

**Doctor of Philosophy in
CLINICAL ADOLESCENT
PSYCHOLOGY**

*DOCTORAL
HANDBOOK*

College of Juvenile Justice & Psychology
Prairie View A&M University
Prairie View, TX 77446

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(Continuing Under Review)

NOTE: This *Handbook* is the governing document for your doctoral program. Where the University *Graduate Catalog* expressly refers to the Clinical Adolescent Psychology Doctoral Program, differences between the *Graduate Catalog* and this *Handbook* should be resolved by the *Graduate Catalog* superseding the conflicting materials. However, the *Handbook* is likely to be updated more frequently than the *Graduate Catalog* and each version of the *Handbook* is dated on the cover. Your official program is established by the version of the *Handbook* current at the time of your enrollment, or in the event of a break in enrollment, your re-enrollment in the Doctoral Program. If changes are made to the *Handbook*, you may elect to be held to that subsequent version by signing a waiver of your original program and expressly choosing the version to which you wish to change. Such waivers must also be agreed to, and signed, by the Department Head.

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DOCTOR OF PHILOSOPHY IN CLINICAL ADOLESCENT PSYCHOLOGY

OVERVIEW

The overall educational goal of the Clinical Adolescent Psychology Ph.D. Program is to provide aspiring students the broad knowledge base and clinical practice skills for becoming practitioners and academicians who focus in the area of clinical adolescent psychology integrated with the discipline of juvenile justice.

The objectives of the program are to facilitate: (a) attainment of knowledge of factors that influence individual differences, the current theory, and empirically-based practice models of psychological assessment and treatment models established within the discipline of clinical psychology; (b) development of knowledge and skills pertaining to research methodology and statistical analyses relevant to the discipline of clinical psychology and associated disciplines, along with supervised generation of scholarly papers and publications; (c) acquisition of knowledge of APA ethical standards and guidelines of professional behaviors; (d) provision of supervised practicum clinical training focused on the application of knowledge in psychological assessment and empirically based intervention models, across a variety of treatment modalities, according to APA professional and ethical practice guidelines.

Graduates of the doctoral program are expected to be able to do some or all of the following:

- Attain licensure by the Board of Examiners of Psychologists
- Attain academic posts at institutions of higher learning to advance the education and training of others and contribute to the knowledge base in clinical psychology, the juvenile justice and associated disciplines of interest
- Publish in peer reviewed journals, as well as produce scholarly papers for presentations at professional conferences
- Acquire grants in the university and public sector settings
- Provide competent delivery of a variety of psychological services in clinical psychology practice
- Supervise others in the provision of psychological services
- Participate in community service by sharing expertise to the public through various media outlets, professional conferences, community venues or participation in community-based programs focused on addressing mental health issues

The Clinical Adolescent Psychology Ph.D. Program is unique in that it is the only existing program in the state of Texas in which there is opportunity to integrate the disciplines of clinical psychology, juvenile justice, and forensic psychology in education and practice.

Our faculty are actively engaged in research and publish regularly in their areas of expertise. Students are strongly encouraged to join with faculty to learn the research process. Students should consult with the department head and/or discuss possible joint efforts with individual faculty members. One of our goals is to present students the opportunity to participate meaningfully in research and generate publications prior to receiving the Ph.D.

The following text addresses frequently asked questions about the doctoral program and various procedures. If there are any parts of the discussion in this guide that conflict with the University Graduate Catalog requirements, the Catalog supersedes this information. However, the program admission requirements or other policies may be modified by the doctoral committee or the department head. Should changes occur (during the students enrollment in the program) the students will have the option of adhering to the new program. In cases where the information provided builds upon, or adds to the University Graduate Catalog requirements, the information, herein, represents binding departmental and program policy.

COLLEGE OF JUVENILE JUSTICE & PSYCHOLOGY

The College of Juvenile Justice & Psychology is a unique educational entity that encompasses teaching, research and community consultation through the training center. Originating from the Texas Juvenile Crime Prevention Center, the College developed graduate degrees in Juvenile Justice (MA, Ph.D.) and Juvenile Forensic Psychology. Undergraduate programs in criminal justice and psychology are part of the College, as well. The graduate faculty

hold degrees in various disciplines (i.e., clinical psychology, criminal justice, criminology, economics, sociology, geography, research methods and design, and statistics). In addition, all have research and publication experience.

The Center is the basis for the mandated academic research and training of the College. Thus, doctoral students can expect to work with Center faculty and staff during their studies. In addition to its legislatively mandated activities of training, research, and information dissemination, the Center engages in sponsored (i.e., grant-based funding) research projects on various subjects.

PROGRAM PHILOSOPHY and GENERAL INFORMATION

Doctoral education is a substantially more challenging level of education than the master's. Moreover, the Ph.D. involves a strong emphasis on knowledge and production. Demonstration of autonomy and personal accountability during the learning process, critical thinking skills and well developed writing skills are considered important student qualities or assets for successful completion of the program. Thus, the student must be able to excel significantly beyond the mere accumulation of knowledge.

The faculty believes that the best graduate program is one that strongly encourages doctoral students to extend effort far beyond established learning behaviors and study habits. While instructors are charged with facilitating this process, a major part of the responsibility for academic success in the program is the student's.

ADMISSION CRITERIA and PROCEDURES

Although preferences for admission are individually important, a "holistic" approach to evaluation of each applicant's information will be used in making admission decisions. The definition of "holistic" for admission purposes is the consideration of a composite of preferences (deemed as good program fit) listed below. Thus, assignment of a below average score for any particular item does not result in the disqualification of an applicant.

Admission Criteria:

Following are the regular requirements for an application to the proposed Ph.D. in Clinical Juvenile Forensic Psychology. Any exception to the admission process must be made by the admissions committee.

- **Baccalaureate degree in psychology or one of the related social science disciplines** with a preferred GPA of 3.0 conferred by a regionally-accredited institution.
- **A 3.0 Grade Point Average (GPA)** on a four-point scale on all completed undergraduate course work.
- **Master's degree in clinical psychology**, or study and application of knowledge experience in a related social science area, with a minimum GPA of 3.5, conferred by a regionally-accredited institution
- **Thesis or other scholarly paper:** A well integrated research paper that reflects a strong grasp of the discipline topic and shows effective quantitative and qualitative knowledge and analysis
- 1500 word, "well articulated" essay detailing the applicant's reasons for pursuing the doctoral degree (logical progression of ideas and organization, appropriate grammar usage and syntax)
- Original transcripts, for all academic work taken at the undergraduate and graduate level
- **Three letters of recommendation** from former or current faculty members who can provide information about the applicant's work-related competencies or skills and aspirations in the field, appropriateness of ethical and professional behaviors (as well as discussion of weaknesses and strengths in each area), and potential for succeeding at the doctoral level. If the applicant has worked as a practitioner or instructor in the clinical psychology discipline or other related mental health field, letters from immediate supervisors and colleagues who have knowledge relevant to the characteristics outlined above are acceptable.
- Agreement to face-to-face interview with the doctoral admissions committee.
- **Foreign students** are required to take the Test of English as a Foreign Language (TOEFL). A score of 600 or higher is required.

FINANCIAL AID and ASSISTANTSHIPS

The University offers various forms of financial aid, from scholarships to work-study arrangements and loans. Scholarships are usually in very short supply. Those interested in financial aid are encouraged to contact or make an appointment with the financial aid office on campus. The web address for the University Financial Aid Office is <http://129.207.85.3>

The College of Juvenile Justice & Psychology will normally have graduate assistantships available (usually requiring 20 hours of work a week). All teaching and research assistantships carry a waiver of out-of-state tuition fees. For information on these opportunities, contact the department head or Clinical Director.

Per twelve (12) months, the maximum award available is \$22,000. All full-time regularly admitted applicants will receive assistantships.. These assistantships will normally be awarded for a period of three academic years. Assignments most likely will include teaching and/or teaching support, research and/or research support.

In order to maintain an assistantship the following are necessary (see doctoral policy 3 for specific details):

- Continuing full-time enrollment (9–12 hours)
- Grade Point Average above “B”
- Satisfactory evaluation by the supervising professor
- Satisfactory progress evaluation by the doctoral committee
- Indications of professional potential

In the event of a failure to meet one of these areas, the doctoral committee may decide to continue the assistantship, predicated on the student’s acceptance of appropriate remedial activity.

Another competitive scholarship, dependent on funds, may be available to doctoral students who are not Texas residents or members of an academic common market in which Texas is a member. This scholarship, normally in the amount of \$1,000, carries a waiver of out-of-state tuition fees for the academic year.

If a student receiving compensation for an assistantship of 20 hours a week decides to seek either full-time or part-time employment elsewhere, that fact shall be made known in writing to the Department Head . Full-time employment constitutes grounds for automatic termination of assistantship and/or scholarship awards.

GRADUATE STATUS

Full graduate status is conferred on those students (1) admitted to the program with no conditions of admission, or (2) who have satisfied all conditions of admission.

TRANSFER OF GRADUATE COURSEWORK FROM OTHER UNIVERSITIES

A maximum of six (6) units of psychology related *doctoral-level* course work may be transferred from other accredited universities. A minimum grade of “B” is required in any such courses. Transfer credit is granted by petition to, and approval by, the doctoral committee, with final approval by the Dean. It is the student's responsibility to initiate the petition and justify the acceptance of the courses. Courses presented for transfer credit must be the equivalent of those courses in the doctoral program. Please keep in mind that transfer credit is by permission only and is not a right of the student.

DEGREE REQUIREMENTS

The Clinical Adolescent Psychology Ph.D. Program is currently in the process of revising the curriculum. Courses listed below are currently available and required under the current degree program.

The Doctoral Curriculum

The program requires a minimum of 76 semester credit hours for the Ph.D. Of these hours, 37 are course work hours, 15 are practica hours, 12 are dissertation hours, and 12 are internship hours.

Specific courses and requirements are:

Required Courses	<u>37 SCH</u>
CPSY 7701 History & Systems	<u>3 SCH</u>
CPSY 7703 Cognitive Psychology	<u>3 SCH</u>
CPSY 7713 Social Psychology	<u>3 SCH</u>
CPSY 7723 Neuropsychology	<u>3 SCH</u>
CPSY 7733 Child & Adolescent Dev.	<u>3 SCH</u>
CPSY 7743 Professional Ethics	<u>3 SCH</u>
CPSY 7793 Personality Psychology	<u>3 SCH</u>
CPSY 7803 Systems of Psychotherapy	<u>3 SCH</u>
CPSY 7813 Assessment & Testing	<u>3 SCH</u>
CPSY7883 Psychopathology	<u>3 SCH</u>
CPSY 7661 Social Sciences Stats Lab	<u>1 SCH</u>
CPSY 7943 Research Methods	<u>3 SCH</u>
CPSY 7963 Statistical Techniques	<u>3 SCH</u>
CPSY 7813-7843 Practicum	<u>15 SCH</u>
CPSY 8913-8914 Dissertation	<u>12 SCH</u>
CPSY 8953-8983 Internship	<u>12 SCH</u>
TOTAL	<u>76 SCH</u>

COURSES UNDER DEVELOPMENT:

Biological Bases of Behavior
Assessment and Testing II
Electives

TENTATIVE COURSE SCHEDULE

Year 1

Fall

CPSY 7943	Advanced Research Methods I	
CPSY 7963	Advanced Statistical Techniques I	
CPSY 7761	Statistics Lab	
CPSY 7883	Psychopathology	
		10 hours

Spring

CPSY 7743	Professional Ethics	
CPSY 7733	Child & Adolescent Development	
CPSY 7933	Systems of Psychotherapy	
		9 hours

Summer

CPSY 7933	History and Systems of Psychology (Social Psychology)	
CPSY 7823	Practicum I (Internal)	
		6 hours

Year 2

Fall

CPSY 7813	Psychological Assessment I*	
CPSY 7703	Cognitive Psychology (History and Systems of Psychology)	
CPSY 7833	Practicum II	
		9 hours

Spring

CPSY xxxx	Biological Bases of Behavior*	
CPSY xxxx	Psychological Assessment II*	
CPSY 7843	Practicum III	
		9 hours

Summer

CPSY 7793	Personality Psychology	
CPSY 7853	Practicum IV	
		6 hours

Year 3

Fall

CPSY 7713	Social Psychology	
CPSY 7723	Neuropsychology	
CPSY 7863	Practicum V	
		9 hours

Spring

CPSY 7713	Special Topics	
CPSY xxxx	Elective*	
	(Comprehensive Exams)	
		6 hours

Summer (enrollment pending successful completion of comprehensive exams)

CPSY 8913	Dissertation I	3 hours
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Year 4

Fall

CPSY 8923	Dissertation II	3 hours
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(Internship application process starts pending dissertation prospectus defense completed by Nov. 15)

Spring

CPSY 8933	Dissertation III	3 hours
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Summer

CPSY 8943	Dissertation IV	3 hours
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Year 5

Fall

CPSY 8946	Internship I	6 hours
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Spring

CPSY 8986	Internship II	6 hours
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*Courses are *pending* approval. To that end, course sequence is **tentative**. All students are encouraged to seek individual advisement from assigned PV advisors in developing schedules each semester.

COURSE LOADS

The normal full-time course load is 9 semester credits. Part-time status does not exist. All students are expected to complete the course requirement in seven years.

Should you take courses out of sequence, you may have to wait a substantial period for a needed course to be taught again. It is possible for a scheduled course to be cancelled for various compelling reasons. If this should happen, subsequent semester course schedules may be adjusted to minimize harm to enrollment planning. Always consult with your Program Advisor or the Department Head prior to registration.

CONTINUOUS ENROLLMENT

Continuous enrollment defines the minimal level of academic activity needed to remain enrolled in the program. A Ph.D. student is considered to be continuously enrolled when he or she is enrolled for nine hours during each of the spring and fall academic semesters. Students who fail to meet the continuous enrollment criteria will be withdrawn from the program and must apply for readmission.

RESIDENCY

Students must establish coursework residency before being admitted to candidacy. The residency requirement is considered to be met when a student has been continuously enrolled on campus for two consecutive semesters (excluding the summer semester).

LEAVE OF ABSENCE

Graduate students who have not completed their formal course requirements are expected to enroll continuously in the program during all consecutive long semesters (fall and spring semesters) after initial registration. Students who do not expect to be enrolled should request a leave of absence in a letter to the Clinical Director. A leave of absence is granted at the discretion of the Dean.

This provision includes students who have completed their formal course requirements (*except for those* in the process of taking the comprehensive exams or writing the dissertation away from the campus). During a leave of absence, a student may not make use of the University or College of Juvenile Justice & Psychology resources, nor may a student defend a dissertation.

GOOD STANDING

Doctoral students remain in good standing when they maintain a minimum graduate GPA of 3.0. Only grades of "B" or better count toward required courseware. Any grade lower than "B" in a required area course will necessitate that the course be retaken and passed with a grade of "B" or higher. While one elective grade of "C" may be counted toward the Ph.D., only grades of "B" or better indicate satisfactory completion. If a student receives a "C" for a class grade, there will be an automatic review within one semester of when the grade is received. The **Doctoral Training Committee (DTC)** will meet with the student to **address student difficulties and to develop an appropriate plan of remediation or action to facilitate academic improvement and adjustment**. If a second such grade is earned, the student will be dismissed from the program, but may **appeal the second grade of "C"**. During the period in which a student is dismissed from the Doctoral program, the student will not be allowed to enroll in Doctoral program courses. However, the dismissed student can register for courses in the Graduate School, other than those listed in the Doctoral program curriculum. The student may petition or submit an appeal to **the Department Chair and the DTC** for re-admission to **Doctoral** program. After reviewing the petition, the student may be **recommended by the DTC** for readmission under such conditions as it deems appropriate. A third grade lower than "B" will result in permanent dismissal from the program with no recourse to petition.

Incomplete “I” Grade

Per the Graduate Catalog: The grade of “I”, incomplete, is assigned to students who are unable to complete a course due to circumstances beyond their control. **Please note, this grade is given only under extenuated circumstances, which must be clearly documented.** For lecture, seminar, independent study, and similar organized instruction courses, the student must complete the work necessary to remove the grade of “I” in one calendar year from the semester in which the “I” was awarded. All grades of “I” in courses that are included in the requirements for a degree must be replaced with a grade acceptable in the program. Students are not to re-enroll in a course for which a grade of “I” has been recorded.

In Progress “IP” Grade

An “IP, in progress, is assigned to dissertation, internship, and practicum courses provided the student remains enrolled and makes satisfactory progress as certified by the committee chair, director of clinical training, or dean. The time allocated for removal of the “IP” shall be the same as the maximum time for completion of a degree or certificate.

PROGRESS EVALUATION

In the third semester of each student’s academic year, a formal evaluation will be conducted by the doctoral committee. This evaluation will focus on the student’s progress toward the Ph.D. degree. Students taking 9 units each semester, should be able to complete formal doctoral course work within three full years. See the Graduate Secretary for a copy of the evaluation form in current use. Committee decisions related to student progress will be one of the following:

1. Progress is satisfactory, student is encouraged to continue in the program;
2. Progress is potentially unsatisfactory, remediation work is suggested, student is encouraged to continue in the program; or
3. Progress is unsatisfactory, student should be terminated from the program.

Students receiving an unsatisfactory evaluation may petition the Dean to remain in the program. A copy of the petition form may be obtained in the Doctoral Program office. Only one petition of an unsatisfactory evaluation is allowed.

TIME LIMIT FOR DEGREE

A student must complete all requirements for the Ph.D. degree within seven (7) consecutive years after the first date of enrollment in the program. If transfer courses are permitted, the initial enrollment date of those courses must not exceed seven years prior to the date the degree is awarded.

EXAM MODIFICATIONS

Students who need special modifications for examinations must submit the following information:

1. A letter from the student requesting modifications
2. Documentation from the appropriate professional and the Office for Disability Services.

This information should be submitted to the Office of the Coordinator, Academic Advising Center upon enrollment at the University. Students currently enrolled must follow the same procedure.

Approval of requested modifications will be made by the University Test Coordinator after review of the circumstances and documents presented. Upon arrival and, at the student’s request, faculty members will be advised of the required modifications in order that students may be provided assistance.

From time-to-time, the University may modify its policies or procedures in this regard. Should this occur, the new guidelines established by the appropriate office take precedence.

UNIVERSITY WITHDRAWAL POLICY

Voluntary Withdrawal from a Course

1. A student may drop a course before the last day to drop courses without having the course recorded on his/her permanent record.
2. Dropping a course will be allowed until approximately 2 weeks after the start of a semester. That date will appear on the University Calendar and will also normally appear on class syllabi. **No course drops will be allowed after that point.**
3. Withdrawal from classes with a grade of “W” is possible until approximately the 10th week of a semester. That date will appear on the University Calendar and will also normally appear on class syllabi.
3. Upon notification that a student has been withdrawn, the instructor is to assign the grade of “W” only. The “W” will not be calculated in the GPA.
4. Drops and withdrawals from courses may affect housing, assistantships, scholarships, graduation, financial aid, membership in organizations or other opportunities.

Withdrawal from the University (Voluntary)

Students seeking to withdraw from the University may seek advice and counsel from several sources (Registrar, Course Instructors, Dean). Whatever the initial contact source, the student will be referred to a **Transition Coordinator in the Division of Student and Enrollment Services**, Evans Hall, Room 307. The Transition Coordinator is the official starting point for the withdrawal process.

The **Transition Coordinator** will evaluate and assess the student’s rationale for withdrawal, and will, through referral, coordination, counseling, or other University resources, assist the student to the maximum extent possible.

Administrative Withdrawal (Involuntary)

To be administratively withdrawn from the University is to be dismissed from the University. A student may be dismissed from the University for failure to make satisfactory academic progress, failure to pay legitimate debts on schedule or for inappropriate behavior that is detrimental to good order. Administrative withdrawal does not relieve the student of the responsibility for all debts, including tuition, fees, room and board and other incidental charges for the full semester. Administrative withdrawal due to failure to meet financial obligations will result in the following:

- Transcripts being withheld
- Room and board privileges being lost
- Classroom admittance being denied

A student who has been dismissed for financial reasons can have privileges restored upon payment of all outstanding charges and a reinstatement fee. *A student dismissed for either academic or behavior reasons may have recourse to the appropriate appeals process.* (See Appendix E for the University Appeals Policy)

CHANGE OF ADDRESS OR NAME

A graduate student who changes his or her address or name must report the change to the Registrar’s Office by submitting the appropriate form with the new name or address. Such changes also should be reported to the Graduate School.

THE DOCTORAL ADVISORY COMMITTEE

The Clinical Training Director will meet with each student upon admission to the Ph.D. program and will serve as advisor to all first-year doctoral students. Prior to the completion of 18 hours of course work, a **doctoral advisor**

will be selected from the graduate faculty and designated as the chair of the student's advisory committee. An advisory committee is composed of the chair and one other member. The doctoral student will initiate the formation of his or her advisory committee in consultation with the Department Chair and Clinical Training Director. The chair of the individual doctoral student's advisory committee is responsible for advising that student for courses taken beyond eighteen credit hours, generally overseeing the student's progress, and assisting in preparation for comprehensive examinations and the dissertation. The choice of dissertation chair (and the committee) may be based on different criteria than those used in the advisory committee decision.

TEACHING AND DOCTORAL TEACHING ASSISTANTSHIPS

The faculty encourage all doctoral students to engage in teaching, since the model is the scientist/practitioner. Because teaching activity is a core component of the scholarly enterprise, even those who do not anticipate entering the professorate may find themselves invited to teach as an adjunct in a local college or university.

Those on doctoral assistantships can anticipate that some of their semester assignments will involve teaching. This can range from assisting a professor with a course to become the instructor of record in a course. If possible, it is the faculty's goal to provide teaching experiences in a traditional lecture format as well as in distance learning/internet formats. In gaining such experiences, Ph.D. graduates will likely be in greater demand in the academic marketplace. There is no indication in the information above that first year students are to be assigned teaching assistantships.

RESEARCH AND DOCTORAL RESEARCH ASSISTANTSHIPS

Research is another expected skill of a Ph.D. student. To this end, the faculty encourages all doctoral students to engage in research projects with individual faculty members, either in an assisting capacity or as a co-investigator. It is also possible that students may engage in independent research. Similarly, students are encouraged to participate in the grantsmanship process. Students should contact individual faculty members to ascertain research opportunities and/or the availability of data for secondary analysis. For those who wish to pursue an academic career, or a research career, such preparation is virtually mandatory.

Doctoral research assistantship students can expect to be assigned, during the course of their program, to at least one research project. These projects may be related to a grant or an individual faculty member's research agenda. Regardless, the objective of the assignment is to assist faculty in his/her research and to develop research skills that can be applied in development of a subsequent dissertation project. Additionally, during student participation in research projects, attempts will be made to match the interests of the student with available projects.

COMPREHENSIVE EXAMINATION

Before admission to candidacy, students must successfully complete doctoral examinations. The comprehensive examination will consist of two parts—written and oral. These are employed to test the student's general knowledge, his or her ability to integrate and synthesize the wealth of information in the field, and his or her preparation for engaging in the kind of independent scholarship required to complete a doctoral dissertation.

The Purpose of Doctoral Comprehensive Examinations

Comprehensive examinations are given to insure that doctoral students possess satisfactory understanding of the core areas of the discipline; in addition, they provide students and their advisors with a tool for identification and remedy of deficiencies. Doctoral comprehensives are assessment tools that allow the faculty to evaluate the Ph.D. student's problem-solving skills, integrative and independent thinking, and theoretical and methodological readiness to formulate research that meets the field's scholarly requirements. The examinations are also used to assess the student's preparation and readiness for work on the prospectus and dissertation. For these reasons, examination grades in prior coursework are not comparable and do not constitute a reliable measure of performance.

The Content of Comprehensive Examinations

Part I. The Written Examination

Comprehensive examinations are taken over the range of coursework and readings necessary to exhibit mastery of the subject matter. The examinations are *not* course-specific, nor are they derived from singular sources. Questions on the examination are designed to elicit thoughtful responses that indicate a comprehension of issues, policy orientations, and research in the field.

All graduate faculty will be invited, in writing, to submit questions for the examination. Those who have taught courses in the doctoral program will be specifically asked for questions related to the content areas in which they have taught. The committee will meet and select the questions to be used on the comprehensive exam, and is responsible for the final format of the examination. Every effort will be made to select questions requiring thoughtful, integrative answers rather than questions with specific factual answers. The Research Methods and Statistics area, however, will tend to be less integrative and more specific.

In preparing for the examinations, students are encouraged to visit faculty for information, advice and assistance. To allow adequate time for preparation, students should contact faculty and begin their study preparation as early as possible prior to their expected examination date.

When Examinations Will Be Offered

Students desiring to take the comprehensive examination during any semester must notify the department head no later than the first week of the semester in which the examinations are to be taken. The doctoral committee will schedule one date for examinations during the fall and spring semesters, as directed by the College of Juvenile Justice and Psychology.

Comprehensive Examination Rules and Procedures

1. Examination Period. The examination period will consist of three (3) days, normally scheduled on Monday, Wednesday and Friday of the same week. Each day will comprise a different examination area. Each day will consist of two three-hour sections, from 8:30 a.m. to 11:30a.m., followed by a lunch break, and the second examination section from 1 p.m. to 4 p.m.
2. Number of Questions. Students will be required to answer two questions during each of these examination sections. Each section will have two categories of questions: one mandatory question which **MUST** be answered, and three questions of which **ONE** must be answered.
3. Allowable materials. Students should bring the following materials to each three-hour examination section:
 - Five 8.5 by 11 standard “Blue books” (please do not write on them because they will be swapped among the other test takers). **ALL** of each answer must be contained in the blue book(s) for that specific question. No blue book may be used to answer two or more questions.
 - A simple calculator (any electronic device capable of storing and displaying notes will not be allowed)
 - Pens or pencils (bring more than one)
 - No other paper materials, bags, etc. will be allowed in the examination room. Any such materials found in a student’s possession may be cause for removal from the examination room and initiation of proceedings under the University’s academic dishonesty policy.
4. Provided for student use. A dictionary will be located in the room for use during the test.

5. Relationship to coursework. Comprehensive examinations may not be taken until a student has completed *all* coursework. A student in the final stages of coursework may, however, notify the Department Head of his/her intent to take examinations the following semester.

Helpful Suggestions for Writing the Comprehensive Exam:

1. Answer all questions **FULLY**. If any portion of a question is not answered, graders will be required to note that you have not completely answered the question. Similarly, a cursory response to any one portion of a question tends to suggest superficiality.
2. Take your time, but do not work overlong on any one answer.
3. Answers will be graded on logic, knowledge of the subject matter, integration of materials, organization of the answer and critical reasoning ability. Write concisely, logically, and to the point. Superficial answers will not receive high grades.
4. Use references to the literature where appropriate, but do not cite for the sole purpose of impressing the graders. Answers without appropriate referencing suggest that the writer has only a cursory knowledge of the literature in the area. Remember, part of a doctoral education is not only knowing the literature, but also the context in which it was produced.
5. Consider outlining your answer prior to writing it. An outline usually will assist you in organizing your thoughts and may result in a more coherent answer.

