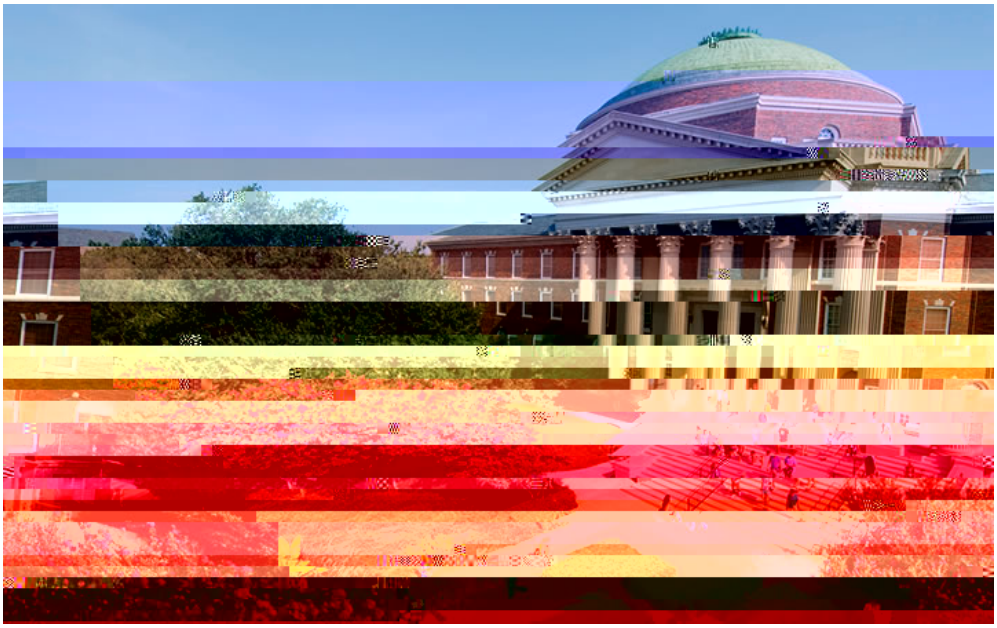
GRADUATE STUDENT HANDBOOK

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

Academic Year 2013-2014



DEDMAN COLLEGE
HUMANITIES & SCIENCES

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B. Administrative Structure

The clinical psychology Ph.D. program was established in 2004 and has been accredited by the American Psychological Association since 2009. The program is administered by the Director of Graduate Studies (also referred to as the Director of Clinical Training or "DCT") in conjunction with the program faculty and one student (appointed annually by the DCT) attend faculty meetings. The DCT is appointed by the Chair of the Psychology Department. The faculty meets regularly throughout the year to address student training concerns, development and maintenance of clinical coursework and practicum training experi

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

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- Andrea Meltzer, Ph.D., Assistant Professor (University of Tennessee, 2012, Social Psychology). Dr. Meltzer's research examines how intimate relationships affect individual health and how individual health affects intimate relationships. Because the prevalence of overweight and obese individuals is growing at an alarming rate, and

- Thomas Ritz, Ph.D., Professor (University of Hamburg, 1996, Clinical Psychology). How does our experience impact our physiology? Can this impact lead to, or 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 are the psychophysiology and psychoimmunology of the airways in asthma, the autonomic and respiratory regulation in anxiety disorders, the psychophysiology of vagal regulation, and

Health Specialization

SMU provides the opportunity for doctoral students to develop specialized knowledge and skills in a variety of health-related studies and practicum settings. Doctoral students interested in participating in the health psychology training specialization will complete all core requirements for the doctoral program in clinical psychology, and may supplement these requirements with training experiences within the health specialization. These training opportunities include:

- Participation in a research lab addressing health-related issues
- Clinical training in behavioral medicine and health-related services
- Coursework focusing on health psychology and participation in a monthly health seminar

The SMU health specialization is unique in that it is comprised of health psychologists representing several different disciplines within psychology (clinical, social, biological) and integrates research, clinical work, and academic coursework. Information about the health psychology experiences is provided below:

