

CLINICAL PSYCHOLOGY DOCTORAL PROGRAM

GRADUATE STUDENT HANDBOOK



TEXAS TECH UNIVERSITY

Department of Psychological Sciences™

The Texas Tech University Clinical Psychology doctoral program is accredited by the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychology Association
750 First Street, N. E.
Washington, DC 20002-4242

Phone: (202) 336-5979
Fax: (202) 336-5978
TDD: (202) 336-6123
Web: www.apa.org/ed/accreditation
Email: apaaccred@apa.org

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DEPARTMENT OF PSYCHOLOGICAL SCIENCES

Mission Statement

The Department of Psychological Sciences is committed to excellent teaching, nationally recognized research, and outstanding service to the university, profession, and community.

Vision Statement

The Department of Psychological Sciences aspires to the highest standards of excellence in teaching, research, and service, while striving to become a more inclusive and diverse academic community that respects differences among individuals. We strive to have the top undergraduate psychology program in the region, nationally-recognized graduate programs, nationally-recognized faculty research and scholarship, and an outstanding record of service to the university, profession, and community.

Commitment to Diversity

The Department of Psychological Sciences recognizes that our University, our community, and our society are increasingly diverse. That said, the Department is committed to recruiting, educating, and training undergraduate and graduate students to work and function in an increasingly multicultural society. The Psychology Department values the diversity of students, faculty, and staff and the inclusion of diversity-related context in teaching, research, and service. The department is committed to providing a welcoming and accepting learning, training, and working environment for students, faculty, and staff that is inclusive of people from diverse backgrounds with an emphasis on civility and respect for all people. The Department values the idea that learning can be enhanced by having students, faculty, and staff from diverse backgrounds, perspectives, and experiences interact and work together toward a common set of education and training aims.

In addition, faculty and students are expected to be committed to the social values of respect for diversity, inclusion, and equity and they are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA’s Ethical Principles of Psychologists and Code of Conduct, 2002, Principle E: *Respect for People’s Rights and Dignity*, p. 4).

Introduction to Handbook

Please note that students are also responsible for being familiar with the content in the Department of Psychological Sciences’ Graduate Student Handbook. Throughout the Clinical handbook, reference will be made to where this information is also available in the Department’s Graduate Student Handbook. The Graduate Student Handbook can be found here:

<https://www.depts.ttu.edu/psy/files/DepartmentGraduateStudentHandbook.pdf>

Students are encouraged to consult with the student’s academic advisor regarding any information that is not clear in the handbooks. If after consulting with the advisor there is still a procedure or guideline that remains unclear, the student is encouraged to contact the Director of Clinical Training (DCT) for clarification.

Students with a Qualifying Disability

Any student who, because of a qualifying disability, requires special arrangements to meet course requirements or to participate in any other activities required by the program should contact the course instructor or the DCT so that accommodations can be made. Such students should present appropriate verification from:

Student Disability Services
335 West Hall
(806) 742-2405

The student agrees to accept responsibility both for being informed and for following the procedures outlined herein, and acknowledges that the student will be required to qualify for the degree under these established

policies. Only if there is an approved exception on file with the DCT will the student be allowed to deviate from the policies in this handbook.

The most updated versions for all forms and checklists that are mentioned throughout the handbook can be found at the following web link: <http://www.depts.ttu.edu/psy/clinical/documents.php>

Introduction to the Clinical Psychology Doctoral Program

As part of being accredited by the American Psychological Association (APA), our aim is to train students in health services psychology. Health Services Psychology is defined as “the integration of psychological science and practice in order to facilitate human development and functioning” (page 3, Standards of Accreditation for Health Service Psychology). Our practice area is Clinical Psychology. The Clinical Psychology doctoral program at Texas Tech University is based on balance and integration of the scientist and practitioner components of clinical training. Given this, the Clinical Psychology program adheres to the *Scientist-Practitioner* training model. The doctoral program strives to develop student competencies in the following areas: Psychotherapy and other types of psychological intervention, clinical research, psychological assessment, psychopathology, and general psychology.

The Clinical Psychology program at TTU provides education and training in multiple APA-recognized specialty areas, with varying levels of intensity consistent with APA’s taxonomy for education and training in professional psychology (APA, 2012). *Major Areas of Study* (as defined by APA) within our program include **Clinical Psychology** and **Clinical Child Psychology**, and we offer *Experiences* (as defined by APA) in **Clinical Health Psychology** and **Clinical Neuropsychology**. Please note, however, that these official designations do not fully capture the breadth of training experiences in our program, including experiences provided by a diversity of practicum settings, areas of observational and applied research, and content in Clinical Program courses.

American Psychological Association. (2012). *Education and training guidelines: A taxonomy for education and training in professional psychology health service specialties*. Retrieved from <http://www.apa.org/ed/graduate/specialize/taxonomy.pdf>

Throughout content and applied areas of training, the program encourages awareness of and respect for diversity of culture, language, national origin, race, gender, age, disability, religious beliefs, sexual orientation, lifestyle, and other individual differences. Students in the Clinical Psychology doctoral program will have exposure to individual and cultural diversity issues throughout their curriculum and applied training. This exposure will range from class didactics to applied experience in working with clients from culturally diverse backgrounds and populations. The Clinical Psychology doctoral program is committed to recruiting graduate students from diverse backgrounds and training students to effectively and competently work with populations from culturally diverse backgrounds.

The program aims to develop discipline-specific knowledge (DSKs) and professional-wide competencies (PWCs) necessary for either professional practice or an academic or research career after graduation. Our intent is to enable students to take an empirical and ethical approach to clinical problems, to critically evaluate the evolving body of research literature in the science and practice of psychology, and to integrate the clinical, theoretical, and scientific foundations of psychology.

Thus, the aims and objectives of the Clinical Psychology Program are provided below:

Aim 1: To provide students in our doctoral program with broad and general training in the field of psychology.

Objective 1: Students will gain the requisite knowledge covering the breadth of scientific psychology including the following discipline-specific knowledge areas: 1) history and systems of psychology; 2) affective aspects, biological aspects, cognitive aspects, developmental aspects, and social aspects of behavior; 3) advanced integrative knowledge of basic discipline-specific content areas; and 4) research methods, statistical analysis, and psychometrics.

Aim 2: To produce graduates who have the knowledge, skills, and attitudes to conduct and evaluate research.

Objective 2A: Students will gain the theoretical and empirical knowledge, skills, and attitudes to conduct and evaluate methodologically and ethically sound research.

Objective 2B: Students will gain the knowledge, skills, and attitudes to integrate science and practice into their research endeavors and their scholarship.

Aim 3: To produce graduates who have the requisite knowledge, skills, and attitudes to engage in evidence-based practice of clinical psychology.

Objective 3A: Students will gain knowledge in the scientific, methodological, and theoretical bases of the competencies associated with the evidence-based, ethical, and culturally informed practice of clinical psychology.

Objective 3B: Using their knowledge, students will gain skill in evidence-based assessment and diagnosis of dysfunctional behavior, problems in living, and interpersonal difficulties across settings and will do so with professionalism, self-reflection, ethicality, and interpersonal and cultural sensitivity.

Objective 3C: Using their knowledge, students will gain skill in evidence-based interventions for dysfunctional behavior, problems in living, and interpersonal difficulties across settings and will do so with professionalism, ethicality, and interpersonal and cultural sensitivity.

Objective 3D: Students will gain knowledge related to supervision, consultation, and interprofessional/interdisciplinary skills.

Aim 4: To produce graduates who participate actively in professional service related to clinical psychology.

Objective 4: Students will identify with the specialty of clinical psychology, participate in their professional communities, and remain active in community and professional services.

The profession-wide competencies (PWCs) for which students receive training and on which they are evaluated include the following:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values and attitudes
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

Students are required to complete a basic department core in Psychology as well as specialty courses called the clinical core requirements. The faculty makes every effort to bring students to successful completion of the doctorate, as long as the students commit their full energies to the academic and professional objectives. The faculty makes every effort to identify difficulties early and to work with receptive students to develop a systematic plan to remediate weaknesses so that the student can ultimately complete the program.

The program includes classroom instruction and group supervision, as well as more individualized clinical and research supervision. Coursework, research activities, and clinical activities are equally important components of training. The clinical faculty mentor provides a guide to the student in balancing and choosing between alternatives offered, as well as in integrating the clinical and research aspects of training. Clinical faculty provide resources for learning a variety of clinical approaches and research methodologies. Students are encouraged to be flexible in developing skills in a variety of approaches and in working with diverse populations, as they ultimately develop their own approach, drawing on empirical and theoretical literature. Faculty also offer a variety of specialty interests. There is frequent faculty-student collaboration (e.g., joint research), especially between students and their clinical research mentor.

In addition to department core and clinical course requirements, all clinical doctoral students must satisfy preliminary examination requirements, complete the thesis research project, pass the qualifying examination in

the major area of study, and complete both dissertation and internship requirements. For the student entering without prior graduate work, a minimum of four years of full-time on-campus course work plus a one-year internship should be expected. The rate at which qualifying examinations and dissertation requirements are met will vary with the individual student. Most students spend four to six years on campus prior to internship. Optimally, the dissertation also will be completed during the student's time on campus. The program has been developed solely for full-time students typically carrying 9 hours of course work per long semester and 6 hours of course work over the course of each summer until all curricular requirements other than internship and dissertation have been met. Students are required to be in residence for at least 4 years of academic training, though students can only do remote program completion after those 4 years if they obtain approval via a petition to the CPP faculty (this will generally occur only in extraordinary circumstances).

Mentoring Model in the Clinical Psychology Doctoral Program

The clinical program follows a mentorship model. During the admissions process, each student is matched to an initial clinical faculty mentor, based on mutual clinical and research interests. This mentor assists with the orientation of the advisee to the university, department, and program. Additional orientation of first-year students is often offered by the clinical student council related to locating suitable housing, and becoming familiar with the university and community. This process typically begins by written correspondence and phone before the student arrives. A more formal orientation session is conducted for all entering students by the DCT upon arrival on campus.

The clinical faculty mentor maintains responsibility for consultation with the faculty member's advisees on all academic and research matters, which includes the monitoring of ongoing academic and research progress, seeing that the student's individual needs are properly represented to other faculty (particularly on requests for exception to departmental or program policy), coordinating the student's review (which occurs at the end of each long semester). Students are required to enroll in coursework per the Curriculum Plan: Clinical Psychology Doctoral Program (see page 21). Students who wish to deviate from this schedule of courses are required to seek permission from both their primary advisor as well as the DCT. On occasion, deviations from the schedule of courses will be necessary (e.g., faculty are not available to cover a given course) and the program will work with impacted students regarding scheduling. Students are expected to become an integral part of their mentor's lab. The faculty mentor may have integrated each student's potential research contributions into plans for the general direction of the lab as well as specific studies to be conducted in the lab during the next several years. Changes in research mentors can be disruptive for both the student and faculty advisor; therefore, it is generally expected that students maintain the same mentor throughout their training.

However, in some cases interests change or work styles are not compatible. There are two points in the students' research training sequence that a transfer to another mentor is generally permissible and would minimize disruption to both students and faculty. The first is upon completion of the master's thesis. The second is upon completion of the qualifying examination. Both students and faculty are encouraged to work together professionally when a change in mentors is desired. Students desiring to change mentors should discuss this with their present mentor in a timely manner and at least before a final decision is made. As they are considering a change in mentors, it is understood that students may wish to consult peers, other faculty, and/or the DCT. Students should not leave their current lab or proceed to working with a new mentor before notifying their present mentor and having the change approved by the DCT. When making a decision regarding the requested change in mentors, the DCT may consult with the current and proposed new mentor and, if needed, the clinical faculty. If the DCT does not approve the change, students may use the below described procedure to petition the clinical faculty. In situations that directly involve the DCT, students should consult with the department chair.

Requests to change faculty mentors at times other than the two described above will be considered only under highly unusual circumstances. Reasons for change that are generally not considered acceptable include such things as disagreements with your mentor regarding further revisions to your thesis or your dissertation proposal or document, or about some details of a study. Such disagreements should be worked out in a professional manner between the student and mentor. If this is not possible, students should write a letter petitioning the clinical faculty by sending it to the DCT (or consult with the department chair in situations that directly involve the DCT). The petition should describe the reasons why a change in mentors other than at one of the two points described above should be permitted. The petition should also include the proposed new mentor. Students have the option of being present during part of the clinical faculty meeting when the petition is being discussed to answer any questions or to provide further clarification. It should be noted that all clinical faculty members will be present

during the meeting while the petition is being discussed. This will help ensure that due process is given to the student and the faculty member involved. The clinical faculty will consider the petition, along with input and recommendations from the present and proposed future mentor as well as other clinical faculty, and reach a decision regarding the petition. Due to the possibility that other students may be discussed in the same conversation, the student who submitted the petition will not be present during the deliberation part of the meeting. If the petition is denied, students are expected to continue working with their mentor, resolving any disagreements or disputes professionally, until one of the two change points described above is reached or the dissertation is completed and successfully defended.

The clinical program strongly urges clinical students making a change in mentors to find a clinical faculty member as the new research mentor/supervisor because this arrangement generally provides the best integration of scientist/practitioner training. Changing to a new mentor within the clinical program requires 1) finding another clinical faculty mentor who agrees to mentor the student; 2) informing the present mentor of the request for a change; 3) making appropriate arrangements regarding any ongoing collaborations with the present mentor, such as continued responsibilities in those projects; and 4) either requesting that the DCT approve the change (if being made during one of the two points described above), or submit the above-described petition regarding the unusual circumstances prompting a desire to change mentors at another point.

Modifications to the above procedures are necessary when students desire to change to a research mentor/supervisor in another program for their dissertation, or in rare cases for the thesis. Although not encouraged, this may be possible, but requires having both a research mentor outside the clinical program and a clinical faculty mentor/academic advisor who coordinates the student's involvement in the clinical program and feedback from the clinical faculty. The clinical faculty advisor continues to serve the vital function of working with the student to integrate the clinical and research aspects of training. In some cases, students' former clinical faculty mentor may be willing to continue working with a student who has transferred to a research mentor outside the clinical program. In other cases, changing to a research mentor outside the clinical program may require the student to find a new clinical faculty advisor. These arrangements should be discussed with the current clinical faculty mentor and/or with the DCT. Again, continuity of mentorship must be ensured, appropriate arrangements must be made for ongoing collaborations, and any change to a mentor outside the clinical program requires formal notification of prior mentors and petitioning of, and approval by, the clinical faculty. Changes in mentors are dependent upon availability of appropriate mentors, which must include a clinical faculty advisor willing to coordinate the students' involvement in the clinical program. Clinical faculty must continue to be involved in the thesis research project, dissertation, and qualifying examination. This ensures integration of clinical, didactic, and research aspects of the students' training. In rare instances in which the student cannot find another Psychology faculty member to serve as research advisor, the graduate student is encouraged to contact the graduate school in efforts of finding an appropriate research advisor or program outside of Psychology. In addition, in situations in which there is a lab switch and the student has made a significant contribution to a research project, the clinical faculty member and student will follow the *APA Code of Ethics* with regard to publication credit.

Bi-Annual Review of Clinical Psychology Doctoral Students

At the end of each fall and spring semester, every student in the Clinical training program is reviewed by the clinical faculty. The DCT notifies the clinical psychology graduate students via email of the date for the end of semester evaluation meeting. The DCT will request each student to complete the student progress reports, which will be sent to the students' academic advisors. The DCT will encourage students to speak to their academic advisor or the DCT if the student has any concerns about their performance in the program or if the student would like to provide additional information that is relevant to the student's performance in the program. Students will be informed that the DCT will solicit feedback from faculty with whom the student has worked academically during the year, in organized classes, research activities, practica, and graduate assistant roles. This feedback is organized by the DCT and each student's advisor. Then it is reviewed and discussed by the entire clinical faculty. Topics discussed include the student's strengths, identified difficulties, those applying for internship, or otherwise in need of special evaluation (e.g., has achieved a special honor, has attained some unique accomplishment). Each student is provided with a summary of the clinical faculty's evaluation by the student's advisor. Students who are rated as not meeting expectations (i.e., an evaluation of either *Needs Improvement* or *Unsatisfactory*) will follow a remediation plan that is developed by the clinical faculty. The remedial plan will have clear expectations and behavior-oriented goals with a specific timeline and deadline for when these goals are to be met. The remediation plan will be closely monitored by the appropriate faculty member (e.g., academic advisor, practicum supervisor) and a follow-up evaluation will be conducted at the end of the following semester to gauge progress.

Students who are following a remediation plan will be given feedback mid-semester so the student is aware of the progress the student is making toward meeting the delineated goals. In addition, it is expected that the academic advisor will meet with the student and provide feedback within two weeks of the end of semester student evaluation meeting. There may be some instances in which feedback within that time period is not feasible due to faculty or students being out of town or some other instance that prevents timely feedback. In these situations, it is expected that feedback will be provided during the first two weeks of the spring semester for evaluations conducted at the end of the fall semester or the first two weeks of summer session I for evaluations conducted at the end of the spring semester. Please see the Clinical Psychology Student Evaluation Form for more details.

The department and program maintain an information database on all clinical graduate students. This database includes information about the student's background before coming to Texas Tech, while at Texas Tech, and after leaving Texas Tech. It has proven to be a useful tool for monitoring a student's progress through the program and for evaluating the program's progress towards objectives. It is also useful in responding to students' requests that the program provide information for subsequent credentialing. Periodically, students will be asked to review and to update the information in that database. Students are required to respond to requests for information essential to ongoing program evaluation.

Registration and Enrollment

A. Minimum Enrollment Requirements

The Clinical Psychology Program is only for full-time students and the program does not offer a terminal masters degree.

1. **General requirement for minimum enrollment for all graduate students who receive a graduate assistantship.** Students are required to be enrolled for a minimum of 9 hours during each long semester, and for a minimum total of 6 hours during the summer (these may be accrued during either SSI, SSII, or split between SS1 and SS2). However, students must enroll in the number of credits required by a given course in each summer session (e.g., 4 credits for a course with an associated lab; 3 credits for advanced practicum). A student may enroll in less than 3 credits in Psy 5002: Advanced Practicum in Counseling and Clinical Psychology under the following circumstances: 1) The student has completed all therapy and assessment competencies, 2) the student has completed the required second and third year advanced practicum course work, and 3) the student has a reduced case load and has received prior permission from the instructor of record to enroll in reduced hours.

