

Graduate Student Handbook

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

Academic Year 2020-2021



SMU | DEDMAN COLLEGE
OF HUMANITIES & SCIENCES

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I. The Doctoral Program in Clinical Psychology

A. Mission Statements

Doctoral Program Mission Statement

The *American Psychological Association* (APA) accredited Clinical Psychology 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 collaborative, faculty-directed studies as well as studies in which students take a lead role. 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.

Research Training

The SMU Clinical Psychology 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 Clinical Psychology 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 three major benchmarks: a master's thesis, a review paper, and a dissertation. A fourth benchmark is the publication of at least two manuscripts in peer-reviewed outlets, at any level of authorship, prior to graduation. 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. 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 faculty members in preparing and offering an undergraduate course. The department's faculty members consider teaching to be an integral part of the graduate educational experience.

B. 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), who also serves as Co-Director of Clinical Training (DCT) with another faculty member. The DGS and Co-DCT are appointed by the chair of the department and meet regularly with other department faculty and a student representative (a student volunteer who attends faculty meetings) 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).

C. Faculty

Faculty members in the Department of Psychology who can serve as faculty research mentors for doctoral students in the SMU Clinical Psychology Ph.D. program are listed below:

Austin Baldwin, Ph.D.
Holly J. Bowen, Ph.D.
Michael Chmielewski, Ph.D.
George W. Holden, Ph.D.
Nathan W. Hudson, Ph.D.
Ernest N. Jouriles, Ph.D.
Chrystyna D. Kouros, Ph.D.
Priscilla Lui, Ph.D.,
Renee McDonald, Ph.D.,
Alicia E. Meuret, Ph.D.,
Thomas Ritz, Ph.D.
Benjamin A. Tabak, Ph.D.
Stephanie J. Wilson, Ph.D.

The above-listed faculty members each have active research programs; many also teach courses for doctoral students, and are able to provide other types of instruction and supervision (e.g., such as on how to teach).

The SMU Department of Psychology includes additional faculty members who teach courses for doctoral students, and who are able to provide other types of instruction and supervision. Several faculty members who serve in these roles are listed below (this is not an exhaustive list):

James Calvert, Ph.D.
Susan Hornstein, Ph.D.
Akihito Kamata, Ph.D.
David Rosenfield, Ph.D.
Naomi Tabak, Ph.D.

D. American Psychological Association Accreditation

SMU's doctoral program in clinical psychology was founded in 2004 and has been accredited by the *American Psychological Association* (APA) since 2009. The next evaluation for accreditation was scheduled to take place in 2020, but it needed to be rescheduled due to APA travel restrictions. It will take place as soon as it can be rescheduled, and the program will remain accredited during this time. APA accreditation is essential for students who are applying for internships, post-doctoral training, and jobs, as it indicates that the primary professional organization and evaluating body has concluded that the program provides training experiences that are consistent with the national standards established by the field of clinical psychology.

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

E. Academy of Psychological Clinical Science

SMU's doctoral program in clinical psychology 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 students to conduct research designed to advance psychological clinical science.

F. Council of University Directors of Clinical Psychology

SMU's doctoral program in clinical psychology 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)."

G. Departmental Minor in Quantitative Methods

All graduates of the doctoral program in clinical psychology at SMU receive training in the foundations of clinical psychology, 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 academic psychology and will enhance students' research productivity, their ability to contribute to research teams, and to obtain research positions post-graduate school.

		<i>Credit Hours</i>
<i>Required Courses for All Psychology Doctoral Students</i>		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 fall)	
PSYC 6322	Contemporary Issues in Scientific Psychology: Longitudinal Data Analysis Using Multilevel Models (offered annually in fall)	
<i>Examples of Elective Courses to Complete Minor (choose 4 or more)</i>		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 complete the minor to the DGS by the end of their third year (July 31) using the Declaration of Minor in Quantitative Methods Form (**see Appendix F**).

This is a departmental minor. It does not show up on graduate transcripts.

II. Program Requirements

Program requirements include acceptable performance in all areas of graduate study (i.e., coursework, research, teaching, and clinical training). The training experiences were designed to meet the APA accreditation requirements by containing the following elements: “a) integration of empirical evidence and practice: practice is evidence-based, and evidence is practice-informed, (b) training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training, and c) the program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity” (APA Standards of Accreditation for Health Service Psychology, 2015).

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 E**, students completing a clinical practicum (second year and above) must enroll in a practicum course (PSYC 7091) and integrated practicum seminar (PSYC 6091).