Research. SMU has four active health psychology research labs, with many faculty members and students working together across labs. Research focuses on understanding certain types of health problems and health-related decision-making, as well as the development and evaluation of interventions designed to prevent or treat them. Topics that have been addressed in these labs include:

- Treatment programs for respiratory disease, including asthma and COPD
- Decisions about various health behaviors (e.g., physical activity, vaccinations)
- Health-related cognitions and illness perception
- Biopsychosocial development and maintenance of chronic disease
- Weight and couple functioning

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

- Treatment of respiratory disorders, including comorbid anxiety disorders
- Evidence-based interventions for obesity and bariatric surgery post-operative follow-up
- Consult/liaison services in general medicine settings

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 specialized elective course,

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

Participating faculty members include:

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

II. Program Requirements

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

A. Curriculum

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

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B. Research Benchmarks

Students are expected to be active members of their faculty advisor's research lab and to conduct research throughout their enrollment in the Ph.D. program. To facilitate their involvement and training, the program has several "research benchmarks" that students must complete prior to graduation. Research benchmarks must be completed in accordance with the SMU graduate catalogue (see www.smu.edu/catalogs/).

1. First Year Research: First-year students are expected to work on a research project with their faculty advisor. This research experience should provide students with exposure to a research area and help shape the skills necessary to develop hypotheses, designs, analyze research results, and conduct studies.

First Year Research: First-year students are expected to 0 0 612 792 re W n BT /TT0 1 Tf 8.06 0 0 8.06 72 [ ] TJ ET q 0.24 0 0 0.24 72 64.2 cm /Im1 Do Q 0.1 0 0 0.1 72 [ ] TJ ET 0.1 0 0 0.1 72 [ ] TJ ET 0.1 0 0 0.1 72 [ ] TJ ET

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

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

   This benchmark is completed under the supervision of a committee of two faculty members (one of which is the student's faculty advisor, the second of which is a faculty member who has expertise in the area of interest and who may or may not be a member of the SMU psychology department). Students must submit an outline (no more than 10 pages) to the committee, detailing the purpose and content of the review. Following approval of the outline, the student has 45 days to write the review article. Although they may discuss the nature of the article with their committee and other faculty members, review and editing of the manuscript itself by any person other than the student is not permitted. The initial submission of the review paper is due by November 15th of the student's third year. The committee then has 15 days to review the manuscript. Each committee member will independently submit a written review of the manuscript by the end of that time period, in the style of a review written for a professional journal. Committee members will not provide specific edits of the document to the student. Upon receipt of the committee's written reviews, the student has 45 days to revise the manuscript and submit a final draft (again, with no review or editing by any other person), which must be submitted by January 15th of the third year. The committee reviews the final manuscript and awards a pass/fail grade. This decision is based on the quality of the writing, the degree to which the student demonstrates a comprehensive, in depth understanding of the empirical literature and theo1.22 Tm5odd2(c)-ehensive,

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

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

As with the thesis proposal and defense, the committee evaluates the quality of the student's work. They may 1) pass the proposal/defense as written, 2) require revisions from the student to address specific limitations, or 3) indicate that the proposal/defense is insufficient as written. Committee decisions are based on several criteria, including the quality of the written product and oral presentation, the student's understanding of the research literature and theory in the area of study, their understanding and application of research and quantitative methods, ability to interpret the results of their research in the context of prior research and theory, and ability to answer questions about the research, its meaning, and implications. A passing dissertation should re 7pr9.85 0 Td [(o)1(p)2(r9.-0.001

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

All students who are enrolled in a clinical practicum must also be enrolled in the Practicum Seminar (6091-6098). This course is divided into two sections, one for junior students (2nd and 3rd year) and one for senior students (4th year and above). Section

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assessment, and case formulation skills and be able to discuss ethical, professional, and diversity issues at the level expected of a student preparing to apply for the pre-doctoral internship (see Appendix D for evaluation forms).

