

GRADUATE STUDENT HANDBOOK

Clinical Psychology Ph.D. Program
Department of Psychology
Southern Methodist University

Academic Year 2019-2020

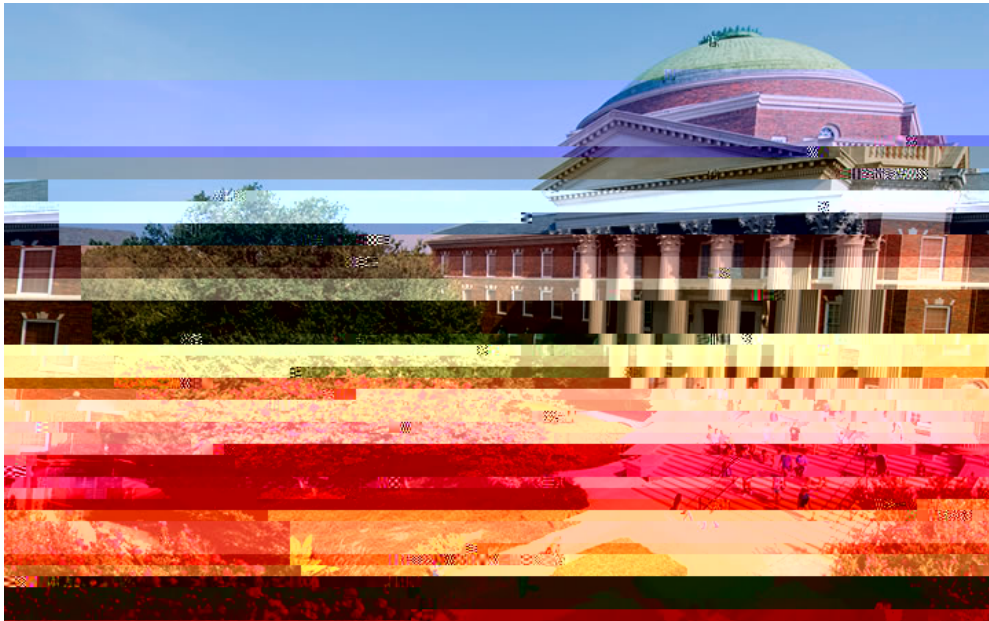


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I. The Doctoral Program in Clinical Psychology

A. Mission Statement

The APA-accredited Clinical Psychology Ph.D. program at Southern Methodist University (SMU) follows a clinical scientist model and is a member of the Academy of Psychological Clinical Science. As such, the primary goal of the program is to train clinical scientists, and the single most important component of the doctoral training is research. To that end, we expect our students to be actively engaged in research throughout their training through collaborative, lab-directed studies as well as independent mentored projects. Students are expected to participate substantially in scientific publications, conference presentations, grant applications, and make other meaningful contributions to research. Moreover, the clinical science model

Coursework covers research and quantitative methods and the foundations of clinical, developmental, social, biological, cognitive, and affective science to provide students with a sound basis in psychological research and theory. Membership in a research lab allows student the opportunity to contribute to the design, completion, and presentation of research. Student directed research includes three major benchmarks: the thesis, a review paper, and the dissertation. Students are also expected to publish at least articles in peer-reviewed outlets, participate regularly in professional conferences, and attend departmental colloquia. The ultimate goal of research training is to produce clinical scientists who can independently generate high quality scientific contributions in their area of research.

Clinical Training

Clinical training focuses on evidence-based practice and is integrated with research training. Students master evidence-based practice in a variety of intervention and assessment domains so that they may provide the highest quality psychological services and promote the awareness and use of evidence-based practice in their future careers, through research, teaching, supervision, and/or direct service provision. Coursework addresses theory and research on clinical problems, assessment and intervention techniques, and methods for evaluating clinical outcomes. Students provide psychological services through SMU Psychology Clinic in their second year and then advance to external practicum experiences through the Dallas/Fort Worth community all closely supervised by licensed psychologists with the goal of providing students exposure to a diversity of patient populations and evidence-based interventions. Clinical training also takes part in many research labs through studies of clinical phenomena and evaluation of specific assessment and intervention techniques.

B. Administrative Structure

The doctoral program in clinical psychology was established in 2004 and has been accredited by the American Psychological Association since 2009. The program is administered by the Director of Graduate Studies (“DGS,” also referred to as the Director of Clinical Training or “DCT”) and the Associate DCT in conjunction with the program faculty and a student representative (student volunteer who attends faculty meetings). The DCT and Associate DCT are appointed by the chair of the department. The faculty meet regularly throughout the year to address student training concerns, development and maintenance of clinical coursework and practicum training experiences, reviews of student progress, graduate admissions, among other topics (the student representative is not present for discussion of student progress and evaluation).