2. **Dissertation credits.** Upon the formation of an active dissertation committee, students ordinarily enroll for 3 hours of Psy 8000 with the committee chairperson during each long semester. Also, students are required to enroll for a minimum of 2 hours (total) of Psy 8000 with each non-chair committee member during the course of the dissertation, typically 1 hour each in the semesters of proposal and defense. Students must enroll for a minimum of 3 credits in Psy 8000 each summer (these may be accrued during either SSI, SSII, or split between SS1 and SS2). The distribution of these credits across summer sessions and committee members should be agreed upon by the chairperson (and possibly other committee members).

Note: Students must adhere to the above two general requirements for minimum enrollment unless they qualify for one of the following exceptions. Please note that enrollment policies differ for international students (see <https://www.depts.ttu.edu/gradschool/admissions/InternationalProspectiveStudents.php>), and may differ for students who elect to not receive a departmental assistantship (in this latter case, the student should consult with the DCT regarding minimum enrollment expectations).

B. Exceptions to Minimum Enrollment Requirements

For the following scenarios, a student has "defended their dissertation" when (1) the committee has approved and signed all dissertation defense documents (i.e., both program and graduate school forms) and (2) the final dissertation document has been submitted to the graduate school. If a student is on internship and has not completed the above requirements, Scenario #1 below will apply to that student.

Additionally, in order for any of the following scenarios to apply, a student must have completed (including completing any incomplete grades) all required departmental and program course work, and has completed all other program milestones.

Scenario #1: Student is on internship and has not defended their dissertation.

- The minimum enrollment requirement for each long semester is 4 credit hours (3 dissertation credit hours and 1 internship credit hour).
- The minimum enrollment requirement for the summer is 5 total credit hours. Students will enroll in 1 internship credit hour in each summer session for a total of 2 internship credit hours in the summer. Students will enroll in 3 dissertation credit hours (these may be accrued during either SSI, SSII, or split between SS1 and SS2).
- The minimum enrollment requirement in the semester in which the student will graduate (not the semester the student defends the dissertation) is 3 total credit hours (this is typically in the summer session following internship completion). Students will enroll in 1 internship credit hour and 2 dissertation credit hours.

Scenario #2: Student is on internship and has defended their dissertation.

- The minimum enrollment requirement for each long semester is 1 internship credit hour.
- The minimum enrollment requirement for the summer is 2 total credit hours, including 1 internship credit hour in each summer session.
- The minimum enrollment requirement is 3 total credit hours in the semester in which the student will be graduating (e.g., this is typically in the summer session that coincides with the end of the student's internship program). Students will enroll in 1 internship credit hour and 2 dissertation credit hours.

Scenario #3: Student **is not** on internship and has defended their dissertation.

- The minimum enrollment requirement for each long semester is 1 total dissertation credit hour.
- The minimum enrollment requirement for the summer is 2 total dissertation credit hours (these may be accrued during either SSI, SSII, or split between SS1 and SS2).

Scenario #4: Student has completed their internship but has not defended their dissertation.

- The minimum enrollment requirement for each long semester is 3 total dissertation credit hours.
- The minimum enrollment requirement for the summer is 3 total dissertation credit hours (these may be accrued during either SSI, SSII, or split between SS1 and SS2).
- The minimum enrollment requirement is 3 total credit hours in the semester in which the student will be graduating. In this scenario, students will enroll in 3 dissertation credit hours.

Notes: The Department Executive Committee (comprised of the chair of the Department, heads of training areas, and other faculty members; see www.depts.ttu.edu/psy/files/DepartmentGraduateStudentHandbook.pdf for more details) has the authority (upon being presented with a request signed by the student) to reduce the Department's minimum enrollment requirement. If the Executive Committee does not approve such a request, the student may then consider the usual departmental petitioning procedures.

The graduate school may impose enrollments above the minimum enrollment requirements noted above.

Written approval of the student's academic advisor is necessary if a student drops a course after the 12th class day of the semester and thereby falls below the required minimum enrollment. If possible, additional credits (e.g., Psy 6000) should be added to maintain full enrollment and full-time commitment to the program, and eligibility for fellowships and assistantships.

Registration Procedures

Students are urged to enroll in required courses for each semester (as detailed in the program curriculum plan) as early as possible, so that the department can ensure that minimum enrollment requirements for graduate courses will be met and the course can be offered that semester.

Department Core Courses

Minimum Grade Requirement

Texas Tech University uses a 4-point GPA scale. Although some faculty may have a letter grade system based on +'s and -'s (e.g., B+, B, B-), the student will earn the same number of credits whether the student earns a B- or a B+ in a specific course. For Clinical Psychology graduate students, a minimum of a B- (3.0) is needed in all required Department and Clinical Core courses.

Clinical Psychology graduate students are subject to the following requirements. Please note in circumstances where a class is not offered because of various reasons (e.g., faculty workload changes), there will be flexibility regarding some of these requirements.

Statistics Requirement

The graduate core statistics requirement for the Department of Psychological Sciences is completion with a grade of B- or better three graduate level statistics courses taken within the Department of Psychological Sciences. This will include Psy 5480, Psy 5447, and one advanced/specialized course. Students who have approved transfer courses for one of the basic courses (Psy 5480 or Psy 5447) should take the other plus one of the advanced/specialized courses within the department to satisfy the departmental statistics core. Students who have concerns about their level of preparation should carefully consider whether to take an intermediate or leveling statistics course (Psy 4380) prior to taking the three graduate level statistics courses to satisfy the core requirement.

Basic graduate statistics courses:

Psy 5480: Experimental Design

Psy 5447: Advanced Correlational Methods and Factor Analysis

The third statistics course should be from one of the following advanced courses (please note not all courses are offered on a yearly basis):

Psy 5448: Advanced Multivariate Statistics for Psychologists

Psy 5460: Structural Equation Modeling for Psychologists

Psy 5467: Analysis of Repeated Measures and Intensive Longitudinal Designs

Notes:

1. Students desiring to obtain transfer credit for graduate courses completed prior to entering one of the graduate programs in the Department of Psychological Sciences should use the Transfer Credit Petition form. After the Transfer Credit Petition form is approved by the instructor of record and the DCT, transfer of credit must also be approved by the graduate school. **No more than 30 credit hours in total may be transferred to the doctoral degree.**
2. Students who transfer in graduate courses for both Psy 5447 and Psy 5480 are required to take only one of the advanced/specialized courses.
3. Students transferring in a graduate statistics course (for Psy 5447 or Psy 5480) taken prior to entering one of the graduate programs in the Department of Psychological Sciences may, at their discretion, opt to nevertheless complete three graduate statistics courses in the Department of Psychological Sciences and use these three on their degree plan.
4. Psy 5447 and Psy 5480 must be completed within 24 months of the official enrollment in a doctoral program in Psychology at TTU. If an intermediate or leveling statistics course is taken first, this deadline may be extended to the end of the Fall semester of the third year. The advanced/ specialized course(s) should be completed prior to graduation.

5. Summary of statistics sequence including typical timing of sequence:

Psy 5480: Fall of first year.

Psy 5447: Spring of first year.

Advanced Statistics Course: spring of 2nd or 3rd year

Graduate Certificate in Psychological Methods and Analysis (optional)

The Department of Psychological Sciences offers a Psychological Methods and Analysis Graduate Certificate. To obtain this certificate, students will need to successfully pass a minimum of five courses. The courses are listed below:

Required:

Psy 5480: Experimental Design

Psy 5447: Advanced Correlational Methods and Factor Analysis

Elective (choose 3 courses, at least one of the courses marked with an asterisk):

Psy 5448: Advanced Multivariate Statistics for Psychologists*

Psy 5460: Structural Equation Modeling for Psychologists*

Psy 5465: Categorical Data Analysis

Psy 5467: Analysis of Repeated Measures and Intensive Longitudinal Designs*

Psy 5485: Psychometric and Item Response Theory

Psy 5490: Computer Modeling: Applied Analysis and Simulation

Psy 5495: Hierarchical Linear Modeling

Teaching Requirement

Psy 5101: Colloquium in the Teaching of Psychology. The Department and the Program recognize that teaching is an important part of a psychologist's professional identity. In addition, the majority of the graduate students in the Psychology Department will have a Teaching Assistant appointment at one point during their graduate training. The Clinical Psychology graduate students are expected to take Psy 5101 the summer after their first full year of courses as the assistantships for 2nd year graduate students generally involves being either a Teaching Assistant (TA) for a graduate or undergraduate course or the instructor of record for an undergraduate course.

There may be instances in which a Clinical Psychology graduate student has a funding appointment that is a multi-year assistantship that is research-based. For these cases, students are encouraged to consult with their academic advisor and/or the DCT regarding when to best take Psy 5101. Finally, it should be noted that students will not be allowed to teach at the University if they have not taken the Teaching Seminar.

Breadth Requirements

The following breadth requirements are meant to offer students enrolled in the Clinical Psychology doctoral program with broad and general training in the field of psychology. Students must complete the following courses with a grade of B- or better before graduation:

Social and Affective Bases of Behavior:

Psy 5327: Emotion and Social Psychology

Cognitive Bases of Behavior:

Psy 5356: Seminar in Cognition and Cognitive Neuroscience

Developmental Bases of Behavior:

Psy: 5302: Lifespan Development

Biological Bases of Behavior:

Psy 5301: Biological Bases of Psychological Function

History and Systems:

Psy 5350: History and Systems of Psychology.

Note. Students should make sure they meet the necessary prerequisites for each of the above courses selected to meet the core requirement before registering for that course.

Program Requirements for the Clinical Psychology Doctoral Program

Clinical Core Courses

Students need to obtain a B- or higher in each Clinical core course. Earned grades of C or below will result in the student retaking the course. Furthermore, if a student anticipates an absence for any reason during a semester in which they are enrolled, they must first obtain approval from each of their course instructors (including practicum supervisors) as well as their academic advisor. Failure to obtain approval for an (non-emergency) absence may result in disciplinary action.

Assessment, Psychotherapy, and other Interventions

Students must take Psy 5404: *Practicum in Intelligence Testing*, Psy 5409: *Clinical Neuropsychology*, and Psy 5315: *Objective Personality Assessment*.

Students must take Psy 5318: *Introduction to Clinical Psychology*, Psy 5312: *Introduction to Child and Adolescent Psychological Treatment*, Psy 5333: *Cognitive Behavior Therapy*, and Psy 5377: *Behavioral Medicine*. Courses are described below. Students must complete the Assessment and Psychotherapy courses with a grade of B- or better before graduation.

Assessment courses:

Psy 5404: Practicum in Intelligence Testing. Emphasizes the administration, scoring, and interpretation of individual intelligence tests with secondary coverage of adjunctive measures and behavioral observation as well as Psychological report writing. Includes some focus on representative cases calling for intellectual assessment, i.e., young children, individuals with intellectual disabilities, and minority clients.

Psy 5409: Clinical Neuropsychology. Foundational course in brain-behavior relationships, neuropathology for neuropsychologists, neuropsychological assessment, and other clinical applications.

Psy 5315: Objective Personality Assessment. Survey of objective personality and psychodiagnostic assessment, including supervised practicum experience and methodological, empirical, theoretical, cultural, and ethical issues.

Psychotherapy/Interventions courses:

Psy 5318: Introduction to Clinical Psychology and CBT. The goal of this course is to provide an introduction to the different approaches to psychotherapy, particularly CBT approaches. Interviewing techniques will be reviewed, particularly as they pertain to conducting an intake interview or initial therapy sessions. Finally, professional and personal issues confronting the beginning therapist will be considered.

Psy 5312: Introduction to Child and Adolescent Psychological Treatment. The goal of this course is to teach various clinical methods involved in the psychological assessment and treatments of children and adolescents, build basic clinical knowledge and skills, increase knowledge of diversity issues, and introduce students to professional, ethical, and legal issues as they work with children and families.

Psy 5377: Behavioral Medicine. Introduces graduate students in the applied social sciences to the contributions of Psychology to the understanding of health and illness.

Supervision and Consultation

All students are required to take a course on supervision and consultation with a grade of B- or better:

Psy 5105: Supervision & Consultation. Provides an overview of theory and research relevant to clinical supervision and consultation.

Individual and Cultural Diversity

All students are required to take one course that addresses individual and cultural diversity from the two listed below with a grade of B- or better:

Psy 5396: Multicultural Counseling. Impact of privilege and culture (race, gender, sexual orientation, religion, disability, etc.) on individual experience and implications for practice with cultural humility. Extensive discussion of the ways in which client outcomes are improved for therapists who practice health service psychology with cultural humility.

Psychopathology

Psy 5338 and 5303 are required for all clinical students. Students must receive a grade of B- or better in the courses.

Psy 5338: Seminar in Psychopathology. Advanced study of adult Psychological problems. Emphasis is placed on (1) issues in diagnosis and classification, (2) theoretical approaches to Psychopathology, (3) contemporary empirical research, and (4) cultural issues. The course is offered in a seminar format with strong emphasis on discussion and student presentations.

Psy 5303: Developmental Psychopathology. An examination of Psychopathology in children, with emphasis on the developmental course of various Psychological disorders through childhood, adolescence, and early adulthood. Emphasis is placed on contemporary empirical research as a foundation for issues in diagnosis, classification, and etiology.

Clinical Research

Psy 5345 and successful completion of the thesis and dissertation are required of all clinical students. A grade of B- or better is required for Psy 5345 and a Pass (P) for Psy 6000 and Psy 8000 credits.

Psy 5345: Research Seminar in Clinical and Counseling Psychology. A survey of methods and approaches to research on clinical issues. Each student reviews an area of research of the student's choosing and develops a research proposal that will ordinarily be the basis for the pre-dissertation research project. Grade of B- or better is needed to successfully pass this course.

Psy 6000: Thesis. Students enroll in one hour of Psy 6000 credit in the Fall semesters of their first year with their clinical faculty research advisor. Continuous enrollment in Psy 6000 credits is required while working on the thesis. Students are required to enroll in at least one Psy 6000 credit during one of the two summer sessions. It is the discretion of the student and the student's research advisor on how many Psy 6000 credits should be taken during the summer sessions and long semesters. Students are expected to propose their thesis during the Fall semester of their second year and to complete their thesis defense by the end of the spring semester of their third year at the latest. Failure to do so will result in an unsatisfactory rating in the *Rate of Progress in Completing Program Requirements* domain of the student's evaluation.

Students planning to submit Master's level research conducted in another institution toward the 6000 requirement must seek approval of the project no later than the first semester in the program from three faculty members (at least two Clinical faculty members) who have agreed to review the project. The student should submit the written project to the three faculty members along with other written materials/procedures detailed on pgs. 27-28 (section on Transfers of Master's-level Research Projects). The three faculty will review the project in terms of the quality of the research and its relevance to the student's planned program of training and research. All three faculty members must approve the project in order for it to satisfy the 6000 requirement. Similar to all students in the program, students will also be required to maintain active involvement in research throughout their enrollment in the program. Thesis projects that were transferred from another program/university do not qualify for an M.A. degree at Texas Tech University.

Initial involvement in research may be participation in an already formulated investigation, but increasingly instrumental roles are expected in pursuing the entire research process from conceptualization through written report. Project demands will dictate the duration of each involvement and a semester's grade (CR or pass-fail basis) will reflect progress of the investigation to that point, with the study continuing into the succeeding semester. Dependent upon the scope of each study, the research experience should include instrumental participation in one to two complete projects. In meeting this requirement, however, considerable weight is given to even an initial effort that leads to acceptance for publication in an appropriate, refereed journal. In many instances, several students and faculty may collaborate. Where possible, the initial research should be developed in a logical progression toward the general area to be addressed in the student's dissertation. Registration in research (or any other individual studies course) shall imply an expected level of effort on the part of the student comparable to that associated with an organized class with the same credit value.

The 6000 clinical research requirement must have been met before initiating dissertation enrollment. Ongoing enrollments should accompany this activity until the work has been completed and, as indicated earlier, endorsed by two members of the graduate faculty.

All students enrolled in Psy 6000 will meet or correspond on a regular basis with their faculty supervisors to ensure that satisfactory progress is being made.

Proposal or defense fails. Should the student's thesis committee fail to approve any portion of the proposal or defense, the student's committee will discuss steps to take regarding the student's need to rewrite the thesis or complete a new thesis research project.

Dissertation

A minimum of twelve (12) hours of PSY 8000 are required of all clinical students.

Psy 8000 Doctoral Dissertation. Once initiated, continuous enrollment is required. The graduate school defines continuous enrollment to include only one of the two summer sessions. Ordinarily the student should enroll in the summer section of Psy 8000 corresponding to the student's committee chair. The number of hours per semester should reflect the extent to which the student uses university facilities and faculty time. The research topic of the dissertation is subject to the approval of the Advisory Committee and the Graduate Dean. The dissertation should be a significant contribution of new information or substantial reevaluation of existing knowledge. Detailed dissertation procedures are provided in a subsequent section of the handbook.

All students enrolled in Psy 8000 will meet or correspond on a regular basis with their faculty supervisors to ensure that satisfactory progress is being made.

Proposal or defense fails. Should the student's dissertation committee fail to approve any portion of the proposal or defense, the student's committee will discuss steps to take regarding the student's need to rewrite the dissertation or complete a new dissertation research project.

Clinical and Professional Issues

Students must receive a grade of B- or better in the clinical and professional issue courses.

Psy 5306 is required for all clinical students. Student must receive a grade of "B" or better to complete this requirement.

Psy 5306: Seminar in Professional Ethics. Standards of ethical behavior, accountability, and legal responsibilities for the professional Psychologist are reviewed along with emerging issues on which positions are being taken by organized Psychology (e.g., credentialing practices).

Related content on ethical standards is also included as an element of assessment and treatment courses especially those occurring early in the recommended sequence of clinical courses. Ethical conduct is also addressed in clinical practica (Psy 5311, 5314, 5002) and research methodology (Psy 5345).

History

Clinical students must complete Psy 5350: History and Systems of Psychology, before graduation and receive a grade of B- or better.

Psy 5350: History and Systems of Psychology. Traces the origin of Psychology as a field of study from the philosophical and scientific roots to present day theory and research.

Practica

Students must complete one semester of adult-focused beginning practica (Psy 5311), one semester of child-focused practica (Psy 5314), and a minimum of two long semesters of advanced practica (Psy 5002) in the Psychology Clinic. Psy 5311 and Psy 5314 are taken during the 2nd year of training and students start taking Psy 5002 the summer after the successful completion of Psy 5314.

Psy 5311: Introduction to Psychotherapeutic Intervention and Management. The goal of this course is to teach various clinical methods involved in the psychological treatments of adults, build basic clinical knowledge and skills, increase knowledge of diversity issues, and introduce students to professional and ethical issues as they work with clients.

