GRADUATE STUDENT HANDBOOK

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

Academic Year 2016-2017

SMU | DEDMAN COLLEGE OF HUMANITIES & SCIENCES

Table of Contents

		Page
I.	The Clinical Ph.D. Program	1-10
	A. Mission Statement	1
	B. Administrative Structure	2
	C. Faculty	2
	D. APA Accreditation	6
	E. Areas of Focus and Minor in Quantitative Methods	7
II.	Program Requirements	11-20
	A. Curriculum	11
	B. Research Benchmarks	13
	C. Clinical Training Requirements	15
	D. Student Files	19
	E. The Faculty Advisor	19
	F. Timeline	20
III.	Student Support	21-22
IV.	Evaluation of Student Progress & Processes for Probation and Remediation	23
V.	Problem Resolution and Grievance Procedures	24-25
VI.	University Life and Student Services	26
VII.	Appendices	27-44
	A. Thesis Guidelines/Expectations	27
	B. Review Paper Guidelines and Expectations	30
	C. Dissertation Guidelines/Expectations	32
	D. Clinical Orals Guidelines/Expectations	33
	E. Graduate Funding Contract	34
	F. Graduate Student Instructor Application and Contract	35
	G. Expectations for Professional Behavior	37
	H. Plagiarism Policy	38
	I. Leave of Absence and Discontinuation from the Program	39
	J. Professional Memberships	41
	K. Current Graduate Course Offerings	42

L. Required Forms for the Office of Graduate Studies 45-49
Oral Examination Report for Thesis 46
Dean's Approval for Admission to Candidacy 47
Ph.D. Qualifying Examination Report 48
Ph.D. Examination Report 49
M. Required forms for the Psychology Department 50-55
Declaration of Minor in Quantitative Methods 51
Application for Funding to Attend an External Workshop or Training 52
Annual Activity Report 54
Clinical Orals Rating Form (under revision) -
Thesis and Dissertation Defense Rating Form (under revision) -
Student Review Form (under revision) -

I. The Clinical Ph.D. Program

A. Mission Statement

The mission of the doctoral program in Clinical Psychology at Southern Methodist University is to advance clinical science and evidence-based practice by training graduate students to provide meaningful contributions to the psychological research literature and to become expert providers of evidence-based psychological assessment and intervention. Our program provides general training in clinical psychology as well as specific foci in Child/Family Psychology and Health Psychology. Students may also earn a minor in Quantitative Methods.

Research Training

Our faculty and students are dedicated to producing cutting edge research that promotes the understanding of factors that impact psychological, family, and physical well-being as well as developing innovative interventions to promote functioning and reduce impairment. Students receive extensive training in psychological theory, research methods, and quantitative methods, and are expected to generate and publish original research. Research training is provided through coursework, active collaboration with faculty, and completion of student-directed research. Coursework covers research and quantitative methods and the foundations of clinical, developmental, social, biological, cognitive, and affective science to provide students with a sound basis in psychological research and theory. Membership in a research lab allows students the opportunity to contribute to the design, completion, and presentation of research. Student-directed research includes three major benchmarks: the thesis, a review paper, and the dissertation. Students are also expected to publish at least 2 articles in peer-reviewed outlets, participate regularly in professional conferences, and attend departmental colloquia. The ultimate goal of research training is to produce clinical scientists who can independently generate high quality scientific contributions to their area of research.

Clinical Training

Clinical training focuses on evidence-based practice and is integrated with research training. Students master evidence-based practice in a variety of intervention and assessment domains so that they may provide the highest quality psychological services and promote the awareness and use of evidence-based practice in their future careers, through research, teaching, supervision, and/or direct service provision. Coursework addresses theory and research on clinical problems, assessment and intervention techniques, and methods for evaluating clinical outcomes. Students provide psychological services through the SMU Psychology Clinic in their 2nd year and then advance to external practicum experiences throughout the Dallas/Fort-Worth community, all closely supervised by licensed psychologists with the goal of providing students exposure to a diversity of patient populations and evidence-based interventions. Clinical training also takes part in many research labs through studies of clinical phenomena and evaluation of specific assessment and intervention techniques.

B. Administrative Structure

The clinical psychology Ph.D. program was established in 2004 and has been accredited by the American Psychological Association since 2009. The program is administered by the Director of Graduate Studies (also referred to as the Director of Clinical Training or "DCT") in conjunction with the program faculty and a student representative (appointed annually by the DCT to attend faculty meetings). The DCT is appointed by the Chair of the Psychology Department. The faculty meet regularly throughout the year to address student training concerns, development and maintenance of clinical coursework and practicum training experiences, reviews of student progress, and graduate admissions, among other topics (the student attendee is not present for discussion of student progress and evaluation).

C. Faculty

The faculty of the clinical psychology program consists of 9 tenured/tenure-track clinical faculty members, 1 non-tenured lecturer, 5 tenured/tenure-track associated faculty members who conduct clinically relevant research, and the Clinic Director. Drs. Calvert, Hampson, and Rosenfield do not serve as primary faculty advisors for graduate students.

Austin Baldwin, Ph.D., Associate Professor (University of Minnesota, 2006, Social Psychology). The broad goal of Dr. Baldwin's research is to better understand the decisions that people make about their health-related behaviors. Specifically, he investigates how the social cognitive factors that guide these decisions are influenced by relevant contextual and individual difference factors. The questions that guide his research sit at the interface of social, clinical, and health psychology and include such topics as behavior change maintenance (e.g., Why are most people unsuccessful at maintaining behavior changes?) and health communications (e.g., Why are people's own persuasive arguments effective in changing behavior?). This research has important clinical and public health implications, as it seeks to identify important factors on which interventions can be more effectively tailored, as well as important theoretical contributions to behavioral decision-making.

Alan S. Brown, Ph.D., Professor and Director of Undergraduate Studies (Northwestern University, 1974, Cognitive Psychology). Dr. Brown's research primarily involves how we store and retrieve information about the real world, and the manner in which these processes fail us. One of these phenomena is tip of the tongue (TOT) experience, where one is momentarily stymied in accessing well-stored knowledge. Another is the false positive recognition experience of déjà vu, where a present experience seems subjectively familiar when you know that it is objectively new. He is currently extending the TOT research to identify the factors underlying repeated TOTs, and whether these change in frequency with age. His lab also explores the prevalence of other varieties of spontaneous familiarity, related to déjà vu, and whether there are changes across the age span. There are also several research projects on how people incorporate other's life experiences in their own autobiography.

James Calvert, Ph.D., Lecturer (Louisiana State University, 1989, Clinical Psychology). Dr. Calvert is a licensed clinical psychologist and former Director of Clinical Training for the pre-doctoral psychology internship program at the Salesmanship Club Youth and Family Centers in Dallas, TX. Dr. Calvert provides graduate student training in psychopharmacology and supervision/consultation.

Michael Chmielewski, Ph.D., Assistant Professor (University of Iowa, 2012, Clinical Psychology). Dr. Chmielewski's program of research broadly covers psychopathology and normal-range personality with an emphasis on structure and assessment in both domains. He is interested in how psychopathology and personality relate to each other as well as how to best conceptualize and classify both domains (e.g., is psychopathology dimensional or categorical in nature? How valid and reliable are *DSM* diagnoses?). As such, his research is based on a strong measurement foundation and the use of empirically based quantitative models, both of which he views as essential for the continued advancement of psychology as a science. One of the long term goals of his research is to expand recent quantitative models of psychopathology (i.e., the Internalizing/Externalizing model) incorporating excluded diagnoses and integrating them with normal-range personality traits. Within this broad research framework he also has several specific lines of research in psychopathology (schizotypy, depression/anxiety, and personality disorders), assessment (e.g., scale and measure creation, measurement error), and personality (e.g., personality stability and change).

Robert (Buck) Hampson, Ph.D., Associate Professor and Director of Graduate Studies (University of Virginia, 1977, Clinical Psychology). Dr. Hampson's research over the years has focused on family assessment and evaluation and using assessment to guide and facilitate interventions with families. With his colleague, W. Robert Beavers, M.D., he developed and tested the Beavers Systems Model of family assessment, which uses both observational and self-report methodology. Dr. Hampson has studied the effectiveness of couple and family therapy in clinic settings, studied the relationship between family functioning and treatment response in families with obese adolescents, and studied family functioning in a variety of special-needs families (adoptive families, families with disabled children). Dr. Hampson is currently analyzing archival clinic data to determine what therapist and family factors predict success and early termination in family therapy.

George W. Holden, Ph.D., Professor and Chair (University of North Carolina, Chapel Hill, 1984, Developmental Psychology). Dr. Holden focuses on understanding the determinants and significance of the parent-child relationship in both normal and atypical development. He has investigated the proximate influences on parental behavior, with an emphasis on parental social cognition. One specific problem he has focused on is why parents use corporal punishment and other punitive disciplinary practices. He is currently investigating different approaches to parental intervention, both in the US and internationally, including the use of motivational interviewing. In addition, he is conducting research into some of the manifestations of the "positive parenting" approach to childrearing and its efficacy in promoting children's well-being. Finally, Dr. Holden investigates the utility and limitations of different methodologies for studying the family, from attitudes and behavioral surveys to ecological momentary assessments.