C. Faculty

The faculty of the clinical psychology program consists of eight tenured/tenure-track clinical faculty members, eight tenured/tenure-track associate faculty members who conduct clinically relevant research, one non-tenure-track clinical faculty member (the Associate DCT/Clinic Director), and one non-tenured lecturer. Drs. Calvert, Hampson, Kamata, N. Tabak, and Rosenfield do not serve as primary faculty advisors for graduate students.

Austin Baldwin, Ph.D., Associate Professor (University of Minnesota, 2006, Social Psychology). The broad goal of Dr. Baldwin’s research is to better understand the decisions that people make about their health-related behaviors. Specifically, he investigates how the social cognitive factors that guide these decisions are influenced by relevant contextual and individual difference factors. The questions that guide his research sit at the interface of social, clinical, and health psychology and include such topics as behavior change maintenance (e.g., Why are most people unsuccessful at maintaining behavior changes?) and health communications (e.g., Why are people’s persuasive arguments effective in changing their health behaviors?).

mechanisms linking the family environment to child and adolescent adjustment. Among family stressors, Dr. Kouros' has a particular interest in exposure to everyday marital conflict and parental psychopathology. A second line of research examines the interplay between relationship functioning (e.g., conflict, satisfaction) and depressive symptoms in married and dating couples, with a focus on underlying mechanisms. The long-term goal of this research is to use the findings to develop and strengthen existing family-based programs aimed at promoting adolescent and family well-being.

Priscilla Lui, Ph.D., Assistant Professor (Purdue University, 2016, Clinical Psychology). Dr. Lui's research examines ethnocultural diversity issues relevant to understanding and assessing psychopathology. Guided by a social ecological framework, she investigates, 1) intercultural contact (e.g., acculturation, racial discrimination, international studies), 2) close social relationships (e.g., romantic relationships, intergenerational conflict), and 3) intrapersonal characteristics (e.g., personality, cultural orientations, emotion regulation) as determinants of psychopathology, primarily substance (mis)use. Dr. Lui's research also examines the impact of cultural and demographic factors on the validity and utility of psychological assessment instruments. The goals of this program of research are to inform and influence clinical interventions that are most effective in alleviating distress and improving mental health functioning across diverse ethnocultural groups.

Renee McDonald, Ph.D., Professor and Senior Associate Dean for Research and Academic Affairs (University of Houston, 1994, Clinical Psychology). Dr. McDonald's research interests have focused on understanding how specific child adjustment problems, such as aggression and antisocial behavior, are associated with exposure to family conflict and violence. Developing and disseminating effective interventions for children in violent families is a second emphasis of her research. Her research, together with her colleague, Dr. Jouriles, has also focused on prevention of sexual assault and racist behaviors, and reduction of risk for sexual assault victimization, among high school and college students.

Alicia E. Meuret, Ph.D., Associate Professor (University of Hamburg, 2003, Clinical Psychology). Dr. Meuret directs the Anxiety and Depression Research Center (ARC) at SMU. Dr. Meuret received her Ph.D. in Clinical Psychology from the University of Hamburg based on her doctoral work conducted at the Department of Psychiatry and Behavioral Sciences at Stanford University. She completed postdoctoral fellowships at the Center for Anxiety and Related Disorders at Boston University and the Affective Neuroscience Laboratory in the Department of Psychology at Harvard University. Her research program focuses on novel treatment approaches for anxiety and mood disorders, biomarkers in anxiety disorders and chronic disease (asthma), fear extinction mechanisms of exposure therapy, and mediators and moderators in individuals with affective dysregulations, including suicidal self-injury. Dr. Meuret is the founder of Capnometry-Assisted Respiratory Training (CART).

Thomas Ritz, Ph.D., Professor (University of Hamburg, 1996, Clinical Psychology). How does our experience impact our physiology? Can this impact lead to, perpetuate, chronic disease, and if yes, under which conditions? These are some of the general questions that Dr. Ritz addresses with his biologically focused research program in psychology. Some of the major areas he has been working on in recent years have been psychophysiology and psychoimmunology of the

airways in asthma, the autonomic and respiratory regulation in anxiety disorders and depression, the psychophysiology of vagal regulation, and behavioral interventions to improve pathophysiology and management of chronic respiratory disease.

