

**Prairie View A&M University
Clinical Adolescent Psychology
Doctoral Program**



**College of Juvenile Justice and Psychology
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Doctoral Student Handbook

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Admissions and Information for New Students

Welcome to the Department of Psychology at Prairie View A&M University (PVAMU) and to our PhD Program in Clinical Adolescent Psychology. We offer the typical Clinical Psychology PhD program, as defined by the American Psychological Association, and we add “adolescent” to our name to reflect the emphasis in child and adolescent psychology. Our goal is to provide you with a broad foundation in the field of psychology, and a specialization in child and adolescent psychology. This program is currently not APA-accredited.

The Clinical Adolescent PhD Program is housed in the College of Juvenile Justice and Psychology, which is located in the Don K. Clark Building. The College offers four graduate degree programs: a Ph.D. in Clinical Adolescent Psychology, a Ph.D. in Juvenile Justice, a Masters of Science in Juvenile Forensic Psychology, and a Masters of Science in Juvenile Justice. The College also houses the Psychology Clinic, which serves as a clinical training facility for the Program, and the Texas Juvenile Crime Prevention Center, a state-funded research and training center whose mission is to assist with the understanding of human behavior and the reduction of juvenile delinquency in the state of Texas. Thus, the array of training opportunities and experiences available to our students is quite broad.

Program Philosophy and Training Model (Curriculum Goals)

We embrace the scientist-practitioner, cognitive-behavioral orientation, and believe people must be understood within their myriad and intersecting contexts (e.g., race, gender, sexual orientation, age, cultural background). The program operates according to a scientist-practitioner model based on the premise that there is synergy between the practice and science of psychology. Thus, the science and practice of psychology are integrated throughout our curriculum. The objectives of the program are to educate students about: (1) issues that presently define the knowledge base in clinical psychology; (2) clinical skills needed to become ethical and competent practitioners; (3) processes of learning and problem-solving that will be needed regardless of their professional career path; 4) effective clinical practice with adolescents

5) the production of research that informs the practice of clinical adolescent psychology. Additionally, depending on their particular career trajectories, students may take elective coursework or practica to augment their clinical and/or research skills. At graduation, our students are prepared to work in academic, research, and practice settings.

Purpose of the Handbook

In this handbook, we outline some of the key departmental guidelines to help you progress successfully through your professional development. In addition to this handbook, you are required to follow the policies and procedures outlined in the Graduate Handbook (published by the Graduate School at Prairie View A&M University) and the Prairie View A&M University Code of Student Conduct. In addition, as a graduate student in Psychology, you are must abide by the guidelines for professional behavior described in the American Psychological Association (APA) document “Ethical Principles of Psychologists and Code of Conduct.” The APA Ethical Principles will be reviewed in your coursework and are available at <http://www.apa.org/ethics>. In the process of developing your professional identity and navigating graduate school, it is likely that you will have a number of questions. In this handbook, we hope to begin to answer those questions, but feel free to ask for additional information from your advisor, Director of Clinical Training (DCT), Department Head, College Dean or, Dean of Graduate Studies.

Admission to the Program

The admissions policies of the Department of Psychology are consistent with those of the Graduate School and are typical of Ph.D. Clinical Psychology programs nationally. To apply, students must submit two applications, an online graduate school application and an online departmental application. To submit the online graduate school application, go to <http://www.applytexas.org>. This application is automatically submitted to the Graduate School. To submit the departmental application, please email Ms. Williams at tdwilliams@pvamu.edu. This application is automatically submitted to the Department of Psychology. To be considered for admission, both applications must be received by March 1st although they may be submitted as late as May 1st. The Department honors the guidelines of the American Psychological Association regarding admissions, and we will not require candidates to whom offers have been extended to make their decisions known until April 15th of the year in which they receive an offer.

New students are only admitted to graduate study at the beginning of the academic year. The Department only admits students for full-time study and does not offer provisional admission. Applicants must have a baccalaureate degree.

Students who are admitted to the doctoral program are required to complete the Masters of Science coursework during the course of their doctoral training if they do not already have a relevant master's degree on entry into the program. However, this program does not provide a terminal Master's degree. When a doctoral student completes the master's level coursework, the faculty makes a decision concerning his or her suitability to continue working toward the doctorate degree. Admission to the Ph.D. program indicates the faculty's perception of potential success. It is then up to the student to actualize this potential.

Students Entering the Program with Master's Degrees

Students who are admitted to the Clinical Adolescent Ph.D. Program with master's degrees already in hand are, nonetheless, required to fulfill our program's master's level requirements. If such students completed an empirical thesis for their master's program, they must submit the thesis to the DCT for an evaluation of its "equivalency" to theses that are performed by students in our program. The DCT submits the thesis to a subcommittee of program faculty to evaluate it. If the thesis is judged to be equivalent, the student is credited for having completed the program's empirical thesis requirement. This student may apply for the pass through Master of Science degree. If the thesis is judged to not be equivalent, or if the student did not do an empirical thesis as part of his or her master's program, the student is required to complete an empirical thesis as part of our Program. In such instances, the same master's thesis and oral defense deadlines apply.