Ernest N. Jouriles, Ph.D., Dedman Family Distinguished Professor (SUNY at Stony Brook, 1987, Clinical Psychology). Dr. Jouriles has two overlapping programs of research. One focuses on violence in adolescent romantic relationships. He is attempting to better understand risk factors for sexual and relationship violence among adolescents, and to use this knowledge to develop and evaluate interventions for preventing such violence. Exciting new developments in this research involve the use of virtual reality and film technology. This research is being conducted with colleagues at SMU as well as colleagues at universities across the United States. A second research program focuses on children's exposure to interparental conflict and violence. Together with Dr. Renee McDonald (also on SMU's faculty), he is attempting to better understand why children's exposure to interparental conflict and violence sometimes leads to mental health problems and sometimes does not. He is also using this knowledge to develop and evaluate interventions to assist children in high-conflict and violent families.

Akihito Kamata, Ph.D., Professor (Michigan State University, 1998, Measurement and Quantitative Methods). Dr. Kamata's research focuses on psychometrics and educational and psychological measurement, particularly implementation of item-level test data analysis methodology through various modeling frameworks, including item response theory, multilevel modeling, and structural equation modeling. Other interests include developing effect size measures for testlet modeling, developing reliability measures of growth trajectory for longitudinal data modeling, and Bayesian inference for complex psychometric models.

Chrystyna D. Kouros, Ph.D., Assistant Professor (University of Notre Dame, 2008, Developmental Psychology). Dr. Kouros' research focuses on understanding how and why the family environment contributes to children and adolescents' socio-emotional development, with a specific interest in adolescent depression. Her program of research examines (1) family stress as a predictor of individual differences in the etiology, maintenance, and progression of child and adolescent depression and (2) children's responses to family stress—at the physiological, emotional, cognitive, and behavioral level—as possible mechanisms linking the family environment to child and adolescent adjustment. Among family stressors, Dr. Kouros' has a particular interest in exposure to everyday marital conflict and parental psychopathology. A second line of research examines the interplay between relationship functioning (e.g., conflict, satisfaction) and depressive symptoms in married and dating couples, with a focus on underlying mechanisms. The long-term goal of this research is to use the findings to develop and strengthen existing family-based programs aimed at promoting adolescent and family well-being.

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

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

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

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

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

Lorelei Simpson Rowe, Ph.D., Associate Professor and Co-Director of Graduate Studies (University of California, Los Angeles, 2005, Clinical Psychology). Dr. Rowe's research focuses on understanding and intervening with couples facing behavioral or psychological difficulties. Her research program includes evaluation of relationship and individual functioning among couples in which one partner has a severe mental illness and examination of couple therapy outcomes when such issues are present. In particular, she is interested in how aspects of

relationship functioning may exacerbate or mitigate individual symptoms and, conversely, how the presence of psychopathology affects the course of intimate relationships. Her research also focuses on couples experiencing intimate partner violence (IPV) including the dyadic factors likely to set the stage for IPV and the degree to which couple-based therapies may be of use to couples with a history of violence. More recently, she has expanded her research program to examine the utility of mindfulness-based interventions for enhancing couple therapy. Other related research include mechanisms of change in couple therapy more broadly and the prevention of sexual violence in dating relationships through assertiveness training.

Benjamin A. Tabak, Ph.D., Assistant Professor (University of Miami, 2011, Clinical Psychology). Dr. Tabak's research examines neurobiological and psychological factors that influence social processes (e.g., social cognition, prosocial behavior, interpersonal stress and conflict) and mental health. To conduct this work, he uses an interdisciplinary approach that integrates clinical and social psychology with neuroscientific methods including pharmacological administration, genetic analysis, neuroendocrine measurement, and neuroimaging. His current focus is to understand the role of the neuropeptides oxytocin and vasopressin in social sensitivity, anxiety, and depression.

Naomi T. Tabak, Ph.D., Clinical Assistant Professor and Director of the SMU Psychology Clinic (University of Miami, 2012, Clinical Psychology). Dr. Tabak is a licensed clinical psychologist and clinical researcher. She has extensive experience in delivering empirically-supported treatments for varied clinical presentations, with an expertise in cognitive-behavioral therapy for psychosis (CBTp) and mindfulness-based cognitive therapy (MBCT). Her research focuses on improving functional outcome for individuals with psychotic disorders through the development and application of innovative psychosocial interventions.

D. APA Accreditation

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

APA Contact Information:

American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979 TDD/TTY: 202-336-6123
Fax: 202-336-5978

E. Areas of Focus and Minor in Quantitative Methods

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

Family & Child Focus

SMU provides the opportunity for doctoral students to develop specialized knowledge and skills in working with children, adolescents, couples, and families. Doctoral students interested in participating in the family and child focus will complete all core requirements for the doctoral program in clinical psychology, and may supplement these requirements with training experiences from the family and child focus. Family and child training opportunities include:

- Participation in a research lab addressing family/child issues
- Clinical training with children, adolescents, couples, or families
- Coursework focusing on family/child psychology and participation in a monthly family/child seminar

The SMU family and child focus is unique in that it is comprised of family/child psychologists representing different disciplines within psychology (clinical, developmental, and social) and integrates research, clinical work, and academic coursework. Information about the family and child training experiences is provided below:

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

- Specific child and adolescent externalizing, internalizing, and interpersonal problems
- Reciprocal influences of couple functioning with child adjustment and adult physical and mental health
- Evaluation of intervention programs targeted at problems related to families, couples, children, and adolescents
- Family violence and violence prevention
- Acculturation and intergenerational conflict

Students have the opportunity to learn specialized methodologies for working with families and children, as well as advanced data analysis. Please view the web pages of the faculty members affiliated with the specialty (listed below) to obtain additional details on research.

Clinical Training. Students interested in family/child clinical practice have opportunities to learn about evidence-based practices and to obtain training and experience. Current types of training experiences that have recently been available include:

- Behavioral and emotion-focused couple therapies
- Evidence-based interventions for internalizing and externalizing disorders among children and adolescents
- Assessment of emotional and behavioral symptoms and cognitive, learning, and attention difficulties among children and adolescents

Coursework and Family/Child Seminar. Formal coursework includes the required courses for the clinical psychology training program, many of which incorporate a focus on families and children (e.g., Developmental Psychopathology, Seminar in Psychotherapy/Assessment). An elective course in Theories and Methods of Couple and Family Therapy is offered periodically. Advanced Quantitative Methods courses are also offered so that students can learn data analytic techniques useful for examining couple and family data.

In addition, we hold monthly meetings of the family/child faculty and graduate students to discuss current trends in the field and ongoing research. During these meetings, faculty and graduate students present their research and outside speakers are invited approximately once per semester to present on family/child research or clinical topics.

Participating faculty members include:

Robert Hampson, Ph.D.
George Holden, Ph.D.
Ernest Jouriles, Ph.D.
Chrystyna Kouros, Ph.D.
Priscilla Lui, Ph.D.
Renee McDonald, Ph.D.
Lorelei Simpson Rowe, Ph.D.

Health Focus

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

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

The SMU health focus is unique in that it is comprised of health psychologists representing several different disciplines within psychology (clinical, social, biological) and integrates

research, clinical work, and academic coursework. Information about the health psychology experiences is provided below:

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

- Treatment programs for respiratory disease, including asthma and COPD
- Decisions about various health behaviors (e.g., physical activity, vaccinations)
- Health-related cognitions and illness perception
- Biopsychosocial development and maintenance of chronic disease
- Neurobiological factors that affect social relationships and mental health
- Intrapersonal characteristics that affect substance use and misuse

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

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

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

In addition, we hold monthly meetings of the health faculty and graduate students to discuss current trends in the field and ongoing research. During these meetings, faculty and graduate students present their research and outside speakers are invited approximately once per semester to present on health-related research or clinical topics.

Participating faculty members include:

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

Minor in Quantitative Methods

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

		Credit Hours
Required Courses for All Psychology Doctoral Students		12
PSYC 6305	Quantitative Methods I (offered annually in fall)	
PSYC 6307	Quantitative Methods II (offered annually in spring)	
PSYC 6324	Research Methods (offered annually in fall)	
PSYC 6353	Integrative Psychological Assessment (offered annually in fall)	
Elective Courses to Complete Minor (choose 4 or more)		12
PSYC 6322	Contemporary Issues in Scientific Psychology: Quantitative Methods III (offered annually in fall)	
PSYC 6323	Structural Equation Modeling (offered biannually in spring	
EDU 7320	Advanced Assessment Methods II (offered biannually in spring)	
EDU 7321	Quantitative Research Methods II (offered annually in fall)	
ECO 5380	Computing for Economics	
ECO 6352	Applied Econometric Analysis (offered annually in spring)	
ECO 6380	Predictive Analytics for Economists (offered annually in spring)	
STAT 5304	Introduction to Statistical Computing (offered annually in fall)	
STAT 6304	Computational Statistics (offered annually in fall)	
STAT 6308	SASII and Databases (offered annually in spring)	
STAT 6360	Statistical Methods in Epidemiology (offered biannually)	

Students must declare their intention to the complete the minor to the Director of Graduate Studies by the end of their 3rd year (August 31st) using the Minor Declaration Form (see **Appendix M**).

II. Program Requirements

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

Students must be enrolled full-time (9 credit hours per semester) while in residence and must complete 70 hours to graduate. In addition to the courses listed below, students completing a clinical practicum must enroll in the appropriate practicum course (PSYC 6331, 6332, 6354, 6361, or 7091-7098), those working on a master's thesis should enroll in PSYC 6398, and those working on a dissertation should enroll in PSYC 8096. Students who have completed other course requirements and other actively involved in research may also enroll in PSYC 7171-7272 or PSYC 7371-7372 or PSYC 8049. When on internship, students enroll in PSYC 8091-8092. Practicum and internship courses do not count toward the total 70 hour requirement. See **Appendix K** for more details.