The Pre-Doctoral Clinical Internship

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

1. Eligibility to Apply for Internship. Prior to applying for internship, students must receive approval from the DCT and their faculty advisor. To be eligible to apply students must have advanced to candidacy, completed at least 800 direct contact hours and at least 12 full assessment batteries, and have proposed their dissertation by September 30th of the year they intend to apply. Students who wish to apply for internship should discuss their plans with the DCT and their faculty advisor during the spring semester before they plan to apply. The Internship Guidance Committee (including the DCT and additional faculty members) will meet with all students planning to apply for internship on a regular basis, beginning in July. The Guidance Committee will work with students to help them decide where they will apply, review and revise essays and CVs, conduct practice interviews, and help them to make ranking decisions.
2. Approved Internships. Students may only apply to APA-accredited internships.
3. Enrollment. While on internship, students enroll in a 0 credit course (PSYC 8091 and 8092). This maintains their full-time student status but does not require tuition.
4. Evaluation. Internship Directors of Clinical Training provide bi-annual evaluations of students to the program DCT. These evaluations inform the decision of whether a student has “passed” the internship and may graduate upon successful completion of the dissertation defense. Students must complete the internship in order to receive the Ph.D. in clinical psychology.

D. The Faculty Advisor

Each student works with a faculty advisor who is responsible for supervising the student’s research benchmarks, providing training and experiences in their area of research, involving the student in their own research, and facilitating the student’s development of research skills. The clinical Ph.D. program at SMU uses a mentorship model of advising; each student is admitted to the program under the supervision of a specific faculty member. The advisor is one of the most

Students are expected to meet regularly with their faculty advisor to discuss research, professional development, clinical training, and course work. The advisor should be the first person that the student goes to with questions about the program, professional concerns, etc. Students are also expected to be active members of the advisor's research group. Participation in a research group is vital to the development of research skills and collaborations with fellow students and faculty.

Changing Advisors

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

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

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

1) Discuss the intended change with all parties involved, beginning with the current Faculty advisor. Students should also discuss the proposed change with the DCT and a Faculty advisor who might serve as the new advisor or co-advisor.
2) Complete the Advisor Change request form (request from the Assistant to the Director of Graduate Studies) stating the reason for the requested change and obtain signatures from all relevant parties.
3) Submit the Advisor Change request to the DCT for final approval. If the student is funded through Dedman College (as opposed to a research grant, teaching appointment, or paid clinical position), the proposed changes also need to be approved by the department Chair. The DCT and the Chair will either approve or deny the change; they reserve the right to talk to all parties involved before reaching a decision.

Students wishing to change Faculty advisor because of interpersonal difficulties in the relationship with their current advisor but who are making adequate progress through the

III. Student Support

Doctoral students in clinical psychology at SMU are guaranteed funding for four years of graduate study through Dedman College pending satisfactory performance (see Appendix E for the Funding Contract). Funding includes a stipend of $17,000 per year plus tuition and fees, and SMU benefits. Dedman College funding carries with it a responsibility to serve as a Teaching Assistant (TA). Students can serve as either a Lab TA or a Class TA. Lab TAs typically work under the supervision of their Faculty advisor and are responsible for coordinating and supervising the activities of undergraduate research assistants (RAs) within the lab. Lab TAs create a syllabus for the RAs each semester, lead weekly discussion groups about research which include assigned readings, and are responsible for reviewing and grading RAs' end of semester papers. Class TAs work under the supervision of a faculty member who is teaching an undergraduate course. They are responsible for assisting the instructor with course activities, such as grading papers and exams, and must give at least 2 guest lectures each semester. Graduate students are encouraged to obtain experience as both a Lab TA and a Class TA in order to obtain a breadth of teaching experience. Students who remain in residence for a 5th year of training prior to internship have a number of options for funding, including external funding (see below), applying for paid clinical practicum, and if funds are available, teaching an undergraduate class.