Further, if students enter the program having already completed graduate coursework that they believe is the equivalent of our program's courses, they may transfer in up to six credit hours. Course exemptions are made on a course-by-course basis, independent of whether the student has had the thesis accepted. The comparability of each course (e.g., type, level of rigor, clinical orientation of information covered in the course) must be demonstrated in a manner that is satisfactory to the program faculty and the Dean of Graduate Studies. Students cannot waive clinical courses because it is important for us to see all students demonstrate fundamental skills and knowledge in psychotherapy and assessment.

The Curriculum

The curriculum proceeds from core courses providing an educational foundation to more specialized topics geared toward students' individual interests. Although students, depending on their prior experience, sometimes take courses in a different order, typically, during the first year of the program, students complete courses aimed at ensuring basic knowledge in psychopathology, research methodology, psychological assessment, statistics, and biological foundations of psychopathology. Also during the first year, students begin attending colloquia and other professional issues-related presentations designed to acquaint them with current research in the program and field more generally, to orient them to current ethical and professional issues in the field, and to further the process of professional enculturation.

During their second year, students begin seeing clients at the PVAMU Psychological Clinic. Second year students also work on completing their master's theses, and take other core psychology and clinical psychology courses. During the third year, students take both elective and required classes and continue their clinical training at the PV Psychological Clinic, followed by external site placements. Typically, at the end of the spring semester of the third year, students complete a clinical take home examination. Completion of the thesis/ research article manuscript and the clinical examination are necessary for advancement to candidacy. Fourth year students generally have completed most of their course work and their required practica and focus on the doctoral dissertation. Also, during the fall of the fourth year, most students complete the application process for the pre-doctoral internship, thereafter spending their final year in the program at an internship site. Coursework and program requirements are comprised of General Core Requirements, Clinical Course Requirements, Research Requirements, the Project Requirement, and the Internship. Each of these is described below.

This is a full-time program. The degree requires 96 credit hours.

I. General Core Requirements

- A. Quantitative Analysis of Behavior (6 hours) – Both of the following:
CPSY 7395 (3 hours) Statistical Methods in Psychology I
CPSY 7396 (3 hours) Statistical Methods in Psychology II
- B. Cognitive Bases of Behavior (3 hours) – Completion of the following:
CPSY 7370 (3 hours) Cognitive Psychology
- C. Social Bases of Behavior (3 hours) – Completion of the following:
CPSY 7371 (3 hours) Social Psychology
- D. Developmental Bases of Behavior (3 hours) – Completion of the following:
CPSY 7378 (3 hours) Developmental Psychology

II. Clinical Course Requirements

- A. History and Diversity (6 hours) – Both of the following:
CPSY 7393 (3 hours) History and Systems of Psychology
CPSY 7389 (3 hours) Multicultural Issues in Clinical Psychology
- B. Psychopathology (6 hours) – Both of the following:

CPSY 7388 (3 hours) Psychopathology
CPSY 7362 (3 hours) Biological Bases of Behavior

C. Assessment (6 hours) – Both of the following:

CPSY 7380 (3 hours) Assessment I: Foundations of Psychological Assessment
CPSY 7381 (3 hours) Assessment II: Integrative Psychological Assessment

D. Psychotherapy (12 hours) – Both of the following:

CPSY 7375 (3 hours) Systems of Psychotherapy
CPSY 7387 Individual Psychotherapy
CPSY 7398 (3 hours) Cognitive Behavior Therapy
CPSY 7376 (3 hours) Child and Adolescent Psychotherapy
CPSY 7397 (3 hours) Family Systems and Family Therapy

E. Ethical Issues (3 hours) – Completion of the following:

CPSY 7374 (3 hours) Ethical Issues in Clinical Psychology

F. Professional Issues (6 hours)

CPSY 7163 Professional Issues in Clinical Psychology

The clinical program maintains an active pro-seminar series aimed at exposing students and faculty alike to historical, current, and emerging professional issues in clinical psychology. This pro-seminar series consists of a variety of presentations and activities including faculty colloquia, visiting speakers, student research presentations, student job talks, student case presentations, etc. Such activities are planned to occur, at a minimum, every two weeks during the academic year but may occur weekly some semesters. Students enroll in one hour of CPSY 7631 in each of six different semesters and are expected to attend at least 80% of scheduled proseminar activities in each of those semesters.

G. Clinical Practice

Practica (12 hours)

The program requires at least 1,350 of practicum experience. Each 2 credit practicum requires at least 225 hours of practice under a Texas licensed psychologist. This training is essential to be competitive for internship placement and involves practicing different types of therapy and assessments included related report writing. Typically the first three practica are done in the Psychology training clinic and the others at external practicum sites with which the university has a current practicum agreement. Students must have clinical training insurance before engaging in practicum and internship. Check with the DCT to make sure this is in place before placement. This practicum requirement needs to be fulfilled by completion of at least six courses:

CPSY 7282: Clinical Practicum I – one fall semester of supervised practicum experience within the PVAMU Psychological Clinic

CPSY 7283: Clinical Practicum II – one spring semester of supervised practicum experience within the PVAMU Psychological Clinic

CPSY 7284: Clinical Practicum III – one summer semester of supervised practicum experience within the PVAMU Psychological Clinic

CPSY 7285: Clinical Practicum IV – one fall semester of advanced supervised practicum experience within the PVAMU Psychological Clinic or an approved site

CPSY 7286: Clinical Practicum V – one spring semester of advanced supervised practicum experience within the PVAMU Psychological Clinic or an approved site

CPSY 7287 Clinical Practicum VI- one summer or fall semester of advanced supervised practicum experience within the PVAMU Psychological Clinic or an approved site

Students generally are encouraged to continue their practicum training beyond completion of the program's basic requirements until the start of internship.