A. Curriculum

1. Psychology Breadth Requirements: Students are required to take courses that ensure broad familiarity with the basic science of psychology. These courses are general (rather than specialized) in their content, and provide an advanced survey of current knowledge in fundamental areas of psychology. Students are required to take the following courses to meet the breadth criteria.

    - Quantitative Methods I and II (6305, 6307)
    - Seminar in Physiological Psychology (6317)
    - Research Methods (6324)
    - Integrative Psychological Assessment (6353)
    - Foundations in Psychology: Cognitive, Social, & History (6364)

2. Clinical Psychology Depth Requirements: Students are required to take courses that provide them with an in-depth foundation of the scientific, methodological, and theoretical foundations of clinical psychology and that provide them with a solid grounding in the diagnosis and definition of problems through psychological assessment and measurement and the formulation and implementation of intervention strategies. Students are required to take the following courses to meet the depth criteria.

    - Integrated Practicum Seminar (6091-6098)
    - Seminar in Developmental Psychopathology (6334)
    - Seminar in Adult Psychopathology (6314)
    - Theories and Methods of Psychotherapy (6351)
    - Methods of Psychotherapy/Assessment (includes Interviewing) (6355)

- Ethics and Diversity (6363)
- Supervision and Consultation in Psychology (6366)

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

    - Seminar in Health Psychology (6309)
    - Contemporary Issues in Scientific Psychology: Quantitative Methods III (6322)
    - Structural Equation Modeling (6323)
    - Seminar in Psychopharmacology (6330)
    - Theories and Methods of Couple and Family Therapy (6356)
    - Advanced Assessment Methods II (EDU 7320)

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

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

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

B. Research Benchmarks

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

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

2. *Thesis*: Students are expected to complete a student-directed empirical research project by the end of their second year in the program (July 31st). Students must complete a written proposal (to be provided to the committee no less than 1 week before the defense date) and an oral defense of the proposal prior to initiating thesis research. The proposal will be presented to a thesis committee that consists of three faculty members (the student's faculty advisor, one additional tenured/tenure-track SMU psychology faculty member, and a third faculty person with expertise in the area who may or may not be a member of the SMU psychology department). The thesis proposal is expected to occur during the summer of the student's first year in the program or the fall of the second year. Upon passing the thesis proposal, students may initiate their research.

   After completing the research, students will write the thesis in the form of a manuscript that could be submitted to a professional journal (using APA style), followed by an oral defense of the research. The student will provide a copy of the thesis to their committee no less than 2 weeks before the defense date.

   At the time of the proposal and the defense, the committee must evaluate the quality of the work to determine if it is sufficient to meet the benchmark. The committee may: 1) pass the proposal/defense as written, 2) require revisions from the student to address specific limitations, or, 3) indicate that the proposal/defense is insufficient as written. Committee decisions are based on several criteria, including the quality of the written product and oral presentation, the student's understanding of the research literature and theory in the area of study, their understanding and application of research methodology and quantitative methods, ability to interpret the results of their research in the context of prior research and theory, and ability to answer questions about the research, its meaning, and implications. See **Appendix A** for more information about thesis guidelines and expectations.

3. *Publication of Research in a Professional Journal*: All graduate students are required to publish at least 2 manuscripts in peer-reviewed outlets, at any level of authorship, prior to graduation. The research needs to be work that was completed while the student was enrolled in the Ph.D. program at SMU and it is expected that the at least one publication will be done in conjunction with the faculty advisor. *Please note, although two*

publications are required to meet this benchmark, graduate students should be active in presentation of research throughout their graduate career (at least 1 conference presentation or journal publication per year after the first year).

4. *Review Article*: To demonstrate in-depth knowledge of their research area, and to demonstrate their ability to interpret and synthesize the research literature and theory in this area, students are required to write a review article on a topic related to their area of research. This benchmark must be completed by the middle of the fourth year (February 1st). Student are encouraged to consult articles by Bem (1995), "Writing a Review Article for *Psychological Bulletin"*, *Psychological Bulletin, 18,* 172-177, and Maxwell & Cole (1995), "Tips for Writing (and Reading) Methodological Articles", *Psychological Bulletin, 118,* 193-198. See **Appendix B** for more information about Review Paper guidelines and expectations. The review paper constitutes the qualifying examination for advancement to candidacy and must be completed before the student begins work on his/her dissertation.

5. *Dissertation*: The dissertation is an original empirical research project designed and completed by the student that has the potential to contribute to the knowledge base in their specific area of clinical psychology. Before the student can officially begin the dissertation, he/she must be advanced to candidacy (see below). As with the thesis, students must complete a written and oral defense of their proposal to a committee before beginning the research. The written product must be submitted to the committee no less than 1 week before the defense date. The dissertation committee must consist of: 1) the faculty advisor, who is a tenured/tenure-track member of the SMU psychology department, and who will serve as committee chair, 2) at least 2 other tenured/tenure-track members of the SMU psychology department, and 3) at least 1 external reviewer who has expertise in the topic and is either a faculty member of another department at SMU or, with the approval of the department chair and Dean of Graduate Studies, a scholar not affiliated with SMU. The dissertation proposal must be completed by September 30th of the year that the student plans to apply for a pre-doctoral internship (see below).

   After successful defense of the proposal, the student may begin work on the dissertation. The final product should be written in the style of a manuscript to be submitted to a professional journal (in APA style). The dissertation must be submitted to the committee no less than 1 week prior to the final defense date.

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

career psychologist prepared to begin independent research as a post-doctoral researcher. See **Appendix C** for more information about Dissertation guidelines and expectations.

Advancing to Candidacy

Prior to proposing the dissertation, students must meet all criteria to advance to doctoral candidacy. These include:

- Completion of the first four benchmarks (first year research, thesis, presentation of research, and review article)
- Completion of the core clinical courses (Research Methods, Seminar in Adult Psychopathology, Theories and Methods of Psychotherapy, Integrative Psychological Assessment, and Ethics in Psychology).

Advancement to candidacy is necessary for students to formally initiate dissertation research (i.e., propose their dissertation) and to apply for internship. Students are expected to complete their first four benchmarks (constituting the "Qualifying Examination") by September 30th of the year they apply for internship (typically the fall of the 5th year of study). Note, there is no additional written test at this juncture. An extension of one year may be granted by the Dean of Graduate Studies in exceptional circumstances upon submission of a petition that is endorsed by the department.

C. Clinical Training Requirements

In addition to the didactic requirements completed through coursework, students receive practical clinical training in assessment, consultation, and interventions through a variety of internal and external clinical practicum experiences. Students are enrolled in a clinical practicum from their 2nd through 4th years in residence at SMU. Students in their 5th year of graduate study are encouraged, but not required, to complete a clinical practicum during that year.

All students who are enrolled in a clinical practicum must also be enrolled in the Practicum Seminar (6091-6098). The purpose of this course is to provide group and peer supervision, ongoing training in a variety of intervention, assessment, supervision, and consultation techniques, to expose students to different areas of clinical practice outside of their own experience, and to permit the DCT to conduct an ongoing evaluation of student clinical skills, which are assessed through case presentations.

The primary purposes of the clinical practicum experiences are:

- To offer students the training, supervision, and experience in the use of evidence-based methods of intervention, consultation, and assessment that is necessary for them to become independently practicing clinicians.
- To expose students to a variety of clinical settings where intervention, assessment, and/or consultation services are offered.
- To expose students to diverse client populations and to a variety of clinical problems/diagnoses.

- To hone technical and interpersonal skills necessary to become a skilled clinician.
- To obtain biannual external evaluations of students clinical skills and readiness for more advanced training.
- To provide students with clinical training experiences which are sequential, cumulative, and graded in complexity.

Students are expected to dedicate approximately 16 hours/week to their clinical practicum experiences during years in which they are assigned a practicum. Hours are recorded on MyPsychTrack (www.mypsychtrack.com), an on-line tracking program in preparation for internship applications (see discussion of the pre-doctoral internship below); all students who are engaged in clinical practicum are provided with an account.

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

- Appropriately credentialed professionals (i.e., licensed clinical psychologists) are available to train and supervise students.
- Students receive at least 1 hour of face-to-face supervision per week.
- Evidence-based methods of intervention, consultation, and assessment are the primary clinical tools used at the site.

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

Clinical Practicum Experiences during the 2nd Year

Students have their first face-to-face clinical experiences in the 2nd year, so the initial in-house practicum experience is designed to provide close supervision, extensive training in specific intervention/assessment/consultation techniques, and exposure to a diverse clientele with a variety of problems. Second year students conduct psychological assessments and psychotherapy in the SMU Psychology Clinic under the supervision of faculty and external supervisors. Each student must complete at least 12 full assessment batteries with integrated report and feedback over the course of their graduate career, with at least 9 completed in the 2nd year. Students are also expected to carry a caseload of approximately 3 clients at a time during their 2nd year. They must see at least one adult and at least one child/family client during the 2nd year and may choose to see clients through ongoing faculty-led clinical research projects as well. Clinical experiences in research projects may count as 1 of the 3 clients in the ongoing caseload. Finally, 2nd year students are enrolled in Theories and Methods of Psychotherapy/Assessment (6355), during which they receive group supervision as well as training in psychological assessment theory and techniques.