Other Funding Opportunities

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IV. Evaluation of Student Progress

Every year, the chair, DCT, faculty advisor, and the faculty who have taught, provided clinical supervision, or sat on research benchmark committees with a graduate student complete a review of that student's progress through the program (see Appendix G). Students are responsible for submitting an updated CV, a summary form of their activities for the academic year, evaluations from practicum supervisors, copies of any publications or presentations from that year, and grades for all courses taken in the year prior by June 1st. The faculty meets in June and July to review each student in 9 areas:

- Progression toward degree
- Coursework
- Research training
- Teaching
- Clinical training
- Involvement in the program/department
- Interpersonal effectiveness
- Ethics and professionalism
- Sensitivity to cultural and individual diversity

Student performance in each domain is rated on 5 point scale: Significantly Below Expectations, Below Expectations, Meets Expectations, Advanced, and Superior. Ratings are based on the student's level of experience and year in the program. All students are expected to achieve a rating of "Meets Expectations" in all areas; if a student has a rating of "Below Expectations" in two or more areas or a rating of "Significantly Below Expectations" in any area, this is grounds for probation and remediation. If probation and remediation are necessary, the faculty will give initial suggestions to the advisor, who will develop a remediation plan with the student.

After the faculty reviews the student's progress, the student and faculty advisor meet to discuss the conclusions of the annual review and to address any recommendations that the faculty had for the student. If a remediation plan is required, the student is expected to write the plan with objective goals and outcomes and submit it to the advisor and DCT. Within 2 weeks of the initial meeting The student, advisor, and DCT are then responsible for observing the student's progress in meeting the remediation goals. Success is evaluated in the subsequent annual review; if the student has met all goals then the remediation is complete and the student is taken off of probation. If the student does not meet the goals, this is grounds for extended probation and remediation or, in rare cases, dismissal from the program.

V. Problem Resolution and Grievance Procedures

Sometimes conflicts arise between faculty and students. In such cases, there are several possible steps of problem resolution that students should

VI. University Life and Student Services

The university provides students with a number of services, detailed in the Graduate Catalogue (www.smu.edu/catalogs/

Appendix A: Thesis Guidelines and Expectations

Thesis Proposal

4) Questions from others in attendance.
5) The committee meets in private for a second time to discuss the presentation and come to conclusions about whether the student has passed the proposal, needs to 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.

Within 30 days of the proposal, the student should make any recommended revisions to the document and draft a cover letter summarizing those changes (this should be done in the style of a cover letter submitted to a journal editor with a revised manuscript). The committee must sign off on the cover letter and revised proposal before the student begins his/her research.

Thesis Defense

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

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

Appendix B: Dissertation Guidelines and Expectations

The general structure and content of the dissertation process is identical to that of the thesis process. Students must present a written proposal to their committee and complete an oral defense of that proposal before beginning their research. The final product is also defended in written and oral form. There are several differences between completing the dissertation and the thesis, however.

1) The expectations for the level of sophistication and nuance in student understanding and discussion of the research and theory in the field and of research methodology and data analytic techniques are considerably higher for the dissertation compared to the thesis.
2) The committee should consist of at least four scholars: The student's faculty advisor, who serves as the chair, at least two tenure/tenure-track members of the SMU psychology department, and one external member from another department at SMU or, with approval of the Department Chair and the Dean of Graduate Studies, is a non-psychology faculty member at another university.
3) Once the student has completed an approved dissertation, he/she must file the dissertation with the Office of Graduate Studies (see www.smu.edu/graduate/forms.asp for forms) and may then proceed to complete the Application for Candidacy to Graduate. However, students may apply only for a graduation date that occurs after completion of the pre-doctoral internship (see http://smu.edu/graduate/deadlines.asp for graduation deadlines).

