803-467-7160	o	Active			1001 W Southwest Loop 323, Tyler, TX
Carewright Clinical Services Kalima, Charway, PhD	214 918 1999 DRKCharway@carewright.org	O	Active			8390 LBJ Freeway, Suite 575, Dallas, TX 75243
Cenikor Foundation, Christine Van Voast	903-630-7461	O	Inactive			1827 W Gentry Pkwy Tyler, TX 75702
Children's Advocacy Center of Smith County; Chief Program Officer Jennifer Subin; Supervisor Amber Quaranta-Leech, LPC	903-533-1880 amber@cacsmithcounty.org	O	Active			75766
Children's Health System of Texas; Andrea Wahlberg, PhD	(469) 303-4784; Andrea.Wahlberg@childrens.com	O	Active			7601 Preston Rd., Suite P4300, Plano, TX 75024
Children's Health System of Texas; Candace, PhD	214-867-0814; Candace Genest candace.genest@childrens.com	O	Active			7000 Preston Rd., Suite 100, Plano, TX 75024
Community Health Core, Dir. Jaime Jaggers LPC-S; Sup. Braden Friedrich, LPC	Dir. (903)757-8708; jaime.jaggers@communityhealthcore.com; Sup. 903-932-2177; braden.friedrich@communityhealthcore.com	O	Active			950 4th St., Longview, TX 75601

Community Health Core, Rachel Harrington LPC	(903) 297-1852 Rachel Harrington Rachel.Harrington@CommunityHealthcore.com	O	Active			1300 N. 6th St., Longview, TX 76701
Crisis Center of Anderson & Cherokee Counties, Amy Evans-Gean (was Wilson), M.A. LPC-S	903-284-6814; "Amy Evans-Gean" <amye@mycrisiscenter.com>	O	Active			603 Palestine St. Jacksonville, Tx
Dallas Cognitive Wellness Center; Claire Simpson, Ph.D.	(469) 405-0877; claire.simpson@dallascognitivewellnesscenter.com	O	Active			16980 Dallas Parkwat Suite 204, Dallas, TX 75248
E. Texas Crisis Center, Supervisor:Program Director: Angie Vasquez	(903) 509-2526	O	Inactive			2401 Hughey Dr, Tyler, TX 75701
East Texas Center for Independent Living; Amy Evans-Gean, LPC-S; was Amy Wilson	(903) 521-0268 amywilsonlpc@gmail.com; "Amy Wilson" <awilson@@etcil.org>	O	Active			4613 Troup HWY, Tyler, TX 75703
East Texas Psychological Services; Dr. McBride; Dr. Dawn Lowe	William McBride, Ph.D. (903) 675-9570 etps1@protonmail.com Dawn Lowe (supervisor)	O	Active			700 South Palestine St., Athens, TX
Embrace New Life; Elizabeth Davis, MA, LPC-S	972.292.7092; Elizabeth@EmbraceNewLife.com	O	Active			25 Nobel Court, Heath, TX 75032
Evermind; Michael Barnett, PhD	mbarnett@uttyler.edu; 469-213-6400	O	Active			4500 Hillcrest Rd., Suite 115, Frisco, TX 75035
Foundation Medical Group, Justin Thompson, MD	469 909 1312 or 817 739 0433 JHTHOMPS@gmail.com	O	Active			8390 LBJ Freeway, Suite 500, Dallas, TX 75243
Hope Station; Kathy Keith LPC	Kathy Keith Kathykeithlpc@gmail.com; 903-689-3022	O	Active	Sex Offenders		919 S Magnolia St., Palestine, TX 75801
Juvenile Detention Center	Stevie Hight PhD (903) 535-0850 shight@smith-county.com	O	Inactive			2630 Morningside Dr., Tyler, TX 75708
Kathy Keith LPC Private Practice	Kathy Keith Kathykeithlpc@gmail.com; 903-689-3022	O	Active			Private Practice, Tyler, TX
Kaufman County CAC; Saundra Monroe, LPC	Saundra Monrroe 972.932.6252, saundra@kaufmanccac.org	O	Active			500 S Washington St., Kaufman, TX 75142

Kranz Psych. Svc., Sarah Kranz, Ph.D.	Paige Vanmeter (903) 200-1433 paige.vanmeter@ kranzpsychservic es.com; sarah.kranz@kra nzpsychservices.c om	O	Active			1125 Judson Rd #150, Longview, TX 75601
Living Well, Amy Waters LPC-S	Amy Waters (903)871-3450; Info@livingwellty ler.com	O	Active			16911 County Rd. 122, Tyler, TX 75703
Longview ISD Cynthia (Beth) Young, LPC	Site Director Cindy Verhalen Direcor of Special Programs; Supervisor Cynthia (Beth) Young 903-803-5968, cbyoung@lisd.org	O	Active			PO Box 3268, 1301 East Young St., Longview, TX 75606
Martin House CAC, Desiree Glaze, LPC & Tracey Moore, LPC	(903) 807-0189 tracey@themarti nhousecac.org desireecounselin g@gmail.com	O	Active			606 Garfield Dr suite d, Longview, TX 75602
Martin Neurobehavioral, Stephen Martin, Ph.D.	(903) 258-9938 skmartin@etxneu ropsych.net	O	Active	Need to start training a month in advance		3800 Paluxy Dr., #500, Tyler, TX 75703
Memory Assessment and Research Center, Barnett	MARC: mbarnett@uttyle r.edu; (903) 630-7479	O	Active			215 Winchester Dr, Tyler, TX 75701/6589 Oakhill Blvd. Tyler TX 75703
Neuroresorative-morgan.beckmon@sevita health.com Marisella Stocks, LPA; Charles Walker, Ph.D	Neurorestorative (903) 877-8730 marigstocks@gm ail.com Morgan Beckmon Office: 903.201.4851; morgan.beckmon @sevitahealth.co m	O	Inactive	Need to address staffing		11937 US HWY 271, Tyler, Texas
Pediatric Associates of Dallas; Claire Simpson, Ph.D.	214-732-9300; claire.simpson@d allascognitivewell nesscenter.com	O	Active			7859 Walnut Hill Ln, Dallas, TX 75230
Rock and Rose Wellness, Kerri Tom, Psy.D.	(214) 732-3395 Drkerri@rockand rosewellness.com	O	Inactive			Loc 1: 405 River Birch Rd., Euless, TX, 76039 Loc 2: 350 Westpark Way, Suites 108 and 121, Euless, TX 76040
Rowland Psychology, Meggie Rowland, PhD; Dir & Supervisor	(903) 258-6008; mrowland@rowl andpsychology.co m	O	Active			1404 Rice Rd, Ste 300, Tyler, TX 75703