Training during the 3rd Year and Beyond

After the 2nd year, students enroll further practicum experiences that are specific to their interests (at least one experience must be external, typically in the 3rd year). Students must obtain at least one depth experience, in which they receive training in an area in which they wish to gain specific expertise, and one breadth experience, in which they receive training in an area outside of their specific interests. In the spring of each year, students in the 2nd year upward meet with the DCT to discuss training interests and preferences for practicum and review their interests and plans with their faculty advisors. They then apply to relevant practicum sites based on their training needs and preferences as well as site availability. Sites choose students to interview and make offers for the next practicum year based on fit and availability.

The SMU Psychology Clinic

The SMU Psychology Clinic was founded in 2014 to serve as an internal training clinic for graduate students and to provide high quality, low cost psychological services to the surrounding community. Students are expected to complete psychological assessments through the Psychology Clinic throughout their time at SMU (12 total and at least 9 in the 2nd year). Students provide psychotherapy services through the Clinic under the supervision of SMU faculty or external supervisors during their 2nd year and may see clients through the clinic in later years by approval of their academic advisor and the DCT.

Other Practicum Sites

	Adult	Child/ Family	Neuropsychology & Assessment	Behavioral Medicine
Dallas County Adult Probation	✓		✓	
Dallas Metrocare Services	✓			
North Texas Veterans Affairs Hospital	✓	✓	✓	✓
Parkland Hospital, Consult Liaison Psychiatry	✓		✓	✓
Univ of Texas at Dallas, Student Counseling Center	✓			
UT Southwestern Mood Disorders Clinic	✓			
Children's Medical Center		✓	✓	✓
Cook Children's Health Care, Behavioral Health		✓	✓	✓
St. Phillips' School and Community Center		✓		
Presbyterian Hospital Neuropsychology	✓		✓	
Univ. of Texas at Dallas, Center for Brain Health	✓		✓	
Baylor Rehabilitation Clinic/Tom Landry Center	✓		✓	✓
Baylor Medical Center, Behavioral Medicine Unit	✓			✓
El Centro College Student Counseling Center	✓			
UT Southwestern Simmons Cancer Center	✓			✓
Momentous Institute		✓		

Evaluation of Clinical Skills and Progress

Students' skills in intervention, assessment, and consultation are evaluated in several ways.

- All practicum supervisors are asked to complete a rating form of student performance at the end of each semester (see Graduate Student Rating Form). These ratings provide ongoing external evaluations from multiple supervisors about the student's clinical skills, ethics, and professionalism.
- Students are active in the Assessment Clinic throughout their graduate careers (completion of 12 assessments before leaving for internship). Assessment activities (i.e., intake, choosing and administering assessment tools, scoring, producing an integrated report with individualized recommendations, and providing feedback) are evaluated throughout the student's graduate career.
- Students are expected to complete regular case presentations and participate in group supervision during the Integrated Practicum Seminar; these activities affect their grade.
- At the end of the 3rd year, students must complete a Clinical Oral Exam. Students present a de-identified case from one of their practicum experiences, including discussion of background information, differential diagnosis, treatment formulation and interventions, outcome, professional and ethical issues, and individual diversity issues. The Oral Exam is conducted by 2-3 faculty members (the DCT, the student's faculty advisor, and one other faculty member) and students must also respond to questions from the committee about the above issues. In order to pass the Oral Exam, the student must demonstrate diagnostic, assessment, and case formulation skills and be able to discuss ethical, professional, and diversity issues at the level expected of a student preparing to apply for the pre-doctoral internship (see **Appendix D** for more information and **Appendix M** for the evaluation form).

The Pre-Doctoral Clinical Internship

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

1. *Eligibility to Apply for Internship.* Prior to applying for internship, students must receive approval from the DCT and their faculty advisor. To be eligible to apply students must have advanced to candidacy, met all relevant research benchmarks and clinical training requirements, and have proposed their dissertation by September 30th of the year they intend to apply. Students who wish to apply for internship should discuss their plans with the DCT and their faculty advisor during the spring semester before they plan to apply. The Internship Guidance Committee (including the DCT and additional faculty members) will meet with all students planning to apply for internship on a regular basis, beginning in July. The Guidance Committee will work with students to help them decide where they

will apply, review and revise essays and CVs, conduct practice interviews, and help them to make ranking decisions.
2. *Approved Internships.* Students may only apply to APA accredited internships.
3. *Enrollment.* While on internship, students enroll in a 0 credit course (PSYC 8091 and 8092). This maintains their full-time student status but does not require tuition.
4. *Evaluation*. Internship Directors of Clinical Training provide bi-annual evaluations of students to the program DCT. These evaluations inform the decision of whether a student has "passed" the internship and may graduate upon successful completion of the dissertation defense. Students must complete the internship in order to receive the Ph.D. in clinical psychology.

D. Student Files

All student files are kept electronically on the Psychology Department Box site. Files are maintained by the administrative assistances and are available to faculty and students for review. Copies of all completed benchmarks, reviews completed by faculty advisors and clinical supervisors and student self-reviews, student contracts, and other similar material are maintained in the electronic files.

E. The Faculty Advisor

Each student works with a faculty advisor who is responsible for supervising the student's research benchmarks, providing training and experiences in their area of research, involving the student in their own research, and facilitating the student's development of research skills. The clinical Ph.D. program at SMU uses a mentorship model of advising; each student is admitted to the program under the supervision of a specific faculty member. The advisor is one of the most important resources for graduate students. Advisors serve as role models, mentors, teachers, and advocates. Thus, a relationship that is characterized by mutual respect, trust, and responsibility is essential for successful advisor-student collaborations.

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

Changing Advisors

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

Occasionally, however, students will wish to change advisors, either because their research interests have changed to a different area and/or the student and faculty member do not work well together. Students who wish to change advisors should begin a conversation with their current advisor to determine if the concerns can be successfully addressed within the current mentorship relationship or by adding a co-mentor (e.g., a faculty member who can provide expertise in an area of research outside of the primary mentor's area). If this is not successful, the student should meet with the DCT to determine potential mentorship alternatives and submit the Advisor Change Request form. The DCT will work with the student to help him/her find the best mentorship relationship possible.

F. Timeline

The typical progression through the program consists of 5 years in residence followed by the pre-doctoral clinical internship. Students are expected to complete their Ph.D. within 6 years of beginning the program, although in rare instances some students may be permitted a 6th year in residence and completion of the internship in the 7th year. A student may petition for a longer period of study under extreme circumstances (e.g., serious illness or injury, family emergency, etc.) or to meet specific training goals. Students are permitted up to 2 semesters of maternity leave which does not count toward the total years of study.

Students are expected to complete their master's thesis by the end of the 2nd year (July 31st), their review paper by the end of the third year (July 31st), and to propose their dissertation by September 30th of the year they plan to apply for internship. Most classes are completed in the first 3 years of the program, although many students take elective courses in their 4th or 5th year and some classes are only offered every other year.

Students with Previous Graduate Study

Some students begin the doctoral program at SMU after having completed a master's degree or obtaining graduate credits at another institution and wish to transfer those credits. In order for credits to be transferred to the program at SMU, the DCT must review the syllabus and assignments for the class the student wishes to transfer. If the material appears to be consistent with material covered in SMU graduate classes and is of sufficient rigor, the transfer may be awarded. Students are encouraged to be cautious in requesting too many transfers of credit, however, as the classroom experience provides important discussion and collaborative experiences above and beyond the simply transmission of knowledge. No more than 3 classes from other programs will be eligible for transfer. A thesis completed at another institution will not be transferred to SMU. All students in the Ph.D. program must complete all of the research benchmarks as part of their training at SMU.

III. Student Support

Doctoral students in clinical psychology at SMU are guaranteed funding for five years of graduate study through Dedman College, pending satisfactory performance (see **Appendix E** for the Funding Contract). Funding includes a stipend of $18,500 per year, plus tuition and fees and SMU benefits. Dedman College funding carries with it a responsibility to serve as a Teaching Assistant (TA). During the first 4 years, students can serve as either a Lab TA or a Class TA. Lab TAs typically work under the supervision of their Faculty advisor and are responsible for coordinating and supervising the activities of undergraduate research assistants (RAs) within the lab. Lab TAs create a syllabus for the RAs each semester, lead weekly discussion groups about research which include assigned readings, and are responsible for reviewing and grading RA end-of-semester papers. Class TAs work under the supervision of a faculty member who is teaching an undergraduate course. They are responsible for assisting the instructor with course activities, such as grading papers and exams, and must give at least 1-2 guest lectures each semester. Graduate students are encouraged to obtain experience as both a Lab and a Class TA in order to obtain a breadth of teaching experience. Students in their 5th year who receive Dedman College funding teach 1 undergraduate class per semester as the primary instructor and under the supervision of program faculty.

Other Funding Opportunities

Although internal funding is available for five years of study, all students are expected to apply for external funding, either as a primary investigator or through assisting their faculty advisor in completing a funding application. The process of applying for external funding is an important research experience and may lead to funding for data collection and/or student support and tuition/fee remission for one or more years. Students are encouraged to speak with their faculty advisor and with staff in the Office of Graduate Studies about options for external funding.

Students may also receive funding through paid teaching positions (i.e., acting as the instructor of record for an undergraduate course) and paid clinical positions. Students interested in a teaching position for the following year should apply to the DCT (see **Appendix F** for information on applying and the graduate student instructor contract). Paid clinical positions are occasionally available at certain practicum sites. When such a position becomes available, the DCT will inform eligible students about the application process.