Students working on a master’s thesis must enroll in PSYC 6398, and those working on a dissertation must complete two semesters of dissertation credits (PSYC 8096 and PSYC 8097). Students who have completed other course requirements and are actively involved in research may also enroll in PSYC 7171 and 7272, PSYC 7371 and 7372 to fulfill credit hours.

When on internship, students enroll in PSYC 8091 and 8092. Practicum and internship courses do not count toward the total 70-hour requirement. See **Appendix E** for more details.

A. Curriculum

In conjunction with other elements of the doctoral program in clinical psychology, the program’s curriculum is designed for all students to gain graduate-level knowledge in the discipline of psychology and to develop certain profession-wide competencies as part of their preparation for practice in clinical psychology.

Discipline-specific knowledge: 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 (e.g., *Affective and Social Neuroscience*).

Profession-wide competencies: Coursework is also designed to provide exposure to and training in certain profession-wide competencies that are essential for the development of clinical psychologists. These competencies include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. While a good deal of training in these areas takes place in research

labs and through teaching assistant and clinical practicum experiences, successful completion of required coursework provides one method of ensuring student competence.

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

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

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

B. Research Benchmarks

Students are expected to be active members of their faculty research mentor’s lab and to conduct research throughout their enrollment in the doctoral program. The program has four “research benchmarks” that students must complete prior to graduation.

RESEARCH BENCHMARK 1: Thesis: Students complete a student-directed empirical research project by the end of their third year in the program (July 31). Students must complete a written 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 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** for more information.

RESEARCH BENCHMARK 2: 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 graduation. The research needs to be work completed while the student was enrolled in the doctoral program at SMU, and it is expected that the work be completed in conjunction with 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).

RESEARCH BENCHMARK 3: Review Article: To demonstrate in-depth knowledge of their research area, and to demonstrate their ability to interpret and synthesize the research literature and theory, 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.

This benchmark ideally should be completed before the middle of the fourth year (February 1). 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 clinical psychology. Before the student can officially begin the dissertation, he/she 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 proposal must be successfully defended by September 30 of the year that the student plans to apply for a pre-doctoral internship (see below).

After successful defense of the 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; or 3) 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 be at the level of an early career psychologist prepared to begin independent research as a post-doctoral researcher. See **Appendix C** for more information about dissertation guidelines and expectations.

Advancing to Candidacy

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

- Completion of research benchmarks 1 and 3 (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 ideally completed by the middle of the fourth year in the program. Advancement to candidacy is necessary for students to initiate dissertation research and to apply for an internship. Students are required to propose their dissertation by September 30 of the year they apply for internship (typically the fall of the fifth year of study).

First Year Research: First-year students begin working on a research project with their faculty research advisor right when they begin graduate school. This first-year research experience should provide students with exposure to a research area and help shape the skills necessary to develop hypotheses, design studies, analyze data, and communicate the results. Students will be asked to present something from their first-year research during the weekly departmental research meetings at the beginning of their second year.

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 increasing recognition of the importance of transparency in research, the faculty believes 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.

C. Clinical Training Requirements

Students receive practical clinical training in assessment, consultation, and interventions through a variety of internal and external clinical practicum experiences. All students who are enrolled in a clinical practicum must also be enrolled in the Practicum Seminar (PSYC 6091). The purpose of this course is to provide group and peer consultation, ongoing training in a variety of intervention, assessment, supervision, and consultation techniques, to expose students to different areas of clinical practice outside of their own experience, and to provide an ongoing evaluation of student clinical skills, which are assessed through clinical presentations.

The primary purposes of the clinical practicum experiences are:

- To offer students the training, supervision, and experience in the use of evidence-based methods of intervention, consultation, and assessment.
- 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 in complexity.

Students dedicate approximately 16 hours per week to their clinical practicum experiences during the second, third, and fourth years of study. Hours are recorded on Time2Track (<https://time2track.com>), an on-line tracking program in preparation for internship applications (see discussion of the pre-doctoral internship below); all students who are engaged in clinical practicum are provided with an account.

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

- Appropriately credentialed professionals (i.e., licensed clinical psychologists) are available to train and supervise students.

- Students 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 the primary clinical tools 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 F**), 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.**

Students must also evaluate their clinical supervisors at the end of each semester. This feedback is reviewed by the DCTs to ensure that practicum sites are providing appropriate training and support during the training year.