Psy 5314: Beginning Child Practicum. This beginning practicum focuses on working with children, youth, and families. Didactics will be combined with learning basic clinical techniques in working with children, youth, and families presenting with different psychological problems. The focus will be on learning evidence-based techniques. This course should be taken along with Psy 5312.

Psy 5002: Advanced Practicum in Counseling and Clinical Psychology. Continuous enrollment is required following successful completion of Psy 5311 and Psy 5314 (starting summer session I) through at least the spring semester of the third year on campus. Continuous enrollment is *required* beyond the third year if all clinical competencies have not been passed (i.e., both therapy competencies and the assessment competency). Practicum enrollment before proficiency requirements are completed will be three hours during fall or spring semesters and 3 hours total in each summer session (when students have a full-time assistantship in each summer session). Students who have met therapy proficiency requirements may discontinue full enrollment but are to at least see all clients to completion or appropriate transfer, and should still enroll in at least one credit of 5002 in each summer session if they are participating in external practicums exclusively. Students phasing out their caseloads need only enroll in hours sufficient to reflect their level of ongoing activity, which is determined by the student and the faculty supervisor responsible for the practicum.

In total, students will spend a minimum of four long semesters (2 years) in the Psychology Clinic. Students will first take Psy 5002 the fall semester of their 3rd year of training. Practica include a wide variety of activities in the Psychology training clinic or area field agencies. Activities are selected as appropriate to the student's entry skills and level of experience. Emphasis is given to conceptualization of client problems, formulation and conduct of treatment plan, diversity issues, self-awareness and skill in client interactions, and a proper accommodation of current knowledge and practice including ethical/legal standards. The format and sometimes the emphasis of supervision will vary with the instructor. The first year of direct clinical experience (Psy 5311, Psy 5314) will be particularly structured and didactic, emphasizing adult treatment in the fall and child/adolescent treatment in the spring semester.

Students may count direct hours (with an identified client) of practica in Psy 5404, Psy 5315, and Psy 5318 to reflect direct experience in interviewing and test administration in these courses.

Faculty and external practicum supervisors will use the *Practicum Evaluation Form* to evaluate the student's clinical and professional performance in practicum. Students enrolled in Psy 5311, Psy 5314, or Psy 5002 who receive a rating that is below their expected level of training in any of the 9 domains (Assessment, Intervention, Individual and Cultural Diversity, Professional Values and Attitudes, Ethical and Legal Standards, Supervision, Communication and Interpersonal Skills, Consultation and Interprofessional/Interdisciplinary Skills, and Development as a Therapist) or for an Overall rating will have a remedial plan developed and implemented. If this occurs, the remedial plan will be discussed and developed during the end of semester *Evaluation of Students* clinical faculty meeting. The practicum supervisor for the following semester will be notified of the remediation plan. The student and practicum supervisor will monitor and evaluate progress throughout the semester and

specific progress will be given twice during the semester. A follow-up evaluation will be conducted during the following end of semester Evaluation of Students clinical faculty meeting. In addition, students who choose to continue seeing clients in the Psychology Clinic or continue with external practicum placements beyond their fourth year of training are expected to maintain an average rating of 4.0 across the 9 domains (Assessment, Intervention, Individual and Cultural Diversity, Professional Values and Attitudes, Ethical and Legal Standards, Supervision, Communication and Interpersonal Skills, Consultation and Interprofessional/Interdisciplinary Skills, and Development as a Therapist) and Overall performance. Failure to maintain a 4.0 rating will result in the development and implementation of a remedial plan.

Students are required to maintain a log of all practica activities so that the minimal number of hours required can be verified. Students should use Time2Track and submit a printed version of the Time2Track summary for the semester to the DCT for verification of therapy hours. Students will be assumed to have met the required hours for practica in a didactic course if it is passed. Students will find that keeping this information in Time2Track is beneficial because internships require information related to therapy, assessment, and supervision as part of their application procedure.

Students will be given the opportunity to provide the Clinical Psychology program feedback regarding the quality of supervision and practicum experience. At the end of the fall and spring semesters, students will be asked to complete the Student Evaluation of Practicum Supervisor and Practicum Experience form via a Qualtrics survey that will be sent to clinical students at the end of each long semester. Evaluations will be provided for practicum work conducted in the clinic as well as for external practicum settings. The information provided will be anonymous.

External Practica and Work Placements (Paid and/or Unpaid)

Advanced students are strongly encouraged to participate in different external practicums that are offered in internal and external locations. An extensive practicum list is made available each spring for available practicums for the following academic year. The clinical faculty will work with the student in arranging appropriate practica. Students can apply for and start working or volunteering at an external practicum after successful completion of Psy 5311 and one semester of Psy 5002, which typically occurs after the student's second year in the program (rising 2nd year students can apply for a placement at StarCare). The student must be enrolled in Psy 5002 while doing an external practicum. External practica (including all professional work) must be approved by the Practicum Coordinator/DCT **before beginning the placement**, to ensure that there is appropriate supervision and that student activities are commensurate with their training. Students are often engaged in external practica concurrent with work in the Psychology Clinic. In most cases, students register for such practica through Psy 5002, and the Psy 5002 instructor serves as an internal consultant to the supervision that students receive in the external placement. However, if students are being supervised for their work in an external practicum that is supervised by a Clinical or Counseling faculty member, the student will enroll in Psy 5002 credits under that specific faculty member. Under no circumstance will a student begin an external placement without one long semester of supervision by a clinical faculty member in the Psychology Clinic housed within the department.

All students engaged in external practica (paid and unpaid) must complete the *External Practicum Site Information Form* before beginning the placement, when there are any changes in their activities or supervision, and at least annually thereafter. The form must be signed by the student, academic advisor, the external supervisor, and returned to the Practicum Coordinator/DCT, who must also sign the form to indicate formal approval of the placement. A copy of the form is kept in the student's file. **Additionally, it is the student's responsibility to load an electronic copy of all relevant forms and paperwork to their SharePoint folder.** In addition, the student must notify the Practicum Coordinator/DCT if they wish to discontinue their work in an external practicum before the end date originally noted on their Practicum Site Information Form. This is particularly relevant for situations in which the student would like to discontinue work at an external practicum site earlier than what was originally agreed upon with the external supervisor (e.g., a student would like to discontinue at the end of a Fall semester despite originally agreeing to work in that practicum for an entire academic year).

Students are allowed 10 hours in external practica without written permission (regardless of participation in the in-house psychology clinic), assuming that the practica sites have been approved by the clinical faculty and the student submits a *External Practicum Site Information Form* (for each practicum) that is approved by the DCT.

Students who would like to add additional practica hours beyond the 10-hour standard are required to complete the *Petition for Additional Practicum Site Hours* form. That is, students who are on an assistantship and have already committed to a 10-hour external practicum must file a petition to engage in any additional external practicum work. An electronic copy of this form is completed and submitted to the DCT, and approval will be determined via vote among the clinical faculty. This form is completed regardless of whether the proposed additional practicum is paid or volunteer.

If a student is engaged in any type of activity that involves providing Psychological services (e.g., Psychological therapy or assessment) in a non-exempt agency (i.e., not state or publically funded), state licensure laws requires that such work must be a formal part of the student's training and that the student enroll in a corresponding course for this activity. Thus, work in external, non-exempt agencies must be arranged as a practicum placement, with students enrolling for at least one hour in PSY 5002. If the student is already enrolled in PSY 5002, additional work will be included in PSY 5002 to cover the external placement and no additional enrollment hours are required. This enrollment will necessitate that you coordinate activities in the non-exempt agency with your PSY 5002 instructor each semester. The supervisor in the external agency must provide feedback to your program's training director about the Psychological services you provided by the end of each long semester, and more often as needed or required by your PSY 5002 instructor or external supervisor.

Although the clinical faculty expect students to get applied training at approved external practicum sites in Lubbock and surrounding communities, there may instances in which a student wants or needs to move away before starting the pre-doctoral internship. In this type of instance, the student will need to file a petition to the clinical faculty describing the rationale for seeking an external practicum outside of Lubbock. It is important that the petition have the support of the student's academic advisor. The petition should include a detailed plan on steps that will be taken to finish program requirements from a distance. Petitions will only be considered from student who have completed all relevant coursework and have successfully defended the qualifying examination. If the student's petition is approved, the student will need to provide the Practicum Coordinator/DCT with detailed information regarding the proposed new external practicum site, curriculum vitae(s) of the supervising psychologists, and supervision arrangements. The student cannot start the new practicum site until it is approved by the Practicum Coordinator/DCT. Although these petitions will be handled on a case by case basis, students need to be aware that the student may not have access to important information once they leave the program such as internship meetings in which information about the application process is distributed. Students should also be aware that it will still be their responsibility to complete a dissertation proposal and final dissertation that is a contribution to the literature and meets program requirements. This may be more difficult if they are not in Lubbock to work with their committee and to gather dissertation data. However, they will still have the primary responsibility for all phases of the dissertation project and so should make a realistic plan to gather and analyze data that allows for their absence from campus. Data collection and analysis should not be delegated to faculty or to other students.

Internship and Internship Preparation

Students complete a 1 credit hour course (**Psy 5001: Problems in Psychology: Preparation for Internship in Clinical Psychology**) in the Fall semester in which the student is applying for internship. This course will cover strategies for internship applications, including reviewing AAPI materials (e.g., essays, categorization of clinical hours, etc.), practice interviews, and other related topics.

Four (4) hours of 5004 are required of all clinical students on internship (one credit per long semester and each summer session). Students may register for up to 12 hours of 5004.

Psy 5004: Doctoral Internship in Counseling and Clinical Psychology. Full-time supervised experience in a full range of professional activities (assessment, intervention, consultation, research, program administration) at an APA-approved internship for a calendar year. A total of four hours are required, one per each long and summer semester of a 1 year internship. See section on internship for additional detail.

Course Transfers and Substitutions

Course Transfer

It may be that some graduate students have graduate level work completed already in some of the departmental core areas before enrolling in one of our programs, and they wish to present such work in lieu of taking courses at TTU. In such cases the procedure is as follows:

1. Consistent with Graduate School policy, transfer credit will not ordinarily be given for courses completed more than seven years prior to admission to a TTU Psychology graduate program. A student who nevertheless wants such a course considered, should include with the Course Transfer Petition form a memo justifying why the information in this course should still be considered up to date. Approval by the Department and Graduate School is required in addition to the usual Course Transfer petition procedure.
2. Prior to beginning their first semester (or at least during the student's first semester), the student will submit one original and one copy of the *Petition to Transfer Course Credit* form and the requested documentation (syllabus, papers, etc.) to the DCT. The DCT will forward the transfer petition for review by one or more faculty who teach the course for which the transfer is requested. Upon receipt of the review(s) by the course appropriate faculty, the DCT will notify the student of the decision and place a copy of the petition in the student's Departmental file. Subsequently, this will be submitted to the Graduate School for approval, and this decision will be communicated to the student. Students can submit transfer forms to the DCT for up to twelve (12) credits. Students attempting to transfer more than twelve credits need to petition the clinical faculty. Please be aware that the Graduate School has a 30 hour limit for the total credit hours that can be transferred from another institution to be applied to their doctoral degree program.

Students in the Clinical Psychology doctoral program who are considering transferring a course that is considered to be part of the clinical core (e.g., Psychopathology) are encouraged to first consult with their advisor and the DCT. Students need to be aware that for purposes of getting licensed, some states may require that specific courses be taken at the APA-accredited program granting the doctoral degree. This information is provided so that students can make an informed decision when deciding whether to transfer courses that are part of the clinical core.

Course Substitution

Graduate students enrolled in one of our degree programs wishing to substitute a course to be taken in another department or university for one of our department core courses must make a petition to that effect by submitting the petition to the DCT who will then distribute to the Executive Committee (EC). The petition should be made using the Substitution Credit Petition Form with appropriate attachments from both the student and relevant faculty. Faculty endorsements include the course-appropriate faculty member, the student's advisor, and Program Director. "Course-appropriate faculty member" is the full-time faculty member(s) primarily responsible for teaching that course, or, if unavailable, other faculty who teach that or a related course. (The student should consult with the DCT if unsure as to who the relevant faculty members are.) Course substitutions must be **approved in advance** of the student enrolling in the proposed substitute course. In no case will course substitutions be considered after a student has begun or completed the substitute course in question.

An identical procedure will be followed for clinical core courses (those specific to the clinical program) except that the clinical faculty will review these courses in the same way that the Executive Committee Studies reviews departmental core courses.

Curriculum Plan: Clinical Psychology Doctoral Program

	FALL	SPRING	SUMMER
YEAR 1	PSY 5338: Sem in Psychopathology PSY 5356: Cognition PSY 5404: Intelligence Testing PSY 5480: Experimental Design PSY 6000: Thesis (1)	PSY 5302: Lifespan Development PSY 5318: Intro to Clinical Psych and CBT PSY 5345: Research Seminar PSY 5447: Advanced Correlation & Factor Analysis PSY 6000: Thesis (1 or 3)	PSY 5101: Teaching Colloquium PSY 5306: Professional Ethics PSY 6000: Thesis
YEAR 2	PSY 5303: Dev Psychopathology PSY 5311: Beg Adult Prac PSY 5315: Objective Assessment PSY 6000: Thesis (3)	PSY 5312: Intro to Child Interventions Psy 5314: Beginning Child Practicum PSY 5301: Biological Bases PSY 6000: Thesis (3) 3rd Stats: 5367, 5448, or 5460 (choose one)	PSY 5002: Advanced Practicum PSY 6000: Thesis
YEAR 3	PSY 5327: Emotion & Social Psych PSY 5001: Quals PSY 5002: Advanced Practicum	PSY 5398: Ethnic Minority & Community Interventions OR PSY 5396: Multicultural Counseling PSY 5409: Clinical Neuropsychology PSY 5002: Advanced Practicum PSY 5001: Quals	PSY 5002: Advanced Practicum
YEAR 4	PSY 5377: Behavioral Medicine PSY 8000: Dissertation	PSY 5105: Supervision and Consultation PSY 5350: History & Systems PSY 8000: Dissertation	PSY 8000: Dissertation
YEAR 5	PSY 8000: Dissertation PSY 5004: Internship	PSY 8000: Dissertation PSY 5004: Internship	PSY 8000: Dissertation PSY 5004: Internship
YEAR 6	PSY 5004: Internship PSY 8000: Dissertation (if needed)	PSY 5004: Internship PSY 8000: Dissertation (if needed)	PSY 5004: Internship PSY 8000: Dissertation (if needed)

It is expected that students in the Clinical Psychology doctoral program will follow the curriculum plan. Students should consult with their academic advisor and the DCT if the student wants to deviate from the course sequence. The student may also be asked to petition the Clinical Psychology faculty.

Students often complete qualifying examinations in the spring of the third year and use the fourth year to complete the dissertation and other requirements. Depending on the rate at which the student progresses through clinical proficiencies, research requirements, and qualifying examinations, a fifth and possibly sixth year on campus may be necessary. The student should note the core requirements and the requirements for taking qualifying

examinations and applying for internship. Students should also be aware that first preference for departmental financial support (e.g., scholarships and assistantships) is given to students in their first 4 years in the program. The department typically cannot support students beyond their 5th year. Students in their 5th year and beyond may continue to receive support through their external placements.

Competency Evaluations of Applied Skills in Clinical Psychology Doctoral Program

Assessment and Psychotherapy skills are critical areas of functioning as a practitioner. Consequently, these represent important precursors to the internship and you are urged to avail yourself of as many opportunities as possible in these areas. The minimal requirements in these areas are detailed below with the final elements of each typically completed during the third or fourth year on campus.

Assessment Proficiency

Students will be considered to have met assessment competency requirements upon satisfactory completion of the required assessment courses *and a 91% (or better)* on the Assessment Competency Evaluation form. Upon recommendation of the instructor, the clinical faculty may require the student to retake any of these courses passed with a grade less than "B-." Students must also complete one Psychological assessment during their practica experience in the Psychology Clinic, which must be approved by the clinical faculty member supervising the assessment. The supervisor must agree that the student has completed the assessment in a satisfactory manner, with a reasonable level of supervision. Student must have completed 2 assessment classes prior to attempting this requirement. Ordinarily, students will not be ready to attempt the requirement during the beginning practica, unless they have had prior assessment experience. Although only one approved assessment is required, we encourage students to do additional supervised assessments during their practica for added experience. The **Assessment Competency Evaluation Form** will be used by the faculty supervisor to evaluate the student's work. Students need a 91% (or better) to pass the assessment competency. If a student does not successfully pass on the first attempt, the student can do another assessment as long as the clinical supervisor believes there will be sufficient time left in the semester to complete the assessment. If the student does not pass the second assessment, the student has to wait until the following long semester to attempt another assessment. In most cases, the third assessment attempt should be done under the supervision of a different clinical supervisor. Although there may be some time flexibility, it is expected that the student complete the assessment report and provide feedback to the client in a timely manner. Students should consult with their clinical supervisor to develop a timeline that works for the client, student, and clinical supervisor.

The Psychology Clinic receives LD/ADHD assessment referrals from the community and the TTU Athletics Department that allow students who conduct these to get compensated. Although these types of assessments may count toward an Assessment Proficiency, the student conducting the LD/ADHD assessment cannot get reimbursed if it counts toward an Assessment Proficiency. A financial incentive cannot be tied to any of the Program's milestones.

An assessment competency can be attempted once a student is enrolled in Psy 5002: Advanced Practicum and they have completed 2 assessment classes.

Psychotherapy Proficiency

Students are required to pass an applied evaluation in Psychotherapy, typically administered by a faculty member in Clinical Psychology unless permission has been obtained from the DCT for an alternative faculty member (rare cases apply here). An applied evaluation may be undertaken in any long semester of Advanced Practicum in the Psychology Clinic (i.e., PSY 5002, not 5311 or 5312), unless approved to occur during the summer. The **Therapy Competency Evaluation Form** will be used by the faculty supervisors to evaluate the student's work. Students need a score of 91% on the evaluation form to pass the therapy competency.