Travel Funds

Travel funds of up to $700.00 per year (one trip) are available to graduate students through the Psychology Department. To be eligible for these funds, students must be: (1) attending a national conference, (2) the first author of a poster or paper to be presented at the conference, (3) presenting research that was conducted while the student was a graduate student at SMU, (4) in good standing in the program, (5) in either their second, third, fourth or fifth year of the program, and, (6) be actively working in a faculty member's lab at SMU.

Funds can only be used for the following expenses: conference registration, hotel reimbursement, per diem meal expenses, and reimbursement for ground transportation and

airfare. The same restrictions Dedman College places on faculty regarding lodging and airline tickets apply to graduate students as well.

The Psychology Department will provide travel assistance for one trip/year.

Students who receive department financial support for travel must present their research at the SMU Research Day during the same academic year that they travel. If a student receives department travel funds in the summer or fall, they will present their research at the SMU Research Day in the spring semester of that same academic year (after their trip). If a student receives department travel funds for a conference in the spring semester, they will present their research at the SMU Research Day that same semester.

Students must apply for travel funds prior to taking the trip. No funds will be awarded for trips already taken.

Funds for Workshops and Other External Training Experiences

Students may apply for funds to attend external workshops and other training experiences (e.g., statistics seminars, clinical workshops, etc.). Applications must be submitted at least 2 weeks prior to the date of the workshop or training to the Director of Graduate Studies. Funds will be awarded based on prior receipt of funds, student standing in the program, benefit of the workshop or training to the student, and availability of funds. Applications will not be accepted to reimburse students for past attendance at workshops or trainings or for those that clearly overlap with training provided at SMU. See **Appendix M** for the application form.

IV. Evaluation of Student Progress & Processes for Probation & Remediation

Students undergo an annual review of progress through the program in July of each year (1st year students also undergo a mid-year review between semesters of the 1st year). The student and research mentor are asked to complete the Graduate Student Review Form at the end of the spring semester (see **Appendix M**) and clinical supervisors are asked to complete the form at the end of the fall and spring semesters. In addition, the student must submit an updated CV, the yearly Activity Report (see **Appendix M**), and copies of any publications or presentations completed in the past academic year by the end of the spring semester (and of the fall semester for 1st year students).

The assistant to the Director of Graduate Studies compiles the ratings and student materials for the review meeting, which is scheduled after June 1st, and attended by all relevant faculty (i.e., the Director of Graduate Studies, the student's mentor, and any faculty who have taught or supervised the student in the past year). The faculty discuss the student's progress through the program, their development of specific competencies, and areas that need improvement. Following the review meeting, the student's mentor meets with the student to review the results and to discuss and plans for the upcoming year.

Probation and Remediation

On some occasions a formal remediation plan and probationary status may be required. The need for a remediation plan is decided on a case-by-case basis, but generally reflects failure to make significant progress on areas identified on previous action plans and/or significant difficulties in one of the areas of competence covered in the Graduate Student Review Form. Success in a remediation plan is evaluated in the subsequent annual review or earlier, if appropriate; if the student has met all goals then the remediation is complete and the student is taken off of probation. If the student does not meet the goals, this is grounds for extended probation and remediation or, in rare cases, dismissal from the program.

V. Problem Resolution and Grievance Procedures

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

A. The first step in addressing these conflicts is for the student to consult with their faculty advisor.

B. If speaking to the advisor is inappropriate for a particular problem, the conflict is not resolved to satisfaction, or if additional input is needed, the conflict may be brought to the attention of the Director of Clinical Training, who will respond within 48 hours. The DCT may request written documentation from the student of the complaint or grievance. The Director of Clinical Training may also seek consultation with the Department Chair.

C. A typical and recommended option at this point is an informal resolution, which occurs when an individual does not wish to file a formal complaint but nonetheless wishes assistance in resolving the issue in a constructive manner. Action taken by the Director of Clinical Training within this procedure does not constitute a finding in violation of relevant policy. An informal resolution can include any of the following options:
    i. With the advice and assistance of the Director of Clinical Training, the graduate student may meet with the involved party to discuss the situation.
    ii. The Director of Clinical Training may discuss the problem with the other party. The student may request that, if practical, such a conversation be held without revealing his or her identity directly to the other party.
    iii. The Director of Clinical Training may consult with appropriate peers in governance or supervisors (e.g., Department Chair) to explore options for informal resolution.

D. If an effective informal solution is not achieved in consultation with the Director of Clinical Training, then the student has the option of consulting directly with the Department Chair, who will respond within 48 hours of receiving the request for consultation.

E. If still dissatisfied, students have an additional option of seeking assistance from the Graduate School Ombudsperson (Reva Pollack, 214-768-4202, reva@smu.edu). However, it is expected that all such conflicts are to be addressed first within the program, then within the department, before seeking a resolution outside the department.

F. If the complaint or grievance cannot be resolved informally, a written grievance may be composed and given directly to the Director of Clinical Training or the Department Chair. All complaints and grievances will be treated confidentially and documentation will be kept in a locked cabinet, separate from student or personnel files in the Department Chair's office. The DCT and/or Department Chair will continue to work with the student and any other relevant parties to come to a resolution of the issue and will refer to the Ombudsperson if resolution cannot be obtained within the department.

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

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

Statement of Nondiscrimination

Southern Methodist University (SMU) will not discriminate in any employment practice, education program, education activity, or admissions on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity and expression. The Executive Director for Access and Equity/Title IX Coordinator is designated to handle inquiries regarding the nondiscrimination policies, including the prohibition of sex discrimination under Title IX. The Executive Director/Title IX Coordinator may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu. Inquiries regarding the application of Title IX may also be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education.

VI. University Life and Student Services

The University provides students with a number of services, detailed in the Graduate Catalogue, (www.smu.edu/catalogs/). Services include: options for on-campus housing; access to athletic and recreational facilities; and health services at the SMU Memorial Health Center, which include: SMU Counseling and Psychiatric Services, child care, and academic support for students with disabilities through Disability Accommodations and Success Strategies (DASS).

Appendix A: Thesis Guidelines and Expectations

Thesis Proposal

The proposal is typically submitted in the form of an APA style manuscript, including the following sections: Introduction, Methods, and Proposed Analyses. Alternatively, the proposal may be submitted in the form of a NIH style grant application, including the following sections: Specific Aims and Hypotheses, Background and Significance, and Research Design.

The proposal should adequately convey to the reader knowledge of the pertinent literature and how the proposed study will build upon this literature (the same way a well-written introduction of a full-length article published in an APA journal, such as the *Journal of Consulting and Clinical Psychology* would do, or alternatively, as the Specific Aims and Hypotheses and Background and Significance sections of a well-written grant application would do). It should also convey the scientific methods to be used to conduct the study (i.e., participants, procedures, measures, and planned statistical analyses). Proposals should also incorporate a discussion of research ethics and individual diversity as they pertain to the proposed study.

Proposal Meeting

Students should submit their written proposal to committee members *no less than* one week in advance of the scheduled proposal meeting. Proposal meetings should be scheduled for 2 hours in a seminar room in Expressway Tower or on the main campus. Many meetings will not last this long, but it is good practice to allot the full time. The departmental administrative assistants will assist you in scheduling a room. Students are *not* expected to provide refreshments for their committee. The departmental administrative assistants will also send an announcement inviting all psychology faculty and graduate students to attend the proposal meeting; these meetings are intended to be open occasions for the discussion of student research.

Proposal meetings have several purposes: 1) to allow the student an opportunity to practice presenting his/her research in front of an audience; 2) to evaluate the student's knowledge of the field, (substantive knowledge and knowledge of basic research methods), in which he/she is planning to conduct research; and 3) to help the student develop a high-quality research study. Proposal meetings typically adhere to the following format:

1) The committee members meet briefly to discuss the proposal in private (the room is cleared or the committee members excuse themselves to discuss the proposal elsewhere).
2) The student provides an oral presentation of their proposal, typically 20-30 minutes long.
3) The Committee Chair (the student's faculty advisor) invites questions from the other committee members. It is presumed that the advisor has worked closely enough with the student on the proposed study that he/she has already had an opportunity to ask questions.
4) Questions are taken from others in attendance.

5) The committee meets in private for a second time to discuss the presentation and come to conclusions about whether the student has passed the proposal, needs to make revisions before beginning the research, or, if the work is insufficient to meet the benchmark.
6) The committee meets in private with the student to offer feedback and inform him/her of their decision.

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

Thesis Defense

The completed thesis should be written in a manuscript format (i.e., in the form of a full-length manuscript that could be submitted to an APA journal such as the *Journal of Consulting and Clinical Psychology*). Such manuscripts are typically 30-35 pages in length. The student may wish to include appendices with details that are not appropriate for a journal article, but the manuscript itself should be in a form ready for submission.

Thesis Defense Meeting

In general, the guidelines for the defense meeting are the same as those for the proposal meeting, although the oral presentation may be longer (30-40 minutes). The written document should be distributed to committee members *no less than* one week before the scheduled meeting. If committee members believe that there are significant problems with the written document, the oral defense should be postponed until the written document has been approved. Upon completion of the oral defense, the committee will decide whether the thesis passes the benchmark in its present form, requires revision, or does not pass.