David Rosenfield, Ph.D., Associate Professor (University of Texas at Austin, 1976, Social Psychology). Dr. Rosenfield's current research focuses on the application of recent advances in statistical methods to psychological research. New tools for statistical analysis allow us to answer questions we never could address before. They also provide greater power to detect effects than previous analytical techniques. In particular, Dr. Rosenfield is interested in applying hierarchical linear modeling and structural equation modeling to longitudinal data analysis. His goal is to develop tools that allow us to understand the processes which drive individual change over time. Once we understand the factors that are responsible for change, we can design more effective treatments and interventions.

Benjamin A. Tabak, Ph.D.

D. APA Accreditation

SMU's doctoral program in clinical psychology was founded in 2004 and has been accredited by the American Psychological Association (APA) since 2009. The next evaluation for accreditation will take place in 2020. APA accreditation is essential for students who are applying for internships, postdoctoral training, and jobs, as it indicates that the primary professional organization and evaluating body has concluded that the program provides training experiences that are consistent with the national standards established by the field of clinical psychology.

Questions relate to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE Washington, DC 20002
Phone: 202 336-5979 / Email: apacred@apa.org
Web: www.apa.org/ed/accreditation

E. Areas of Focus and Minor in Quantitative Methods

All graduates of the doctoral program in clinical psychology at SMU receive training in the foundations of clinical psychology and in research and clinical practice. Students also choose to pursue additional training in areas of focus Family & Child and Health. Students are not required to complete focus training, but those graduate students working with faculty affiliated with a specific focus typically do so. Students may also opt to complete a minor in Quantitative Methods, which includes additional advanced courses in research methods and statistical techniques (declaring the minor is not a requirement to take the advanced courses)

The department holds weekly research colloquia on Fridays, 2pm, during the academic year. Faculty, students, and outside speakers present a variety of topics, many of which are related to the areas of focus and/or quantitative methods.

Family & Child Focus

The psychology department provides the opportunity for doctoral students to develop specialized knowledge and skills in research

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- x Evidencebased interventions for couples
- x Evidencebased interventions for internalizing and externalizing disorders among children and adolescents
- x Assessment of emotional and behavioral symptoms and cognitive, learning, and attention difficulties among children and adolescents

- x Intrapersonal characteristics that affect substance use and misuse

Clinical Training. Students interested in health and behavioral medicine clinical work have opportunities to learn about evidence-based practice and to obtain training and experience. Current types of training experiences that have recently been available include:

- x Treatment of respiratory disorders, including comorbid anxiety disorders
- x Evidence-based interventions for obesity and bariatric surgery-postoperative followup
- x Consult/liaison services in general medicine settings

- x Coursework and Health Psychology Seminar: Formal coursework includes the required courses for the clinical psychology training program, which incorporate a focus on health and biological psychology. Seminar in Physiological Psychology and a focused elective seminar course, Health Psychology. Courses in advanced quantitative methods are also offered so that students can learn data analytic techniques useful for examining effects of specific interventions and time series data.

Participating faculty members include:

Austin Baldwin, Ph.D.
Priscilla Lui, Ph.D.
Alicia Meuret, Ph.D.
Thomas Ritz, Ph.D.
Benjamin Tabak, Ph.D.
Stephanie Wilson, Ph.D.

Minor in Quantitative Methods

The Minor in Quantitative Methods for doctoral students in Psychology consists of 12 course credits (4 classes) required for all doctoral students plus an additional 12 course credits (4 classes) in quantitative methods offered through the psychology, ergonomics, and statistics departments, as well as the School of Education. Students participating in the minor also attend departmental presentations on quantitative methods. The minor is intended to encourage students to obtain expertise in relevant statistical and quantitative methods over and above required courses. This expertise is increasingly important in academic psychology to enhance students' research productivity, their ability to contribute to research teams, and to obtain research positions postgraduate school.

