

HANDBOOK
for
GRADUATE PROGRAMS
in
CLINICAL PSYCHOLOGY



July 2020

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1.0 Changes to the Handbook

Each year, numerous aspects of the Clinical Psychology Program are reviewed by the Clinical Program Committee. Changes may be made to the Handbook as a result of this review. Starting in 2020, changes approved in the previous academic year will be included at the beginning of the Handbook to enhance the transparency of programmatic changes.

Updated PhD Balance Sheet

- Inclusion of required PSY 7451 Pre-Practicum: Pre-practicum class is a requirement for all MA and PhD students in the second semester of their first year.
- Electives: Independent studies, research hours, practicum hours above the minimum required, as well as courses, will be able to count for elective hours. This will increase the flexibility for students to attain those experiences most suitable for their career aspirations.

Updated MA Balance Sheet

- Inclusion of required PSY 7451 Pre-Practicum: Pre-practicum class is a requirement for all MA and PhD students in the second semester of their first year.

Removal of MA/JD Balance Sheet

- The MA/JD program no longer exists, and the balance sheet has been removed.

Change in Competencies

APA now requires that supervision and consultation be evaluated separated. Thus, 4.3 (Students will demonstrate fundamental knowledge of consultation, supervision, and interdisciplinary practices) has been revised to the following:

4.3a Students will demonstrate fundamental knowledge of supervision models and practices

4.3b Students will demonstrate foundational knowledge of consultation and interprofessional /interdisciplinary practices

Comprehensive Examinations

- Timing of Comprehensive Examinations: If a student fails their initial attempt at the written comprehensive examination and wishes to proceed to take the oral comprehensive examination that same year, that oral examination attempt will now be permitted. However, this change does not alter existing rules regarding consequences of failures on comprehensive examinations.
- Written Comps Conditional Pass: A conditional pass has been added to Written Comps. As stated in the 2020 memo, a conditional pass is accorded if the grand mean across all sections is at least 3.0 and no more than one section (on the entire examination) is below 2.5. A Fail is recorded if the grand mean falls below 3.0 or two or more sections are below 2.5. The remediation for the conditional pass is outlined in the 2020 memo.

Consumer Information

New Department of Education regulations require that all programs leading to licensure or certification determine whether the program meets the educational requirements for each state and US territory. Further, the programs are required to notify students who submit their application from or have a permanent residence in states and territories for which they do not meet requirements or for which this cannot be determined. This information has been added to the website and the link is included in this handbook. All current and incoming graduate students were provided this information in July, 2020.

Grievance procedures:

- The petition and grievance procedure section has been expanded.

Program changes not included in the Handbook:

- PSY 6413 History of Psychology
 - The American Psychological Association's Commission on Accreditation Implementation Regulations note that History of Psychology may be completed at the undergraduate level. Students who took History of Psychology at an undergraduate level and earned an A or B, may petition the Clinical Program Committee to count this as meeting the History of Psychology requirement on the MA and PhD balance sheets. The syllabus needs to be reviewed and approved by TU's History of Psychology instructor, and Clinical Program Committee votes on the petition. This would not change the number of hours required for the MA or PhD program.
- PSY 6483 Neuroscience and Pharmacology I
 - Students who took the undergraduate version of this cross-listed course [PSY 4083] may petition to take PSY 6263, Neuroscience and Pharmacology II, instead of PSY 6483 to meet the neuroscience requirement.

1.1 Introduction and Overview

1.1. 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 both the opportunities and challenges you face. We look forward to helping you develop to your fullest potential as a scientist-practitioner of psychology.

1.2. The mission of graduate training in clinical psychology is to provide quality doctoral training in the scientist-practitioner model within a small private university setting. Science and practice are regarded as inseparable elements. Practice itself is regarded as *the application of the theories, methods, and results of scientific psychology to clinical problems*. The science of psychology is construed broadly, and students are expected to develop familiarity with a wide 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.

1.3. The goal of the program is to train professionally competent clinical psychologists with a broad background in the field of psychology who can apply psychological theory, assessment techniques, and research methodology to address clinical problems. To elaborate this goal, our program has five training aims or learning outcomes. Namely, students will: (1) demonstrate advanced discipline specific knowledge concerning biological bases of behavior, psychological, social, and biological development across the lifespan, theories and principles of social psychology, cognitive psychology, emotions, and history of psychology as a science; (2) acquire clinical skills pertaining to treatment and assessment based on scientific research; (3) obtain skills concerning research methods and data analysis to perform psychological research; (4) achieve knowledge of academic, ethical, and professional standards, and demonstrate these standards in professional development and practice; and (5) acquire knowledge of individual and cultural diversity, and be prepared to adapt their methods and practice to meet the needs of diverse populations.

To fulfill these objectives, the program has fifteen competencies. The competencies are listed below and are denoted by the Aim they are intended to objectify:

1.1 Students will demonstrate an understanding and knowledge of: biological bases of behavior; human development and psychological, social, and biological changes across the lifespan; theories and principles of social psychology; cognitive psychology; emotions; and history of psychology as a science and its major systems and theories.

2.1 Students will demonstrate an understanding and knowledge of the scientific basis for psychological intervention.

2.2 Students will demonstrate knowledge and understanding of empirically supported treatments and will be able to articulate the components of a treatment plan.

- 2.3 Students will demonstrate ability to differentially diagnose major mental disorders.
- 2.4 Students will be able to articulate major etiological theories of mental disorders and apply these theories to clinical cases.
- 2.5 Students will be able to conduct an intake interview and Mental Status Examination and report the results.
- 2.6 Students will demonstrate ability to administer, score, interpret and write reports of intellectual assessments including the WAIS-IV.
- 2.7 Students will demonstrate ability to administer, score, interpret, and write reports of objective personality assessments including the MMPI-2/MMPI-2-RF.
- 3.1 Students will demonstrate knowledge of scientific methods of collection and analysis of psychological data.
- 3.2 Students will demonstrate knowledge and understanding of theories and methods of psychological measurement.
- 4.1 Students will demonstrate knowledge of APA Ethical Principles of Psychologists and Code of Conduct, ASPPB Code of Conduct, and major legal principles guiding practice. Students will display an ability to analyze clinical problems from ethical and legal perspectives.
- 4.2 Students will demonstrate competence involving communication and interpersonal skills.
- 4.3a Students will demonstrate fundamental knowledge of supervision models and practices
- 4.3b Students will demonstrate foundational knowledge of consultation and interprofessional /interdisciplinary practices
- 4.4 Students will meet minimal standards of professional values, attitudes, and behavior.
- 5.1 Students will demonstrate knowledge of nature and impact of human diversity on clinical assessment and intervention.

The relationship between program Objectives and program Competencies appears in Table 1 in the Curriculum Appendix of this Handbook.

1.4. 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 acquiring broad declarative knowledge of psychological theories, methods, and results, students are given course work and practicum experiences to develop procedural skills. Those procedures involve the application of the scientific fruits of psychological research to clinical problems. To further refine ability to demonstrate procedural knowledge, the doctoral program requires students to complete an internship.

1.5. 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 remain in compliance with relevant ethical and legal guides to practice.* Illegal or unethical practice or academic dishonesty are unacceptable 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.

1.6. The faculty of the Clinical Program 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 unacceptable in our programs.

1.7. The purpose of the faculty is to educate the students and promote their development: the role of the faculty is *not* one of therapist. ***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.

1.8. Our programs attract talented 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*.

1.9. The graduate programs in clinical psychology intend to cultivate a life-long desire to acquire new professional knowledge, new skills in applying that knowledge, and continued development in the ethical and legal dimensions of practice. The clinical training programs promote the alterative view: *"No psychologist or masters-level practitioner should EVER be 'finished' with learning and professional development."* Our degree programs establish a strong foundation for individuals to continuously grow and develop as professional psychologists over the course of their careers.

1.10. 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 state governments, and significant additional supervised experience is often required after completing degree requirements. Students are strongly encouraged to seek details concerning licensure requirements. In doing so, they can seek appropriate educational experiences available in the program. However, because of diverse requirements across jurisdictions, some curricular requirements may be unavailable within our programs. The program has compiled information regarding which states and territories our program meets the educational requirements for, which the program does not, and those that were unable to be determined as of 7-7-20. This information can be found at: <https://artsandsciences.utulsa.edu/wp-content/uploads/sites/6/2020/07/TU.Clinical-Psychology.Professional-Licensing.2020.pdf>

2.0 Application of This Handbook

2.1. This Handbook specifies the policies and procedures for students entering graduate programs in Clinical Psychology at The University of Tulsa. It applies to students who entered the program on the date specified on the title page of this handbook. Students who entered under an earlier edition of the Handbook may elect to adopt the current Handbook. A form is available in the Appendix for students to do so. The request must be submitted to the Director of Clinical Training. After adopting a more recent Handbook, students may not revert to an earlier Handbook.

2.2. Program requirements, policies, and procedures presented within this Handbook are intended to supplement and remain consistent with those of The University of Tulsa, The Graduate School of The University of Tulsa, and the Department of Psychology. Policies and procedures of these organizations appear in the *Graduate Bulletin of The University of Tulsa*, the *University of Tulsa Student Handbook*, and the faculty manual for the University of Tulsa. As specified in the Graduate Bulletin, the department is permitted to establish additional requirements beyond those established by the graduate school. In the event of conflict, the procedures and policies of the University and Graduate School supersede those specified here.

2.3. Students should be familiar with this Handbook, the *Graduate Bulletin of The University of Tulsa*, and the *University of Tulsa Student Handbook*. Students should note that 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", the Licensed Professional Counselor's Act, and the "Code of Conduct" of the Association of State and Provincial Psychology Boards. Copies of these documents are available from the Clinical Program Administrative Assistant. 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 withdraw from the programs.