Procedures usually involve four aspects of the student's work: 1) recordings or direct observations of the initial sessions of treatment; 2) the student's formulation of a treatment plan; 3) other documentation of the treatment; and 4) the student's implementation of the treatment plan as represented by tapes, treatment documentation, or direct observation of representative sessions. Supervisors need an adequate sample of the student's work in order to make an evaluation of their therapy competency (e.g., sufficient number of sessions, sufficient number of clients

at various stages in therapy process). Some supervisors require that therapy competencies be completed with a new intake case upon declaration that the student will attempt a therapy competency. However the supervisor will attempt to work with the student to negotiate other ways that the student may provide an adequate sample of work when circumstances beyond the student's control make it difficult for the student to meet the supervisor's usual expectations. The general criteria for passage of each evaluation are that, in the judgment of the faculty member, the student's abilities in Psychotherapeutic formulation and technique are sufficient to enable her or him to derive full benefit from and function effectively within an APA approved internship. The elements entering into that judgment are reflected in the dimensions of feedback to be provided the student after each full semester of practicum activity. These include elements of relationship, conceptualization, implementation, professional responsibility, use of supervision, and development as a therapist (e.g., respect for diversity and ability to adapt relationship and treatment strategies for individual clients). Supervisors should give informal feedback about the student's progress in the applied evaluation in Psychotherapy at the midterm of the practicum and written feedback regarding the evaluation at the end of the semester. Students are also welcome to request feedback at other times, as negotiated with the supervisor.

If an evaluation is not judged to be a pass, the student may attempt to complete this requirement with another faculty member. Unless at least one therapy competency has been achieved by the end of the spring semester of the student's fourth year, probation will be invoked for a two-year period. Failure to pass a therapy competency by the end of the Spring semester of the sixth year of training will result in the recommendation that the student be dismissed from the program.

A therapy competency can be attempted once a student is enrolled in Psy 5002: Advanced Practicum.

Research Ethics Education & Plagiarism Online Training

First-year clinical students will be required to complete the following two exercises during their first year of training:

1. Collaborative Institutional Training Initiative (CITI training). Please complete the section that only pertains to the responsible conduct of research in the social and behavioral sciences. The other sections are not required.
 This website offers research ethics education training. Website: www.citiprogram.org
2. Indiana University's School of Education *How to Recognize Plagiarism*.
 Website: <https://www.indiana.edu/~istd/>

Each student will be required to successfully complete each online program. Successful completion is defined as taking an online test and getting a passing score on each test. A *Certificate of Completion* is available for printing at the end of each exercise. In addition to the student keeping a copy, a copy will go in the student's file, a copy will be given to the student's academic advisor, and a copy will go to the DCT. The student has until April 30th to successfully complete both online programs.

Summary of Milestone Requirements – Enrollment Requirements, Committees, Documents

*** This does not include all necessary steps to receive a formal Master's degree or steps for students attempting to transfer a thesis. See handbook for these details.**

Milestone	Enrollment Requirements	Committee Requirements	Required Documents
<u>Thesis Proposal</u>	3 Psy 6000 credits the semester of the proposal distributed across the thesis committee faculty members. At least 1 Psy 6000 credit during each long semester and summer	3 graduate faculty; at least 2 (including mentor) from core faculty in the Clinical Psychology doctoral program.	Thesis proposal document; Thesis proposal checklist.

	<p>session while the thesis research project is being conducted under the thesis chair.</p>		
<p><u>Thesis Defense*</u></p>	<p>3 Psy 6000 credits the semester that the student defends the thesis distributed across the thesis committee faculty members. Students must be enrolled in at least one thesis credit during the semester in which you want to receive the optional M.A. degree.</p>	<p>3 graduate faculty; at least 2 (including mentor) from core faculty in the Clinical Psychology doctoral program.</p>	<p>Thesis defense document; Thesis defense checklist; Master's and Doctoral Defense Notification Form (graduate school form); Oral Defense and Thesis-Dissertation Approval Form (graduate school form)</p>
<p><u>Qualifying Examination Prospectus</u></p>	<p>3 Psy 5001 credits with academic advisor over the course of working on the qualifying examination. Students will be continuously enrolled in Psy 5001 from the time the student starts developing the prospectus to when the qualifying examination has been successfully defended.</p>	<p>3 graduate faculty; at least 2 (including mentor) from core faculty in the Clinical Psychology doctoral program.</p>	<p>Prospectus (2-6 pages, not counting references)</p>
<p><u>Qualifying Examination Defense</u></p>	<p>3 Psy 5001 credits with academic advisor over the course of working on the qualifying examination. Students will be continuously enrolled in Psy 5001 from the time the student starts developing the prospectus to when the qualifying examination has been successfully defended.</p>	<p>3 graduate faculty; at least 2 (including mentor) from core faculty in the Clinical Psychology doctoral program.</p>	<p>Qualifying Examination Document (60 pages max for main body of the document); Qualifying Examination Checklist</p>

<u>Dissertation Proposal</u>	3 hours of Psy 8000 credits with committee chair. Minimum of 2 hours (total) of Psy 8000 with each non-chair committee member during the course of the dissertation, typically 1 hour each in the semesters of proposal and defense. Students must enroll for a minimum of 3 credits in Psy 8000 each summer (these may be accrued during either SSI, SSII, or split between SS1 and SS2).	At least 4 faculty members; at least 2 (including mentor) from core faculty in the Clinical Psychology doctoral program. 3 of the 4 committee members must be faculty from the Department of Psychological Sciences at Texas Tech University.	Dissertation proposal document; Dissertation proposal checklist
<u>Dissertation Defense</u>	Requirements vary as a function of internship status and other factors; see handbook; 3 total credit hours in the semester in which the student will be graduating (1 5004 and 2 8000).	At least 4 faculty members; at least 2 (including mentor) from core faculty in the Clinical Psychology doctoral program. 3 of the 4 committee members must be faculty from the Department of Psychological Sciences at Texas Tech University.	Dissertation document; Dissertation defense checklist; Master's and Doctoral Defense Notification Form (graduate school form); Oral Defense and Thesis-Dissertation Approval Form (graduate school form)
<u>Therapy Comp</u>	Enrolled in long semester (3 credits) of Psy 5002.	Clinical supervisor	Therapy Competency Evaluation Form.
<u>Assessment Comp</u>	Enrolled in long semester (3 credits) of Psy 5002; Must have completed 2 assessment classes prior to attempting.	Assessment supervisor	Assessment Competency Evaluation Form.

Summary of Milestone Requirements – Deadlines, Presentation Requirements, Filing Documents

* This does not include all necessary steps to receive a formal Master's degree or steps for students attempting to transfer a thesis. See handbook for these details.

Milestone	Deadlines	Presentation Requirements	Filing Documents
<u>Thesis Proposal</u>	Thesis proposal meeting and proposed research project approved by the end of the fall semester of 2nd year; Thesis document distributed at least 2 weeks: 1) in advance of the meeting and 2) before the	Approximately 10 minute presentation.	All documents are submitted to the DCT after obtaining appropriate signatures from committee members. Subsequently, the student will upload the document after DCT review/signature to the Clinical Psychology Program website

	last day of class for a semester. Meeting must occur while faculty are on duty.		(your SharePoint folder) and the DCT will send documents to the graduate school as needed.
<u>Thesis Defense*</u>	Complete and defend thesis by the end 3rd year. Thesis document distributed at least 2 weeks: 1) in advance of the meeting and 2) before the last day of class for a semester. Meeting must occur while faculty are on duty.	Approximately 20 minute presentation.	All documents are submitted to the DCT after obtaining appropriate signatures from committee members. Subsequently, the student will upload the document after DCT review/signature to the Clinical Psychology Program website (your SharePoint folder) and the DCT will send documents to the graduate school as needed.
<u>Qualifying Examination Prospectus</u>	No earlier than the Spring semester of the 2nd year in the doctoral program and no later than the Fall semester of the 4th year in the program. Must complete thesis prior to qualifying examination.	NA	NA
<u>Qualifying Examination Defense</u>	Within 1 year after the prospectus has been approved; defense must occur during long semester and prior to dissertation proposal. Qualifying examination document distributed at least 2 weeks: 1) in advance of the meeting and 2) before the last day of class for a semester. Meeting must occur while faculty are on duty.	10 to 20 minute presentation.	All documents are submitted to the DCT after obtaining appropriate signatures from committee members. Subsequently, the student will upload the document after DCT review/signature to the Clinical Psychology Program website (your SharePoint folder) and the DCT will send documents to the graduate school as needed.
<u>Dissertation Proposal</u>	Dissertation proposal accepted before the start of Summer Session I before applying to internship; Dissertation proposal document distributed at least 2 weeks: 1) in advance of the meeting and 2) before the last day of class for a semester. Meeting must occur while faculty are on duty.	Approximately 15-20 minutes.	All documents are submitted to the DCT after obtaining appropriate signatures from committee members. Subsequently, the student will upload the document after DCT review/signature to the Clinical Psychology Program website (your SharePoint folder) and the DCT will send documents to the graduate school as needed.

<p><u>Dissertation Defense</u></p>	<p>Dissertation document distributed at least 2 weeks: 1) in advance of the meeting and 2) before the last day of class for a semester. Meeting must occur while faculty are on duty. All required forms sent to the graduate school prior to graduation deadlines for a given term.</p>	<p>20-30 minute presentation.</p>	<p>All documents are submitted to the DCT after obtaining appropriate signatures from committee members. Subsequently, the student will upload the document after DCT review/signature to the Clinical Psychology Program website (your SharePoint folder) and the DCT will send documents to the graduate school as needed.</p>
<p><u>Therapy Comp</u></p>	<p>Completed by the end of the spring semester of 4th year; Failure to pass therapy competency by the end of the spring semester of the 6th year of training will result in student being recommended for dismissal.</p>	<p>Case presentation with structure determined by supervisor.</p>	<p>All documents submitted to the DCT after obtaining appropriate signatures from committee members. Then, students upload the document after DCT review/signature to the Clinical Psychology Program website (your SharePoint folder).</p>
<p><u>Assessment Comp</u></p>	<p>Must be completed before leaving the Psychological Sciences Training Clinic.</p>	<p>Determined by supervisor.</p>	<p>All documents are submitted to the DCT after obtaining appropriate signatures from committee members. Subsequently, the student will upload the document after DCT review/signature to the Clinical Psychology Program website (your SharePoint folder).</p>

Thesis Requirements

Psy 6000: Thesis

Students are required to complete a thesis research project for their M.A. degree. Students are encouraged to start working with their research advisor their first semester on campus on thesis-related activities. These activities will differ from research lab to research lab. Students should work closely with their research advisor on writing goals and developing a timeline for different milestones related to the thesis. Students will write a thesis proposal and hold a thesis proposal meeting. Students will form a thesis committee of three graduate faculty. Two of the committee members must be core faculty in the Clinical Psychology doctoral program. The third committee member can be from another psychology program (e.g., Counseling, Experimental) or outside the department as long as the faculty member is recognized by the TTU Graduate School as being graduate faculty.

The thesis proposal and defense documents must be distributed to the committee at least two weeks in advance of the proposal and/or defense meetings. Proposal and defense meetings cannot be scheduled until after the document has been distributed to faculty. The thesis proposal and defense meetings are a maximum of 90-minutes in length. Thesis proposal meetings will include a 10-minute (approximate) presentation by the student followed by a questions and input from the thesis committee. The thesis committee will complete the *Thesis Proposal Checklist* to evaluate the student's thesis proposal. A 83% is needed to pass the thesis proposal. After the meeting, the thesis chair will submit the form to DCT after meeting.

Once the thesis research project is complete and the document is approved by the research advisor to be distributed, the student will schedule a thesis defense meeting. Thesis defense meetings will include a 20-minute (approximate) presentation by the student followed by a questions and input from the thesis committee. The thesis committee will complete the *Thesis Defense Checklist* to evaluate the student's thesis. An 87% is needed to pass

the thesis defense. After the meeting, the thesis chair will submit the form to DCT after meeting. Students will complete the *Master's and Doctoral Defense Notification Form*, which provides details regarding the thesis defense meeting for the Graduate School. This form should be emailed to the DCT, who will upload it to the Graduate School submission system.

Students will enroll in 3 thesis credits (Psy 6000) the semester that the student proposes the thesis. These credits are to be distributed across the thesis committee faculty members. Students will enroll in a minimum of 1-credit (PSY 6000) during each long semester and summer session while the thesis research project is being conducted (continuous enrollment). The credits should register under the thesis chair. As with the proposal, students will enroll in 3 thesis credits (Psy 6000) the semester that the student defends the thesis. These credits are to be distributed across the thesis committee faculty members.

Students are expected to have the thesis proposal meeting and proposed research project approved by the end of the fall semester of their second year at the latest. Failure to do so will result in a "needs improvement" rating in the *Rate of Progress in Completing Program Requirements* domain of the student's evaluation as well as other possible consequences as determined by the clinical faculty. Please note that there must be a minimum of a 2-month time period between when the thesis proposal meeting is held and the thesis defense meeting. Students are expected to complete and defend their thesis by the end of the fall semester of their third year at the latest. Failure to do so will result in a "needs improvement" rating in the *Rate of Progress in Completing Program Requirements* domain of the student's evaluation as well as other possible consequences as determined by the clinical faculty.

Transfer of Master's-level Research Projects

The Clinical Psychology program will consider transfer of master's-level research projects on a case by case basis. A student can petition the clinical program to have the student's master's level research project transfer to the clinical program. The following conditions must be met in order to have a master's-level research project approved for transfer: 1) the student and advisor would need to establish a committee of 3 faculty members, including at least 2 from the Clinical Psychology program; 2) the student would then draft a 1-2 page letter to be sent to the committee and the DCT, which would outline how the thesis project fits with the student's area of research going forward with their TTU advisor and also detail the degree to which they were involved with the thesis project at their previous institution; 3) the student would also obtain a brief letter from the previous research advisor detailing level of involvement of the student; 4) the research document must be considered of exceptional quality (this is defined as a 87% pass rate on the *Thesis Defense Checklist*) via evaluation from the committee. The student's research advisor will aid in the identification of committee members to review the document. The committee members will use the *Thesis Defense Checklist* to evaluate the research project that is being considered for transfer. Each faculty member will independently rate the project, and then the committee will discuss discrepancies between their ratings to determine a final agreed upon single rating of the project. If a student is able to transfer in a master's-level research project, the student is expected to remain actively engaged in research while in the Clinical Psychology program.

Master's Degree for Students Enrolled in Doctoral Programs

The Master's Degree (MA) is optional for students enrolled in the clinical doctoral program, but students may elect to receive this degree when all requirements (detailed below) have been met. The Department has established guidelines for doctoral students who wish to obtain the MA degree while continuing their doctoral studies. The following MA degrees are determined by current Coordinating Board decisions. Doctoral students in Clinical may obtain the MA in Psychology.

The departmental requirements are as follows:

1. The student must be currently enrolled in a Ph.D. program in Psychology.
2. Students may obtain a Master's degree after they have met any two of the four departmental breadth requirements. That is, they must complete the requirements for two categories from among Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Biological Aspects of Behavior, and Social and Emotional Aspects of Behavior. The requirements designated for each category must be met as stated to be counted for the Master's degree.

3. At least one of the following courses from the statistics sequence (PSY 5480, 5447, or one of the advanced/specialized statistics courses) must be completed with a grade of B- or better.
4. The remaining hours (for a total of 30 for a thesis option) will be determined by the student's particular degree plan and/or requirements that may be imposed by the student's graduate program. Ordinarily, the Graduate School will not accept more than two individual studies courses (e.g., PSY 6000) as part of a Master's degree plan.
5. Thesis research project must be completed.
6. In each instance, Graduate School policies are to be followed.

The Clinical Program's Requirements for Clinical Students to Earn a Master's Degree:

1. The following courses must have been completed with grades of B- or better:
 - a. Psy 5404: Practicum in Intelligence Testing
 - b. Psy 5318: Introduction to Clinical Psychology
 - c. Psy 5338: Seminar in Psychopathology
 - d. Psy 5345: Research Seminar in Clinical and Counseling Psychology
 - e. Psy 5303: Developmental Psychopathology
 - f. Psy 5311: Beginning Adult Prac
 - g. Psy 5312: Intro to Child and Adolescent Treatment
 - h. Psy 5314: Beginning Child Prac
 - i. Psy 5447: Advanced Correlation & Factor Analysis
 - j. Psy 5480: Experimental Design
 - k. Psy 6000: Thesis (at least 3 credits)

No more than 9 hours of courses that are graded pass-fail may be listed on the degree plan.

Guidelines for the Master's Degree

- 1) Upon completion of the Master's Thesis and all relevant coursework required by the department and program, the student should contact the DCT at the beginning of the semester in which the student would like to receive the MA degree. The DCT will submit requisite forms to the Graduate School related to the MA Degree Plan (in coordination with the student).
- 2) Students should adhere to the submission deadlines for each graduation. These deadlines can be found in the university academic calendar. The DCT will process paperwork for the M.A. degree for the May, August, and December commencement ceremonies.
- 3) Student will file *Statement of Intent to Graduate Form* with the TTU Graduate School. Student will need to log in through eRaider to get access to this form.
- 4) Student should consult the *TTU Graduate School Thesis-Dissertation Formatting Guidelines* for how to format thesis document.

Students are responsible for reading all required documents to ensure adherence to TTU Graduate School policies. See https://www.depts.ttu.edu/gradschool/academic/TD_CompletionRequirements.php and <https://www.depts.ttu.edu/gradschool/academic/FormattingGuidelines.php> for more details.

Qualifying Examination

Students are encouraged to read the general Graduate School policies with respect to qualifying examinations. Additionally, doctoral students in Psychology will be permitted to take the qualifying examination only when they have completed all core courses and the thesis research requirement.

Students are admitted to candidacy by the Graduate School after the qualifying examinations have been completed and both the written and oral components have been successfully passed. Other requirements for

admission to candidacy are given in the Graduate Catalog. You should familiarize yourself with all of the Graduate School requirements, especially those that limit the time to complete your degree. Those policies may change from time-to-time, but in any event, the Department of Psychological Sciences is particularly concerned that you make expeditious progress towards the completion of all requirements.

Qualifying Examination Procedures for Clinical Psychology Doctoral Program

Graduate School policies for qualifying examinations are described as follows:

"The Qualifying Examination for Admission to Candidacy for the doctor's degree is one of the major features of the doctoral program and will be administered in the concentrated area of study. The examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. Consequently, satisfactory performance in course work does not necessarily guarantee successful performance on the Qualifying Examination. A student is eligible to take this examination after receiving approval of the doctoral proposal from the Dean of the Graduate School and after completing most of the course work prescribed by the approved proposal."

Additionally, doctoral students in Psychology will be permitted to take the qualifying examination only when:

1. They have completed preliminary examination requirements.
2. They have completed all core courses.
3. They have completed the thesis research requirement.

Clinical Psychology Program Qualifying Examination Procedures

Specialty Area

The Specialty Area Component consists of the following:

1. An integrative literature review paper that covers at least three domains as they relate to a specialty content area chosen by the student in collaboration with the Qualifying Examination Committee. For examples of specialty areas and related domains see the end of this section.
2. An oral defense/exam of the review paper and the related identified content domains.