Rusk County Children's Advocacy Center; Director: Sarah Wallace; Supervisor *******************	Sarah Wallace 903-657-0790; swallace@rusk-panolacac.com	O	Active			610 US Hwy 79 N Henderson, TX 75653
Rusk State Hospital, Sarah J. Rogers, Ph.D.	(903) 683-7498 Rogers,Sarah J (HHSC/DSHS RSH) <Sarah.Rogers@hhs.texas.gov> Mills,David E (HHSC/DSHS RSH) <David.Mills2@hhs.texas.gov> (supervisor)	O	Active			Rusk, TX
Shelby County CAC, Sarah Shires, MS, LPC-S	Sarah Shires, MS, LPC-S; 936-590-9864; sshires13@yahoo.com	O	Active			131 Tenaha Street, Center, TX 75935
Terrell State Hospital, PsyD; Lorene Thompson, PsyD; Admin: Wanda Elliot	Over Students: Lorene.Thompson@hhs.texas.gov Wanda Elliott: Wanda.Elliott@hhs.texas.gov Main Psychology number is 972-551-8561	O	Active	Taking students again		Terrell, TX
Texas Neuropsychology Group	Gabriel Jasso (972) 789-9600 gabriel.Jasso@Txngroup.com		Active			12800 Preston Rd, Suite 101, Dallas, TX 75230
Tyler ISD, Chris Bell-Roberson, LSSP	(903) 262-3117, Chris.Bell@tylerisd.org	O	Active	Wanting to take more students		Tyler Independent School District, PO Box 2035, Tyler, TX 75710
UT Tyler Student Counseling Center	Kimberly Harvey-Livingston, LPC-S (903)566-7197 Klivingston@uttyler.edu; Linda Long, LPC-S 903-565-5891; Llong@uttyler.edu	O	Active			TUT Tyler Campus
UTHSC Intensive Outpatient (Substance-Related, Trauma, Mental Health) Lee Ann Valdez, Program Manager; Kendra Bennett, LPC Supervisor	Lee Ann Valdez, Program Manager 903 877-8942; LeeAnn.Valdez@uttyler.edu Kendra Bennett, LPC Supervisor 903 877-5560; Kendra.Bennett@uttyler.edu		Active	Treatment Groups, Psychosocial/Intakes, Treatment Plans		11937 US HWY 271, Tyler, Texas

UTHSC, Inpatient; Halle Ross-Young, PhD	903-877-7234, halle.ross-young@uthct.edu	O	Active	Advanced Doc Students only; ask Dr. Green for details		11937 US HWY 271, Tyler, Texas
UTTylerHSC; Andrew Schmitt, Ph.D.; Pelin Strebler, Ph.D	(903) 877-8721 andrew.schmitt@uthct.edu (903) 877 7284 Pelin.Strebler@uthct.edu	O	Active			11937 US HWY 271, Tyler, Texas
Van Zandt Children's Advocacy Center; Anna Mitchell LPC	(903) 567-1212	O	Active			503 West Hwy 243, Canton, TX 75103
Wellspring Psych. Svc., Jonathan Ridenour, Psy.D.	(903) 630-5788 jonathan@drridenour.com	O	Active			4801 Troup HWY #502, Tyler, TX 757033

PRACTICUM PLACEMENT AGREEMENT (Appendix G)

Date: _____

This agreement is herein established for the purpose of providing a supervised practicum experience for advanced graduate students in the University of Texas at Tyler Department of Psychology and Counseling programs at the following agency:

1. Practicum Agency/School

Name	
Address	
Phone	
Site Director	
Site Supervisor	
Years of experience as LPsych/LPA/LPC/LCSW/BCBA in TX	
Site Supervisor Phone (if different from above)	

2. Student (herein called the "Practicum Student")

Name	
Address	
Phone	
Email	

This is for the purpose of providing a practicum experience for the above-named student for:

Course Number: <u>Choose One</u>
Credits: <u>   3   </u>
Semester, Year: _____

It is mutually agreed:

That the above-named **agency** will provide the following:

1. The assignment of a practicum site supervisor who is a licensed psychologist, licensed professional counselor, or other licensed mental health professional who has at least three years experience (LSSP, BCBA) since receiving his or her license and who meets the specific approval of the Department of Psychology and Counseling at UT-Tyler.

2. An orientation to the agency and specific practicum student activities defined.

3. Coordination of the practicum student's professional learning activities (approximately 200 clock hours per semester) with the agency.

4. Clients with whom the practicum student may conduct confidential therapy and assessments for analysis and supervision (direct client contact should total approximately 100 hours per semester).

5. Permission for students to present their work with their clients to their classmates and faculty/instructor/supervisor at the University of Texas at Tyler, including the following:

    ☐ audio recordings of client sessions, and
    ☐ video recordings of client sessions, and
    ☐ transcripts of client sessions, and
    ☐ case notes from client sessions, and
    ☐ assessment results from client work,

    with all identifying information deleted. Written, informed consent from clients for these specific uses will be obtained, and confidentiality will be strictly enforced. These tapes may be used in the following ways:
    • a segment of one or more sessions may be typed
        verbatim so that the student may add process comments to the typed segment and submit for faculty supervisor and other practicum students during small group supervision;
        • segments of tapes may be shown during individual or small group supervision with faculty and/or other practicum students; All tapes will be kept secure at all times, and will be erased within 60 days following their use in the course. Strict confidentiality will be maintained beyond these specific uses.

6. Site supervision of the practicum student's work with feedback and support, including **one hour per week of face-to-face individual supervision** (totaling at least 15 hours over the semester). This will include:

    ☐ live supervision of student's work with clients, with immediate feedback following, and
    ☐ audio recordings of client sessions, and
    ☐ video recordings of client sessions, and
    ☐ case notes from client work, and
    ☐ assessment results from client work, writing reports when appropriate

7. Feedback concerning the practicum student's progress to the faculty supervisor through the completion of two Student Clinical Skills Evaluation (SCSE) (once at midterm if needed, once at end of term) forms (discussed with the practicum student and forwarded to the faculty supervisor) and immediate contact with the faculty supervisor in the case of any concerns or deficiencies in the practicum student's performance. **Supervisor must directly observe student's direct delivery of services at least once per semester, either in person or through observation of recording.**

That the **practicum student** will:

1. Be at the agreed upon site location(s) at the scheduled times.

2. Provide documentation that they have current individual professional liability insurance (APA, ACA, ASCA, etc.).

3. Demonstrate professional behavior consistent with ethical guidelines at all times, and follow all agency policies and regulations in their practicum work.

4. Be assigned the following general duties and responsibilities given below.
   (Site Supervisor: *Please list additional responsibilities specific to your setting*.)

	Individual Therapy
	Group Therapy
	Psychological/Neuro Assessment
	Other (Please Explain)

5. Attend regular UT-Tyler Practicum class meetings to receive feedback and help regarding practicum skill development. **Students must attend each class meeting to receive total credit, unless absence is excused in advance.**

6. Keep a log of the time spent in the practicum that records dates, hours, and the duties performed. **The log of hours must be verified by the signature of the on site supervisor.**

7. Write an evaluation of the practicum experience to be submitted to the faculty supervisor at the end of the semester.

That the **UT-Tyler practicum instructor** will provide the following:

1. Advise the practicum student of the requirements (class meetings, activities, reports, evaluations, etc.) involved in the practicum.