EVALUATION: The site supervisor will evaluate the student. Students will also have the opportunity to evaluate their training experience. This allows the program faculty to monitor the quality and suitability of each practicum experience.

INTERNSHIP 3 credit hours. Students take 1 credit while enrolled each semester in internship. Typically, this will take three semesters to complete 2,000 hours.

TRACKING CLINICAL EXPERIENCES: Students must carefully track their clinical training hours in practicum as such is important in applying for internship. Internship and post doc hours are important in applying for licensure. See state requirements. Time2Track is available to facilitate this process.

H. Electives (6 hours)

In consultation with advisors, students are required to take elective credit hours

III. Research Requirements (21 credits)

The research requirement falls into three categories:

CPSY 7394 (3 hours) Research Methods in Clinical Psychology, the master's thesis (6 hours), and the dissertation (12 hours)

**Students are expected to have at least three peer reviewed publications by the time they graduate. This would likely be from their thesis and research lab work with faculty. Students are also expected to engage in the science of the discipline by making academic presentations at professional conferences, preferably, though not exclusively, in psychology.

A. Other Required Coursework:

(0 hours) CITI Training (provided through the IRB office)

(0 hours) HIPAA online training (provided through TrainTraq)

(0 hours) APA style online tutorial

(0 hours) Plagiarism online tutorial

B. Master's Thesis

All students are required to complete an empirical master's thesis and to defend it in an oral defense. The thesis may be in a traditional thesis style or in a manuscript style in which the sections resemble those of a peer reviewed empirical journal article according to the most current APA Style Guide. Typically, the length would not exceed 50 pages. The thesis is expected to be completed by the end of the second year. If a student in Thesis I has not defended the proposal, the student will have an IP ("in progress") until this is successfully completed. Thereafter the student registers for Thesis II. Until a final successful defense of the final document, the student would receive an IP. Timely progress with the thesis and other program requirements is crucial to not fall out of time

sequence for things like applying for internship. Missing these deadlines could result in financial challenges for students.

Thesis Committee: Students must establish a three-member thesis committee comprised of their advisor and two additional faculty members from the Department of Psychology. The thesis advisor assists the student in selecting the other two faculty members comprising the thesis committee. Once this committee is established, the student and committee members sign the Thesis Committee Membership Form and the student turns it in to the program coordinator and Dean of Graduate Studies.

Thesis Proposal: Students are required to first complete a thesis proposal in which they outline their plans for their thesis project. This should be developed under the supervision of their adviser. The proposal should include the following elements:

- A. A clear *title* descriptive of their project.
- B. An *abstract* outlining the key elements of their proposal.
- C. An *introduction* to their project, indicating the importance, relevance, significance, etc. of the project.
- D. A thorough and comprehensive *literature review* of the project topic, methodology, and theory.
- E. Clearly outlined *research questions and/or hypotheses*.
- F. A very detailed *methodology*, specifically outlining how the data will be collected, who the data will come from, a detailed description of measures used, and the specific methodological design used to test their hypotheses. In the case of secondary data analysis, this section must include a detailed description of the secondary dataset, source of the data, and methods used to collect the secondary data.
- G. A clear *analysis plan* including the assumption checks, data screening techniques, and all relevant analyses used to test hypotheses.
- H. A list of *limitations*.
- I. *References*
- J. *Appendices* including the measures used in the project.
 - a. ****Students need to be aware of intellectual property policies surrounding the use and inclusion of measures copyrighted or owned by the authors and the availability to use and publish those instruments. Permissions granted by authors must be included in the proposal when appropriate.

Thesis Defense: The thesis advisor assists the student in preparing a thesis/research manuscript document. Once the advisor judges the proposal to be sufficiently developed, the adviser will coordinate with the student and schedule a proposal defense date with the committee members. Once the defense date is set, the student will submit the final proposal document to the committee members to read before the defense. The student should allow enough time so that the committee members have at least two weeks to review the thesis document before the defense. The student will then provide a brief presentation of the thesis proposal and an oral defense, fielding questions and comments from the committee. When the defense is over, the committee will deliberate and provide a decision regarding the student's oral defense and approval to proceed with the thesis project. Only after the thesis proposal has been successfully defended and an Institutional Review Board approval letter is on file with the program coordinator, (the latter must be kept in the student's file), can the student proceed to conduct the research. Each thesis must include its own separate and independent IRB protocol

submission and approval. The IRB protocol must be submitted after the committee has approved the proposal and the approved thesis proposal document must be submitted with the protocol to the IRB (these steps should reflect the requirements outlined by the IRB).

Timely Thesis Progress: Given that our program encourages students to begin the thesis process in the first year of the program, students are generally expected to complete the thesis by the summer of year II but no later than the summer after year III. Failure to complete the thesis by the summer following year III could be grounds for student progress evaluation by the program faculty and dismissal.

MS Candidacy: After the MS coursework and thesis have been completed, or an external empirical thesis by the student has been approved by a faculty committee, students are eligible to apply for the MS in Clinical Adolescent Psychology.