Each student must select a three-person qualifying exam committee. This committee will consist of the student's research advisor and two additional faculty. Two of the three members must be from the Clinical program. The paper will be mutually defined by the student and the committee. Students will submit a 2- to 6-page prospectus on the specialty topic and related domains to the Qualifying Examination Committee members for their review and approval. Please note that the 6-page limit does not include the reference list. The prospectus typically includes a brief introduction to the topic, a bulleted outline that details the three domains that will be included in the full document, and citations/references relevant to the chosen topic. Students will be expected to include a reference list along with the prospectus and it will be beneficial for the student to have a sufficient number of references cited and included as this will help the Qualifying Examination Committee provide useful input. It is the responsibility of the student to adhere to the 6-page limit for the prospectus and students are encouraged to work with their Qualifying Examination Committee Chair in making sure that this requirement is met.

The prospectus can be submitted no earlier than the Spring semester of the second year in the doctoral program and no later than the Fall semester of the fourth year in the program (this is true for all students, regardless of whether they have transferred in a master's thesis or not). The introduction, citations, and references within the prospectus must be in APA format. After obtaining approval for the prospectus, students will be responsible for writing the integrative specialty paper by themselves. The integration and synthesis of ideas, theory, and previous research findings for the qualifying examination paper as well as the writing of the paper is the sole responsibility of the graduate student. However, even after the prospectus has been approved by the committee, the student may meet occasionally with the research advisor to discuss the development and focus of the paper. This affords a potentially important opportunity for mentoring of the student of a different type of project than the empirically-based thesis or dissertation. The number and exact nature of the meetings between the student and clinical

research advisor should be discussed and arranged with the research advisor. Any input from the research advisor (or other committee members) of a substantive, scientific nature should be appropriately cited in the paper (e.g., faculty name, Personal communication, date). Also, the research advisor may read a draft of the paper, but no more than one time. It is recommended that the student use this review process when the paper is close to being a finished product (as opposed to an early draft). Earlier discussions of the paper's content, organization, or focus might best be accomplished via an outline. Finally, although the student may occasionally discuss ideas related to the paper with the student's peers or other faculty (citing any substantive input, as above), drafts of the paper, or any parts thereof, should not be read by anyone except the faculty research advisor.

The paper must be no more than 60 pages (excluding title page, table of contents, abstract, references, figures, and/or tables). Please note that the clinical faculty do not expect every student to reach the maximum number of pages for the qualifying examination. The maximum, 60 pages, is set as a guideline for students—not an expectation. The number of pages the student writes depends on the subject matter, available literature, etc. The format should be APA style, double-spaced, with 12 point font and 1 inch margins. The paper must contain the following components:

1. Questions and Topic Areas to be addressed.
2. History and Background.
3. Review of empirical and theoretical literature.
4. Research implications.
5. Clinical implications.

The paper cannot be completed prior to meeting all departmental and program requirements for taking the qualifying examination—the thesis research project needs to be completed and approved. Upon completion of the paper, students will distribute copies to all committee members and schedule a time for the Oral Defense/Exam. The oral exam will be up to 90 minutes long and will take place during the Fall and Spring semesters only. Qualifying examinations cannot be scheduled during semester breaks or during summer sessions. The oral exam should be scheduled no sooner than two weeks after submitting the paper.

Students should enroll in Psy 5001 for at least 3 total credits with their academic advisor over the course of working on the qualifying examination. It is expected that students will be continuously enrolled in Psy 5001 from the time the student starts developing the prospectus to when the qualifying examination has been successfully defended. Students have one year after the prospectus has been approved to defend the qualifying examination. Students are encouraged to develop a timeline with short-term and long-term goals.

During the oral exam the student will give a 10 to 20 minute presentation followed by open questioning on the paper and related domains by the student's three-person committee. Students may bring a copy of the document and reasonable note cards for making their oral presentation. No other supporting materials should be used during the oral exam. Although questions asked by the exam committee will be shaped by the student's written review and the specialty topic and related domains chosen by the student, students should remember the description of the qualifying examination as stated in the graduate catalogue: "The examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree; consequently, satisfactory performance in course work does not necessarily guarantee successful performance on the Qualifying Exam." Students should be able to discuss their chosen specialty area in a scholarly, critical, and integrative manner, demonstrating their knowledge of foundational skills for clinical Psychology. For example, students should be able to apply their knowledge of Psychological science to their chosen specialty area (e.g., how would you design a study to address this unanswered question in the literature that you have reviewed?). Students should be able to discuss research and clinical implications of the specialty area and related information discussed in their written review. To the extent that the written review has not provided clear justification for conclusions or evaluations made by the student, the student may be asked to further discuss reasons for their conclusions in the oral defense. To the extent that important information has not been included in the paper, students may be asked to discuss reasons for their selection of material to be covered or to provide further discussion of material relevant to their chosen specialty topic. However, except as recommended by the committee chair or other members and assuming that the student has learned the foundational skills for clinical Psychology across their coursework and other program activities, preparing for the oral examination should not require specific review of individual courses.

The written and oral portions of the Specialty Area Component are considered separate sections and the passing or failing of each section is graded independently. The three faculty members will use the *Qualifying Examination Checklist* to evaluate the written and oral components of the qualifying examination. Students will need an 87% to pass the written component and an 89% to pass the oral components of the qualifying examination.

If a student does not pass the written portion of the qualifying examination, the student will make revisions or rewrite the document based on feedback provided by the Qualifying Examination Committee. Students will not have to do an oral defense again if that part of the qualifying examination is passed the first time. The chair of the Qualifying Examination Committee will prepare a memo outlining what needs to be addressed in the revised document. The chair will send the memo draft to the two Qualifying Examination Committee members for review and additional input. All three Qualifying Examination Committee members need to agree with regard to the detail and content of the memo before it is sent to the student.

Please note that although the Qualifying Examination Chair cannot read the revised document, the student may request to meet with the research advisor to ask for clarification and/or discuss the progress of the paper. The student and advisor will need to agree on the nature and number of these meetings. In addition, although students can request to meet with the other two Qualifying Examination Committee members to ask for clarification, etc., it is up to the committee members if they would like to meet with the student. If a student is given feedback specifically about grammar by the Qualifying Examination Committee, the student can consult with the TTU Writing Center. Students may not ask other faculty and/or peers to read a draft of the revision or sections of the revised document. If the student does not pass the written section a second time then the student will have failed the qualifying examination twice.

If a student fails the oral section only, then the student will be responsible for scheduling a second oral exam. If the student does not pass the first attempt at the Oral Defense, the student will be given feedback in the form of a memo. The same procedures described above will be followed for the memo from the committee. If the student does not pass the oral section a second time then the student will have failed the qualifying examination twice. Failing either section twice will result in dismissal from the Clinical Psychology program according to Graduate School policies.

Students can hold their qualifying examination defense meeting only during the spring or fall semester. Qualifying examination defenses cannot be held during the summer sessions. Further, defense of the qualifying examination must precede the student's Dissertation Proposal. Student's can do both their qualifying examination and dissertation proposal during the same semester but there needs to be a minimum of a six-week time period from when the qualifying examination is defended and when the dissertation proposal meeting is held. For student's applying for internship, the qualifying examination cannot be defended during the fall semester of the same year that the student is applying for internship. Thus, the qualifying examination has to be defended no later than the end of the spring semester of the year the student plans on applying for internship. Please note that the dissertation proposal deadline is also in the spring semester of the year the student plans on applying for internship, and thus student will need to complete their qualifying examination six-weeks prior to their dissertation proposal. Students are encouraged to consult with their advisor to make sure this would be a feasible plan.

Students have until the last day that faculty are on duty to defend their qualifying examination. It is the student's responsibility to find out the exact date of the last day faculty are on duty in the corresponding semester. This information can be found at the Texas Tech University (www.ttu.edu) website (under Current Students, click on Academic Calendars). In addition, the last day to distribute the qualifying examination document to the student's committee is a minimum of two weeks before the last day of classes for the corresponding semester. The student is also responsible for knowing when the last day of class is in order to distribute the qualifying examination document. Students are asked to distribute the document no later than two weeks before the last day of classes as this will allow the committee and the student adequate time to find a meeting time that works for everyone.

It is important for students to know that feedback provided to the student following the qualifying examination will be the Passing or Failure based on a percentage cutoff, not individual faculty decisions. In addition, students failing either the oral or written portion on their first attempt will be given specific feedback regarding the revisions or other preparation needed for successful performance on their second attempt. This feedback is given for the purpose of facilitating a successful second attempt at the exam. Students failing their second attempt will also be

given specific reasons for their failure. Students will have a maximum of 6 months from the date of the first attempt to complete their second attempt.

Although the qualifying exam should be treated as such, there are opportunities for students to receive feedback. As part of student professional development, the clinical faculty encourage students to practice the oral component of the qualifying examination in their respective research labs. Practicing the presentation should be done after the document has been submitted to the committee. Students are allowed to be given feedback by their research advisor and research lab members during this practice presentation. The clinical faculty are also ok with students obtaining copies of previous qualifying examination documents as long as the student providing the documents gives permission. This can be done within a research lab or from students in other research labs. As previously mentioned, it is important that the student ask for permission from the original author to have access to the documents. To emphasize a point that was noted above, the clinical faculty want to encourage students to work closely with their academic advisor during this process. Students are encouraged to ask questions. Faculty will let the student know if the student is allowed to answer the question. In addition, it is important to remember that the advisor can only read the document once. Students must submit a complete document to their advisor for review. Waiting to read the complete document gives the faculty a better sense if the student effectively synthesized and integrated information throughout the document.

Examples of specialty areas and related domains

The following are examples of three specialty areas and a variety of possible domains as they relate to the specialty area. The most efficient approach to choosing a specialty area is for students to pick an area of high relevance/connection to their research and dissertation interest.

Example A: Cognitive behavioral treatment of mood disorders.

1. Models of Psychopathology of mood disorders: empirical and theoretical status.
2. Cognitive and behavioral therapy of mood disorders: comparative outcome and mechanism of change.
3. Psychotherapy process and outcome research methodology.
4. Measurement of therapy outcome: empirical, conceptual, and Psychometric.
5. Interpersonal and cognitive interpersonal approaches to treatment of mood disorders.
6. Personality disorders and relapse in mood disorders.
7. Role of the case formulation in CB and Interpersonal treatment of mood disorders.

Example B: Psychotherapy of adult abuse survivors.

1. Long term effects of child abuse.
2. Models of Psychological processes in child abuse, including pathology and resilience.
3. Existing treatments for abuse survivors: theories and empirical validation.
4. Ethical and legal considerations in the treatment of abuse survivors.

Example C: Psychopathology of Panic Disorders (or most any Psychopathology).

1. Theoretical models.
2. Assessment: e.g., behavioral, cognitive, physiological.
3. Differential diagnosis.
4. Comorbidity.
5. Treatment.

Students should note that even though the qualifying examination may have more of a clinical focus (e.g., assessment, treatment), there should still be a focus on scientific findings. As an example, students are expected to report effect sizes when discussing treatment outcome studies.

Notification to the Graduate School and Admission to Candidacy

The doctoral student in Clinical Psychology is allowed two opportunities on the qualifying examinations. Failure of both the oral and written portions of the qualifying examination will be indicated to the Graduate Dean as a failure of the exam in writing shortly after the failure occurs. Two notifications of failure will result in dismissal from the Program by the Graduate Office regardless of performance on other aspects of doctoral study.

Notification of passage is typically followed by the Graduate Dean's recommendation to the Graduate Council that the student be admitted to candidacy for the doctoral degree. Graduation can occur no earlier than four months after admission to candidacy. On the other hand, failure to complete all program requirements (including the dissertation) within four years after admission to candidacy will result in termination from the program by the Graduate School unless the student successfully petitions for an extension of candidacy or successfully petitions to renew candidacy by retaking the qualifying examination. The graduate school also places an 8 year time limit on meeting the requirements for a degree. After this time the student will have to petition for an extension of candidacy and may have to retake the qualifying examination or course work taken more than 8 years previously.

Dissertation Procedures and Guidelines

Doctoral students in Psychology are required to complete a dissertation in compliance with the guidelines established by the Graduate School. Consult the Graduate Catalog for details.

In fulfilling its responsibility regarding those requirements, the Psychology faculty are particularly concerned that matters of design and statistical treatment pertaining to a dissertation are thoroughly understood and mastered by the student.

The structure of the dissertation committee will be as follows:

1. The dissertation committee must consist of at least four faculty members. Two of the committee members must be core faculty in the Clinical Psychology doctoral program. Three of the four committee members must be faculty from the Department of Psychological Sciences at Texas Tech University.
2. The Dissertation Chairperson should be selected by mutual agreement between the student and relevant faculty.
3. At least three additional committee members should be selected by mutual agreement among the student, the dissertation chairperson, and those asked.

All members of the dissertation committee must be members of the Graduate Faculty unless special permission is obtained from the Graduate Dean. The dissertation chairperson must be a full-time member of the Psychology graduate faculty. In the infrequent event of a student having co-chairs, one of those must be a full-time member of the Psychology graduate faculty. For the purpose of dissertation direction, Psychology faculty serving as deans or associate deans are considered to be full time. The required minimum number of full-time Psychology Faculty on a dissertation committee is three. A petition for an exemption may be made by the faculty advisor (committee chair) to the Executive Committee describing why this is not optimal for a particular student's dissertation committee. The dissertation committee should include at least two faculty members from the student's program. The dissertation committee is considered formally constituted when the dissertation proposal (including any revisions required by the committee during the proposal meeting) is approved and the proposal has been signed by the entire committee. The committee chairperson should furnish a copy of the signed proposal sheet to the program director who will then notify the Graduate School if any changes to the degree plan are required, including the dissertation title and committee composition.

Barring exceptional circumstances (not just for scheduling convenience) the committee membership will not be changed following the filing of an approved proposal. If such exceptional circumstances occur and these circumstance are not covered by other procedures in this or other relevant University manuals (e.g., alleged sexual harassment), the following procedure should be used. First, the student should attempt to resolve the issue with the involved committee member. If this is unsuccessful, the student, involved faculty member, and dissertation committee chair should meet and attempt to resolve the issue(s). If the matter remains unresolved, the student may then file an appeal with the DCT outlining the exceptional circumstances and the previous attempts at resolution. The DCT will convene a committee of at least three faculty members, ordinarily including at least one from the student's program, to investigate the matter. The decision of this committee will stand unless the student or involved committee member appeals in writing through the DCT to the Graduate School.

The selection of members of the dissertation committee is one of the most important decisions that a doctoral student will have to make. Therefore, it is crucial that the choice of the dissertation chair be made first, and that the choice of all other potential members be discussed with the chair before other faculty are contacted.

Dissertation Proposal

1. The dissertation proposal should consist of a minimum of the Introduction and Methods sections as well as a plan for data collection. This should be a not-too-rough draft of the final version to be included in the dissertation, and the student should collaborate with their research advisor regarding things that are typically included in dissertations in our program.

2. A complete copy of the proposal will be distributed to the entire committee, and a one-page abstract of the proposal distributed to all Psychology faculty at least two weeks prior to the proposal date. The abstract should be headed with "Announcement of Dissertation Proposal," followed by listing the name of the student and the names of committee members, the title, the place, the date, and the time of the proposal meeting. At the proposal meeting, to which all faculty and graduate students are invited, a full critical evaluation of the proposed research will be conducted. The student's dissertation committee will use the *Dissertation Proposal Checklist* to evaluate the quality of the research proposal. An 89% score (or better) is needed for the dissertation proposal to be approved. Any changes required by the committee must be incorporated into the proposal. Only when an approved proposal has been signed by the entire committee, and a signed copy of the Dissertation Proposal Checklist has been provided to the DCT, will the student be permitted to proceed. Any subsequent changes in the proposed research will require approval of the committee via a Memorandum of Understanding (MOU) that the student distributes to the committee.

3. The conduct of the proposal usually proceeds with an introduction of the candidate, after which the candidate delivers a summary (approximately 15-20 minutes) of their proposed research project sufficient for all those present to appreciate the problem, and to understand the major points of the method and the implications of the research. Following that there will be a period of questions from the committee, followed by questions from the general audience. After that, the audience will be dismissed and the committee will be allowed to ask another round of questions. When that part of the examination is completed the candidate will be asked to leave the room while the committee considers the candidate's performance, and votes to determine the outcome. The candidate is then recalled to hear the results of the deliberation.

Students should be aware that scheduling a dissertation proposal meeting during the summer months may be more difficult due to faculty not being on duty, other commitments, etc. Therefore, students should work with the student's dissertation chair and committee members on planning accordingly.

Students planning to apply for internship in the Fall semester of a particular year must have their dissertation proposal accepted (i.e., all required documents/forms have been signed by committee members and the submitted to the DCT) before the start of Summer Session I. Please note that all other dissertation deadlines detailed above (e.g., that the meeting must occur by the last day that faculty are on duty) still apply. Exceptions to this due date require approval of a petition that the student submits to the DCT (which will be voted on by all clinical faculty) and subsequent approval by all committee members.

Memorandum of Understanding (MOU) Procedures

When changes or revisions to the thesis or dissertation are warranted the following procedure should be followed:

Type A changes. Members of the committee can sign off on the proposal or defense, but changes will be made. The chair of the dissertation committee will review the needed changes with the committee and the student before the meeting is adjourned. After all members approve, appropriate paperwork is signed by the committee. All completed paperwork must be forwarded to the DCT. Copies of the evaluations should be printed and placed in the student's file by the student's committee chair. The student will prepare a *Memorandum of Understanding* that outlines, in writing, all necessary and agreed upon changes to be made in the document. The memo is sent to the student and all committee members within one week of the proposal meeting and is approved via email by all committee members. This MOU must provide a proposed timeline for when the changes to the final document will

be made and sent to the committee to ensure that the committee agrees on a reasonable time period for changes to be made. The final document will reflect changes noted in the memo.

Type B changes. Members of the committee will not sign off on the document until needed changes are made. The chair of the dissertation committee will review needed changes with the committee and the student prior to adjournment of the meeting. The student will prepare a Memorandum of Understanding that outlines, in writing, all necessary and agreed upon changes to be made in the document. The memo is sent to the student and all committee members within one week of the proposal meeting and is approved via email by all committee members. This MOU must provide a proposed timeline for when the changes to the final document will be made and sent to the committee to ensure that the committee agrees on a reasonable time period for changes to be made. The student will make the necessary changes, which will then be reviewed by the chair and/or committee members. After all members approve, appropriate paperwork will be signed and forwarded to the DCT.