3.0. Program Structure and Governance

3.1. The graduate Clinical Training Programs are housed within the Department of Psychology, an element of the Henry Kendall College of Arts and Sciences at the University of Tulsa. As noted in the Graduate Bulletin, all graduate education within the University of Tulsa is supervised by The Graduate School of the University of Tulsa.

3.2. 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 psychology faculty. Core clinical faculty are graduates of accredited clinical training programs and accredited internships. 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 and the DCT or Acting Director. The DCT or Acting DCT serves as chair of the Clinical Program Committee. A student representative, appointed by the clinical students, serves as a non-voting member of the CPC. (The student member is not present when confidential or student specific concerns are discussed)

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

3.4. 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.

3.5. Although appeals procedures will be detailed later in this Handbook, students may apply for waivers or appeal decisions in writing to the Clinical Program Committee. If the student is dissatisfied with the response, the student may appeal 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*.

4.0. Equal Opportunity Policy

4.1. 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.

5.0. Disclosure

5.1. Consistent with Standards 7.04 and 7.05 of the APA Code of Ethics, the clinical psychology training program balances the autonomy and privacy of its students with the need for the program to ensure competency. 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 details of their lives (e.g., history in personal relationships, prior abuse or neglect, sexual history, or treatment experience), but they may do so voluntarily.

5.2. Nonetheless, if the program determines that a student's personal problems pose a risk to the safety of others or impairs their ability to perform with professional competence, the student may be required to obtain individual or group therapy from a licensed psychologist who is unaffiliated with the program. The student will be permitted to choose his or her own therapist. If circumstances warrant, the therapist may be asked to provide formal confirmation that the student is capable of safely meeting the Program's educational and clinical responsibilities. Upon establishing a therapeutic relationship, students should ensure that the therapist is willing to make such a determination. Students or prospective applicants who have questions about these requirements are encouraged to contact the Director of Clinical Training.

5.3 Center for Student Academic Success. Students with disabilities should contact the Center for Student Academic Success (ext. 2315) to self-identify any special needs in order to exercise their rights under the Americans with Disabilities Act. All students are encouraged to familiarize themselves with, and take advantage of, services provided by CSAS, including tutoring, academic counseling, and study-skill development. CSAS also provides confidential consultations to any students with academic concerns, as well as accommodations for students who qualify.

6.0. Program Admission

6.1. 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. Minimum requirements are specified 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. Students in our programs typically exceed the minimal standards. Obviously, many individuals with excellent qualifications cannot be admitted because of the limited number of openings.

6.2. 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.

6.3. 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. To apply for admission, applicants must possess:

1. A Bachelor's degree from an institution accredited by a recognized regional accrediting body.
2. An undergraduate grade point average of at least 3.0 (on a 4.0 scale).
3. Graduate Record Examination. No minimum score is specified, but we scrutinize these scores closely.
4. Eighteen hours of credit in psychology courses or in courses that are primarily psychological in nature or in a closely related field. Applicants must have taken:

- a) Abnormal psychology and a course in statistics, tests and measurements, or experimental psychology.
 - b) Recommended courses include developmental psychology, learning, social psychology, personality, cognitive psychology, physiological psychology, history of psychology, and general psychology.
5. Three satisfactory letters of recommendation.

Notably, students currently enrolled in our Master's program may apply for admission to the Doctoral program. Such students are encouraged to apply only after they have completed their first year in the Master's program.

6.4. Admission with Conditions.

6.4.1. 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 remediated during the first two years of enrollment in the program. To remove an admission deficiency, the student may take a course pertaining to the deficiency and receive a grade of "C" or better. Alternatively, the student may pass a proficiency examination pertaining to the content of the course. A proficiency examination must be taken from a Psychology faculty member. Prior to taking a proficiency examination, the student must petition the Clinical Program Committee for approval to do so. No faculty member is obligated to offer a proficiency examination.

6.4.2. Other Conditions. A student who at the time of application is completing prerequisites for admission can, with the approval of the admissions committee, be recommended for conditional admission. To satisfy the conditions of admission, the student must successfully complete necessary psychology courses or submit an official transcript showing that a bachelor's degree has been awarded. Upon satisfying specified conditions, students may enroll in the graduate program.

6.5. 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) a highly variable record, (c) 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.

7.0. Graduation Requirements

7.1. 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.

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

7.3. Residence. The clinical psychology programs are full time programs. With extenuating circumstances, a student may enroll part-time in the Doctoral or Master's 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 intend to graduate*. This may, on occasion, require enrollment in a non-graded residency credit for one hour. While students are completing their pre-doctoral internship, they will enroll in a zero-credit course to retain their status as students in good standing.

7.4. Thesis. A Master's thesis is not required, and a thesis option is unavailable.

7.5. Admission to Candidacy. A student is ineligible for the Ph.D. until formally admitted to candidacy. Admission to candidacy is granted by the Graduate School and follows the recommendation of the student's Doctoral Committee and Director of Clinical Training. The recommendation by the Director of Clinical Training requires successful completion of the pre-candidacy project, minimum graduate GPA of 3.0, general good standing in the program, and having passed the written and oral 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.

7.6. 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.

7.7. Grade Requirements. No grade below a "C" will earn credit toward degree requirements, and an overall grade point average of 3.0 must be maintained for graduation. In addition, students must achieve a "B" or higher in core clinical courses, practica, and courses which serve as criteria for Program competencies.

7.8. 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.

7.9. 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.

7.10. Program Specific Requirements

7.10.a. M.A. Program

7.10.a.1. 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.

7.10.a.2. Research. Although the Clinical M. A. program does not require or offer a 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.

7.10.a.3. Grade Requirements. No grade below a "C" will be allowed to apply toward graduation requirements. In core clinical courses and practica, 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.

7.10.a.4. 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.

7.10.b. Ph.D. Program

7.10.b.1. 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.

7.10.b.2. Pre-candidacy Project. Instead of a Master's thesis, Ph.D. students must complete a Pre-candidacy Project. Early during the first year of enrollment, the student 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 the second year of enrollment. The project is described in more detail later. Failure to achieve any of these milestones by the specified dates will be cause for

the Clinical Program Committee to consider recommending the student for dismissal from the program.

7.10.b.2.I. Students entering the program who have already completed a research Master's thesis may petition the Clinical Program Committee for acceptance of that thesis in lieu of the paper portion of the pre-candidacy project. If the Master's thesis is accepted, the student is still obligated to present the project on Pre-candidacy Day. This would occur during that student's first year of enrollment in the program.

7.10.b.2.II. Research completed as an undergraduate will not be accepted as a pre-candidacy project.

7.10.b.2.III. Research completed with a University of Tulsa Psychology Professor while enrolled as a Master's 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. They may present their pre-candidacy project as early as the last year of enrollment in the Master's program but no later than the end of their second year in the Doctoral program.

7.10.b.2.IV. In all cases, a copy of the completed paper with an indication of the advisor's approval on the title page must appear in the student's file, and the student must present the project on Pre-candidacy Day to complete the requirement.

7.10.b.3. 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.

7.10.b.4. 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. After completing the Comprehensive Examination and defending their dissertation proposal, students may apply to the Graduate School to be named a candidate for the Doctoral degree.

7.10.b.5. Internship. Clinical students must successfully complete a one-year clinical psychology internship at a facility approved by the Clinical Program Committee. The committee will only approve APA accredited internships unless contravening information is available. Students wishing to apply to internships that are not accredited by the APA must 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.

7.10.b.6. Grade Requirements. In addition to the Graduate School requirements, no grade below a "B" in the Clinical Core courses is permitted (see Curriculum Appendix

for a list of core courses). Additionally, no grade below a "B" in Practicum or Field Work (See 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.

7.10.b.7. 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 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's knowledge. Extensions are granted by exception and not by rule.

7.10.b.8. Program Changes. When the Program changes the curriculum or other requirements, students enrolled prior to the change may choose to meet *in their entirety* the requirements that existed at the time of their matriculation. They may also choose to adopt the newer requirements enacted after program changes, and they can do so by formally adopting a newer Handbook. If the Program modifies or terminates a course which had been originally required in a previous Handbook, the student may satisfy the course requirement by taking the course most similar to the original course. They may also satisfy the course requirement by taking an alternative course offering. In either case, the student may be obligated to petition the Clinical Program Committee to satisfy the course requirement.

7.10.c. Removal of Admission Deficiencies. Deficiencies should be removed no later than the end of the second year of enrollment. To remove an admission deficiency, the student may take a course pertaining to the deficiency and receive a grade of "C" or better. Alternatively, the student may pass a proficiency examination pertaining to the content of the course. A proficiency examination must be taken from a Psychology faculty member. Prior to taking a proficiency examination, the student must petition the Clinical Program Committee for approval to do so. No faculty member is obligated to offer a proficiency examination.

8.0. Criteria for Satisfactory Progress

8.1. Overview: It is assumed that students will strive for excellence in course work, practica, research, and program examinations. Satisfactory grades and steady progress toward completion of course requirements are the main sources of evaluation for students enrolled in the Master's program. In contrast, the Ph.D. program also requires students to demonstrate success in research, expertise in broad knowledge of psychology, and involvement with faculty mentors. Consequently, satisfactory progress is evaluated by multiple indicators. Regardless of program enrollment, all students must demonstrate high ethical standards, and they should maintain respect for intellectual freedom, individual differences, and diversity. Furthermore, all students should manifest an awareness of and conformity with laws guiding practice. Because of the

great personal responsibility placed upon clinical psychologists, students must be able to profit from experience, instruction, and supervision. Thus, personal characteristics and habits which could hinder professional activities could become a basis for program evaluation, feedback, and decision making.

8.2. The intent of evaluating student progress is to assure timely achievement of program requirements and to ensure that students fulfill program competencies. Outcomes of student evaluations will be used to provide feedback directly to the student. Additionally, faculty will consider data from student evaluations in order to enhance the program.