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 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 external supervisors and attend regular clinic meetings, which focus on case review, consultation, and special topics. Each student must complete at least 12 full assessment batteries with integrated report and feedback over the course of their graduate career, with at least nine assessments completed in the second year. Second-year students also carry a therapy caseload of approximately three clients at a time and must see at least one adult and at least one child/family client during the 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 must be external, typically in the third year).

In the spring of each year, students in the second year upward meet with the DCTs to discuss training interests and preferences for practicum and review their interests and plans with their faculty advisors. They then apply to relevant practicum sites based on their training needs and preferences as well as site availability. Sites choose students to interview and make offers for the next practicum year based on fit and availability.

Several external practicum sites are listed below, along with information about their primary areas of focus (e.g., adult, child/family, neuropsychology & assessment, behavioral medicine). This list is continually updated as new sites become available. If students are interested in placement at a site that is not on the list, they may work with the DCTs to determine if the site meets the practicum requirements and a new contract may be initiated.

Students in the fifth year of training or higher work with their faculty research advisor and the DCTs to decide what clinical experiences are appropriate to meet their training goals and to prepare for internship. Opportunities include a full 16-hour per week external practicum, a shorter external practicum, if available, seeing clients and/or providing supervision to junior students in the Psychology Clinic, or acting as a study therapist or assessor for an ongoing research study. Students who enter the fifth year or higher who have sufficient clinical experience to prepare them for internship may also choose not to engage in clinical training that year, but rather to focus on other important areas of training (e.g., focusing on research experience and publications, attending research-related trainings, teaching, etc.).

External Practicum Sites

	Adult	Child/ Family	Neuropsychology & Assessment	Behavioral Medicine
Baylor Medical Center, Behavioral Medicine	✓			✓
Children's Medical Center		✓	✓	✓
Cook Children's Health Care, Behavioral Health		✓	✓	✓
Dallas Children's Advocacy Center		✓	✓	
Dallas County Juvenile Department		✓		
Momentous Institute		✓		
North Texas Veterans Affairs Hospital	✓	✓	✓	✓
Parkland Hospital, Consult Liaison Psychiatry	✓		✓	✓
Parkland Hospital Community-Oriented Primary Care Clinics	✓			✓
The Center for Integrative Counseling and Psychology	✓	✓		
Steven A. Cohen Military Family Clinic at Metrocare	✓			
UT Southwestern Simmons Cancer Center	✓			✓
Youth and Family Centers, Dallas Independent School District		✓		

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 F**). 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.

Students are expected to complete regular clinical presentations and participate in group consultation during the Integrated Practicum Seminar; these activities affect their grade.

The Pre-Doctoral Clinical Internship

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

- a. **Eligibility to Apply for Internship.** Prior to applying for internship, students must receive approval from the DCT and their faculty advisor. To be eligible to apply students must have advanced to candidacy, met all relevant research benchmarks and clinical training requirements, and have proposed their dissertation by September 30 of the year they intend to apply. Students who wish to apply for internship should discuss their plans with the DCT and their faculty advisor during the spring semester before they plan to apply. The Internship Guidance Committee (including the DCT, Associate DCT/Director of the Psychology Clinic, and other faculty member volunteers) meets with students planning to apply for internship on a regular basis, beginning in July. The Guidance Committee works with students to help them decide where they will apply, reviews essays and CVs, conducts practice interviews, and helps them to make ranking decisions. Students may only apply to APA accredited internships.
- b. **Enrollment.** While on internship, students enroll in a 0-credit course (PSYC 8091 and 8092) as well as PSYC 8049 (full time status). This maintains their full-time student status but does not require tuition.
- c. **Evaluation.** Internship Directors of Clinical Training provide bi-annual evaluations of students to the program DCT. These evaluations inform the decision of whether a student has passed the internship and may graduate upon successful completion of the dissertation defense. Students must complete the internship in order to receive the Ph.D. in clinical psychology.

D. Student Files

All student files are kept electronically on the psychology department's Box site. Files are maintained by the administrative assistants and are available to faculty and students for review. Copies of all completed benchmarks, reviews completed by faculty advisors and clinical supervisors and student self-reviews, student contracts, and other similar material are maintained in the electronic files. The program also maintains a file with all benchmark completion dates for all students.

E. The Faculty Research Mentor (Advisor)

The clinical Ph.D. program uses a mentorship model of advising; each student is admitted to the program under the supervision of a specific faculty member. This faculty member serves as the student's research mentor (Faculty 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 advisor-student collaborations.

Faculty research mentors are responsible for supervising the student's research benchmarks, providing training and experiences in their area of research, involving the student in their own research, and facilitating the student's development of research skills.

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.

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. This matching is done thoughtfully and carefully to ensure, as much as possible, that the student-faculty research mentor relationship will be successful, as this is in the best interests of both student and faculty research mentor.

Occasionally, however, students will wish to change advisors, either because their research interests have changed to a different area and/or the student and faculty member do not work well together. Students who wish to change advisors should begin a conversation with their current 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 F**). The DGS will work with the student to help him/her find the best mentorship relationship possible.

F. Timeline

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

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. 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.

III. Student Support

Doctoral students in clinical psychology receive funding for five years of graduate study through Dedman College, pending satisfactory performance (see **Appendix D** for the Funding Contract). Funding includes a stipend of \$18,500 per year, plus tuition and fees, and SMU benefits.

Dedman College funding carries with it a responsibility to serve as a teaching assistant (TA). Each year, the DGS and chair assign students to serve as either a lab TA or a class TA.

- Lab TAs typically work under the supervision of their faculty advisor and are responsible for coordinating and supervising the activities of undergraduate research assistants (RAs) within the lab. Lab TAs create a syllabus for the RAs each semester, lead weekly discussion groups about research which include assigned readings, and are responsible for reviewing and grading RA end-of-semester papers.
- Class TAs work under the supervision of a faculty member who is teaching an undergraduate course. They are responsible for assisting the instructor with course activities, such as grading papers and exams, and give 1 to 2 guest lectures each semester.

Students in the fourth or fifth year have the opportunity to teach an undergraduate course.

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 with staff in the Office of Graduate Studies 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 do not serve as TAs during the years covered by those funds, because they are not supported by Dedman College funds.

Travel Funds

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.

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. Funds will be awarded based on prior receipt of funds, student standing in the program, benefit of the workshop or training to the student, and availability of funds. Applications will not be accepted to reimburse students for past attendance at workshops or trainings or for those that clearly overlap with training provided at SMU. See **Appendix F** for the application form.

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

Students undergo an annual review of progress at the end of each academic year (first year students also undergo a mid-year review between the fall and spring semesters of the first year). The student and research mentor are asked to complete the Graduate Student Review Form at the end of the spring semester (see Appendix F) and teaching supervisors are asked to complete the form at the end of the fall and spring semesters. Clinical supervisors also complete the Graduate Student Review Form at the end of the fall and spring semesters (see **Appendix F**). In addition, the student must submit an updated CV and the yearly Activity Report (see **Appendix F**) by the end of the spring semester (and by the end of the fall semester for first year students).

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

Probation and Remediation

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

Remediation plans are developed on a case-by-case basis, but they generally reflect failure to make significant progress in areas identified in previous reviews and/or significant difficulties in one of the areas of competence covered in the Graduate Student Review Form.

A student may be placed on academic probation by the program and the Office of Graduate Studies if their GPA drops below 3.0. A student may not remain on academic probation for more than one semester (i.e., they will be dismissed from the program). Failure 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.

Success in a remediation plan is evaluated in the subsequent annual review or earlier, if appropriate; if the student has met all goals then the remediation is complete; in cases in which the student was on probation, the student is taken off of probation.

If the student does not meet the goals of the remediation, this is grounds for extended remediation, or dismissal from the program.

V. Expectations and Professional Behavior

Earning a degree from the SMU doctoral program in clinical psychology requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the *American Psychological Association (APA) Standards of Accreditation* and 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 clinical psychology will have the opportunity to work with diverse populations in their research, teaching, and clinical training. 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 attitudes, beliefs, or values.

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

Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

The doctoral program in clinical psychology 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 clinical psychology 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 client/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 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 behave in a professional and appropriate manner at all times. The following rules apply:

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

VI. Problem Resolution and Grievance

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 the course of a student's career that is not resolvable through direct communication with the involved parties, it may be channeled through the grievance procedure and process. All inquiries and complaints will be treated confidentially. The following policies and procedures are provided in an effort to resolve conflicts.