Anticipated Time Frame for Project

Students should anticipate that completion of the dissertation study will involve working closely with the committee chairperson and perhaps other committee members actively involved in the conduct of the study, analysis of results, and preparation of the written document. It is important to note that data collection is the responsibility of the student conducting the research. Faculty will not ordinarily supervise data collection for a student who chooses to leave for internship before data collection is complete. Also, students should anticipate that completing the written dissertation involves preparation and revision of multiple drafts. It is advisable for the student and chair to discuss and agree upon issues such as the length of time needed by the chair to read and return drafts of sections or the entire document. The final document should be approved by the committee chairperson prior to distribution to the full committee. The student should distribute the final copy of the written dissertation to committee members at least two weeks prior to the scheduled oral defense.

Required Format for the Written Dissertation

The Department has adopted a dissertation format (within the bounds of Graduate School requirements) that will make it easier to develop journal versions of the dissertation research. All dissertations will have the following form and section requirements:

1. **INTRODUCTION:** The introduction to the dissertation will be of such scope and length as would normally be appropriate for the submission of that research to a professional journal. The Department recognizes that the nature of the research and the journal targeted for submission may affect the length of an introductory section. What would be appropriate in each case will be decided by the student and the committee members.
2. **METHOD AND RESULTS SECTIONS:** Students should consider the appropriateness of shortening the traditionally long Method and Results sections so as to make them more appropriate for journal submission. The dissertation document should, however, contain all pertinent information, and, as indicated below, there may be appendices for less than essential details of methods and results
3. **DISCUSSION:** The discussion portion of dissertation document should include a summary of the purpose of the study, hypotheses, and the findings. It should also have sections related to any kind of implications (clinical, methodological, training, policy), limitations, future directions, and a summary or conclusion.
4. **OPTIONAL APPENDICES:** ("Expanded Details of Method" and "Supplemental Findings and Results"). Students should consider using these appendices when there are details of method and supplemental, tangential, or marginal analyses or results that would not normally be appropriate for a journal manuscript, but which are essential in demonstrating a scholarly treatment of the problem.
5. **TRADITIONAL APPENDICES:** Appendices should be presented in the following order:
 - a. Expanded Methods and Results (may be needed)
 - b. Supplemental Findings (may be needed)
 - c. Other appendices as needed. These may include the traditional appendices for copies of tests, scales that were administered, task instructions, etc.
6. Each student should consult with the committee about what would be appropriate for the text and appendices. The Department recognizes that there may be instances where a particular dissertation may not be suited to this

scheme, a historical or philosophical treatise for example. In such instances, the student may submit a petition, endorsed by the dissertation committee chairperson, to the DCT for approval to change the format.

Defense of Dissertation

The final public, oral examination, usually over the general field of the dissertation, is required of all candidates for the doctoral defense. It may be scheduled at any suitable time after the dissertation (not necessarily the final version) has been approved by the candidate's dissertation chair or co-chairs. A complete copy of the defense document will be distributed to the entire committee, and a one-page abstract of the defense will be distributed to all Psychology faculty at least two weeks prior to the defense date, and the deadline during the semester requires that it is also submitted at least 2 weeks prior to the last day of class. The abstract should be headed with "Announcement of Dissertation Defense," followed by listing the name of the student and the names of committee members, the title, the place, the date, and the time of the defense meeting. Barring exceptional circumstances, the lead time will not be waived. Graduate students should attend several defenses during their time at TTU to become familiar with its format and faculty expectations. You are urged to review the Graduate Catalog for other details of the conduct of the examination.

There are several procedural details you should know. The Graduate Dean will appoint a graduate faculty member from another department to act as the Dean's observer at the defense to assure that procedures are followed. That individual should also receive a copy of the dissertation at least two weeks in advance of the defense. The conduct of the defense usually proceeds with an introduction of the candidate, after which the candidate delivers a summary (20-30 minute) review of the research sufficient for all those present to appreciate the problem, and to understand the major points of the method, the results and the implications of the research. Following that there will be a period of questions from the committee, followed by questions from the general audience. After that, the audience will be dismissed and the committee will be allowed to ask another round of questions. When that part of the examination is completed the candidate will be asked to leave the room while the committee considers the candidate's performance, and votes to determine the outcome. The Dean's observer does not vote, but may voice comments during the deliberations. The candidate is then recalled to hear the results of the deliberation.

Conduct of the Dissertation Examination in Clinical Psychology Program

The chairperson of the advisory committee should convene the examination by introducing the candidate, giving the student's background and indicating the general format of procedures to be followed. Although there may be some variation from committee to committee, the following general procedures are appropriate. Initially, the candidate should be given a short period of time (from 20 to 30 minutes) for an overview of the project for the benefit of those in attendance who have not read the dissertation. After this presentation, the candidate should be questioned by members of the committee in a way that will require a genuine defense of both the dissertation and its research procedures. All members of the committee should have read and thoroughly familiarized themselves with the dissertation before the examination and copies of the document (not necessarily in final form) should be available for reference during the examination.

After committee members have examined the candidate, others in attendance should be permitted to raise questions or make comments. As indicated earlier, the examination is a public affair and the candidate should be able to defend the dissertation before anyone who cares to question it. When ample opportunity has been given for questions from the audience, those not on the doctoral committee should be excused while the committee asks any final questions it chooses. When the committee is satisfied, the candidate should be dismissed from the room while the committee deliberates and makes a decision about the adequacy of the candidate's performance. The Graduate Dean or his representative, who attends primarily to observe the conduct of the examination and serve as an impartial arbiter in case questions arise relating to procedure or outcome, should participate in the final deliberations. When a decision is reached, the candidate should be informed and the committee chairman should forward a report of the outcome to the Graduate School Office for the record. The student's dissertation committee will use the *Dissertation Defense Checklist* to evaluate the quality of the research proposal. A 92% score (or better) is needed for the dissertation defense to be approved.

Internship

Introduction

Successful completion of an APA-accredited internship is required. The internship typically provides a flexible, individualized, and coordinated set of learning experiences. It allows the intern an opportunity to practice and expand previously learned skills, to develop additional clinical skills, to experience personal and professional

growth, culminating in the development of a well-rounded, competent Clinical Psychologist. Generally, the goals of internship are to provide the student with: (1) continued development of diagnostic skills with a variety of assessment procedures as applied to a variety of individual and social problems; (2) greater familiarity and skill with psychotherapeutic techniques and processes, and exposure to a variety of approaches to problem intervention; (3) appreciation of the roles of other disciplines and skill in communicating meaningfully and working constructively with them; (4) increased awareness of the special problems involved in clinical research and emerging clinical issues; and (5) intensified professional identification with Clinical Psychology.

Requirements to be eligible to apply for an internship

Before **applying** for internship the student will have:

- Completed most course work and have a reasonable plan assuring completion of all course work before beginning the internship
- Have completed or be enrolled in the final required assessment class
- Passed the thesis research requirement
- Passed two Psychotherapy proficiencies with two graduate clinical faculty members
- Passed one Assessment proficiency with one graduate clinical faculty member
- Passed the qualifying examination no later than the spring semester prior to applying for internship
- Held the proposal meeting for the dissertation (before the start of Summer I of the year the student is applying for internship)
- Had the dissertation proposal approved by the committee (before the start of Summer I of the year the student is applying for internship)
- Be in good standing in the Clinical Psychology doctoral program

Requirement to be eligible to submit rankings for internship sites

Before submitting rankings for the match, the student will have:

- Satisfactorily completed the final required assessment class and be enrolled in any remaining classes.

Requirements for beginning an internship

The student must have successfully passed or met the following requirements to begin an internship:

- Completed all course work requirements except for Psy 5004: Internship and Psy 8000: Dissertation

General guidelines for evaluating and approving doctoral internships

As noted above, completion of an APA-accredited internship is required of students enrolled in the Clinical Psychology doctoral program. Students may ONLY apply to APA-accredited internships during the entire first year a student applies for internship (including Match I and Match II). Students will not be permitted to apply for or rank an internship that is not APA-accredited during either phase, Match I or Match II, or the first year they apply for internship. In the event a student does not match during the first year of application, the student can submit a petition to the clinical faculty requesting permission to apply to a site without APA accreditation only in cases where the student meets the following criteria:

- The student has completed all requirements of the clinical program except for internship and is well prepared to begin an internship.
- The student has made and continues to make a vigorous effort to obtain an APA-accredited internship.
- The student agrees to rank appropriate APA-accredited internships above the non-accredited internship.
- The quality of the non-accredited internship is equal to or better than APA-accredited internships.
- The non-accredited internship is appropriate to the student's future professional goals.
- Waiting an additional year to re-apply for internships would create a hardship for the student.
- The student has considered the impact of a non-accredited internship on future licensure and jobs, and has a reasonable plan for future professional success.

The Application Process

- Students should consult with the DCT/Internship Coordinator, academic advisor, students on internship, and recent graduates on identifying appropriate internship sites to apply to. In addition, the APPIC Web site contains useful internship and internship site information.

- It is necessary to establish who the student will ask to serve as recommendation letter writers for their internship application. This should be done immediately after eligibility for the internship application is established.
- Should the Phase I match process find you without a match from internship sites to which you applied, see the DCT and the Internship Co-Coordinator as soon as possible, who will assist you in finding appropriate internship sites that still have vacancies during the Phase II match process.
- Recommendation letters must include one from the DCT and should also utilize clinical faculty, the dissertation chairperson, external practicum placement supervisors, and others directly familiar with your applied clinical skills. The DCT's letter will be a general statement that you have completed all program requirements and are eligible to apply for internship.
- The process of selecting APA-accredited internships and securing descriptive/admissions materials should begin by summer/early fall of the year before you intend to go on internship.
- After applications have been submitted, it is recommended that you visit internships that invite you to an interview or their open house. Often, the interview, either in person or by telephone, is a significant factor in selection.

Student-agency responsibility following the initiation of the internship

- The agency will be asked to submit a formal evaluation of the student's work to the DCT at the mid-point and conclusion of the internship. Agencies are encouraged to keep lines of communication with the DCT and/or clinical faculty open at all times.
- The student may be asked to submit a written evaluation of the student's internship experience to the DCT at the end of the internship or as a later part of our self-study process.

Faculty Responsibility

Even though the internship is not provided by our faculty, the clinical faculty should be involved in this phase of our students' training. All clinical faculty are urged to assist students in evaluating and securing potential internships. Faculty are urged to write letters, etc. for students. As long as grades are assigned to students at the conclusion of their internship, that responsibility will remain with the DCT; however, the DCT is free to consult with the clinical faculty before assigning a grade. If a student might be unsuccessful in completing the student's internship requirements (and, of course, failing remedial attempts), the DCT will consult with the clinical faculty before giving a failing grade to the student.

The DCT must receive documentation from the internship director that the internship has been completed before assigning a grade to the final section of internship and certifying students for graduation. An internship student who has completed all other requirements for the Ph.D. may participate in commencement if the student has met the following requirements: (1) The student must have defended the dissertation and had the final copies of the dissertation accepted by the graduate school. (2) The student must have a letter from the training director of the internship stating that the student is in good standing and is expected to complete the internship during the next few weeks. The training director of the internship must approve of the student's early participation in commencement. (3) The student must give the DCT documents showing that requirements (1) and (2) have been met. However, even when the student participates in commencement prior to final completion of internship, no degree will be granted until the student has completed all requirements. The degree is not posted on the transcript and no diploma is received until all requirements, including internship, are complete.

Current Status of Internship Matching

Students need to be aware that every year there are a substantial number of well-qualified clinical psychology graduate students across the nation who do not match with an internship site. Please be aware that CUDCP is working with APPIC in addressing the internship imbalance. The Clinical Psychology doctoral program is committed to working with our graduate students in preparing them to be competitive during the internship application process. Students are encouraged to work with their academic advisor, Internship Coordinator/DCT in developing a strategic plan in case a student does not match in any given year. The clinical faculty are aware that there is anxiety around the application process and students wondering if they will match. Given this, the clinical faculty want to let students know that we are available to assist students during the internship application, interview, and matching phase.

Outside of Area Courses

The Department has a policy to handle student requests to take certain outside area courses that the student and the student's advisor deem to be educationally valuable given the student's career plans and needs. For students who wish to customize their training via enrollment in courses in other programs, it is the student's responsibility in collaboration with the student's research advisor/mentor to develop the case (on paper) regarding the value of the desired course work. Such a case would then be presented to the DCT who would chair a dialogue among the instructor of the course, and the student's advisor to determine the reasonableness and feasibility of the request. A written, filed agreement would be the product.

While a student may make such a request at any time, it is the DCT's prerogative to deny a formal hearing if a clearly inadequate case is being presented, or if present requests are not informed by the decisions from past deliberations in the same student's plan of course work.

The student may appeal the result of the deliberation to the full faculty. However, it should be noted that since the deliberators have represented the full faculty, that the full faculty, in its deliberations, would impose a major burden of argument on the student and advisor before granting the appeal.

Student Appeals (Petitions), Suspension, Dismissal, and Requests for Exceptions

Almost any element of program policy allows for adjustment to individual circumstances by means of petition, but exceptional circumstances are needed for success. Any appeal begins with the individuals immediately involved; with the instructor of an individual course, with the Program Director if a program policy is involved, with the Department Chairperson if a department policy is involved, etc. Where satisfactory resolution has not been achieved at one level, the appeal is taken to the next level of administrative authority. Thus, certain matters may proceed from individual faculty to Program Director, to Department Chairperson, to the Graduate Dean, etc. At any of these levels there is a specified and explicit procedure. There are established procedures for matters dealing with access to personal records, sex discrimination, sexual harassment, students with disabilities, and grade appeals. The Assistant Vice Provost for Student Affairs (742-2984) has information on all of this. But note, the Graduate School has established procedures for those wishing to appeal the results of a comprehensive examination, alleged excessive requirements by an advisor or committee, and other matters relating strictly to graduate education.

For more information, students are encourage to read the Texas Tech University Operating Procedure and Policy, OP 64.07, on Graduate Student Appeals: <http://www.depts.ttu.edu/opmanual/op64.07.pdf>

Students are also encouraged to contact the Student Resolution Center at 742-SAFE (7233) or visit their website for more information: <http://www.depts.ttu.edu/studentresolutioncenter/>

Access to Personal Records

Guidelines governing student access to personal records and the procedures for challenging information in these records are made available through the Graduate School.

Sex Discrimination

Title IX of the Higher Education Amendments of 1972 prohibits discrimination on the basis of sex in student programs and activities. Complaints concerning any violation of Title IX should be directed to the Center for Campus Life at the Student Union Building, 742-2984.

Sexual Harassment

Student concerns about sexual harassment that involve faculty or staff should be directed to the office of the Vice President for Student Affairs, room 213 of the Administration Building, 742-2131. Harassment incidents among students should be reported to the Center for Campus Life which is located in the Student Union Building, 742-2984.

TTU Operating Policy and Procedure Regarding Sexual Harassment (OP 10.09):

Pursuant to State of Texas legislation, insurance-eligible graduate students must attend non-discrimination training within the first 30 days of employment and receive supplemental training every two years. This training includes Sexual Harassment Prevention Training.

Employees and students are informed of the sexual harassment policy through new employee orientations, compliance EEO training sessions, the distribution of sexual harassment pamphlets, and the placement of sexual harassment prevention posters at various locations throughout the campus. Information about the Texas Tech sexual harassment policy can also be obtained from the Personnel Office or the Texas Tech System's EEO Office, and can be found in the *Student Handbook* at www.ttu.edu/studenthandbook.

Students with Disabilities

Students with grievances related to discrimination on the basis of a disability may contact Student Disability Services. Harassment concerns that arise out of a student's employment with the university are covered in the section on Employment.

Student Disability Services
335 West Hall
(806) 742-2405

Grade Appeals

Students who wish to appeal a course grade should, after discussing their concerns with the course instructor and the department chairman, consult the Graduate School where copies of the grade appeals policy, procedures, and forms are available. Note that grades may be appealed through this process only when there is demonstrable evidence that prejudice, or arbitrary or capricious action on the part of the instructor, has influenced the grade. A student who wishes to appeal the results of a qualifying examination, alleged excessive requirements by an advisor or committee, and other matters relating strictly to graduate education, may appeal under procedures established by the Graduate School. Also see [Student Grade Appeal, Operating Policy and Procedure 34.03](http://www.depts.ttu.edu/opmanual/OP34.03.pdf) <http://www.depts.ttu.edu/opmanual/OP34.03.pdf>

Appeals (Petitions) for Exceptions to Program and Department Requirements

Program requirements If the requirement at issue is a Program matter (e.g., taking a required course out of sequence), the student should submit a written request via email to the Program Director (DCT) who will then forward the petition to the Program faculty. **The petition should be sent to the DCT at least two weeks before the next scheduled Clinical faculty meeting (typically on the third Tuesday of each month, but please check with your advisor for exact dates when you begin considering a petition).** The clinical faculty will discuss and vote. If the student is not satisfied, the student should arrange through the Department Chairperson to take the matter to the Dean of the Graduate School since the Department of Psychological Sciences faculty have decided not to judge a program's decisions regarding its own requirements.

Departmental requirements If the requirement at issue is a Department-wide requirement or policy (e.g., paid work beyond 20 hours), the written request for exception should be sent via email to the DCT who will then forward the petition to the Executive Committee (EC). The EC will discuss and vote on the student's petition. If the student is not satisfied with the outcome, the Dean of the Graduate School, through the Department Chairperson, is the next level of appeal.

To allow sufficient time for processing and evaluation, students' petitions concerning Department policies, requirements or regulations must originate with the petition(s) being presented to the DCT at least two weeks before a regularly scheduled meeting of the full faculty. Students should be aware that regular meetings do not take place in the summer.

Extension of Candidacy The Graduate School states that the maximum time allowed for completing the doctoral degree is eight years from the first doctoral semester or four years from admission to candidacy, whichever comes first. Any exceptions or extensions must be approved in advance by the Graduate Dean. Prior to seeking approval from the Graduate Dean, however, the student must follow the Departmental procedures regarding an appeal for an extension of candidacy.

Appeals for extension of candidacy should use the following procedure: The appeal should be sent to the DCT at least two months prior to the expiration of doctoral candidacy. The DCT will send a copy of the appeal to all Psychology faculty to solicit written comments or feedback for consideration at the next regularly-scheduled Executive Committee meeting. The student's advisor and, if different, dissertation chair will be asked to be present at the meeting to provide further input. The Executive Committee has the authority to recommend or not

recommend that the request for extension be granted. Students should be aware that regular meetings of the Executive Committee do not take place in the summer.