8.3. Graduate School Requirements for Grades (Source: Graduate Bulletin). 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.

8.4. Psychology Department Criteria.

8.4.a. 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.

8.4.b. Incompletes. A student should avoid grades of Incomplete. If earned, the student should remove an Incomplete as soon as possible. When a student's transcript includes a grade of Incomplete, evaluations by the faculty typically note this as a problem. Incomplete grades must be removed within one calendar year of the date the course was to have been completed. Students must sign a contract with the instructor which specifies conditions for removing the grade of Incomplete. Exceptions to this direction require approval 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.

8.4.c. Grade Requirements. In addition to the Graduate School requirements of maintaining a 3.0 grade point average for all graduate coursework at The University of Tulsa, a student may not have a grade below "B" in core courses required by the specialty (see Curriculum Appendix), practica, or courses which serve as criteria for Program Competencies. This problem may be remedied within one year by retaking the relevant course(s) and earning a grade of "A" or "B" in each. A grade point average of at least 3.0 must be maintained in required psychology courses.

8.4.d. 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).

8.4.e. Research. Ph.D. students are expected to engage 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.

8.4.f. Comprehensive Examinations. Ph.D. students should pass comprehensive examinations in a timely fashion. Failed examinations are considered a serious problem. The Written General and Clinical Oral are two separate portions of the comprehensive examination for the Ph.D. Any two failures of these examinations (Example #1: Failing initial attempt of passing the Written General, and then failing a re-examination; Example #2: Failing an initial attempt to pass the Written General, passing it on re-examination, and then failing Clinical Oral examination) will obligate the Clinical Program Committee to consider a motion to recommend dismissal to the Graduate Dean.

8.4.g. 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 Written General and Clinical Oral portions of the Comprehensive Examination for the Ph.D. by the end of their 4th 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 6th 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 7th year will have a motion to recommend dismissal to the Graduate Dean put before the Clinical Program Committee.

8.4.h. 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.

8.5. Procedures for Monitoring Progress of Graduate Students

8.5.a. Graduate School. The Graduate School monitors Graduate School requirements. Normally, this involves review of grades and inspection of student evaluations made by the Clinical Program Committee.

8.5.b. Formal Evaluations of Ph.D. Students. Annually, 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 Department Administrative Assistant. Students must also provide a current curriculum vita. The student's last evaluation, current transcript, practica or internship evaluations, program examination reports, and curriculum 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. Timeliness in completing program requirements will also be addressed. Student evaluations will include an overall rating of student performance. 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 Department Administrative Assistant. Copies of the evaluation are given to the advisor and placed in the student's file. If a student receives an overall evaluation of *Below Satisfactory* or *Behind Expected Schedule* twice, the program committee will entertain a motion to recommend dismissal from the program. The student and the student's advisor will be asked to speak to the committee on this issue before the vote.

8.6. Program Dismissal

8.6.a. Dismissal from the program may be considered if the student displays behavior inappropriate to the profession. Dismissal may also be considered if serious problems emerge which suggest that completion of the degree will be unlikely.

8.6.b. Any Psychology faculty member may ask the Clinical Program Committee to entertain a motion to recommend dismissal from the program. The faculty member must provide adequate and documented reasons for the recommendation. 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 permitted 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.

8.6.c. After consideration of the facts, the Clinical Program Committee will vote to (a) recommend that the Graduate Dean dismiss the student from the Program; (b) establish a plan to remediate unsatisfactory conditions; or (c) determine that the grounds for dismissal or other actions were unsubstantiated.

8.6.d. If the Clinical Program Committee votes to recommend that the Graduate Dean dismisses the student, the student will be notified in writing of this decision. Consistent with the chain of appeals, 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.

9.0. Transfer of Credit, Waiving of Requirements, and Applying Credits

9.1. Overview: Students gain relevant experience from a variety of sources. In some cases, course work taken from other graduate psychology programs can appropriately apply to degree requirements in our program. Procedures are available to either transfer course credit or waive degree requirements. These possibilities notwithstanding, our degrees are designed to reflect cohesive programs of study, guided by the expertise of **our** faculty. Consequently, strict transfer guidelines are followed and limits are important.

9.2. 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 will most likely be granted when courses taken elsewhere are similar in coverage, orientation, and standards to our own. The objective must not be to expedite completion of degree requirements. Rather, consideration of credit transfers should focus upon thoroughness and quality of training.

9.3. Transfer of Credit. The Graduate School restricts the number of semester hours of graduate transfer credit which may be accepted toward a graduate program. Graduate School regulations allow some transfer of graduate credits from an approved institution. The maximum is six hours for M.A. students and twelve hours for Ph.D. students. Exceptions to these limits are evaluated individually. However, transfer of credit is not automatic and may not be granted. **Transfer**

credit only applies to classes that were not counted toward any graduate degree that had been conferred.

9.3.a. To request transfer of credit by the Graduate Dean, the student completes a General Petition Form (See Forms Appendix) describing the request. The student should attach a copy of the transcript and syllabi from relevant coursework. The student submits this form to the Clinical Program Committee for approval. If approved, the student then completes 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.

9.3.b. Transfer cannot occur until the student has completed as many credit hours at the University of Tulsa as are to be transferred. 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.

9.3.c. The Clinical Program must ensure that your training is contemporary. To petition the program to transfer credits, the relevant courses must have been completed no more than six years before the date of petition.

9.4. Waiving of Requirements.

9.4.a. Students are sometimes admitted to the Ph.D. program after having already completed a Master's degree. They may request that some course requirements be waived. Whereas a transfer adds credit hours to a student's transcript, a waiver simply means that a program requirement is judged to have already been met. No hours are credited toward the student's transcript. Students admitted to a Ph.D. program who have already completed a relevant master's degree may have some of the Ph.D. requirements waived.

9.4.b. To be waived from a program requirement, the student will submit a General Petition Form (see Forms Appendix) detailing the request to the Clinical Program Committee. The request must include relevant transcripts, syllabus, and program and course materials to allow the Committee to make an informed decision.

9.4.c. In considering the request, the Clinical Program Committee will evaluate whether the previously completed coursework sufficiently parallels the comparable offering in our program. The Clinical Program Committee also considers whether waiving coursework will detract from the Program's ability to substantially shape the student's development as a psychologist. Students are expected to complete a substantial portion of their work at The University of Tulsa.

9.4.d. The Clinical Program must ensure that your training is contemporary. To petition the program to waive requirements, the relevant courses must have been completed no more than six years before the date of petition.

9.5. Applying Credits

9.5.a. A student may petition the Clinical Program Committee and The Graduate School to apply credits earned towards a related graduate degree. With this option, program requirements are waived, and credits are applied toward the degree offered by the University of Tulsa. Applying credits differs from transfer of credits in that the former involves credits earned for a completed graduate degree, whereas the latter involves credits earned without a prior graduate degree.

9.5.b. To apply credits toward a degree at the University of Tulsa, the student will submit a General Petition Form (see Forms Appendix) detailing the request to the Clinical Program Committee. The request must include relevant transcripts, syllabus, and program and course materials to allow the Committee to make an informed decision.

9.5.c. 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, students may not apply prior courses to satisfy core course requirements of the Clinical Program. Students must complete the required core courses at the University of Tulsa.

9.5.d. 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.

9.6. 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.

9.7. On rare occasion, students may complete credits as a Special Student in the Graduate School at the University of Tulsa before they are admitted as a degree seeking student. The Graduate School policy is that if the special student applies and is officially admitted to a degree program, six hours of course work taken as a special student may be applied toward a Master's degree and up to 12 hours of course work taken as a special student may be applied toward a Doctoral degree. *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.*

10.0. Changing to Clinical from I/O

10.1. A student may wish to change from one degree specialty to another. The admission procedures and standards for the I/O and clinical training programs at the University of Tulsa are different. Consequently, a student in an I/O graduate program wishing to transfer into a clinical graduate program would be expected to apply for admission according to the normal procedures.

If a student from the I/O program at the University of Tulsa is admitted to the doctoral program in clinical psychology, the Pre-candidacy Research Project must be clinical in nature.

11.0. Advisors and Doctoral Committees

11.1. Overview: Faculty members fulfill various roles so that program needs are effectively administered, and students receive a variety of perspectives. The Clinical Program Committee oversees the entire program and is a source of help to advisors and students. The student receives direct attention through advisors and doctoral chairs. The power to make most decisions regarding the student rests with the advisor or doctoral chair. Ultimately, however, the student is expected to be actively involved in planning their course of study and documenting progress in completing requirements.

11.2. 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, (d) serving as a resource to other faculty advisors and to students on behalf of the programs (e) advocating for the program's needs within the University and (f) promoting the Clinical Program's visibility at the University, community, national and international level.

11.3. Faculty Advisors. By the end of their first semester, 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 may also serve as doctoral chair. Faculty advisors have the right to make all decisions regarding students and their programs except as restricted by other University guidelines, 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.

11.4. Doctoral Chairs and Committees.

11.4.a. Selection. Each Ph.D. student, in consultation with the considered faculty member, should select a doctoral advisor as soon as possible, preferably by the end of their first semester of the first 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.

11.4.b. Appointment. Students should approach doctoral faculty members in Psychology regarding their willingness to be the student's chair. If the Doctoral Chair is different than the advisor, students should then 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.

11.4.b.1. A doctoral committee is composed of the Doctoral Chair, two faculty members from the psychology department who possess Graduate Faculty status (list obtainable from the Graduate School), and a member outside of the department of Psychology who possesses 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 proposed members of the committee, the student will submit a form entitled "Request for Appointment of Doctoral Committee in Psychology" to the Director of Clinical Training. In turn, the form will be submitted to the Graduate Dean for approval.

11.4.b.2. 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.