Prefix and Number	MS Required Courses	SCH
CPSY 7362	Biological Bases of Behavior	3
CPSY 7395	Statistical Methods in Psychology	3
CPSY 7396	Advanced Statistical Techniques	3
CPSY 7394	Research Methods and Design in Clinical	3
CPSY 7373	Systems of Psychotherapy	3
CPSY 7388	Psychopathology	3
CPSY 7387	Individual Psychotherapy	3
CPSY 7380	Psychological Assessment I	3
CPSY 7381	Psychological Assessment II	3
CPSY 7282	Practicum I	3
CPSY 7283	Practicum II	3
CPSY 7374	Professional Ethics	3
CPSY 7163	Professional Issues In Clinical Psychology	3
CPSY 7365	Thesis I	3
CPSY 7366	Thesis II	3

C. Third Year Project Requirements

The third year project includes two options, a clinical case conceptualization or a research manuscript. The research manuscript includes either a review article or an empirical article. This manuscript is expected to be submitted for publication.

The research manuscript is described below:

- A. A clear *title* descriptive of their project.
- B. An *abstract* outlining the key elements of their proposal.

- C. An *introduction* to their project, indicating the importance, relevance, significance, etc. of the project.
- D. A thorough and comprehensive *literature review* of the project topic, methodology, and theory.
- E. Clearly outlined *research questions and/or hypotheses*.
- F. A very detailed *methodology*, specifically outlining how the data will be collected, who the data will come from, a detailed description of measures used, and the specific methodological design used to test their hypotheses. In the case of secondary data analysis, this section must include a detailed description of the secondary dataset, source of the data, and methods used to collect the secondary data.
- G. A clear *analysis plan* including the assumption checks, data screening techniques, and all relevant analyses used to test hypotheses.
- H. A list of *limitations*.
- I. *References*
- J. *Appendices* including the measures used in the project.
- a. ****Students need to be aware of intellectual property policies surrounding the use and inclusion of measures copyrighted or owned by the authors and the availability to use and publish those instruments. Permissions granted by authors must be included in the proposal when appropriate.

The clinical case conceptualization is described below:

Students responses on the examination will be rated:

- 0 No Response
- 1 Inadequate Response – Question not thoroughly answered
- 2 Adequate/Passing Response – Question answered
- 3 Superior Response – Exceptionally thorough response

The areas assessed are:

THEORY: Knowledge of psychology theory applied within the answer. Case conceptualization linked to at least one theoretical approach.

ETHICS: Knowledge of APA ethical standards applied and/or ethical dilemmas as it relates to local, state, and federal laws. This includes limitations of clinical practice.

DIAGNOSIS: Knowledge of DSM-5 criteria and diagnosis(es), Differential diagnosis applied to case formulation.

TREATMENT: Case conceptualization linked to justified treatment plan. Knowledge and application of relevant evidence based treatment practice(s) and outcomes to clinical case.

ASSESSMENT: Knowledge and application of relevant psychology assessment to clinical case.

MULTICULTURAL: Cultural awareness, competencies, proficiencies, is demonstrated as it relates to being the clinician and as it relates to the client.

RELEVANT CITATIONS: Answer contains relevant and recent (last 10 years) sources. These are included in properly formatted APA style reference list.

*Students will be given a case scenario and asked questions soliciting depth of clinical knowledge. Students will have seven days to complete this take home examination. If it

is given at 8:00AM on Thursday, it will be due at 8:00AM the following Thursday. Late assignments will not be accepted. Students must work independently on the effort. Responses are to be typed, double spaced, in APA style, with references as necessary. A length for the response may be given. The examination will be done using an eCourses Turnitin assignment submission setup. Students testing will have a code assigned and graders will have a code, thus the process should be a blind grading one. Admittedly, in a small program, it is not assured that identities of testers will always be unknown.

Each examination script will be graded by at least two faculty members in a blind review process. Where a determination of the result is unclear, a third grader will be utilized. Grader scores will be averaged. An average score of 14 is necessary to pass the examination. An average score of 10 to 13 will allow the student to do a "revise and resubmit" within a month of receiving the results utilizing the same case scenario. A score of less than 10 points will require that the student re-takes the examination within six months with a new case scenario and faculty recommended preparation directions in writing to improve the likelihood of student success.

D. Dissertation

The dissertation is expected to be a substantial empirical project that should make a contribution to the literature. In undertaking this project, students work closely with their dissertation chairperson who provides constructive feedback as the student prepares the formal dissertation proposal document for oral defense.

Dissertation Committee: Students must establish a four-member dissertation committee comprised of a chairperson of the committee, two additional faculty members from the Department of Psychology, and one faculty member from a department other than Psychology at the university. A committee of more than four members is allowed but must be approved by the student and chair. If specific expertise is needed and this is not at the university, then an external person may serve. External committee members can serve as co-chairs but not as the sole chair. The co-chair must be someone in the psychology department at Prairie View and approved by the Graduate Council. The dissertation advisor assists the student in selecting the dissertation committee members. Persons serving must have Prairie View Graduate Faculty status. Once this committee is established, the student and committee members sign the Dissertation Committee Membership Form and the student turns it in to the coordinator and Dean of Graduate Studies.

Dissertation Proposal Defense/Comprehensive Oral Exam: The dissertation chair will decide when the student is ready for the final defense. Documents needing major revisions must not proceed to defense. The possible outcomes of a defense are: pass, fail, or pass with minor revisions.

Advancing to Doctoral Candidacy: This occurs only after the completion of coursework for the MS degree, thesis completion, and clinical examination completion.

Dissertation Course Enrollment: Once a student advances to doctoral candidacy, she or he must be continuously enrolled, including summer sessions, until all degree

requirements have been completed. Twelve hours of dissertation are required. Students working on the dissertation proposal may register for Dissertation I and II. Until the proposal is successfully defended, the student would receive an IP. After a successful proposal defense, students may register for Dissertation III and IV and will receive an IP until the final document is successfully defended.

Final Dissertation Defense/Final Oral Exam: Students typically continue with the four faculty members that formed the proposal defense/comprehensive oral exam committee. This committee is responsible for evaluating the student's write-up and oral defense of the dissertation during a required final oral exam (i.e., the dissertation defense). The College dean must be notified and the Office of Graduate Studies must approve and announce the final defense.

V. Internship Requirements (3 credits)

Students are required to complete an American Psychological Association (APA) accredited pre-doctoral clinical psychology internship if possible. However, our program is currently not APA accredited, so our students participate in the APPIC Post Match Service as opposed to the regular APPIC match process. Our students can also participate in CAPIC, a California internship match process. Students should enroll in internship for one credit hour in each of the three consecutive semesters, including one summer. Ideally, students should complete the dissertation, or at least the dissertation proposal defense before internship to maximize the internship experience. The APPIC Post Match process begins in March, the spring before a fall or summer internship start. If this process does not result in placement, then, and only then, may students proceed to the CAPIC (California Psychology Internship Council) match process.

The internship is typically obtained through the computerized Association of Psychology Postdoctoral and Internship Centers (APPIC) match, with students applying in the fall for experiences that begin the following summer or fall. Applying and interviewing for internships is time-consuming and will require students to work closely with the advisor and DCT. The APPIC application requires students to provide detailed information about clinical training experience, including counts of the number of therapy hours provided (e.g., tabulating group therapy and individual therapy separately), amount of supervision received, number and types of assessment instruments administered, and demographic characteristics and presenting problems of clients. It is strongly recommended that, beginning in the second year in the Program, students keep careful track of their clinical hours. Time2Track is available to you for this purpose. Refer to the APPIC website (www.appic.org) for information about which variables are important to track. It is extremely difficult to reconstruct these records retrospectively.

The DCT and/or Clinic Director coordinates internship matters to help students prepare for the internship application process. In yearly workshops, every aspect of applying for internships is covered, including role plays of potential interview situations that students might encounter. Students also are counseled individually about their particular needs regarding internships. Additionally, current and former interns often conduct a workshop for aspiring interns to give their first-hand impressions about the application, recruitment, and selection process, as well as what it is like to be on internship. In recent years, obtaining a good internship has become increasingly competitive so we encourage students to start thinking about internship well before application time.

Under certain conditions, a student may be unable to obtain an APA-accredited internship. In rare cases, special arrangements may be made for an unaccredited internship. The guiding principle used in arranging unaccredited internships is to ensure that they follow as closely as possible the criteria that APA identifies in their accreditation guidelines as being important to quality internship training. These arrangements require the approval of the DCT.

During the internship year, students must ensure that a mid-year evaluation and a final evaluation from the internship training site are sent to the DCT. The final evaluation must document that the student has successfully completed the training experience. Until this final letter has been received, the DCT will not certify that the student has completed the requirements for the Ph.D., and the student will not be able to graduate.

A Sample Sequence of Program Requirements

A typical pattern of progress through the program is shown here. For each year, we summarize what would constitute good progress through the training program. The degree requires 96 credit hours.

Degree Plan

First Year

Fall Semester

Advanced Statistical Techniques(3)
Research Methods in Clinical Psychology(3)
Psychopathology(3)
Professional Issues(1)

Spring Semester

Advanced Statistics in Psychology II(3)
Assessment I(3)
Individual Psychotherapy (3)
Professional Issues(1)

Summer

Professional Ethics(3)
Systems of Psychotherapy (3)

Second Year

Fall Semester

Practicum I(3)
Thesis I(3) (or elective)
Professional Issues(1)
Multicultural Issues in Clinical Psychology(3)

Spring Semester

Assessment II(3)
Thesis II(3) (or elective)
Practicum II(2)
Professional Issues(1)

Summer

Child and Adolescent Psychotherapy(3)
Biological Basis of Behavior (3)

Third Year

Fall Semester

Developmental Psychology or Elective(3)
Social Psychology(3)
Practicum III(2)
Professional Issues(1)

Spring Semester

Family Systems and Family Therapy(3)
Cognitive Psychology(3)
Practicum IV(2)
Professional Issues(1)

Summer

History and Systems (3)
CBT (3)

Fall Semester

Practicum V(2)
Dissertation I & II (6)

Spring Semester

Practicum VI(2)
Dissertation III (3)
Elective (2-3)

Summer

Dissertation IV (3)

Fifth Year

Fall Semester

Internship I (1)

Spring Semester

Internship II (1)

Summer

Internship III (1)

Expected Completion Timeline

The Clinical Adolescent Program is designed to be completed in 5 to 6 years, including one year for pre-doctoral internship.

Licensure

In designing their training plans, students are advised to research licensure requirements in states in which they plan to seek licensure after completing the doctorate. Each state has its own specific course requirements, which may or may not map precisely onto the structure of our curriculum. (It is not possible to design a single curriculum that meets the requirements for all 50 states.) Some states are rather lenient about coursework; others are extremely rigid. For example, some states may require that you have a specific number of credit hours of classroom training on a particular topic, or that you attend a course that has a particular title. It is often much easier to incorporate these requirements into your graduate training than to seek them out after graduation. Therefore, if you know in advance where you will ultimately seek employment, you are strongly encouraged to become familiar with the guidelines in that state.

Generally speaking, all states require a passing grade on the Examination for Professional Practice in Psychology (EPPP), which is the national board exam for our discipline. However, each state sets its own cut-off score in determining what it considers to be a passing grade. The exam is multiple choice and covers the broad discipline of Psychology (not just Clinical

Psychology). Given that we want our students to pursue licensure and because the cost of the EPPP is prohibitive for many of our students, the College has purchased a set of study materials to help students to prepare for the test, and has set aside funds to pay the \$1,200 base exam fee; however, states may charge additional exam-related fees. Students may check out the test preparation materials and, at times, may have to share. The \$600 fee will be paid by the College only once per student. As it takes considerable time to prepare for the exam, it is expected that most students will sit for the exam during the internship year. We cannot pay for this test post your graduation.

Administrative Policies

Dissemination of Information within the Department

Faculty and staff in the Department rely heavily on PV email to disseminate information. Thus, it is imperative that you have and use an email account through PV (even if you choose to redirect that mail to another account), and that you check your email regularly (ideally, at least once a day). In addition you have an assigned mailbox in the department mailroom on the second floor of the Don K. Clark Building in room 249. Information about colloquia, courses, and other professional development opportunities will be disseminated by email and through your mailbox. Your advisor will also make you aware of upcoming events that might be beneficial to your training. Be sure to check your mailbox regularly.

Advisors

Students are admitted with the expectation that they will forge productive research collaborations with faculty members. In order to foster such collaborations, advisors are assigned upon admission into the program. To facilitate your timely progression through the program, you and your advisor should meet very soon after entering the program to discuss your professional goals and how your graduate education will contribute to your professional development. The culmination of these early meetings will be the completion of a training proposal form. The form, which is submitted to the DCT and program coordinator by the end of the first semester, requires the following:

- Identifying information (name of student and advisor).
- A statement of the student's career goals (e.g., academic position, clinical research position in a medical center, research position in industry).
- The schedule according to which the student will complete the department's core training requirements and the requirements for the child and adolescent emphasis area.
- A research schedule for the student's first year in the program that explicitly describes the training experiences and scholarly products that the student expects to produce in the first year.
- A set of targets for scholarly productivity throughout the student's course of study. Given our training mission, all students are expected to produce research above and beyond the thesis and dissertation projects.
- Specific skills (e.g., teaching, grant writing) to be acquired during the student's course of training and methods of obtaining those skills. It is not unusual for students to take graduate level courses in divisions, colleges, or departments other than the Department of Psychology if the student's aims and program indicate that such action is appropriate.

These proposals constitute the basis for evaluating a student's progress in completing program requirements. The proposals can be updated annually at the time of the student's evaluation or on an as-needed basis. For example, updates might be necessary because a course is no longer offered or because the student's career goals change.

Even though advisors are assigned upon admission, we recognize that there are a number of circumstances under which students may want to change advisors during their time in the program. You are welcome to go to the DCT or program coordinator if you would like to discuss your options in this regard. It is important that you discuss such plans as early as possible with the DCT or coordinator. It is also important that you and your new advisor discuss your training proposal and make whatever revisions are necessary. Faculty may dismiss a student from his or her research lab.

Outside Employment

Unlike your undergraduate experience, graduate school requires you to take a more active role in your education, and to commit yourself to full-time, year-round study and preparation. Thus, students are not permitted to work outside of the program. Past experience has taught us that students who work in outside employment while in the Program do not make satisfactory progress toward degree completion. While there may be rare exceptions (for example, online teaching), these situations must be approved by the DCT, program coordinator and Dean in advance.

Leaves of Absence

We want students to devote themselves full-time to their graduate studies. However, we recognize that unexpected things may happen in individuals' lives that make a leave of absence necessary. You would be well advised to discuss the reasons for a potential leave of absence with your advisor early in your thought process (such conversations may enable you to examine options you had not considered). It is also important that you make clear to your advisor whether the discussion should be held in confidence to avoid any awkward situations.

It is very important that you realize that you are not "taking" a leave but are "requesting" a leave. Leaves can only be granted by the Graduate School and the Graduate School has the right to deny your request. Requests for leave must be made by completing an official form (available from the Department Administrative Assistant) and then must be approved by the DCT, program coordinator, College Dean and Dean of Graduate Studies. If you are granted a leave, the Graduate School will "stop the clock" on your milestones within the program, such as the deadline to advance to candidacy. Time restrictions will resume when you return. Students are not required to register for classes during approved leaves of absence.

Leaves will only be granted to students in good academic standing. Your request should describe the reason for the leave and the duration of the leave you are requesting. When a leave is approved, the letter from the Department will note the effect of the leave on your remaining deadlines and on the financial support you may expect upon your return to the program. You will also be given a date by which you need to inform the Department (in writing) of your intention to return. This is important because the Department needs to plan for assistantships, admissions, and other factors.

The term of the leave may be extended, via petition to the DCT, program coordinator, Dean and Dean of Graduate Studies for up to one additional year beyond the duration of the leave that you originally requested. Regardless of when a leave starts, you must notify the DCT, in writing, of your intention to return from leave by the deadline requested in your leave approval letter. Failure to advise the Department of your intention to return will be interpreted as your resignation from the Program.

Academic Standards

The minimum requirement of the Graduate School is that all graduate students must maintain at least a 3.0 GPA. However, the Department of Psychology expects more than this. Except for courses that are graded on a Pass/Fail basis, students should earn a grade of B or better in all courses. In the event that you receive a grade of below a B in a class, you must register to repeat that course for a new grade. A “C” grade constitutes grounds for probation within the program and one D or F grade or two C grades constitute grounds for dismissal. See the Graduate School guidelines on the dismissal appeal procedure. Appeals are reviewed by program faculty.

Graduate students are also expected to show adequate academic progress at all times. In addition to the quality of a student’s coursework, as reflected by the transcript, inordinately slow progress toward goals such as major examinations, thesis, or dissertation may be considered evidence of inadequate academic progress. Inadequate academic progress may constitute grounds for academic probation or dismissal.

Student Progress and Evaluation

The program stays informed regarding students’ progress via regular evaluations and informs students in writing of whether they are making satisfactory progress, whether they have missed or are in danger of missing deadlines for completing aspects of the curriculum and the associated consequences, and suggestions for improving performance. Students who fail to make satisfactory progress or meet completion deadlines are considered on an individual basis, with program faculty reserving the right to exercise the option deemed most appropriate for the given case. In some circumstances, missed deadlines may be extended, but students should anticipate that dismissal from the program is a possibility. As with all adverse decisions affecting them, students terminated from the program or otherwise sanctioned for missing a deadline have the right to appeal (see section on student appeal procedures on page 18). Our goal is for each student to succeed in obtaining the PhD and we try to help in whatever way is best suited to the individual student’s needs. This supportive stance does not preclude dismissing students from the program if their performance warrants it, but this is uncommon. Finally, failure to make progress or complete program goals can result in partial or full withholding of assistantship funding.

Annual Evaluations: A first source of student evaluation involves the course grades and reviews students receive from faculty. Beyond this, however, the clinical faculty will render feedback by the latter half of each spring semester assessing all students who have not yet applied for and been accepted for internship. However, first year students are evaluated at the end of each semester, and then, annually thereafter. At the end of each year, the graduate faculty will provide feedback to the DCT and program coordinator on the student’s progress. If necessary, the program coordinator and the DCT will meet with the student and the student’s advisor to discuss the student’s progress. The student should bring to the meeting: a current CV, an unofficial transcript, a copy of the DegreeWorks degree plan, an updated record of clinical practicum contact hours, and a summary of program related activities over the past year. The program coordinator and the DCT will prepare a letter to the student after all meetings summarizing the progress discussion, including any recommendations for the student. This will be given to the student by the end of each relevant spring semester and a copy placed in the student’s file.

The evaluations are to clarify program expectations and student progress. The evaluations take into account students’ grades, research progress, clinical performance, response to supervision,

ethical and professional and peer relations, and general progress through the program. Although there are not absolute markers for evaluation feedback, and the faculty members consider many aspects of the student's performance in providing feedback, the student generally is expected to (1) maintain mostly A grades and relatively few B grades; (2) have few or no incompletes, (3) make timely progress and achievement on the master's thesis and dissertation, (4) demonstrate satisfactory clinical skills and judgment in working with clients (including issues related to ethical and diversity matters), (5) maintain appropriate interpersonal relationships (that is, positive, professional, mature, confident, responsible, cooperative), (6) demonstrate research excellence in professional presentations and publications in professional outlets, and, (6) abide by the current APA code of ethics.

Personal and Emotional Competency: The faculty's responsibility for training psychologists includes the need to attend to the personal and emotional competencies of the students. When, in the judgment of the faculty, a student exhibits behavior that interferes with the student's performance as a teacher, clinical practitioner, or researcher, the faculty may ask the student to take a leave of absence or, if the situation is more serious, discontinue the student's training permanently. While evidence provided by other professionals will be germane to such decisions, the faculty reserves for itself the sole responsibility for determining a student's fitness for continuation in the program.

Faculty have the professional responsibility to monitor areas of student development including, but not restricted to, interpersonal skills, work with clients, personal limitations that potentially interfere with competent performance in the clinical setting or in teaching or other obligations (e.g., poor appreciation of one's impact on others or an inability to respond constructively to feedback in supervision). Personal and emotional competencies are particularly important because of the impact that student impairment may have on the welfare of clients. In an extreme situation, should the faculty become concerned that a student's behavior is potentially seriously damaging to clients or other individuals (either because of direct observation by the faculty or reports from others or the student's supervisors), the faculty has the right to immediately suspend that student's clinical work while his or her performance is being reviewed.

Internship Evaluations: Internship directors and supervisors provide formal feedback about students' progress while on internship. Although students are routinely evaluated positively, there may be rare instances where a student's internship performance raises serious concerns about deficiencies in skill or professional conduct. On such occasions, the clinical program meets to review input from all parties involved, with the goal of developing an appropriate course of action.

Special Student Evaluations: Any time sufficient concerns are raised about a student's performance, special program meetings may be scheduled, sometimes with the student attending, to discuss the student's status in the program and possible remediation. Typically, remediation plans have included intensified training, additional advising relationships, and specific skill remediation experiences. On occasion, one-year or, perhaps, two-year leaves of absence are recommended in order for students to address personal or health problems.

If the concerns arising from any student evaluation are such that the faculty does not regard remediation as adequate or appropriate, the student will be notified of his or her termination from the program, both in person (if possible) and via a formal letter from the program coordinator. Through that letter, the student will also be informed that she or he can request a reconsideration of the termination decision. In such an appeal meeting, the student may attend, may bring supporting written information, and may speak as to why the decision should be

reversed. If the clinical faculty does not support the appeal, the student will be so notified (by letter and in person if possible) and given information about the next level of appeal (if appropriate).

Student Code of Conduct Violations

Violations of the Student Code of Conduct will be handled in accordance with published University policies. Academic dishonesty will not be tolerated and as such will lead to dismissal from the program. Similarly, behavior that is not in compliance with the law or the APA ethical principles, or behavior that leads to serious concern about a student's personal and emotional competency, may result in disciplinary action within the doctoral program up to dismissal. Given the vulnerability of persons that the profession serves, these measures are a professional responsibility.

Should one of these unusual situations occur, the DCT would first meet with the student, the advisor, and other relevant parties (e.g., course instructor if the difficulty occurred within the classroom setting) to clarify the circumstances and to allow the student to present his or her perspective. The program faculty would then vote on the dispensation of the case. If the student chooses to do so, she or he will be permitted to make a written or oral statement to the program faculty prior to that vote.

Student Appeals and Grievance Rights

Whenever the program makes decisions regarding a student's progress, the student is encouraged to talk with the DCT, program coordinator and, or his or her advisors. Students have the right to appeal any adverse decisions and ask the program faculty to reconsider. The student can attend the appeal meeting and present his or her material orally, in writing, or both. If a student's appeal is not upheld, the student is informed in person (if possible) and via letter of the decision and the reasons for it. Such students are also informed of their next level of appeal (see University Graduate Handbook for guidance on levels of appeal and procedures for filing a grievance).

Background Checks

For practica placements, and internships clinical psychologists and trainees should expect to be required to complete background checks in certain practicum and placement sites (e.g., when working with children, when working at federal agencies) and when applying for internship, for licensure as a psychologist, and for privileges to treat or admit patients in hospital settings. The following are examples of the types of questions you should expect to be asked on these background checks: Has disciplinary action, in writing, ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing/certification board? Have you ever been suspended, terminated, or asked to resign by a training program, practicum site, or employer? Have you ever been convicted of an offense against the law other than a minor traffic violation? (A DUI is not considered to be a minor traffic violation.) Have you ever been convicted of a felony?

If you will need to answer "yes" to any of these questions, it is possible that you will not qualify for certain clinical training experiences. In addition, it is important to understand that, when you apply for the required APA-approved internship, you will need to fill out a form that asks specifically about prior disciplinary action and prior legal convictions, and you will need to discuss your responses on this form with the DCT. Because legal conviction may have important implications for your clinical placements, your success in the internship match, and your eventual licensure, we strongly encourage you to discuss with the DCT as soon as

possible any such incidents that have occurred prior to or during your training. While we do not require this type of disclosure prior to your filling out the paperwork for internship, sharing this information with the DCT will allow him or her to more effectively provide you with guidance about whether a conviction has negative implications for your professional development and about how to proceed in strengthening your applications for subsequent clinical experiences.

Policy on Public Professionalism and Electronic Media

As communication channels proliferate, the lines between public and private information blur. Personal websites, blogs, email signatures, voicemail, text messages, Twitter, Facebook, Instagram, etc. afford previously unknown avenues for personal expression and increasingly call for discretion and good judgment in how they are used. As a doctoral student, you not only represent yourself, but you also represent both Prairie View A&M University and the PVAMU Clinical Adolescent PhD Program. Be mindful that:

- Internship programs conduct web searches on applicants' names
- Prospective clients conduct web searches on potential therapist names
- Clients often approach therapists via networking sites and email
- Employers conduct on-line searches prior to interviews and job offers
- Legal authorities review personal websites for evidence of illegal activities

When program members (whether faculty, staff, or students) reveal information about themselves this information becomes part of their program-related and profession-related behavior and may be used in student evaluations. In particular, information relating to unethical or unprofessional behavior (e.g., disclosing confidential client or research information), will factor into program decisions regarding student probation, remediation, or termination.

Students are encouraged to carefully review and monitor their use of all electronic media. Particular attention should be given to what they reveal about themselves in these forums, and whether there is personal information they would not want program faculty, clients, or future employers to view. What happens on the Web stays on the Web forever! A good rule of thumb is that if you do not want to see it in the headlines of a newspaper, do not post it.

Welcome to the Program

Graduate school is an exciting adventure and a demanding commitment. It is important to stay healthy and manage your academic stress effectively. It is important that you do your best to get all that you can out of this learning opportunity. Much of the learning in graduate school comes from experiences outside the classroom: informal chats with faculty and colleagues, colloquia, conferences, and seminars. We encourage you to be "present" in the Department and College so that you can participate in these important intellectual exchanges and professional socialization opportunities. We look forward to your sharing an enriching and productive experience in the Department and College.