2. Provide periodic, regular class meetings for small group supervision, to discuss common needs and experiences, and assist practicum students in their skill development.

3. Maintain periodic contact with the site supervisor and the practicum student to discuss his or her progress (telephone contact, site visits, etc.) as deemed necessary.

4. Give the practicum student feedback regarding the faculty supervision and maintain appropriate records for evaluation and grading.

5. Be responsible for the evaluation and grading of the practicum student.

It is the expectation of all three parties involved that the above conditions be met. Should they not be met, it is imperative that all three parties discuss the situation at the earliest possible date. This agreement may be terminated by the Agency or the University at any time, with notice to all parties made within 2 business days. The agreement may be terminated by the student only with concurrence of the University faculty instructor.

The following signatures verify agreement to these conditions:

_____   _____ Signature of
Practicum Student   Date

_____   _____ Signature of Site
Supervisor   Date

_____   _____ Signature of UT
Tyler Practicum Instructor   Date

_____   _____ Signature of UT
Tyler Provost   Date

*Any site unable to meet the required conditions, will NOT be approved.

SEMESTER SUMMARY OF PRACTICUM HOURS: DOCUMENTATION FORM (Appendix H)

This form allows students to document their experience in therapy and other psychological interventions. Thus, while this form lists a wide range of experiences that one might have had, no one will have all these experiences, either in one semester or even at the end of training. In short, each student will have many blank areas on the form.
Practicum hour - A practicum hour is a clock hour not a semester hour. A 45- 50 minute client hour may be counted as one practicum hour.

Also, please note that Items 1 - 2 below are meant to be mutually exclusive; thus, any practicum hour should not be counted more than once across these items. You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that best captures your experiences.
One form MUST be filled out for each practicum placement you do. Thus, if you complete two placements in one semester, you must fill out two forms.

STUDENT NAME:_____ STUDENT #:_____

COURSE #:_____CREDIT HOURS:_____ SEMESTER/YEAR:_____

COURSE INSTRUCTOR:_____

SUPERVISOR:_____ACADEMIC ADVISOR:_____

SETTING IN WHICH HOURS TOOK PLACE:_____
Circle Setting Type: Child Clinic; Community Mental Health Center; Department Clinic; Forensic/Justice Setting; Inpatient Hospital; Military; Outpatient Medical/Psychiatric Clinic and Hospital; University Counseling Center; Elem. School; Sec School; Private Practice Office, Church; Other (specify:_____)

SIGNATURES (DATES) OF PRACTICUM INSTRUCTOR:_____
SIGNATURE (DATE) OF SUPERVISOR:_____
SIGNATURE OF STUDENT:_____

1. **INTERVENTION EXPERIENCE**- In this section, record actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category. Time spent gathering information about the client/patient, but not in the actual presence of the client/patient, should be recorded under Support Activities below. Record the total numbers of hours of each activity in the space provided. Count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours.

Total # of hours

a. Individual Therapy
      1) Older Adults (65+)   _____
      2) Adults (18-64)   _____
      3) Adolescents (13 – 17   _____
      4) School-Age (6 – 12)   _____
      5) Pre-School Age (3 – 5)   _____
      6) Infants / Toddlers (0 –2)   _____
b. Career Counseling
      1) Adults   _____
      2) Adolescents   _____
c. Group Therapy
      1) Adults   _____
      2) Adolescents (13 – 17)   _____
      3) Children (12 and under)   _____
d. Couples Therapy   _____
e. Family Therapy   _____
f. School Psychology Interventions   _____
g. Other Psychological Interventions
      1) Sports Psychology   _____
      2) Medical/Health Related   _____
      3) Intake/Structured Interview   _____
      4) Client Consultation   _____
      5) Other Intervention   _____
h. Other Psychological Experiences with Students/Organizations
      1) Supervision of Other Students   _____
      2) Program Development /outreach   _____
      3) Outcome assessment of programs   _____
      4) Systems, Organization consultation   _____

I. Telephone/Telehealth Interventions   _____

Total Intervention Hours _____

2. Psychological Assessment Experience:

This is the total estimated number of face-to-face client contact hours administering and providing feedback to clients. This does not include time spent scoring and/or report writing, which should be included under item 5 below ("Support Activities").

Total # hours face-to-face
    1) Psychodiagnostic Test Administration[1]   _____
    2) Neuropsychological Assessment[2]   _____
    3) Telephone Based/Telehealth   _____

Total Assessment Hours _____

[1]   Includes symptom assessment, personality, objective measures, achievement, intelligence, and career assessment, and providing feedback to clients
[2]   Includes intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving the evaluation of multiple cognitive, sensory, and motor functions.

TOTAL DIRECT INTERVENTION AND ASSESSMENT HOURS:
    Add the number of hours included in 1 and 2   _____

3. **INTEGRATED REPORT WRITING** - How many carefully supervised integrated psychological reports have you written this semester? An integrated report includes a history, an interview, and at least two tests from the following categories: Personality assessment (objective and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client. Indicate below how many you have written this semester for each of the following populations:
    a. Adults: _____
    b. Children/Adolescents: _____

4. **SUPERVISION RECEIVED** - Supervision is divided into one-to-one, group, and peer supervision/consultation.

The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many practica courses incorporate both didactic and experiential components. The didactic portion should not be recorded as a supervision activity; it should instead be recorded as a support activity

1) Supervised by a Licensed Psychologist   Individual _____   Group _____
2) Supervised by a Licensed Allied MH Prof Individual _____   Group _____
3) Other Supervision (peer)   Individual _____   Group _____

Total Supervision Hours   **Individual _____**   **Group _____**

5. **SUPPORT ACTIVITIES** - Record time spent outside the counseling/therapy hour focused on the client/patient (e.g., chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, planning interventions, assessment interpretation and report writing. In addition, it includes the hours spent in your practicum site in didactic training, such as attending seminars:

   TOTAL SUPPORT HOURS: _____

6. **SEMESTER TOTAL SUMMARY OF PRACTICUM HOURS** - This section summarizes the total number of practicum hours described above.
   a. Total Intervention and Assessment Hours:
   b. Total Support Hours:
   c. Total Supervision Hours:

   GRAND TOTAL: _____

7. **OTHER INFORMATION ABOUT YOUR PRACTICUM OR WORK EXPERIENCE**
   a. List types of groups led or co-led:_____
   b. Did you gain any experience with Managed Care Providers this semester? Yes No
   c. Have you audio or videotaped clients and reviewed these tapes with your clinical supervisor? Audiotape review: Yes No; Videotape review: Yes No
   d. Please indicate the number of clients/patients seen for each of the following diverse populations this semester. You may provide additional information or comments. Include clients for whom you performed assessments or intake interviews. For this item, you may include a single client in more than one category as appropriate. For families and/or couples, please count each individual separately.