Students must revise the thesis in accord with the suggestions made by the committee at the defense meeting and each committee member must sign off on the final thesis before the student files the thesis with the graduate office. Instructions and forms for filing a completed thesis with the Office of Graduate Studies can be found at www.smu.edu/graduate. Please note, **the manuscript does NOT have to be reformatted for submission to the Office of Graduate Studies; APA format is acceptable.**

Frequently Asked Questions

How do I decide who to select as committee members? The committee should be selected in consultation with your faculty advisor. The goal is to form a committee that will help you to develop a high-quality study. Thus, committee members should be able to contribute to your project in a meaningful way (substantively and/or methodologically). You must have at least 3 scholars on your committee: Your faculty advisor (the Chair of the committee), one other tenured/tenure-track faculty member of the Psychology Department, and a third scholar who may or may not be a member of the Psychology Department.

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

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

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

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

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

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

Should I publish my thesis? Ideally, yes, although not all studies are publishable as originally proposed or written. You should work with your faculty advisor to make a decision about whether and where to submit your thesis and in what form. If you and your advisor cannot agree, the DCT will arbitrate the disagreement. If the DCT is your faculty advisor, the Chair will act as arbitrator.

Appendix B: Review Paper Guidelines and Expectations

Purpose

The purpose of the review paper benchmark is to provide students an opportunity to engage in a thoughtful synthesis and evaluation of the theoretical and empirical literature on a topic related to their program of research. This benchmark also serves as an evaluation of a student's writing and conceptualization abilities and their understanding and knowledge of their research area. *Combined with completion of the thesis and publication of research, the review paper constitutes the qualifying examination for advancement to candidacy.*

Content

A high-quality review paper provides a summary, synthesis, and analysis of the current empirical and theoretical literature on the topic of interest. The review may also include a meta-analysis of specific hypotheses. The student is expected to provide a thorough review of existing knowledge about the topic, discuss the body of work as a whole, and identify strengths and weaknesses within the literature and generate ideas for future work. Students are encouraged to keep the scope of their review to a relatively specific topic that can be adequately discussed within the page limitations and to choose a topic that will inform their program of research and dissertation. The manuscript should be written with the ultimate goal of publication in a peer-reviewed outlet (e.g., Clinical Child & Family Review, Clinical Psychology Review, Health Psychology Review, Personality and Social Psychology Review, Psychological Review, or Psychological Bulletin). The paper should be written in APA-style, 30-35 pages, inclusive of references, title page, figures, and tables.

The student should begin immersing him/herself in the literature related to their area of interest and discussing that literature with his/her advisor, members of the research lab, and others in the field from their 1st year in the program. Training in skills for reviewing and critiquing empirical and theoretical research and scientific writing are incorporated into courses, research training within labs, and department presentations.

Committee

The review paper committee must consist of the student's faculty advisor and 1 to 2 additional members. At least one member of the committee must be an associate or full professor. If a student has co-advisors, at least one member of the committee must be external to the home lab. The student is expected to work with his/her advisor(s) and committee members to review and discuss the relevant literature, plan the manuscript, and develop a detailed outline. *The advisor and other committee members should not be involved in reading, writing, or editing the manuscript prior to submission to the committee*, however, as this benchmark is an evaluation of the student's independent writing and conceptualization skills.

Process and Evaluation

1. The student must complete his/her master's thesis before progressing to the review paper.
2. The student and his/her advisor decide on a topic for the review and the review committee is formed.
3. The student works with the committee to plan the manuscript and produces a detailed outline for the review paper (5-6 pages maximum). Once the outline is approved by all committee members, the student may begin writing and has 30 days to complete the initial draft of the manuscript.
4. The initial manuscript is submitted to the committee by December 1st of the student's 4th year in the program, at the latest. Students may begin the review process earlier, if desired.
5. The committee has 30 days to review the manuscript. At the end of that period, each member will produce an independent written review, in the style of a review for peer-reviewed journal, an evaluation of the work using the Evaluation Rubric for the Review Paper, and a recommendation that the manuscript be *Accepted* as written or *Revised and Resubmitted*. These materials will be submitted to the student's faculty advisor, who will draft an action letter summarizing the reviews and communicating the committee's decision. The advisor will share the action letter, each individual review, and the completed Evaluation Rubrics with the student. If the committee agrees to *Accept* the manuscript, the student has passed the benchmark, is advanced to candidacy, and may begin work on his/her dissertation.
6. If the committee recommends that the student *Revise and Resubmit* the manuscript (the most common decision), the student has 30 days to produce a revised manuscript incorporating the recommendations of the committee. He/she will submit the revision, along with a detailed letter summarizing the changes that were made, to the committee.
7. The committee will have an additional 30 days to review the revised manuscript and will again provide a written review, the Evaluation Rubric, and a recommendation to either *Accept* or *Reject* the manuscript as written. The advisor will provide an action letter with the decision and copies of all reviews and forms to the student. If the paper is *Accepted,* the student has passed the benchmark, is advanced to candidacy, and may begin work on his/her dissertation. The decision to *Reject* the manuscript means that the student has failed the benchmark and may be subject to remediation or dismissal from the program. If there is a conflict between committee members regarding the final disposition, the manuscript will be referred to the Director of Graduate Studies. If the Director of Graduate Studies is a member of the review committee, the manuscript will be referred to the Department Chair.
8. It is hoped that students and advisors will continue to revise the manuscript and submit it for publication after the benchmark as been passed.

Appendix C: Dissertation Guidelines and Expectations

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

1) The expectations for the level of sophistication and nuance in student understanding and discussion of the research and theory in the field and of research methodology and data analytic techniques are considerably higher for the dissertation compared to the thesis.
2) The committee should consist of at least four scholars: the student's faculty advisor, who serves as the chair, at least two tenure/tenure-track members of the SMU Psychology Department, and one external member from another department at SMU, or, with approval of the Department Chair and the Dean of Graduate Studies, a non-psychology faculty member at another university.
3) Once the student has completed an approved dissertation, he/she must file the dissertation with the Office of Graduate Studies (see http://www.smu.edu/graduate/CurrentStudents/GraduatingStudents/FormsforGraduation for forms), and may then proceed to complete the Application for Candidacy to Graduate. However, students may *only* apply for a graduation date that occurs *after* completion of the pre-doctoral internship. (See http://www.smu.edu/graduate/CurrentStudents/GraduatingStudents for graduation deadlines.) **Please note, as with the thesis, the dissertation does NOT need to be reformatted for submission to the Office of Graduate Studies; APA style is acceptable.**

Appendix D: Clinical Oral Guidelines and Expectations

Committee

The Clinical Oral Examination is conducted by a committee of at least 2-3 faculty members, consisting of the DCT, the student's faculty advisor, and any other relevant faculty member(s). After hearing the student's case presentation and completing the oral examination, the committee meets privately to determine whether the student has successfully completed (passed) the examination.

Case Presentation

The Clinical Oral case presentation should focus on a de-identified intervention or assessment case that the student knows well and can discuss in detail. *The student should choose a relatively recent case that allows them to demonstrate their clinical competencies.* The presentation itself typically lasts 20-30 minutes and should include (in the order listed) the following:

1) Client background information: age, sex, race/ethnicity, marital status, national origin, and important demographic features
2) Description of the presenting problem and symptoms
3) Differential diagnosis process: How was a diagnosis reached? What alternatives were considered? What psychometric tools were used to support the diagnosis?
4) Case conceptualization and treatment/assessment planning: How were the presenting problems and symptoms understood within a specific theoretical framework? How did this conceptualization inform the plan for intervention/assessment?
5) Course of treatment: What interventions were implemented and how did the client respond? What was the course of change in the presenting problems and symptoms? How was this change measured? Were there changes in the case conceptualization and treatment plan? If so, why and how were they handled?
6) Coping with crisis situations: Were there any crises during the course of treatment? If so, how were they handled and what was the outcome?
7) Individual and cultural diversity: How was treatment informed by the individual characteristics of the clinician and/or client?
8) Professional and ethical concerns: Were there any ethical dilemmas or issues related to professionalism in approaching this case? If so, how were they handled? For example, how was supervision utilized? Were there any areas in which the student felt they did not have competence? What did they do to gain competence?

Examination

During and after the case presentation, the committee will ask the student to expand upon his/her presentation and respond to hypothetical questions to evaluate the student's understanding of a variety of clinical issues. This process is conducted in the tradition of the Oral Examination held by the Texas State Board of Examiners of Psychologists (www.tsbep.state.tx.us) that is required for licensure in Texas.

Appendix E: Graduate Student Funding Contract

Graduate students enrolled in the Ph.D. program in Clinical Psychology at SMU receive funding (stipends) from a variety of sources, including teaching assistantships, research assistantships, and paid clinical work. Your stipend for 2016-17 will be $18,500, and will include a tuition and fees waiver, and SMU benefits (library privileges, on-line databases, e-mail account, and wellness programs).

