Graduate Student Handbook

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

SMU | DEDMAN COLLEGE OF HUMANITIES & SCIENCES

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Preamble

Note: The purpose of this handbook is to describe the Psychological Clinical Science Ph.D. program, detail the current program requirements, indicate the current sources of student support, and provide additional information useful for students and faculty to know. It is not, and should not be interpreted as, a contract between the program and students. Indeed, as students matriculate through the program they should expect changes to the program, requirements, and resources. Changes may occur for multiple reasons including, but not limited to: aligning the program more closely with the Clinical Science Model, modifications to APA's/PCSAS standards of accreditation, optimizing the training of students, enhancing diversity, feedback/suggestions from current faculty and students, and changes due to SMU's goal of having highly ranked programs.

The Doctoral Program in Psychological Clinical Science

Mission Statements

Doctoral Program Mission Statement

The *American Psychological Association* (APA) accredited Psychological Clinical Science Ph.D. program at Southern Methodist University (SMU) follows a clinical scientist model and is a member of the *Academy of Psychological Clinical Science* (APCS). As such, the **primary goal of the program is to train psychological clinical scientists**, and **the single most important component of the doctoral training is research**. To that end, **we expect our students to be actively engaged in research** throughout their training with SMU faculty members through their own research and faculty-directed studies. Students are expected to participate substantially in scientific publications, conference presentations, grant applications, and make other meaningful contributions to research. The clinical science model recognizes the reciprocal relationship between research and clinical application. Students should apply scientific knowledge to their clinical work as well as use their clinical work to inform their research. State- of-the-science training will be provided in evidence-based assessment, diagnosis, and intervention.

Consistent with the mission statement of the *Academy of Psychological Clinical Science*, SMU faculty members who serve as the primary mentors for doctoral students (faculty research mentors) conduct research designed to advance clinical science. In this context, clinical science is defined as "a psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition or health; and at the application of knowledge in ways consistent with scientific evidence." Faculty research mentors are all actively involved in conducting research. In addition, faculty research mentors are also actively involved in SMU's mission to provide students with high-quality instruction, and many teach courses for doctoral students.

Diversity Mission Statement

The Department of Psychology at Southern Methodist University values diversity and is committed to (1) recruiting and retaining faculty members, students, and staff from various backgrounds, and (2) contributing to research and education that emphasizes multicultural issues. Diversity is broadly defined to include (but is not limited to) race, ethnicity, nationality, sexual orientation, sex, gender identity, religion, age, ability, and socioeconomic status. Members in the Department strive to create and maintain an inclusive, welcoming, and supportive environment, and to embrace individual and group differences. We strongly believe that diversity informs the best practices in research, teaching, clinical practice, and social justice in our profession.

We seek to:

- Actively recruit and retain faculty members, students, and staff from historically underrepresented populations and diverse sociocultural backgrounds.
- Conduct and produce high quality research that sheds light on multicultural issues across disciplines of psychology.
- Engage in educational efforts about diversity and inclusion through discussions in courses, multicultural-oriented graduate and undergraduate classes, invited speakers, research and clinical presentations, continuing education, and other forums.
- Represent the values of the department by supporting and engaging in social activism.

Administrative Structure

The doctoral program in clinical psychology was established in 2004 and has been accredited by the *American Psychological Association* since 2009. The program is administered by the Director of Graduate Studies (DGS) and/or Director of Clinical Training (DCT). The DGS/DCT are appointed by the chair of the department and meet regularly with other department faculty and a student representative(s) (student volunteer[s] who attends faculty meetings when appropriate) to address student training issues and concerns, the development and maintenance of coursework and practicum training experiences, reviews of student progress, and graduate admissions, among other topics (the student representative is not present for discussions of student progress and evaluation nor graduate admissions).

Academy of Psychological Clinical Science

SMU's doctoral program in Psychological Clinical Science became a member of the *Academy of Psychological Clinical Science* (APCS) in 2019. Membership in APCS is consistent with the program's focus on training the next generation of clinical scientists.
Web: https://www.acadpsychclinicalscience.org/

American Psychological Association Accreditation (APA)

SMU's doctoral program was founded in 2004 and has been accredited by the (APA) since 2009. In 2021 the program was reaccredited by APA for the longest period possible (10 years).
Questions related to the program's accredited status should be directed to the Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association 750 1st
Street, NE, Washington, DC 20002 Phone: 202-
336-5979 / Email: apacred@apa.org
Web: www.apa.org/ed/accreditation

Council of University Directors of Clinical Psychology

SMU's doctoral program in Psychological Clinical Science is also a member of the Council of University Directors of Clinical Psychology (CUDCP) and has been a member since 2014. The purpose of CUDCP is to "promote the advancement of graduate education in Clinical Psychology that produces psychologists who are educated and trained to generate and integrate scientific and professional knowledge and skills as to further psychological science, the professional practice of psychology, and human welfare" (Bylaws of the Council of University Directors of Clinical Psychology, 1995, p. 1)."

Training

Research Training

The SMU Psychological Clinical Science Ph.D. program focuses on training students to conduct research designed to advance psychological clinical science. Research training takes place primarily in research labs via active collaboration with a faculty research mentor. When students are admitted to the SMU Psychological Clinical Science Ph.D. program, they are assigned a faculty research mentor, and the specific area of psychological clinical science in which students receive research training is determined primarily by their faculty research mentor.

Research training is also provided through coursework and completion of student-directed research. Coursework includes research methods, quantitative methods, and the foundations of clinical, developmental, social, biological, cognitive, and affective science. Student-directed research includes four major benchmarks: a first-year project, a master's thesis, a review paper, and a dissertation. A fifth benchmark is the publication of at least two manuscripts in peer- reviewed outlets, at any level of authorship, prior to applying for clinical internship. Students are expected to attend departmental colloquia, which are also conceptualized to be part of the research training, and to participate regularly in professional conferences. During their first three years in the program each student will meet with a Research Advisory Committee (RAC; see information below). The ultimate goal of the research training is to produce psychological clinical scientists who can eventually lead a research team that advances clinical science.

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. 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 and 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 several research labs through studies of clinical phenomena and evaluation of specific assessment and intervention techniques.

Teaching Training

Training in teaching initially takes place by serving as a teaching assistant (observing experienced instructors, delivering lectures, assisting with course syllabus and test preparation, grading) and eventually by gaining experience as a course instructor. During the latter, doctoral students work closely with seasoned instructors in preparing and teaching their own undergraduate course. The department's faculty members consider teaching to be an integral part of the graduate educational experience and necessary regardless of whether the student anticipates teaching in their future career. As such, all students are required to be the instructor of record for at least one course. Typically, this will occur during the student's 4th year (students cannot apply for SMU dissertation fellowships if they do not teach their 4th year as they will have to teach their 5th year). It is recommended that students who want to go on to academic careers, especially at teaching schools, teach multiple courses to get the experience necessary to be competitive on the job market. SMU's Center for Teaching Excellence also provides numerous opportunities for students to enhance their teaching skills.