# of Different Clients Seen: Race/Ethnicity
 African-American / Black/ African Origin _____
 Asian-American / Asian Origin /Pacific Islander _____
 Latino-a / Hispanic _____
 American Indian / Alaska Native / Aboriginal Canadian _____
 European Origin/ White _____
 Bi-racial / Multi-racial _____
 Other (Specify: _____) _____

# of Different Clients Seen:
 Sexual Orientation: _____
 Heterosexual _____
 Gay _____
 Lesbian _____
 Bisexual _____
 Transgender _____
 Other (specify: _____) _____
 # of Different Clients Seen: Disabilities
 Physical/Orthopedic Disability _____
 Blind/Visually Impaired _____
 Deaf/Hard of Hearing _____
 Learning/Cognitive Disability _____
 Developmental Disability _____
 Serious Mental Illness _____
 Other
 (specify:_____)
 _____ # of Different Clients
 Seen Gender:
 Male _____
 Female: _____

8. **OTHER CLINICAL EXPERIENCES**
 Please describe any other clinical work done this semester in settings or activities that are not described above. This includes professional work experiences separate from your practicum placement.

STUDENT CLINICAL SKILLS EVALUATION-PHD (SCSE-PHD)
(Appendix I)

STUDENT INFORMATION

Student:	Rater:
Student ID:	Course:
Date of Evaluation:	Semester:

Instructions: Select and rate skills in only those areas that are relevant to the course and learning outcomes for which you are completing this assessment. Leave other blank. Please use the following scale to rate the student's level of skill development, with a readiness for entry level practice as your reference point.

Exceeds Expectations (Rating = 4): Always performs above the minimal requirements and demonstrates outstanding aptitude and application of clinical skills. Well-developed competence with minimal supervision needed (readiness for entry level practice).

Meets Expectations (Rating = 3): Usually meets the minimum requirements in a satisfactory manner; could benefit from additional training/development. Satisfactory level of competence for the student's developmental level. Limited and occasional supervision is needed

Does Not Yet Meet expectations (Rating = 2): Occasionally fails to meet minimum requirements in a satisfactory manner; needs improvement. Emerging competence (novice level). Routine supervision is needed for training activities.

Does Not Meet Expectations (Rating = 1): Usually fails to meet minimum requirements; needs significant improvement and remediation. Regular, intensive supervision is needed.

No Basis: There is no basis on which to evaluate the student in this area.

1. Clinical Skills					
	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Demonstrates knowledge and understanding of counseling principles and procedures					
Able to explain the counseling process and objectives					
Able to explain treatment approach to clients					

Able to devise treatment plan					
Works from a sound theoretical model					

Comments:

2. Use of Therapeutic Skills					
	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Demonstrates the ability to use these skills effectively:					
Basic empathy/empathic understanding					
Challenging					
Probing					
Exploration of client concerns					
Minimizes advice giving					
Identification of goals					
Summarizing					
Effective use of questions					
Effective use of silence					

Appropriate use of self-disclosure					
Other:					

Comments:

3. Scientific Foundations of Practice

	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Knowledge of scientific, theoretical, and contextual bases of intervention and the value of evidence-based practice and its role in scientific psychology					
Able to integrate diagnostic/assessment information into a treatment plan/case conceptualization					
Formulates and conceptualizes cases and plans consistent theoretical orientation					
Demonstrates knowledge of an evidence based treatment along with the ability to articulate treatment components					
Demonstrates knowledge of the assessment of intervention outcomes					

Comments:

4. Interpersonal/Communication Skills

	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Able to communicate information effectively					

Able to develop rapport with client					
Able to communicate interest in and acceptance of the client					
Facilitates client expression of concerns and feelings					
Able to handle difficult interpersonal situations or conflicts that may arise in professional interactions					
Case presentation skills are consistent with professional expectations					
Writing skills are consistent with professional expectations					
Able to form effective relationships with:					
• Clients					
• Supervisor					
• Colleagues					
• Other Agencies					
Comments:					

5. Diagnosis Skills					
	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Knowledge of diagnostic classification and can use of the DSM system					
Knowledge regarding the range of normal and abnormal behavior in the context diversity, culture, and individual differences					
Able to conduct diagnostic evaluations					
Able to develop differential diagnoses					

Comments:

6. Assessment Skills					
	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Demonstrates knowledge of theories and methods of psychological assessment, measurement, and test construction					
Knowledge of administration and scoring of clinical assessment measures including clinical interviewing/behavioral observations and mental status exams					
Selects appropriate assessment measures to answer diagnostic/clinical questions					
Able to perform all required testing					
Able to interpret test results					
Able to effectively communicate assessment outcomes					
Able to write effective assessment reports					
Other Assessment Skills:					
Comments:					

7. Ethics, Professional Skills and Dispositions

	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Demonstrates professional behaviors, values, attitudes					
Completes case reports and records punctually and accurately					
Is on time for appointments and prompt to respond to requested duties and tasks					
Demonstrates ethical behavior in professional duties					
Able to recognize ethical dilemmas and engage in effective problem-solving to address problems					
Demonstrates ability to make appropriate referrals					
Demonstrates a personal commitment to developing professional competencies					
Knowledge of state mental health laws					
Comments:					

8. Sensitivity to Diversity					
	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others					

Knowledge, awareness, and understanding of other individuals as cultural beings					
Knowledge, awareness, and understanding of interactions between self and diverse others					
Basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to diversity as they apply to professional psychology.					
Understanding of issues of diversity as it applies to all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)					
Knowledge of assessment and intervention methods with military veterans, the elderly, and/or persons from rural settings					
Demonstrates behaviors consistent with an appreciation of and respect for diversity in all areas.					
Comments:					

9. Supervision					
	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Seeks supervision/consultation/resource info when					
Awareness of need for straightforward, truthful, and respectful communication in supervisory relationship					
Accepts/values formative feedback in supervision.					
Comes prepared for supervision with cases and specific questions					

	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Completes notes and assessment scoring prior to supervision.					