11.4.c. 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. If other committee members have been appointed, they 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.

11.5. Faculty and Student Responsibility for Documentation.

11.5.a. 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.

11.5.b. 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, Clinical Oral 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 submit the signed form to the Department Assistant. In turn, the administrative assistant will file the original in the student's record in the Department. The administrative assistant will also provide copies to the student, the faculty advisor, and the Dean of the Graduate School.

12.0. Pre-candidacy Project (Ph.D. ONLY)

12.1. Overview: Doctoral students are not required to complete a thesis, even though they may receive an M.A. degree in their pursuit of 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.

12.2. Pre-candidacy Project Requirements

12.2.a. 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 in the appendices). The Clinical Program Committee shall designate a day in spring of each year as Pre-candidacy Day. The student must complete a significant research project by Pre-candidacy Day in the Spring Semester of their second year. To complete the project, the student must submit to the Clinical Program administrative assistant 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.

12.2.b. **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 Master's 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.

12.3. 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 papers presented at national conferences in the student's area of research. The pre-candidacy project should also conform with reporting requirements of the current APA *Publication Manual*. Actual acceptance by a national conference is highly encouraged, but not required.

12.4. Work completed prior to entering Ph.D. Program. Research completed as an undergraduate is unacceptable as a pre-candidacy project. Students entering with a Master's degree from another institution who have completed a research Master's thesis in *clinical psychology* may petition their advisor to accept it in lieu of the pre-candidacy project. If a Master's thesis is accepted, the student must present the project on Pre-candidacy Day of the first year in the program. Research in *clinical psychology* done with a University of Tulsa Psychology Professor as a Masters student prior to entering the Ph.D. program may be considered by the advisor. The advisor would apply 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 must be included in the student file. To complete the project, the approved document must include an approval signature of the faculty advisor, and the student must present the project on Pre-candidacy Day.

12.5. Supervision and Approval of Research. The advisor supervises the research, provides training, direction, and assistance, and ensures that standards are met. The acceptability of the project, the paper, and the presentation is at the discretion of the doctoral chair. 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 administrative assistant 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.

13.0. Comprehensive Examination (Ph.D. ONLY)

13.1. 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 Written General 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.

13.2. Eligibility. Students must have successfully completed the pre-candidacy project in order to be eligible for the Written General portion of the examination. Students are expected to take the Written General portion at the beginning of their third year. Students who have successfully completed both the pre-candidacy project and taken the Written General portion of the examination are eligible to take the Clinical Oral portion of the comprehensive examination. Students will usually take this examination in the Spring Semester of their third year. If a student fails their initial attempt at the written comprehensive examination and wishes to proceed to take the oral comprehensive examination that same year, that oral examination attempt will now be permitted as of 8/2019. However, this change does not alter existing rules regarding consequences of failures on comprehensive examinations.

13.3. Schedule of Administration. The Written General portion is offered once each year during the Fall Semester. The Clinical Oral portion of the examination is offered each Spring Semester. The Clinical Oral examination schedule is detailed in the examination memorandum which is distributed to students each Fall Semester. Clinical Oral examinations may be scheduled as early as the week before classes begin in the Spring Semester. Eligible students must apply to take the examination in accordance with instructions specified in the examination memorandum. To accommodate students who must repeat the Clinical Oral portion, examinations may be scheduled during the Fall Semester at the discretion of the Clinical Oral examination committee.

13.4. Examination Memoranda. The Written General and Clinical Oral portions of the comprehensive examinations assess broad knowledge areas. Annually, the memorandum for the Written General examination is updated. This memorandum details the purpose, scope, and form of the Written General examination, a reading list, scoring procedures, an old examination, and example responses to questions. The memorandum for the Clinical Oral examination is likewise updated annually, and it details issues covered in the examination, essential readings, sample questions, and scoring procedures. Students are responsible for obtaining these memoranda from the Department Administrative Assistant. However, the Clinical Program Committee e-mails these documents, and supplementary materials will be made available to students via contemporary file-sharing mechanisms specified in the memoranda. Instructions to sign-up for these examinations are detailed within their respective memoranda.

13.5. Administration. The Clinical Oral portion is scheduled over a three-hour interval and is administered by a subcommittee appointed by the Clinical Program Committee. The Written General portion takes a full day involving morning and afternoon sessions. Committee members are appointed by the Clinical Program Committee. Once given a copy of the Written General examination, students are expected to remain in the examination room until they have submitted their answers.

13.6. Grading and Failing Portions of the Comprehensive Examination. Students taking the Written General and the Clinical Oral examination may receive grades of fail, conditional pass, pass, or pass with honors. The Written General examination is scored blindly by independent raters who are appointed by the Clinical Program Committee. Ratings are averaged to yield grades for each student. The Clinical Oral portion is independently scored by the subcommittee members, and scores are also averaged. The Comprehensive Examination is not considered

passed until a student has passed the Written General and Clinical Oral examinations. If either portion is failed, the Clinical Program Committee may entertain a motion to recommend dismissal to the Graduate Dean. This would typically occur if a student performed severely below standards on either examination. However, under normal circumstances, a student who fails the Comprehensive Examination is permitted one re-examination. In the case of the Written General portion, the next scheduled examination is one year later. If a student obtains two failing grades across examination portions, the Clinical Program Committee will automatically consider a motion to recommend dismissal to the Graduate Dean.

13.6.a. The grading criteria for individual components of the Written General and Clinical Oral examinations are similar. Members of the committees will independently grade each section of the exam using the following scores:

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

13.6.b. Outcomes of the oral and written comps are as follows. For the written comprehensive examination, the following outcomes are possible:

- 1. Pass with Honors** requires all features of clear pass (no single section below 2.5) with grand mean across all sections of 4.0 or greater.
- 2. Pass** requires a grand mean across all sections of at least 3.0 with no single section below 2.5.
- 3. Conditional Pass** is accorded if the grand mean across all sections is at least 3.0 and no more than one section (on the entire examination) is below 2.5.
- 4. Fail** is recorded if the grand mean falls below 3.0 or two or more sections are below 2.5.

13.6.c. For the oral comprehensive examination, the following outcomes are possible:

- 1. Pass with Honors:** No subsection is lower than 3.0, and the overall score must exceed 4.0.
- 2. Pass:** No score in any subsection is lower than 3.0.
- 3. Conditional Pass:** Overall score is at least 3.0, but only one subsection has a score lower than 3.0.
- 4. Failure:** Overall score falls below 3.0 or two or more subsections with scores lower than 3.0

13.6.d. Conditional Pass is possible in the Clinical Written and Oral examination. Typically, conditional pass requirements are determined by the committee to help the student remedy areas of 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. Otherwise, the Clinical Program Committee will entertain a motion to recommend that the Graduate Dean dismiss the student from the Program.

13.6.e. Specific Grading Procedures of the Written General 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 identification 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.

13.6.f. Specific Grading Procedures of the Clinical Oral 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) created a protocol that establishes the framework for the examination, 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).

14.0. Dissertation (Ph.D. ONLY)

14.1. 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.

14.2. Prerequisites. To commence work on the doctoral dissertation, students must be in good standing with the Graduate School. They must have also made adequate practicum progress, completed their pre-candidacy project, passed both portions of the Comprehensive Examination, and defended their dissertation proposal. After having satisfied these requirements, the Graduate Dean will admit the student to doctoral candidacy. A student is eligible to officially begin the doctoral dissertation only after admission to candidacy by the Graduate Dean.

14.3. Proposal

14.3.a. 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 or conducting analyses of archival 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.

14.3.b. 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.

14.3.c. 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.

14.4. Requirements

14.4.a. 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.

14.4.b. 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.

14.4.c. 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.

14.4.d. 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.

14.4.e. Final Oral Examination

14.4.e.1. Once a majority of the committee has voted a dissertation ready for defense, the student negotiates a time acceptable to all dissertation committee members. The defense date will be scheduled at least two weeks after the committee has agreed the dissertation is ready for a defense. The doctoral chair requests permission from the Graduate School for the student to defend. The oral examination is intended as an oral presentation and defense of the rationale, methods, and findings of the dissertation. Consequently, the defense tests the scholarship of the student in this highly specialized area. 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.

14.4.e.2. 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 examination, the dissertation, when deemed ready by student and chair should be re-evaluated 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 a motion to recommend that the Graduate Dean dismiss the student from the Program.

15.0. Practicum and Field Work

15.1. Overview: Practical experiences are an important part of our training programs. We utilize both our own psychology clinic and community placements to assure that our students receive a variety of experiences. Given the tremendous importance of providing consistent quality care and maintaining good relationships with community providers, it is imperative that students behave in an ethical, legal, professional, and skilled manner. Consequently, we are careful to protect our practicum placements and to demand excellence from our students. Community supervisors, who volunteer their time to our program, are prepared to provide training, supervision, and structured experiences that will challenge but not overwhelm students.

15.2. 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.

15.3. 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. The Coordinator will assure that student practicum experiences are conducted in a manner consistent with the training goals and competencies set forth by the CPC.

15.4. Clinic Director. The Chair of the Department of the Psychology in consultation with the CPC shall appoint a licensed psychologist, highly experienced in supervision, and committed to the scientist-practitioner model to serve as the Clinic Director. The Clinic Director will oversee all behavioral health services, clinic budgets and facilities to assure that both the provision of services and the training of students is ethical and professional. The Clinic Director is expected to oversee implementation, evaluation and documentation of clinic training and services, attend Clinical Program Committee student evaluation meetings, be responsible for maintaining the Clinic Manual, and foster communication between the program and the clinic. The Clinic Director will assure that student practicum experiences are conducted in a manner consistent with the training goals and competencies set forth by the CPC.