Acceptance of Graduate Funding carries the following requirements:

- This appointment represents a commitment on your part to perform assigned duties in teaching, research, and/or clinical work. Depending on your specific duties, you will be supervised by your Faculty Advisor, the Directors of Graduate Studies, other relevant supervisors (e.g. the instructor of record if you are a teaching assistant), or some combination thereof.
- This is a year-long appointment. You will receive 26 payments throughout the year (every two weeks). Vacation time (2 weeks) must be scheduled in collaboration with your Faculty Advisor and any other relevant supervisors.
- You are expected to work approximately 20 hours per week on activities related to graduate funding.
- During the term of this appointment, you may not seek or accept other part-time or full-time employment at SMU or outside of the university without permission of the Director of Graduate Studies, Chair of the Department of Psychology, and the Dean of Dedman College.
- Funding will be renewed for the next academic year (for up to 5 years of graduate funding) pending satisfactory completion of the current year's assistantship and satisfactory performance in the Ph.D. program.
- Satisfactory performance involves meeting several important expectations:
    - Attending regular meetings as scheduled by supervisors.
    - Satisfactorily completing duties/responsibilities assigned by your supervisors.
    - Satisfactory performance in other program requirements (e.g., coursework, research benchmarks, clinical training).
- Funding can be discontinued, at any time, if there is not satisfactory performance.

Department of Psychology Graduate Funding Acceptance Form
2016-2017

_____ I accept your offer of tuition, fees, and stipend

_____ I decline the offer.

_____ **_____**
Printed Name **Signature**

_____
Date

Return to:
Robert (Buck) Hampson, Ph.D.
Psychology Department, Box 750442 **Phone: 214-768-2734**
Southern Methodist University **Fax: 214-768-0821**
Dallas, Texas 75275-0442

Appendix F: Graduate Student Instructor Application and Contract

Selection Process for
Student Teaching

Students interested in teaching undergraduate Psychology courses (Intro, Abnormal, Social, Developmental, Family) at the 1000 through 3000 level must go through a formal application process, as outlined below. The application should be received by the Directors of Graduate and Undergraduate Training by February 15 of the calendar year in which teaching begins. Students who will teach in their 5th year as part of their receipt of Dedman College funds **must** complete this application, as well as those applying to teach in their 6th year.

1. Written application: In essay format, an application including which course you would want to teach, the methods of delivery (lecture, discussion, audio-visual, power point), grading methods, and a statement of how teaching fits into your intended career path.

2. Sample lecture: A brief (15-20 minute) lecture on a topic of interest within the scope of the course you intend to teach. This includes prepared notes and any A/V materials.

Students will be informed of their selection within one week.

Department of Psychology, SMU

Graduate Instructor's Agreement Form

In order to maximize teaching effectiveness, it is important that graduate students who have not previously taught undergraduates work closely with seasoned faculty members. This will help to ensure maximum benefit to both undergraduates and graduate instructors.

Toward that end, graduate instructors need to agree to the following conditions:

- I agree to show and discuss my syllabus with my faculty supervisor at least two weeks before the first class day.
- I will make every effort to follow the psychology department's guidelines in teaching this class, especially regarding grading policies.
- I agree to invite my faculty supervisor to observe my class during the first week of school and a class toward the end of the semester.
- I will send a draft of each test to my faculty supervisor prior to giving it to students.
- I will discuss with my faculty supervisor, at least once a month during the semester, how the class is progressing.
- I will meet with my faculty supervisor after the course ends to discuss my evaluations.
- I will sign this form, obtain my supervisor's signature, and turn it in to the Director of Undergraduate Studies before August 1 .

Your signature below indicates your agreement to these conditions.

_____ _____

Graduate Instructor Date

_____ _____

Faculty Supervisor Date

Appendix G: Expectations for Professional Behavior

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

- Students are required to act in accordance with the American Psychological Association's Ethical Principles and Standards. Violation of these principles and standards may constitute grounds for dismissal from the program irrespective of any other consideration.

- Violation of any of the Expectations for Professional Behavior may constitute grounds for dismissal from the program irrespective of any other consideration.

- Students may not engage in any professional activities on or off campus without the prior approval of their Faculty Advisor and the DCT. Under no conditions are students permitted to treat clients privately without supervision. Failure to obtain proper approval will jeopardize the student's standing in the program.

- The professional use of university property or facilities is limited to those functions that are a part of the student's training and that are approved by the faculty.

- Students may not obligate the university financially without prior written permission from the DCT, the Chair of the Department of Psychology and, if necessary, the Dean of Dedman College.

- Students are expected to fully meet all assistantship obligations. This includes adequate performance of all assigned duties for the duration of the position. Except by mutual agreement between the student and faculty supervisor (or unless the DCT needs to intervene), students may not withdraw from an assistantship position before the end of the assistantship.

- Students may not submit a paper in fulfillment of a class or research requirement if that paper, or one similar to it, was submitted in fulfillment of any other course or program requirement unless the teachers/supervisors involved give prior approval.

Appendix H: Plagiarism Policy

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

A plagiarized document or presentation can take the form of:

- A free article downloaded from the internet or other electronic source
- A ready-made or customized paper purchases from a commercial source
- A paper acquired from a third party, such as another student
- A verbatim reproduction of material from a source one has read (unless the material is appropriately quoted and cited)
- A partial reproduction by "cutting and pasting" from sources one has consulted or "weak paraphrasing" by rearranging or replacing a few words and details from the source material
- Facilitating plagiarism by others is also a form of academic dishonesty

Where is the harm in plagiarism?

- The harm is to the original authors whose work you reproduce without fair citation or quotation. This can be a violation of copyright, which is a legal offense.
- The harm is in gaining an unfair advantage over other students/colleagues who do their own work
- Thirdly, the harm is also to the plagiarist because he/she does not acquire the appropriate thinking and writing skills

Plagiarism violates the ethical guidelines of the American Psychological Association and the American Psychological Society (as well as numerous other scientific/professional bodies)

Thus, plagiarism is a form of scientific misconduct that has potential academic, career, and legal consequences.

How to prevent plagiarism:

- You must give credit (i.e. cite and reference the source) to those from whom you borrow ideas or other information, unless that information is common knowledge, or unless it is evident that you came up with the same ideas/information by sheer coincidence – a really rare event.
- Material reproduced verbatim must be in quotation marks. However, there are limits to how much quoted material is permissible. In other words, the solution is not to simply quote lengthy passages from source material – that is not independent work. Citation also does not permit you to reproduce or weakly paraphrase material.
- If you become aware of academic dishonest on the part of others, this needs to be reported to the appropriate authority (e.g. to the instructor, DCT, or chair if you know a fellow student is engaging in plagiarism; to the editor of a journal and/or to the APA Ethics Board if you know a colleague has submitted plagiarized work).

Appendix I: Leave of Absence and Discontinuation from the Program

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

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

Policy on Impaired Student Functioning

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

1. The individual who believes that the student's competence is impaired will meet with the student's Faculty Advisor to discuss the matter and alert the DCT and Department Chair about his/her concern. If the Faculty Advisor is the individual who has concern about the student's competence, he/she will go directly to the DCT and Chair. If the DCT is the student's Faculty Advisor, the Chair will handle the matter.

2. The DCT will call a meeting with the student, his/her Faculty Advisor, and, if relevant, the person who alerted the Advisor and DCT of the potential problem, to discuss the matter. The Chair may also attend the meeting. The identified problems and proposed remedial action, or any other action deemed appropriate, will be presented to the student in writing by the Chair and DCT. If it is determined that a referral for psychological assessment is warranted, the referral will be made to a qualified psychologist or psychiatrist who has no personal or professional connection with the program. The student is responsible for any costs incurred by an assessment.

3. Depending on the results of the psychological assessment, the student may be asked to: a) take a leave of absence from the program, the length of which will be determined by the Chair and DCT (e.g., one semester or one year), in order to attempt to improve/resolve the problem; b) resign from the program; or c) be permitted to remain in the program under condition of specified remedial action. The Chair and DCT may also recommend to the student that he/she secure medical or psychiatric treatment for the problem. If the student takes a leave of absence or remains in the program, a plan for evaluating the student's progress and level of competence within a specified time will documented in writing.

4. At the end of the agreed upon leave or evaluation period, the Chair and DCT will meet again with the student to decide if the student has successfully addressed the problem and is competent to remain within the program. To determine the student's fitness to remain in the program, the Chair and DCT may require the student to authorize the release of any and all records relating to the alleged mental and/or physical condition, including the student's personal medical, psychiatric, and/or psychological records.

5. If, at any point during the process, the student fails to comply with any of the requirements of the evaluation, rehabilitation, or remediation, the student may be dismissed from the program without regard to academic standing, status of research, or any other consideration.

6. The student may elect to resign from the program without submitting to a psychological assessment, leave or absence, or specified remediation/rehabilitation plan. In this case, the student will be informed in writing that re-admittance to the program at any time in the future will not be permitted. A copy of the documentation will be placed in the student's file. The student will be designated as having resigned from the program while not in good standing.