Comments:

10. Consultation Practices

	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Demonstrates knowledge of consultation practices					
Able to work as part of a multidisciplinary team					
Awareness and respect for the roles and opinions of other professionals					
Awareness of the need for cooperation and collaboration in consultation activities					
Comments:					

11. Case Presentation Skills (For Practicum Class Only; Rated by Class Instructor)					
	Does Not at All Meet Expectations	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	No Basis
Clearly Delivered	☐	☐	☐	☐	☐
Used Professional Language	☐	☐	☐	☐	☐
Treatment Goals and Interventions Appropriate	☐	☐	☐	☐	☐
Ethics, Diversity, and Legal Issues Addressed	☐	☐	☐	☐	☐
Recommendations Presented	☐	☐	☐	☐	☐
Comments:					

Overall Rating:

Grade Recommendation:

_____   _____

Signature of Rater   *Date*

Items and Domains Adapted from the Assessment of Competency Benchmarks Work Group: A Developmental Model for the Defining and Measuring Competence in Professional Psychology (2007) and the Benchmark Evaluation System for Professional Competencies, APA (2012)

SITE EVALUATION FORM – SUPERVISED PRACTICUM (Appendix J)

STUDENT & SITE INFORMATION

Supervisee:	Supervisor:
Placement Site:	Date of Field Placement:

Supervisee completes this form at the end of the field experience. This should be turned in to the university supervisor or internship coordinator as indicated by the university program.

Rate the following questions about your site and experiences with the following scale:
A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Relevance of experience to career goals
3. _____ Exposure to and communication of site goals
4. _____ Exposure to and communication of site policies/regulations/procedures
5. _____ Exposure to professional roles and functions within the setting
6. _____ Exposure to information about community resources
7. _____ Administrative support for the site counseling program
8. _____ Appropriate supervisee office space and working conditions
9. _____ Appropriate support by site of the supervisee

Using the same scale as above, rate all applicable experiences that you had at your site. Leave a blank space for experiences you did not have. Feel free to comment about specific experiences.
_____ Report writing/record keeping/counseling notes
_____ Intake interviewing
_____ Programming/planning activities
_____ Administration and interpretation of tests
_____ Staff presentations/case conferences /staff development workshops
_____ Individual counseling
_____ Group counseling
_____ Family/couple counseling
_____ Psycho-educational activities
_____ Consultation
_____ Support team, collaboration with other professionals
_____ Career counseling
_____ Program evaluation
_____ Other _____
_____ Other _____

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).
Based on your practicum/internship experience, select one of the following statements:
___ I wholeheartedly recommend this site for future students.
___ I recommend this site for future students.
___ I recommend this site, with reservations, for future students.
___ I do not recommend this site for future students.
Explain your statement:

PRACTICUM SUPERVISOR EVALUATION FORM (Appendix K)

STUDENT & SITE INFORMATION

Supervisee:	Supervisor:
Placement Site:	Date of Field Placement:

1. My supervisor met with me for at least one hour weekly:

   ☐ Always   ☐ Sometimes   ☐ Never

2. My supervisor directly observed me working with clients
   ☐ Yes   ☐ No

3. My supervisor viewed video tapes with me during supervision.
   ☐ Yes   ☐ No

4. My supervisor was available beyond the hour of required time to discuss questions and concerns for me.
   ☐ Always   ☐ Sometimes   ☐ Never

5. I felt my supervisor was knowledgeable regarding the work I was doing and learning.
   ☐ Yes   ☐ No

6. I was provided with on-going feedback regarding my performance.
   ☐ Always   ☐ Sometimes   ☐ Never

7. My supervisor and I had a good working supervisory relationship.
   ☐ Yes   ☐ No

8. My supervisor clearly followed ethical and professional guidelines:
   ☐ Yes   ☐ No

9. I would recommend this site and supervisor for future field experience students:
   ☐ Yes   ☐ No

   Explain:

What was the most valuable part of your experience with this site and your site supervisor?

What would you have liked to change about your site and supervisor?

GRADUATE STUDENT ANNUAL REVIEW OF PROGRESS-PhD (Rev. 2022) (Appendix L)

STUDENT INFORMATION

Name:	SID:
Date:	Semester/Year Admitted:
Credits Completed:	Credits Enrolled
Advisor:	GPA:
Year in Program:	Date of Review:

Exceeds Expectations (Rating = 4): Always performs above the minimal requirements and demonstrates outstanding aptitude and application of clinical skills. Well-developed competence with minimal supervision needed (readiness for entry level practice).

Meets Expectations (Rating = 3): Usually meets the minimum requirements in a satisfactory manner; could benefit from additional training/development. Satisfactory level of competence for the student's developmental level. Limited and occasional supervision is needed

Does Not Yet Meet Expectations (Rating =2): Occasionally fails to meet minimum requirements in a satisfactory manner; needs improvement. Emerging competence (novice level). Routine supervision is needed for training activities.

Does Not Meet Expectations (Rating =1): Usually fails to meet minimum requirements; needs significant improvement and remediation. Regular, intensive supervision is needed.

No Basis: There is no basis on which to evaluate the student in this area.

Item	Rating	Notes
Academic course performance: The student achieves grades of B or better in required coursework and is in good academic standing.		
Research Skills:		
• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.		
• Conduct research or other scholarly activities.		
• Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.		
Overall Domain		
Clinical Skills I (Intervention):		
• Establish and maintain effective relationships with the recipients of psychological services.		
• Develop evidence-based intervention plans specific to the service delivery goals.		

• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.		
• Demonstrate the ability to apply the relevant research literature to clinical decision making.		
• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.		
• Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.		
Overall Domain		
Clinical Skills II (Assessment):		
• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.		
• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).		
• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.		
• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.		
• Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision- making biases, distinguishing the aspects of assessment that are subjective from those that are objective.		
• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.		
Overall Domain		
Professional Responsibility:		
• Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others		
• Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.		
• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.		
• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.		
• Actively seek and demonstrate openness and responsiveness to feedback and supervision.		

• Demonstrate knowledge of supervision models and practices.		
• Participates in supervision activities in an appropriate and professional manner		
• Demonstrates effective and appropriate supervision Skills		
• Demonstrate knowledge and respect for the roles and perspectives of other professions.		
• Demonstrates knowledge of consultation models and practices.		
Overall Domain		
Ethical Responsibility:		
• Be knowledgeable of and act in accordance with each of the following:		
o the current version of the APA Ethical Principles of Psychologists and Code of Conduct;		
o Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and		
o Relevant professional standards and guidelines.		
• Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.		
• Conduct self in an ethical manner in all professional activities. (For example, maintains confidentiality, secures appropriate releases, understands and appropriately obtains informed consent, avoids dual relationships, understands personal limits and competencies)		
Overall Domain		
Sensitivity to Diversity and Individual Differences:		
• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.		
• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.		
• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.		
• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.		
Overall Domain		

Interpersonal/Communication Skills:		
• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.		
• Produce and comprehend oral, nonverbal, and written communications that are informative and well- integrated; demonstrate a thorough grasp of professional language and concepts.		
• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.		
Overall Domain		
Underserved Populations		
• Knowledge of the current theoretical and empirical knowledge base as it relates to veterans, older adults, and persons in rural settings.		
• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, clinical services, and other professional activities) as it applies to underserved populations.		
• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with underserved populations and then apply this approach in their clinical and research activities.		
Overall Domain		
Other activities and accomplishments		
Readiness to Begin Applied/Practicum Training		
Ratings From Practicum Placements		
Progress on Thesis and Dissertation Research		
OVERALL RATING OF PROGRESS TOWARD DEGREE		