15.5. Student Responsibilities. Practicum and Field Work are essential elements of our training model, and we rely upon the good will of our community placements to provide meaningful opportunities and supervision. We also need to continue to grow and maintain the emerging good reputation of our clinic. Therefore, the performance of students in Practicum and Field Work is carefully monitored. Students are expected to demonstrate a developmentally

appropriate level of clinical acumen. They are further expected to display professionalism. Inherent with such expectations, students must act responsibly, legally, and ethically. They should profit from criticism and supervision, manifest a professional demeanor (including dress), and develop effective rapport with clients. Because 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.

15.6. **Placement.** Prior to receiving a practicum placement, students must have satisfactorily completed (grade of A or B) Psychology 7223, 7113, 7153, 7193, and 7543. Students will enroll in Pre-Practicum in the spring of their first year. It is expected that all students be in Practicum I at the clinic during the summer after their first year and will remain enrolled through the Fall and Spring of the second year. Students must satisfactorily complete Psy 8063 (grade of A or B) to continue Practicum I at the clinic. During the third year of training, 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, often consulting with CPC, the clinic director, and the student's advisor, as appropriate. 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.

15.7. **Grading.** Specific criteria for grading practicum are described in detail in the manuals (clinic manual and practicum manual) and syllabi associated with the specific practicum courses. 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.

15.8. **Removal from a Practicum Placement.** Despite efforts to properly place students in quality practicum rotations, problems may occur. The Coordinator should encourage the primary site supervisor to communicate directly with the Coordinator if problems develop. In addition, the student should notify the Coordinator if a serious problem arises in a placement. Depending upon the circumstances, the Coordinator will (a) establish a plan for correcting the problem, (b) arrange a more acceptable placement, or (c) remove the student from the placement. If the student is removed from a practicum because of poor performance or misbehavior, the coordinator may refuse to provide future placements. It should be very clear to all students in Clinical Programs that a single episode of serious misconduct in a clinical placement could result in prohibition from further clinical training and dismissal from the program.

16.0. Internships (Ph.D. ONLY)

16.1. **Overview:** The Ph.D. in Clinical Psychology requires that the student complete an approved, one-year, pre-doctoral internship in clinical psychology. The internship is intended to

provide extensive opportunities for the student's development as a scientist-practitioner. It occurs near the end of training and should be well matched to the career goals of the student.

16.2. Acceptable Sites

16.2.a. 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). APPIC administers the internship match. APA-accredited internships 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.

16.2.b. Under extraordinary circumstances, students may petition the CPC to complete a non-accredited 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.

16.2.c. Prior to applying to an internship that is not accredited, 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. It is incumbent on the student to demonstrate that the non-accredited internship satisfies pre-doctoral training requirements of the APA.

16.2.d. 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.

16.2.e. Criteria to be considered in determining the acceptability of a non-APA accredited internship shall include, but not be limited to:

16.2.e.I. Length: 2000 hours

16.2.e.II. 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)

16.2.e.III. Supervision hours: total hours of internship consist of at least 10% of the total internship (200 hours)

16.2.e.IV. Three licensed psychologists available to supervise

16.2.e.V. Area of Internship consistent with major program of study

16.2.e.VI. Basic internship supervision will be conducted by a licensed psychologist trained in the applicant's major program of study or a closely related program

16.2.f. 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.

16.2.g. Supervision in non-APA accredited 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. (OK Title 575 Chapter 10).

16.3. Readiness to Apply for Internships

16.3.a. Before applying for internship, 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 Written General portion of Comprehensive Examination; d) pass Clinical Oral portion of Comprehensive Examination; and e) successfully defend their dissertation proposal.

16.3.b. 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.

16.3.c. 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. 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.

16.4. 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 are 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). You can place outside work etc. elsewhere on the form.

16.5. Documentation. All students on 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.

16.6. 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.

17.0. Financial Assistance

17.1. 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.

17.2. Opportunities. Several sources of financial assistance exist for graduate students at The University of Tulsa. Master's students may apply for the Parriott 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.

17.3. Assistantships

17.3.a. 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.

17.3.b. Teaching Assistantships

17.3.b.1. Application. Teaching Assistantships [commonly referred to as Graduate 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.

17.3.b.2. 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).

17.3.b.3. 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).

17.3.b.4. 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.

17.4. 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.

17.5. 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.

17.6. 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 to the 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.

18.0. Masters Degrees for Students in the Ph.D. Program

18.1. 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.

18.2. 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.

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

19.0. Responsibilities, Privileges, Grievances

19.1. Overview: The graduate school environment is one of shared responsibility and respect of individual rights and needs. Students and faculty members are expected to treat each other with dignity and respect.

19.2. Student Responsibilities. The student is responsible for acting in a manner consistent with the high ethical, legal and scientific standards of the profession. From matriculating into the Clinical Psychology Program and for the remainder of your professional life, students represent the profession of Clinical Psychology to the community. As such, students are expected to demonstrate professionalism in actions and interactions with others. Listed below are some of the domains of professionalism that students are expected to follow:

19.2.a. Professional Dress in Professional Environments. When engaged in clinical practicum, all students should dress in a manner that is appropriate to the professional nature of their activities. Clothing choices should be discussed with the clinical supervisor and advisors. Professional dress is also expected for official presentations in the Department and at professional meetings. Causal dress is typically permitted in the classroom.

19.2.b. Timeliness. Being on time for scheduled activities and responding to professional requests are important professional behaviors that are expected across all professional training environments (classes, outside placements, research, therapy, and supervision). Thus, students are expected to arrive for scheduled events in a timely manner. Frequent tardiness and absenteeism will be reflected in student yearly evaluations. Students should respond to program or faculty requests for information without repeated reminders. Students are expected to access official communications regularly and frequently (e.g., email, department mailboxes, for classes there may be course websites). Frequent problems in responsiveness will be reflected in student yearly evaluations.

19.2.c. Use of Cell Phones. Students should refrain from the use of cell phones in academic or clinical settings when they are engaged in professional activities. In such instances, phones should be silenced. It is disrespectful, inappropriate, and unprofessional to send or respond to calls or texts during such activities. Students are advised to avoid contacting clients by personal cell phone. Discussions with or about patients on cell phones should be avoided because confidential information may be intercepted. Moreover, if your phone or home telephone is ever used for professional purposes, ensure the voice mail greeting is appropriate and professional in demeanor and content.

19.2.d. Responsibilities regarding websites, blogs, email, and email signatures. Students should be mindful of the impression they leave with others in online exchanges. As representatives of the profession, special consideration should be made before posting items to social media sites. Regrettably, personal disclosures may have unanticipated consequences, and may adversely affect future opportunities or current academic or clinical activities. Additionally, if students use a TU email address or include student status in a signature line, they are indicating affiliation within a professional community. Hence, e-mails should be scrutinized for possible adverse consequences before sending.

Students are advised to engage in safe internet/public practices and be cognizant about professional demeanor and presentation. As a preventative measure, students (and faculty) should approach online blogs, social media, and websites that include personal information very carefully. Consider content you share regarding the Program, your clinical, research, and service activities, and comments about colleagues, faculty, and supervisors. **Be professional and ethical at all times.**

19.2.e. If it is revealed that you have engaged in unethical or illegal activities, this information could be brought to the Clinical Program Faculty for consideration.

19.3. Contributing to a respectful and civil community. The Program values diversity in backgrounds, perspectives, and experiences. This diversity may create discomfort or tension. Students and faculty are expected to address such issues professionally, utilizing Program resources that promotes open discussion and resolution of issues. Disrespectful or uncivil behavior will be addressed directly with those involved.

19.4. Students are expected to be respectful in their nonverbal and verbal communications during class and other Program activities. Showing respect for those in attendance reflects common courtesy. Students are urged to refrain from actions that communicate disrespect for attendees and presenters (e.g., conversations, reading the paper, and engaging in irrelevant activities). Repeated signs of disrespect will be reflected in student yearly evaluations.

19.5. Plagiarism and Misconduct. All students are obligated to abide by University and Graduate School policy concerning academic integrity and misconduct. **Plagiarism is not tolerated.** The Academic Misconduct Policies of the College of Arts and Sciences and of the Graduate School are linked here: <https://artsandsciences.utulsa.edu/advising/academic-misconduct-policy/>. All students should become familiar with this policy and note that cheating, plagiarism, and all other forms of academic misconduct entail serious consequences.

19.6. Faculty Responsibilities. The faculty has the responsibility to treat students with respect and to provide a high-quality curriculum that fosters competence. Course requirements and grading considerations should be clearly described. 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.

19.7. Petitions and Grievances.

The Clinical Program and its faculty are committed to developing and maintaining a supportive, respectful learning and training environment. Part of this commitment is the recognition that in the course of graduate training, students may experience difficulties with procedures, policies, advisors, instructors, supervisors, training faculty, program administrators, or fellow graduate students. Given the intensity of the training and the apprenticeship quality of graduate work, these difficulties are expected. The clinical program wishes to make the training process as fair and humane as possible, while also maintaining the high standards necessary for completion of a doctoral degree.

Clinical students should be aware that the faculty support and encourage students to express concerns. Members of the faculty also assist students in identifying and implementing strategies to resolve these concerns. Along these lines, below are several recommendations regarding the process through which students ought to express concerns:

1. Feedback about concerns or issues in courses can be provided through course evaluations. Generally, qualitative comments in course evaluations are seen by the course instructor, department chair, and collegiate dean. Concerns provided through this mechanism are assumed to be handled by the course instructor.
2. For non-course related concerns, or if the student would like the concern addressed or known to other individuals, the student is encouraged to discuss concerns first with their advisor. If another faculty member is involved, discuss the matter with the advisor and with that member of the faculty if possible. If multiple students share the concern, appointing a spokesperson to describe the difficulty and explore solutions with the faculty member may be helpful.
3. If the problem exists across multiple faculty or poses a “program” issue, a student may request that the Student Representative bring the matter to the DCT or before the Clinical Program Committee. The Student Representative attends CPC meetings and can serve to communicate concerns and requests from students to the faculty. In many cases, discussion of the problem in that form can occur without identifying specific faculty or students.
4. The student can bring the matter to the attention of the DCT or Department Chair or another faculty to whom the student feels comfortable discussing the situation.
5. If the above steps do not resolve the issue, students may discuss their concerns with the Dean of Arts and Science and/or the Dean of the Graduate School.

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 Clinical Program Committee, Director of Clinical Training, or faculty advisor. Situations that cannot be resolved with the Clinical 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.

19.8 Title IX. Sexual misconduct is prohibited by Title IX of the Educational Amendments of 1972 (“Title IX”) and will not be tolerated within the TU community. Sexual misconduct encompasses all forms of sex and gender-based discrimination, harassment, violence, and assault, as well as dating violence, domestic violence, interpersonal violence, stalking and sexual exploitation. If a student has been harassed, assaulted, or stalked, or if the student has questions about violence prevention resources, contact any of the following campus and community resources:

- Title IX Coordinator 918-631-4602

- Office of Violence Prevention 918-631-2324
- TU Counseling and Psychological Services 918- 631-2241
- Campus Security 918-631-5555
- Domestic Violence Intervention Services 918-585-3163 or 918-743-5763
- Tulsa Police Department 918-596-9222 or 911 (emergency situations)

For more information about rights under Title IX, please visit the Policies and Laws page on the TU website or contact the Title IX Coordinator. Every student on campus has the right to resources. Please come forward and ask questions, report, and help eradicate sexual misconduct and interpersonal violence by stopping the silence surrounding it.

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

I have read each of the following documents [initial next to each]:

_____ *2020 Handbook for Graduate Programs in Clinical Psychology At University of Tulsa*

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

_____ *Licensed Professional Counselor Act (Amended 2002), Title 59 Oklahoma Statutes, Sections 1901-1920*
<https://www.ok.gov/behavioralhealth/documents/ACT%20-%20LPC%20-%202009-11-2015.pdf>

_____ *The Psychologists Licensing Act (Amended 2004), Title 59 Oklahoma Statutes 1991, Sections 1351-1376.*
https://www.ok.gov/psychology/Licensees/Licensing_Act/index.html

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 (2017)*

_____ *Association of State and Provincial Psychology Boards (ASPPB) Code of Conduct (2018 revision)*
https://cdn.ymaws.com/www.asppb.net/resource/resmgr/guidelines/code_of_conduct_2020_.pdf

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 2020 Handbook By a Student Not in The 2020 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 2020 edition.

In signing this form, I _____ voluntarily exercise the option to switch to the 2020 *Handbook For Graduate Programs in Clinical Psychology At The University of Tulsa*. I have read the 2020 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 2020 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

(September 2018 revision)

STUDENT FILE COPY TO BE UPDATED

AT EACH ANNUAL EVALUATION

Student Name _____

(1) 1.1 Students will demonstrate an understanding and knowledge of: biological bases of behavior; human development and psychological, social, and biological changes across the lifespan; theories and principles of social psychology; cognitive psychology; emotions; and history of psychology as a science and its major systems and theories.

_____ A or B in 6083 Neuroscience and Pharmacology

_____ A or B in 7073 Human Development

_____ A or B in 7043 Social Psychology

_____ A or B in 6433 Cognitive Psychology

_____ A or B in 8133 Emotions

_____ A or B in 6413 History and Systems

_____ A or B on Integrated Term Paper in Psy 6433

_____ A or B on Integrated Term Paper in Psy 7073

_____ A or B on Integrated Term Paper in Psy 8133

_____ Pass Clinical Written Examination

Additional Training in competency above the minimum threshold:

(2) 2.1 Students will demonstrate an understanding and knowledge of the scientific basis for psychological intervention

_____ A or B in 7343 Research Methods

_____ A or B in 8063 Intervention Techniques

_____ Rating of 3 or greater on Competency 1 by Practicum Supervisor

_____ Rating of 4 or greater on Competency 1 by Internship Supervisor

_____ Pass Methods/Stats/Measurement Domain of Clinical Written Examination

_____ Pass Intervention Domain of Clinical Oral Examination

Additional Training in competency above the minimum threshold:

(3) 2.2 Students will demonstrate knowledge of empirically-supported treatments, and will be able to articulate the components of a treatment plan

- _____ A or B in 8063 Intervention Techniques
 - _____ Rating of 3 or greater on Competency 2 by Practicum Supervisor
 - _____ Rating of 4 or greater on Competency 2 by Internship Supervisor
 - _____ Pass Intervention Domain of Clinical Oral Examination: Students must successfully articulate treatment plans for case vignette
- Additional Training in competency above the minimum threshold:

(4) 2.3 Students will demonstrate ability to differentially diagnose major mental disorders

- _____ A or B in 7153 Psychopathology
 - _____ Rating of 3 or greater on Competency 3 by Practicum Supervisor
 - _____ Rating of 4 or greater on Competency 3 by Internship Supervisor
 - _____ Pass Diagnosis Domain of Clinical Oral Examination
- Additional Training in competency above the minimum threshold:

(5) 2.4 Students will be able to articulate major etiological theories of mental disorders and apply these theories to clinical cases

- _____ A or B in 7153 Psychopathology
 - _____ Rating of 3 or greater on Competency 4 by Practicum Supervisor
 - _____ Rating of 4 or greater on Competency 4 by Internship Supervisor
 - _____ Pass Intervention Domain of Clinical Oral Examination
- Additional Training in competency above the minimum threshold:

(6) 2.5 Students will be able to conduct an intake interview and Mental Status Examination and report the results

- _____ A or B in 7223 Theory and Practice
 - _____ A or B in 7113 Intellectual Assessment
 - _____ Rating of 3 or greater on Competency 5 by Practicum Supervisor
 - _____ Rating of 4 or greater on Competency 5 by Internship Supervisor
 - _____ Pass Assessment Domain of Clinical Oral Examination
- Additional Training in competency above the minimum threshold:

(7) 2.6 Students will demonstrate ability to administer, score, interpret and write reports of intellectual assessments including the WAIS-IV

- _____ A or B in 7113 Intellectual Assessment
 - _____ Rating of 3 or greater on Competency 6 by Practicum Supervisor
 - _____ Rating of 4 or greater on Competency 6 by Internship Supervisor
 - _____ Pass Assessment Domain of Clinical Oral Examination
- Additional Training in competency above the minimum threshold:

(8) 2.7 Students will demonstrate ability to administer, score, interpret, and write reports of objective personality assessments including the MMPI-2/MMPI-2-RF

- _____ A or B in 7193 Personality Assessment
 - _____ Rating of 3 or greater on Competency 7 by Practicum Supervisor
 - _____ Rating of 4 or greater on Competency 7 by Internship Supervisor
 - _____ Pass Assessment Domain of Clinical Oral Examination
- Additional Training in competency above the minimum threshold:

(9) 3.1 Students will demonstrate knowledge of scientific methods of collection and analysis of psychological data

- _____ A or B in 7343 Research Methods
- _____ A or B in 7283 Statistical Methods
- _____ Pass pre-candidacy paper and presentation
- _____ Pass doctoral dissertation defense
- _____ Present Poster/Oral Presentation at Professional Meeting
- _____ Rating of 3 or greater on Competency 8 by Practicum Supervisor
- _____ Rating of 4 or greater on Competency 8 by Internship Supervisor
- _____ Pass Methods Domain of Clinical Written Examination
- _____ Pass Assessment Domain of Clinical Oral Examination

Additional Training in competency above the minimum threshold:

(10) 3.2 Students will demonstrate knowledge and understanding of theories and methods of psychological measurement

- _____ A or B in 7193 Personality Assessment
- _____ A or B in 7113 Intellectual Assessment
- _____ Pass pre-candidacy paper and presentation
- _____ Pass doctoral dissertation defense
- _____ Present Poster/Oral Presentation at Professional Meeting
- _____ Rating of 3 or greater on Competency 9 by Practicum Supervisor
- _____ Rating of 4 or greater on Competency 9 by Internship Supervisor
- _____ Pass Methods Domain of Clinical Written Examination
- _____ Pass Assessment Domain of Clinical Oral Examination

Additional Training in competency above the minimum threshold:

(11) 4.1 Students will demonstrate knowledge of APA Ethical Principles of Psychologists and Code of Conduct, ASPPB Code of Conduct, and major legal principles guiding practice. Students will display an ability to analyze clinical problems from ethical and legal perspectives

- _____ A or B in 7543 Diversity, Ethics, Law, and Clinical Practice
- _____ Rating of 3 or greater on Competency 10 by Practicum Supervisor
- _____ Rating of 4 or greater on Competency 10 by Internship Supervisor
- _____ Pass Ethics Domain of Clinical Oral Examination

Additional Training in competency above the minimum threshold:

(12) 4.2 Students will demonstrate competence involving communication and interpersonal skills

- _____ Pass pre-candidacy paper and presentation
- _____ Pass doctoral dissertation defense
- _____ Present Poster/Oral Presentation at Professional Meeting
- _____ Rating of 3 or greater on Competency 11 by Practicum Supervisor
- _____ Provide satisfactory case presentation as evidenced by A or B in Practicum Course
- _____ Rating of 4 or greater on Competency 11 by Internship Supervisor
- _____ Pass Clinical Written Examination
- _____ Pass Clinical Oral Examination

Additional Training in competency above the minimum threshold:

(13) 4.3a Students will demonstrate fundamental knowledge of supervision models and practices

- _____ A or B in 7613 Clinical Supervision and Consultation
- _____ Rating of 3 or greater on Competency 12a by Practicum Supervisor
- _____ Rating of 3 or greater on Competency 12b by Practicum Supervisor
- _____ Rating of 3 or greater on Competency 12a by Internship Supervisor
- _____ Rating of 3 or greater on Competency 12b by Internship Supervisor

Additional Training in competency above the minimum threshold:

4.3b. Students will demonstrate foundational knowledge of consultation and interprofessional /interdisciplinary practices

- _____ A or B in 7613 Clinical Supervision and Consultation
- _____ Rating of 3 or greater on Competency 12c by Practicum Supervisor
- _____ Rating of 3 or greater on Competency 12d by Practicum Supervisor
- _____ Rating of 3 or greater on Competency 12c by Internship Supervisor
- _____ Rating of 3 or greater on Competency 12d by Internship Supervisor

Additional Training in competency above the minimum threshold:

(14) 4.4 Meets minimal standards of professional values, attitudes, and behavior

- _____ No professional complaints/satisfactory resolution of complaints
- _____ Continuous satisfactory annual evaluations/successful remediation of unsatisfactory evaluations
- _____ Rating of 3 or greater on Competency 13 by Practicum Supervisor
- _____ Rating of 4 or greater on Competency 13 by Internship Supervisor

Additional Training in competency above the minimum threshold:

(15) 5.1 Students will demonstrate knowledge of nature and impact of human diversity on clinical assessment and intervention

- _____ A or B in 7543 in Diversity Portion of Diversity, Ethics, Law, and Clinical Practice
- _____ Rating of 3 or greater on Competency 14 by Practicum Supervisor
- _____ Rating of 4 or greater on Competency 14 by Internship Supervisor
- _____ Pass Diversity probes in each domain of Clinical Oral Examination

Additional Training in competency above the minimum threshold:

CLINICAL Ph.D. ANNUAL STUDENT EVALUATION FORM
Department of Psychology, University of Tulsa
 (revised March 2017)

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).

This year	_____	Cum. Total	_____	# of Peer-Reviewed Presentations
	_____		_____	# of Invited or Other Presentations
	_____		_____	# of Peer-Reviewed Publications
	_____		_____	# of Chapters & Other Publications
	_____		_____	# of Fellowships

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 201_:

Additional Comments:

Signed for the committee:

I received a copy of my student evaluation on the ____ day of _____, 201_.

 Elana Newman, Ph.D.
 Director of Clinical Training

Date of Evaluation: _____

CLINICAL Ph.D. ANNUAL STUDENT EVALUATION FORM
Department of Psychology, University of Tulsa
 (revised March 2017)

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).

This year	_____	Cum. Total	_____	# of Peer-Reviewed Presentations
	_____		_____	# of Invited or Other Presentations
	_____		_____	# of Peer-Reviewed Publications
	_____		_____	# of Chapters & Other Publications
	_____		_____	# of Fellowships

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 201_:

Additional Comments:

Signed for the committee:

I received a copy of my student evaluation on the ____ day of _____, 201_.

 Elana Newman, Ph.D.
 Director of Clinical Training

Date of Evaluation: _____

UNIVERSITY OF TULSA
CLINICAL PSYCHOLOGY TRAINING PROGRAM
Report of Examination Results Or Proposal Meeting
(Revised June 2015)

Name of Student _____

This document reports the results of a(n):

___ Written General Comprehensive Examination

___ Oral Clinical Comprehensive Examination

___ Dissertation Proposal

___ Final Oral Defense of Doctoral Dissertation

Date of Examination or Proposal Meeting _____

Persons scoring examination or proposal:

Chair: _____ **Co-Chair:** _____

Members: _____

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, copy to DCT

UNIVERSITY OF TULSA
CLINICAL PSYCHOLOGY TRAINING PROGRAM
Report of Advanced Integrated Knowledge Term Paper
(Spring 2020)

Name of Student _____

This document reports the results of an assessment of Advanced Integrated Knowledge of:

___ Developmental and Social Bases of Behavior (PSY 7073)

___ Emotions and Biological Bases of Behavior (PSY 8133)

Grade on Term Paper:

Comments:

Signature of Instructor:

Date of report: _____

Circulation: Original to student file; copy to student; copy to academic advisor; copy to DCT

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

(Request for course waiver, transfer, change of committee member, etc.)
Revised 12/3/18

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 _____

*Petitioner may appear to advocate on behalf of their petition at the meeting at which it is considered.

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"/> Industrial/Organizational | <input type="checkbox"/> Biological Science | <input type="checkbox"/> Mechanical Engineering | <input type="checkbox"/> Education | | <input type="checkbox"/> History | | |
| <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 210.

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" _____

Date Dissertation was successfully proposed: _____

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 intended internship sites.

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

Table 1: Program Objectives, Competencies, and Criteria

Aim	Competency	Required Academic/Training Activities	Minimum Level of Achievement
<p>1. Students will demonstrate advanced discipline specific knowledge concerning biological bases of behavior, psychological, social, and biological development across the lifespan, theories and principles of social psychology, cognitive psychology, emotions, and history of psychology as a science</p>	<p>1.1 Students will demonstrate an understanding and knowledge of: biological bases of behavior; human development and psychological, social, and biological changes across the lifespan; theories and principles of social psychology; cognitive psychology; emotions; and history of psychology as a science and its major systems and theories.</p>	<p>Course Curriculum Component</p>	
		<p>Psy 6083 Neuroscience and Pharmacology (Previously Psy 7003)</p>	<p>A or B in course</p>
		<p>Psy 7073 Human Development</p>	<p>A or B in course</p>
		<p>Psy 7043 Social Psychology</p>	<p>A or B in course</p>
		<p>Psy 6433 Cognitive Psychology</p>	<p>A or B in course</p>
		<p>Psy 8133 Emotions</p>	<p>A or B in course</p>
		<p>Psy 6413 History and Systems of Psychology</p>	<p>A or B in course</p>
		<p>Advanced Integrated Knowledge of Developmental and Social Bases</p>	<p>A or B on Integrated Term Paper in Psy 7073</p>
		<p>Advanced Integrated Knowledge of Emotions and Biological Bases</p>	<p>A or B on Integrated Term Paper in Psy 8133</p>
		<p>Preparation for Comprehensive Examination Component</p>	
<p>Clinical Written Examination</p>	<p>Pass Clinical Written Examination</p>		

Aim	Competency	Required Academic/Training Activities	Minimum Level of Achievement
<p>2. Students will acquire clinical skills pertaining to treatment and assessment based on scientific research</p>	<p>2.1 Students will demonstrate an understanding and knowledge of the scientific basis for psychological intervention</p>	<p>Course Curriculum Component</p>	
		<p>PSY 7333/7343 Research Methods in psychology</p>	<p>A or B in course</p>
		<p>PSY 8063 Intervention Techniques</p>	<p>A or B in course</p>
		<p>Applied Clinical Training Component</p>	
		<p>Practicum</p>	<p>Practicum Evaluation Form: Competency 1, Rating of 3 or greater by conclusion of practicum training</p>
		<p>Internship</p>	<p>Internship Evaluation Form: Competency 1, rating of 4 or greater at conclusion of internship training</p>
		<p>Preparation for Comprehensive Examination Component</p>	
		<p>Clinical Written Examination</p>	<p>Pass Domain: Methods, Statistical, and Measurement</p>
		<p>Clinical Oral Examination</p>	<p>Pass Domain: Theories of intervention, scientific basis of interventions, and treatment planning</p>
			<p>2.2 Students will demonstrate knowledge of empirically-supported treatments, and will be able to articulate the</p>

components of a treatment plan		
	PSY 8063 Intervention Techniques	A or B in course
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 2, Rating of 3 or greater by conclusion of practicum training
	Internship	Internship Evaluation Form: Competency 2, rating of 4 or greater by conclusion of internship training
	Preparation for Comprehensive Examination Component	
	Clinical Oral Examination	Pass Domain: Theories of intervention, scientific basis of interventions, and treatment planning. To pass this element of the oral examination, students successfully articulate treatment plans for a case vignette.
2.3 Students will demonstrate ability to differentially diagnose major mental disorders	Course Curriculum Component	
	PSY 7153 Psychopathology	A or B in course
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 3, Rating of 3 or greater by conclusion of practicum training

	Internship	Internship Evaluation Form: Competency 3, rating of 4 or greater by conclusion of internship training
	Preparation for Comprehensive Examination Component	
	Clinical Oral Examination	Pass Domain: Diagnosis
2.4 Students will be able to articulate major etiological theories of mental disorders and apply these theories to clinical cases	Course Curriculum Component	
	PSY 7153 Psychopathology	A or B in course
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 4, Rating of 3 or greater by conclusion of practicum training
	Internship	Internship Evaluation Form: Competency 4, rating of 5 or higher at least once during internship rotation
	Preparation for Comprehensive Examination Component	
	Clinical Oral Examination	Pass Domain: Theories of intervention, scientific basis of interventions, and treatment planning
2.5 Students will be able to conduct an intake interview and Mental Status Examination and report the results	Course Curriculum Component	
	PSY 7223 Theory & Practice: Clinical Psychology	A or B in course

	PSY 7113 Clinical Assessment: Intellectual	A or B in course
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 5, Rating of 3 or greater by conclusion of practicum training
	Internship	Internship Evaluation Form: Competency 5, rating of 4 or greater by conclusion of internship training
	Preparation for Comprehensive Examination Component	
	Clinical Oral Examination	Pass Domain: Assessment procedures and practices
2.6 Students will demonstrate ability to administer, score, interpret and write reports of intellectual assessments including the WAIS-IV	Course Curriculum Component	
	PSY 7113 Clinical Assessment: Intellectual	A or B in course
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 6, Rating of 3 or greater by conclusion of practicum training
	Internship	Internship Evaluation Form: Competency 6, rating of 4 or greater by conclusion of internship training