Departmental Minor in Quantitative Methods

All graduates of the doctoral program in Psychological Clinical Science at SMU receive training in the foundations of Psychological Clinical Science, with a focus on research training. Students may also opt to complete a minor in Quantitative Methods, which includes additional advanced courses in research methods and statistical techniques (declaring the minor is not a requirement to take the advanced courses).

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

Required Courses for All Psychology Doctoral Students		Credit Hours 15
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	Psychometrics, Test Construction, and Assessment (offered annually in spring)	
PSYC 6322	Contemporary Issues in Scientific Psychology: Longitudinal Data Analysis Using Multilevel Models (offered annually in fall)	

Examples of Elective Courses to Complete Minor (choose 4 or more)		Credit Hours 12
PSYC 6323	Structural Equation Modeling	
EDU 7320	Advanced Assessment Methods II	
EDU 7321	Quantitative Research Methods II	
EDU 7309	Special Topics: Multilevel and Structural Models	
ECO 5380	Computing for Economics	
ECO 6352	Applied Econometric Analysis	
ECO 6380	Predictive Analytics for Economists	
STAT 5304	Introduction to Statistical Computing	
STAT 6304	Computational Statistics	
STAT 6308	SASII and Databases	
STAT 6360	Statistical Methods in Epidemiology	

Students must declare their intention to the complete the minor to the DGS by the end of their third year (July31) using the Declaration of Minor in Quantitative Methods Form (**see Appendix G**). This is a departmental minor. It does not show up on graduate transcripts.

Program Requirements

Program requirements include acceptable performance in all areas of graduate study (i.e., research, coursework, TA/RA duties, teaching, and clinical training). The training experiences were designed to meet the APA accreditation requirements.

A typical load for enrolled students is three courses per semester, some of which may be research hours. Students wishing to take more than this load must obtain permission from their advisor and the DGS. Students should be enrolled full-time (nine credit hours per semester) while in residence and must complete 70 hours to graduate. Students must enroll in PSYC 8049 (graduate full-time equivalent) every semester. In addition to the required and elective courses listed in **Appendix F**, students completing a clinical practicum (second year and above) must enroll in a practicum course (PSYC 7091). Students working on a master's thesis must enroll in PSYC 6398 (repeatable 4 times), and those working on a dissertation must sign up for dissertation credits (PSYC 8396, repeatable 4 times). Students who have completed other course requirements and are actively involved in research may also enroll in PSYC 7171, 7271, and 7371 (each repeatable 6 times) to fulfill credit hours. When on internship, students enroll in PSYC 8091 (repeatable) and Psych 8049. Practicum and internship courses do not count toward the total 70-hour requirement. See **Appendix F** for more details.

Curriculum

In conjunction with other elements of the doctoral program in Psychological Clinical Science, the program's curriculum is designed to prepare students for careers as Clinical Scientists.

Discipline-specific knowledge: Per APA requirements, the program's curriculum includes courses that ensure broad familiarity with the discipline of psychology, including the history and systems of psychology,

affective, biological, cognitive, developmental, and social aspects of behavior, and research methods, statistical analysis, and psychometrics. Several courses are also designed to allow for integrative knowledge across these discipline-specific content areas.

To maintain good standing in the program, graduate students must maintain a B average across all necessary courses they take while enrolled in the program. 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.

Minimum Research Requirements

Research is the most important aspect of training. The minimum requirements below are specifically designed to help you gain the research skills you need to become an independent clinical scientist. Note: these are minimum program requirements. Ideally, our students will outperform these benchmarks. Students who aspire to research careers will likely need to go substantially beyond these benchmarks.

Research Advisory Committee

In consultation with their faculty research mentor(s), each student will establish and meet with a Research Advisory Committee (RAC). The purpose of the research advisory committee is to provide a formal process for students to receive regular feedback from multiple faculty members on their research ideas, progress and plans. An additional purpose is to help ensure students continue to make systematic progress toward meeting research goals early in their graduate-student careers.

The RAC will be chaired by the student's faculty research mentor(s) and consist of at least two other SMU faculty members in the Department of Psychology. Thus, a RAC should have a minimum of 3 faculty members. If a student is in a lab in which they regularly receive feedback from more than one faculty research mentor, 2 additional RAC members should be selected from other labs. Depending on the student's research interests, the RAC can include additional doctoral-level researchers from within the Department of Psychology as well as from other SMU departments, or even other institutions.

The first RAC meeting needs to take place by the end of their first semester in graduate school. In this meeting, students present their plans and/or work on the first-year project, discuss initial ideas for their master's thesis project, and obtain feedback. For subsequent meetings, students should prepare and bring to the meeting an updated CV and a "research plan" for the next semester. Students can also request committee members to provide feedback on their research statements. For the second meeting

in the student's first year (held at the end of the Spring semester), the "research plan" should include a clear plan for the student's thesis project. In the second and third years of the program the RAC meets annually at the end of the spring semester. Students are responsible for establishing their RACs and scheduling meetings.

Students, in conjunction with their faculty research mentors, can form different RACs (i.e., add or subtract members) each semester, if they wish, to correspond with evolving research interests and abilities. Although not required, there can be substantial overlap between a student's RAC and subsequent student committees, such as the thesis or review manuscript committee. If the RAC and thesis committee are the same then students still need to have separate RAC and thesis meetings, as the meetings focus on different things.

The program has five "research benchmarks" that students must complete prior to graduation.

RESEARCH BENCHMARK 1: First Year Project and Presentation: Students are required to complete a first-year research project. Students immediately begin working on this project with their faculty research advisor when they begin graduate school. This first-year project provides students with exposure to a research area and helps shape the skills necessary to develop hypotheses, design studies, analyze data, and communicate the results. It also prepares them for Research Benchmarks 2-5 which are more student driven. Students are required to present their first-year project during the weekly departmental research meetings at the beginning of their second year.

RESEARCH BENCHMARK 2: Master's Thesis: Students propose a student-directed empirical research project by October 1st of their second year in the program. Students complete and successfully defend the thesis by October 1st of their third year in the program. Any revisions requested by the thesis committee in the defense meeting should be completed and approved by the October 1st deadline. Therefore, it is recommended that students hold their defense meeting by September 1st to allow for enough time for revisions. Students can petition their thesis committee members for an extension of up to 6 months to complete and defend (i.e., by April 1st of their third year), if aspects of the project warrant additional time. For example, projects that involve an original data collection or samples from a highly specific population may warrant an extension. Petitions for extensions need to be submitted to the committee for approval prior to the October 1st defense deadline.

Students must complete a written thesis proposal (provided to the committee no less than one week before the defense date) and an oral defense of the proposal prior to initiating thesis research. The proposal is presented to a thesis committee that consists of three faculty members (the student's faculty research advisor, one additional tenured/tenure-track psychology department faculty member, and a third faculty person with expertise in the area who may or may not be a member of the department). Students

must complete the Establishment of Examination Committee for the master's degree form also found on the Moody School of Graduate and Advanced Studies Forms and Policies page at https://www.smu.edu/graduate/CurrentStudents/Forms. 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. Most student theses, however, are longer than manuscripts submitted for publication. The student will provide a copy of the thesis to their committee no less than one week before the defense date.

At the time of the proposal and the defense, the committee will 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** and **Appendix D** for more information.

RESEARCH BENCHMARK 3: Review Article (Comps): To demonstrate in-depth knowledge of their research area, and to demonstrate their ability to interpret and synthesize the research literature and theory, students write a review article on a topic related to a research interest. The review paper should be a thorough qualitative or quantitative (e.g., meta-analysis) interpretive report and analysis of the literature. The review paper may lead to a specific research question that their dissertation could address. Students are expected to work closely with their faculty research mentor to conceptualize what would form an appropriate review article for their research area.

The review article benchmark should be completed by October 1st of the fourth year, it is students responsibility to make sure they start the process early enough that it is completed by October 1st. 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 proposes the dissertation.

RESEARCH BENCHMARK 4: 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 Psychological Clinical Science. Before the student can officially begin the dissertation, he/she/they must advance to candidacy. 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 one week before the defense date. The dissertation committee must consist of: 1) the faculty research mentor, who is a tenured/tenure-track member of the psychology department, and

who will serve as committee.chair; 2) at least two other tenured/tenure-track members of the department; and 3) at least one 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 DGS, the Chair, and the Dean of Graduate Studies, a scholar not affiliated with SMU. Students must complete the Establishment of Examination Committee for the Ph.D. form at https://www.smu.edu/graduate/CurrentStudents/Forms. The dissertation must be successfully proposed (i.e., "pass" or "pass with reservations") by October 1st of the year that the student plans to apply for an internship (see below)..

After successful defense of the dissertation proposal, the student begins 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). Most student dissertations, however, are longer than manuscripts submitted for publication. The dissertation must be submitted to the committee no less than one 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; or3) indicate that the proposal/defense is inadequate 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 at least be at the level of an early career clinical scientist prepared to begin independent research as a post- doctoral researcher. See **Appendix C** and **Appendix D** 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 research benchmarks 1, 2, and 3 (first-year project, thesis, and review article).
- Completion of the following required courses (Research Methods; Quantitative Methods I and II; Seminar in Adult Psychopathology; Theories and Methods of Psychotherapy; Psychometrics, Test Construction and Assessment; Contemporary Issues in Scientific Psychology: Longitudinal Data Analysis Using Multilevel Models).

Advancement to candidacy is necessary for students to initiate dissertation research and to apply for an internship. This should occur by October 1st of the fourth year in the program. Students are required to successfully propose (i.e., pass or pass with revisions) their dissertation by October 1st of the year they apply for internship (typically the fall of the fifth year of study).

RESEARCH BENCHMARK 5: *Publication of Research*: All graduate students are required to publish at least two manuscripts in peer-reviewed outlets, at any level of authorship, prior to applying for internship. The research needs to be work completed while the student was enrolled in the doctoral program at SMU, and it needs to be work completed in conjunction with a faculty member at SMU (in most cases, the faculty research mentor). That is, the faculty research mentor should be a co-author.

Please note, although two publications are required to meet this benchmark, graduate students should be active in presentation of research throughout their graduate career (with the expectation that students will participate in at least one conference presentation or journal publication per year after the first year). It is recommended that students discuss what their CV will need to look like to be competitive for their career goals with their mentor.

Failure to meet deadlines on any of the benchmarks will result in a remediation or performance improvement plan. Note, an extension can be granted for benchmark deadlines if situations arise (e.g., very serious illness, death in the family, becoming a parent) that legitimately prevented the student from meeting the benchmark deadline.

NOTE: Students completing any benchmark are required to present their benchmark at the graduate student flash talk research colloquium.

Open Science Policy: The psychology faculty is committed to educating our graduate students in the best and most up-to-date scientific methods. Given the importance of transparency in research, the faculty believe that all graduate students should use open science practices. This means that, at a minimum, all graduate student who initiate research (in the absence of a compelling reason why not to) will pre-register their studies at Open Science Framework (www.osf.io), the clinical trials site (https://clinicaltrials.gov), or at AsPredicted (https://aspredicted.org/). Students are also encouraged to consider submitting registered reports, swapping data for checking analyses, and making research materials as well as publications openly accessible.

Clinical Training Requirements

Students receive practical clinical training in assessment, consultation, and interventions through a variety of internal and external clinical practicum experiences. 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.
- 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 an effective psychological clinical scientist.
- 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 incomplexity.

Students dedicate up to 16 hours per week to their clinical practicum experiences during the second, third, and fourth years of study (see details below). Hours are recorded on Time2Track (https://time2track.com),

an on-line tracking program in preparation for internship applications (see discussion of the 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, but students can only obtain practicum experience at a site that has been approved by the DCT. This varies year-to-year, depending on whether:

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

Practicum supervisors complete an evaluation of the student's performance at the end of each semester (see the Graduate Student Rating form, **Appendix G**), 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 Second Year

Students begin their clinical practicum training in the summer between their first and second year through the assessment and therapy services provided in the department's Psychology Clinic. This in- house practicum experience is designed to provide extensive training in evidence-based assessment and intervention approaches for a diverse clientele. Students are closely supervised by clinical faculty and, at times, external supervisors.

Each student must complete at least 12 full assessment batteries with integrated report and feedback over the course of their graduate career. Students should aim to complete a substantial portion of these during their second year.

Training during the Third and Year and Beyond

Students enroll in further practicum experiences that are specific to their interests during their third and fourth years (at least one experience should be external).

In the spring of each year, students in the second year and upward must meet with their faculty advisors and other pertinent faculty and plan how they want to develop their clinical skills and build upon their current clinical training. If they decide to apply to an external practicum, they must first complete an internal practicum application and submit it to the DCT for approval. If approved, they then apply to relevant external practicum sites. Sites choose students for the next practicum year based on fit and

availability.

The bulk of the clinical training takes place in years 2-4. Students preparing for the fifth year of training or higher work with their faculty research mentor and the DCT to decide what clinical experiences, if any, are appropriate to meet their training goals and to prepare for internship..

Telesupervision Policy

The following applies to telesupervision, defined as "supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee" (APA Implementing Regulation C-13D).

To provide the highest-quality supervision, and be in compliance with APA Standards of Accreditation, the primary mode of supervision in SMU's doctoral program in Psychological Clinical Science is to be in-person physically. Telesupervision may not be utilized until students have completed their first practicum in the SMU Psychology Clinic (unless in extremely rare situations, as recognized by the APA Commission on Accreditation).

After students complete their first practicum, telesupervision may occur, but no more than 50% of supervision may be conducted as telesupervision, and ideally far less. Acceptable uses of telesupervision are: when a supervisor is out of town, ill, or otherwise prevented from meeting in person physically; or likewise, when a supervisee is unable to be present. Brief supervision via telephone or video teleconferencing for acute situations is acceptable across internal and external training sites, as it allows for more timely feedback and optimal client care.

If and when telesupervision occurs, both supervisor and supervisee are responsible for identifying a private location to conduct the activity. When possible, the non-remote party will conduct telesupervision from the practicum location. Telesupervision must be conducted in a HIPAA- compliant manner, following the policies and procedures of the practicum site.

Although the off-site supervisor maintains full professional responsibility for clinical cases, if a student is seeing clients while a supervisor is physically unavailable, it is incumbent upon that supervisor to designate a physically-available back-up in case of emergency. Students are provided with emergency contact information for these individuals and/or another identified back-up.

Evaluation of Clinical Skills and Progress

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

- All practicum supervisors rate student performance on foundational and functional profession-wide competencies at the end of each semester (see the Graduate Student Rating form, **Appendix G**). These ratings provide ongoing external evaluations from multiple supervisors about the student's clinical skills, ethics, and professionalism.
- Students are active in the Psychology 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.
- There are also occasions in which students will present and discuss clinical cases with faculty.

The Clinical Internship

Completion of a clinical internship is a required component of all APA-accredited doctoral programs in Clinical Psychology. Students must complete the internship in order to receive the Ph.D. in Psychological Clinical Science. 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).

a. 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, have two publications, and have proposed their dissertation by October 1st of the year they intend to apply. Students who wish to apply for internship should discuss their plans with the DCT(s), DGS, and their faculty advisor during the spring semester before they plan to apply.
b. Students may only apply to APA accredited internships.
c. Enrollment. While on internship, students enroll in a 0-credit course (PSYC 8091) as well as PSYC 8049 (full time status). This maintains their full-time student status but does not require tuition.
d. Evaluation. Internship Directors of Clinical Training provide evaluations of students to the program DCT. These evaluations inform the decision of whether a student has passed the internship and may graduate pending successful completion of the dissertation and all other program requirements.

Student Files

The University Registrar plans and manages the procedures for establishing and maintaining academic records of all undergraduate, graduate, and professional students in the University as well as alumni and former students. The University Registrar's office maintains a permanent academic record of all academic course enrollments for degree-seeking and non-degree- seeking students. A permanent academic record is comprised of the following details:

- Primary name, SMU ID and/or Social Security Number, Birthdate
- Summary of transfer coursework, placement tests, and other test credits
- Terms of enrollment, courses enrolled, special course topics, grades earned, credit earned, grade point averages, and term and cumulative scholastic totals
- Degrees awarded, degree honors, thesis titles, project titles, and dissertation titles
- Select academic honorary societies
- Academic standing (academic probations, suspensions and dismissals, disciplinary violations, honors code violations)
- Deceased actions

The doctoral program maintains additional permanent electronic student records, including Student Review forms, CVs, research statements, student contracts, performance improvement/remediation plans, and other similar material are maintained on the department's secure Box server. Files are maintained by

the administrative assistants and are available to faculty for review.

The Faculty Research Mentor (Advisor)

The psychological clinical science Ph.D. program uses a mentorship model; each student is admitted to the program under the mentorship of a specific faculty member. This faculty member serves as the student's research mentor and is one of the most important resources for graduate students. Faculty research mentors serve as role models, teachers, and advocates. Thus, a relationship that is characterized by mutual respect, trust, and responsibility is essential for successful mentor-student collaborations.

Faculty research mentors are responsible for supervising the student's research benchmarks, evaluating student progress, advising them on courses and training opportunities, providing student training and experiences in their area of research, and helping them become psychological clinical scientists. 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 faculty research mentor's research group. Participation in a research group is vital to the development of research skills and collaborations with fellow students and faculty. At the beginning of each academic year mentors and mentees complete the mentor-mentee document. The purpose of this document is to facilitate communication and expectations between mentors and mentees to help ensure a successful mentoring experience for everyone involved.

Changing Advisors

The majority of graduate students remain with the same faculty research mentor throughout their graduate careers. Applicants are accepted into the program to work with a specific faculty research mentor, so their interests are usually well-matched and both the student and faculty member are happy to work together and do so successfully.

Occasionally, however, students will wish to change mentors, 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 mentors should begin a conversation with their current faculty research mentor 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 DGS to determine potential mentorship alternatives and submit the Request to Change **Faculty Advisor Form (Appendix G)**. The DGS will work with the student to help him/her/them find the best mentorship relationship possible. Note, students must remain with the mentor who accepted them into the program until at least they defend their masters, unless there are significant issues in the mentor-mentee relationship.

Timeline

The typical progression through the program consists of five years in residence followed by the clinical internship. Students are expected to complete their Ph.D. within six years of beginning the program. After five years in residence students will no longer receive a student stipend, healthcare, or other benefits from the university. However, they may continue in the program without these benefits and may apply for dissertation year fellowships and/or seek funding elsewhere.

Students with Previous Graduate Study

Students who have completed prior graduate coursework may wish to transfer some of those credits. This is considered on a case-by-case basis to ensure that the prior coursework satisfies the program's curricular requirements, as set forth by APA and the program's clinical science training mission. No more than three 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.

Student Support

Doctoral students in Psychological Clinical Science are eligible to receive funding for five years of graduate study through Dedman College, pending satisfactory performance (see **Appendix E** for the Funding Contract). Funding includes a stipend of $25,000 per year, plus tuition and fees, and SMU benefits which includes health insurance.

Dedman College funding carries with it a responsibility to serve as a teaching assistant (TA). Each year, the Director of Undergraduate Studies (in consultation with the DGS and chair) assign students to TA positions.

- 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 give 1 to 2 guest lectures each semester. Maximum time commitment is 20 hours per week. If the TA assignment does not take the full 20 hours, students are expected to make up the remainder of that time working in their mentors' research labs.
- Students fully funded by faculty grants are exempt from TAing that semester, students who are awarded grants/fellowships that specifically prohibit TAing are also exempt from the TA requirement as are students who are the instructor of record for a course that semester.

Other Funding Opportunities

All students should 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 Rachel Ball-Phillips in the Moody Graduate School about options for external funding. Students may receive funding through a faculty member's existing grant, but this does not preclude the expectation to apply for other funding. Students who receive external funding that covers their tuition and benefits do not serve as TAs during the years covered by those funds, because they are not supported by Dedman College funds.

In addition, the Moody Graduate school offers "Topping-up awards" to students who receive external funding that replaces an SMU stipend or assistantship, bringing their total stipend level up to at least 110% of the amount they would otherwise receive from their SMU stipend or assistantship. Details about this program are available from the the Director of Graduate Fellowships and Awards, Dr. Rachel Ball-Phillips (rmball@smu.edu), to confirm eligibility.

Travel Funds

Funds for Presenting at Conferences

The department will provide travel assistance for one research conference trip per year. Travel funds of up to $700.00 per year (one trip) are available to graduate students through the department. To be eligible for these funds, students must: 1) attend a national conference; 2) be the first author of a poster or paper to be presented at the conference; 3) present research that was conducted while the student was a graduate student at SMU; 4) be in good standing in the program; 5) be in either their second, third, fourth or fifth year of the program; and 6) be actively working in a faculty member's lab. Students who attend conferences are expected to attend multiple sessions, not just their presentation session.

Funds can only be used for the following expenses: conference registration; hotel reimbursement; per diem meal expenses; and reimbursement for airfare and ground transportation. The same restrictions Dedman College places on faculty regarding lodging and airline tickets apply to graduate students.

Students who receive department financial support for travel must also 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 Research Day event 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. Funds will not be awarded for trips already taken.

The Moody Graduate College also offers funds for students to attend conferences (details are available on the Moody Graduate school web page). In addition, funds are available from the Graduate Student Assembly.

Funds for Workshops and Other External Training Experiences

Students may apply for funds (up to $300.00 per year) to attend external workshops and other training experiences (e.g., statistics seminars, clinical workshops, etc.). Applications must be submitted at least two weeks prior to the date of the workshop or training to the DGS. Applications will be evaluated 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**. The application from is available on the department's graduate student forms page

Evaluation of Student Progress & Processes for Probation & Remediation

Students undergo an annual review of progress at the end of the summer of each academic year (first year students also undergo a mid-year review between the fall and spring semesters of the first year). Prior to this review, students provide their mentors and administrative assistants with updated copies of their CV, an updated research statement, and a list of all the courses they have completed and the grades they have received. Clinical supervisors are also asked to complete the Graduate Student Review Form at the end of the fall and spring semesters (see **Appendix G**). Student progress and performance is discussed in the faculty meeting and then the mentor writes an evaluation letter regarding the student's progress/strengths/room for improvement/concerns that is signed off on by the DGS. Following the review meeting, each student's mentor meets with the student to discuss their evaluation letter and to discuss and plans for the upcoming year.

Probation and Remediation

On some occasions a formal remediation plan and/or probationary status may be required. Remediation plans can be developed and implemented independent of a student being placed on probation.

Academic Probation

A student may be placed on academic probation by the program and the Moody graduate college if their GPA drops below 3.0. A student generally may not remain on academic probation for more than one semester (i.e., they will be dismissed from the program). Failure (a grade below B-) of two or more classes is grounds for dismissal from the program without further qualification, regardless of the student's overall GPA. Three grades of B- or lower are also grounds for dismissal from the program without further qualification, regardless of the student's overall GPA.

Remediation plans

Remediation plans are instituted when there is a serious failure to meet up to program standards or make

progress in remediating issues noted in previous performance improvement plans. Being placed on a plan should be viewed as a critical warning of inadequate performance. The Moody graduate college is notified of students who are on remediation plans.

Remediation plans are generally evaluated in the subsequent faculty review meeting (either mid-year or at the end of summer); however, shorter or longer remediation plans can be developed. If the student does not meet the goals of the remediation, this is grounds for potential dismissal from the program or continued remediation determined on a case-by-case basis. Dates, requirements, and specific consequences are detailed in each plan.

Performance Improvement plans

Concerns about performance and student progress that are not serious enough to invoke a remediation plan can result in a performance improvement plan. The goal of these plans is to help students get back on track and correct any performance issues before they become serious. Performance improvement plans are evaluated at the subsequent faculty review meeting (either mid-year or at the end of summer). If the student does not meet the goals of the performance improvement plan, this is grounds for a remediation plan or continued performance improvement plan determined on a case-by-case basis. Dates, requirements, and specific consequences are detailed in each plan.

Expectations and Professional Behavior

Earning a degree from the SMU doctoral program in Psychological Clinical Science requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the Psychological Clinical Science, research, and skills as specified in the *American Psychological Association* (APA) Standards of Accreditation. As such, they must be able to relate appropriately to fellow doctoral students, faculty and staff members, research participants, clients/patients, undergraduate students, and health care professionals and community partners.

Students in the SMU doctoral program in Psychological Clinical Science will have the opportunity to work with diverse populations in either their research, teaching, or clinical training, or some combination. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, doctoral students do not have the option to refuse or avoid working with particular client or research populations or refuse to develop professional competencies because of conflicts with their own attitudes, beliefs, or values.

Combinations of behavioral, emotional, intellectual, and communication abilities are required to develop these competencies and progress through the program satisfactorily. APA required skills are below.

Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

The doctoral program in Psychological Clinical Science often involves taxing workloads and requires the

ability to manage stressful situations. Doctoral students must have the physical and emotional attributes to maintain a high level of functioning in the face of multiple and varied research, academic (i.e., coursework), teaching, and clinical responsibilities.

The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. For example, on research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members.

Doctoral students must be able to take responsibility for their behavior in all professional settings, which includes being responsible (i.e., meet deadlines) and open to feedback from their supervisors, academic instructors, and research advisors. They must also be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships) and willing to modify behavior in response to constructive criticism.

Intellectual Skills

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises Psychological Clinical Science education.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Doctoral students must be able to critically evaluate their own and others' research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to "make psychological sense" of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area, to appropriately discuss this literature in individual and group lab meetings, and to integrate their understanding into scientific writing and presentations. They must further demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

Communication Skills

Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about clients/patients, and to translate psychological science to applied settings (e.g., clinical and community settings). They must be able to communicate effectively and efficiently with research participants, undergraduate students, clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other clinical and community partners.

This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affect, and body language).

Doctoral program faculty are committed to a training model that helps students develop the competencies and technical skills laid out in this handbook.

Professional Behavior

Students are expected to always behave in a professional and appropriate manner. 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.
- 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 Research Mentor and the DGS. Under no conditions are students permitted to treat clients/patients 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 DGS, 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 research mentor (or unless the DGS 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

Plagiarism

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/they does not acquire the appropriate thinking and writing skills

Plagiarism violates the ethical guidelines of the *American Psychological Association* and the Association for Psychological Science.
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 dishonesty on the part of others, this needs to be reported to the appropriate authority (e.g. to the instructor, DGS, 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).

Problem Resolution and Grievance

Course Grade Appeals

The Moody graduate school has a procedure for appealing course grades. More information can be found here. https://catalog.smu.edu/content.php?catoid=68&navoid=6512#course-grade-appeals-process

Termination or Suspension Appeals

The Moody graduate school has a procedure for appealing terminations/suspensions from the program. More information can be found here.

https://catalog.smu.edu/content.php?catoid=68&navoid=6512#student-termination-or-suspension-appeals-process

Other Problems and Grievances

It is assumed that most problems involving graduate education will be discussed informally and reconciled with the student and involved parties. Indeed, discussions of this kind will commonly occur between students or with faculty research advisors, supervisors, or other training faculty. However, when a serious issue arises during 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. If informal discussions with the involved parties does not resolve the situation, then the first step in addressing these conflicts is for the student to consult with his/her faculty research 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 DGS/DCT*. The DGS/DCT may consult with the Chair. If a meeting is requested with the DGS/DCT (and/or Chair) the student may, if they so choose, identify a colleague or ally (e.g., the student rep) to attend the meeting with them for support. The DGS/DCT/Chair may request written documentation from the student regarding the complaint or grievance.
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 DGS/DCT and/or Chair 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 DGS/DCT and/or Chair, the graduate student may meet with the involved party to discuss the situation;
    ii. The DGS/DCT and/or Chair 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; or
    iii. The DGS/DCT and/or Chair may consult with appropriate peers in governance or supervisors (e.g., the Dean, the Moody Graduate School) to explore options for informal resolution.
D. If an effective informal solution is not achieved in consultation with the DGS/DCT, then the student has the option of consulting directly with the Chair (if not involved already).
E. If the department chair is not able to provide satisfactory resolution, the student may address their complaint to the Dean's office
F. If the school dean is unable to provide satisfactory resolution, the student may address their complaint to the provost's office.

The DGS/DCT, in consultation with the Chair, will keep a log of all formal complaints and grievances

within the auspices of the clinical area. The clinical area 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 the Office of Institutional Access and Equity http://www.smu.edu/IAE/PoliciesandProcedures.

*For clinical related problems/grievances (e.g., with clinical supervisors) the student would go to the DCT, for all other issues the student would go to the DGS.

Leave of Absence, Parental Leave, and Discontinuation from the Program

Students may take up to 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 Research Mentor, the DGS/DCT, the Chair of the Department of Psychology, and the Moody Graduate School. In general, students on a leave of absence do not retain access to University resources. However, if a student on leave needs library access or access to another resource of the University, this access can be requested from the relevant office. While a student is on a leave of absence, time limits for benchmarks/milestones or completing the degree are paused, along with time limits related to benefits. While on leave of absence, students are not expected to complete any academic work nor are they required to be in regular contact with department faculty or staff. A leave is typically for one semester or a full academic year, but, in the case of a leave as the result of a medical withdrawal (see below), can be for as much as two years.

Medical withdrawal is an option for students who, for reasons related to health issues, are unable to continue in their enrolled courses in a given semester and must withdraw from all courses. Medical withdrawal requests are reviewed by the Office of Student Advocacy and Support. In order to request a medical withdrawal, students should discuss this with their mentor and DGS/DCT. After that, they will need to complete and submit a CCC submission form and select the "medical withdrawal request" checkbox. Medical withdrawals also have conditions that must be met before a student can return to their studies at SMU. Like other leaves of absence, a medical withdrawal also "stops the clock" for degree requirements, and a student who has been granted a medical withdrawal is not required to complete any academic work or to be in regular contact before their return to their program.

Except with prior permission from the DGS, 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 DGS and the Dean of Research and Graduate Studies. If students are unable to continue in a given semester due to health issues they can request a medical withdrawal.

Parental Leave

Students are eligible to apply for up to six (6) weeks of paid parental leave due to (1) birth of a child, (2) adoption of a child five years of age or younger, or (3) placement of a foster child five years of age or younger. Details and requests for parental leave are available through the Moody Graduate College https://catalog.smu.edu/content.php?catoid=68&navoid=6512#parental-leave-for-fully-funded-graduate-students

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/their 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 research mentor to discuss the matter and alert the DGS/DCT and department Chair about their concern. If the faculty research mentor is the individual who has concern about the student's competence, they will go directly to the DGS/DCT/Chair. If the DGS/DCT is the student's faculty research mentor, the Chair will handle the matter.
2. The DGS/DCT will call a meeting with the student, their faculty advisor, and, if relevant, the person who alerted the Advisor and DGS/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 DGS/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/DGS/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. It may also recommend to the student that they secure medical or psychiatric treatment for the problem. A plan for evaluating the student's progress and level of competence within a specified time will be documented in writing.
4. At the end of the agreed upon leave or evaluation period, the Chair/DGS/DCT will meet with the student to determine if the problem has been addressed. To determine the student's fitness to remain in the program, the Chair/DGS/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 instead of agreeing to the above. In this case, the student will be informed in writing that re-admittance to the program will not be permitted and 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.

University Life and Student Services

SMU provides students with a number of services, detailed on the Moody School of Graduate and Advanced studies website (https://www.smu.edu/moody/current-students/student-services). Including, general student support, counseling, other resources, and support offered through the Disability Accommodations and Success Strategies (DASS) office.

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 IX1 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.

Appendix A: Thesis Guidelines and Expectations

Thesis Proposal

The proposal is submitted in the form of an APA style manuscript (only a little longer), including the following sections: Introduction, Methods, and Proposed Analyses. 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 top tier journal APA would). It should also convey the scientific methods to be used to conduct the study (i.e., participants, procedures, measures, and planned statistical analyses) in detail,the same way a registered report would.

Proposal Meeting

Students should submit their written proposal to committee members no less than one week in advance of the scheduled proposal meeting. At this time, 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 are scheduled for two hours. 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.

Proposal meetings have several purposes: 1) to allow the student an opportunity to practice presenting his/her/their 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/they 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 of observers during this portion).
2. The student provides an oral presentation of their proposal, typically 15-20 minutes.
3. The committee chair (the student's faculty research mentor) invites 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 faculty research mentor (and at times committee members) meet 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 defense document.

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 Psychological Clinical Science). Such manuscripts are typically 30-35 pages in length, although they can be longer. The student may wish to include appendices with details that are not appropriate for a journal article.

Thesis Defense Meeting

The guidelines and format for the defense meeting are the same as those for the proposal meeting.

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 and department admins. Instructions and forms for filing a completed thesis with the Office of Graduate Studies can be found at https://www.smu.edu/graduate/CurrentStudents/Forms. **You must notify department administrators when your committee has signed your final thesis and send all forms to them to save to your file.**

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 research mentor. 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 three scholars on your committee: Your faculty research mentor (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.
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 information for Establishment of Examination Committee form (see https://www.smu.edu/graduate/CurrentStudents/Forms) and have it approved by the DGS.

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. 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.

Appendix B: Review Paper Guidelines and Expectations

The purpose of the review paper benchmark is to provide students with 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 independent writing and conceptualization abilities and their understanding and knowledge of their research area. Students must complete the master's thesis before officially beginning the process of the review paper benchmark. However, students can begin working on their review paper idea and literature search prior to formally completing their master's thesis.

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 student is expected to provide a thorough review of existing knowledge about the topic, discuss the body of work as a whole, identify strengths and weaknesses within the literature, and generate ideas for future work. Students are encouraged to choose a topic that will inform their program of research, and should consult with their faculty research mentor when choosing the topic and deciding on the scope, purpose, and type of review.

Broadly speaking, literature reviews can take two forms: (1) a review that serves as background for an empirical study and (2) a stand-alone review. The review paper benchmark should be written as a stand-alone review. In addition, the review paper should be written with the ultimate goal of publication in a peer- reviewed outlet (e.g., Clinical Child & Family Review, Clinical Psychology Review, Current Directions in Psychological Science, Health Psychology Review, Personality and Social Psychology Review). Thus, the manuscript should include sections typically required of manuscripts submitted to professional journals in psychology: introduction, methods, results, discussion, and references. The methods section should include details about your search for articles. The manuscript should also include a title page and an abstract, and it should be written in APA-style. Furthermore, since the ultimate goal is publication, students should consult PRISMA guidelines, and talk with their review committee members and come to an agreement about how stringently these guidelines should be followed for the benchmark. There is no required length for the review benchmark. However, since the ultimate goal is publication, the student should review the guidelines of potential peer-reviewed outlets and talk with committee members about expected length.

It is recognized that there are different types of stand-alone literature reviews. Students are encouraged to consult with their faculty research mentor when deciding upon the type of review. For example, depending on the purpose of the review, the review paper for the benchmark may be a narrative synthesis of the literature. It may include a meta-analysis of specific hypotheses, but a meta-analysis is not required for the benchmark. Itis also recognized that many manuscripts go through multiple iterations before being ready to submit for publication, and they often include input from multiple authors. Thus, it is not expected that completed review papers for this benchmark will be ready to submit for publication. However, it is expected that completed review papers for this benchmark: (1) Are thorough in identifying and reviewing articles pertinent to the topic of the review; (2) Make sound conclusions about the topic and state of the literature; (3) Are written clearly and are well organized.

Committee

The review paper committee must consist of the student's faculty research mentor and at least one additional tenured or tenure-track faculty member in the SMU Department of Psychology. At least one member of the committee must be an associate or full professor. If a student has co- advisors, only one should be on the committee and at least one member of the committee must be external to the home lab.

Process and Evaluation

The student and his/her faculty research mentor decide on a topic for the review, and the review committee is formed. Part of this process includes the search and identification of articles. The student and committee members should discuss the scope of the review to help keep it reasonable, given the time limit for writing the review paper benchmark.

1. The student works with committee members to plan the manuscript and produce a detailed outline for the review paper. The student can meet with committee members multiple times during the development of the outline. In addition, the student can receive direct feedback from committee members on the outline itself (including details such as scope of paper, number of articles, keywords to be used, etc.). The final outline should be somewhere between 5-10 pages.
2. 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. If the manuscript is not complete at 30 days, the student turns in what has been completed to that point. The faculty research mentor and other committee members should not be involved in reading, writing, or editing the manuscript during this 30-day period, as this benchmark is an evaluation of the student's independent writing and conceptualization skills.
3. The committee has 15 days to review the manuscript. At the end of that period, each committee member will produce an independent written review, in the style of a review for a peer-reviewed journal. These materials will be submitted to the student's faculty research mentor, who will share the reviews with the students.
4. The student has 30 days to produce a revised manuscript incorporating the recommendations of the committee. The student will submit the revision, along with a detailed letter (i.e., response to reviews) summarizing the changes that were made, to the committee. Again, during this 30-day period, the faculty research mentor and other committee members should not be involved in reading, writing, or editing the manuscript.
5. The committee will have an additional 15 days to review the revised manuscript and decide to pass or fail the manuscript.
6. Pass/fail judgments are based primarily on answers to the following: (1) Did the student do a sufficient job identifying and reviewing pertinent articles? (2) Did the student make sound conclusions on the basis of the available evidence? (3) Was the student's writing clear and organized?
7. If the paper is passed, the student has passed the benchmark, is advanced to candidacy, and may begin work on their dissertation. The decision to fail the manuscript means that the student has failed the benchmark and may be subject to remediation or dismissal from the program.
8. If there is a conflict between committee members regarding the final disposition, the manuscript will be referred to the DGS. If the DGS is a member of the review committee, the manuscript will be referred to the Department Chair.

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 research, theory and methodology are higher for the dissertation compared to the thesis.
2. The committee should consist of at least four scholars: the student's faculty research mentor 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 DGS, Department Chair and the Moody Graduate School/Dean of Graduate Studies, a doctoral level professional outside of SMU. If a student would like an external faculty member to serve on their dissertation committee, the student should email the DGS and Chair with a description of the faculty member's areas of expertise, the faculty member's CV or list of publications, a description of the student's dissertation project, and an explanation of why/how the external faculty member's expertise is relevant to the student's dissertation. All of this information is requested by the Moody School before they will determine if proposal is approved or not. The DGS will take care of requesting and obtaining approval from the Moody School. This does not apply to SMU faculty members in other departments.
3. Once the student has completed an approved dissertation, he/she/they must file the dissertation with the Office of Graduate Studies AND department administrators (see https://www.smu.edu/graduate/CurrentStudents/Forms 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 internship. (See https://www.smu.edu/graduate/CurrentStudents/Graduation for graduation deadlines.)

Appendix D: Secondary Data Analysis and Doctoral Student Thesis and Dissertation Research

Secondary data analysis refers to the analysis of data that has already been collected. From a program perspective, it is fine for students to conduct a secondary data analysis project for their thesis or dissertation. Before starting such a project, however, please be sure to discuss this with your faculty research mentor, because there may be different expectations for student theses and dissertations across different labs.

Students who are planning a secondary data analysis project for their thesis or dissertation should be guided by the following principles:

1. As in all secondary data analysis projects, the student thesis or dissertation needs to be **substantively** different from other research that has been published from the dataset. It is the student's responsibility to be clear with all committee members how a proposed thesis or dissertation will differ from other research that has already been conducted with the dataset.

   It is wise for students to meet with potential committee members well before starting to write a thesis or dissertation proposal for a secondary data analysis, to obtain guidance and agreement among committee members that the idea is substantively different from other research that has been conducted with the dataset. The student should develop a document that describes how the proposed thesis or dissertation research relates to other publications based on the same dataset. Such information is often required in cover letters when submitting a manuscript to a journal for publication. This document should be presented to all committee members.

   One guideline sometimes offered to journal editors to make this determination of substantively different is that the introduction of the manuscript reviews a different literature than what was reviewed in previously published manuscripts. In addition, studies that are substantively different, but use the same data, typically address clearly different questions, and they typically include different variables.

   Related to this guiding principle, student theses and dissertations should be developed with the intent to publish the findings in professional journals. It is a violation of APA Ethical Principles to publish "as original data, data that have been previously published" (Standard 8.13).

2. The thesis and dissertation need to be reviewed and approved by a committee before the student begins the secondary data analysis. The students should not have completed analyses that test their thesis and dissertation hypotheses prior to proposing their thesis or dissertation to the committee. Projects in which the analyses that test the students' hypotheses have already been completed are not acceptable for theses and dissertations.