If progress is less than MEETS EXPECTATIONS, the following action(s) is/are recommended (Check all that apply):

- ☐ Advisor/DCT Meeting
- ☐ Written Remediation Plan
- ☐ Faculty Hearing Panel
- ☐ Probation

☐ Dismissal

APPROVALS

Student Signature:	Date:
Advisor Signature:	Date:
Director of Clinical Training Signature:	Date:

General Petition Form – Ph.D in Clinical Psychology (Appendix M)

STUDENT INFORMATION

Student Name:	**Student ID:**
Telephone:	**Advisor:**
E-mail Address:	
Street Address:	
City, State, ZIP:	

Describe the Petition Request Below:

Approvals:
Student Signature: Date:
Advisor Signature: Date:
Graduate Program Coordinator Signature: Date:

REQUEST FOR DCT LETTERS TO INTERNSHIP (Appendix N)

STUDENT INFORMATION

Student Name:	**Student ID:**
Starting Term:	**Advisor:**
E-mail Address:	

Date Thesis was Approved and Filed:	**Date Qualifying Exam was Passed:**
Initial if Four Practica Have Been Completed:	**List any incompletes that need to be removed -- other than dissertation research (attach copy of incomplete agreements/contracts):**

Semester That All Required Courses for Ph.D. were (or will be) completed (except dissertation hours):

Attach a copy of your current Time2Track Hours Summary for review:

Statement of Student

I have completed the above requirements. I authorize the Director of Clinical Training at the University of Texas at Tyler to write letters or fill out any forms describing my progress to the internships on the attached list. I give permission to the DCT to use professional judgment and describe my progress in the clinical training program with honesty and candor. Furthermore, if I successfully place with an internship, I authorize the DCT and/or faculty to discuss my professional /academic development with appropriate internship faculty as deemed appropriate.

Approval – Student	
Student Signature:	Date:
NOTE: Please attach list of intended internship sites	

Statement of Advisor

I believe this student has made appropriate progress in academic and professional development to warrant application for internships in clinical psychology.

Approval – Advisor	
Advisor Signature:	Date:

Approval – DCT

Director of Clinical Training Signature: Date:

FAMILIARITY WITH CRITICAL INFORMATION, CONFORMITY WITH LAW & STANDARDS OF ETHICS AND CONDUCT, RISK AWARENESS, & COMMUNICATION WITH PRACTICA AND INTERNSHIP SUPERVISORS (Appendix O)

I have read the following documents:
- The University of Texas at Tyler Clinical Psychology Ph.D. Handbook (2023-2024) and all referenced Appendices
- Clinical Psychology Ph.D. Code of Conduct; Professional Responsibilities, Expectations, and Conduct; and Self Disclosure and Student Problems
  - o https://www.uttyler.edu/psychology/files/phd-clinical-psychology-student-code-of-conduct.pdf
- UT Tyler Manual of Policies and Procedures for Student Affairs, Chapter 8; Student Conduct
  - o https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf
- UT Tyler Sexual Harassment Complaints, Investigation, and Grievance Procedures and Responsibilities
  - o https://www.uttyler.edu/academic-affairs/files/243sexualmisconduct.pdf
- Texas State Board of Examiners of Psychologists – Acts and Rules (updated June 2023)
  - o https://www.bhec.texas.gov/wp-content/uploads/2023/06/PSY-Rulebook-June-2023.pdf
- UT Tyler Manual of Policies and Procedures for Student Affairs, Chapter 8; Student Conduct (revised August 2020)
  - o https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf
- American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2002, amendments from 2010 & 2016)
  - o https://www.apa.org/ethics/code/
- Association of State and Provincial Psychology Boards (ASPPB) Code of Conduct (2005 revision)
  - o http://ethics.iit.edu/codes/ASPPB%20Code%20of%20Conduct%202005%20(1).pdf

The laws define and regulate the practice mental health practice of psychologists in the State of Texas. As a student, almost all of your practical training falls under these laws (although it is possible that you might at some point be supervised by a social worker, marriage and family therapist, or physician practicing under the law regulating their practice).

I agree that all psychological work that I conduct will be in compliance with the laws regulating mental health practice, the APA Ethical Principles of Psychologists and Code of Conduct and ASPPB Code of Conduct. I understand that both practicum and internship training involve risks associated with providing mental health services to persons with mental disorders. This includes a potential risk of physical and/or sexual assault. I understand that before accepting any practicum placement, I should carefully consider the potential risks associated with the training experience. I understand I have the right to not accept an offered training experience. I understand that I should discuss potential risks with site supervisors prior to accepting placement. I understand that I am required to know and employ appropriate risk management strategies detailed in the procedures at my training sites. I understand that the training program actively encourages discussion of risk management with site supervisors.

I recognize that, as a part of my training, the clinical psychology faculty of the program, including the Coordinator of Practicum Training, communicate directly with my practicum and internship supervisors regarding personal and educational factors that may be related to my performance at the training site.

Approvals:	
Print or Type Name:	Date:
Signature:	

CLINICAL QUALIFYING EXAM EVALUATION FORM (Appendix P)

STUDENT INFORMATION

Student:	Date of Defense:
Student ID:	

PART 1: ARTICLE REVIEW AND CRITIQUE

Please rate the student's competencies using the scale below

1=Definite Fail
2=Marginal Fail
3=Marginal Pass
4=Definite Pass
5=Pass With Distinction

Science and Discipline-Specific Knowledge

1. Demonstrates advanced knowledge of the scientific foundations of human behavior (must cover-historical, biological,social, affective, developmental, and cognitive) in the written work product; each domain must be addressed	1 2 3 4 5
2. Able to interpret and critique with regards to evidence-based practices in terms of the interventions and assessments	1 2 3 4 5
3. Able to review and interpret literature and theories including limitations of previous research and studies	1 2 3 4 5
4. Able to critique the hypotheses, research design, sampling methods, instruments, and procedures; explain strengths and weaknesses of the design and methods	1 2 3 4 5
5. Able to understand and interpret statistical analyses and methods	1 2 3 4 5
6. Able to interpret and critique the results compared to the hypotheses and explain limitations of current study	1 2 3 4 5
7. Able to discuss importance and relevance of the study in terms of existing knowledge in the field.	1 2 3 4 5
8. Able to interpret the results with respects to issues of diversity and culture	1 2 3 4 5
9. Follows APA Style for format, references, etc; Scientific and professional language is used in written work	1 2 3 4 5

Domain Score: _____

Comments:

OVERALL SCORE FOR PART 1

For the Article Review and Critique, the following scores are possible:

3. Pass with Distinction: Overall of 4.0 or greater and no item below a 3.0 (Exceeds Expectations).
4. Pass: Overall grade of 3.0 and no item a 2.0 or 1.0 (Meets Expectations)
3. Failure: Overall grade less than 3.0 or any item a 2.0 or a 1.0. (Does Not Meet Expectations)

Did the student pass the article review and critique?