Appendix C: External Supervisor Review

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Appendix D: Clinical Oral Guidelines and Expectations

Committee

The Clinical Oral Examination is conducted by a committee of at least 2 faculty members, consisting of the DCT, the student's faculty advisor, and any other relevant faculty member(s). After hearing the student's case presentation and completing the oral examination, the committee meets privately to determine whether the student has successfully completed (passed) the examination.

Case Presentation

The Clinical Oral case presentation should focus on a detailed intervention or assessment case that the student knows well and can discuss in detail. The presentation itself typically lasts 20-30 minutes and should include (in the order listed) the following:

1) Client background information: age, sex, race/ethnicity, marital status, national origin, and important demographic features
2) Description of the presenting problem and symptoms
3) Differential diagnosis process: How was a diagnosis reached? What alternatives were considered? What psychometric tools were used to support the diagnosis?
4) Case conceptualization and treatment/assessment planning: How were the presenting problems and symptoms understood within a specific theoretical framework? How did this conceptualization inform the plan for intervention/assessment?
5) Course of treatment: What interventions were implemented and how did the client respond? What was the course of change in the presenting problems and symptoms? How was this change measured? Were there changes in the case conceptualization and treatment plan? If so, why and how were they made?

Appendix E: Graduate Student Funding Contract

Important Information Regarding Graduate Funding :

Graduate students enrolled in the Ph.D. program in Clinical Psychology at SMU receive funding (stipends) from a

Appendix G: Graduate Student Annual Review and Processes for Probation and Remediation

Annual Review

The mentor, Director of Clinical Training (DCT), and faculty who have had substantial interactions with the student (e.g., graduate courses, supervision, etc.) will review each graduate student's progress through the clinical program prior to the beginning of the subsequent fall semester

Students are expected to submit the following for each year by June 1st

- An updated CV
- A completed summary form of their activities for the year
- Evaluations from practicum supervisors
- Copies of any publications or presentations
- Grades for all courses taken during the year

The review will cover the following topics:

- Progression toward Degree
- Coursework
- Research Training
- Teaching
- Clinical Training
- Involvement in Program/Department
- Interpersonal Effectiveness
- Ethics and Professionalism
- Sensitivity to Cultural and Individual Diversity

Each area will be rated on the following scale, based on expectations for the student's current level of training and experience:

S	Represents superior level of performance in rated domain
AD	Represents advanced, above average level of performance
ME	Meets expectations (average level of performance for the level of training)
B	Below expectations
SB	Significantly below expectations

A rating of B in two or more areas or a rating of SB in any area is grounds for placement on probation and remedial work. Failure to improve performance in areas rated as B or SB within the subsequent year is grounds for dismissal from the program.

Students will meet with their research mentor after the review has been completed to discuss the results and areas identified for improvement. When areas of remediation are indicated, the student will submit a written document summarizing the plan for remediation within 2 weeks;

this plan will be included in the student's file. Success in remediation will be evaluated in the next annual review.

1. Progression toward Degree

Goal: Completion of courses, research benchmarks, and clinical hours within the expected deadlines.

S	Student is ahead of expected deadlines in 2 out of 3 areas
AD	Student is ahead of expected deadlines in 1 out of 3 areas
ME	Student has met expected deadlines in all areas
B	Student is behind expected deadlines in 1 out of 3 areas
SB	Student is behind expected deadlines in 2 or more areas

2. Coursework

Goal: Completion of all required courses and electives with passing grades (B or higher).

S	Student has completed all courses with a grade of A
AD	Student has completed the majority of courses with a grade of A
ME	Student has passed all courses with a B or higher
B	Student has failed to pass 1 course or received a B in 1-2 courses
SB	Student has failed to pass 2 or more courses or received a B in 3 or more courses

3. Research Training

Goal 1: Quality of research benchmarks.

S	Student has passed benchmarks at level that far exceeds expectations for the level of training.
AD	Student has passed benchmarks at a level that exceeds expectations for the level of training.
ME	Student has passed benchmarks at a level that meets expectations for the level of training.
B	Student passed at a level that barely met expectations for the level of training.
SB	Student has not yet completed expected research benchmarks (i.e., past deadline) OR has failed to pass a benchmark.

Goal 2: Student shows growth in understanding of research methods and ability to apply methods in his/her own research.

S	Student exhibits a sophisticated understanding and application of methods that far exceeds expectations for the level of training.
AD	Student exhibits an understanding and application of methods that exceeds expectation for the level of training.
ME	Student exhibits an understanding and application of methods that meets expectations for the level of training
B	Student exhibits an understanding or application of methods that falls somewhat below expectations for the level of training.
SB	Student exhibits an understanding and application of methods that falls far below expectations for the level of training.

Goal 3: Student is actively involved in presentation or publication of research. All criteria apply to students in the second year and beyond. First year students need only be actively involved in research with their mentor.

S	Student has published more than one first-authored manuscript.
AD	Student has published one first-authored manuscript OR published more than one junior-authored manuscript.
ME	Student has completed one first-authored conference presentation in the past year OR published one junior-authored manuscript.
B	Student has completed only junior authored conference presentations in the past year OR has only presented a first-authored study at SMU Research Day.
SB	Student has not participated in any presentations or publications in the past year.
NA	Student is in their first year.

4. Teaching

Goal: Student is actively involved in the teaching of undergraduate students, either in the classroom or mentoring undergraduate research assistants. Activities include planning the

Goal 2: Student completes 400-500 direct contact clinical hours in years 2 and 3 with the goal of having a total of 800 direct contact hours by the time the student applies for internship and 1000 direct contact hours by the time the student leaves for internship. If relevant, student completes at least 200 direct contact hours in the 4th year.

S Student completes 500 or more direct contact hours in a year (more than 250 in the 4th year).
AD Student completes 400-500 direct contact hours in a year (200-250 in the 4th year).
ME Student completes 400 direct contact hours in a year (200 in the 4th year).
B Student completes 300-400 direct contact hours in a year (150-200 in the 4th year).
SB Student completes less than 300 direct contact hours in a year (less than 150 in the 4th year).

Goal 3: Student completes at least 10 comprehensive assessment batteries by the end of the 3rd year (August 30th) including full reports and feedback.

S Student completes 10 or more assessments and provides well-written, thorough reports with accurate diagnoses and creative, specific recommendations. Reports and feedback are completed within 2 weeks of completion of testing.
AD Student completes 10 or more assessments and provides strong reports. Reports and feedback are completed within 3 weeks of completion of testing.
ME Student completes 10 assessments and provides adequate reports, but with substantial supervision. Reports and feedback are completed within 3 weeks of completion of testing.
B Student completes 8-9 assessments with adequate reports OR 10 assessments with inadequate reports. Student takes more than 4 weeks to complete reports and provide feedback.
SB Student completes less than 8 assessments OR any number with very poor reports. Reports and feedback are provided more than 5 weeks after completion of testing.

Goal 4: Student shows an understanding and application of clinical theory and research that is commensurate with his/her level of training.

S Student demonstrates exceptional clinical abilities in the areas of diagnosis, case conceptualization, treatment formulation, developing rapport, and treatment administration.
AD Student demonstrates exceptional abilities in some areas or advanced abilities in all areas
ME Student demonstrates abilities at the level that would be expected, given his/her training, with advanced or poor abilities in only a few areas.
B Student's abilities are below expectations, given the level of training.
SB Student shows extremely poor clinical abilities, suggesting a lack of understanding of clinical theory and research and/or an inability to apply theory and research effectively.

6. Involvement in Program/Department

Goal: Students are expected to be active members of the program/department and to demonstrate good citizenship. This may be demonstrated by serving on voluntary committees and/or attending all required program/department activities unless there is a valid reason for absence (i.e., Admissions Weekend and SMU Research Day).