Appendix J: Professional Memberships

American Psychological Association

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

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

Other Professional Organizations

Graduate students are encouraged to discuss the advantages of joining other professional organizations with their Faculty Advisors. SMU faculty and students hold memberships in many organizations, including:

American Association for Marital and Family Therapy
American Psychomatic Society
Anxiety Disorders Association of American
Association for Behavioral and Cognitive Therapies
Association for Psychological Science
International Family Aggression Society
International Society for the Advancement of Respiratory Psychophysiology
International Society of Behavioral Medicine
Psychonomic Society
Society for Behavioral Medicine
Society for Psychophysiological Research
Society for Research in Child Development

Appendix K: Current Graduate Course Offerings

Number	Course Title and Description
6091-6098	*Integrated Practicum Seminar.* Students participate in an off-campus practicum but also meet bi-weekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment.
6305	*Quantitative Methods I.* Theoretical bases of quantitative methods used in experimental research designs. Topics will include rules of probability, random variables and their distributions, statistical inference, tests of hypotheses and confidence intervals for population means, and analysis of variance.
6307	*Quantitative Methods II.* Theoretical bases of quantitative methods used in quasi- and non-experimental research designs. Topics will include correlation, regression, multiple regression, partial and multiple correlation, and nonparametric approaches.
6309	*Seminar in Health Psychology*. Current theories and research in health psychology.
6314	*Seminar in Adult Psychopathology*. The presentation and discussion of selected topics involving research in psychopathology.
6317	*Seminar in Physiological Psychology*. Provides comprehensive exposure to a selected area or problem in physiological psychology. Areas receiving such treatment might include limbic system-behavior relationships; biological bases of motivation; biological bases of learning and memory.
6322	*Contemporary Scientific Psychology Issues: Quantitative Methods III.* Seminar on the basic theory and application of multi-level modeling for psychological research.
6323	*Structural Equation Modeling.* Introduces the basic theory of structural equation modeling, which is a system of regression models with observed and unobserved variables. Focuses on SEM behavioral and social science applications.
6324	*Research Methods.* Seminar addressing issues of research design and implementation in clinical psychology. Topics include validity and reliability of clinical assessment, experimental and quasi-experimental designs, causal inference, interpretation of data, and research ethics.
6330	*Seminar in Psychopharmacology.* Introduces psychotropic drugs and their uses, with a focus on the relationship between psychology and psychiatry in practice.
6334	*Seminar in Developmental Psychopathology.* Advanced seminar examining theories and data on normal and abnormal development and psychopathology in childhood and adolescence.
6340	*Psychobiology of Emotion.* This course will provide students an empirically-based foundation in the psychobiology processes involved in human emotion, including anger, fear, anxiety, and depression. These will serve as important

foundations underlying interventions for clinically elevated levels of these emotions.

6351 *Theories and Methods of Psychotherapy.* Discussion of research concerning the efficacy and effectiveness of individual psychotherapy; discussion about and training in the major theoretical methods of individual psychotherapy; ethics of individual psychotherapy.

6353 *Integrative Psychological Assessment.* Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; and theory and practice in psychological assessment techniques to measure personality, intelligence, and behavior. The focus throughout is on the integration of diverse sources of data to better inform psychodiagnostic decision making.

6354 *Assessment Practicum* is the on-campus practicum course for Ph.D. students to learn to administer and interpret cognitive, achievement, personality, and behavioral psychological tests, conduct feedback sessions, and generate appropriate reports.

6355 *Methods of Psychotherapy/Assessment.* Emphasizes fundamental skills of interviewing and diagnostic assessment.

6356 *Theories and Methods of Couple Therapy.* Introduction to theories of marriage, family, and divorce counseling; research on these approaches; and attention to types of interaction between spouses and between family members.

6361 *Assessment Practicum II.* Second term of an on-campus practicum course for Ph.D. students to learn to administer and interpret a variety of psychological tests, conduct feedback sessions, and generate reports based upon these assessments.

6362 *Advanced Special Topics.* An advanced seminar on selected topics in various sub-areas of psychological research.

6363 *Professional Issues in Psychology: Ethics and Diversity.* Introduces two key domains in professional psychology: ethics and diversity. Students learn the ethical code of conduct followed by psychologists and discuss research and theory covering individual differences and diversity in psychology.

6364 *Foundations in Psychology: Social & Cognitive Psychology, History & Systems of Psychology.* Three 4-week mini-seminars that provide a foundational knowledge in social and cognitive psychology and in the history and systems of psychology.

6366 *Supervision and Consultations in Psychology.* An in-depth examination of current methods, procedures, and efficacy of models of clinical supervision and both inter-mural and intra-mural psychological consultation.

6371-6372 *Research in Psychology.* Supervised individual empirical research on selected problems. A research proposal must be submitted to and approved by the instructor before admission.

6398	*Thesis.* Academic credit for design, data collection, analysis, and writing of student master's thesis.
7091-7098	*Practicum in Psychology.* Students will conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.
7171-7272	*Research.* Academic credit for data collection, analysis, and writing of student research project.
7361-7362	*Advanced Special Topics.* Advanced seminars on selected topics in various sub-areas of psychological research
7371-7372	*Research.* Academic credit for data collection, analysis, and writing of student research project.
8049	*Graduate FT Status.* Continuing graduate students who are finished with coursework but completing their thesis/dissertation research.
8091-8092	*Clinical Internship I and II.* Credit for the first/second term that the student has been matched with a formal internship training site. This is a full-time, supervised clinical position.
8096	*Dissertation.* Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.
8105	*Research*
8391-8392	*Directed Studies.* Advanced study on selected topics in various sub-areas of psychological research.
8396-8397	*Dissertation.* Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.

Appendix L: Required Forms for the Office of Graduate Studies

All forms can be downloaded at the Office of Graduate Studies website for current students (https://www.smu.edu/graduate/CurrentStudents/Forms). Please note that the Establishment of Examination Committee form for the master's thesis and dissertation are completed electronically on that website.

Form List

1. Establishment of Examination Committee for thesis (completed on website)
2. Oral Examination Report for Thesis
3. Dean's Approval for Admission to Candidacy
4. Ph.D. Qualifying Examination Report
5. Establishment of Examination Committee for dissertation (complete on website)
6. Ph.D. Examination Report

Submit required forms to Psychology administrative assistant to scan and send to Reva Pollack in the Office of Graduate Studies. Scanned copies will be also be placed in your Locker folder.

SMU | GRADUATE STUDIES

Southern Methodist University
Oral Examination Report for Master's Thesis Candidates

Candidate Name		Student ID	
Department		Degree Program	
Thesis Title			

Committee Members (check appropriate box or boxes)

Name	Signature	Oral Committee	Thesis Committee
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

Pass or Fail on Oral Examination	Pass	☐	Fail	☐

Remarks	

APPROVED BY

Thesis Adviser _____ Date _____

SMU | GRADUATE STUDIES

Southern Methodist University
Recommendation for Admission to Ph.D. Candidacy

Candidate Name		Student ID	
Department		Degree Program	

RECOMMENDED BY

Dissertation Adviser — Date

Director of Graduate Studies/Department Chair — Date

APPROVED BY

Dean of Research and Graduate Studies — Date

SMU | GRADUATE STUDIES

Southern Methodist University
Ph.D. Examination Report

Candidate Name		Student ID	
Department		Degree Program	

PH.D. EXAMINATION COMMITTEE

Name	Signature
Name	Signature
Name	Signature
Name	Signature
Name	Signature
Name	Signature

Pass or Fail on Ph.D. Examination	Pass	☐	Fail	☐
Remarks				

APPROVED BY

Adviser/Departmental Director of Graduate Studies

Date

SMU | GRADUATE STUDIES

Southern Methodist University
Ph.D. Qualifying Examination Report

Candidate Name		Student ID	
Department		Degree Program	

PH.D. QUALIFYING EXAMINATION COMMITTEE

Name	Signature
Name	Signature
Name	Signature
Name	Signature
Name	Signature
Name	Signature

Pass or Fail on Ph.D. Qualifying Examination	Pass	☐	Fail	☐
Remarks				

APPROVED BY

Adviser/Departmental Director of Graduate Studies

Date

Appendix M: Required Forms for the Psychology Department

All forms can also be downloaded from the Psychology Ph.D. Program website (https://www.smu.edu/Dedman/Academics/Departments/Psychology/GraduateStudies).

Form List

1. Declaration of Minor in Quantitative Methods
2. Application for Funding to Attend an External Workshop or Training
3. Annual Activity Report
4. Clinical Orals Form (under revision)
5. Thesis/Dissertation Defense Rating Form (under revision)
6. Student Review Form (under revision)

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

Student Name: _____ Student ID: _____

COURSES REQUIRED/COMPLETED FOR MINOR	TERM/YEAR	GRADE (if completed)
1. Quantitative Methods I (PSYC 6305)		
2. Quantitative Methods II (PSYC 6307)		
3. Research Methods (PSYC 6324)		
4. Integrative Psychological Assessment (PSYC 6353)		
5.		
6.		
7.		
8.		

I declare my intention to complete the 24 credits required to complete the minor in Quantitative Methods.

_____ _____
Student Signature Date

I approve _____ declaration of the minor in Quantitative Methods.

_____ _____
Director of Graduate Studies' Signature Date

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

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

Name

Date

Year in Program

Name of Workshop or Training

Sponsor and Location of Workshop or Training

Date of Workshop or Training

Length of Workshop or Training

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

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

Registration Fees

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

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

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

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

Graduate Student Annual Activity Report

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

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

Summer		**Fall**		**Spring**	
Course	Grade	Course	Grade	Course	Grade

Research Training: Please provide a summary of your activities in each of the following areas.

a) Research Activity

b) Papers submitted to journals and review/acceptance status

c) Papers published

d) Papers/posters submitted to conferences, acceptance status, and date of presentation

e) Grants and Awards

f) Conferences and Workshops Attended

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

Practicum	Type (Internal vs. External)	Therapy Hours	Assessment Hours	Supervision Hours
	□ I □ E			
	□ I □ E			
	□ I □ E			
	□ I □ E			
	□ I □ E			

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

Did you attend SMU Research Day? Yes No

Did you present a poster at Research Day? Yes No

If yes, list the title: _____

Did you participate in Graduate Admissions Weekend? Yes No

If yes, list your activities during Admissions Weekend:

_____

_____

Please list any other department or professional service in the past year.