Scientific Paper: □ Yes   □ No

PART 2: INTEGRATED REPORT AND ORAL EXAMINATION

Please rate the student's competencies on the Integrated Case Report and Oral Examination using the following scale:

Please rate the following competencies using the following scale:

1=Definite Fail
2=Marginal Fail
3=Marginal Pass
4=Definite Pass
5=Pass With Distinction

Report Format and Style

1. Report is formatted properly and the information is clearly presented	1 2 3 4 5
2. Report contains all relevant demographic, historical, and clinical information and includes behavioral observations	1 2 3 4 5
3. Report is well written and is consistent with professional expectations	1 2 3 4 5

Domain Score: _____

Psychological Assessment (If Applicable)

1. Selection of assessment tools reflects a flexible approach that allows a focus on thepatient and the presenting problems, rather than on the test procedures	1 2 3 4 5
2. Limitations of assessment data clearly reflected in assessment report	1 2 3 4 5
3. Generated correct clinical insights from interpretation of data	1 2 3 4 5
4. Produced a sophisticated written report that emphasized communication efficiencyand readability/style	1 2 3 4 5
5. Refined skills for discussing evaluation results	1 2 3 4 5
6. Personalized recommendations and responsive to questions aboutrecommendations when presented	1 2 3 4 5

Domain Score: _____

Comments:

Diagnostic

1. Used appropriate diagnostic nomenclature and DSM diagnoses	1 2 3 4 5
2. Distinguished developmentally normative behavior from clinically significantsymptoms	1 2 3 4 5
3. Used concepts of differential diagnosis	1 2 3 4 5
4. Diagnosis is accurate	1 2 3 4 5
5. Demonstrates a comprehensive and in-depth understanding of the patient'sdiagnosis(es) and potential etiologies	1 2 3 4 5
6. Demonstrates knowledge of the range of available interventions for the patient'sdiagnoses or problem(s)	1 2 3 4 5

Domain Score: _____

Comments:

Psychological Intervention (If Applicable)

1. Incorporates elements of the Evidence-Based Practice model when discussing clinical decision making for assessment and treatment	1 2 3 4 5
2. Initial intervention plans flow directly from a case formulation that is based on a theoretical model of change	1 2 3 4 5
3. Changes in the case formulation coincide with appropriate changes in the treatmentplan	1 2 3 4 5
4. Integrates evaluation of treatment progress into treatment	1 2 3 4 5
5. Describes instances in which there is a lack of progress and the actions taken inresponse to the lack of progress	1 2 3 4 5
6. Identifies and acknowledges limitations of interventions for certain patients	1 2 3 4 5
7. Modifies intervention to fits patient's characteristics, preferences, and circumstances	1 2 3 4 5

Domain Score: _____

Comments:

Diversity and Culture

1. Demonstrates awareness and competent use of culturally sensitive instruments andnorms	1 2 3 4 5
2. Awareness of diversity and cultural issues involved in diagnosis	1 2 3 4 5
3. Discusses limitations and/or adaptations to psychological interventions based on factors related to individual and cultural diversity.	1 2 3 4 5

4. Evidences knowledge of the role of diversity, culture, and awareness of self and others in the case	1 2 3 4 5

Domain Score: _____

Comments:

Professionalism & Ethics

1. Behavior is consistent with the professional values and codes of conduct ofpsychology.	1 2 3 4 5
2. Identified and ethically addressed potential conflicts between personal beliefsystems, APA ethics code, and legal issues in practice	1 2 3 4 5
3. Professional in communications, physical conduct, and attire	1 2 3 4 5
4. Demonstrates appropriate and effective affective and self-regulatory skills duringoral exam	1 2 3 4 5
5. Demonstrates appropriate and effective expressive skills (e.g., clear and articulateverbal and non-verbal expression of feelings and information).	1 2 3 4 5
6. Able to articulate and self-reflect on professional identity and development that is consistent with the profession of clinical psychology	1 2 3 4 5

Domain Score: _____

Comments:

Supervision and Consultation

1. Demonstrates awareness of models and practices of supervision	1 2 3 4 5
2. Demonstrates awareness of the role of supervision in developing personal competencies and the ethics of supervision	1 2 3 4 5
3. Demonstrates awareness of the role and process of consultation practices with respect to intra-professional and inter-professional consultation.	1 2 3 4 5
4. Awareness of the goals and reasons for consultation in clinical activities	1 2 3 4 5
5. Awareness of the role of collaboration, shared goals, and working as a team to achieving successful consultation.	1 2 3 4 5
6. Awareness of the differences of opinions of other professions	1 2 3 4 5

Domain Score: _____

Comments:

Overall Comments/Strengths/Weakness:

For PART 2, the Integrated Report and Oral Exam, the following overall scores are possible:

5. Pass with Distinction: No domain score is lower than 3.0, and the overall score must exceed 4.0. (Exceeds Expectations)
6. Pass: No domain score is lower than 3.0. (Meets Expectations)
7. Conditional Pass: Overall score is at least 3.0, but only one domain has a score lower than 3.0. (Does Not Yet Meet Expectations)
8. Failure: Overall score falls below 3.0 or two or more domains are lower than 3.0 (Does Not Meet Expectations)

Did the student pass the integrated report and oral portion of the exam?

- Report/Oral: □ Yes   □ Conditional Pass   □ No

Did the student pass both Part 1 and Part 2 of the Clinical Qualifying Exam?

- Clinical Qualifying Exam: □ Yes   □ No

Approvals:	
Chair:	Date:
Member:	Date:
Member:	Date:

THESIS FINAL EXAM RESEARCH EVALUATION FORM (Appendix Q)

STUDENT INFORMATION

Student Name:	Date:

Thesis Title:

Please rate the Final Exam on the following competencies using the following scale: 1 = Strongly Disagree/Does Not Meet Expectations

2 = Disagree/Does Not Yet Meet Expectations

3 = Agree/Meets Expectations

4 = Strongly Agree/Exceeds Expectations

Theory

1. Thesis document and final exam includes relevant theories	1	2	3	4
2. Thesis document and final exam accurately identifies the degree of research support for relevant theories	1	2	3	4
3. Thesis document and final exam addresses relevant theory and empirical findings to generate predictions or research hypotheses	1	2	3	4

Comments:

Scientific Foundations

4. Literature review includes appropriate citation of relevant works	1	2	3	4
5. Literature review is examined including findings that both strengthen and weaken hypotheses	1	2	3	4
6. Thesis document and final exam demonstrates basic knowledge of the topic and areas related to the topic	1	2	3	4

Comments:

Scientific Writing and Speaking

7. Writing is clear, concise, and scientific	1	2	3	4
8. Thesis document and final exam attributes ideas to appropriate sources, and uses references effectively to make specific points or Arguments	1	2	3	4
9. Through the Thesis document, the student demonstrates the ability to disseminate information in written form	1	2	3	4
10. Through the final exam, the student demonstrates the ability to disseminate information in oral form	1	2	3	4