	Credit Hours
<u>Required Courses for All Psychology Doctoral Students</u>	<u>12</u>
PSYC 6305 Quantitative Methods (offered annually in fall)	1

II. Program Requirements

Program requirements include performance in all areas of graduate study (i.e., coursework,

- x Quantitative Methods I and II (PSYC 6305, 6307)
- x Affective and Social Neuroscience (PSYC 6381)
- x Contemporary Issues in Scientific Psychology and Longitudinal Data Analysis Using Multilevel Models (PSYC 6322)
- x Structural Equation Modeling (PSYC 6323)
- x Multilevel and Structural Models (EDU 7309)
- x Seminar in Psychopharmacology (PSYC 6330)
- x Graduate Study in Applied Forensic Psychology (PSYC 6364)

2. Professionalwide competencies: Coursework is also designed to provide exposure to and training in certain professionalwide competencies that are essential for the development of clinical psychologists. These competencies include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. While a good deal of training in these areas takes place in research labs and through clinical practicum experiences, successful completion of the following courses provides one method of ensuring student competence:

- x Ethics and History (PSYC 6380)
- x Cultural and Individual Diversity: Principles and Best Practices in Research and Applications (PSYC 6345)
- x Seminar in Adult Psychopathology (PSYC 6314)
- x Theories and Methods of Psychotherapy (PSYC 6351)
- x Applied Clinical Skills (PSYC 6355)
- x Supervision and Consultation in Psychology (PSYC 6366)
- x Assessment Practicum I and II (PSYC 6354, 6361)
- x Integrated Practicum Seminar (PSYC 6091)

Students receive letter grades for their performance in courses. Grades can be interpreted as follows:

- A Student has mastered all or the majority of performance criteria; excellent performance
- A- Student has mastered most of the performance criteria and showed high levels of scholarship in the remaining criteria
- B+ Student has shown high levels of scholarship across most performance criteria and good scholarship in the remaining criteria
- B Student has shown good scholarship across the performance criteria
- B- Student has shown good scholarship across many performance criteria, but there are problems in one or two areas that need remediation; if a student receives a grade of B, a remediation plan for the material must be developed and completed.
- C Unsatisfactory scholarship across more than two performance criteria; the student does not receive passing credit

To maintain good standing in the program, graduate students must maintain a B average across all courses that they take while enrolled in the program that are relevant to their course of study. Any student whose GPA drops below 3.0 is automatically placed on academic probation by the program and the Office of Graduate Studies. A student may not remain on academic probation for more than one semester (if they will be dismissed from the program). Grades of C or "No Credit/No Pass" are failing grades. Failure of two or more classes is grounds for dismissal from the program without further qualification, regardless of the student's overall GPA. An instructor who gives a grade of C or "No Credit" is indicating that the student has failed the course.

2,3,4, and5	Integrated Practicum Seminar (PSYC6091; N. Tabak biweekly, if enrolled in practicum)	
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Elective courses include:

- x Seminar in Health Psychology (PSYC 6309; Baldwin)
- x Psychopharmacology (PSYC 6330; Calvert; odd years)
- x Structural Equation Modeling (PSYC 6323; Kamata; odd years)
- x Longitudinal Data Analysis using Multilevel Models (PSYC 6322; Rosenfield)
- x Forensic Psychology (PSYC 6367; Lindsey; odd years)

B. Research Benchmarks

Students are expected to be active members of their advisor's research lab and to conduct

while the student was enrolled in the doctoral program at SMU and it is expected that at least one publication will be generated by work completed in conjunction with their advisor. Please note, although two publications are required to meet this benchmark, graduate students should be active in presentation of research throughout their graduate career (with the expectation that students will participate in at least one conference presentation or journal publication per year after the first year).

4. RESEARCH BENCHMARK 3: Review Article To demonstrate in-depth knowledge of their research area, and to demonstrate their ability to interpret and synthesize the research literature and theory, students write a review article on a topic related to their area of research. The review paper should be a thorough qualitative or quantitative (e.g., metaanalysis) interpretive report and analysis of the literature. The review paper may lead to a specific research question.

from the student to address specific limitations) indicate that the proposal/defense is inadequate as written. Committee decision is written.

- x To expose students to a variety of clinical settings where intervention, assessment, and/or consultation services are offered
- x To expose students to diverse client populations and to a variety of clinical problems/diagnoses.
- x To hone technical and interpersonal skills necessary to become a skilled clinician.
- x To obtain biannual external evaluations of students' clinical skills and readiness for more advanced training.
- x To provide students with clinical training experiences which are sequential, cumulative, and graded in complexity.

Students dedicate approximately 16 hours per week to their clinical practicum experiences during the second, third, and fourth years of study. Hours are recorded on Time2Track (<https://time2track.com>), an online tracking program in preparation for internship applications (see discussion of the postdoctoral internship below); all students who are engaged in clinical practicum are provided with an account.

There are a variety of clinical practicum experiences that students may engage in. Each site has been approved by the DCT after an evaluation to confirm that the site provides students with sufficient direct contact hours over the course of the year and meets the following criteria:

- x Appropriately credentialed professionals (i.e., licensed clinical psychologists) are available to train and supervise students.
- x Students receive at least one hour of face-to-face supervision per week and supervision involves direct evaluation of clinical service provision through review of video/audio-recordings or live review (e.g., supervisor is present in the room or watches through a one-way mirror or closed-circuit camera) at least once per evaluation period
- x Evidence-based methods of intervention, consultation, and assessment are the primary clinical tools used at the site.

Practicum supervisors complete an evaluation of the student's performance at the end of each semester (see the Graduate Student Rating Form Appendix L), which provides sufficient detail to allow the DCT to assign the student a grade. Students who fail a practicum experience or fail to show improvement in clinical skills after deficits have been noted may be subject to dismissal from the program.

Students must also evaluate their clinical supervisors at the end of each semester. This feedback is reviewed by the DCT and Associate DCT to ensure that practicum sites are providing appropriate training and support during the training year.

Clinical Practicum Experiences during the Second Year

Students begin their clinical practicum training in the summer between their first and second year through the assessment and therapy services provided in the Psychology Clinic. This practicum experience is designed to provide extensive training in evidence-based assessment and intervention approaches for a diverse clientele. Students are closely supervised by clinical faculty and external supervisors and attend regular clinic meetings, which focus on case review,

consultation, and special topics

External Practicum Sites

	Adult	Child/ Family	Neuropsycholog & Assessment	Behavioral Medicine
Baylor Medical Center, Behavioral Medicine	9			

important resources for graduate students. Advisors serve as role models, mentors, and advocates. Thus, a relationship that is characterized by mutual respect, trust, and responsibility is essential for successful advisor-student collaborations.

Students with Previous Graduate Study

III. Student Support

Doctoral students in clinical psychology receive funding for five years of graduate study through Dedman College, pending satisfactory performance (see Appendix E for the Funding Contract). Funding includes a stipend of \$18,500 per year plus tuition and fees and SMU benefits.

but this does not preclude the requirement to apply for other funds. Students who receive external funding do not serve TA.

IV. Evaluation of Student Progress

V. Problem Resolution and Grievance Procedures

It is assumed that most problems involving graduate education will be discussed informally and reconciled with the advisor, advisory committee, instructor, supervisor, training faculty, and/or fellow student. Indeed, discussions of this kind will commonly occur between students or with advisors, supervisors or other training faculty. However, when a serious issue arises during the course of a student's career that is not resolvable through direct communication with the involved parties, it may be channeled through the grievance procedure and process. All inquiries and complaints will be treated confidentially. The following policies and procedures are provided in an effort to resolve conflicts.

- A. The first step in addressing these conflicts is for the student to consult with his/her faculty advisor.
- B. If speaking to the advisor is inappropriate for a particular problem, the conflict is not resolved to satisfaction, or if additional input is needed, the conflict may be brought to the attention of the DCT or Associate DCT, who will respond within 48 hours. The DCT, (i)llonsntentd10 (96w [(D)-2 (C)D)-24t(s)-1 ((s)-1 (ne)4 (p-2 (he2 (n (i)-l)-2 (292(i)-2 (t)-2 (s)-n (i)-IMw [(D)-2 (C)Dt2 4 Tu53 0 Td [(T)bathe1. The ioCTj(n 48 hour)d (hac)7iat-16 (ylh-2 (em

from student or personnel files in the chair's office. The DCT and/or chair will continue to work with the student and any other relevant parties to come to a resolution of the issue and will refer to the Ombudsperson if resolution cannot be obtained within the department.

- G. The DCT, in consultation with the chair, will keep a log of all formal complaints and grievances within the auspices of the clinical area. The clinical area if required, share this with accrediting bodies. However, any shared information will be provided in de-identified format.

Further information about university policies regarding grievances, nondiscrimination, and resolving any form of harassment can be found at <http://www.smu.edu/IAE/PoliciesandProcedures>

Statement of Nondiscrimination

Southern Methodist University will not discriminate in any employment practice, education program, education activity, or admissions on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity.

Appendix A: Thesis Guidelines and Expectations

Thesis Proposal

The proposals typically submitted in the form of a APA style (y)2 s566e(a)4 n -reitalitn tlIn tsh-

- 4) Questions are taken from others in attendance
- 5) The conclusions are adopted for the second

- make revisions before beginning the research, or, if the work is insufficient to meet the benchmark.
- 6) The committee meets in private with the student to offer feedback and inform him/her of their decision.