Grading of Comprehensive Exams

The answer to each question will be graded by two faculty with expertise in that particular question. Normally, the faculty member who asked the question will be one of the graders. Grades will be assigned as follows:

- 0 Inadequate answer — equivalent to failing the question
- 1 Weak answer — does not signify that the answer actually contributed to a passing grade on the section
- 2 Adequate answer
- 3 Superior answer

Each area day will be graded separately. The grades assigned by all graders to each question in that day will be summed. **In order to pass a section, the summed total must be equal to, or higher than, a score of twelve (12).** The maximum possible summed total is twenty-four (24). Students who score above twenty (20) points on any one examination section will be deemed to have passed with distinction. Grades will normally be available from the two weeks after the examination date.

Failing Grade. Students who receive a failing grade (a summed total less than 12) on a section examination will be allowed to retake the section examination once. Two consecutive failures on any examination will result in the student's dismissal. Sections passed do not have to be retaken. All failed sections must be retaken at the same time, i.e., a student may not choose to retake multiple failed sections one at a time.

Failing Grade Comments. Faculty members grading the comprehensive examinations are required to submit comments on questions for which they provide failing grades to each student's advisory committee chair in an effort to aid the student's future study efforts. Faculty may choose to surpass this minimal requirement.

A Note on Failed Comprehensive Examination Sections. Please note that it is possible for students to do well in course work, but to be otherwise unprepared for the kind of work required either to write a prospectus and dissertation or to perform to acceptable standards of academic scholarship. Such students may not have made an adequate effort in independent research, or may simply lack the kind of insight necessary to integrate the various forms of knowledge the School's faculty expects of its doctoral candidates.

Petition of Decision and Remediation

If a student is dismissed from the program as a result of failing any portion of the exam twice, a petition may be forwarded to the committee, through the Department Head, requesting reconsideration. If the committee determines that circumstances warrant reinstatement in the program, one or a combination of the following remedial steps must be taken prior to a third attempt at examinations:

Required readings in the failed area (to be supervised by the student's advisory committee chair)

Required coursework, including enrollment in specified courses related to the failed area

Required papers in the failed area (to be supervised by the student's advisory committee chair)

The student will be given the doctoral committee's requirements in writing, and provided with a specific and reasonable deadline for completion. Under no circumstances shall a second retake of failed comprehensive examination section(s) be scheduled sooner than six (6) months from the approval of the petition. Should remedial steps not be accomplished within a reasonable time period (normally one year from the reinstatement decision), the student shall be dismissed from the program without recourse to further petition.

Part II. The Oral Examination

All doctoral students are required to pass an Oral Comprehensive Examination, prior to candidacy admission, and after the written portion of the comprehensive examination. This examination is taken separate from the written portion and can be scheduled during a subsequent semester. The examination is patterned after most state/provincial oral licensing exams. The oral examination will be conducted in the following manner: (a) the examinee will be provided with a vignette describing a fictionalized client. The description of the client will be approximately one page in length and will contain information about the client's presenting problem as well as some limited background information. The fictionalized client will be based on an individual therapy case. However, the examinee should be prepared to address questions across the lifespan, including but not limited to child and adolescent issues, issues related to families as well as those related to older adults. The examinee will be given 20 minutes to review the case and collect his/her thoughts. At the end of 20 minutes, the examinee will then meet with the panel to discuss the case and to respond to questions across a broad area of content including (a) clinical research; (b) recommended assessment procedures; (c) psychopathology/diagnosis; (d) recommended intervention procedures; (e) ethics; and (f) any cultural/social issues or influences.

Please note, although we broadly define the areas, the categories are not mutually exclusive. Therefore, there is some degree of overlap and redundancy across areas. However, examinees should be prepared to respond to questions across each domain. Generally speaking, the questions are organized so that the examinee steps through diagnostics and assessment first, and then moves through interventions. The examinee should also be prepared to include cultural and ethical considerations throughout the discussion. This portion of the exam will last approximately 45 minutes. At the completion of this segment, the examinee will then be excused while the committee completes an assessment of the performance. The examinee will then be asked to return for feedback. The entire process will take no longer than 2 hours.

Grading of the Oral Examination

Following the presentation, each committee member will score each of the six aforementioned areas individually on a 0 to 3 scale according to the following criteria:

- 3 = superior performance, well thought out and articulated, excellent content
- 2 = adequate response, may have some issues with articulation, but good content
- 1 = poor response: problems with articulation/discussion and with content
- 0 = failure, gross content inaccuracies

Committee members will then meet to discuss the student's scores and resolve scoring discrepancies as needed.

Students who are assessed to have passed all content areas (A through F) with a score of 2 or 3 by committee consensus will be assigned a score of **PASS**.

Students who are assessed to have failed (e.g. score 1 or 0) on any **one** content area of the exam by committee consensus (areas A through F) will be assigned a score of **CONDITIONAL PASS**.

Students who are assessed to have failed (e.g. score 1 or 0) on any **two** portions of the exam by committee consensus (areas A through F) are subject to **FAIL**.

A letter specifying the conditions of the conditional pass must be signed by the committee chair and deposited in the student's file. Any conditions of the conditional pass must be satisfied by the end of the following semester. Failure to meet conditions by this deadline will result in a **FAIL**. In the event a student fails any portion of the examination, it may be taken a second time. All failed sections must be retaken at the same time, (i.e., a student may not choose to retake multiple failed sections one at a time). A second failure of that portion of the exam will result in dismissal from the program.

The results are submitted to the Graduate School.

ADVANCEMENT TO CANDIDACY

It is the student's responsibility to petition for advancement to candidacy. Forms are available in the Department office. To be advanced to candidacy, students must have completed all of the following requirements and/or procedures:

1. Achieved a cumulative grade-point average no lower than 3.0 in program coursework and a minimum grade of "B" (3.0) in all required area courses.
2. Completed all coursework with no more than one grade lower than "B" (unless the student successfully petitions his or her dismissal and retakes a second "C" course with a grade of "B" or higher).
3. Successfully passed all comprehensive examinations.

The doctoral committee will review all petitions for advancement to candidacy and consider the student's scholastic performance and other circumstances. The decision shall be to grant advancement, specify such additional preparatory courses as the committee shall deem necessary, or recommend alternative courses of action. One of the possible alternative courses of action is to refuse candidacy and initiate dismissal from the graduate program. This latter action would take place in the event of consistently poor scholastic performance or other unfavorable circumstances.

Following approval of the student's application to candidacy, the student may enroll in dissertation hours.

Students admitted to candidacy are required to accumulate a minimum of 6 credit hours during each twelve month period following admission to candidacy and until such time as the degree is granted. Further, a student must be enrolled for a minimum of 3 dissertation hours during any semester in which University resources are used. Assistantship students must continue to meet the enrollment criteria for maintaining assistantship. Any exception to this policy requires the approval of the Head of the department and the Dean of the College. Students who fail to enroll for the appropriate number of hours following advancement to candidacy shall be placed on probation. To be removed from probation, the student must enroll for the deficient number of credits, plus three additional credits in the next semester. Students who do not meet these requirements will be dismissed from the doctoral program and required to reapply for admission, subject to any new admissions criteria in effect at the time of readmission.

THE DISSERTATION COMMITTEE

Students must choose a dissertation committee of four faculty. Three members are to be chosen from the faculty of the College of Juvenile Justice & Psychology, one of whom will be the chair. A fourth committee member is chosen from outside faculty. This is done in consultation with the student's advisory committee. A letter requesting approval of the proposed committee must be forwarded to the Department Head for approval. The members of the committee are normally chosen for their expertise in the proposed topic or for expertise in a particular method. All voting members of the committee must be on the graduate faculty. Other members may be added to the committee in a non-voting status if the committee chair and the department head concur. Faculty who have not published within the past five years may only be added to the committee in a non-voting status.

Where a student is unable to assemble a complete committee, the Department Head shall appoint members as needed from the faculty, or aid the student in contacting appropriate faculty from other departments.

The doctoral committee can be changed at the student's discretion. The student should consult with the Department Head about such changes as soon as possible, and forward a new letter requesting approval of the new committee. Students are cautioned, however, that changes to the committee may also result in changes to the dissertation with a corresponding extension of writing time.

Faculty members may also elect to withdraw from a committee. Before doing so, the faculty member must meet with the student and the chair of the doctoral committee to discuss the reasons for withdrawing. In the event that the chair wishes to withdraw, the chair and student shall meet with the Department Head. In the event that the chair of the doctoral committee who wishes to withdraw is the Department Head, the Dean of the College shall serve as arbitrator.

After selecting a committee, the student should consult with the Chair and determine the process to be followed in completing the dissertation; the Graduate School should also be consulted to determine the currently-approved format. Formal requirements include an oral defense of the prospectus and an oral defense of the dissertation. Beyond these requirements, individual chairs and committees may determine how and when chapters are to be submitted and approved, and the procedure to be used in the defense. A successful defense of the dissertation requires that three of the four committee members vote to pass.

DISSERTATION PROSPECTUS

After admission to doctoral candidacy, Ph.D. students are required to complete and orally defend a prospectus. The exact format for the prospectus shall be determined by the student's doctoral committee, with the greatest input usually coming from the chair of the doctoral committee. A prospectus is a written proposal and contract concerning the contents of the doctoral dissertation. Typically, a prospectus contains, but is not limited to, the following information:

1. Overview and significance of problem.
2. Review of relevant literature.
3. Review of method, relevant statistical or qualitative issues, and research hypotheses.

The committee may require that this information be presented in chapter form. In addition, some committees may request that the prospectus be a final draft of the first three chapters of the dissertation.

The prospectus defense is not only a formal defense of the concept of the proposed dissertation, but also a final opportunity for the student and the committee to meet and discuss the concept and method. A good prospectus defense results in the student receiving approval for the dissertation. At the same time a good defense often results in changes, ranging from the entire conception or mode of attack to new ways of measuring important variables, all

of which help to fine-tune the dissertation. Therefore, the student should not be discouraged if changes result; changes are a normal part of the process.

Timelines for Prospectus Defense

Following completion of the prospectus, students are required to defend it before their committee. Two weeks prior to the prospectus defense, the chair of the committee is to notify all College faculty of the defense date and time, and invite them to attend, using the college announcement of defense form. An Announcement of Defense shall also be posted in a public place within the College so that other students may attend.

Two weeks prior to the defense, students shall deliver one (1) copy of the prospectus to the secretary, who shall make it available to any persons who wish to examine the document. Students shall also make one (1) copy for each member of the doctoral committee. Students are responsible for the costs of printing, copying and distribution of the prospectus.

Prospectus Defense Procedures

Students are expected to give a short presentation summarizing the prospectus at the beginning of the oral defense. The presentation should usually cover the problem statement, a summary of existing knowledge on the topic, the specific issue to be examined (with hypotheses if appropriate) and the method to be used. Following the student's presentation, the dissertation chair shall give all professors in attendance the opportunity to question the student on her/his prospectus. Committee members will be given the first opportunity to address questions to the student, followed by non-committee faculty. If time allows, other members of the audience will be given the opportunity to ask questions.

Once the question and answer period has been completed, the student under examination shall be asked to leave the room temporarily so that the committee can discuss the prospectus. While all faculty are invited to participate in this discussion, the committee is solely responsible for making the decision concerning the merit of the prospectus.

Following the discussion of the prospectus by the faculty, the committee will be polled, and the student invited back into the room and informed of the committee's decision. The committee decision shall be one of the following:

1. Pass the prospectus with no revisions.
2. Pass the prospectus with minor revisions. (The chair reviews the revisions and issues approval.)
3. Tentatively pass the prospectus with major revisions in no more than one area. (The committee jointly reviews the revisions and issues approval to the chair.)
4. Fail the prospectus.

A successfully defended prospectus requiring no revisions shall be immediately placed in the student's file. Students who pass with revisions will provide the final revised and approved copy of the prospectus to the chair of the committee and to all committee members. The chair of the committee is to notify the Department Head of the result of the defense in writing. Students who successfully defend their prospectus proceed to gain approval from the Institutional Review Board (IRB) to conduct their study for the dissertation.

A failed prospectus may be revised and defended one more time. In this circumstance, the student would be wise to make sure that each committee member tentatively approves a final draft of any new prospectus *prior to* attempting a second defense. Students who are unable to successfully defend a second prospectus will be dismissed from the program.

THE DISSERTATION

The dissertation is an original research project that meets the proposal contained in the prospectus. As an original research project, the dissertation is expected to contribute to the base of knowledge of the field of psychology.

While there is no specific imposition of length, a general guideline is that a dissertation is normally a book-length project. Questions concerning University policy and procedures should be directed to the Graduate School.

Content of the dissertation

A “normal” dissertation is one that is an empirically-driven investigation of a substantive issue in the field. This style of dissertation is usually composed of five (5) chapters: problem statement, literature review, method, results and conclusions. There are instances in which more than five chapters are appropriate and the student, in consultation, with his or her chair should determine the best mode, given the topic and the analytical approach. A five-chapter dissertation guide is located in Appendix A.