Comments:

Research methodology and analysis

11. The study is empirical and used measurable evidence to test specific hypotheses or explore logical or adequately reasoned research questions	1 2 3 4
12. The Thesis document and final exam has clearly formulated goals, aims, and/or hypotheses	1 2 3 4
13. The research design was appropriate to test the hypotheses or answer the research questions	1 2 3 4
14. The analyses conducted are appropriate to the collected data and are best for addressing the hypotheses or answering the research questions	1 2 3 4
15. The analyses generated results that are interpretable for the hypotheses or research questions posed	1 2 3 4

Comments:

Scientific Thinking

16. Thesis document and final exam relates empirical findings to theories to generate integrative ideas and directions; goes well beyond simply listing and reviewing studies.	1 2 3 4
17. Thesis document and final exam provides a critique of existing literature	1 2 3 4
18. Thesis document and final exam identifies what is actually demonstrated in the literature review, not simply what the authors of specific studies may have claimed was demonstrated	1 2 3 4
19. Thesis document and final exam includes testable hypotheses	1 2 3 4

Comments:

Ethics & Individual/Cultural Diversity

20. Aware of the relevant ethical, legal, and/or professional standards or guidelines were appropriately identified and addressed in the final exam and/or Thesis document	1 2 3 4
21. Ethical implications in the design and implementation of the research study were identified, addressed, and discussed in final exam and/or Thesis document	1 2 3 4
22. The student sought supervision/consultation regarding the study and any ethical and legal dilemmas	1 2 3 4

23. Awareness of in considering issues of individual and cultural-diversity in the Thesis document and during the final exam	1	2	3	4

Comments:

Professionalism, Communication, and Interpersonal Skills

24. Behavior during final exam was consistent with the professional values and codes of conduct of psychology	1	2	3	4
25. Student was professional in communications, physical conduct, and attire during final exam	1	2	3	4
26. Student demonstrated appropriate affective and self- regulatory skills during final exam	1	2	3	4
27. Student demonstrated appropriate and effective communication skills during final exam (e.g., clear and articulate verbal and non-verbal conveyance of information; effectively responds to questions/criticisms/concerns)	1	2	3	4
28. Student maintained appropriate interpersonal relationships with committee members during the preparation of the final exam and Thesis document	1	2	3	4

Comments:

OVERALL SCORE: ___☐Pass   __☐Pass With Revisions _   ☐Failure

Approvals:	
Committee Chair:	Date:
Committee Member:	Date:
Committee Member:	Date:

DISSERTATION FINAL EXAM RESEARCH EVALUATION FORM (Appendix R)

Student Name:	Date:
Dissertation Title:	

Please rate the Final Exam on the following competencies using the following scale: 1 = Strongly Disagree/Does Not Meet Expectations

2 = Disagree/Does Not Yet Meet Expectations

3 = Agree/Meets Expectations

4 = Strongly Agree/Exceeds Expectations

Theory

1. Dissertation document and final exam includes relevant theories	1	2	3	4
2. Dissertation document and final exam accurately identifies and articulates the degree of research support for relevant theories	1	2	3	4
3. Dissertation document and final exam integrates relevant theory and empirical findings to generate predictions or research hypotheses	1	2	3	4

Comments:

Scientific Foundations

4. Literature review is broad and comprehensive, with appropriate citation of relevant works	1	2	3	4
5. Literature review is balanced and without bias, including findings that both strengthen and weaken hypotheses	1	2	3	4
6. Dissertation document and final exam demonstrates in-depth and sophisticated knowledge of the topic and areas related to the topic	1	2	3	4

Comments:

Scientific Writing and Speaking

7. Writing is clear, concise, and scientific	1	2	3	4
8. Dissertation document and final exam attributes ideas to appropriate sources, and uses references effectively to make specific points or arguments	1	2	3	4
9. Through the dissertation document, the student demonstrates the ability to disseminate information in written form	1	2	3	4
10. Through the final exam, the student demonstrates the ability to disseminate information in oral form	1	2	3	4

Comments:

Research methodology and analysis

11.The study is empirical and used measurable evidence to test specific hypotheses or explore logical or adequately reasoned research questions	1	2	3	4
12. The dissertation document and final exam has clearly formulated goals, aims, and/or hypotheses	1	2	3	4
13. The research design was appropriate to test the hypotheses or answer the research questions	1	2	3	4
14. The analyses conducted are appropriate to the collected data and are best for addressing the hypotheses or answering the research questions	1	2	3	4
15. The analyses generated results that are interpretable for the hypotheses or research questions posed	1	2	3	4

Comments:

Scientific Thinking

16. Dissertation document and final exam combines and integrates theories and/or empirical findings to generate new integrative ideas and directions; goes well beyond simply listing and reviewing studies.	1	2	3	4
17. Dissertation document and final exam provides an in-depth and accurate critique of existing literature, including an understanding of ambiguities and limitations.	1	2	3	4
18. Dissertation document and final exam identifies what is actually demonstrated in the literature review, not simply what the authors of specific studies may have claimed was demonstrated	1	2	3	4
19. Dissertation document and final exam includes testable hypotheses	1	2	3	4

Comments:

Ethics & Individual/Cultural Diversity

20. All of the relevant ethical, legal, and/or professional standards or guidelines were appropriately identified and addressed in the final exam and/or dissertation document	1	2	3	4
21. Ethical implications in the design and implementation of the research study were identified, addressed, and discussed in final exam and/or dissertation document	1	2	3	4
22. The student sought supervision/consultation regarding complex ethical and legal dilemmas related to the final exam and dissertation document	1	2	3	4
23. All applicable ethical principles and standards were addressed in the final exam and dissertation document	1	2	3	4
24. Aware, knowledgeable, and skillful in considering issues of individual and cultural-diversity in the dissertation document and during the final exam	1	2	3	4

Comments:

Professionalism, Communication, and Interpersonal Skills

25. Behavior during final exam was consistent with the professional values and codes of conduct of psychology	1	2	3	4
26. Student was professional in communications, physical conduct, and attire during final exam	1	2	3	4
27. Student demonstrated appropriate and effective affective and self- regulatory skills during final exam	1	2	3	4
28. Student demonstrated appropriate and effective communication skills during final exam (e.g., clear and articulate verbal and non-verbal conveyance of information; effectively responds to questions/criticisms/concerns)	1	2	3	4
29. Student maintained strong, effective, consistent, and appropriate interpersonal relationships with committee members during the preparation of the final exam and dissertation document	1	2	3	4

Comments:

OVERALL SCORE: ___☐Pass   __☐Pass With Revisions _   ☐Failure

Approvals:
Committee Chair: Date:
Committee Member: Date:
Committee Member: Date:
Committee Member: Date: