

***HANDBOOK***  
*for*  
***GRADUATE PROGRAMS***  
*in*  
***CLINICAL PSYCHOLOGY***



***AUGUST 2013***

# *Handbook Contents*

Introduction and overview--	3
Scope of Application--	4
Program Structure and Governance--	5
Equal Opportunity Policy—	6
Disclosure --	6
I. Program Admission--	6
II. Graduation Requirements--	8
III. Criteria for Satisfactory Progress--	11
IV. Transfer of Credit, Waiving of Requirements, Applying Credits --	14
V. Changing To Clinical From I/O--	16
VI. Advisors and Doctoral Committees--	16
VII. Pre-candidacy Project (Ph.D. Program)--	18
VIII. Comprehensive Examination (Ph.D. Program)--	20
IX. Dissertation (Ph.D. Program)--	22
X. Practicum and Field Work--	24
XI. Internships (Ph.D. Program)--	26
XII. Financial Assistance—	29
XIII. Masters Degrees for Students in The Ph.D. Program--	31
XIV. Responsibilities, Privileges, Grievances--	31
Forms Appendix	
Curriculum Appendix	
Scheduling Appendix	

## Introduction and Overview

The faculty welcomes you. By admitting you to the program, we have already recognized your outstanding achievement as a student of psychology. We will work hard to facilitate excellence in your development as a scientist-practitioner of psychology. Graduate school can be a great time of life: a highly able peer group, the opportunity to concentrate heavily on a topic of intellectual interest, a time of rapidly advancing skills. There can also be great challenges: new levels of performance expectations, interpersonal stresses associated with clinical work and demanding schedules, and the financial pressures of student life. The faculty, having lived this life, appreciate the both the opportunities and challenges you face. We look forward to helping you develop to your fullest potential as a scientist-practitioner of psychology.

The mission of graduate training in clinical psychology is to develop excellence in scientist-practitioners. In these programs, science and practice are not regarded as separable elements from which one can pick and choose. Instead, practice itself is regarded as *the application of the theories, methods, and results of scientific psychology to clinical problems*. In these programs, the science of psychology is not construed narrowly. Instead, students are expected to develop broad familiarity with a range of psychological theories, methods, and results. We encourage students to understand the limits of human perception, reason, and intuition, and to appreciate scientific methods as correctives to the flaws and biases of natural human judgment. Our program has four broad training objectives: (1) provide a generalist model of training in diverse aspects of psychology including biological, developmental, social, and cognitive science; (2) promote a scientific attitude toward clinical practice and prepare students for clinical research; (3) promote high academic, ethical, and professional standards in all aspects of professional development and practice; and (4) prepare students for entry level competence in and a commitment to lifelong learning about psychotherapy and assessment including the ability to adapt their approaches to diverse populations. Specifically, students will develop competencies in the following areas: (1) Ability to differentially diagnose major Axis-I and Axis II disorders; (2) Ability to articulate major etiological theories of mental disorders and apply these theories to clinical cases; (3) Ability to conduct and report intake interview and Mental Status Examination; (4) Knowledge of scientific basis for psychological intervention; (5) Knowledge of empirically supported treatment, ability to articulate the components of the treatment plan; (6) Knowledge of nature and impact of human diversity on clinical assessment and intervention; (7) Knowledge of APA Ethical Principles of Psychologists and Code of Conduct, ASPPB Code of Conduct, and major legal principles guiding practice, and ability to analyze clinical problems from ethical and legal perspectives; (8) Knowledge of scientific methods of collection and analysis of psychological data; (9) Knowledge of theories and methods of psychological measurement (10) Administration, scoring, interpretation and report writing for tests of intellectual functioning including the Wechsler scales; (11) Administration, scoring, interpretation and report writing for objective personality tests including MMPI-2.

In the graduate programs in Clinical Psychology, educational practices are based upon an appreciation of the distinction between declarative and procedural knowledge. Both are regarded as essential. Thus in addition to achieving broad declarative knowledge of psychological theories, methods, and results, students are given course work and practicum experiences to develop procedural skill. Those procedures involve the application of the scientific fruits of psychological research to clinical problems. In addition, the doctoral program requires the successful completion of an internship, although the program does not supply or guarantee the availability of an internship.

The graduate programs promote ethical and legal practice. Both declarative and procedural knowledge of the codes, guidelines, standards, and laws guiding practice are developed. *In all psychological activities, students are expected to be aware of and in*

*compliance with relevant ethical and legal guides to practice.* Illegal or unethical practice or academic dishonesty are not acceptable in the programs and may be cause for termination. The forms appendix to this *Handbook* contains a *Statement on Familiarity with Critical Information and Conformity with Law & Standards of Ethics and Conduct*. All graduate students in clinical psychology are expected to finish the required reading and turn in the signed form within two weeks of starting graduate school.

The faculty of the clinical programs and of the psychology department care deeply about graduate education and the development of our students. It is the responsibility of every faculty member to treat all students with respect and dignity. Both students and faculty should attempt to cultivate a collegial atmosphere of mutual respect, of respect for individual differences, of respect for intellectual freedom and freedom of expression. Discrimination, sexual harassment, and disrespectful behavior are not acceptable in our programs. The role of the faculty is to educate the students and promote their development: the role of the faculty is *not* therapeutic. ***Student communication to faculty is not protected by psychotherapist-patient privilege and the expectation is that faculty will communicate information among the persons responsible for the student's training as needed to promote their training. This may include communication with practicum supervisors, communication with the Clinical Program Committee, and communication with other faculty members training the student.*** The Family Educational Rights and Privacy Act (FERPA) of 1974 protects student privacy. Other than official practicum supervisors who function as part of the practicum faculty, communication to parties outside the university is limited by this act.

Our programs attract high aptitude students, and the faculty expect and cultivate excellence. The program faculty, in addition to caring about the development of our students, also care about the quality of our profession and *the potential patients of our students*. Thus all program examinations should be rigorous, fair, and judged to a high quality standard. No program examinations are simply *pro forma*.

The graduate programs in Clinical Psychology hope to cultivate a life-long thirst for new psychological knowledge, new skills in the application of that knowledge, and continued development in the ethical and legal dimensions of practice. Because students are carefully selected for the academic aptitude to complete our programs, perhaps one of the most serious impediments to growth and development is the attitude, "*I am already a finished psychologist, and all I need is the diploma and the shingle.*" Instead, the clinical training programs promote the alterative view: "*No psychologist or masters level practitioner should EVER be 'finished' with learning and professional development.*" We view our degree programs as contributing early and critical stages of development to a professional life characterized by continuous learning and growth.

Completion of our degree programs does not in and of itself qualify a person to provide psychological services. The practice of psychology is regulated by the states, and usually significant additional supervised experience is required beyond the degree program. Students are strongly encouraged to gain information, early on, from the states in which they intend to practice. Thus they can seek appropriate predoctoral or masters level course work and experiences available in the program. However, because of the diversity of requirements across a large number of jurisdictions, not all predoctoral or masters level course or experience requirements may be available within our programs.

### Scope of Application of This Handbook

This handbook specifies the program and procedures for students entering graduate programs in Clinical Psychology at The University of Tulsa *after the year and month on the title page* of this handbook. The program and procedures for students are governed by the handbook

which was in effect when they entered the program. Students who entered under an earlier edition of the handbook have the option of changing to the current handbook. A form is available in the Forms Appendix for students exercising the option to switch to this edition of the handbook. The request must be submitted to the Director of Clinical Training in writing using the form in the appendix. Once a student has switched to a later edition, he or she may not revert to an earlier handbook. When a new edition of this handbook is published, new students will then enter under that handbook, and anyone operating under this edition will have the option of switching to the new handbook.

Program requirements, policies, and procedures presented here are intended to be consistent with and in addition to those of The University of Tulsa, The Graduate School of The University of Tulsa, and the Department of Psychology as specified in the current *Graduate Bulletin of The University of Tulsa*, in the current *University of Tulsa Student Handbook*, and in the faculty manual for the University of Tulsa. As specified in the Graduate Bulletin, the department is permitted to establish additional requirements beyond the minimum established by the graduate school. In the event of conflict, the procedures, policies, and procedures of the University and Graduate School supersede those specified here.

Students should be familiar with this entire Handbook, as well as the *Graduate Bulletin of The University of Tulsa*, and the *University of Tulsa Student Handbook*. Material covered as an overview in one section of this handbook may be elaborated in another section. Students are responsible for knowing the requirements, rules and procedures of their programs. Within two weeks of starting classes in a graduate clinical program, students should fill out the form (contained in the Forms Appendix) documenting that they have read this handbook, the *Practicum Manual*, The Oklahoma Psychologists Licensing Act, the APA's "Ethical Principles of Psychologists and Code of Conduct", and the "Code of Conduct" of the Association of State and Provincial Psychology Boards. Copies of these documents are available from the Clinical Program Secretary. Signing that statement signifies an intention to act in conformity with the law and standards of ethics and conduct. Students unwilling to signify such an intention should leave the programs.

### Program Structure and Governance

The graduate Clinical Training Programs are housed within the Department of Psychology, which is further housed within the Henry Kendall College of Arts and Sciences, contained within the University of Tulsa. As noted in the Graduate Bulletin, all graduate study within the University of Tulsa is supervised by The Graduate School of the University of Tulsa.

The Chair of the Psychology department serves at the pleasure of the Psychology Faculty and the Dean of The College of Arts and Sciences. The Chair of Psychology appoints a Director of Clinical Training (DCT), generally from among the Core Clinical Psychologists (graduates of accredited clinical training programs and accredited internships) on the psychology faculty. If a qualified Acting Director of Clinical Training is chosen from outside the core clinical faculty, the Chair shall appoint an Associate Director of Clinical Training from the core clinical faculty. The Chair of Psychology also appoints a governing committee, called the Clinical Program Committee (CPC), composed of all core clinical faculty plus any Acting Director. The DCT or Acting DCT serves as chair of the Clinical Program Committee.

The Clinical Program Committee, subject to approval of the Graduate Council of the Graduate School, sets the program procedures, rules, and curriculum so as to accomplish the mission of excellence in the training of scientist practitioners, consistent with the mission of The University of Tulsa.

The Clinical Program Committee must approve any requests for waiver or exception to the rules, procedures, and curriculum requirements contained in this handbook. A copy of the *General Petition Form* used to request approval is contained in the Forms Appendix to this Handbook.

Although specific appeals procedures will be detailed later, the governance structure described here makes clear the logic of the line of appeals: from student to Clinical Program Committee, to the Dean of Graduate Studies. After this line of appeal has been exhausted, the University Grievance Committee may hear the matter, as detailed in *The University of Tulsa Student Handbook*.

### Equal Opportunity Policy

The Equal Opportunity Policy of the University is printed in the Graduate Bulletin, and portions of it are excerpted here:

*The University of Tulsa is an equal opportunity employer and institution of higher learning. The university endeavors to create and nurture an informed and inclusive environment in its work place and education programs. Affirmative action and equal employment opportunity are integral parts of*

*The University of Tulsa, not just because they are legally mandated but because we recognize that the present and future strength of the university is based primarily on people and their skills, experience and potential. The University of Tulsa does not discriminate on the basis of personal status or group characteristics, including, but not limited to, the classes protected under federal and state law. The University of Tulsa seeks to recruit, select, and promote students, faculty, and all other employees on the basis of individual merit.*

### Disclosure

Consistent with Standards 7.04 and 7.05 of the APA Code of Ethics, TU balances the autonomy and privacy of its students with the need for the program to ensure competency and protect students' privacy. While enrolled in the clinical psychology program, students are encouraged to develop insight into their personal experiences that may affect their future performance as clinicians. This may occur in written assignments or classroom discussions. No student will be required to disclose their history in personal relationships, including prior abuse or neglect, sexual history or treatment experience, but may do so voluntarily. However, if the program determines that a given student's personal problems pose a risk to the safety of others, or may prevent the student from performing with professional competence, the student may be required to obtain individual or group therapy from practitioners who are unaffiliated with the program. The student will be permitted to choose their own therapist so long as that therapist provides the program with formal confirmation that the student is capable of safely meeting the program's educational and clinical responsibilities. Students or prospective applicants who have questions about these requirements are encouraged to contact Dr. Michael Basso, Director of Clinical Training at 631-3151.

### I. Program Admission

The number of openings in our graduate programs is small compared to the number of applicants. Historically, we have only been able to accept high quality applicants whose interests and needs fit our program. We do specify minimum requirements to define the *potential* range of the student body in our programs. However, it would be unusual for a person with minimum qualifications to be admitted; admitted students typically are well above the minima. Obviously,

many persons with good qualifications cannot be admitted because of the small number of openings.

A. Admission Committee, Coordinator, and Graduate Dean

The Clinical Program Committee serves as an admissions committee and includes an Admissions Coordinator who is designated by the DCT. The admissions committee makes recommendations to the Graduate Dean regarding admission, conditions, probation status, and waiving of requirements. The Graduate Dean makes graduate admission decisions.

B. Minimum Requirements for Admission with Full Standing

A student may be recommended for admission in full standing if, in the judgment of the committee, the student has demonstrated strong qualifications in all areas. These standards are minimums, and thus not every student who meets these requirements will be admitted.

1. Ph.D. Program

- a. A bachelor's degree from an institution accredited by a recognized regional accrediting body.
- b. An undergraduate grade point average of at least 3.0 (on a 4.0 scale).
- c. Graduate Record Examination. No minimum score is specified, but we scrutinize these scores closely.
- d. Eighteen hours of credit in psychology courses or in courses that are primarily psychological in nature in a closely related field. Applicants must have taken abnormal psychology and a course from among statistics, tests and measurements, or experimental psychology. Other recommended courses are developmental psychology, learning, social psychology, personality, cognitive psychology, physiological psychology, history of psychology, and general psychology.
- e. Three satisfactory letters of recommendation.
- f. If the student is currently in our Masters program, preference is given to second-year students over first-year students.

2. M.A. Program

- a. A bachelor's degree from an institution accredited by a recognized regional accrediting body.
- b. An undergraduate grade point average of at least 3.0 (on a 4.0 scale).
- c. Graduate Record Examination. No minimum score is specified, but we scrutinize these scores closely.
- d. Eighteen hours of credit in psychology courses or in courses that are primarily psychological in nature in a closely related field. Applicants must have taken abnormal psychology and a course from among statistics, tests and measurements, or experimental psychology. Other recommended courses are developmental psychology, learning, social

psychology, personality, cognitive psychology, physiological psychology, history of psychology, and general psychology.

e. Three satisfactory letters of recommendation.

C. Admission with Conditions

1. Deficiencies

Under certain circumstances and with the approval of the admissions committee, a student may be admitted with deficiencies in background courses. Such deficiencies must be made up in the first two years either by successful completion of graduate courses or, for Ph.D. students, by successful completion of the General Written Portion of the Comprehensive Examination.

2. Other Conditions

A student who at the time of application is enrolled in needed courses or has not yet received the bachelors degree can, with the approval of the admissions committee, be recommended for admission on the condition that needed psychology courses be completed and/or an official transcript showing graduation be supplied prior to enrollment in the graduate program.

D. Admission on Probation

Under some circumstances, with the recommendation of the admissions committee, the Graduate Dean may admit a student on probation. Usual reasons for admission on probation might include, among others, (a) a grade point average below 3.0, (b) Graduate Record Examination Scores less than the minimum, (c) a highly variable record, (d) references only from non-psychologists. A student admitted on probation must maintain a 3.0 grade point average for the first 9 credit hours of graduate course work to remove the probation and to continue in the program, as per the Graduate School guidelines.

## II. GRADUATION REQUIREMENTS

A. Graduate School requirements are given in the *Graduate Bulletin*, and students should thoroughly familiarize themselves with all relevant procedures and regulations contained in the Graduate Bulletin.

1. Application

Application for a degree and payment of any necessary fees must be made to the Graduate School at least six weeks before the date of graduation.

2. Residence

The clinical psychology programs are full time programs. With extenuating circumstances, a student could enroll part-time in clinical programs, but only with the approval of the Clinical Program Committee and the Graduate Dean. Part-time doctoral students must complete two consecutive semesters as full-time students prior to graduation to meet Graduate School residence requirements. Students must be enrolled *during any semester University resources are used and during the semester in which they are to graduate*. This may, on occasion, require enrollment in a non-graded residency credit for one hour.

3. Thesis

A Masters thesis is not required, nor is a thesis option available.

4. Admission to Candidacy

A student is not a candidate for the Ph.D. until formally admitted to candidacy. Admission follows the recommendation of the Doctoral Committee and Director of Clinical Training, and requires successful completion of the Pre-candidacy Project, minimum GPA of 3.0, general good standing in the program, and having passed the Comprehensive Examinations for the Ph.D. Furthermore, as per Graduate School policy, students must have their dissertation proposal accepted and approved by the respective committee. Additional grade requirements for core and practica classes are described under section B, Psychology Department Requirements.

5. Dissertation Proposal, Dissertation and Oral Examination

A formal dissertation proposal and a completed doctoral dissertation are required of all Ph.D. students. Students are not allowed to enroll for dissertation credits until admitted to candidacy. An oral examination based on the dissertation is required and must be passed before the dissertation is accepted.

6. Grade Requirements

No grade below a "C" will earn graduate credit toward degree requirements. In core clinical courses and practicum, no grade below a "B" will be allowed to apply to program requirements. An overall grade point average of 3.0 must be maintained for graduation.

7. Probation

A student cannot graduate if on probation. Repeating courses (both the original grade and the repeated grade are counted in the average) or taking additional courses to raise the grade point average to at least 3.0 will fulfill this Graduate School requirement. However, because the overall grade point average for required psychology courses must also be 3.0 or higher, probation due to poor performance in psychology courses can only be removed by repeating psychology courses for which the grade received was less than a "B". Until the grade point average is raised sufficiently the student cannot graduate.

B. Psychology Department Requirements

1. Completion of Special Requirements

If a student has been asked to do remedial work or meet special conditions, the body making the request (e.g., doctoral committee, program committee, or faculty) must, before the student can graduate, agree that the conditions have been met.

2. M.A. Programs

a. Courses. Course requirements for the M.A. in Clinical Psychology are listed in the Curriculum Appendix. At the student's discretion other courses may be taken in addition to the required courses, but will not count toward the degree. Transfer credit may be applied toward meeting the course requirements, as described in other sections of the handbook.

b. Research. Although the Clinical M. A. program does not entail a masters thesis, research opportunities and course credit are available. Credit in PSY 799x (independent research) may be *added* to minimum credits required for the degree, depending on the program of study the student develops with the program advisor.

c. Grade Requirements. No grade below a "C" will be allowed to apply toward graduation requirements. In core clinical courses and practicum, no grade below a "B" will be allowed to apply to program requirements. The overall grade point average in required psychology courses, not counting transfer courses, must be 3.0 or greater.

d. Time Limitations. Any graduate credits more than six years old will not count toward requirements for graduation (including transfer courses). If program requirements change for courses exceeding the time limit, the student becomes responsible for the new requirements for that portion of the work that has expired. Extensions that allow expired courses to count toward the degree may be sought from the Graduate Dean, upon the recommendation of the Clinical Program Committee.

### 3. Ph.D. Program

a. Courses. Course requirements for the Ph.D. in Clinical Psychology are listed in the Curriculum Appendix. At the student's discretion other courses may be taken in addition to the required courses, but will not count toward the degree. Transfer credit may be applied toward meeting the course requirements as detailed in other sections.

b. Pre-candidacy Project. Instead of a Masters thesis, Ph.D. students must complete a Pre-candidacy Project. Early in a student's first year, she or he should form a mentoring relationship with a faculty member, and begin research involvement. The student must choose an advisor by the end of the first semester. By the end of the first year, the student must have a pre-candidacy project approved by the advisor. The student must complete the project by Pre-candidacy Day in April of the Spring Semester of his or her second year, as described in greater detail later in the handbook. The project is described in more detail later, including rules about submitting work done prior to entering the Ph.D. program. Failure to achieve any of these milestones by the specified dates will be cause for the clinical committee to consider recommending the student for dismissal from the program.

Students entering with a Masters degree who have completed a research Masters thesis may petition the Clinical Program Committee for acceptance of the Master's thesis as the paper portion of the pre-candidacy project. If a Masters thesis is accepted, the student would then present the project on Pre-candidacy Day of the first year in the program. Research completed as an undergraduate is not acceptable as a Pre-candidacy Project. Research done with a TU Psychology Professor as a Masters student prior to entering the Ph.D. program may be considered using the same standards as used for those entering directly into the Ph.D. program. In all cases, a copy of the completed paper with approval on the title page must be in the student's file, and the student must present the project on Pre-candidacy Day to complete the requirement.

c. The Comprehensive Examination for the Ph.D. Students must successfully pass a multi-part comprehensive examination that is described in detail later in the handbook.

d. Admission to Candidacy, Dissertation Proposal, Dissertation, and Oral Examination. The dissertation must be based on original research and defended in an oral examination. A proposal for the dissertation must be submitted to and approved by the doctoral committee prior to writing the dissertation. The proposal cannot be accepted until the student has been admitted to candidacy. These requirements are described in greater detail later in the handbook.

e. Internship. Clinical students must successfully complete a one-year clinical psychology internship at a facility approved by the Clinical Program Committee. The committee will approve APA accredited internships unless contravening information is available. Students wishing to apply to non-accredited internships should seek approval of the program committee using the General Petition Form found in the Forms Appendix. Although successful completion of the internship is a requirement for the Ph.D. degree, it is the responsibility of the student to secure an internship placement, and to successfully complete it. Further detail on the internship and the application process are provided in a later section of this handbook.

f. Grade Requirements. In addition to the Graduate School requirements, only one grade below a "B" in the specialty core courses (see Curriculum Appendix for a list of core courses) and no grade below a "B" in Practicum or Field Work (Section X) will be allowed to apply toward graduation requirements. The overall grade point average in required psychology courses, not counting transfer courses, must be 3.0 or greater.

g. Time Limitations and Program Changes. Any graduate credits more than six years old will not count toward requirements for graduation (including transfer courses). If program requirements change for courses exceeding the time limit, the student becomes responsible for the new requirements for that portion of the work that has expired. Extensions which allow expired courses to count toward the degree may be requested from the Graduate Dean, upon the recommendation of the Clinical Program Committee. Students should be aware that the Graduate Dean regards the six year time limit as an important check upon the currency of the student, and that the granting of extensions are the exception and not the rule. When a program change occurs, a student already enrolled in the program may choose to meet *in their entirety* the requirements of either the original program or the new program. If after a program change a course originally required by the student's program is no longer offered, the student may satisfy the requirement by taking the course most similar to the original course or by taking an alternative course offering, as approved by the Clinical Program Committee.

#### 4. Removal of Admission Deficiencies

Deficiencies should be removed early in the graduate career and no later than the end of the second year. Such removal of deficiencies may only be accomplished in two ways. First, the student may take the course and receive a grade of "C" or better. Second, the student may pass a proficiency examination in the course. A proficiency examination must be taken from a Psychology faculty member. The approval of the relevant departmental program committee is required to take a proficiency examination from a faculty member who does not regularly teach the course. No faculty member is obligated to offer a proficiency examination.

### III. CRITERIA FOR SATISFACTORY PROGRESS

Overview: It is assumed that students will strive for excellence in course work, practica, and any required research or program examinations. For M.A. students, course work constitutes the great majority of learning opportunities; therefore, good grades and steady progress toward completion of course requirements become the main sources of evaluation. In contrast, the Ph.D. program additionally requires the demonstration of success in research, a broader expertise in psychology, and involvement with faculty mentors; thus, satisfactory progress is judged from a greater number of activities. In addition, students must demonstrate high ethical standards, respect for intellectual freedom, individual differences, and diversity, as well as an awareness of and conformity with laws guiding practice. Because of the great personal responsibility placed upon scientist-practitioners of clinical psychology, students in preparation need to possess personal characteristics which will allow them to be effective, and allow them to profit from experience, instruction, and supervision. Thus personal characteristics and habits which could be a problem for effective professional work could also become a basis for program evaluation, feedback, and decision making.

The intent of evaluation of student progress is to both assure that the program of study addresses the individual strengths and weaknesses of each individual student, and that the program is able to effectively exercise quality control on behalf of future clients of our students. Some evaluation will be used to provide feedback directly to the student, whereas other information will be used by the faculty to shape and enhance both the individual's education and the programs in general.

#### A. Graduate School Requirements (Source: Graduate Bulletin)

### 1. Grade Requirements

No graduate credit is earned for a course in which a grade lower than "C" has been received. An overall scholastic average of 3.0 is required in all graduate work. All course work taken for graduate credit is computed in the average, including the original grade of a repeated course. Students who have not maintained a 3.0 average at the end of any semester or session will be placed on probation. Upon the recommendation of the faculty advisor and with the approval of the Graduate Dean a student on probation may be allowed up to 9 hours to improve the average to 3.0. Students admitted on probation must maintain at least a 3.0 grade point average to continue in the Graduate School. Only courses taken at The University of Tulsa will be used to determine the grade point average for purposes of removing a status of probation. If the average is not improved to 3.0 after the additional hours within one calendar year for full-time students and two calendar years for part-time students, the student will be dismissed from the graduate program.

### B. Psychology Department Requirements

#### 1. Legal and Ethical Guidelines, Codes of Conduct, and Practice Standards

Students are expected to obey all applicable federal and state laws regulating the practice of psychology. Each student is expected to maintain the high ethical standards of the professional psychologist, including at minimum, but not limited to standards and codes of conduct outlined in the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct, Standards for Providers of Psychological Services, Standards for Educational and Psychological Testing*, and the Association of State and Provincial Psychology Boards' (ASPPB) *Code of Conduct*. For example, this means that students shall not represent themselves as psychologists and shall not provide psychological services outside of supervised skills courses, practicum, and field work or outside of appropriate employment. Students having questions about acceptable behavior should consult the faculty and the various publications of the American Psychological Association.

#### 2. Incompletes

A student should, when possible, avoid grades of Incomplete, and should remove them as soon as possible. When a student carries more than one Incomplete, evaluations by the faculty typically note that as a problem. Incompletes should be removed within one calendar year of the date the course was to have been completed, with exceptions requiring acceptance of the course instructor and Graduate Dean. Incompletes in research hours pending completion of a dissertation or thesis or incomplete for internship pending completion are exempt from this rule.

#### 3. Grade Requirements

In addition to the Graduate School requirements of maintaining a 3.0 grade point average for all graduate work at The University of Tulsa, a student may not have more than one grade below "B" in core courses required by the specialty (see Curriculum Appendix). This problem may be remedied within one year by retaking the relevant course(s) and earning a grade of "A" or "B" in each, so as to leave at most one core course with a grade below "B". A grade point average of at least 3.0 must be maintained in required psychology courses.

#### 4. Practicum and Field Work

Any grade below "B" in Practicum or Field Work is considered unsatisfactory and will result in that course not counting toward the graduation requirements. Because the program depends so heavily on the good will of our community placements, a second grade below "B" in Practicum or Field Work will result in the student being disallowed from enrolling in those courses (making it impossible for the student to remove the deficiency and earn a degree, unless the course was being taken for elective credit). (Note: Grades below "B" in Practicum or Field Work would generally result only if performance has been unethical, irresponsible in some way, or poor, in the judgment of the supervisor or instructor).

## 5. Research

Ph.D. students are expected to be engaged in research. When students are not actively working on the pre-candidacy paper or dissertation, ample opportunities exist for students to develop their own projects or participate on those of faculty members. Students should make an ongoing contribution in this area, as judged by the doctoral chair.

## 6. Comprehensive Examinations

Ph.D. student should pass comprehensive examinations in a timely fashion. Failed examinations are considered a serious problem. The *general written* and *clinical oral* are considered the two separate portions of the comprehensive examination for the Ph.D. Two failures during the course of these examinations (example #1: failing the general written the first time, then failing a retake; example #2: failing the general written then passing it but subsequently failing the clinical oral) results in a motion being put before the clinical program committee to recommend dismissal to the Graduate Dean.

## 7. Timely Completion of Requirements

Students should actively pursue the completion of non-course requirements. Students are expected to complete degree requirements in a timely fashion. The timetable against which students are evaluated is included in the Curriculum Appendix to this manual. **Students who have not passed both the general written and clinical oral portions of the Comprehensive Examination for the Ph.D. by the end of their 4<sup>th</sup> year in the Ph.D. program will have a motion to recommend dismissal to the graduate dean put before the Clinical Program Committee. Students who have not had a dissertation proposal accepted by their doctoral committee by the end of their 6<sup>th</sup> year will have a motion to recommend dismissal to the graduate dean put before the Clinical Program Committee. Likewise, students who have not successfully defended their doctoral dissertation by the end of their 7<sup>th</sup> year will have a motion to recommend dismissal to the graduate dean put before the Clinical Program Committee.**

## 8. Required attendance at Town Hall Meetings –

At least once each year, the Director of Clinical Training will schedule a Town Hall Meeting. All Clinical M.A. and Ph.D. students will be informed of the date and time well in advance. This is a program requirement and absences can be excused ONLY by the Director of Clinical Training. The purpose of the meeting is to share information, discuss any concerns, and publicize student publications and awards.

### C. Procedures for Monitoring Progress of Graduate Students

#### 1. Graduate School

The Graduate School monitors Graduate School requirements.

#### 2. Formal Evaluations of Ph.D. Students

Once each academic year, the Clinical Program Committee evaluates the progress of each Ph.D. student. Before their evaluation, all PhD students are required to complete a Self-Report Questionnaire, which will be given to them by the Graduate Secretary, and to provide a current vita. The student's last evaluation, current transcript, practica or internship evaluations, program examination reports, and current vita are examined. The student's academic advisor and the

Practicum Coordinator are invited to the evaluation meeting. Progress is reviewed in the areas of: course work, research, program examinations, and practica or internships. The program committee rates performance in each area, as well as an overall performance rating, using the Evaluation Form given in the Forms Appendix to this Handbook. In addition, the Program Committee will update each student's Clinical Competencies Checklist, also found in the Forms Appendix. The committee may also address issues of an ethical, legal, or personal nature that bear upon performance in the program. Thus additional comments may be given in the evaluation, and a letter describing in more detail difficulties and suggested or required steps for resolution of problems may be appended to the evaluation. The student is given the evaluation, which they **must** sign and return to the Graduate Secretary. Copies of the evaluation are given to the advisor and placed in the student's file. If a student has two years in which the overall evaluation is *Below Satisfactory* or behind expected schedule, the program committee will entertain a motion to recommend dismissal of the student from the program. The student and the student's advisor will be asked to speak to the committee on this issue before the vote.

#### 4. Dismissal

If the occurrence of serious problems suggest that completion of the degree would be unlikely, or behavior appropriate to the profession is lacking, dismissal from the program may be considered. Any Psychology faculty member may request the Clinical Program Committee entertain a dismissal recommendation motion, provided that adequate and documented reasons for the recommendation are given. Behaviors most likely to result in such motions include ethical or legal violations, felony convictions, failing comprehensive examinations, failing to meet requirements within the prescribed timetable, or continued substandard performance. Convictions for felonies are regarded in the profession as indicators of inadequate moral character for the practice of psychology; for example, licensure in Oklahoma and membership in the American Psychological Association are not available to convicted felons. The training programs will follow the guidance of professional associations and regulatory bodies in this matter. The student and the student's advisor may speak on the student's behalf before the vote of the program committee. Following discussion, the Clinical Program Committee will vote to either (a) formally recommend to the Graduate Dean dismissal of the student from the graduate program, (b) not recommend dismissal but establish appropriate deadlines and conditions for remediation of the unsatisfactory conditions, (c) decide the grounds for the motion to dismiss were without sufficient merit.

If the Clinical Program Committee votes to recommend dismissal of the student to the Graduate Dean, the student will be notified in writing of this decision. Consistent with the chain of appeals, should the Committee decide to recommend dismissal to the Graduate Dean, the student will be afforded the opportunity to present his or her case to the Graduate Dean. Should the Graduate Dean decide to dismiss the student from the graduate program, the student may appeal the matter to the University of Tulsa Grievance Committee.

#### IV. TRANSFER OF CREDIT, WAIVING OF REQUIREMENTS, APPLYING CREDITS

Overview: Students gain relevant experience from a variety of sources. In some cases course work taken from other graduate programs in psychology can appropriately apply to degree requirements, and procedures are available for either transferring course credit or waiving some degree requirements. It is useful to remember, however, that our degrees are designed to be cohesive programs of study, which reflect the expertise of **our** faculty and training offered by

them. Consequently, strict transfer guidelines are followed and limits are important. The doctoral and masters programs in clinical psychology are residential in nature. Only courses taken in residence may be considered for waiver or transfer. Transfer is most likely when courses taken elsewhere are quite similar in coverage, orientation, and standards to our own (thus, for example, non-psychology courses or those not reflecting our Scientist-Practitioner orientation are not likely to count). *For both the student and faculty evaluating the meeting of training objectives through transfer credits, the objective must not be simply expediency in completing the degree, but instead the main objective should be thoroughness of training.*

#### 1. Transfer of Credit

The Graduate School has restrictions upon the number of semester hours of graduate transfer credit which may be accepted toward a graduate program at The University of Tulsa (six hours for the M.A., twelve for the Ph.D.). **Transfer credit only applies to classes that were not counted toward any graduate degree.**

Graduate School regulations allow some transfer of graduate credits from an approved institution. The normal maximum is six hour for M.A. students and twelve hours for Ph.D. students. Exceptions to these maximums are evaluated individually. However, transfer of credit is not automatic and may not be granted. For example, a common mistake is to request transfer of graduate work that was considered as a prerequisite or as background for admission (a class cannot count both as background and as part of the program).

The procedure for requesting transfer of credit by the Graduate Dean has two parts. First, the student fills out a General Petition Form (See Forms Appendix) describing the request and attaching a copy of the transcript and all syllabi and submits it to the Clinical Program Committee. If the first step is approved, then the student then fills out a Request For Graduate Transfer Form (obtained from the Graduate School). The Clinical Program Committee's approval of the General Petition is appended to the Graduate School Form. The Graduate Dean makes the final decision.

Transfer cannot occur until the student has completed at The University of Tulsa as many credit hours as are to be transferred. *Even credits obtained from The University of Tulsa must be transferred if the student was not admitted into a graduate psychology program when the course was taken.* In unusual cases a student already enrolled in a University of Tulsa graduate psychology program may seek permission to complete a course at another institution and receive advance assurance that transfer will be given if performance is satisfactory.

#### 2. Waiving of Requirements

Students admitted to the Ph.D. programs at an advanced level, usually because of having completed a relevant masters degree, may have some requirements waived. Whereas a transfer results in credit hours being added to a student's TU transcript, a waiver simply means that a program requirement is judged to have been already met. Students admitted to a Ph.D. program who have already completed a relevant masters degree may have some of the Ph.D. requirements waived.

To apply for a waiver of a program requirement, the student submits to the Clinical Program Committee a General Petition Form (see Forms Appendix) detailing the request, along with relevant transcripts, syllabus, and program and course materials to allow the CPC to make an informed decision. The principles followed in making the decision are (a) that previous work must match closely that offered by the program in which the student is admitted, and (b) that the graduating student is expected to be a product of the program offering the degree and must therefore complete a substantial portion of work at The University of Tulsa such that the goals and objectives of the Scientist Practitioner training model can be realized.

### 3. Applying Credits

The Graduate School permits students to apply post-baccalaureate credits and coursework towards completion of a doctoral degree. If you apply credits from prior graduate training, the number of hours required to complete a doctoral degree may be reduced. For example, to obtain a doctoral degree at the University of Tulsa, you must complete 90 credit hours. If you successfully apply 12 credit hours from prior graduate training, the University can award a doctoral degree after you've completed 78 credit hours at the University of Tulsa.

If you have completed a Master's degree and would like to apply that coursework toward credit requirements of the doctoral degree, you must petition the Clinical Program Committee. In the petition, you must indicate what courses you wish to apply toward your doctoral degree. You must include syllabi from these courses.

The Clinical Program is responsible for ensuring that the greater substance of your doctoral training occurs at the University of Tulsa. Hence, you may apply a maximum of 12 credit hours towards your doctoral degree. Additionally, you may not apply prior graduate education to satisfy core requirements of the Clinical Program. You must complete the required core courses at the University of Tulsa. Typically, the Clinical Program will apply prior graduate credits towards satisfying the requirements for elective coursework.

In preparing you for independent practice, the Clinical Program must ensure that your training is contemporary. To petition the program to apply credits, the relevant courses must have been completed no more than six years before the date of petition.

The Clinical Program Committee will weigh the merits of each petition. If the Committee believes it is in the best interests of the student or program, it may deny the petition despite satisfying the above criteria. Be advised that licensure boards may deny applications for licensure if an applicant has not completed sufficient graduate hours. The Clinical Program is not responsible for such decisions.

## V. CHANGING TO CLINICAL FROM I/O

We realize that career goals of students are often still developing during graduate training. Consequently, a student may desire to change from one degree specialty to another. Because the I/O and Clinical admission procedures and standards are different, a student in an I/O graduate program desiring to enter a clinical graduate program would be expected to make an application to the program and be considered within the pool of cohort applicants of that cycle.

If the student is admitted to the doctoral program, it is understood that the Pre-candidacy Research Project must be clinical in nature. For both the student and faculty evaluating the meeting of training objectives through transfer credits, the objective should not be simply expediency in completing the degree, but instead should be thoroughness of training.

## VI. ADVISORS AND DOCTORAL COMMITTEES

Overview: Faculty members fulfill various roles so that program needs are effectively administered and students receive a variety of perspectives. This yields an administrative structure in which several people look out for the welfare of the student. The Clinical Program Committee oversees the entire program and is a source of help to advisors and students. The student receives direct individual attention through advisors and doctoral chairs. The power to make most decisions for the student (or see that they are made) rests with the advisor or doctoral

chair. Even though a student has an involved advisor, the student should be actively involved in planning the individual program, seeing that requirements are met, and documenting progress. As noted in the introduction to this *Handbook*:

The role of the faculty is to educate the students and promote their development: the role of the faculty is *not* therapeutic. ***Student communication to faculty is not protected by psychotherapist-patient privilege and the expectation is that faculty will communicate information among the persons responsible for the student's training as needed to promote their training. This may include communication with practicum supervisors, communication with the Clinical Program Committee, and communication with other faculty members training the student.*** The Family Educational Rights and Privacy Act (FERPA) of 1974 protects student privacy. Other than official practicum supervisors who function as part of the practicum faculty, communication to parties outside the university is limited by this act.

A. Director of Clinical Training

The program has a Director of Clinical Training. The Director of Clinical Training's primary responsibilities are (a) acting as promoter of quality in the clinical training programs (b) chairing the Clinical Program Committee, (c) advising a portion of students, and (d) being a resource to other faculty advisors and to students on behalf of the programs.

B. Faculty Advisors

By the end of the first semester, entering students are required to select a faculty advisor. This advisory relationship must be formally established with permission of the clinical program committee. For doctoral students, this advisor also serves as doctoral chair. Faculty advisors have the right to make all decisions regarding students and their programs except as restricted by other University guidelines or other requirements of this handbook, or rights and privileges reserved for the student. Faculty advisors should counsel students on the appropriate means of meeting program requirements. When an exception to a program requirement is being considered, both student and faculty advisor should consider thoroughness of training not merely expediency in completing a degree.

C. Doctoral Chairs and Committees

1. Selection

Each Ph.D. student, in consultation with the considered faculty member, should select a doctoral chair as soon as possible, preferably by the end of their first year or beginning of the second year. Early choice of a chair encourages early involvement in all phases of graduate training and will help the student complete the Pre-candidacy Research Project. A student is free to request a change to a different chair if a better match becomes apparent in the course of study.

2. Appointment

Students should approach potential doctoral faculty members in Psychology regarding their willingness to be the student's chair. If both the student and faculty member are willing, but the balance of the doctoral committee has not been selected, the student should submit a General Petition form (see Forms Appendix) to the Clinical Program Committee requesting appointment of the chair. A doctoral chair can be appointed without other committee members on a temporary basis.

A doctoral committee is composed of the Doctoral Chair, two additional faculty members from the psychology department with Graduate Faculty standing (list obtainable from the

Graduate School), and a University of Tulsa Faculty member outside of the department of Psychology with Graduate Faculty standing. Additional readers may be requested with final appointment at the discretion of the Graduate Dean. When the full composition of the doctoral committee has been discussed and agreed upon by all putative members of the committee, the student will submit a form entitled "Request for Appointment of Doctoral Committee in Psychology" to the Clinical Program Committee. If the Clinical Program Committee approves the composition of the doctoral committee, the Director of Clinical Training will forward the form to the Graduate Dean for a final decision.

The doctoral committee has the responsibility to (a) receive and decide upon the dissertation proposal in a formal meeting, (b) read and determine the readiness of the doctoral dissertation for defense, and (c) administer the final oral examination.

### 3. Responsibilities

The doctoral chair assumes the responsibility of advising a student. This includes the responsibility to (a) direct the student's research efforts; (b) encourage appropriate professional experience; (c) determine what constitutes an acceptable Pre-candidacy Research Paper and Presentation; (d) maintain an advising file on each student, separate from the files of the Clinical Program Committee; (e) forward copies of all examination reports, milestone achievements, relevant memos tracking a student's needs, problems, and development to the student's Clinical Program Committee file, (f) provide an effective role model; (g) make recommendations regarding the student to the Clinical Program Committee at each annual student evaluation meeting; and (h) recommend appropriate adjustments to the student's program of study. The other two members of the doctoral committee may assist the doctoral advisor in all of these duties. In addition, the approval of the entire doctoral committee is required for the doctoral dissertation proposal.

#### D. Faculty and Student Responsibility for Documentation

The Clinical Program Committee maintains an official file on each student in the clinical programs. The Table of Contents for Ph.D. student files is contained in the Forms Appendix. Faculty advisors and students should maintain personal copies of all important documentation of progress in the program, especially completion of milestones, evaluations, any petitions, and memos relating to suggestions for progress. The faculty advisors should give written copies of examination reports to students. Students would be wise to follow the "Fire Rule" of personal documentation: Be able to demonstrate your own progress through the program even if Lorton Hall were destroyed in a fire. Students should also *maintain accurate logs of clinical work documenting each procedure, test, observation, report, or session provided and all supervision received*. Such clinical logs should have any patient information adequately encrypted to protect identities.

A copy of the "Report of Examination Results or Proposal Meeting" form is given in the Forms Appendix. This single sheet of paper allows for rapid reporting of any of the following results: Written General Comprehensive Examination, Oral Clinical Comprehensive Examination, Dissertation Proposal, or Final Defense of Oral Examination. As soon as practical after completion of scoring of any of these examinations or meetings, the chair of the examination or meeting should distribute this form as follows: original to Clinical Program Committee file, with copies to the student, the faculty advisor, and the Dean of the Graduate School.

## VII. Pre-candidacy Project (PH.D. ONLY)

Overview: Doctoral students are not required to complete a thesis, even though they may receive an M.A. degree enroute to the Ph.D. However, an independent research project is

required. This project promotes early involvement in research, development of special expertise, and research mentoring by one or more faculty members. It provides important preparation for the doctoral dissertation. This project is not equivalent to a master's thesis; no committee is convened to examine the student.

#### A. Pre-candidacy Project Requirement

In the first year of graduate study, the student should select an advisor and begin research. By the end of the first year, the student must have a research topic approved by the advisor. Ideally, work on this project should commence by the end of the first year (See Pre-Candidacy Time Line, p 47). The Clinical Program Committee shall designate a day in April of each year as Pre-candidacy Day. The student must complete a significant research project by Pre-candidacy Day in April of the Spring Semester of his or her second year. To complete the project, the student must submit to the Clinical Program Secretary a written report of the research, in the current APA format, with the faculty advisor's written acceptance of the project on the title page no later than one day prior to Pre-candidacy Day. In addition, each student must make a 15-minute presentation (followed by a five minute question and answer period) on Pre-candidacy Day. The project is not considered complete without both an approved written report and a presentation.

**Students must complete both a Pre-candidacy Paper, approved by the advisor, and make a Pre-candidacy Day presentation of the project, also approved by the advisor, by Pre-candidacy Day of the second year, or they will be expected to leave the program with a terminal Masters degree upon completion of M. A. requirements.** Petitions to the Clinical Program Committee for a one year extension would only be approved in the case of *unusual extenuating circumstances*, and they must be presented to the program committee at least one month in advance of Pre-candidacy Day. Further information on the Pre-candidacy Research Project is contained later in the Handbook.

#### B. Quality Standards

The Pre-candidacy Project requires the student to complete significant research on a topic in *clinical psychology*. For this project, the student is expected to review the literature and personally analyze and interpret the data, and write the Pre-candidacy Paper and presentation. Archival research and collaborative research, which for external presentation would be multiply authored, is acceptable. Consultation with the advisor throughout is appropriate and expected. However, for example, the hiring of a statistical consultant to analyze the data would be no more appropriate than hiring a ghost writer.

In deciding whether the project should be approved, the advisor should apply the research standards of national meeting conference papers in the student's area of research, and reporting requirements of the current APA *Publication Manual*. Actual acceptance by a national conference is highly encouraged, but not required.

#### C. Students submitting work done prior to entering Ph.D. Program

Research done as an undergraduate is not acceptable as a Pre-candidacy Project. Students entering with a Masters degree from another institution who have completed a research Masters thesis in *clinical psychology* may petition the Clinical Program Committee for acceptance of the Master's thesis as the paper portion of the pre-candidacy project. If a Masters thesis is accepted, the student would then present the project on Pre-candidacy Day of the first year in the program. Research in *clinical psychology* done with a TU Psychology Professor as a Masters student prior to entering the Ph.D. program may be considered, by the advisor, using the same quality standards as used for those entering directly into the Ph.D. program. In all cases, a copy of the completed paper or thesis, with TU approvals noted on the title page must be in the

student's file, and the student must present the project on Pre-candidacy Day to complete the requirement.

#### D. Supervision and Approval of Research

The doctoral chair supervises the research, provides training, direction, and assistance, and sees that proper standards are met. The acceptability of the project, the paper, and the presentation is at the discretion of the doctoral chair, advised by the other doctoral committee members. Clinical students are required to submit a copy of the paper, with the doctoral chair's written approval on the title page, to the Clinical Program Secretary on the day prior to Pre-candidacy Day. Should the advisor find the presentation to be unacceptable after accepting the paper, he or she will notify, in writing, the Director of Clinical Training. For the student to complete the Pre-candidacy Project, both the paper and the presentation must be accepted by the advisor as meeting the quality standards described above. A copy of the paper will be kept in the student's program committee file.

### VIII. COMPREHENSIVE EXAMINATION (PH.D. ONLY)

Overview: The comprehensive examination requires the student to demonstrate a comprehensive knowledge of the theories, methods, and findings of scientific psychology, and the application of this knowledge to clinical problems. A Written General portion of the examination surveys breadth of psychological knowledge and methods; a Clinical Oral portion assays the application of this knowledge to clinical problems, as well as knowledge of the ethical and legal guides to practice. In this Handbook, the term "Portion" as applied to the Comprehensive examination, refers specifically to the two major elements of the examinations, the General Written Portion, and the Clinical Oral Portion. Each portion may have several subsections. Each portion of the examination is described in detail by a memo from the chair of the examination, appointed by the Clinical Program Committee.

#### 1. Eligibility

Students must have successfully completed the Pre-candidacy Project in order to be eligible for the General Written portion of the examination. Students are expected to take the General Written portion at the beginning of their third year. Students who have successfully completed both the Pre-candidacy Project and the General Written portion of the examination, if deemed ready by his or her advisor, are eligible to take the Clinical Oral portion of the comprehensive examination. Student will usually take this examination in the Spring Semester of their third year.

#### 2. Schedule of Administration

For blind scoring, the General Written portion is offered once each year in the Fall Semester. The Clinical Oral Portion of the examination is offered each Spring Semester, on a schedule detailed in the examination memo. Eligible students need to sign-up for the examination in advance, as specified in each examination memo.

#### 3. Examination Memos

The general written and clinical oral portions of the comprehensive examinations assess broad knowledge areas. A memo updated each year details the purpose, scope, and form of the written general comprehensive examination, a reading list, scoring procedures, an old examination, and example responses to questions. A list of issues covered in the oral clinical examination, readings, and scoring procedures are detailed in another memo. Students should be sure to obtain current memos, available from bins over the student mailboxes and on WebCT.

#### 4. Administration

The Clinical Oral portion requires two hours and is administered by a subcommittee appointed by the Clinical Program Committee. The General Written portion takes a full day: there is a three-hour morning session and a three hour afternoon session. Once given a copy of the written examination for a three-hour period, students are expected to stay in the examination room.

#### 5. Grading and Failing Portions of The Comprehensive Examination

Grading for the written examination is on a fail, pass, or pass with honors basis. Grading for the oral examination includes the following outcomes: fail, conditional pass, pass, or pass with honors basis. Note: the written examination does not permit a conditional pass option. The written general comprehensive examination is scored blindly by independent raters, appointed by the Clinical Program Committee, whose scores are averaged. The Clinical Oral portion is independently scored by the subcommittee members, and scores are averaged. The Comprehensive Examination is not considered passed until a student has passed both portions. If any portion is failed, this may constitute grounds for dismissal if the faculty feels this characterizes student progress; however, it is typical to allow the student to retake a portion of an examination one time (in the case of the general written portion of the examination, the next scheduled examination is one year later). If a student has two failures (either repeating or across portions) the Clinical Program Committee will automatically consider recommending to the Graduate Dean that the student be dismissed from the program.

The grading for individual components of the written and oral comprehensive examinations are similar. The members of the committee (written and oral examinations) will grade each section of the exam using the following format:

- 1=Definite Fail
- 2=Marginal Fail
- 3=Marginal Pass
- 4=Definite Pass
- 5=Pass With Distinction

Outcomes of the oral and written comps differ from each other. For the written comprehensive examination, the following outcomes are possible:

1. Pass with Honors: No subsection below 2.5, plus overall of 4.0 or greater.
2. Pass: Overall grade of 3.0 and no subsection below 2.5.
3. Failure: Overall grade less than 3.0 or any subsection below 2.5.

For the oral comprehensive examination, the following outcomes are possible:

1. Pass with Honors: No subsection lower than 3.0, and the overall score must equal 4.0 or greater.
2. Pass: No score in any subsection is lower than 3.0.
3. Conditional Pass: No more than one subsection with a score lower than 3.0.
4. Failure: 2 or more subsections with scores lower than 3.0

Conditional Pass is only possible in the oral examination. Typically, conditional pass requirements are determined by the committee to help the student remedy the areas of relative weakness. The conditions must be met before students may continue with program requirements (e.g., dissertation proposal, application to internship). Prior to the student continuing with program requirements, the committee must approve that the required conditions were met. If a

student fails to meet such conditions in the time period specified by the committee, the original examination will revert to Failure. The student must then attempt to pass the entire comprehensive examination again. This re-evaluation must occur by the end of the fourth year of program enrollment (see section III.B.7 of this Handbook). Otherwise, the Clinical Program Committee will move to dismiss the student from the program.

a. Specific Grading Procedures of the Written Comprehensive Examination:

The sole criterion for grading of the examination is the student's scholarly performance on the examination. To control other sources of variation in grading, such as halo or other performance expectations, personal feelings and other biasing factors, blind scoring of the examination is used. Students should not write remarks, asides, or anecdotes that would have the effect of identifying them to the test graders. Code numbers are assigned to each examinee. Social security or student ID numbers are not used. The departmental administrative assistant retains the code number sheet, and the grading professors only examine the code sheet after the examinations have been scored, and all grading decisions have been made. Given the size of our program, blind scoring can only work with a "one examination per year" policy. Scoring of the examination takes approximately six to eight weeks.

b. Specific Grading Procedures of the Oral Comprehensive Examination:

The sole criterion for grading of the examination is the student's scholarly performance on the examination. Because the examination is administered orally, blind grading is impossible. However, to standardize administration of the exam and to reduce the impact of extraneous sources of variation in grading (e.g., halo or other performance expectations, personal feelings and other biasing factors), we have 1) appointed a single examination committee for a given semester, 2) delineated the domains to be scored during the exam; and 3) required that members of the committee independently score the sections of the exam (i.e., without conferring with one another).

## IX. DISSERTATION (PH.D. ONLY)

Overview: The doctoral dissertation is, in many ways, the culmination of the Ph.D. degree. It should reflect a maturity of skills involved in understanding, using, and advancing knowledge in psychology. The dissertation is based on original research, but in addition to research skills is to reflect strong knowledge of a specialty area in psychology, appreciation for the integration of theory, empirical findings, and application, and the ability to write well. Although the student is responsible for all portions of the work, the doctoral committee and especially the doctoral chair will offer advice and assistance and must approve the project.

### A. Prerequisites

When a student meeting the above grade point requirements, and otherwise in good standing, with adequate practicum progress, has completed the Pre-candidacy Research Project and passed both portions of the Comprehensive Examination, the student is recommended to the Graduate Dean for admission to candidacy. This recommendation is made by the doctoral chair after consulting with the Director of Clinical Training to assure that such admission to candidacy is appropriate. A student is eligible to officially begin the doctoral dissertation only after admission to candidacy and having a complete doctoral committee approved by the Graduate Dean.

## B. Proposal

The doctoral dissertation is to be based on original research that is designed to make a contribution to the field of psychology. Before beginning to gather data a student is required to have a formal dissertation proposal approved by the doctoral committee. The formal proposal is a written document that contains a literature review and a detailed methods and procedures section. The literature should illustrate the candidate's thorough integration of the relevant empirical and theoretical literature. The literature review should conclude with an argument as to how the proposed project will contribute to the field of psychology. In essence, the literature review should explain why the proposed study is important and meaningful. A procedures and methods section that details the planned design, data collection methods, and analyses should be presented. In addition, the student should submit drafts of appropriate Institutional Review Board requests for approval of the research protocol where appropriate.

Ideally, doctoral committee members will have the opportunity to review questions, concerns, and recommendations, and help the student with the shaping of the proposal prior to a formal meeting. After reading the proposal, the committee members will meet with the student as a group, in a formal meeting. It is the student's responsibility to schedule the meeting at a time when faculty members are routinely available (e.g., during Fall or Spring Semester). At this time, the committee can (a) accept the proposal "as is", (b) accept the proposal pending specific changes, or (c) decline to accept the proposal.

The dissertation proposal protects the student in that the committee may not later require changes in method or design unless the potential to do so is explicitly included in the decision to approve the proposal. Nor can a dissertation that is properly conducted, as specified in the proposal, be deemed unacceptable only on the basis of insignificant results. However, nothing in this section shall be construed as requiring a committee to pass, at the final oral examination, inadequately executed research.

## C. Requirements

Overview: In addition to graduate school requirements, a dissertation must be approved by the Doctoral Chair as ready to defend BEFORE scheduling the final oral. Once the chair has rendered a "readiness to defend" decision, the committee should be given a minimum of three full weeks to read the proposal. Once the decision of "ready to defend" is given, the Graduate School must be given a notice of scheduling the final oral TWO WEEKS in advance. Thus the minimum time from finished dissertation to final oral examinations is 3 weeks. Entering students have four to five years advance notice of this scheduling requirement.

### 1. Graduate School

The student must follow all Graduate School requirements for the dissertation, such as those for preparing the final dissertation copy, obtaining needed approvals, and filing copies with the library. This includes the paying of all necessary fees and adherence to all deadlines. The student must be enrolled in the semester the final oral examination is held.

### 2. Analysis, Authorship, and Archival Data in Doctoral Dissertations

Although the student is expected to consult with his or her advisor frequently throughout the work on the dissertation, the student is expected to personally analyze the data and write the text of the dissertation. Dissertation data may be archival.

### 3. Approval for Oral Defense by Dissertation Committee

The dissertation is approved for defense by the doctoral committee. When the student and the doctoral chair agree that the dissertation is in *a complete and finished state* and is ready to

defend, then dissertation is circulated to the doctoral committee for reading. Again, the dissertation must be finished, and not in draft form before circulation to the doctoral committee. The committee is given three weeks to read the dissertation, and then the Chair polls the committee on the readiness of the dissertation for defense. If the majority deems the dissertation ready for defense, an oral examination may be scheduled. If a majority does not consider the Dissertation ready for defense, an oral examination may not be scheduled until the dissertation is sufficiently revised such that a majority of the committee votes its readiness for defense.

#### 4. Final Oral Examination

Once a majority of the committee has voted a dissertation ready for defense, the student determines a time acceptable to all dissertation committee members at least two weeks hence and informs them. The doctoral chair schedules the oral examination with the Graduate School at least two weeks before the examination. The oral examination is intended as an oral presentation and defense of the rationale, methods, and findings of the dissertation, and a thus a test of the scholarship of the student in this highly specialized area. **The student has the option of having a public dissertation research presentation in addition to a closed session with the dissertation committee.** Based on the dissertation and the oral examination the dissertation committee can (a) pass the student, accepting the dissertation "as is" along with the defense, (b) pass the student's defense and accept the dissertation pending specific changes or (c) fail the student by declining to accept the dissertation or the defense.

If the final oral examination is failed, the Clinical Program Committee should be notified in writing. The Clinical Program Committee will evaluate the student's record and determine if a second final oral examination should be authorized. If the Clinical Program Committee authorizes a second final oral, the dissertation, when deemed ready by student and chair should be reevaluated by the doctoral committee for readiness for defense. In the event that the Clinical Program Committee does not authorize a second final oral, or in the event of a second failed final oral, the Clinical Program Committee will consider forwarding a recommendation to the Graduate Dean for dismissal of the student from the graduate program.

## X. PRACTICUM AND FIELD WORK

Overview: Practical experiences are an important part of our training programs. We utilize community placements to assure that our students get a variety of experiences and to maximize exposure to real applications and to community professionals. These placements, developed over time, depend on the good will of these professionals. Also, because the problems and clients are real, it is imperative that student behavior be ethical, legal, professional, and skilled. Consequently, we are careful to protect our placements and to demand the best of our students. Community supervisors are prepared to provide training, supervision, and structured experiences that will challenge but not overwhelm students.

*Both practicum and internship training involve risks associated with providing mental health services to persons with mental disorders. This includes a potential risk of physical and/or sexual assault. Before accepting any practicum placement, each student should carefully consider the potential risks associated with the training experience. If a student accepts a practicum or internship, she or he is encouraged to discuss risks with their primary site supervisors, and is required to know and employ appropriate risk management strategies detailed in the procedures at their sites. Discussion of risk management with site supervisors is actively encouraged.*

#### A. Coordinator of Practicum Training

The Clinical Program Committee shall appoint a licensed psychologist, highly experienced in supervision, and committed to the scientist-practitioner model to serve as coordinator of practicum training. The Coordinator of Practicum Training will arrange placements, teach the practicum class, oversee evaluation and documentation of practicum training, attend Clinical Program Committee student evaluation meetings, be responsible for the Practicum Manual, and foster communication between the program and the training sites.

#### B. Student Responsibilities

Practicum and Field Work are an important part of the training of graduate students, and we rely heavily upon the good will of our community placements to provide meaningful opportunities and supervision. Therefore, the performance of students in Practicum and Field Work is carefully monitored. Not only are students expected to demonstrate a reasonable degree of ability in performing services, but students must act responsibly, legally, and ethically and must show an ability to develop appropriate professional relationships with supervisors and other staff members at the placement. Emphasis by the student should be placed on effort, responsibility (such as showing up on time and meeting all appointments), profiting from criticism and supervision, and developing good relationships with clients. Because the practicum class meetings play a critical role in the integration of science and practice (e.g., core faculty consultation sessions), **students are expected to regularly attend Practicum class except for an appropriately excused absence.** Clinical students should also consult the Practicum Manual for additional information.

#### C. Placement

Prior to having a practicum placement, the student must have satisfactorily completed (grade of A or B) Psychology 7223, 7113 and Lab, 7153, 7193, and 8063. The Coordinator of Practicum Training has the responsibility to determine a student's placement. The Coordinator will consider breadth and general educational needs, prior evaluations, and the training interests of the student. The student should not initiate contact with a placement or assume that a particular placement will be available. The student may indicate interests to the Coordinator, but the Coordinator makes the final determination as to the placement. Students enrolling in Practicum and Field Work are encouraged to arrange to meet with the Coordinator well in advance of the beginning of classes so that the placement can be confirmed as early as possible.

#### D. Grading

The Practicum coordinator grades the practicum based upon criteria presented in his or her course syllabus. The evaluation by the primary site supervisor aids the Coordinator in the determination of the grade. Grades below "B" in Practicum or Field Work are not considered acceptable and will not count toward graduation requirements. If two grades below "B" are earned in Practicum or Field Work a student will not be allowed to enroll in the course again, and hence cannot graduate unless the course was being taken for elective credit only. Grades below "B" in these courses are also considered to indicate unsatisfactory progress.

#### E. Removal From a Practicum or Field Work Placement

We try to utilize only quality placements and to properly match students with those placements, but problems may still arise. The coordinator should encourage the primary site supervisor to communicate directly with the Coordinator should problems develop. In addition, the student has the responsibility of informing the Coordinator if a serious problem arises in an off-campus placement. Depending upon the seriousness of any problem, the options available, and the judgment of the placement supervisor the Coordinator will (a) establish a plan for correcting the problem, (b) set up a more acceptable placement, or (c) remove the student from the placement and give a failing grade. Even though alternative (b) would normally be used when the problem has not been with the student, it may require doing additional work (perhaps in the following semester) to complete the placement. The coordinator may refuse to provide a placement for a student dismissed from a former placement.

*It should be very clear to all students in clinical programs that even single episodes of serious misconduct in a clinical placement could result in the ending of opportunities for further clinical training. This could, de facto, end the student's opportunity to successfully to complete the degree program.*

### XI. INTERNSHIPS (CLINICAL Ph.D. STUDENTS ONLY)

Overview: The Ph.D. in Clinical Psychology requires that the student complete an approved, one-year, predoctoral internship in clinical psychology. The internship is intended to provide extensive opportunities for the student's development as a scientist-practitioner. Thus, it occurs near the end of the program and should be well matched to the training and career goals of the student.

#### A. Acceptable Sites

An approved internship is one which is deemed acceptable by the Clinical Program Committee. The APA accredits internships, and APPIC is an association of internships that has criteria for membership (APPIC does not, however accredit internships). Both APA-accredited and APPIC member sites are acceptable to the CPC. Internships must be pre-doctoral, post-candidacy and post-coursework. They should be clearly distinguishable from practicum, and the level of training will be more advanced than clinical practicum experiences. The internship must be one year full-time (or equivalent), under the direction of licensed, doctoral level psychologists, and offer a formal program of training for interns.

Under extraordinary circumstances, students may petition the CPC to complete a non-accredited or non-APPIC member internship. In evaluating the petition, the CPC will balance the needs of the student with the good of the profession, protection of the public, and ethical standards.

Prior to applying to an internship that is neither APA accredited nor an APPIC member, the student should seek approval from the Clinical Program Committee on the General Petition Form, found in the Forms Appendix. The student should attach to the form adequate documentation to allow the committee to make an informed decision about the appropriateness of the site.

Before submitting such a petition, students should carefully consider the licensing requirements in jurisdictions where they intend to practice. Students are advised to check with state licensing law requirements (current licensing laws and links to state boards are available

online at ASPPB.com). In some jurisdictions, *you might not be eligible for a license* without an accredited internship.

Criteria to be considered in determining the acceptability of a non-APA accredited or non-APPIC member internship shall include, but not be limited to:

- Length: 2000 hours
- Supervision: at least one-half of total internship supervision time consists of face-to-face individual supervision by one or more licensed psychologists (100 hours)
- Supervision hours: total hours of internship consist of at least 10% of the total internship (200 hours)
- Three licensed psychologists available to supervise
- Area of Internship consistent with major program of study
- Basic internship supervision will be conducted by a licensed psychologist trained in the applicant's major program of study or a closely related program

Ultimately, the internship should comply with most if not all typical licensure requirements. For example, the internship must provide a planned programmed sequence of training experience. The primary focus and purpose of the internship must assure breadth and quality of training. An internship is an organized program of planned experiences in contrast to simply supervised experience or on-the-job training. The internship must provide training in a range of assessment and treatment activities conducted directly with patients or clients seeking psychological services. At least 25 percent of the trainee's time must be in direct patient or client contact. Internship training is at the post-clerkship, post-practicum, post-externship level. A written statement or brochure must be available which describes the goals and content of the internship, states clear expectations for the quantity and quality of trainee's work, and is furnished to prospective interns.

Supervision in non-APA accredited or non-APPIC member internships. A clinical or counseling psychology internship agency must have a clearly designated staff psychologist, who is responsible for the integrity and quality of the training program. In a counseling or clinical psychology internship, the basic supervision must be conducted by a staff psychologist who is trained in the applicant's major program of doctoral study, or a closely related program, and who is licensed. While additional experience with professionals in other disciplines is highly desirable, it is required that clinical and counseling psychology interns have experience with multiple (three or more) supervisors who are licensed as psychologists. Supervision of counseling and clinical psychology interns shall consist of an average of at least 10 percent of the full-time or half-time intern's week. At least half of the supervision of clinical and counseling psychology interns must be regularly scheduled, formal, face-to-face, individual supervision by one or more licensed psychologists with the intent of dealing with psychological services rendered directly by the intern. The remaining half of the supervision may be conducted individually or in a group by licensed psychologists or by other licensed professionals as appropriate to the internship experience. The counseling or clinical psychology internship agency should ordinarily have a minimum of two interns at the internship level of training during the applicant's training period. (from OK Title 575 Chapter 10)

## B. Readiness for Applying to Internships

Before applying for internships, registering for the APPIC Match, or enrolling in the National Clearinghouse, students must successfully: a) complete a Pre-candidacy Project; b) complete all required courses including four semesters of practica; c) pass general written portion of comprehensive examination; d) pass clinical oral portion of comprehensive examination; and e) successfully defend their dissertation proposal.

Prior to registering in the APPIC match system, the student must request approval from the DCT. Working together with the clinical faculty, the DCT will consider the student's application for internship. The student must submit their required APPIC application forms and the appropriate form included in the Forms Appendix. This form requires the student to document the completion of the above requirements. The student must also submit their initial list of sites to which they intend to apply. The DCT will determine the student's readiness for internship, and will provide guidance concerning sites to which the student is encouraged to apply. Efforts will be made to decrease the likelihood that multiple students compete for identical internship sites, but the DCT will not mandate sites to which the students may apply.

If the DCT determines that the student is not ready, then he or she will notify the student and the advisor of the decision. Otherwise, the requested letters will be sent to internships sites. If a student in good standing has not completed all of the above requirements, he or she can petition the program committee for a waiver. In the case of several courses in progress or a single practicum, given good reports from the Professors or supervisor, a waiver may be granted. A waiver would be highly unlikely if the Pre-candidacy Project were not complete, or if the comprehensive examination for the Ph.D. were not passed. Waivers can be requested on the general petition form, and progress reports from Professors or supervisors should be appended so the committee can make an informed decision.

## Application

It is the student's responsibility, not the program's, to apply to and be admitted into an acceptable internship. The doctoral chair and program director can advise the student on the selection of sites and the application process. Students should understand that acceptable internships draw from a national pool, that they are extremely competitive and that the norm is to rank *many internship sites* and to relocate to another city to complete the internship. *Because the percentage of students who match with an internship is an important indicator of program success, the training program has a tremendous investment in students' success at matching. We strongly advise students to work collaboratively with the advisor and the Director of Clinical Training to maximize possibilities for matching. In addition, the students is expected to submit a copy of internship rankings to the advisor and the DCT.* For internship application, students should count hours only for which they received formal academic training and credit or which were program-sanctioned training or program-sanctioned work experiences (e.g. VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). For the TU program, only registered practicum hours will be counted as hours that we will sign off on. You can place outside work etc. elsewhere on the form.

## C. Documentation

All students on an internship must continuously register for Psychology 8800, Clinical Psychology Internship. Three semesters of Psy 8800 are graded as incomplete until the internship's training director reports a satisfactory completion of the internship. Then "pass" is recorded for the three semesters of Psy 8800. This documents your internship on your official transcript. Consistent with APA accreditation eligibility requirements, no Ph.D. degree in clinical psychology will be awarded without the successful completion of an acceptable

internship. This is particularly important for students for whom the internship is the last requirement. The deadline for completing all requirements for an August degree is usually around the end of the first week of August (consult the Graduate School for actual date). Unless a student's internship will document successful completion *on or by that date*, a student cannot graduate in August. A letter from the internship director stating specifically that the intern has satisfactorily completed all requirements for the internship is required to document successful completion of the internship. The next opportunity would be December. In such a case, the University registrar will be able to prepare a letter stating the date of completion of all requirements for the degree, but the degree itself will be dated at the next time degrees are issued. Some states accept such letters, but others do not (e.g., Texas goes by the date on the degree). Prior to sending documentation to the state licensure board the Director of Clinical Training must be in receipt of the intern's final evaluation from the site.

#### D. Communication with Internship

From time to time, Internship directors consult with the DCT or TU faculty to discuss an intern's progress or consult on supervision issues. Therefore, as a part of the internship application process, students authorize the DCT and/or other TU faculty to discuss the intern's professional and academic development with internship faculty as deemed appropriate.

## XII. FINANCIAL ASSISTANCE

Overview: Graduate education is expensive, and the demands of school make outside employment difficult. The University historically has been able to provide some assistance to some of the students. The faculty attempt to obtain funding for students, but students should be highly proactive in searching out and applying for funding both inside and outside of the University. Several sources of help are possible. Assistantships, for which students work for the University in exchange for a modest stipend and tuition waivers, are especially attractive because the work usually becomes an important source of graduate training. Because so many students apply for the limited number of assistantships, they are difficult to obtain.

#### A. Opportunities

Five primary sources of financial assistance exist for graduate students at The University of Tulsa. Students may apply for the Parriott graduate student scholarships, which includes tuition remission and a stipend. Most students receiving financial support serve as graduate assistants, as discussed below. Some opportunities may exist each year to serve as a research assistant to faculty with funded research. A wide variety of grants and fellowships from government and private sources are available, but are usually quite competitive. Finally, many students can obtain assistance which must be repaid, such as loans. Students should remember that the University is not responsible to support them, although we strive to provide as many support opportunities as possible.

#### B. Assistantships

##### 1. Research Assistantships

Faculty fund assistantships out of their externally funded grants. In these instances, the sponsoring faculty have some control over the awarding and monitoring of their assistantships, subject to other limitations imposed by the University and the funding agency. Students must meet the requirements of the faculty member, and faculty may choose individuals according to their own criteria so long as the student is progressing well in the program (faculty should consult with the assistantship committee and respect established relationships). Similarly, grant holding faculty may dismiss assistants whom they consider to be performing poorly, subject to University policies and after informing the assistantship committee.

## 2. Teaching Assistantships

a. **Application.** Teaching Assistantships are granted on a one year basis, and students must reapply each year to be considered. No guarantee of support can be made beyond a one year period. Teaching Assistantships, if renewed, can supply support for up to a maximum of four years. Students should plan in accordance with those limits. Applications for awards in the following academic year should be submitted to the Graduate School by February 15, as per Graduate School guidelines.

b. **Selection Criteria.** Because the number of assistantships assigned to Psychology is limited, the awards are made on a competitive basis. For newly admitted students the criteria are the same as the admissions criteria. For continuing students the primary criteria are indices of student performance in the program (including those beyond grades).

c. **Priority.** To allow for a strong recruitment program, some students may be offered at the time of admission a promise of priority for funding decisions during their first three years of the program, thus giving greater assurance that support will be adequate to allow completion of the program. The remaining awards carry no such commitment, and having previously received an assistantship in no way alters one's likelihood of future funding. The receipt of an assistantship in one year does not give the student an advantage in a following year. The primary criterion for determining awards is good performance in the program. However, failure to perform an assistantship well will likely diminish chances of receiving a subsequent award. Funding after the fourth full-time year of study would be highly unusual (for funding purposes, students admitted at advanced standing are considered to have fewer fundable years remaining).

d. **Assignment.** The assistantship committee consists of the Director of Clinical Training and the Director of Industrial/ Organizational Training. The program committees for each program set funding priorities for students in the respective program and make recommendations to the assistantship committee. This committee integrates the recommendations from the two program committees and, after obtaining approval of the Department Chair, recommends to the Dean which students are to be awarded graduate assistantships. The assistantship committee, after weighing the needs and skills of the assistants, as well as consideration of equitable distribution, assigns duties and faculty supervisors to those awarded teaching assistantships consistent with department policy.

## 3. Student Responsibilities

Graduate assistants are expected to understand and comply with the responsibilities and conditions of the assistantship. Assistants must be full time students, cannot be on probation, and are not allowed other employment unless it has been recommended by the Director of Clinical Training and approved by the Graduate Dean. The student has the responsibility to work at the prearranged times, show up on time, perform the work in an efficient and accurate manner, and maintain good academic standing. A student may be asked to perform work for other than the assigned faculty member if that faculty member is not utilizing the student fully. Please also refer to the Graduate School Holiday policy in the Forms Appendix.

## 4. Faculty Responsibilities

Faculty members assigned a graduate assistant will provide the assistant, as much as possible, with tasks that will enhance the student's development, while at the same time utilizing the student's efforts to accomplish the mission of the University, the academic unit, and the training programs. Teaching Assistantship recipients will frequently have a mixture of didactic, research, and administrative responsibilities. The faculty member should be considerate of the student's time and other obligations; that is, heavy demands on time should not be made on short notice and without the agreement of the student, and as much as possible time commitments should be evenly spread across the semester.

#### 5. Resolution of Difficulties

In the event that disagreements or dissatisfactions arise between a faculty member and a graduate assistant, they should make reasonable efforts together to resolve those differences. The DCT, Department Chair or a member of the assistantship committee may be called upon to informally assist in resolving any problems. If a problem continues the student or the faculty member may make a written formal complaint to the assistantship committee. The assistantship committee may then elect to (a) change an assistantship assignment, (b) refer the matter Clinical Program Committee, or (c) make no change. Upon referral the Clinical Program Committee may elect to (a) change the assistantship assignment, (b) recommend to the Dean that the assistantship be terminated, or (c) make no change.

### XIII. MASTERS DEGREES FOR STUDENTS IN PH.D. PROGRAMS

Overview: Ph.D. students are not required to receive an M.A. degree during the Ph.D program. However, they may receive one when requirements are met.

#### A. Requirements

Doctoral students may apply for the M.A. degree when they meet all the requirements of students in the M.A. program. This option is subject to the limitation that the same requirements be completed at The University of Tulsa as would be expected of an M.A. student, thus restricting transfer credits which can apply toward that degree.

#### B. Application

Students selecting this option must apply to the Director of Clinical Training and the Graduate School and must pay applicable fees.

### XIV. RESPONSIBILITIES, PRIVILEGES, GRIEVANCE PROCEDURE

Overview: The graduate school environment is one of shared responsibility and respect of individual rights and needs. The faculty should appreciate individual differences in student abilities and preparedness, and treat students with respect while at the same time encouraging excellence and the fullest development of abilities possible. The faculty assume the responsibility of providing strong quality standards in graduate programs.

#### A. Student Responsibilities

The student is responsible for acting in a manner consistent with the high ethical, legal and scientific standards of the profession. In graduate education, the awarding of degrees is based prominently upon the evaluation of scholarly papers (class assignments, Pre-candidacy Project Paper, dissertation proposal, doctoral dissertation). Therefore, it is crucial that the faculty have confidence in the authorship of student papers. To assure that confidence, students should conform to the standards published in the American Psychological Association's (1994) *Publication Manual* (4th Ed.) and in the *Student Handbook* (published by the University of Tulsa (1996) and available in the Graduate School). All students must be familiar with the appropriate citation of sources, with the definitions of plagiarism and paraphrasing, and with the serious consequences for violations. Plagiarism or cheating on tests or assignments is considered extremely serious, and may result in penalties including failure of examinations, assignments, courses, and/or dismissal from the program. There is one area in which the standard practice in

the field has departed from the published standards. In psychological assessment reports, the use of source books of interpretive statements (see, e.g., Graham, 1993) has not been acknowledged, and paraphrases have not been properly indicated. At the University of Tulsa, psychological reports *should* meet the published standards of the APA manual.

It is expected that students will attend classes and perform assignments on time. The student is responsible for finding out about information missed due to absence from classes. Responsibility for assuring that performance remains within acceptable guidelines and that progress toward graduation is acceptable remains with the student, although the faculty advisor can provide helpful assistance. An active contribution to a positive climate, through good attitude and active participation in the Department, are valued.

### **References in this section:**

American Psychological Association. (1994). *Publication manual (4th ed.)*. Washington, DC: Author.

Graham, J. R. (1993). *MMPI-2: Assessing personality and psychopathology (2nd ed.)*. New York, NY: Oxford University Press.

The University of Tulsa (1996). *1996-1997 Student handbook*. Tulsa, OK: Author.

### **B. Faculty Responsibilities**

The faculty has the responsibility to treat students with respect, to provide a high quality curriculum, examination process, and training environment that fosters both competence in skills and in attitudes that approach clinical practice as the application of the scientific theories, methods, and results of psychology. Course requirements and grading considerations should be clearly described, and evaluations should be fair and should reflect the course material and stated objectives. Program examinations should be rigorous and fair. Training experiences should be relevant. Faculty should be available to students and should encourage the close involvement needed to provide mentoring relationships.

### **C. Petitions and Grievances**

The student has the right to petition the Clinical Program Committee for exceptions to department guidelines or decisions of advisors and committees. Only the Dean of the Graduate School can make exceptions to policies, typically upon the recommendation of the program committee, Director of Clinical Training, or faculty advisor. Situations that cannot be resolved with the program committee may be appealed to the Dean of the Graduate School. The Graduate Dean may decide the matter or refer it to the Graduate Council. The Graduate Council has a Graduate Petitions Committee that makes "recommendations to the Graduate Dean regarding the disposition of: 1) Student petitions requesting departure from established Graduate School policies, 2) Cases involving charges of academic misconduct involving graduate students (these cases may be brought by the student or by the faculty member involved)." (Source: Memo from the Graduate Dean to department chairs). Should this chain of appeals be exhausted, the student may appeal the matter to The University of Tulsa's Grievance Committee.

## *Forms Appendix*

**CLINICAL PROGRAM COMMITTEE FILE  
DOCTORAL STUDENT FILE CONTENTS**

**TAB 1**

- 1. STUDENT FILE CONTENTS LIST**
- 2. Graduate Check Form**
- 3. Tracking Form**
- 4. Most Current Balance Sheet**
- 5. Most Recent Transcript**
- 6. Request for Doctoral Committee**
- 7. Statement of familiarity with program materials & compliance**
- 8. Misc. Signed Statements**

**TAB 2**

- 1. Program Committee Evaluations**
- 2. Self Evaluations**
- 3. Any Program modifications, transfers, waivers, petitions**
- 4. All letters and correspondence to and from student**

**TAB 3**

- 1. Internship / Residency Letters**
- 2. Internship / Residency Evaluations**
- 3. DCT Request for letters to Internships**
- 4. Practicum Evaluations in Sequence**
- 5. Practicum Placement Self Evaluations**
- 6. Practicum Papers**
- 7. Affiliation Agreements**

**LOOSE BETWEEN TABS 3 and 4**

- 1. Milestones: pre-candidacy paper, memos on exams, admit to candidacy, etc.**

**TAB 4**

- 1. Graduate student questionnaires / surveys / vitas**
- 2. Awards, achievements, assistantships, funding, Bellwether**
- 3. Acceptance Letters**
- 4. Qualification Summary / Applicant ratings / Face Sheets**
- 5. Graduate School Route Sheet**
- 6. Application**

## Graduate Training Programs In Clinical Psychology

### **Familiarity With Critical Information, Conformity With Law & Standards of Ethics and Conduct, Risk Awareness, & Communication With Practica and Internship Supervisors**

*[RETURN TO GRADUATE SECRETARY BY SEPTEMBER 21, 2013]*

I have read each of the following documents:

*Handbook for Graduate Programs in Clinical Psychology At University of Tulsa*  
Specify Handbook Year \_\_\_\_\_

*Professional Training in Clinical Psychology (Practicum Manual - 2008)*

*Licensed Professional Counselor Act (Amended 2002), Title 59 Oklahoma Statutes, Sections 1901-1920*

*The Psychologists Licensing Act (Amended 2004), Title 59 Oklahoma Statutes 1991, Sections 1351-1376*

The laws define and regulate the practice mental health practice of psychologists and counselors in the State of Oklahoma. As a student, almost all of your practical training falls under these laws (although it is possible that you might at some point be supervised by a social worker, marriage and family therapist, or physician practicing under the law regulating their practice).

American Psychological Association *Ethical Principles of Psychologists and Code of Conduct (2002)*

Association of State and Provincial Psychology Boards (ASPPB) *Code of Conduct (2005 revision)*

\_\_\_\_\_

I agree that all psychological work that I conduct will be in compliance with the laws regulating mental health practice, the APA Ethical Principles of Psychologists and Code of Conduct and ASPPB Code of Conduct. I understand that both practicum and internship training involve risks associated with providing mental health services to persons with mental disorders. This includes a potential risk of physical and/or sexual assault. I understand that before accepting any practicum placement, I should carefully consider the potential risks associated with the training experience. I understand I have the right to *not accept* an offered training experience. I understand that I should discuss potential risks with site supervisors prior to accepting placement. I understand that I am required to know and employ appropriate risk management strategies detailed in the procedures at my training sites. I understand that the training program actively encourages discussion of risk management with site supervisors.

I recognize that, as a part of my training, the clinical psychology faculty of the program, including the Coordinator of Practicum Training, communicate directly with my practicum and internship supervisors regarding personal and educational factors that may be related to my performance at the training site.

\_\_\_\_\_

Print or Type Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

# *Voluntary Adoption of 2013 Handbook By a Student Not in The 2013 Entering Class*

The University of Tulsa  
Department of Psychology  
Ph.D. Program in Clinical Psychology

A single edition of the handbook governs the program and procedures for students. Students who entered under an earlier edition of the handbook have the option of changing to the 2012 edition.

In signing this form, I \_\_\_\_\_ voluntarily exercise the option to switch to the 2011 *Handbook For Graduate Programs in Clinical Psychology At The University of Tulsa*. I have read the 2012 handbook and understand the programs and procedures and how they differ from the handbook under which I entered the program. I agree to accept and be evaluated using the requirements of the 2012 handbook. I understand that if I exercise this option, I will not be able to revert to an earlier handbook.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Submit this form to the Director of Clinical Training.

**UNIVERSITY OF TULSA  
GRADUATE PSYCHOLOGY DEPARTMENT**

I have attended the graduate school life-skills workshop on plagiarism. I am familiar with the definition of plagiarism used by the University of Tulsa, and I am aware of what constitutes plagiarism.

---

Student Name (printed)

---

Student Signature

---

Date

**Clinical Ph.D. Program Competencies Tracking Form**

(2013 revision)

STUDENT FILE COPY TO BE UPDATED  
AT EACH ANNUAL EVALUATION

Student Name \_\_\_\_\_

1. Ability to differentially diagnose major Axis-I and Axis II disorders

A or B in 7153 Psychopathology \_\_\_\_\_

Pass Clinical Oral \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

2. Ability to articulate major etiological theories of mental disorders and apply to cases

A or B in 7153 Psychopathology \_\_\_\_\_

Pass Clinical Oral \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

3. Ability to conduct and report intake interview, Mental Status Examination

A or B in 7223 Theory and Practice in Clinical Psychology \_\_\_\_\_

Pass Clinical Oral \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

4. Knowledge of scientific basis for psychological intervention

A or B in Research Methods 7333/7343 \_\_\_\_\_

A or B in 8063 Introduction to Scientist-Practitioner Based Psychotherapy [Intervention Techniques] \_\_\_\_\_

Pass Clinical Oral \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

5. Knowledge of an empirically validated treatment, ability to articulate the components of the treatment plan

A or B in 8063 Introduction to Scientist-Practitioner Based Psychotherapy [Intervention Techniques]\_\_\_\_\_

Pass Clinical Oral\_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

6. Knowledge of nature and impact of human diversity on clinical assessment and intervention

A or B in 7223 Theory and Practice in Clinical Psychology \_\_\_\_\_

A or B in 7113 Clinical Assessment: Intellectual\_\_\_\_\_

A or B in 7193 Clinical Assessment: Personality\_\_\_\_\_

A or B in 8063 Introduction to Scientist-Practitioner Based Psychotherapy [Intervention Techniques]\_\_\_\_\_

Pass Clinical Oral\_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

7. Knowledge of APA Ethical Principles of Psychologists and Code of Conduct, ASPPB Code of Conduct, and major legal principles guiding practice, and ability to analyze clinical problems from ethical and legal perspectives

A or B in 7543\_\_\_\_\_

Pass Clinical Oral\_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

8. Knowledge of scientific methods of collection and analysis of psychological data

A or B in Research Methods 7333/7343 \_\_\_\_\_

A or B in 7283 Statistical Methods of Research \_\_\_\_\_

Pass General Written \_\_\_\_\_

Complete Pre-candidacy Project Successfully \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

9. Knowledge of theories and methods of psychological measurement

A or B in 7193 Clinical Assessment: Personality \_\_\_\_\_

A or B in 7113 Clinical Assessment: Intellectual \_\_\_\_\_

Pass General Written \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

10. Administration, scoring, interpretation and report writing for tests of intellectual functioning.

A or B in 7113 Clinical Assessment: Intellectual \_\_\_\_\_

Pass Clinical Oral \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

11. Administration, scoring, interpretation and report writing for objective personality tests including MMPI-2

A or B in 7193 Clinical Assessment: Personality \_\_\_\_\_

Pass Clinical Oral \_\_\_\_\_

Yes or No – Evidence of competency in practicum documentation (supervisor rating, APPIC form, student competency report)

---

---

---

**CLINICAL Ph.D. ANNUAL STUDENT EVALUATION FORM**  
**Department of Psychology, University of Tulsa**

**Student evaluated:** \_\_\_\_\_

**Student's Advisor:** \_\_\_\_\_

The clinical psychology training program committee has reviewed your performance during the spring, summer and fall semesters of \_\_\_\_\_.

- Based upon a performance scale of
- 3 = Exceptional (reserved for rate performances of excellence)
- 2 = Satisfactory
- 1 = Below Satisfactory
- N/A = Not applicable or not evaluated during this period

You were rated on:

**COURSE WORK** \_\_\_\_\_ (Exceptional might be given for a performance at the very top of several classes or for a scholarly paper that merits attention beyond classroom grading. Straight A-level performance would usually count as Satisfactory).

**RESEARCH** \_\_\_\_\_ (Exceptional might be given for a publication or paper presentation).

**EXAMINATIONS** \_\_\_\_\_ (Exceptional would be given for a pass with honors)

**PRACTICA or INTERNSHIP** \_\_\_\_\_

***Your overall performance rating is not simply an average. A performance in one area that is Below Satisfactory can result in an overall Below Satisfactory rating.***

**OVERALL PERFORMANCE** \_\_\_\_\_

Evaluation of student progress: (Circle one)    **ON SCHEDULE**            **BEHIND EXPECTED SCHEDULE**

Progress toward dissertation during 2012:

Additional Comments:

Signed for the committee:

I received a copy of my student evaluation on the \_\_\_\_ day of \_\_\_\_\_, 2012.

\_\_\_\_\_  
Michael Basso, Ph.D.  
Director of Clinical Training  
Date of Evaluation: \_\_\_\_\_  
Routing: Original to student file, cc to student

\_\_\_\_\_

**UNIVERSITY OF TULSA  
CLINICAL PSYCHOLOGY TRAINING PROGRAM  
Report of Examination Results or Proposal Meeting**

Name of Student \_\_\_\_\_

This document reports the results of a(n):

\_\_\_ Written General Comprehensive Examination

\_\_\_ Oral Clinical Comprehensive Examination

\_\_\_ Specialty Area Comprehensive Examination

\_\_\_ Dissertation Proposal

\_\_\_ Final Oral Defense of Doctoral Dissertation

Date of Examination or Proposal Meeting \_\_\_\_\_

Persons scoring examination or proposal:

---

---

---

---

Results of examination:

Comments (attach additional comments as needed):

Signature of chair of examination committee:

---

Date of report: \_\_\_\_\_

**Circulation:** Original to student file; copy to student; copy to academic advisor; copy to Graduate School

**CLINICAL PSYCHOLOGY TRAINING PROGRAM  
PETITION FOR PROGRAM CHANGE**

(Request for course waiver, transfer, change of committee member, etc.)

Please type or print

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Describe requested change of program:

Describe reasons for making request:

Please attach supporting documents (course syllabus, transcript, letters supporting change, etc.), and list all attachments here:

Please do not write below this line

---

Date petition received by CPC \_\_\_\_\_

**ACTION:**

Approved as proposed \_\_\_\_\_

Approved with changes noted below \_\_\_\_\_

Petition not approved \_\_\_\_\_

**Final vote of program committee:**

Vote FOR \_\_\_\_\_ Vote AGAINST \_\_\_\_\_

Approved with the following changes:

Signed for the Clinical Program Committee: \_\_\_\_\_

Date of Action \_\_\_\_\_

# APPROVAL OF THESIS OR DISSERTATION COMMITTEE FORM

STUDENT'S NAME: \_\_\_\_\_

I.D.# \_\_\_\_\_

*Please check the appropriate degree program:*

Ph.D	M.S.	M.S.E.	M.A.	M.F.A.	J.D./M.A.	J.D./M.S.	Other
<input type="checkbox"/> English Language & Literature	<input type="checkbox"/> Speech/Language Pathology	<input type="checkbox"/> Chemical Engineering	<input type="checkbox"/> Anthropology	<input type="checkbox"/> Fine Art	<input type="checkbox"/> Anthropology	<input type="checkbox"/> Geosciences	<input type="checkbox"/> _____
<input type="checkbox"/> Clinical Psychology	<input type="checkbox"/> Applied Mathematics	<input type="checkbox"/> Electrical Engineering	<input type="checkbox"/> Art	<input type="checkbox"/> Clinical Psychology	<input type="checkbox"/> History		
<input type="checkbox"/> Industrial/Organizational	<input type="checkbox"/> Biological Science	<input type="checkbox"/> Mechanical Engineering	<input type="checkbox"/> Education				
<input type="checkbox"/> Biological Science	<input type="checkbox"/> Computer Sciences	<input type="checkbox"/> Petroleum Engineering	<input type="checkbox"/> History				
<input type="checkbox"/> Chemical Engineering	<input type="checkbox"/> Geosciences						
<input type="checkbox"/> Computer Sciences							
<input type="checkbox"/> Geosciences							
<input type="checkbox"/> Mechanical Engineering							
<input type="checkbox"/> Petroleum Engineering							

Is this request a modification of the committee?     Yes     No

COMMITTEE MEMBERS:

*Print Name*

*Signature of Chair and any Co-Chair*

Chair: \_\_\_\_\_

\_\_\_\_\_

Co-Chair (if any): \_\_\_\_\_

\_\_\_\_\_

Members: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any non-Tulsa University faculty committee member must have a vitae/resume attached or on file in the Graduate School Office and be approved for Graduate Faculty status. Individuals with curriculum vitae or resumes that are more than three (3) years old will need to submit a new one and be reviewed for Graduate Faculty status.

Date of Proposal Defense: \_\_\_\_\_

Date of Anticipated Thesis/Dissertation Defense: \_\_\_\_\_

Date of Anticipated Graduation: \_\_\_\_\_

## Clinical Psychology Dissertation Proposal Approval Form

The purpose of this form is to ensure a written record of completion of the dissertation proposal. This form shows that the student and all members of the doctoral committee approved the study as proposed in the dissertation proposal meeting.

Upon successful completion of the proposal meeting, the doctoral candidate is responsible for completing this form and obtaining the necessary signatures. The original signed form should be turned in to the Graduate Psychology Office – LH 305.

**Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **TU ID Number:** \_\_\_\_\_

**Title of Proposed Research:**

**Anticipated completion date of data collection:** \_\_\_\_\_

**Anticipated completion date of dissertation:** \_\_\_\_\_

**Anticipated defense date:** \_\_\_\_\_

### Instructions to Committee Members

The purpose of this form is to confirm that all committee members understand and concur with the nature and/or scope of the proposed project. Your signature on this form indicates that you understand and accept the basic rationale and proposed methodologies for the dissertation project. Committee members may sign this form before students have met minor conditions established in the dissertation proposal meeting. If members of the committee agree that **major** changes are required, the committee members may refrain from signing this form until these conditions are met.

**Doctoral Advisor:** \_\_\_\_\_  
date

**Member:** \_\_\_\_\_  
date

**Member:** \_\_\_\_\_  
date

**Member:** \_\_\_\_\_  
date

**Director of Clinical Training:** \_\_\_\_\_  
date

## REQUEST FOR DCT LETTERS TO INTERNSHIP

Print or Type Student Name: \_\_\_\_\_

Year in Program: \_\_\_\_\_

Date Pre-candidacy paper was approved and filed: \_\_\_\_\_

Date General Written Comprehensive Exam was passed: \_\_\_\_\_

Date Clinical Oral Examination was passed: \_\_\_\_\_

Initial if 4 practica have been graded "B" or "A" \_\_\_\_\_

List any incompletes that need to be removed -- other than dissertation research (attach copy of incomplete contracts):

Semester all required courses for PhD were (or will be completed): \_\_\_\_\_

### Statement of Student

I have completed the above requirements. I authorize the Director of Clinical Training at the University of Tulsa to write letters or fill out any forms describing my progress to the internships on the attached list. I give permission to the DCT to use professional judgment and describe my progress in the clinical training program with honesty and candor. Furthermore, if I successfully place with an internship, I authorize the DCT and/or faculty to discuss my professional /academic development with appropriate internship faculty as deemed appropriate.

Date: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

**Note: Please attach list of internship site addresses.**

Student Completes Portion Above

\_\_\_\_\_

### Statement of Advisor

I believe this student has made appropriate progress in academic and professional development to warrant application for internships in clinical psychology.

Date: \_\_\_\_\_

\_\_\_\_\_  
Advisor's Signature

---

File check: Pass \_\_\_\_ Fail \_\_\_\_

File has the following deficiencies:

File checked by: \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Turn completed form in to the Graduate Psychology Office

## *Curriculum Appendix*

Date of updates: \_\_\_\_\_ Student Name: \_\_\_\_\_

**University of Tulsa**  
**Balance Sheet for Clinical M. A. Program**  
 (45 Hours Minimum)  
 (Fall 2007, Revision)

Course Prefix	Title	Semester/Year	Grade
<b>Clinical Psychology Core (18 Hours)</b>			
PSY 7223	Theory & Practice: Clinical Psychology	Fal-Spr-Sum _____	A B C D
PSY 8043	Intervention Techniques	Fal-Spr-Sum _____	A B C D
PSY 7153	Psychopathology	Fal-Spr-Sum _____	A B C D
PSY 7113 and Lab	Clinical Assessment: Intellectual	Fal-Spr-Sum _____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum _____	A B C D
PSY 7543	Ethics/Legal Course	Fal-Spr-Sum _____	A B C D
<b>Methods (3 Hours Minimum)</b>			
PSY 7333/7343	Research Methods in Psychology	Fal-Spr-Sum _____	A B C D
PSY ____	_____	Fal-Spr-Sum _____	A B C D
<b>Practicum (6 Hours Minimum/9 Hours Maximum)</b>			
PSY 745_	_____	Fal-Spr-Sum _____	A B C D
PSY 745_	_____	Fal-Spr-Sum _____	A B C D
PSY 745_	_____	Fal-Spr-Sum _____	A B C D
<b>General Psychology Core** (12 Hours Minimum)</b>			
PSY 7003/6483	Biological Foundation Behavior	Fal-Spr-Sum _____	A B C D
PSY 7703	Child Development	Fal-Spr-Sum _____	A B C D
PSY 7133/6433/8133	Cognitive Psychology/Emotion	Fal-Spr-Sum _____	A B C D
PSY 7143/6413	History and Systems of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7043	Social Psychology	Fal Spr Sum _____	A B C D
PSY 7033/6403	Theories of Personality	Fal-Spr-Sum _____	A B C D
** Masters students are required to complete four of the preceding six courses. Other cross listed equivalents designated as fulfilling a psychology core course are determined by the clinical graduate program director. The Clinical Program Committee recommends that Masters students complete one course pertaining to each of the following four class categories: Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, and Individual Differences.			
<b>Electives ** (9 Hours Maximum, to include one 7973 not included elsewhere)</b>			
PSY ____	_____	Fal-Spr-Sum _____	A B C D
PSY ____	_____	Fal-Spr-Sum _____	A B C D
PSY ____	_____	Fal-Spr-Sum _____	A B C D

\*\* Electives include approved transfer courses or other general psychology courses. MA students may transfer a maximum of six credits from another program subject to approval from the graduate program director and the graduate school.

Semester Entered Program: Fall Spring Summer Year: \_\_\_\_\_

Semester Graduated Fall Spring Summer Year: \_\_\_\_\_

**University of Tulsa**  
**Suggested Course Distribution for Oklahoma LPC Requirements**  
(2010 Revision)

Course Prefix	Title	Semester/Year	Grade
<b>Clinical Psychology Core (at least 3 credits in each area)</b>			
<i>Human Growth and Development (1 course minimum)</i>			
PSY 7703	Child Development	Fal-Spr-Sum ____	A B C D
<i>Abnormal Human Behavior (1 course minimum)</i>			
PSY 7153	Psychopathology	Fal-Spr-Sum ____	A B C D
PSY 7973	Child Psychopathology	Fal-Spr-Sum ____	A B C D
PSY 8053	Neuropsychology	Fal-Spr-Sum ____	A B C D
<i>Appraisal/Assessment Techniques (2 course minimum)</i>			
PSY 7053	Psychometrics	Fal-Spr-Sum ____	A B C D
PSY 7113	Clinical Assessment: Intellectual	Fal-Spr-Sum ____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum ____	A B C D
<i>Counseling Theories/Methods (2 course minimum)</i>			
PSY 7223	Theory & Practice: Clinical Psychology	Fal-Spr-Sum ____	A B C D
PSY 8063	Intervention Techniques II	Fal-Spr-Sum ____	A B C D
<i>Professional Orientation/Ethics (1 course minimum)</i>			
PSY 7543	Ethics, Law, and Clinical Practice	Fal-Spr-Sum ____	A B C D
<i>Methods/Research (1 course minimum)</i>			
PSY 7333	Research Methods in Clinical Psychology	Fal-Spr-Sum ____	A B C D
PSY 7283	Statistical Methods for Research II	Fal-Spr-Sum ____	A B C D
<i>Practicum (1 course with 300 clock hours minimum)</i>			

(Continued]

**University of Tulsa**  
***Suggested Course Distribution for Oklahoma LPC Requirements***

<b>Course Prefix</b>	<b>Title</b>	<b>Semester/Year</b>	<b>Grade</b>
<i>Elective Courses (15 hours; 3 credits in at least 5 areas)</i>			
<i>Social/Cultural Foundations</i>			
PSY 6463	Multicultural Community Psychology	Fal-Spr-Sum _____	A B C D
PSY 7043	Social Psychology	Fal-Spr-Sum _____	A B C D
PSY 6423	Psychology of Women	Fal-Spr-Sum _____	A B C D
<i>Personality Theories</i>			
PSY 6403	Psychology of Personality	Fal-Spr-Sum _____	A B C D
PSY 7033	Systems and Theories of Personality	Fal-Spr-Sum _____	A B C D
<i>Gerontology</i>			
PSY 6443	Aging and Society	Fal-Spr-Sum _____	A B C D
<i>Counseling Children/Adolescents</i>			
PSY 7973	Child Therapy	Fal-Spr-Sum _____	A B C D
PSY 6493	Children & Families with Special Needs	Fal-Spr-Sum _____	A B C D
<i>Psychopharmacology</i>			
PSY 7003	Behavioral Neurosciences & Psychopharmacology	Fal-Spr-Sum _____	A B C D
<i>Clinical Supervision or Consultation</i>			
PSY 7613	Supervision and Consultation	Fal-Spr-Sum _____	A B C D

Date of updates: \_\_\_\_\_ Student Name: \_\_\_\_\_

**University of Tulsa**  
**Balance Sheet for Clinical M. A./JD Program (Fall, 2004 Update)**

Course Prefix	Title	Semester/Year	Grade
<b>I. Clinical Psychology Core (18 Hours)</b>			
PSY 7223	Theory & Practice: Clinical Psychology	Fal-Spr-Sum ____	A B C D
PSY 8063	Intervention Techniques	Fal-Spr-Sum ____	A B C D
PSY 7153	Psychopathology	Fal-Spr-Sum ____	A B C D
PSY 7543	Ethics/Legal Course	Fal-Spr-Sum ____	A B C D
<b>Two of the following courses are required:</b>			
PSY 7113 and Lab	Clinical Assessment: Intellectual	Fal-Spr-Sum ____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum ____	A B C D
PSY 7973	Clinical Seminar – Forensic Assessment	Fal-Spr-Sum ____	A B C D
PSY 7973	Clinical Seminar – Projective Assessment	Fal-Spr-Sum ____	A B C D
<b>II. General Psychology Core (12 Hours )</b>			
<b>Four of the following courses are required: (2 from each group)</b>			
PSY 7703	Child Development	Fal-Spr-Sum ____	A B C D
PSY 7043	Social Psychology	Fal Spr Sum ____	A B C D
PSY 7033/6403	Theories of Personality	Fal-Spr-Sum ____	A B C D
PSY 7143/6413	History and Systems of Psychology	Fal-Spr-Sum ____	A B C D
PSY 8053	Clinical Neuropsychology	Fal-Spr-Sum ____	A B C D
PSY 7003/6483	Behavioral Neurosciences	Fal-Spr-Sum ____	A B C D
PSY 7133/6433/8133	Cognitive Psychology/Emotions	Fal-Spr-Sum ____	A B C D
<b>III. Methods (3 Hours )</b>			
PSY 7333	Research Methods in Clinical Psychology	Fal-Spr-Sum ____	A B C D
<b>IV. Practicum (3 Hours)</b>			
PSY 745_	_____	Fal-Spr-Sum ____	A B C D
PSY 745_	_____	Fal-Spr-Sum ____	A B C D
<b>V. Interdisciplinary Course Requirement*</b>			
_____	_____	Fal-Spr-Sum ____	A B C D

*\*This requirement can be met by either of the following courses (or their equivalent) - Forensic Assessment or Mental Health Law. Because Forensic Assessment can also be a clinical core course and Mental Health Law is offered in the law school, the interdisciplinary course requirement does not increase the total number of hours that need to be completed.*

Semester Entered Program: Fall Spring Summer Year: \_\_\_\_\_  
 Semester Graduated Fall Spring Summer Year: \_\_\_\_\_

**University of Tulsa**  
**Balance Sheet for Clinical Ph.D. Program**  
 (90 Hours Minimum)  
 (Fall, 2012 Revision)

Student Name \_\_\_\_\_

Course Prefix	Title	Semester/Year	Grade
---------------	-------	---------------	-------

**Clinical Psychology Core (24 Hours Minimum)**

PSY 7223	Theory & Practice: Clinical Psychology	Fal-Spr-Sum _____	A B C D
PSY 8063	Intervention Techniques	Fal-Spr-Sum _____	A B C D
PSY 7153	Psychopathology	Fal-Spr-Sum _____	A B C D
PSY ____	Approved 2 <sup>nd</sup> Psychopathology Course	Fal-Spr-Sum _____	A B C D
PSY 7113 and Lab	Clinical Assessment: Intellectual	Fal-Spr-Sum _____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum _____	A B C D
PSY ____	Approved course in advanced assessment	Fal-Spr-Sum _____	A B C D
PSY 7543	Ethics, Law, and Clinical Practice	Fal-Spr-Sum _____	A B C D

**Methods (9 Hours Minimum)\***

PSY 7333/7343	Research Methods in psychology	Fal-Spr-Sum _____	A B C D
PSY 7283	Statistical Methods for Research	Fal-Spr-Sum _____	A B C D
PSY ____	_____	Fal-Spr-Sum _____	A B C D

\*The third Methods class can be any of the following: PSY 7053, Psychometrics, PSY 8973, or PSY 7383, Multivariate Methods for Research.

**General Psychology Core\*\* (15 Hours Minimum)**

PSY 7143/6413	History and Systems of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7703	Child Development	Fal-Spr-Sum _____	A B C D
PSY 7003/8053	_____	Fal-Spr-Sum _____	A B C D
PSY 7133/6433/6483/8133	_____	Fal-Spr-Sum _____	A B C D
PSY 7043/6403	_____	Fal-Spr-Sum _____	A B C D

\*\*The remaining three classes must be distributed in the following manner. At least one course must be an approved biological/physiological course, one, an approved emotion or cognition course and an approved social psychology course. Cross listed equivalents designated as fulfilling a psychology core course are determined by the Clinical Program Committee. Any course beyond the two required will be counted as an elective.

**Clinical Seminars (6 Hours Minimum)**

PSY 7973	_____	Fal-Spr-Sum _____	A B C D
PSY 8973	_____	Fal-Spr-Sum _____	A B C D
PSY 8973	_____	Fal-Spr-Sum _____	A B C D

**(Continued)**

(Clinical Ph.D. Balance Sheet continued)

**Practicum (12 Hours Minimum, beyond 12 hours subject to availability)**

PSY 745_ _____	Fal-Spr-Sum _____	A B C D
PSY 745_ _____	Fal-Spr-Sum _____	A B C D
PSY 745_ _____	Fal-Spr-Sum _____	A B C D
PSY 745_ _____	Fal-Spr-Sum _____	A B C D
PSY 745_ _____	Fal-Spr-Sum _____	A B C D
PSY 745_ _____	Fal-Spr-Sum _____	A B C D
PSY 745_ _____	Fal-Spr-Sum _____	A B C D
PSY 845_ _____	Fal-Spr-Sum _____	A B C D
PSY 845_ _____	Fal-Spr-Sum _____	A B C D
PSY 845_ _____	Fal-Spr-Sum _____	A B C D

**Electives <sup>\*\*</sup>(12-16 Credits Total)**

PSY _____	Fal-Spr-Sum _____	A B C D
_____	Fal-Spr-Sum _____	A B C D
_____	Fal-Spr-Sum _____	A B C D
_____	Fal-Spr-Sum _____	A B C D

**\*\*Electives include approved transfer courses or other general psychology courses, Ph.D. students may transfer a maximum of twelve credits from another program subject to approval from the clinical program committee and the graduate school.**

**RESEARCH PAPER (Paper is required, enrollment is optional, 4 hours maximum)**

PSY 798_ Thesis Research _____	Fal-Spr-Sum _____	A B C D
PSY 798_ _____	Fal-Spr-Sum _____	A B C D

**INTERNSHIP (1 year at approved site, must be registered for zero credits each semester of internship) YOU CANNOT GRADUATE UNTIL YOUR INTERNSHIP SUPERVISOR CERTIFIES SUCCESSFUL COMPLETION OF INTERNSHIP. PLEASE BE AWARE OF HOW THIS AFFECTS THE DATE ON YOUR DIPLOMA. CONSULT WITH THE GRADUATE SCHOOL TO DETERMINE WHEN REQUIREMENTS MUST BE MET FOR YOUR ANTICIPATED SEMESTER OF GRADUATION.**

PSY 8800 _____	Fal _____	P F
PSY 8800 _____	Spr _____	P F
PSY 8800 _____	Sum _____	P F

**DISSERTATION RESEARCH (1 to 15 hours – registration in at least one hour is required for graduation)**

PSY 998_ _____	Fal-Spr-Sum _____	P F
PSY 998_ _____	Fal-Spr-Sum _____	P F
PSY 998_ _____	Fal-Spr-Sum _____	P F

---

Semester Entered Ph.D. Program:      Fall    Other \_\_\_\_\_    Year: \_\_\_\_\_  
Semester Graduated Ph.D. Program:      Fall    Spring    Summer    Year: \_\_\_\_\_

## **Holiday Policy from the Graduate School for RAs/TAs/GAs**

Time off from your regularly scheduled workweek to study for final exams needs to be made up. When the University is officially closed for Thanksgiving, energy conservation (usually between Christmas and New Year's Day), and other official University holidays, you are not required to work in the office; please be aware that this does not necessarily coincide with the times that classes are not in session. When the University is officially open, you are expected to be in the office. The amount of time you are expected in the office is proportional to the number of days that the University is officially open. For example, if the University is open for three days of a five-day work week, then you are only expected to work  $\frac{3}{5}$  of your weekly hours noted in your award notification. Therefore, if your award includes a work obligation of 20 hours per week, you would work 60% of that time or 12 hours. Obviously there will need to be an adjusted schedule for that week, and this should be cleared with your Supervisor.

During the break between the fall and spring semesters, although classes are not in session, your Supervisor may need your assistance during the time when the University is officially open. If you would like to take vacation during that time, it can be accommodated. If you would like to continue to perform your duties, please let your Supervisor know.

Only if there are significant tasks with immediate deadlines will graduate assistants be permitted to work more than 20 hours/week. Approval is required and you must have an assigned task. The extra hours worked may be used for: 1) hours lost during fall semester because of illness or exams, 2) as approved release time when your duties are covered and do not jeopardize the work flow in the office, or 3) additional pay (at your present hourly rate), if our budget permits.

If you have a summer award, please be aware that during a portion of the summer, the University officially closes on Friday afternoons; the reduced hours are a privilege extended only to full-time University employees. Hence, the hours marked on your Award Notification are not prorated during the summer. Therefore, any hours worked during the summer weeks will need to be scheduled with your Supervisor.

## Scheduling Appendix

This Appendix contains important highlights on the scheduling of events in the academic calendar.

**Meetings of the Clinical Program Committee.** The CPC is on a nine-month academic calendar. The CPC meets approximately twice per month during the Fall and Spring Semesters of each academic year. Petitions or other requests submitted during the summer are processed at the first meeting in the Fall. You may check with the Graduate Programs Secretary to determine the date of the last meeting in the Spring semester.

**Student Evaluations** are conducted each spring semester. The preceding Spring, Summer and Fall achievements of the student are the major focus of evaluation.

**Supervisor Appreciation Reception** is held each April.

**Pre-candidacy Day** is held in April of each year.

**Doctoral Committee Meetings** are arranged in consultation with members of your committee. Committee members are generally on nine-month contracts; they are usually not paid, except for teaching specific courses and research duties, during the Summer months. However, in order to aid students in completing the program, faculty may schedule meetings during the Summer semester.

**Ph.D. Students Graduating in the Summer.** If the internship is your last requirement to be completed, you must have documentation of successful completion from your internship director sent to the Director of Clinical Training here at TU, to arrive no later than the cut-off date determined by the Graduate School, generally the last business day of the first week in August. Be sure to alert the staff in the Psychology Department to expect notification near the deadline. Well in advance of this date, you should have applied for graduation to allow processing of a final graduation check. The program recommends that you participate in the first graduation ceremony **FOLLOWING** successful completion of all requirements. Graduation should be a celebration of successful completion of all requirements. Participating in the graduation ceremony prior to the completion of all requirements is not recommended. No diploma is issued and a formal waiver from the graduate school is required.

**The General Written Portion** of the Comprehensive Examination for the Ph.D. is offered each Fall semester. Students must sign-up in advance. See current Written Comps memo for details.

**The Clinical Oral Portion** of the Comprehensive Examination for the Ph.D. is offered each Fall and Spring semester. Students must sign-up in advance. See current Oral Comps memo for details.

# Pre-Candidacy Timeline

## First Year

- Fall:**
1. Choose your advisor
  2. Discuss potential research ideas with advisor
  3. Conduct a comprehensive literature search for your topic
- Spring:**
1. Narrow your topic
  2. Decide your research question
  3. Determine the sample/methodology
  4. Find assessment materials
  5. Obtain initial approval of your proposal from your advisor
- Summer:**
1. Make necessary community contacts
  2. Write IRB, get advisor approval and turn in to research office
  3. Submit application for research funds

## Second Year

- Fall:**
1. Turn in your full proposal to your advisor (including introduction, methodology, data analysis plan, bibliography); the initial proposal must be turned in prior to the beginning of data collection; expect to go through *numerous* revisions of this proposal)
  2. Collect data
  3. Set up the data base, enter data
- Spring:**
1. Analyze data
  2. Write up paper and obtain final approval of advisor
  3. Do presentation in April
  4. Consider submission to conference and/or journal

# MAJOR MILESTONES IN THE CLINICAL PH.D. PROGRAM

## What

Select Doctoral Chair

Begin Practica

Complete Pre-candidacy Project

Pass General Written Comp

Pass Clinical Oral Comp

Dissertation Proposal Approved

Admitted to Ph.D. Candidacy

Apply for Internships

Final Dissertation Oral

Internship

Graduate

## WHEN

1<sup>st</sup> year

After 1<sup>st</sup> year core clinical courses

In April of 2<sup>nd</sup> year

Fall of 3<sup>rd</sup> year

Spring of 3<sup>rd</sup> year

Fall of 4<sup>th</sup> year

Fall of 4<sup>th</sup> year

Fall of 4<sup>th</sup> year

Before Internship

5<sup>th</sup> Year

On completion of Internship