Since a dissertation normally focuses on a single issue, the format should be seen as that of a book. In its traditional form, however, the dissertation has “chapters” which tend to follow an article format. This is often misleading, especially since articles do not have chapters within them. An examination of any lead article in a major social science journal will find a logical flow from section to section. That flow generally establishes a problem, reviews the literature on that problem, determines the best way to proceed in analyzing the problem, presents new evidence on the problem and, finally, discusses and offers conclusions based on the analysis. This applies to an article whether or not it is empirically-based (i.e., theory or research). Further, the length of a dissertation is not a crucial consideration (however, keep in mind that book publishers will not be interested in manuscripts of less than 150 pages because of binding limitations).

Style of Writing: A dissertation should be written in a clear and concise manner. The use of “jargon” and “spoken English” should be avoided. While these comments should not be construed to mean that a thesis is best written in a style which is fully understandable by laymen, it does mean that the student has the responsibility of writing in a style which is neither overly technical nor obtuse. Every sentence should be clear in its meaning and logically follow the preceding sentence. Headings and subheadings should be liberally used throughout.

Format of the Dissertation — Citation and Bibliography

The faculty have determined that the style of the dissertation, including headings, footnotes, and referencing, shall be compatible with the style manual of the American Psychological Association. However, the Graduate School may produce guidelines that supersede the APA style. All dissertations must meet Graduate School guidelines; therefore, doctoral students are encouraged to contact that office for a list of format requirements, if any, to be followed in preparing the final copy of the dissertation. The number of copies of a completed dissertation to be provided the University are determined by the Graduate School. In addition to that number of documents, one copy must be provided to the department and one copy to the dissertation committee chair. *The process of submitting the dissertation is complete when all fees are paid and necessary forms have been completed and submitted.*

Format of the Dissertation — Figures and Tables

All figures and tables in the dissertation are also governed by the APA Style Manual. In general, however, necessary figures and tables should be uniform and placed as close as possible to the point in the text at which they are referenced. Figures and tables that are informative, but not necessary to the understanding of the argument or analysis should be placed in an appendix (or in multiple appendices if necessary). Similarly, permissions, full versions of instruments and scales, questionnaires, and other data-gathering instrumentation or relevant materials should be placed in appendices rather than in chapter text.

Role of the Dissertation Chair

The dissertation committee chair has primary responsibility for supervising the process. All questions regarding the topic, process, form and format, and specific procedures should first be discussed with the chair. While there are general requirements concerning prospectus defense, dissertation formatting and dissertation defense, all other decisions are likely to fall within the purview of the chair.

The chair also has the role of assisting the student during the writing process. This includes, but not limited to, assisting in the conceptualization of the general project, the conceptualization and measurement procedures to be used with variables, the structure and number of chapters, issues that may arise during the analysis, and conclusions to be drawn. Dissertation committee members also are expected to make contributions in these areas. It is not within the purview of the chair or committee members, however, to write the dissertation (or any portion of it) for the student.

Finally, the chair acts as a mediator. In the event of differences in opinion between committee members and/or the student, the chair determines which direction the dissertation shall take. In all instances, it is the chair who acts as the final arbiter and decision-maker. To further this end, committee members should receive drafts of dissertation chapters only after the chair has reviewed and commented on the materials. While not a requirement, one chapter at a time should be provided to the chair and committee members.

The Dissertation Process

For the sake of brevity, please note that the same general rules applying to the prospectus and its defense also apply to the dissertation with the following exceptions:

1. In addition to notifying the faculty of the College of Juvenile Justice & Psychology two (2) weeks prior to the dissertation defense, the student defending a dissertation must file the appropriate forms concerning announcement of defense with the Graduate School a minimum of two weeks prior to the day of the defense. The defense must take place at least one (1) week prior to the last day of classes in which the student expects to graduate. The student must meet all other requirements of the Graduate School, such as the completion of an application for graduation by the date specified in the Graduate Catalog, payment of any parking or library fines, the completion of a Dissertation Abstract, and the payment of any additional fees.
2. Students should familiarize themselves with the rules and requirements of the Graduate School. These guidelines may detail standardized format criteria (e.g., kind of paper, number of copies, page number placement, etc.) dissertations must meet in order to be accepted by the University.
3. Students must submit all copies of the completed dissertation signed by the dissertation committee and the Dean of the College of Juvenile Justice & Psychology to the University Library by the established deadline (contact the Graduate School or consult the Academic Calendar).
4. Students must complete a National Research Council's *Survey of Earned Doctorates* when they submit their dissertations, as well as a dissertation abstract.

Please note that all fees incurred in the copying, preparation and completion of the dissertation are the student's responsibility.

THE DISSERTATION DEFENSE

Having met the other requirements for the degree, students who successfully defend their dissertations will be eligible to serve internship. Students who are required to submit revisions shall be similarly granted their degree upon completion.

The decision of the committee may be one of four.

1. The committee may vote to pass and sign the document as it is.
2. The committee may vote to pass and all but the chair sign the document pending minor changes.
3. The committee may vote to pass, with all members withholding signatures pending approval of a substantive change in the document.
4. The committee may vote to fail the defense, thus requiring that a different topic be used or that major revisions take place before another defense.

If a second defense is required, a second decision by the committee to fail the dissertation shall result in the student's dismissal from the program.

Defense Failure Note: Students should note that it is in the best interest of dissertation committee members not to allow them to defend a prospectus or dissertation that the committee members believe will not be approved. Likewise, it is also in the student's best interest for committees to refuse to allow the defense of a prospectus or dissertation that is likely to fail to meet the appropriate criteria for well-crafted, original research. Indeed, faculty are expected to keep students from defending a prospectus or dissertation that does not meet the standard for well-crafted, original research contributing to the knowledge base of psychology. The majority of students who reach the prospectus and dissertation phases of their education should be capable of completing the program of study leading to the Ph.D. Faculty are encouraged to identify and counsel students whom they feel will be unable to complete the prospectus or dissertation; this should be done as early as possible in the student's graduate career. In this way, students and faculty do not make a major commitment of their time to an attempt to complete a Ph.D. where such an outcome is unlikely.

STEPS IN COMPLETING THE DISSERTATION

A summary of steps in completing the dissertation includes:

1. Consultation with a proposed committee chair and agreement from that person to serve as chair.
2. Consultation with the department head and proposed committee chair and selection of proposed committee members.
3. Formal letter of request to the department head, naming the proposed committee.
4. Secure formal approval of committee by the department head..
5. Schedule prospectus defense at least two weeks before anticipated date; announce prospectus defense date and topic to faculty.
6. Have the report of successful defense placed in the student's file.
7. File for graduation with University and notify Graduate School.
8. Schedule dissertation defense no later than two weeks prior to the last week of classes; announce dissertation defense date and topic to faculty. (Note: the announcement should be made two weeks prior to the anticipated defense date. The last date to defend a dissertation/thesis for each semester is announced in the University Academic Calendar; that date is non-negotiable).
9. Have copies of dissertation to all committee members one week prior to the dissertation defense date.
10. Successfully defend dissertation before the dissertation committee; have the report of successful defense placed in the student's file and multiple original copies of dissertation signed by all members of the committee.
11. Clear the final copy with the Graduate School and University Library.
12. Pay all appropriate fees and notify dissertation chair so that a grade or change of grade can be initiated.

CLINICAL TRAINING

Student Liability Insurance

All students are required to have student liability insurance through the American Psychological Association's Insurance Trust (APAIT). The annual premium ranges from \$17.00 to \$35.00, depending on the level of coverage selected. Students are required to enroll in the plan prior to their first practicum placement and to maintain continuous coverage for the remainder of their graduate training (i.e., internship). Student professional liability insurance provides protection while the student is attending PVAMU and while he or she is functioning in approved Doctoral program activities. Student policies do not provide coverage for non-approved or non-Doctoral program related activities/services.

Clinical Practicum

Clinical practicum training is an integral part of the doctoral program curriculum. Practicum experience is critical in providing students opportunities to apply classroom knowledge of relevant theory, intervention models, psychological assessment and professional and ethical behaviors in various clinical settings with diverse clinical, ethnic and age populations. Typically, the first training experience is an internal practicum that is scheduled "in house" at the PV Psychology Training Clinic during the summer semester of the first year of enrollment in the

program. Internal practicum is supervised by Department faculty who are state licensed clinical psychologists. This experience will continue through the spring or summer semester of the second year of enrollment, depending on a student's progress in all areas of training, as determined by the faculty supervisors and successful completion of course work in psychological assessment and report writing, personality theory, systems of psychotherapy and professional ethics. Furthermore, accountability behaviors and interpersonal style and problem solving will be emphasized in the assessment for externship readiness.

Internal practicum students will be engaged in a variety of clinical activities, including clinical interviewing, report writing and case presentations and discussions with more advanced students assigned to external practicum. Once readiness for externship has been determined, the student will obtain permission to apply for external practicum assignment.

Application to external practicum includes sending a curriculum vita (CV), approved by the Director of Clinical Training or Practicum Coordinator to various practicum site supervisors who are requested by the student to review the CV and consider the student for an interview. Following an invited interview, the student may receive notification, from the practicum site supervisor, of an offer to work at the practicum site. Subsequently, the student must provide the supervisor with proof of student liability insurance obtained by the student who is expected to apply (**at www.apait.org or call Trust at 800-477-1200**) and other documentation required by practicum site supervisors (i.e., proof of recent TB test results, agreement to submit to the state public safety department to determine possible criminal record)). Finally, the student and practicum site supervisor will discuss training activities in which she or he will participate and negotiate an agreement regarding specified training activities and the work schedule (i.e., days and number of weekly hours). Typically, doctoral level practicum supervisors require a minimum of 16 hours of work per week at the practicum site. Enrollment at the practicum will be made official with completion of a practicum contract (See Appendix D) in which identified training activities, along with work days and hours of attendance are stipulated. The contract is signed by the student, the primary practicum training supervisor and other supervisors who participate in the student's training. The primary supervisor for doctoral practicum training must be a licensed psychologist who has expertise in a variety of clinical services provided at the site. A list of possible practicum sites will be provided by the Clinical Director.

Using a weekly work activity log (See Appendix D), the student is expected to maintain a detailed account of his or her training experiences with documentation of hours spent in each training - related activity for each day of attendance at practicum training. The primary supervisor will review and sign each weekly work activity log. The student is required to keep copies of each work activity log and submit copies of the same to the Director of Clinical Training. Typically, a student works at a practicum site at least two semesters. The practicum training supervisor will complete a student performance evaluation form (See Appendix D) submitted to the supervisor by the student at the mid-point and near the end of the practicum training experience. The student, in turn, is required to complete an evaluation form in which feedback is provided to the supervisor regarding his/her training experience at the practicum site (See Appendix D). The practicum supervisor will review the evaluations with the student, in which weaknesses and areas of needed improvement are identified. Questions are addressed and both parties sign the documents. At the final evaluation, the primary supervisor will assign a letter grade related to the student's overall performance. The supervisor will fax the mid-year and end-of-year completed evaluation forms to the Director of Clinical Training, Submission of these forms by the student is not acceptable. The student will keep copies of performance evaluations for each practicum experience for internship application purposes.

The Director of Clinical Training (DCT) is the Practicum Coordinator for all external practicum training and placements. The DCT maintains regularly scheduled practicum class meetings with all practicum students for purposes of providing supplementary clinical training. The students will participate in class discussions regarding psychological assessment and individual therapy case presentations, as well as address questions related to quality of training experience and other work-related concerns. The practicum site supervisor and DCT will maintain regular contacts regarding each student's progress and/or problem areas. The practicum site supervisor is expected to alert the DCT about persistent areas of difficulty exhibited by the student (i.e., in areas of professional, ethical and interpersonal behavior problems, or expected progress in development of specific skills) due to unsatisfactory change through typical supervision process. Subsequently, the site supervisor will develop a remediation plan and

contract (detailing to the student a description of the target behaviors, the responsibilities of the supervisor and the student, the specific remediation strategy to be used, the time interval in which the positive outcomes of the plan are expected to be demonstrated by the student, as well as the consequences (e.g., an unsatisfactory grade or grade assignment of “C” or below) of the student’s failure to comply with the remediation plan to which she or he has agreed to follow.). A copy of the plan will be submitted to the student and DCT. If the student is unable to respond appropriately to the remediation plan, the practicum supervisor can choose to terminate practicum training with the student.

Internship

A major component of doctoral training is the internship. All students, without exception, are required to successfully complete a 12-month (at least 2,000 hours) internship. **Students must successfully defend the dissertation proposal by November 15 in order to participate in the APPIC internship application process.** As the Director of Clinical Training plays an integral role in the internship application process, the student is expected to meet with the Director of Clinical Training, at least one semester (or Summer semester) prior to the Fall semester in which the internship application process begins to review the student records and progress in the program, to discuss the student's eligibility for internship application and to facilitate the student's planning for participation in the application process. A student who does not comply with the dissertation prospectus requirements and the above outlined planning process (e. g., submit an AAPI to APPIC without the DTC's knowledge) will not receive the expected DCT endorsement for completion of the APPIC application process. If a student arranges an internship placement without the DCT's participation/knowledge and/or does not follow the rules provided by APPIC application process, including interview arrangements for match purposes) the student's internship training will not be acknowledged by the Department or the College. Thus, the student will not be allowed to register for internship hours and will not receive course credit for participation in the internship.

It will be the student's responsibility to investigate and apply for internship opportunities. **Students must join the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match System and secure a Match identification number. Students are expected to adhere strictly to APPIC guidelines throughout all areas of the internship application process.** Guidance will be provided by the DCT, as well as submission of documentation on behalf of the applicant (AAPI Part 2 and letter of student internship eligibility) requested by each internship site Training Director. **Doctoral students must apply to internships that are membership subscribers to APPIC.**

All students will be formally evaluated twice during the course of internship by the internship site training faculty at mid-year and end-of- internship year (with a mailed or faxed submission of proper evaluation documentation (e.g., a detailed letter to the Director of Clinical Training) in the form of a performance summary that includes a description of strengths, progress, areas of needed improvement and the student's internship rotation experiences for the remaining months of training). Upon completion of the internship, the Internship Training Director will submit a formal letter to the Director of Clinical Training in which the student's completion is declared. Students are encouraged to contact the DCT at any time to discuss problem areas or concerns while on internship.

Throughout the twelve month internship training period, students in training must submit regularly by fax or electronic attachment, at least monthly, their weekly work activity logs (signed by the internship training director) to the Director of Clinical Training that include detailed records of their weekly training activities and associated hours for each, (e.g., the psychotherapy, psychological assessment, consultation, didactic training, with adults, children, etc.). The interns are responsible for assuring that their training directors submit mid-year and end-of year evaluation documentation. The students will not receive mid-year or end-of-year course credit hours for internship training without complete submission of all documentation discussed above.

LICENSURE

As stated in the overview, all coursework and clinical training is geared to facilitate the attainment of the professional license. All students are encouraged to apply for licensure upon the completion of the doctoral degree and post-doctoral training (if required). Students are encouraged to review licensure laws for each state in which they are interested in obtaining licensure, as state licensure laws vary. Faculty are available to advise and assist in state licensure applications (e.g., providing documentation of experiences, letters of recommendation, etc.) as needed.

Appendix A

Basic Outline for Writing the Prospectus

There are two different approaches to writing a prospectus. The first focuses on producing a document of perhaps 10 pages that succinctly puts forth your topic, the problems and issues involved, hypotheses or research questions you intend to investigate, and the method you intend to use. The second covers these same areas but does so *as if* each section were the actual chapter of the dissertation. This approach is normally some 40 or more pages in length and, obviously, takes more work and lengthens the time prior to the defense and approval of the prospectus. The advantage of the first approach is the shorter time involved in gaining committee approval of the topic. The advantage of the second is that the first three chapters of the dissertation will effectively be completed. Neither one is inherently preferable and the decision of which approach to use is governed by the combined preferences of the student and the committee chair.

I. The Introductory Problem Statement

Discuss the broad problem under which your specific topic lies and narrow the discussion down to your topic. A review of the literature on the *general* problem would be appropriate here.

II. Literature Review

This is the area in which you briefly (or thoroughly, depending on the prospectus type) review the literature directly pertinent to your own topic. In most cases this will primarily be empirical literature, but be sure to cover the theoretical and conceptual literature as well. You do not have to cover all the literature in the prospectus but review enough to demonstrate you are cognizant of the issues and problems surrounding your topic.

III. Statement of the Problem

Refine the topic discussed in “I” above by stating the problem to be addressed in your thesis in a short, clear and concise manner. If hypotheses or research questions are appropriate, these should be stated here. Be very explicit in your statements. Keep in mind that your committee has to know *exactly* what you intend to do or there will be misinterpretations and misunderstanding down the line that will delay your completion. It also may be helpful to the committee to state what is *not* included in your study.

IV. Method

Discuss the way in which you plan to pursue your study. Sketch an outline of your method and mode of analysis. State the test instruments you will employ and the mode of analysis (e.g., which statistical tools or logical model). Even a theoretical work has a method and analytical mode — describe it. Specify what data you intend to use and whether you will collect the data or use secondary data.

V. Availability of Data

Comment on the data source and its anticipated availability. If you have ready access, or need assistance in gaining access, note that here. If your is not an empirically-driven data project, discuss the availability of whatever materials you will need to accomplish the work.

VI. Limitations of the Study

Comment on expected limitations: sample, time and money, available instruments and scales, etc. What are the reasonable timelines of the study, when will the data be available for analysis and when do you expect to finish? One effective method is also to state what you are NOT doing (i.e., what data are you not collecting, what is not being tested, what conceptualizations of your variables are not included); in short, how is your study restricted?

Note that sections I, II and IV of the prospectus correspond to the first three chapters of the dissertation. The following appendix provides hints for writing dissertation chapters and can be used to suggest items that might profitably be included in the prospectus.

Appendix B

Steps and Hints for Writing the Dissertation

I. Writing the Problem Statement Chapter

1. Begin with a general but major problem in the field. Explain the problem. Refer to appropriate literature in the area.
2. Derive from this problem one or several sub-problems in which you are interested. Explain it (them) and give your rationale as to why it (they) are important.
3. Specify the boundaries of this particular problem *within your dissertation*. This means that you should specify not only what you intend to include, but what you do *not* intend to include.
4. Define the terms you intend to use in the specification of the problem. Use appropriate literature to support your definitions, if available.
5. Lay out the assumptions by which you visualize the problem. What may be obvious to you may not be to others.
6. Set forth your hypotheses (or research question). These should be general in form, yet specific enough to guide you in the exact direction you plan to take for your research. Hypotheses will also assist you in your review of the literature by forcing you to focus on certain parts of the larger problem instead of the problem in general.
7. Explain why this particular piece of research (or this study) needs to be done. Tell the reader *why your dissertation is important*.
8. Finally, when you have the problem well set forth and defined, explore the limitations of your particular study in treating that problem. Point out shortcomings in your approach to the problem so that the reader will not be misled.
9. Through the chapter, the writing should flow logically from one section to the next. If this does not happen, the chances are that you have not fully explained the scope of your dissertation or do not fully understand what you intend to do. If this happens, arrange an appointment with your chair and talk it over. If you puzzle too long by yourself, you only increase your doubts and valuable time is lost.
10. Faults usually found in the statement of a problem.
 1. Merely an exercise in gathering data on a particular subject.
 2. Little more than simple comparison or description.
 3. Problem can be resolved in a simple yes or no answer.
 4. Ultimate outcome is a list of items.
 5. Merely an exercise in finding a correlation coefficient.
 6. No need indicated for interpretation of data.
 7. No problem per se, but rather an expression of an opinion which needs to be defended or proven.
 8. Problem fails to focus on one research aim and becomes several problems.
 9. Problem is too broad — attempts to research too big an issue, population is too large, geographical area is unrealistic, etc.

10. You have stated a problem, but the research is designed to merely produce more information on it.
11. Problem is not stated in a clear, concise fashion.

II. Writing the Literature Review Chapter

1. Approach the task as if it is important — because it is. The main point will be to ultimately show *where* your efforts fit into the overall picture.
2. Begin with an outline of what you plan to do.
 - a. Organize the research into subject groupings (or other organizing approaches).
 - b. Relate the types/groupings to theory or what you are specifically interested in doing.
3. Consider how to organize the entire chapter.
 - a. Historical overview is usually the best place to begin.
 - b. You may want to start broad — with general or "classic" literature — and move toward specific, narrow points.
 - c. Use headings/sub-headings within your groupings if that is appropriate for your particular problem.
4. Continually emphasize the manner in which your study is related to the literature you are reviewing.
5. The actual review of studies.
 - a. Restrain the urge to quote from the material.
 - b. Summarize the purpose, the data (sample, etc), and the conclusions of the study.
 - c. Critique the study — your comments are more important than *specifically* what the author of the study says. What could have done to improve the study?
6. Summarize what has been said and explain its significance for your research problem.
7. Benefits of research review.
 - a. Offers general approach to your problem — i.e., what techniques are normally used; locates techniques that give the best results.
 - b. May suggest several appropriate approaches to a particular problem you have — perhaps show how someone else has already “solved” your problem.
 - c. May suggest sources of data with which you were not familiar.
 - d. May provide new ideas.
 - e. Helps you to compare your efforts with others — points up differences.

III. Writing the Method Chapter

- A. Begin with a description of your research situation.
 1. Explain your method of gathering the data (sample).
 2. Describe the location of your sample — inform the reader of the characteristics of the particular setting from which you gathered your data.
- B. Enumerate and describe your variables. (This is the point at which you inform the reader of the type of data you collected.)
 1. List your variables, specifying which ones are the dependent variables, independent variables, and control variables.
 2. Explain exactly how each variable has been defined (i.e., operationalized) and what basic concept it represents.
 3. Specify how each variable was coded.

4. State the level of measurement represented by each variable.
 5. If you have not done so already, you may want to list your hypotheses here.
- C. Describe and justify your choice of research method.
1. Mention possible research designs for your topic, specify the one you chose, and justify that choice as the "best" one for your situation.
 2. Elaborate on your research design and describe it in detail.
 3. Explain in detail your attempts to establish reliability and validity for your design.
- D. Determine the limitations of your research design and briefly attempt to assess their impact on the usefulness of the data.
- E. Describe and justify your choice of an analytical tool(s) (statistic).
1. Explore the type of analysis necessary for your problem and the possible analytical tools.
 2. Choose your analytical tools (statistics), describe what they do and why they are the best choice for your study.
 3. Note any limitations of your particular statistics when used with your data.

IV. Writing the Results Chapter

1. Introduce your purpose again.
2. Look at the frequency distributions of your variables.
 - a. Present your dependent variables.
 - b. Present your independent variables.
 - c. Present your control variables (if any).
3. Examine your variables for normality.
 - a. Mean, median, mode.
 - b. Skewness, kurtosis and/or other measure of normality.
4. Look at the bivariate relationships (if applicable).
 - a. Present your bivariate results in order of:
 - (1). your hypotheses, or
 - (2). some logical order (flow, time, progression, etc.)
 - b. If you are hypothesis testing:
 - (1). present the appropriate inferential statistic
 - (2). present the appropriate measure of association.
5. **CAUTION:** Do not let the tables talk for you.
 - a. Describe the important findings in the tables.
 - b. Do not get carried away with percentage differences when your measure of significance does not meet your preset level of significance.
 - c. Make sure your tables are clear to the reader.
 - (1). give *full* titles to the tables.
 - (2). place your dependent variable across the top of tables and percentage *across* the independent variables.
3. Conduct a multivariate analysis (if applicable).
 - a. It is usually best to follow the presentation of all bivariate relationships with multivariate analyses.
 - b. Remember that you will have to build a justification for each form of analysis. Do the variables fit the assumptions of your statistics? How much variation from assumptions can be tolerated? Are there other analytical alternatives — if so, why weren't they used? In short, should you do this analysis this way?
 - c. Use the guidelines above in creating multivariate tables. If too much information is in a table, not only does the reader find it difficult to interpret, but you may get confused and draw erroneous conclusions.
 - d. Distinguish between statistical significance and substantive significance (i.e., do not get carried away with small but statistically significant explained variation).

- e. Add control variables whenever they make sense, but do not control merely because the variables are available. Remember, every variable included in an equation increases potential error.
 - f. Describe the results of each analysis — never let the tables “do the talking.”
 - g. Briefly summarize the results of each analysis.
4. End by summarizing your overall findings.
 5. Hints on writing an analysis chapter.
 - a. Be careful in any examination of percentages. Since they are extremely sensitive to sample size, fluctuations may be merely a product of large/small differences.
 - b. Try to avoid redundancy in your presentation of results. This is especially the case when discussing univariate distributions and statistics. Do not present a string of percentages but, instead, try to discuss the “essence” of the percentage (i.e., a majority, one in four, a quarter, over two-thirds, etc.). In addition, words like “fully” and “some” can be used to preface the actual percentage and serve to break the monotony.
 - c. Examine frequency distributions to determine at what point some meaningful amount of the data is reached (i.e., 90%, or 75%, or 25%, or 80%, etc.). Such “cut-off” points often shed light on what the majority (or even a minority) of the data seems to be doing.
 - d. Not everything need be covered — especially everything in a table. Discuss what is important or interesting. Note that “negative” results can be as important as “positive” results.
 - e. When describing tables (and when using tables), do not let them do the talking for you. Describe the important findings so that reference to the table is not necessary. Do not get carried away with percentage differences in the table if your measure of significance does not meet your alpha level. Similarly, do not get carried away with statistical significance. Make sure your tables are clear to the reader: give them full titles and be consistent in their construction, where you place the dependent variables, etc.
 - f. Use some logical order to discuss the findings. Such an order might be dictated by your hypotheses (if logically sequenced), the flow of some problem or theory, time order of the expected relationships, or from old to new.
 - g. Do not be afraid to “explain” some finding or result. Comments of this type often make the difference between a “so-so” and a “good” analysis. However, be careful that you do not go too far beyond the data for the explanation.
 - h. At the end, be sure to summarize your important results and findings. Some redundancy in commentary is okay, but try to be as “different” as possible in your terminology. If all else fails, consult a thesaurus.

V. Writing the Summary and Conclusions Chapter

1. This final chapter is the most important of your dissertation. The *reason* you did the research was to find out something about your topic. Hopefully, you now have some new information on an important issue. Thus, you need to spend time on this chapter. Write about the results and your conclusions in detail. *Thoroughly* elaborate on your conclusions and what they mean. Speculate on what this all means, but take care not to incorporate data and information you do not have available.
2. Summarize what you were doing, what the problem was and what the literature indicated.
3. Review your method and the reason you chose this particular approach.
4. Summarize your analysis results — if you have used hypotheses, sequence your results by your hypotheses.
5. Interpret the meaning of your results and specify the conclusions you draw from them.

6. Consider the implications of your findings for your problem.
7. Discuss the limitations of your research design and its impact upon your data. Consider these in light of your findings and reinterpret your analysis if necessary. Especially look for things which come to light during the course of your data collection and which may affect your findings.
8. Make a final assessment of your data with the limitations included and report your conclusions.
9. Finally, based on your research experience and findings, provide recommendations for future research in this area, and suggest other areas where your research may find apply.

Appendix C--Graduation Checklist

The following checklist is provided to assist students in gauging their progress in the program:

Resolution of any outstanding conditions of admission

Completion of all required courses with grade of "B" or better

CPSY 7701 History & Systems

CPSY 7703 Cognitive Psychology

CPSY 7713 Social Psychology

CPSY 7723 Neuropsychology

CPSY 7733 Child & Adolescent Development

CPSY 7743 Professional Ethics

CPSY 7793 Personality Psychology

CPSY 7803 Systems of Psychotherapy

CPSY 7813 Assessment & Testing

CPSY 7883 Psychopathology

CPSY 7661 Social Sciences Stats Lab

CPSY 7943 Research Methods

CPSY 7963 Statistical Techniques

CPSY 7813-7843 Practicum

CPSY 8913-8914 Dissertation

CPSY 8953-8983 Internship

Receipt of favorable progress evaluations from doctoral committee

No more than one "C" grade in elective courses

Passed comprehensive exams

Admission to candidacy

Constitute dissertation committee

Scheduled prospectus defense

Passed defense of prospectus

Registration for no fewer than 12 hours of dissertation work

File for internship

Scheduled defense of dissertation

Passed defense of dissertation

Grade/Change of grade for dissertation courses

Correctly formatted copies of dissertation to Graduate School and Library

Complete internship

File for graduation

Appendix D Clinical Training Forms

PRACTICUM PLACEMENT AGREEMENT FORM

**Prairie View University
Department of Psychology
Post Office Box 519; MS 2600
Prairie View, TX 77446
936- 857-1045**

Practicum Student (and degree): _____

Primary Clinical Supervisor (and degree): _____

Other Clinical Supervisors (and degree): _____

Practicum Site: _____

Practicum Student University & Program: _____

Practicum Dates, Days, and Times

Dates

Practicum Starting Date: _____

Practicum Ending Date: _____

Days

Mon: ____ (am/pm) to ____ (am/pm)

Tues: ____ (am/pm) to ____ (am/pm)

Wed: ____ (am/pm) to ____ (am/pm)

Thurs: ____ (am/pm) to ____ (am/pm)

Fri: ____ (am/pm) to ____ (am/pm)

Time

The practicum student will work at the Practicum Site for at least _____ hours a week. Absences from practicum in terms of hours missed must be made up within _____ working days of your return to the site.

Holidays, Vacations, and Professional Leave

The student will be allowed the same holidays as provided to regular, fulltime employees at the Practicum Agency.

Professional Leave

Leave will also be provided as deemed necessary by the Practicum Supervisor. The student must provide a request in written form to the Practicum Supervisor at least two weeks in advance for the request to be considered.

Supervision

The primary Clinical Practicum Supervisor, _____, will provide at least one hour supervision to the Practicum Student. Supervisory sessions will be scheduled once a week.

Ethical Principles and Code of Conduct

The Student and Clinical Supervisors understand and agree that all of the Student's practicum activities will be in accordance with the most current version of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

Insurance and Medical Care

It is understood that the Practicum Student will carry a Graduate Student liability insurance plan with the American Psychological Association Insurance Trust of at least \$200,000 per incident and \$200,000 aggregate. A copy of this plan will be made available to the Practicum supervisor.

Evaluation and Documentation

Evaluation of the Student

The Clinical Supervisor(s) agree to complete an evaluation form about the Student in a timely fashion for each of the academic semesters in which the Student is in practicum at the site. These forms will be mailed to the Clinical Supervisor(s) from the Director of Clinical Training. Once direct feedback has been provided by the Clinical Supervisor(s) to the Student, then the evaluation form will be returned to the Director of Clinical Training to arrive prior to the established deadline of _____.

Evaluation of the Supervisor and Site

The Student agrees to complete evaluation forms about the Clinical Supervisor(s) and practicum site at the end of each academic semester, to be submitted to the Director of Clinical Training prior to the established deadline.

Documentation

The Student agrees to keep an anonymous record each semester of clients, by diagnostic type, age, gender, ethnicity, and services rendered. The student also agrees to keep a record of all supervision contacts. These records will be returned to the Director of Clinical Training at the end of each academic semester, to be submitted prior to the established deadline of _____.

Goals and Objectives of the Practicum

(Please endorse all that apply)

1. To provide Practicum Students with quality training in the administration, scoring, and interpretation of cognitive and intellectual assessment of children, adolescents, and adults who are experiencing psychological and/or psychiatric conditions who meet DSM IV Diagnostic criteria.
2. To provide Practicum Students with experience in the administration, scoring, and interpretation of numerous personality tests.
3. To provide experience for Practicum Students in writing Psychological reports following various formats and ranging in length from 2 pages to approximately 10 pages.
4. To train Practicum Students in conducting clinical interviews and mental status exams.
5. To cultivate skills in conveying examination results and recommendations to clients.

6. _____

Practicum Activities

1. Training activities at _____ will include:

- (a) review of chart information
- (b) interview with children, adolescents, and adults
- (c) interview with parents, if applicable
- (d) administration, scoring, and interpretation of cognitive/intelligence/personality tests
- (e) administration and scoring of parent, teacher, and child behavioral assessment measures
- (f) reporting results and recommendations to clients and/or referral sources

2. Writing comprehensive psychological reports that assist in clinical diagnosis and treatment.

3. Conducting Intakes, Mental Status Exams and clinical interviews.

4. _____

Name of Practicum Student (print): _____

Signature: _____

Date: _____

Name of Primary Practicum Supervisor (print): _____

Signature: _____

Date: _____

Name of Secondary Practicum Supervisor (print): _____

Signature: _____

Name of Director of Clinical Training: _____

Signature: _____

Date: _____

Indicate recommended grade (A thru F) _____

PRACTICUM STUDENT EVALUATION
Clinical Adolescent Psychology Doctoral Program
Prairie View A & M University

Student _____ Agency _____

Semester & Year _____ Supervisor _____

Practicum Description

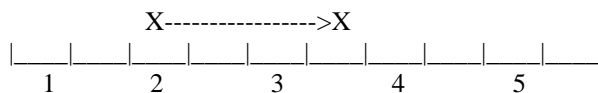
Please provide a general description of this practicum site, including type of the setting (e.g., inpatient, outpatient, residential), patient population (e.g., age range, ethnicities, range of problems), and types of activities and responsibilities in which the student engaged (e.g., types and purposes of assessment batteries, examples of measures administered, individual therapy, group therapy, etc.).

Evaluation of Student's Performance

- 1 - Student's level of proficiency is unsatisfactory.
- 2 - Student's level of proficiency is adequate but below that desired of beginning practicum students.
- 3 - Student demonstrates the level of proficiency expected of beginning practicum students. Fairly close teaching and supervision are necessary.
- 4 - Student demonstrates a level of proficiency usually demonstrated by advanced practicum students. A moderate amount of supervision is required.
- 5 - Student demonstrates a high level of proficiency and performs competently with minimum supervision.

Note: First year students who are progressing well should be performing at level 3, second year students and up should be performing at levels 4 or 5.

Instructions: Please use the above criteria and rate the student on the following items. If you feel the student has shown significant improvement in an area, mark where you feel the student began and where he/she is now. For example:



If the item is not applicable or if you have no basis for evaluating an area, circle "NA" for the item. Please use the

“Comment” space to give more descriptive feedback about the student than can be conveyed by the global rating.

I. Overall Performance

1	2	3	4	5					

II. Treatment/Individual or Group Therapy

- A. Case conceptualization/problem identification (takes adequate history; identifies therapeutic issues; notes patient’s strengths and weaknesses; conceptualizes case well; draws accurate and appropriate diagnostic impressions)

NA

1	2	3	4	5					

- B. Treatment planning (sets realistic treatment goals; selects appropriate therapeutic methods)

NA

1	2	3	4	5					

- C. General conduct of therapy for individual or group (integrates theoretical knowledge into clinical practice; develops a good working alliance with patient(s); effectively works with a variety of therapeutic issues; demonstrates flexibility in the use of a variety of techniques; implements therapeutic techniques in an accurate and timely fashion; provides appropriate crisis management)

NA

1	2	3	4	5					

- D. Implementation of specific techniques for individual or group (accurate and skillful implementation of specific techniques, such as systematic desensitization, flooding, CBT, operant applications, interpersonal approach)

NA

1	2	3	4	5					

- E. Effective use of self (demonstrates warmth and sensitivity to client; establishes effective rapport while maintaining appropriate interpersonal boundaries; effectively monitors and evaluates strong personal feelings and values that may differ from clients’)

NA

1	2	3	4	5					

- F. Termination (exhibits appropriate, objective and timely termination with clients)

NA

1	2	3	4	5					

- G. Comments:

III. Psychological Assessment

- A. Assessment procedure selection (selects assessment procedures appropriate to the referral question or questions)

NA |___| |___| |___| |___| |___| |___| |___| |___| |___| |___|
 1 2 3 4 5

- B. Administration of assessment measures (appropriately introduces testing situation to client and provides standardized administration of assessment procedures)

NA |___| |___| |___| |___| |___| |___| |___| |___| |___| |___|
 1 2 3 4 5

- C. Assessment interpretation (properly scores instruments; generates appropriate interpretation, follow-up hypotheses and conclusions from the obtained data)

NA |___| |___| |___| |___| |___| |___| |___| |___| |___| |___|
 1 2 3 4 5

- D. Report writing (proper grammatical usage, regarding spelling, vocabulary, subject-verb agreement, punctuation; responds appropriately to referral questions; notes important aspects of the testing circumstances and relevant behavioral observations; reports evaluation findings in a concise, organized manner; constructs meaningful recommendations based on test findings and conclusions)

NA |___| |___| |___| |___| |___| |___| |___| |___| |___| |___|
 1 2 3 4 5

- E. Feedback (provides appropriate feedback to client and/or referring professionals)

NA |___| |___| |___| |___| |___| |___| |___| |___| |___| |___|
 1 2 3 4 5

- F. Comments:

D. Maintenance of confidentiality (protects confidentiality of case material, issues information to others only when appropriate)

does not protect case confidentiality

1	2	3	4	5					

protects case confidentiality

E. Agency citizenship (learns and respects agency rules; shows concern for effective operation of the organization in which he/she is working and shows interpersonal effectiveness in maintaining professional relationships with fellow students; supervisor(s) and agency staff; adheres to standards of professional dress and adjusts to culture of the workplace)

does not function responsibly as part of the organization

1	2	3	4	5					

functions responsibly as part of the organization

F. Initiative (takes initiative in creating a valuable practicum experience for self)

shows no initiative

1	2	3	4	5					

shows much initiative

G. Ethical and Professional Conduct (adheres to APA ethical principles and conduct)

shows no regard for ethical standards

1	2	3	4	5					

adheres to all ethical guidelines

H. Sensitivity to cultural and individual diversity (shows respect and understanding for persons of diverse individual and cultural backgrounds)

shows no understanding/respect

1	2	3	4	5					

shows great understanding/respect

I. Comments:

VI. Response to Supervision

Please rate student's performance with regard to effective and timely incorporation of supervisory feedback by encircling the appropriate number for each characteristic:

A. Utilization of supervisory experience

Ineffective
utilization
of supervision

1	2	3	4	5					

Effective
utilization
of supervision

B. Response to criticism

Unfavorable response
(highly defensive)
to criticism

1	2	3	4	5					

Favorable
response
(highly open)
to criticism

C. Independence in supervision

Very dependent
(lacks autonomy)
upon advice &
close supervision

1	2	3	4	5					

Works well
(high autonomy)
independently

D. Comments:

VII. Please describe the student's strengths and areas needing improvement. Describe your specific recommendation and suggested goals for his/her future training.

Supervisor's signature _____ Date _____

Student's signature _____ Date _____

Student Evaluation of Supervisor and Site

Doctoral Practicum WEEKLY Log

Name _____

Semester _____

Week of _____

Site _____

1. INTERVENTION AND ASSESSMENT	# face-to-face hrs.	# individuals
a. Individual Therapy		
1. Older adults (65+)		
2. Adults (18-64)		
3. Adolescents (13-17)		
4. Children school (6-12)		
5. Pre-school age (3-5)		
6. Infants/toddlers (0-2)		
b. Career Counseling		
1. Adults		
2. Adolescents		
c. Group Therapy *		One unit
1. Adults		
2. Adolescents		
3. Children		
d. Family Therapy *		
e. Couples Therapy *		
f. School Cng. Intervention		
g. Other Psych Intervention		
1. Sports Psychology		
2. Medical Health		
3. Intake Interview		
4. Substance Abuse		
5. Other interventions with client present (describe)		
h. Psych. Assessment Administration and Feedback		
Psych., achievement, symptom assess., intelligence, career		
Neuropsych assessment		
i. Other Psych Experiences		
1. Supervision of other students		
2. Prog. Development/Outreach		

2. SUPPORT ACTIVITIES	# of hours
a. Chart review	
b. Case notes	
c. Case consultation	
d. Tape reviews	
e. Video/audio tape review	
f. Planning interventions	
g. Assessment interpretation/report	
h. Training/didactic seminars	
i. Other	
TOTAL SUPPORT HOURS	0.00

3. SUPERVISION OF CASES	
a. Individual face-to-face	
b. Group supervision	
c. Peer/Case conference	
Total SUPERVISION Hours	0.00
Total INTERVENTION AND ASSESSMENT Hours	0.00
Total SUPPORT ACTIVITIES Hours	0.00
TOTAL PRACTICUM HOURS THIS WEEK	0.00

* In terms of # face-to-face hours, each hour of a group, family, or couple session counts as one practicum hour.