Course transfers and substitution. Appeals for waivers of particular courses based on previous course work should follow the established procedures for "Course Transfers" and "Course Substitutions" detailed elsewhere in this handbook.

Extension of time to complete certain departmental core statistics course. In cases of students' requests for a deviation from Department time requirements for course completion, the DCT has the authority to grant a reasonable extension based upon the student's written request and supporting statements from the student's advisor. If the DCT does not approve the request, the student may still request a formal three-person faculty committee to evaluate the request and present a recommendation for consideration by the full faculty.

Assignment to and Performance in Assistantship Roles

Complaints and grievances related to employment within the department should first be discussed with the supervisor in charge of the position. If the issue is not resolved, the student should present the matter in writing to the Department Chairperson. If the student is still not satisfied, the student may ask that the matter be presented to the Executive Committee of the department for resolution. Beyond this level, the University's grievance mechanism may be invoked. The Office of Affirmative Action and Personnel Relations in room 163 of the Administration Building should be contacted in such cases.

Grievances

If a graduate student believes that he or she has been the subject of improper or irregular demands or procedures there are several avenues of redress. The TTU Student Handbook defines a grievance as "a formal complaint pertaining to adverse actions taken on the basis of the student's protected status or other violation of law or TTU policy..." Student grievances are applicable to situations such as unlawful discrimination, sexual harassment, unresolved employment disputes, and evidence of prejudicial or capricious assignment of grades by an instructor. Grievance investigations are non-adversarial in nature. See Part III and Part VI of the *Student Handbook and Code of Conduct* for information regarding TTU grievance policies and procedures for reporting a grievance. For information concerning Equal Employment Opportunity and Affirmative Action issues students should consult TTU Operating Policy and Procedure 40.01 <http://www.depts.ttu.edu/opmanual/OP40.01.pdf> . For issues other than admission to the Graduate School and academic dishonesty refer to [Graduate Student Appeals, Operating Policy and Procedure 64.07](http://www.depts.ttu.edu/opmanual/OP64.07.pdf) <http://www.depts.ttu.edu/opmanual/OP64.07.pdf> .

When a student experiences difficulties with another student, a faculty member, a staff member, or a supervisor, the student should first discuss the problem with the person involved when this is possible. Sometimes a student might talk with another person, perhaps the student's academic advisor and/or the DCT about the problem the student is having with someone else. It is important to recognize that situations cannot be addressed sufficiently if the student is unwilling to disclose the source of the complaint. Students may also contact the Student Resolution Center located in 232E of the Student Union Building, 742-SAFE. The center can help students address issues pertaining to policies and procedures, grading issues, interpersonal disputes and unfair treatment. The center does not participate in formal grievance processes and does not levy sanctions to involved parties. See <http://www.depts.ttu.edu/studentresolutioncenter/>

The DCT keeps a copy of all materials pertaining to formal grievances that we receive. This includes a separate log of the grievance. This log does not identify the complainant or the party against whom the complaint was filed. This log contains the following information: date of complaint/grievance, nature of the complaint/grievance, action taken (if any), and governance level. All information regarding formal complaints and grievances are kept in a separate folder that is stored securely in the department.

The Student Resolution Center serves as a safe place to talk about concerns of students, staff, or faculty. The staff members are confidential, objective and informal. They accept walk-in appointments or you can call 742-SAFE. The office is located in 232E of the Student Union Building. A student can file a formal complaint about misconduct with the Office of Student Conduct (www.depts.ttu.edu/studentconduct). Staff members are available

to explain the judicial process (806-742-1714). In addition, Texas Tech University has formal grievance procedures in place to help address concerns quickly. Information about grievances is private.

Students are also encouraged to also review the Grievances section of the Department's Graduate Student Handbook.

Suspension, Probation, and Dismissal

The following describe situations that can lead to a student being suspended, placed on probation, or dismissed from the Program:

Inadequate Academic Performance: The Graduate Catalog specifies the circumstance under which students may be put on probation, suspended or dismissed for academic reasons. In addition, the department or program faculty may recommend to probate, suspend or dismiss from the program a student who does not fulfill the Department's or academic program's academic requirements, or whose work over a period of time shows a demonstrable lack of progress towards the degree. Usually such action would be initiated by the faculty of one of the programs, and communicated in writing to the student and other concerned parties. If the student appeals in writing to the DCT, the DCT will convene a committee of three disinterested department graduate faculty members to study the circumstances of the decision. The decision of that committee will stand unless the student or those initiating the action appeal in writing through the DCT to the full faculty who will vote on the matter.

Behavior Unbefitting a Scholar or Researcher: Probation, suspension or dismissal from a program also may result from a violation of accepted norms of scholarly and/or professional behavior. In this regard students are required to become familiar with the TTU Code of Student Affairs, the APA Ethical Principles of Psychologists, and the TTU IRB's General Assurance with HHS. Violations of the rules, regulations, and principles in these documents are considered to be very serious matters. When a faculty member has evidence of cheating, plagiarism, faking data, sexual harassment, mistreatment of subjects, clients, or students, or any other similar or related violation, the student will report the matter fully in writing to the DCT. The DCT will convene a committee of at least three faculty members, ordinarily including at least one from the student's program, to investigate the matter. The DCT will also provide a copy of the faculty member's report to the student and instruct the student that the student may submit a written response to the report, if she/he desires, that will be forwarded to the review committee. If this committee finds that the evidence of a violation is insufficient to bring to the attention of the full faculty, no report will be made unless the complaining faculty member still wishes to pursue the matter. If the committee (or the faculty member acting alone) finds sufficient evidence of a violation, a report on the matter and a recommendation regarding probation, suspension or dismissal will be issued in writing to all faculty members and the student concerned. The student may also file a statement which will be issued to the full faculty. Note that the report to the full faculty and the action taken by the faculty with respect to the student's status in the program or department are in addition to any sanctions imposed by the faculty member (e.g., a grade of F in a course). If a student is not satisfied with the action of the faculty, the student may appeal the decision to the Dean of the Graduate School through the Department Chairperson.

Please refer to the following resources for more detailed information:

TTU Operating Policy and Procedure OP 74.08 **Allegations of Misconduct in Research or Scholarly Activity**): <http://www.depts.ttu.edu/opmanual/OP74.08.pdf>

APA Ethical Principles of Psychologists and Code of Conduct:
<http://www.apa.org/ethics/code/index.aspx>

TTU Student Handbook and Code of Conduct:
http://www.depts.ttu.edu/dos/docs/entire_student_handbook.pdf

TTU Statement on Academic Integrity:
<http://www.depts.ttu.edu/studentconduct/academicinteg.php>

Being Unsited for Practicing a Specialty Psychology: Certain types of probation, suspension or dismissal proceedings may be initiated when a student's behavior is so inappropriate as to warrant major

concern for whether the student is emotionally, interpersonally, or ethically unsuited for entry into the profession of Psychology. Program faculty must ensure that those persons who might compromise the standards of the profession, or who might pose a serious risk to clients, students, research subjects, etc., are not allowed to enter the profession. Although such measures are unpleasant, such decisions may be occasionally necessary. Such issues may transcend effective adjustment by routine feedback provided via day-to-day supervision or instruction. Accordingly, when such problems occur, the Program faculty convenes to specify its concern in writing to the student, the DCT, the Department Chairperson, and members of the student's dissertation committee who may be from other programs. Where possible, this statement specifies the particular behaviors in question, the desired changes and means of addressing them, and a time for the reevaluation of the concern (where deemed appropriate). If remedial action on the part of the student is not deemed feasible, the student will be informed of the reasons why the student is regarded as unsuitable for practicing a particular specialty. The written statement will accompany full verbal feedback to the student, particularly by the individuals with direct observations. If the student feels the matter has been misrepresented, the student may reply to those concerns, and present the student's perspectives on the matter. The matter may be arbitrated at the program level, or the recommended measures may be invoked (e.g., suspension pending a student's attempt to resolve the problem through therapy). If remediation is recommended, at the end of the stated time or process the matter will be reviewed and, in the absence of sufficient change in the desired direction, the program may recommend to the Graduate School that the student be dismissed from the program. This level of review, however, does retain the option for either the removal from probation or the continuation of probation. The next level of appeal for this procedure is the Dean of the Graduate School through the Department Chairperson. If the student is dismissed from the program, the student must identify another program (either within the Department of Psychological Sciences or outside of it) that is willing to accept him/her as a transfer student. If so, the student must then use the Graduate School procedures for transferring programs. If a student is unable to transfer into another program, further action regarding the student's status as a graduate student may be taken by the Graduate School.

Continued Unsatisfactory Performance in Practica or Internship. Students who continue to receive an unsatisfactory performance evaluation from their clinical supervisor or the faculty member assigned to the clinical experience may, upon review by the faculty, be dismissed from the program for failure to meet the program's minimal level of competency in clinical work. A student may also be dismissed for an ongoing failure to accept supervision.

Criminal Behavior: Students whose conduct in or outside the program has resulted in a felony conviction that would prevent licensure as a psychologist in Texas may be dismissed from the program.

Student Handbook and Code of Conduct

The Student Handbook and Code of Conduct http://www.depts.ttu.edu/dos/docs/entire_student_handbook.pdf outlines university policies and guidelines pertaining to academic integrity, student conduct, disciplinary sanctions and procedures, grievances, discrimination, sexual harassment and drug and alcohol policies. The Clinical Psychology doctoral program abides by the guidelines and sanctions set forth in this handbook.

Professionalism and Public Access to Information

As web-based social networking sites (e.g., Facebook, Twitter) and blogging become increasingly popular and common, students are reminded that there is an expectation to behave in a manner that is consistent with a psychologist-in-training. The Clinical Psychology faculty encourage students to show good judgment when posting on internet sites by not having pictures or statements that may be considered unprofessional or inappropriate. This is especially relevant if students identify with being connected or involved with the Clinical Psychology doctoral program, the Psychology Department, or Texas Tech University. In addition, the Program, Department, and University have an interest in how they are portrayed in public domains. Engaging in unprofessional or unethical behavior such as posting information about clients, peers, undergraduate students, or faculty may be used by the Clinical Psychology faculty in evaluating the student.

Students should be aware that there have been cases in which information about students is collected by internship sites and/or future employers and this information is used to make interview or job offer decisions. In addition, clients can also search your name on the Internet in efforts of obtaining more information about you. Given this, students should evaluate which information they want kept private versus made publicly accessible.

The student should also consider how this information may be perceived by others such as faculty, clients, peers, and future employers or supervisors. More importantly, using social media outlets to post information about students, faculty, staff, and/or clients is unprofessional and, in certain situations, unethical. What a student or client says to you in the role of the student's instructor or therapist should be treated with sensitivity and confidentiality unless the student discloses a harm to self or others. Although we cannot prevent graduate students from becoming friends with undergraduate students they have had in class, we ask that the graduate student consider if this is the best decision given that this may give undergraduate students access to other graduate student profiles. It is not uncommon for an undergraduate student to be a client in our Psychology Clinic and have a graduate student as the therapist. Thus, by becoming friends with an undergraduate student on a social media website, this may create potential problems as the student may also be a client in the clinic unbeknownst to the graduate student.

This also applies to professional identification and communication through your email address, email signature, and voicemail. When engaging in official correspondence via email, students are encouraged to use their Texas Tech University email account. If using a different email service (e.g., Yahoo, Gmail), please note that your email signature should not contain information that identifies you with the Clinical Psychology doctoral program, the Department of Psychological Sciences, or Texas Tech University. As an example, it may be confusing to consumers or other professionals receiving an email from someone identifying as being affiliated with the Texas Tech University Clinical Psychology doctoral program and not using a TTU email address.

In summary, students are encouraged to use sound judgment when posting on the Internet as this information can be easily accessible and viewable by different individuals. In addition, consider what information you want kept private and what information made publicly accessible.

Leaves of Absence

By accepting admission into one of our doctoral degree programs, the student acknowledges and understands that the Department expects a full-time effort, and steady, expeditious completion of all degree requirements. Only in the rarest of instances will a leave of absence be considered by the program faculty. Note, a student's allowed time to complete the degree continues to run during the leave.

In the event that a student decides to petition the program faculty for a leave of absence, the reason for the petition (e.g., serious personal or family medical situation, severe financial difficulties) should be included along with sufficient detail about the situation to permit the program faculty to make an informed decision about the petition. If details are highly personal or embarrassing, with the permission of the program director the student may limit more in-depth discussion of the situation to the student's advisor and/or program director. Such a discussion should include how much or what information is to be shared with other program faculty. The advisor, program director, or program faculty may request supporting documentation (e.g., letter from physician) to assist in the evaluation process. Upon consideration of the petition for leave of absence, the program faculty will make a recommendation to the Graduate School.

Transfer across Programs

Occasionally, a student may want to attempt a transfer to another doctoral program within the department. Such transfers are by no means automatic. Each student is accepted into a specific doctoral program. However, if a student can successfully meet the admission requirements of another program, then the foundation for the transfer is in place, but at some point early in the application process, the student should consult with the director of the program being left and secure a release statement should admission to the new program be offered. This information can also be found on page 21 of the Department's Graduate Student Handbook.

Student Impairments and Participation in Psychological Treatment

Students are reminded of ethical requirements for psychologists and psychologists in training who are experiencing personal, psychological, and/or medical problems that may impair their ability to provide services to clients to seek consultation, necessary treatment, and/or take a leave from seeing clients until the impairment is resolved. Students encountering Psychological or medical problems that may impair their performance in professional roles (e.g., practicum in the Psychology clinic or external practica) are encouraged to seek professional consultation, evaluation, and/or any necessary treatment. Clinical faculty supervisors are available to help the student assess performance within the program and, if desired by the student, may assist in making a referral to appropriate professionals outside the program. Clinical faculty cannot provide personal therapy or

Psychological assessment to our students, but can work with students, and outside professionals if appropriate, to ensure that conditions treated by outside professionals do not affect treatment of clients seen as a part of the student's training. Depending upon the severity of the impairment and length of treatment required, students may need to take a leave from providing clinical services to avoid compromising provision of services or endangering their clients.

Students with a disabling condition are also reminded to consult with Student Disability Services to document the disabling condition and reasonable accommodations. Clinical faculty will work with students to make reasonable accommodations upon verification from Student Disability Services.

Students may want to seek psychotherapy, either for psychological conditions impairing their performance as discussed above, or for personal and professional growth. The South Plains Association of Psychologists (SPAP) provides a network of Psychologists interested in working with our students. Students are encouraged to inquire with either their academic advisor or the DCT about this service. Students can also contact the SPAP President directly to inquire about services available to students.

Financial Assistance and Support

Financial Assistance and Part-time Employment

Student Financial Center (310 West Hall, 742-3681)

Students interested in applying for financial aid should contact the Student Financial Center. Often such materials must be filed by April 15th of the year preceding the period for which financial aid is being sought. Usually this includes completing TTU's institutional application form, and an American College Testing Family Financial Statement may be required from your parents or guardian to establish eligibility for the broadest possible range of scholarship, grant and loan programs. Work study eligibility also is established in a similar manner.

In order to be eligible for the financial support, you must enroll full-time, which entails 9 credits each fall and spring semester and 6 credits during the summer. To be eligible for department assistantships, you will also be required to apply for federal work-study funding. Summer assistantships are also available and are awarded on a competitive basis. Although international students are not eligible to apply for federal work study, they will be considered for assistantships during the academic year as long as funds are available and the student is in good academic standing.

Department of Psychological Sciences Financial Assistance

Ordinarily, and always contingent on the availability of scholarship funds, Department of Psychological Sciences graduate students will not be considered for scholarship awards beyond their fifth year of graduate study in Psychology at TTU.

While occasional fellowship and scholarship opportunities arise on an intermittent basis, there are several that are recurring. The Department has established an application procedure for them, and you should be vigilant for relevant announcements. Most scholarships are awarded each year in the spring by the Department Executive Committee on a competitive basis.

Scholarship Opportunities through the Psychological Sciences Department and Clinical Psychology Program

Applications for departmental and clinical program scholarships are generally distributed to all students in March to April for the following year. These are competitive awards, with preference given to students who are performing well and are making timely progress toward their degree. Ordinarily, and always contingent on the availability of scholarship funds, Department of Psychological Sciences graduate students will not be considered for scholarship awards when they will be beyond their fifth year of graduate study in Psychology at Texas Tech University. Students who are already receiving fellowship support are not eligible to receive department scholarships.

Clinical Psychology Scholarships *

Locke Scholarship: The Walter Locke Memorial Clinical Psychology Scholarships consist of awards to clinical students, normally \$1,000 for an academic year. Priority is given to students early in their training on the assumption that these individuals are less likely to secure local assistance and to be employed part-time. Additional bases for the awards include the respective need level and perceived academic promise. These Walter Locke Memorial Scholarships are funded by contributions.

Maxey Scholarship: The Robert Earl Maxey Memorial Clinical Psychology Scholarships are tuition scholarships given to clinical students with strong clinical skills. These are typically \$1,000 for an academic year. To be eligible for a Maxey Scholarship, a clinical student must have a 3.5 or higher grade point average in his or her graduate work at Tech. These scholarships are usually awarded to advanced students. Each spring the clinical faculty will recommend clinical students to receive Maxey Scholarships, and the executive committee of the Department of Psychological Sciences will select the students who will be awarded the scholarships.

Mahone Scholarship: The Charles Mahone Memorial Scholarship is a scholarship given to a 3rd year or above Clinical student who demonstrates good clinical skills and shows a good faith effort to replenish the amount they are awarded in the future.

Department Scholarships are also offered, via various department-wide accounts, usually for \$1,000 a year. Additional funds are sometimes available through the Provost's Office and the Graduate School for outstanding new admissions.

*Please note that the number of awards varies and are contingent on sufficient funds being available.

Teaching Assistantships, Research Assistantships, and Work Study

A number of Psychology students are employed annually in Teaching Assistant (TA), Research Assistant (RA), and Work-Study Program Roles: TA's may be $\frac{1}{4}$ (10 hour) or $\frac{1}{2}$ (20 hour) time appointments. Meritorious service as a TA makes one eligible to apply for an appointment for the next year. The assistantship coordinator will elicit preferences for assistantships, though final determination of assistantship placement will be made by the assistantship coordinator. Applications are filed with the department office and the deadline is usually early in the spring semester of the year preceding the appointment.

Students must perform activities with all TTU operating procedures and should be particularly mindful of OP 10.20 Conflict of Interest and Commitment Policy (<http://www.depts.ttu.edu/opmanual/OP10.20.pdf>). It is explicitly stated in this OP that "Students should not enroll in courses offered by their parents, spouses, or others with whom they have a consensual relationship" (page 9), where a consensual relationship is defined as "a mutually acceptable, intimate, romantic or sexual relationship between two or more employees and/or students" (page 2). Students who violate this OP could face a range of consequences, including termination of employment and/or dismissal from the program. Students should contact the DCT prior to engaging in an assistantship that may violate this OP so alternative arrangements can be created.

Dependent upon the number of successful grant applications by faculty, there are usually RA positions filled on both $\frac{1}{4}$ (10 hour) and $\frac{1}{2}$ (20 hour) time bases. Activities vary with the nature of the funding source (e.g. federal grant, new faculty start-up funds). The individuals who typically secure RA positions have previously been involved in collaborative work with the faculty member or in areas related to their funding, so that open solicitation of applicants may not occur.

Work-study activities require establishing your eligibility with the Office of Student Financial Aid as a first step. Duties will vary but can be more professional in nature than the clerical duties of undergraduate appointees. Eligibility for work study increases the student's chances of receiving a 1/2-time TA appointment. Please note that international students are not eligible for federal work study. International students will be considered for assistantships given available funds and the student is in good academic standing.

Students are often employed in outside agencies (e.g., Sunrise Canyon, TTUHSC, etc.) that have contractual agreements with the Psychology Clinic. In all such instances the availability of these positions, and the financial arrangements in effect, are initiated, mediated, and determined by the department faculty member supervising the position. All arrangements must be approved by the Department Chairperson before a contract is drawn up. To avoid problems that might otherwise arise, students must not "cut their own deals" with contracted agencies

or assume that a contract will be executed for positions in agencies that do not have agreements with the Psychology Clinic. If you are interested in such a position, contact the Clinic Director for information and instructions.

Assistantship positions in local agencies have varying requirements for the amount of clinical training and expertise expected of the student. The clinical faculty must approve, **before you apply for such a position**, that you have the appropriate skills and expertise. The Program has had positions with the following agencies: Student Counseling Center; Departments of Psychiatry, Pediatrics, etc., at TTUHSC; Lubbock County Juvenile Justice Center; Montford Unit Psychiatric Prison; Psychology Clinic; and several local private practitioners among others. Your clinical activities in these positions will be supervised by a licensed Psychologist from the respective agency or by a member of the clinical faculty if a licensed Psychologist is not on their staff. Students are encouraged to indicate their interest in the positions. In an attempt to make sure that the assignment of students to clinical positions is as equitable as possible, there is no assurance that you will be offered another position if you decline to accept the position that the clinical faculty believes is most appropriate for you. Students may not work more than half time (defined as 20 hours per week).

The one instance in which the faculty will directly disallow any involvement in part-time area employment is when the ethical and/or legal propriety of that involvement must be questioned. A primary consideration in reviewing these potential situations involves the clinical faculty being certain that any psychological services to be performed will be supervised by a psychologist licensed in the State of Texas. In a few instances where such supervision is not available, arrangements have been made for the provision of such supervision by a licensed Psychologist external to the agency or a member of the clinical faculty. If the employer is a state agency exempt from licensing standards, it still remains important that proper supervision be assured. Given that supervision has been arranged, the congruence of the appointment arrangements with state laws will be reviewed. It is important that students are hired as an employee of the agency rather than as a consultant on a per-assignment or per-case basis. The latter has been interpreted as a form of private practice and is legally restricted to licensed Psychologists. Students may, however, be employed by a licensed Psychologist who, in turn, contracts for such activities on a private basis with the student's employees. The possibility of a student providing what might be construed as Psychological services forms the rationale for the program approving all employment opportunities before they are accepted by a student. If there is any doubt whether a specific employment opportunity might be construed as involving the delivery of Psychological services, the student should consult the DCT for guidance.

Extra University Sources of Scholarship/Fellowship Support

A variety of federal programs have offered institutional training grants to universities that allow for educational assistance to graduate students in the form of fellowships. The interested student should seek recent statements effective at the time the student might be considering this form of assistance. ADAMHA support can be secured as essentially a grant to a single individual student though the award can only occur through the university - in effect, as a joint application. The National Science Foundation and other federal units have similar arrangements. Minority students are usually accorded some priority in federal training programs and there are other non-federal sources for these students as well, e.g., the American Psychological Association's Minority Fellowship Program which entails no payback requirement.

The process of application may be a lengthy one so that this type of assistance should be initiated with at least six-months lead time. Several branches of the Armed Services include scholarship programs that are equivalent to the above fellowships, i.e., coverage of some expenses (books, tuition, fees, etc.) and a \$300+ monthly stipend with the commitment of repayment or a period of services as a Psychologist in one of the varied military research or health services. These awards are often more substantial than the ADAMHA awards, simpler in application, and can sometimes be made rapidly. Application deadlines are usually in early December and the first step would be to contact a local recruitment office. A number of past and current students have elected this option in either the Air Force or Navy and it may be well to inquire about their views before proceeding.

Graduate School

The Graduate School offers competitions for a variety of financial awards (e.g., Dissertation Research Awards), and students are encouraged to check their emails for relevant announcements from the Graduate School.

Summer dissertation grants that include up to a \$2,000 award to the student are available on a competitive basis. Those students receiving these awards register for six hours of PSY 8000 but the work may be conducted off-campus. Proposals are usually due in March. Contact the Office of the Graduate School (742-2787) for additional details.

The **Graduate School** also offers a variety of Graduate Scholarships and Fellowships on a competitive basis. Please visit the following link to obtain more information about potential fellowship and scholarship requirements as well as corresponding deadlines: <https://www.depts.ttu.edu/gradschool/financial/FellowshipsScholarships.php>

Graduate students are encouraged to apply for these Graduate School Fellowships and Scholarships as some of our students have been successful in obtaining these financial awards.

Students are encouraged to visit the following Graduate School webpage titled, *Funding Your Education* <http://www.depts.ttu.edu/gradschool/dev/funding/>

Extra Departmental Employment in Professionally Related Roles

A number of area agencies have been recurrent employers of our students. The individual student may, and often does, pursue such possibilities solely on the student's initiative without assistance from the department faculty. Many agencies would prefer not to deal with a large number of applicants from our program and, instead, ask that some prior screening and recommendations be given by the faculty. It is also helpful for you to indicate any relevant unfilled openings of which you become aware, or of your own plans to terminate your current position. Early information on a current or future opening is often the most crucial element in assuring one of our students access to the more rewarding part-time positions available in the area. In every case we ask that you make the best possible effort to promote an impression favorable for subsequent placement of other students with that agency.

In all instances where a student might be employed by an outside agency that has a contractual agreement with the Department of Psychological Sciences and/or Clinic, the availability of these positions and the financial arrangements in effect are initiated, mediated, and determined by the department faculty member supervising the position. All arrangements must be approved by the Department Chairperson before a contract is drawn up. To avoid problems that might otherwise arise, students must not "cut their own deals" with contracted agencies or assume that a contract will be executed for positions in agencies that do not have agreements with the Psychology Clinic. If you are interested in such a position, contact the relevant Department supervisor for information and instructions.

All clinical graduate students who have a Psychology related external work placement and/or external practica placement **MUST** coordinate this placement with the DCT. In addition, clinical graduate students **MUST** have the supervisor of the work placement complete the appropriate documentation providing a description of duties, supervision, and evaluation of the student's performance. All students placed in external practica at nonexempt agencies (both paid and unpaid) **MUST** be enrolled in PSY 5002. This is to ensure that the student's placement is coordinated as part of their course of graduate study as required by Texas State Board Rule. Non-compliance with Texas State Board Rule may be considered a Class A Misdemeanor by the State of Texas.

Graduate Student Employment & Moonlighting Policy

It is the Department's policy that a full-time graduate student should have no more than a total of one-half time employment (defined as 20 hours per week) within or outside the Department. Employment disclosure is required from students working for, or applying to work for, the Department of Psychological Sciences. Disclosure is ongoing throughout the year. This is given significant weight in deciding the distribution of Department financial assistance resources. Except with written permission in advance, Psychology graduate students who are employed by the university may not exceed half-time employment (20 hours per week total within and outside the university). Requests to exceed this limit are reviewed by the student's advisor and the appropriate Program Director. If endorsed favorably by this group, the Department's Executive Committee will review and vote to approve or decline. Minor exceptions to the policy may be approved, including employment that temporarily or slightly exceeds the 20-hour limit. Students may appeal a petition that has been declined to the Department Chair, first, and then the Dean of the Graduate School.

Licensing, Certification, and Ethical Issues

Situations in which the faculty will directly intervene in your efforts toward part-time employment are those in which the ethical and/or legal propriety of that involvement must be questioned. Such problems can generally be avoided by the simple expedient of being certain that any Psychological services you are to perform in an outside job will be supervised by a Psychologist licensed by the State of Texas. In a few instances where such was not available, arrangements have been made for the provision of such supervision from an individual external to the agency. This has been done via members of the clinical and counseling faculty, for example, in placements with the Juvenile Probation Office. The employer may be a state agency exempt from licensing standards, but it remains important that proper supervision be assured. Given that supervision has been arranged, you also need to attend to the compliance of the appointment arrangements with state laws. It is important that you be hired as an employee of the agency, rather than as a consultant on a per-assignment or per-case basis. The latter has been interpreted as a form of private practice, and is legally restricted to licensed Psychologists. You may, however, be employed by a licensed Psychologist who, in turn, contracts for such activities on a private basis with you as an employee. Such complications constitute yet another reason why it is important to coordinate your employment with the faculty.

Graduate Student Teaching and Research Awards

Graduate Student Teaching Awards

Three awards will be given each year if appropriate recipients are identified. The awards are to recognize superior instruction by graduate students. One of the awards will be given to instructors of introductory Psychology (Psy 1300). One of the awards will be given to TA's who have substantial direct instruction responsibilities, such as students who are instructing laboratories or serving as TAs for graduate courses. One award will be given to instructors of their own course. No student can receive the award twice in the same category. Candidates for each award will be nominated. The Undergraduate Programs Committee will evaluate evidence supporting the nomination including, but not limited to, a) the nominating letter, b) course syllabus, c) an exam, and d) student evaluations. The UPC will select semifinalists and those candidates will undergo a UPC review of a lecture. If, in the rare case, a semifinalist is not teaching, a lecture opportunity will be created. Performance on all previous instructional experiences appropriate for the particular award will be considered. The goal is to fund each of these awards at \$100 and to give the awardees a plaque from the faculty.

Graduate Student Research Awards

Each year, the Department of Psychological Sciences honors up to three graduate students with an award for excellence in research and related scholarly activity. Students who have successfully proposed their dissertations are invited to apply. The awards consist of a cash award plus a plaque awarded from the faculty. Students submit applications to the director of their program, and awards are determined by the faculty of the program. Criteria for the award include the following:

- Exceptional quality of thesis and dissertation study (or proposal);
- Continuous and sustained involvement in additional research, including research with their advisor or other faculty of TTU or TTUHSC;
- Authorship or co-authorship on journal articles, book chapters, presentations at professional conferences, or submitted grant proposals.

Note: This award is *not* meant to be the "best" thesis or dissertation, or the highest GPA. Rather the award will be made to those students who have maintained active, continuous, and exceptional involvement in research and scholarship over the course of their graduate career and who demonstrate exceptional promise to make a contribution to the science of Psychology.

In spring 2010, the Department of Psychological Sciences started awarding the *Diversity in Psychological Science Research Award* to recognize a graduate student conducting high quality research on a topic related to diversity (broadly defined) in psychology. This research award will be given once a year at the end of the spring semester.

Student Involvement and Feedback

Acceptance into the Clinical Psychology doctoral program makes a student eligible to become a member of the Clinical Psychology Graduate Student Council. The Council conducts regular meetings to discuss academic and professional topics relevant to Clinical Psychology students. In addition, the Council serves as an important

channel of communication between students and faculty on department and program matters such as new faculty selection, curriculum, new student selection and orientation, and teaching evaluations. Student involvement in the Council is strongly encouraged since the views of the Council bear more weight in influencing departmental and program policy than do the views of an individual student. Students should consult with a representative or officer of the Clinical Council for further information concerning membership, dues, and voting privileges.

In addition, in order to ensure that students have an active role in the evaluation of the Clinical Psychology program, the Graduate Advisory Board in Clinical Psychology (GABinCP), which is comprised of 5 to 6 students (one student from each cohort) will serve as liaisons between the faculty and their respective cohort. The DCT will meet with this group on an as-needed basis, but not fewer than once per long semester. Students are also encouraged to raise relevant issues with their Academic Advisor or DCT.

Student Membership in Professional Associations

Students are encouraged to become student affiliates of professional organizations and societies. In addition to being a member of professional societies, students are encouraged to attend, and to participate in, regional and national psychology-related conventions and conferences. Attending conferences is a very important part of professional development and in the development of identification with the profession. For information concerning other professional affiliations, please consult your academic advisor or DCT.

Document Turnaround Times

In general, students should expect feedback within an approximate two-week turnaround time on documents (e.g., thesis proposals) from their academic/research advisor. There may be some instances in which clinical faculty may need more time on certain documents due to their length (e.g., qualifying examination document, dissertation defense document). For lengthier documents, students should expect a three-week turnaround time for feedback. This is only for documents that involve program milestones. Student will need to inquire about turnaround times on assignments with individual faculty for different courses. Although clinical faculty will do their best to provide feedback in a timely manner, there will be times that clinical faculty need more time due to other circumstances such as working on a grant proposal, having other deadlines, etc. Students and clinical faculty are encouraged to maintain open lines of communication.

Timely Completion of Clinical Program

Students are encouraged to work closely with their academic advisor in completing program milestones. Overall, most students complete the program in six years. To help guide students, the clinical faculty have developed a proposed completion guideline table. This table highlights what milestones need to be completed in order to complete the program in a timely manner. The *Proposed Completion Timeline* document can be found in the following Documents link: https://www.depts.ttu.edu/psy/clinical/files/Proposed_Completion_Timeline.pdf

Addenda

University, Graduate School, Department and Program requirements evolve and change, and are incorporated into periodic revisions of this handbook. It is possible that there will be important changes that occur before a complete revision of this handbook. The Department will make every reasonable effort to inform you of such changes, and you must be attentive to relevant mailings and postings. It is also advisable for students to save with their handbooks notices of new policies and requirements.

Summary of Required Clinical Psychology Milestones

Note a NO on some key items will result in not meeting expected level of competency

See <https://www.depts.ttu.edu/psy/clinical/documents.php> for more details

Activity	Minimal Requirement
Courses	Successful completion of all graduate-level course (B- and above)
Thesis Proposal	Minimum of 20/24 (83%) on Thesis Proposal Checklist
Thesis Defense	Minimum of 27/31 (87%) on Thesis Defense Checklist
Assessment Proficiency	Minimum total of 42/46 points (91%) on Assessment Competency Eval Form
Therapy Competency I	Minimum of 37/46 points (80%) on Therapy Competency Eval Form
Therapy Competency II	Minimum of 42/46 points (91%) on Therapy Competency Eval Form

Qualifying Examination: Written	Minimum of 13/15 (87%) on Qualifying Exam Checklist
Qualifying Examination: Oral	Minimum of 16/18 (89%) on Qualifying Exam Checklist
Dissertation Proposal	Minimum of 24/27 (89%) on Dissertation Proposal Checklist
Dissertation Defense	Minimum of 33/36 (92%) on Dissertation Defense Checklist
Practicums	Satisfactory progress/pass practicum course.
12-month Internship	Successful completion of a 12-month Internship.

Forms Commonly Used in the Clinical Psychology Doctoral Program

The most recent versions of forms and the handbook for the Clinical Psychology program are readily available through the Department of Psychological Sciences website:

http://www.depts.ttu.edu/psy/graduate_programs/clinical/documents.php

Psychology Department Handbook:

Psychology Department Handbook

Clinical Psychology Handbook:

Clinical Psychology Graduate Student Handbook

Clinical Psychology Doctoral Program Milestone Forms:

Thesis Proposal Checklist
Thesis Defense Checklist
Qualifying Examination Checklist
Assessment Competency Evaluation Form
Therapy Competency Evaluation Form
Dissertation Proposal Checklist
Dissertation Defense Checklist

Other Clinical Psychology Doctoral Program Documents:

Clinical Psychology Student Evaluation Form
Practicum Evaluation Form
Practicum Hours Tracking Form
Practicum Supervisor and Setting Evaluation Form
External Practicum Site Information Form

Department of Psychological Sciences Documents:

Course Transfer Petition Form
Course Substitution Petition Form
Petition for Additional Practicum Site Hours

Graduate School forms can be found at the following website:

<http://www.depts.ttu.edu/gradschool/forms.php>

M.A. Degree Forms

Masters Degree Plan
Masters Intent Form Non-Thesis Option

Doctoral Program Forms

Doctoral Degree Plan
Doctoral Intent Form
Doctoral Oral Defense Guidelines
List of Required Major Steps

Emergency Financial Aid Information

Gelin Emergency Loan Form
Mr. and Mrs. Carl H. Gelin Emergency Loan Fund Information

Student Support Services/Resources

In addition to the resources mentioned throughout this handbook, students are encouraged to visit the *TTU Student Resource Guide* for additional resources that are available. <https://www.ttu.edu/campus-life/student-resources.php>

Clinical Psychology Faculty

John Cooley, Ph.D. Assistant Professor	University of Kansas
Caroline Cummings, Ph.D. Assistant Professor	University of Nevada, Reno
Andrew Littlefield, Ph.D. Associate Professor Admissions Coordinator	University of Missouri
Sean Mitchell, Ph.D. Assistant Professor Internship Co-Coordinator	Texas Tech University
Michael Murphy, Ph.D. Assistant Professor	Northwestern University
Adam Schmidt, Ph.D. Assistant Professor	University of Minnesota
Jonathan Singer, Ph.D. Assistant Professor	University of Nevada, Reno
Jason Van Allen, Ph.D. Associate Professor Director of Clinical Training Practicum Coordinator	University of Kansas
Sarah Victor, Ph.D. Assistant Professor Internship Co-Coordinator	University of British Columbia

Accrediting Agency for the Clinical Psychology Program

The Clinical Psychology Program is accredited by the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychology Association
750 First Street, N. E.
Washington, DC 20002-4242
Phone: (202) 336-5979
Fax: (202) 336-5978
TDD: (202) 336-6123
Web: www.apa.org/ed/accreditation
Email: apaaccred@apa.org

The last accreditation site visit was in October 2013 and the next site visit is scheduled for 2020.