3. The thesis and dissertation are both supposed to be student research projects. Students are permitted to work with faculty members and other students or professionals in developing the project, and faculty members can edit proposals and manuscript drafts; in fact, many times there is extensive editing. However, the student should do the vast majority of the writing and conduct the data analysis. Manuscripts co-written with faculty members or other students or professionals are not acceptable for theses and dissertations.

Appendix E: Graduate Student Funding

Graduate students enrolled in the Ph.D. program in Psychological Clinical Science at SMU receive funding (stipends) from a variety of sources, including teaching assistantships, research assistantships, and university fellowships. The standard student stipend will be $25,000 but some students will receive more due to supplements from university fellowships. Tuition and fees will be covered by the department. Students will also receive SMU benefits (i.e., library privileges, on-line databases, email account, wellness program). Medical insurance is covered primarily by The Moody School of Graduate and Advanced Studies

Acceptance of graduate funding carries the following requirements:

1. 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 Director of Graduate Studies, other relevant supervisors (e.g., the instructor of record if you are a teaching assistant), or some combination thereof.
2. This is a year-long appointment. You will receive either 26 payments throughout the year (every two weeks) or 12 payments (every month). Vacation time (2 weeks) must be scheduled in collaboration with your faculty advisor and any other relevant supervisors.
3. You are expected to fulfill the responsibilities associated with your teaching assistantship (up to a maximum of 20 hours per week). If you are funded on a grant, you are expected to fulfill the responsibilities associated with that position for the semester(s) on which you are funded.
4. 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 from the Director of Graduate Studies, the Department Chair, and the Dean.
5. Funding will be renewed for the next academic year (for up to 5 years of graduate funding) if you complete the current year's assistantship, maintain at least satisfactory performance in all areas of graduate work, and are making timely progress through the Ph.D. program.
6. Satisfactory performance involves meeting several important expectations:
   a. Attending regular meetings as scheduled by your mentor or supervisor(s).
   b. Attending and participating in research colloquium, external speakers, and faculty job talks
   c. Completing, in a timely and satisfactorily (or better) way, all the duties/responsibilities assigned by your mentor and/or supervisor.
   d. Making good progress in the other requirements of the program (e.g., coursework, research benchmarks, clinical training).

_____I accept the department's offer of stipend, tuition, and fees.

Printed Name	**Signature**	**Date**

Return this completed form to: **Robyn Evans, Email: robyne@smu.edu**

Appendix F: Current Graduate Course Offerings

Number	Course Title and Description
6305	Quantitative Methods I (required first year course). 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 (required first year course). 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 (elective course). Current theories and research in health psychology.
6314	Seminar in Adult Psychopathology (required first year course). The presentation and discussion of selected topics involving research in psychopathology.
6317	Biological and Neuroscientific Bases of Behavior (required course). 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: Longitudinal Data Analysis Using Multilevel Models (required course). Seminar on the basic theory and application of multi-level modeling for psychological research.
6323	Structural Equation Modeling (elective course). 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 (required first year course). Seminar addressing issues of research design and implementation in Psychological Clinical Science . 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 (elective). Introduces psychotropic drugs and their uses, with a focus on the relationship between psychology and psychiatry in practice.
6331	Psychotherapy Practicum I (required first year course). Summer course for students starting in the SMU Psychology Clinic after the first year in the program.
6334	Seminar in Developmental Psychopathology (required course). Advanced seminar examining theories and data on normal and abnormal development and psychopathology in childhood and adolescence.
6345	Cultural and Individual Diversity: Principles and Best Practices in Research and Applications (required course). Seminar introducing the roles of cultural and individual diversity in psychological phenomena, particularly as they set foundations for the science and practice of Psychological Clinical Science .
6351	Theories and Methods of Psychotherapy (required course). 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	Psychometrics, Test Construction, and Assessment (required first-year course). Application of psychological methods to the study of the individual; rationale of test construction and evaluation

	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 (required first-year course) 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.
6359	Affective and Social Neuroscience (required course). This course is designed to cover research and clinical findings in the field of affective and social neuroscience.
6361	Assessment Practicum II (required course. 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.
6364	Foundations in Psychology: Social & Cognitive Psychology (required course). Seminar providing a foundational knowledge in social and cognitive psychology.
6366	Supervision and Consultation in Psychology (required course). An in-depth examination of current methods, procedures, and efficacy of models of clinical supervision and both inter- mural and intra-mural psychological consultation.
6367	Graduate Study in Applied Forensic Psychology (elective course). Seminar on the practice of forensic psychology, including applications of clinical, cognitive, developmental, and social psychology to the legal arena.
6371-6372	Research in Psychology (elective courses). Supervised individual empirical research on selected problems. A research proposal must be submitted to and approved by the instructor before admission.
6380	History and Ethics (required course). Seminar providing an overview of the history of psychology, followed by an in-depth analysis of ethical issues that have shaped psychology and continue to guide psychologists today.
6398	Thesis (required course). Academic credit for design, data collection, analysis, and writing of student master's thesis (repeatable 4 times).
7091	Practicum in Psychology (required course). Students will conduct psychological assessments and interventions in a field placement under the direct supervision of an approved supervisor.
7171	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
7271	Research. Academic credit for data collection, analysis, and writing of student research project.
7371	Research. Academic credit for data collection, analysis, and writing of student research project.
8049	Graduate FT Status (required every semester). Continuing graduate students who are finished with coursework but completing their thesis/dissertation research.
8091	Clinical Internship (required course). 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 (Repeatable up to 4 times).
8105	Research
8391-8392	Directed Studies. Advanced study on selected topics in various sub-areas of psychological research.
8396	Dissertation (required course). Academic credit for design, data collection, analysis, and writing of student doctoral dissertation. (repeatable 4 times)

Appendix G: Required Forms for the Psychology Department and Office of Graduate Studies

All forms are available from the Psychology Ph.D. Program website (https://www.smu.edu/Dedman/Academics/Departments/Psychology/Graduate/ClinicalPsych/Graduate-Forms).

Form List

- Graduate Student Annual Activity Report
- Graduate Student Review Form
- Thesis Proposal Form
- Dissertation Proposal Form
- Evaluation/Scoring Rubric for M.A. Thesis/Ph.D. Dissertation Defense
- Evaluation of Supervisor Form
- Graduate Administrative Forms
- Quantitative Minor Declaration
- Change of Faculty Advisor Graduate Funding Forms
- Application for Funding to Attend/Present a Conference
- Application for Funding to Attend an External Workshop or Training

All forms for the Office of Graduate Studies 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. Please notify the department administrative assistant when you have completed these forms and submitted to the Office of Graduate Studies.

Form List

- Establishment of Examination Committee for thesis (completed on website)
- Oral Examination Report for Thesis
- Admission to Candidacy
- Establishment of Examination Committee for dissertation (completed on website)
- Ph.D. Qualifying Examination Report
- Ph.D. Examination Report

The Psychology administrative assistants can help with sending forms to the Office of Graduate Studies.