3. Outcome assessment of projects		
4. Consultaton		
5. Other (describe)		
TOTAL INTERVENTION AND ASSESSMENT HOURS	0.00	0

* In terms of # *cases*, each couple, family, or group counts as one (1) unit.

Supervisor signature _____

AFFILIATION AGREEMENT

This Affiliation Agreement (“Agreement”) is by and between, _____
_____ (hereinafter referred to as "Facility,") and Prairie View A & M University,
a component of The Texas A&M University System, an agency of the State of Texas (hereinafter referred to as
"University").

A. PURPOSE:

(1) The purpose of this Agreement is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality clinical learning experiences for students in the University's Department of Psychology, while at the same time enhancing the resources available to the Facility for the providing of health care to its patients.

(2) Neither party intends for this Agreement to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

(3) University and Facility share a mutual interest in providing students in the University's Department of Psychology with experience in clinical care and agree to cooperate in the conduct of educational activities (“Clinical Education Program”).

B. TERM OF AGREEMENT

Unless sooner canceled as provided below, the term of this affiliation for clinical training shall be three years, commencing on _____ and ending on _____. This working relationship and affiliation may be renewed by mutual written consent of the parties. This agreement may be amended at any time by mutual written agreement of the parties. It may also be canceled at any time by either party upon not less than ninety (90) days written notice in advance of the next Clinical Education Program. University students scheduled to participate in the Clinical Education Program at the time of any such termination shall be allowed to complete their program assignment unless unethical behavior occurs by either party then termination is immediate and clinical issues addressed as needed.

C. GENERAL UNDERSTANDING:

(1) The clinical education program to be provided will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each Clinical Education Program shall be agreed upon at least one month before the program commences.

(2) The number of students designated for participation in a clinical education program will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement, in writing. All student participants must be mutually acceptable to both parties and either party may withdraw any student from the Clinical Education Program based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility or the University, or, for any other reason where either party reasonably believes that it is not in the best interest of the Program for the student to continue.

(3) There shall be no discrimination on the basis of race, national origin, religion, color, sex, age or disability in either the selection of students for participation in the program, or as to any aspect of the clinical training; provided however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, preclude the student's effective participation in the Clinical Education Program.

(4) Neither University nor Facility will incur financial obligation to each other as a result of this agreement.

D. FACILITY RESPONSIBILITIES:

(1) The Facility will retain responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence and the Clinical Education Program assignments affect the operation of the Facility and its care, direct and indirect, of patients.

(2) The Facility will provide adequate clinical facilities for participating students in accordance with the clinical objectives developed through cooperative planning by the University's departmental faculty and the Facility's staff.

(3) The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with clinical programs.

(4) Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students.

(5) The Facility shall provide for the orientation of both University faculty and participating students as to the facilities, philosophies, rules, regulations and policies of the Facility.

(6) Subject to the Facility's overall supervisory responsibility for patient care, it may permit appropriately licensed faculty members to provide such patient services at the Facility as may be necessary for teaching purposes.

(7) All medical or health care (emergency or otherwise) that a student or University faculty member receives at the Facility will be at the expense of the individual involved.

(8) Designate and inform University of a liaison to schedule hours for students participating in the Clinical Education Program.

(9) Make representatives of Facility available to University for assistance and consultation as the need arises and when possible.

E. UNIVERSITY RESPONSIBILITIES:

(1) The University will use its best efforts to see that students selected for participation in the Clinical Education Program are prepared for effective participation in the clinical training phase of their overall education. The University will retain ultimate responsibility for the education of its students.

(2) Prior to the commencement of a Clinical Education Program, the University will, upon request and with proper authorization by student participant, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.

(3) The University will use its best efforts to see that the Clinical Education Program at the Facility are conducted in such a manner as to enhance patient care. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in the Clinical Education Program.

(4) The University will not assign any faculty member to the Facility in connection with the operation of the Clinical Education Program who is not appropriately licensed, and will keep evidence of the licensure of all

assigned faculty on file with the Facility at all times.

(5) The University will require all participating students and faculty members to show proof of liability insurance in amounts satisfactory (i.e., \$200,000 minimum) to the Facility and to provide evidence of such insurance upon request of the Facility.

(6) The University will require student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility:

- (a) To follow the administrative policies, standards and practices of the Facility when the student is in the Facility.
- (b) To provide the necessary and appropriate uniforms and supplies required when not provided by the Facility.
- (c) To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
- (d) To conform to the standards and practices established by the University while training at the Facility.
- (e) To keep in confidence all medical and health information pertaining to particular patients.

(7) If required by the Facility, the University will have each student participant of the Clinical Education Program furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examinations performed by the Facility.

F. MUTUAL RESPONSIBILITIES:

(1) The parties will work together to maintain an environment of quality clinical learning experiences and quality patient care. At the instance of either party a meeting or conference will be promptly held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated Clinical Education Programs.

(2) In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, University and Facility will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability or military service in their administration of policies, programs, or activities; admission policies; other programs or employment.

(3) The number of students to be assigned to the Clinical Education Program shall be a joint decision based on staff and space availability at the Facility and eligibility of students enrolled in the Department of Psychology who desire to be educated at Facility.

(3) This Agreement does not prevent Facility from participation in any other program. Nor does this agreement prevent University from placing students with other licensed health care facilities.

(4) There will be on-going, open communication between University and Facility to promote understanding of the expectations and roles of both institutions in providing the Clinical Education Program for students. University and Facility representatives will meet as needed at the convenience of both parties to coordinate and improve the Clinical Education Program.

(5) Either University or Facility may remove a student participating in the Clinical Education Program if, in the opinion of either party, the student is not making satisfactory progress. Any student who does not satisfactorily complete the Clinical Education Program or any portion of thereof may repeat the placement with Facility only with the written approval of both Facility and University.

(6) At no time shall University students be considered representatives, employees or agents of University or Facility. University students are not eligible to receive payment for services rendered, replace or substitute for a University or Facility employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of Facility or University.

(7) Facility and University each acknowledge that neither party assumes liability for actions taken by students during the time that they participate in the Clinical Education Program with Facility.

(8) Facility and University are not responsible for providing personal liability or medical insurance covering students.

(9) To the extent allowed by the Constitution and Laws of the State of Texas, University and Facility each agree to indemnify and hold harmless the other from and against any and all liability, loss, damages, claims, or causes of action and related expenses, including attorney fees, caused or asserted to have been caused directly or indirectly by, or as the result of the performance of University or Facility;

(10) University and Facility agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the Clinical Education Program under this Agreement.

G. NOTICE:

Any notices required hereunder shall be in writing, signed by the institution giving notice, and shall be sent by registered or certified mail addressed as follows:

To University: Prairie View A&M University
Department of Psychology
Attention: Sharon T. Morgan, Ph.D.
P.O. Box 519 MS 2600
Prairie View, Texas 77446

To Facility: _____

Attention: _____
Title above named person here _____
Name of facility _____
Street address _____
City, state zip code _____
Phone contact no. _____

H. CONFIDENTIALITY:

Subject to the provisions of this agreement and particularly, paragraph D(6)(e) above, and to the extent permitted by the laws of the State of Texas, University and Facility shall protect the confidentiality of each others' shared institutional data, records, and information, and shall not disclose confidential information without the prior written consent of each party or student enrollee as appropriate. Likewise, each party shall adhere to the other's guidelines for intellectual property. As an agency of the State of Texas, University cannot agree to keep information confidential if it is subject to public disclosure under the Texas Public Information Act.

I. SEVERABILITY:

Should any term or provision of this agreement be deemed illegal, void or unenforceable by a court of competent jurisdiction, it shall be considered severed from the original agreement and the remaining terms and provisions shall continue to be valid and enforceable.

J. GOVERNING LAW:

This Agreement shall be governed by the laws of the State of Texas. By statute, mandatory venue for all legal proceedings against University is to be in the county in which the principal office of the governing officer is located. At execution of this Agreement, such county is Waller County, Texas.

K. COUNTERPART ORIGINALS:

This agreement may be executed in one or more counterparts, each of which shall be deemed an original and shall constitute the same agreement.

L. ENTIRE AGREEMENT:

This agreement constitutes all the terms between the parties and may only be amended by the written consent of both of the parties hereto.

M. EXECUTION AND MODIFICATION:

This Agreement is binding only when signed by both parties. Any modifications or amendments must be in writing and signed by both parties.

N. ASSIGNMENT:

This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.

O. FORCE MAJEURE:

Each party shall be excused from any breach of this Agreement which is proximately caused by government regulation, war, strike, act of God, or other similar circumstance normally deemed outside the control of well-managed businesses.

P. INDEPENDENT CONTRACTOR STATUS:

This Agreement will not be construed as creating an employer/employee relationship between University and Facility or the University students.

Q. HEADINGS:

Headings appear solely for convenience of reference. Such headings are not part of this Agreement and shall not be used to construe it.

R. PROVISIONS:

If any provision or provisions of this Agreement shall be held to be invalid, illegal or unenforceable, the

validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

S. DISPUTE RESOLUTION:

- (1) “The dispute resolution process provided in Chapter 2260, Texas Government Code, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by University and facility to attempt to resolve any claim of breach of contract made by the Facility that cannot be resolved in the ordinary course of business. Facility shall submit written notice of a claim of breach of contract under this Chapter to The Vice President of Business Affairs of the University who shall examine the Facility’s claim and any counterclaim and negotiate with Facility in an effort to resolve claim.”

IN WITNESS WHEREOF, the parties hereto execute this agreement on the day and year set forth below:

Prairie View A&M University _____

By: _____ By: _____

Printed Name Printed Name

Title Title

Date: _____ Date: _____

SITE EVALUATION FORM

Directions: Student completes this form at the end of the practicum and/or internship. This should be turned in to the university supervisor or internship coordinator as indicated by the university program.

Name _____ Site _____
Dates of placement _____ Site supervisor _____
Faculty liaison _____

Rate the following questions about your site and experiences with the following scale:

A. Very satisfactory B. Moderately satisfactory C. Moderately unsatisfactory D. Very unsatisfactory

1. Amount of on-site supervision
2. Quality and usefulness of on-site supervision
3. Usefulness and helpfulness of faculty liaison
4. Relevance of experience to career goals
5. Exposure to and communication of school/agency goals
6. Exposure to and communication of school/agency procedures
7. Exposure to professional roles and functions within the school/agency
8. Exposure to information about community resources
9. Rate all applicable experiences that you had at your site;

Report writing
Intake interviewing
Administration and interpretation of tests
Staff presentation/case conferences
Individual therapy
Group therapy
Family/couple therapy
Psychoeducational activities
Consultation
Other
10. Overall evaluation of the site

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

Appendix E

Ethical Conduct of Psychologists

From the: Ethical Principles of Psychologists and Code Of Conduct

2002

INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2)

eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists

consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

Please note: All students must review and adhere to the complete Ethical Principles of Psychologists and Code of Conduct available at: <http://www.apa.org/ethics/code2002.html>

Appendix F

University Policies

(Note: University policies may change. The student is advised to consult the most recent Catalog copy for the most current version of the policies below.)

I. APPEALS

Academic Progress Appeals

A student who is unable to meet satisfactory academic progress criteria as defined in the following Section, **Academic Probation and Suspension**, due to unusual or extreme circumstances and who has followed the appeal procedure as outlined, may have the appeal reviewed by submitting a written statement as to the reason for the lack of satisfactory academic progress to the Provost and Vice President for Academic Affairs who will refer the matter to the admissions and academic standards committee for review and recommendation. The written appeal must be submitted prior to the beginning of registration for the next enrollment period if the student is seeking approval to have a suspension withheld and to instead be continued on probation and permitted to enroll for the upcoming semester or summer session.

Disciplinary Appeals Process

A student who has been assessed a disciplinary sanction may file an appeal with the chairperson of the University Judiciary Appeals Panel. Following the written notification of intent to appeal and pending the hearing, the disciplinary action taken by the university shall be stayed unless the Vice President for Student and Enrollment Services has determined in a case involving suspension, dismissal, or expulsion that the continued presence on campus of the charged student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process (see Student Services Section).

Grading/Class Related Appeals

The Policy — Instruction at Prairie View A&M University is to be provided in a non-threatening, supportive environment characterized by mutual respect between the teacher and the learner. Academic requirements are to be related to assisting students to develop the stated outcome objectives for the course. Each student is to be provided course requirements, evaluation methods, grading system, and notification of major examinations and assignments. Students are expected to obtain course expectations and apply themselves by attending classes and meeting course requirements. Generally, student complaints about grades or other class related performance assessments can be addressed by the instructor of record and the student. When that cannot be achieved, the student may have his/her complaint addressed by the procedure outlined below. Faculty, other classroom professionals, and students' rights are to be protected and their human dignity respected. Grading and other class related complaints are to be filed initially within thirty days following the alleged precipitating action on which the complaint is based. Except where extenuating circumstances render it unreasonable, the outcome of a complaint that reaches the level of department/division head (exception Dean of Architecture and of Nursing) will be reviewed within thirty days and a written notification of outcome will be provided to the student. Where a complaint must be reviewed at each level, the entire process should be completed within ninety days of receipt of the complaint.