The student will then work toward revising the thesis proposal as recommended by the committee, if needed. The committee may ask to see a revised proposal before the student begins collecting and/or analyzing data or they may simply require that revisions appear in the completed thesis.

Thesis Defense

The completed thesis should be written in a manuscript format (i.e., in the form of length manuscript that could be submitted to an APA journal such as *Journal of Consulting and Clinical Psychology*). Such manuscripts are typically 30-35 pages in length. The student may

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

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

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

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

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

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

Should I publish my thesis? Ideally, yes, although not all studies are publishm

2. The student and his/her advisor decide on a topic for the review and the review committee is formed.
3. The student works with the committee to plan the manuscript and produces a detailed outline for the review paper (5-6 pages maximum). Once the outline is approved by all committee members, the student may begin writing and has 45 days to complete the initial draft of the manuscript. If the manuscript is not complete at 45 days, the student turns in what has been completed to that point.
4. The initial manuscript is submitted to the committee by December of the student's 4th year in the program, at the latest. Students may begin the review process earlier, if desired.
5. The committee has 30 days to review the manuscript. At the end of that period, each member will produce an independent written review, in the style of a review for peer-reviewed journal, an evaluation of the work using the Evaluation Rubric for the Review Paper, and a recommendation of Accept, Revise and Resubmit. These materials will be submitted to the student's faculty advisor, who will draft an action letter summarizing the reviews and communicating the committee's decision. The advisor will share the letter, each individual review, and the completed Evaluation Rubrics with the student. If the committee agrees to Accept the manuscript, the student has passed the benchmark, is advanced to candidacy, and may begin work on his/her dissertation.
6. If the committee recommends that the student Revise and Resubmit the manuscript (the most common decision), the student has 30 days to produce a revised manuscript incorporating the recommendations of the committee. He/she will submit the revision, along with a detailed letter summarizing the changes that were made, to the committee.
7. The committee will have an additional 30 days to review the revised manuscript and will again provide a written review, the Evaluation Rubric, and a recommendation to Accept or Reject the manuscript. The advisor will provide an action letter with the decision and copies of all reviews and forms to the student. If the paper is Accepted, the student has passed the benchmark, is advanced to candidacy, and may begin work on his/her dissertation. The decision to Reject the manuscript means that the student has failed the benchmark and may be subject to remediation or dismissal from the program. If there is a conflict between committee members regarding the final disposition, the manuscript will be referred to the Director of Graduate Studies. If the Director of Graduate Studies is a member of the review committee, the manuscript will be referred to the Department Chair.

Appendix C: Dissertation Guidelines and Expectations

Appendix D: Clinical Oral Guidelines and Expectations

Committee

The Clinical Oral Examination is conducted by a committee of at least four faculty members, consisting of the DCT and/or Associate DCT, the student's faculty advisor, and at least one other relevant faculty member(s).

Appendix E

Appendix F: Expectations for Professional Behavior

Students are expected to behave in a professional and appropriate manner at all times. The following rules apply:

- x Students are required to act in accordance with the American Psychological Association's Ethical Principles and Standards. Violation of these principles and standards may constitute grounds for dismissal from the program irrespective of any other consideration.
- x Violation of any of the Expectations for Professional Behavior may constitute grounds for dismissal from the program irrespective of any other consideration.
- x Students may not engage in any professional activities

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Appendix G

Appendix H: Leave of Absence and Discontinuation from the Program

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

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

Policy on Impaired Student Functioning

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

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

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

Appendix I: Professional Memberships

American Psychological Association

All graduate students are encouraged to become members of the American Psychological Association (APA), for many reasons (e.g. to help students become involved in the psychological community at large, to expose students to issues/trends in the field). Students enrolled in the clinical psychology doctoral program are especially encouraged to become members prior to beginning their first clinical practicum (all practicum students must carry malpractice insurance, which can be obtained through APA at affordable prices [see www.apait.org](http://www.apait.org)). Other benefits of APA student membership include:

- x Membership in APAGS, a national group of Psychology Graduate Students. As part of this membership, you will receive APAGS publications and newsletters, which provide information about matters specific to graduate students in psychology.
- x A subscription to the Monitor on Psychology, the official newsletter of APA, which is published monthly, and the American Psychologist, the APA journal covering issues and trends within the field.
- x Discounts on APA conventions, programs, publications, and services. Consumer discounts including hotels and car rentals, among others, are also offered.
- x To enroll as a Graduate Student Affiliate of APA go to Membership www.apa.org

Other Professional Organizations

6334

6380

Graduate Student Annual Activity Report

Name: _____ Date: _____ Year: 1st 2nd 3rd 4th 5th

Courses: Please list all courses you took in the last year with the grades that you received.

Summer		Fall		Spring	
Course	Grade	Course	Grade	Course	Grade

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

Practicum	Type (Internal vs. External)	Therapy Hours	Assessment Hours	Supervision Hours
	' , ' (
	' , ' (
	' , ' (
	' , ' (
	' , ' (

Department and Professional Service: Please describe all activities and events that you have participated in in the past year.

Did you attend SMU Research Day? Yes No

Did you present a poster at Research Day? Yes No

If yes list the title: _____

Did you participate in Graduate Admissions Weekend? Yes No

If yes list your activities during Admissions Weekend:

Please list

Graduate Student Review Form: Foundational and Functional Competencies
Clinical Psychology Ph.D. Program, Southern Methodist University

Student: _____ Date: _____

Rater: _____

- # SelfRating
- # Faculty Advisor
- # Clinical Supervisor

Instruction: This form is used to evaluate graduate student progress in a variety of foundational and functional competencies. Ratings are obtained by faculty advisors, clinical supervisors, and through student self-reviews. Reviews must be completed and submitted to the Assistant to the Director of Graduate Studies as follows:

- 1st year students: Faculty advisor and student ratings completed at the end of each semester.
- 2nd year and above: Faculty advisor and student ratings completed by June 15 of each year. Clinical

No Opportunity to Observe Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

1. Professionalism is evidenced in behavior and comporment that reflects the values and attitudes of psychologists in the domains of Integrity, Department, and Accountability.

A. Integrity	NA	N	S	O	A
Open and honest in communication	#	"	#	"	#
Takes responsibility for errors	#	"	#	"	#
Takes appropriate steps to remedy errors	#	"	#	"	#
B. Department	NA	N	S	O	A
Language and demeanor are consistently professional and appropriate to context	#	"	#	"	#
Grooming and attire are consistently professional and appropriate to context	#	"	#	"	#
C. Accountability	NA	N	S	O	A
Tasks are completed accurately and on time	#	"	#	"	#
Available and responsive when expected to be	#	"	#	"	#

No Opportunity to Observe Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

3. Ethical and Legal Standards and Policies: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, and, organizations.

A. Knowledge of ethical, legal, and professional standards and guidelines	NA	N	S	O	A
Demonstrates thorough knowledge of ethical, legal, and professional standards and guidelines in professional interactions	#	"	#	"	#
Demonstrates thorough knowledge of ethical, legal, and professional standards and guidelines in written work	#	"	#	"	#
Actively seeks out knowledge about ethical, legal, and professional issues	#	"	#	"	#

No Opportunity to Obse Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

5.

No Opportunity to Obse Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

No Opportunity to Observe Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

IF YOU HAVE HAD NO INTERACTION WITH THE STUDENT REGARDING THEIR INVOLVEMENT IN CONSULTATION, TEACHING, OR SUPERVISION, PLEASE CHECK HERE _____ AND SKIP TO SECTION 9

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

A. Consultation	NA	N	S	O	A
Accurately describes consultant's role in a given setting (e.g., school, service, hospital, etc.) and the appropriate tools for collecting data and recommendations	#	"	#	"	#
Seeks out literature relevant to consultation in a specific setting	#	"	#	"	#
B. Teaching	NA	N	S	O	A

No Opportunity to Observe Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

9. Summary and Conclusions

Please identify the student's primary strengths in the past

Please identify important areas for professional development that should be addressed in the next year. Any domains identified as potentially problematic in the ratings above should be addressed here.

Rater Signature

Evaluation/Scoring Rubric for Clinical Oral Exam
SMU Ph.D. Program in Clinical Psychology

Student: _____

Date: _____

Committee Members: _____

The presentation should be graded on the domains below. Any areas that the student has not mastered may be addressed in remediation and a single level of clinical skills. If the student does not demonstrate mastery in all domains in the evaluation, he/she has failed the exam. Scoring Key: NA Not Adequate, NI- Needs Improvement, S Strong

Differential Diagnosis	NA	NI	S
1. Gathered sufficient information for diagnosis, including use of appropriate psychometric tools (if available at site)	<	<	<
2. Generates a diagnosis that is accurate and justified, including consideration of alternative diagnoses	<	<	<
Case Conceptualization			
3. Provides a detailed conceptualization that incorporates diagnosis and individual characteristics, history, and psychosocial context	<	<	<
4. Conceptualization is wellformed by relevant empirical and theoretical literature	<	<	<
5. Conceptualization is communicated clearly to client and modified based on information and client response to treatment	<	<	<

Use of Supervision

13. Seeks out supervision and incorporates supervision into practice

3. Treatment Planning

4. Implementation of Intervention/Assessment

5. Monitors Progress

6. Use of Supervision

7. Professional Practice

8. Ethical Practice

9. Individual/Cultural Differences and Diversity

Ph.D. Program in Clinical Psychology
Southern Methodist University

THESIS PROPOSAL MEETING

Note: This form should be completed at the end of each proposal defense and turned in to the Director of Graduate Studies.

Student: _____

Title: _____

Date: _____

___ This project is approved as presented.

OR

___ The following issues were raised during the proposal meeting and need to be addressed (continue on back if necessary):

Note: Committee members will also need to sign off on a letter indicating how each of these will be addressed. This letter should be presented to committee members as soon as possible following the proposal meeting.

Committee Members:

(chair) _____

Ph.D. Program in Clinical Psychology

Evaluation/Scoring Rubric for M.A. Thesis/Ph.D. Dissertation Defense
SMU Ph.D. Program in Clinical Psychology

Student: _____

Date: _____

<

4. Methods

5. Data Analytic Approach

6. Presentation of Results

7. Discussion of Findings

8. Ethical Issues

9. Individual & Cultural Diversity

10. Response to Questions

Final Decision

Student name

| Passed Failed the defense.

If the student failed the defense, the following remedial actions must be taken prior to re-evaluation:

Committee Signatures:

Name:

Name:

Name:

Name:

EVALUATION OF SUPERVISOR

Name:	Supervisor:
Practicum Site	Date of Evaluation:
Dates: From _____ to _____	Number of direct clinical hours:

COMMENTS:

Development of Clinical Skills	1	2	3	NA
1. Assisted with case conceptualization				
2. Assisted with assessment and treatment planning				
3. Assisted with translating conceptualization into specific techniques and approaches				
4. Was effective in teaching specific clinical techniques (evidence based treatment)				
5. Was effective in helping to develop short and long term goals in therapy				
6. Effectively assisted in scoring and interpreting assessments				
7. Facilitated my ability to provide diagnostic and other assessment feedback directly to clients				
8. Facilitated a working understanding of transference and countertransference				
9. Was effective with addressing termination				
10. Addressed legal and ethical issues appropriately and effectively				
11.				

COMMENTS:

Describe something specific that your supervisor did that contributed significantly to your learning:

Describe specific areas the supervisor might have addressed to better meet your learning needs:

Student's Signature: _____ Supervisor's Signature: _____
Date: _____ Date: _____

Quantitative Minor Declaration
SMU Ph.D. Program in Clinical Psychology

Student Name: _____

Student ID: _____

COURSES REQUIRED/COMPLETED FOR MINOR	TERM/YEAR	GRADE (if completed)
1. Quantitative Methods I (PSYC 6305)		
2. Quantitative Methods II (PSYC 6307)		
3. Research Methods (PSYC 6324)		
4.		

SMU Clinical Psychology Doctoral Program

Change of Faculty Advisor

Student: _____

Date: _____

Current Advisor: _____

New Advisor: _____

Reason for change request:

Student Signature: _____

Current Advisor Signature: _____

New Advisor Signature: _____

DCT Signature: _____

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Graduate Student Application for Funding to Attend an External Workshop or Training

Please submit the application below at least 2 weeks prior to the date of the workshop or training to the Director of Graduate Studies. Applications will be evaluated based on prior receipt of funds, student standing in the program, benefit of the workshop or training to the student, and availability of funding. Applications will not be accepted for past attendance at workshops or trainings or for workshops or trainings that clearly overlap with training already provided at SMU.

Name

Date

Year in Program

Name of Workshop or Training

Sponsor and Location of Workshop or Training

Date of Workshop or Training

Length of Workshop or Training

Brief Description of Workshop or Training (include weblink if available)

How will attending the Workshop or Training enhance your graduate training?

Registration Fees

Other requested expenses (i.e., travel and lodging)

Have you previously received funding from the department to attend a workshop or training?

How many times have you received funding to attend a workshop or training?

If you have received previous funding to attend a workshop or training, how did attendance benefit your graduate training?