- A. The first step in addressing these conflicts is for the student to consult with 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. The DGS may request written documentation from the student of the complaint or grievance. The DGS may also seek consultation with the Chair.
- C. A typical and recommended option at this point is an informal resolution, which occurs when an individual does not wish to file a formal complaint but nonetheless wishes assistance in resolving the issue in a constructive manner. Action taken by the DGS 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, the graduate student may meet with the involved party to discuss the situation;
 - ii. The DGS 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 may consult with appropriate peers in governance or supervisors (e.g., the Chair) to explore options for informal resolution.
- D. If an effective informal solution is not achieved in consultation with the DGS, then the student has the option of consulting directly with the Chair.
- E. If still dissatisfied, students have an additional option of seeking assistance from the Graduate School (Dr. Alan Itkin, 214-768-4202, aitkin@smu.edu). However, it is expected by Alan Itkin and the department that all such conflicts are to be addressed first within the program, then within the department, before seeking a resolution outside the department.

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

The DGS, 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 <http://www.smu.edu/IAE/PoliciesandProcedures> .

Leave of Absence and Discontinuation from the Program

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

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.

Policy on Impaired Student Functioning

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

1. The individual who believes that the student's competence is impaired will meet with the student's faculty research mentor to discuss the matter and alert the DGS and department Chair about his/her concern. If the faculty research mentor is the individual who has concern about the student's competence, he/she will go directly to the DGS and Chair. If the DGS is the student's faculty research mentor, the Chair will handle the matter.
2. The DGS will call a meeting with the student, his/her faculty advisor, and, if relevant, the person who alerted the Advisor and DGS 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. If it is determined that a referral for psychological assessment is warranted, the referral will be made to a qualified psychologist or psychiatrist who has no personal or professional connection with the program. The student is responsible for any costs incurred by an assessment.
3. Depending on the results of the psychological assessment, the student may be asked to: a) take a leave of absence from the program, the length of which will be determined by the Chair and DGS (e.g., one semester or one year), in order to attempt to improve/resolve the problem; b) resign from the program;

or c) be permitted to remain in the program under condition of specified remedial action. The Chair and DGS may also recommend to the student that he/she secure medical or psychiatric treatment for the problem. If the student takes a leave of absence or remains in the program, a plan for evaluating the student's progress and level of competence within a specified time will be documented in writing.

4. At the end of the agreed upon leave or evaluation period, the Chair and DGS will meet again with the student to decide if the student has successfully addressed the problem and is competent to remain within the program. To determine the student's fitness to remain in the program, the Chair and DGS may require the student to authorize the release of any and all records relating to the alleged mental and/or physical condition, including the student's personal medical, psychiatric, and/or psychological records.
5. If, at any point during the process, the student fails to comply with any of the requirements of the evaluation, rehabilitation, or remediation, the student may be dismissed from the program without regard to academic standing, status of research, or any other consideration.
6. The student may elect to resign from the program without submitting to a psychological assessment, leave of absence, or specified remediation/rehabilitation plan. In this case, the student will be informed in writing that re-admittance to the program at any time in the future will not be permitted. A copy of the documentation will be placed in the student's file. The student will be designated as having resigned from the program while not in good standing.

VII. University Life and Student Services

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

Statement of Nondiscrimination

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

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 an APA journal, such as the *Journal of Consulting and Clinical Psychology* would do). It should also convey the scientific methods to be used to conduct the study (i.e., participants, procedures, measures, and planned statistical analyses).

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 research in front of an audience; 2) to evaluate the student's knowledge of the field, (substantive knowledge and knowledge of basic research methods), in which he/she is planning to conduct research; and 3) to help the student develop a high-quality research study.

Proposal meetings typically adhere to the following format:

1. The committee members meet briefly to discuss the proposal in private (the room is cleared 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 completed thesis.

Thesis Defense

The completed thesis should be written in a manuscript format (i.e., in the form of a full-length manuscript that could be submitted to an APA journal such as the Journal of Consulting and Clinical Psychology). Such manuscripts are typically 30-35 pages in length, although the thesis proposal might 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. 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>.

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 DCT.

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

May I conduct my thesis research with data that have already been collected? Yes. 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. The student must complete his/her master's thesis before progressing to the review paper.

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. Depending on the area of study, the review may include, but does not require, a meta-analysis of specific hypotheses. Students are encouraged to choose a topic that will inform their program of research. The manuscript should be written with the ultimate goal of publication in a peer-reviewed outlet (e.g., *Clinical Child & Family Review*, *Clinical Psychology Review*, *Current Directions in Psychological Science*, *Health Psychology Review*, *Personality and Social Psychology Review*). The paper should be written in APA-style.

Committee

The review paper committee must consist of the student's faculty advisor and 1 to 2 additional members. At least one member of the committee must be an associate or full professor. If a student has co-advisors, at least one member of the committee must be external to the home lab.

Process and Evaluation

The student and his/her faculty research mentor decide on a topic for the review and the review committee is formed.

1. The student works with the committee to plan the manuscript and produces a detailed outline for the review paper.
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 prior to submission to the committee, as this benchmark is an evaluation of the student's independent writing and conceptualization skills.
3. The committee has 30 days to review the manuscript. At the end of that period, each member will produce an independent written review, in the style of a review for peer-reviewed journal. These materials will be submitted to the student's faculty advisor, 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. He/she will submit the revision, along with a detailed letter summarizing the changes that were made, to the committee.

5. The committee will have an additional 30 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 his/her 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 Director of Graduate Studies. If the Director of Graduate Studies is a member of the review committee, the manuscript will be referred to the Department Chair.

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 Dean of Graduate Studies, a doctoral level professional outside of SMU.
3. Once the student has completed an approved dissertation, he/she must file the dissertation with the Office of Graduate Studies (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 pre-doctoral internship. (See <https://www.smu.edu/graduate/CurrentStudents/Graduation> for graduation deadlines.)

Appendix D: Graduate Student Funding for 2020-21

Graduate students enrolled in the Ph.D. program in Clinical Psychology at SMU receive funding (stipends) from a variety of sources, including teaching assistantships, research assistantships, and university fellowships. The standard student stipend for 2020-21 will be \$18,500, 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 Office of Research and Graduate 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 26 payments throughout the year (every two weeks). Vacation time (2 weeks) must be scheduled in collaboration with your faculty advisor and any other relevant supervisors.
3. In addition to your coursework and clinical work, you are expected to work on research for approximately 20 hours per week (or more for quicker progress through the program). In addition, depending on needs for teaching assistants, you may be assigned to assist a faculty member in their courses.
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. Completing, in a timely and satisfactorily (or better) way, all the duties/responsibilities assigned by your mentor and/or supervisor.
 - c. Making good progress in the other requirements of the program (e.g., coursework, research benchmarks, clinical training).

Department of Psychology Graduate Funding Acceptance Form: 2020-2021

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

Printed name

Signature

Date

Return to: Ernest N. Jouriles, Ph.D.

Email: ejourile@smu.edu

Appendix E: Current Graduate Course Offerings

Number	Course Title and Description
6091	Integrated Practicum Seminar (required course). Students participate in an internal or off-campus practicum and also meet bi-weekly with faculty to review cases, learn supervision techniques, and review procedures for assessment and treatment. All students completing a clinical practicum (second year and above) register for this course every fall and spring semester.
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 clinical psychology. Topics include validity and reliability of clinical assessment, experimental and quasi-experimental designs, causal inference, interpretation of data, and research ethics.
6330	Seminar in Psychopharmacology (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 clinical psychology.
- 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 course). Application of psychological methods to the study of the individual; rationale of test construction and interpretation; problems in the prediction of human behavior; and theory and practice in psychological assessment techniques to measure personality, intelligence, and behavior. The focus throughout is on the integration of diverse sources of data to better inform psychodiagnostic decision making.
- 6354 Assessment Practicum (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.
- 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.
- 6362 Advanced Special Topics (elective). An advanced seminar on selected topics in various sub-areas of psychological research.
- 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.
- 6381 Affective and Social Neuroscience (required course). This course is designed to cover research and clinical findings in the field of affective and social neuroscience.
- 6398 Thesis (required course). Academic credit for design, data collection, analysis, and writing of student master's thesis.
- 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.
- 7171-7272 Research. Academic credit for data collection, analysis, and writing of student research project.
- 7361-7362 Advanced Special Topics. Advanced seminars on selected topics in various sub- areas of psychological research
- 7371-7372 Research. Academic credit for data collection, analysis, and writing of student research project.
- 8049 Graduate FT Status (required every semester). Continuing graduate students who are finished with coursework but completing their thesis/dissertation research.
- 8091-8092 Clinical Internship I and II (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.
- 8096-8097 Dissertation (required courses). Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.
- 8105 Research
- 8391-8392 Directed Studies. Advanced study on selected topics in various sub-areas of psychological research.
- 8396-8397 Dissertation. Academic credit for design, data collection, analysis, and writing of student doctoral dissertation.

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

All forms can be downloaded from the Psychology Ph.D. Program website

(https://www.smu.edu/Dedman/Academics/Departments/Psychology/Graduate/ClinicalPsych/Graduat_e-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.

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

Submit required forms to Psychology administrative assistant to scan and send to the Office of Graduate Studies.