The Procedure — Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by following the procedure listed and by doing so **within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint:**

1. The student should meet with the instructor of record, preferably during his/her office hours, to present the grievance and any supporting documentation that the grade or outcome of a class related concern should have been different.
2. If the instructor is no longer at the university or if the subject of the grievance arises when faculty are not expected to be on duty for a week or more, the student should report to his or her advisor or the absent faculty member's immediate supervisor (, division head, or dean if in School of Architecture or College of Nursing).
3. If the issue is not resolved at the faculty level and the student wishes to pursue the issue beyond the instructor, he/she should meet with his/her academic advisor even if the grade or other issue is not in the department, division, school, or college in which the student's class is being offered. The advisor will intervene appropriately, but if unable to negotiate an agreement between the student and his/her instructor, will direct the student to follow each level of the appeals procedures items **4** through **10** below.
4. If no agreement can be reached following discussion among the advisor, the student, and the instructor, the student should write a letter, or complete a published form used for this purpose and submit it to the instructor's immediate supervisor. In the School of Architecture; or School of Nursing the Dean; in all other colleges the immediate supervisor of faculty, teaching assistants, laboratory assistants and other classroom professionals is the department or division head. The letter or form should present the grievance, the rationale for it, and the remedy sought. The letter or form should be sent at least one week prior to the student's scheduled appointment to meet with the instructor's immediate supervisor.
5. If the instructor's immediate supervisor cannot resolve the issue to the student's satisfaction and the student wishes to pursue the matter, the instructor's immediate supervisor will refer the matter to a three to five person faculty appeals panel, one of whom must be a part-time faculty person if part-time faculty are employed in the department, school or college. The panel will review the grievance and make a recommendation to the instructor's immediate supervisor.
6. If no agreement is reached and the student decides to appeal the matter further, he/she should send a letter or any published form used for this purpose to the person above the instructor's immediate supervisor.
7. If the student believes that the decision of the highest official in the College or School, the dean, deserves further review due to flaws in the previous reviews or due to his/her having information of such nature as to potentially impact the outcome, the student should provide a written request for review to the Provost and Vice President for Academic Affairs who will employ a review process appropriate to the situation and notify the dean of the outcome. The dean will notify the student of the outcome. A decision that has reached review by the admissions and academic standards committee is final.
8. Grading and other class related academic issues are referred in writing to the Office of the President **only in instances where a preponderance of the evidence reveals that a student's Constitutional rights or human dignity may have been violated.** The Provost and Vice President for Academic Affairs will transmit to the President the entire record of reviews conducted at each level if requested by the President following his/her receipt of the student's written appeal. The President will employ a review process appropriate to the matter presented and notify the Provost and Vice President for Academic Affairs and dean of the outcome. The dean will notify the student of the outcome.
9. If the class related complaint is related to issues including but not limited to sexual harassment, violence, drug use, possession of fire arms, or other behaviors prohibited by federal law, state law, Texas A&M University System policy or University regulations, the student may select one of the following options:
 - Option A*
Report the incident, in writing, to the instructor's or other classroom professional's immediate supervisor (, division head, or dean).
 - Option B*
Report the incident, in writing, to the Director of Human Resources in Room 122 W.R. Banks Building, to the Provost and Vice President for Academic Affairs in Room 214 A. I. Thomas Administration Building, or to the Vice President for Student and Enrollment Services, Room 307, Evans Hall.
 - Option C*
Report the incident to the University Department of Public Safety, Central Receiving Building.
10. If the class related complaint involves another student(s) and is related to issues including, but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state

law, Texas A&M University System policy or University regulations, the student should report the incident to the Office of the Vice President for Student and Enrollment Services.

11. See also Catalog policy on Academic Dishonesty and the Grievance Procedures in the Student Handbook.

Academic Dismissal

A student will be academically dismissed from the university when, in the opinion of the dean and/or the academic standards committee of the college, a record of continuously deficient scholarship has been demonstrated. In such cases, the student will not be readmitted to the university except upon recommendation of the dean of the admitting college and approval of the Provost and Vice President for Academic Affairs.

II. ATTENDANCE

Class Attendance — Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or in assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Excused Absences — Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences — **Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism.** The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements. A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor's , and finally, to the instructor's dean who must refer the matter to the Chair, admissions and academic standards committee if it cannot be resolved within the college offering the course.

Absences on Religious Holy Days — In accordance with Texas Education Code, Section 51.925, subchapter (Z), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of the notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

III. GRADING

Course work for graduate students is reported as: "A," "B," "C," "D," "P" (Passing), "IP" (In Progress, "I" (Incomplete), "W" (Withdrew).

In order to show satisfactory progress toward an advanced degree, a student must maintain an average grade of "B." *A course in which a grade below "C" was earned cannot be counted toward graduation requirements.* A student who, in any two consecutive semesters or summer terms, has a cumulative grade point average below 3.0 is subject to academic dismissal upon recommendation of the department and college to the deal of the Graduate School. The work of a graduate student performed in connection with the thesis problem is reported as a regular grade.

IV. UNIVERSITY POLICY on ACADEMIC DISHONESTY

Course credit, degrees, and certificates are to be earned by students and may not be obtained through acts of dishonesty. Students are prohibited from participation in acts of academic dishonesty including tampering with records or falsifying admissions or other information. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit. The university's policy on academic dishonesty is stated below:

It is the responsibility of students and faculty members to maintain academic integrity at the university by refusing to participate in or tolerate academic dishonesty. Each instance of academic dishonesty should be reported to the department in which the student has declared a major so that it can become a part of the student's file; to the office of the instructor of the course in which the alleged infraction occurred; and to the Office for Academic Affairs as deemed necessary.

OFFENCES and DISCIPLINARY ACTIONS

Offences:

- Acquiring Information
- Providing Information
- Plagiarism and Dual Submissions
- Conspiracy
- Fabrication of Information
- Misrepresentations, alterations of documents, forgery, et cetera

Disciplinary Actions:

- Grade Penalty
- Letter of Reprimand
- Probation
- Suspension
- Dismissal
- Expulsion

Below are definitions of sanctions that can be enforced for breaches of the University Academic Dishonesty Policy:

1. Probation — In addition to the penalty for the first offense, a student on academic conduct probation is subject to the following restrictions:

- a. Ineligibility to hold an office in any student organization recognized by the university or to hold any elected or appointed office of the university.
- b. Ineligibility to represent the university outside the university community in any way, including representing the university at any official functions, intercollegiate athletics, or any other form of intercollegiate competition or representation.
- c. Ineligibility to receive university-administered financial aid, such as scholarships.

2. Suspension — Separation of the student from the university for no less than one regular semester. The student is not guaranteed readmission at the end of such period of time, but is guaranteed a review of the case and the student's entire record by the student's dean.

3. Dismissal — Separation of the student from the university for an indefinite period of time. Readmission to the university may be possible at some time, but no specific time for a decision is established. The student is not automatically eligible for readmission.

4. Expulsion — Separation of the student from the university whereby the student is not eligible for readmission to the university.

Following the review, the dean's decision regarding eligibility for readmission will be communicated in writing to the student who has the right to appeal that decision to the university academic dishonesty disciplinary committee. The standard of review to be used in all proceedings under this section shall be fundamental fairness. Strict rules of evidence and procedures are not required so long as the proceedings are conducted in such a manner as to allow both sides to fairly and fully explain the circumstances. Decisions regarding admissibility of evidence and the weight to be given to same shall be made by the party who is conducting the hearing.

OFFENSES and APPROPRIATE DISCIPLINARY ACTIONS

Commission of any of the following acts shall constitute academic dishonesty. This listing is not exclusive of any other acts that may reasonably be determined to constitute academic dishonesty. The penalty for an offense, whether first or later, will generally range from a letter of reprimand to expulsion, depending upon the severity of the offense. If an offense leads to course credit or the acquisition of a degree or certificate and it is revealed after following appropriate procedures that the offense was indeed committed, the university has the right to rescind course credit, degrees, and/or certificates awarded.

Offense: Acquiring information

1. Acquiring answers for an assigned work or examination from unauthorized source.
2. Working with another person or persons on an assignment or examination when not specifically permitted by the instructor.
3. Copying the work of other students during an examination.

Offense: Providing information

1. Providing answers for an assigned work or examination when not specifically authorized to do so.
2. Informing a person of the contents of an examination prior to the time the examination is given.

Offense: Plagiarism and Dual Submissions

1. Failing to credit sources used in a work or product in an attempt to pass off the work as one's own.
2. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
3. Attempting to receive credit in one or more classes for the same paper or project without written approval of instructors involved.

Offense: Conspiracy

Agreeing with one or more persons to commit an act of scholastic dishonesty.

Offense: Acquisition of examinations, answers to examinations or assignments.

Offense: Fabrication of Information

1. The falsification of the results obtained from a research or laboratory experiment.
2. The written or oral presentation of results of research or laboratory experiments without the research or laboratory experiments having been performed.

Offense: Misrepresentations, alterations of documents and forgery

1. Taking an examination for another person or allowing someone to take an examination for you.
2. Signing an attendance sheet for another student or committing similar acts of impersonation.
3. The changing of admissions data, test results, transcripts, grade reports, or other documents.

PROCEDURES in ACADEMIC DISHONESTY CASES

1. The instructor of record shall be the instructor of the course in which the claim of academic dishonesty is being made or the appropriate committee chair for a graduate student taking examinations required by the department or college.
2. At the point of discovery, the instructor shall:
 - a) inform the student of the alleged academic dishonesty and explain the sanction(s);
 - b) hear the student's explanation of circumstances and judge the student to be guilty or not guilty of academic dishonesty;
 - c) if he/she judges him/her to be guilty, he/she will make a written report to the head of the department offering the course, with a copy to the student, the department head for the program in which the student has declared a major and the Office of Academic Affairs, outlining the incident and including a recommendation of disciplinary action(s) to be imposed; and
 - d) inform the student, in writing, of his/her right to appeal to the head of the department offering the course regarding either the question of guilt or the sanction(s) and explain the procedures the will follow if his/her decision is appealed to that level.
3. The instructor's recommendation may be dismissed, reduced, upheld or increased by the department head. Prior to reaching a final decision regarding any sanction to be imposed, the department head shall check the student's record in the Office of Student and Enrollment Services and/or the department in which the student has a declared major to determine the appropriate disciplinary action for a person with his/her previous offenses.
4. If the student chooses not to appeal and the department head concurs with the instructor's recommendation, the department head will implement the sanction. A copy of the report is forwarded to the dean of the college in which the alleged offense occurred and the dean of the college in which the student has declared a major.
5. If the student proposes to change the instructor's recommendation, the department shall conduct a hearing. The student and the instructor shall be allowed to present witnesses and provide evidence relating to the charges. The recommendations resulting from this hearing shall be forwarded in writing to the dean of the college offering the course and to the student. The student may appeal to the dean.
6. If the student chooses not to appeal the recommendation of the department, the dean of the college offering the course will implement the sanction.
7. Should the student appeal to the dean, an appeal at this level may be based on written summaries only. However, should the dean choose to hear witnesses or hold an informal hearing, it should be done within five working days of receipt of the recommendation from the department head. Within five working days of the hearing, if one is to be held, or five working days of receipt of the recommendation, if there is to be no hearing, the dean shall review the charges and render a written notification.
8. A student who wishes to appeal the decision of the dean, in whole or in part, shall appeal to the university academic dishonesty disciplinary committee which will be appointed jointly by the Provost and Vice President for Academic Affairs and the Vice President for Student and Enrollment Services. The committee is to be comprised of one-third faculty, one-third Student and Enrollment Services professional staff and one-third students.
9. Once a charge of academic dishonesty has been finally resolved, notice of the same shall be provided in writing to the student, the instructor, the head of the department offering the course, the dean of the college offering the course, the head of the department in which the student has declared a major, the dean of the college in which the student has declared a major, the Office for Student and Enrollment Services, and the Office for Academic Affairs.

10. Following a first offense, the student must be given a copy of the University Academic Dishonesty Policy by the of the college in which the offense occurred and the said policy should be discussed with the student.

¹**NOTE:** Where there is no department head, responsibility assigned to department head will go to the dean of the college.

STUDENT RIGHTS AND RESPONSIBILITIES IN ACADEMIC DISHONESTY CASES

Students have the right to accept the decision of the instructor for a particular offense. This does not preclude review of records for past offenses and imposition of penalty for accumulated violations.

Students shall be afforded the following rights in the hearing conducted by the . The dean's appeal shall not be considered a hearing covered by these regulations:

1. Right to a written notice of the charges at least three working days before the hearing may proceed.
2. Right to waive the three-day notice of charges.
3. Right to reasonable access to the case file.
4. Right to review all evidence and question any witness against the student.
5. Right to present evidence and/or witnesses in his/her own behalf.
6. Right to have an observer present during the hearing. The observer cannot be a witness in the hearing or represent the student in the hearing.
7. Right to appeal the disciplinary recommendation to the dean of the college offering the course and, finally, to the university academic dishonesty disciplinary committee.

If student wishes to have an attorney present at a hearing before the department head or dean, the department head or dean will be afforded the same opportunity to have equal representation present.

If the student wishes to appeal a recommendation made by the instructor, or dean, he/she must provide written notice to the proper level within five working days of receiving notice of the recommendation. Only in unusual circumstances may this deadline be extended by the entity conducting the hearing.

FURTHER NOTES RELATED TO DISCIPLINARY ACTION IN ACADEMIC DISHONESTY CASES

Offenses punishable by probation, suspension, dismissal, expulsion or other penalties must be reported in writing to the university academic dishonesty disciplinary committee within three working days of the decision even if the student waives his/her right to an appeal.