S	Student goes above and beyond requirements for program/department involvement and is a meaningful contributor to relevant activities, but is NOT involved to the point that his/her research training, clinical training, or coursework is compromised.
AD	Student meets all requirements and is a meaningful contributor to all activities he/she is involved with.
ME	Student meets all requirements and is a meaningful contributor to some of them.
B	Student fails to attend one of th

Goal 2: Student resolves any conflicts or grievances in a professional manner, based on

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Appendix H: Expectations for Professional Behavior

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

- Students are required to act in accordance

Appendix I: Plagiarism Policy

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

A plagiarized document or presentation can take the form of:

- A free article downloaded from the internet or other electronic source
- A ready-made or customized paper purchases from a commercial source
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Appendix J: Leave of Absence and Discontinuation from the Program

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

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

Policy on Impaired Student Functioning

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

1. The individual who believes that the student's competence is impaired will meet with the student's Faculty Advisor to discuss the matter and alert 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 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 specific remediation/rehabilitation plan. In this case, the student will be informed in writing that readmittance 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 K: Professional Memberships

American Psychological Association

All graduate students are encouraged to become members of the American Psychological Association (APA), formany 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

Appendix L: Graduate Course Offerings

6325	Psychological Research Methods and Assessment with Hispanic Populations. This course will cover methodological issues involved in conducting Hispanic-targeted research and assessment, such as ethnic identification, linguistic issues, sampling, instrument design, data collection and analysis, and data interpretation.
6330	Seminar in Psychopharmacology. Introduces psychotropic drugs and their uses, with a focus on the relationship between psychology and psychiatry in practice.
6331	Psychotherapy Practicum. I. Combined didactic/lecture and laboratory practicum experience for second-year graduate students. Emphasis is placed on assessment of and brief psychotherapy for medical patients in the Baylor Hospital Trauma Unit.
6332	Psychotherapy Practicum. II. Continuation into the second term of a combined didactic/lecture and laboratory practicum experience for second-year graduate students. Emphasis is placed on assessment of and brief psychotherapy for medical patients in the Baylor Hospital Trauma Unit.
6332	Seminar in Psychopharmacology. This course will provide students with an introduction to psychotropic drugs and their uses. This course will focus on the relationship between psychology and psychiatry in practice.
6334	Seminar in Developmental Psychopathology. Advanced seminar examining theory and data on psychopathology in childhood and adolescence.
6340	Psychobiology of Emotion. This course will provide students an empirically-based foundation in the psychobiology processes involved in human emotion, including anger, fear, anxiety, and depression. These will serve as important foundations underlying interventions for clinically elevated levels of these emotions.
6351	Theories and Methods of Psychotherapy. Discussion of research concerning the efficacy and effectiveness of individual psychotherapy; discussion about and training in the major theoretical methods of individual psychotherapy; ethics of individual psychotherapy.
6352	Theories and Methods of Group Therapy. Discussion of major theoretical perspectives and training in techniques in group psychotherapy; ethics of group psychotherapy.
6353	Integrative Psychological Assessment. Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; and theory and practice in psychological assessment techniques to measure personality, intelligence, and behavior. The focus throughout is on the integration of diverse sources of data to better inform psychodiagnostic decision making.
6354	Assessment Practicum is the on-campus practicum course for Ph.D. students to learn to administer and interpret cognitive, achievement, personality, and behavioral psychological tests, conduct feedback sessions, and generate appropriate reports.
6355	Methods of Psychotherapy/Assessment. Emphasizes fundamental skills of interviewing and diagnostic assessment.

8096	Dissertation. Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.
8105	Research
8391-8392	Directed Studies

Appendix M: Rating Forms

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

	Professional	Advanced Graduate Student	Beginning Graduate Student	Pre-Graduate Study
Identifies the problem(s)	Accurate, well-justified diagnosis and description of problem	Mostly accurate, with minor errors	A general description, but lacks knowledge to make or justify diagnosis	Lacks basic knowledge of differential diagnosis
Identifies and obtains information/psychometrics	Uses (or identifies) appropriate psychometric tests and/or measurement tools; interprets accurately			

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