	Preparation for Comprehensive Examination Component	
	Clinical Oral Examination	Pass Domain: Assessment procedures and practices
2.7 Students will demonstrate ability to administer, score, interpret, and write reports of objective personality assessments including the MMPI-2/MMPI-2-RF	Course Curriculum Component	
	PSY 7193 Clinical Assessment: Personality	A or B in course
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 7, Rating of 3 or greater by conclusion of practicum training
	Internship	Internship Evaluation Form: Competency 7, rating of 4 or greater by conclusion of internship training
	Preparation for Comprehensive Examination Component	
	Clinical Oral Examination	Pass Domain: Assessment procedures and practices

<u>Aim</u>	<u>Competency</u>	<u>Required Academic/Training Activities</u>	<u>Minimum Level of Achievement</u>
3. Students will obtain skills concerning research methods and data analysis to perform psychological research	3.1 Students will demonstrate knowledge of scientific methods of collection and analysis of psychological data	Course Curriculum Component	
		PSY 7343 Research Methods in Psychology	A or B in course
		PSY 7283 Statistical Methods for Research	A or B in course
		Research Component	
		Pre-candidacy research project	Successfully complete pre-candidacy paper and provide a satisfactory presentation during pre-candidacy day
		Doctoral Dissertation	Successfully defend
		Professional Presentation of Research	Present Poster/Oral Presentation at Professional Meeting
		Applied Clinical Training Component	
		Practicum	Practicum Evaluation Form: Competency 8 Rating of 3 or greater by conclusion of practicum training
		Internship	Internship Evaluation Form: Competency 8 rating of 4 or greater by conclusion of internship training
Preparation for Comprehensive Examination Component			

	Clinical Written Examination	Pass Domain: Methods, Statistical, and Measurement
	Clinical Oral Examination	Pass Domain: Assessment procedures and practices
3.2 Students will demonstrate knowledge and understanding of theories and methods of psychological measurement	Course Curriculum Component	
	PSY 7193 Clinical Assessment: Personality	A or B in course
	PSY 7113 Clinical Assessment: Intellectual	A or B in course
	Research Component	
	Pre-candidacy research project	Successfully complete pre-candidacy paper and provide a satisfactory presentation during pre-candidacy day
	Doctoral Dissertation	Successfully defend
	Professional Presentation of Research	Present Poster/Oral Presentation at Professional Meeting
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 9 Rating of 3 or greater by conclusion of practicum training
	Internship	Internship Evaluation Form: Competency 9 rating of 4 or greater by conclusion of internship training
	Preparation for Comprehensive Examination Component	

		Clinical Written Examination	Pass Section: Methods, Statistical, and Measurement
		Clinical Oral Examination	Pass Domain: Assessment procedures and practices

<u>Aim</u>	<u>Competency</u>	<u>Required Academic/Training Activities</u>	<u>Minimum Level of Achievement</u>
<p>4. Students will achieve knowledge of high academic, ethical, and professional standards, and demonstrate these standards in all aspects of professional development and practice</p>	<p>4.1 Students will demonstrate knowledge of APA Ethical Principles of Psychologists and Code of Conduct, ASPPB Code of Conduct, and major legal principles guiding practice. Students will display an ability to analyze clinical problems from ethical and legal perspectives</p>	<p>Course Curriculum Component</p>	
		<p>Psy 7543 Diversity, Ethics, Law, and Clinical Practice</p>	<p>A or B in course</p>
		<p>Applied Clinical Training Component</p>	
		<p>Practicum</p>	<p>Practicum Evaluation Form: Competency 10, Rating of 3 or greater by conclusion of practicum training</p>
		<p>Internship</p>	<p>Internship Evaluation Form: Competency 10, rating of 4 or greater by conclusion of internship training</p>
		<p>Preparation for Comprehensive Examination Component</p>	
		<p>Clinical Oral Examination</p>	<p>Pass Domain: Legal and ethical issues in clinical practice</p>
			<p>4.2 Students will demonstrate competence involving communication and interpersonal skills</p>

Pre-candidacy research project	Successfully complete pre-candidacy paper and provide a satisfactory presentation during pre-candidacy day
Doctoral Dissertation	Successfully defend
Professional Presentation of Research	Present Poster/Oral Presentation at Professional Meeting
Applied Clinical Training Component	
Practicum	Practicum Evaluation Form: Competency 11, Rating of 3 or greater by conclusion of practicum training
	Provide Satisfactory Case Presentation in Practicum Course as evidenced by A or B in Practicum Course
Internship	Internship Evaluation Form: Competency 11, Rating of 4 or greater by conclusion of internship training
Preparation for Comprehensive Examination Component	
Clinical Written Examination	Pass Written Comprehensive Examination
Clinical Oral Examination	Pass Oral Comprehensive Examination

4.3a Students will demonstrate fundamental knowledge of supervision models and practices	Course Curriculum Component	
	PSY 7613 Supervision Assignment	minimum grade of A or B
	Applied Clinical Training Component	
	Practicum	Practicum Evaluation Form: Competency 12a, Rating of 3 or greater by conclusion of practicum training
	Practicum	Practicum Evaluation Form: Competency 12b, Rating of 3 or greater by conclusion of practicum training
	Internship	Internship Evaluation Form: Competency 12a, Rating of 4 or greater by conclusion of internship training
	Internship	Internship Evaluation Form: Competency 12b, Rating of 4 or greater by conclusion of internship training
4.3b Students will demonstrate foundational knowledge of consultation and interprofessional /interdisciplinary practices	Course Curriculum Component	
	Psy 7613 Clinical Supervision and Consultation Consultation Assignment	minimum grade of A or B

4.4 Students will meet minimal standards of professional values, attitudes, and behavior

Applied Clinical Training Component	
Practicum	Practicum Evaluation Form: Competency 12c, Rating of 3 or greater by conclusion of practicum training
Practicum	Practicum Evaluation Form: Competency 12d, Rating of 3 or greater by conclusion of practicum training
Internship	Internship Evaluation Form: Competency 12c, Rating of 4 or greater by conclusion of internship training
Internship	Internship Evaluation Form: Competency 12d, Rating of 4 or greater by conclusion of internship training
Applied Clinical Training Component	
	No professional complaints emerged during training. Else, if complaint has emerged, it has been satisfactorily resolved.
	Student has received continuous satisfactory annual evaluations, or has successfully remediated problems as required by the Clinical Program Committee.

		Practicum	Practicum Evaluation Form: Competency 13 Rating of 3 or greater by conclusion of practicum training
		Internship	Internship Evaluation Form: Competency 13, Rating of 4 or greater by conclusion of internship

<u>Aim</u>	<u>Competency</u>	<u>Required Academic/Training Activities</u>	<u>Minimum Level of Achievement</u>
5. Students will acquire knowledge of individual and cultural diversity, and be prepared to adapt their methods and practice to meet the needs of diverse populations	5.1 Students will demonstrate knowledge of nature and impact of human diversity on clinical assessment and intervention	Course Curriculum Component	
		Psy 7543 Diversity, Ethics, Law, and Clinical Practice	A or B in Diversity Portion of Course
		Applied Clinical Training Component	
		Practicum	Practicum Evaluation Form: Competency 14, Rating of 3 or greater by conclusion of practicum training
		Internship	Internship Evaluation Form: Competency 14, rating of 4 or greater by conclusion of internship training
		Preparation for Comprehensive Examination Component	

Date of updates: _____ Student Name: _____

University of Tulsa
Balance Sheet for Clinical M. A. Program
 (45 Hours Minimum)
 (Fall 2019, Revision)

Course Prefix	Title	Semester/Year	Grade
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Clinical Psychology Core (18 Hours)

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 7113	Clinical Assessment: Intellectual	Fal-Spr-Sum _____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum _____	A B C D
PSY 7543	Diversity, Ethics, Law, and Clinical Practice	Fal-Spr-Sum _____	A B C D

Methods (3 Hours Minimum)

PSY 7343	Research Methods in Psychology	Fal-Spr-Sum _____	A B C D
PSY _____	_____	Fal-Spr-Sum _____	A B C D

Practicum (7 Hours Minimum/10 Hours Maximum Must include minimum of 1 hour of Pre-Practicum 7451)

PSY 7451	_____	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

General Psychology Core (12 Hours Minimum)**

PSY 6483	Neuroscience and Pharmacology	Fal-Spr-Sum _____	A B C D
PSY 7703	Human Development	Fal-Spr-Sum _____	A B C D
PSY 6433	Cognitive Psychology	Fal-Spr-Sum _____	A B C D
PSY 8133	Emotion	Fal-Spr-Sum _____	A B C D
PSY 6413	History and Systems of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7043	Social Psychology	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.

Electives ** (9 Hours Maximum, to include one 7973 not included elsewhere)

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

(2019 Revision)

Course Prefix	Title	Semester/Year	Grade
Clinical Psychology Core (at least 3 credits in each area)			
<i>Human Growth and Development (1 course minimum)</i>			
PSY 7703	Human 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 7733	Traumatic Stress Studies	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
PSY 8053	Clinical Neuropsychology	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	Fal-Spr-Sum _____	A B C D
<i>Professional Orientation/Ethics (1 course minimum)</i>			
PSY 7543	Diversity, Ethics, Law, and Clinical Practice	Fal-Spr-Sum _____	A B C D
<i>Methods/Research (1 course minimum)</i>			
PSY 7343	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

Course Prefix	Title	Semester/Year	Grade
<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>Counseling Children/Adolescents</i>			
PSY _____	Child Therapy	Fal-Spr-Sum _____	A B C D
<i>Psychopharmacology</i>			
PSY 6483	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

University of Tulsa
Balance Sheet for Clinical Ph.D. Program
 (90 Hours Minimum)
 (Spring 2020 Revision)

Student Name _____

Course Prefix	Title	Semester/Year	Grade
Clinical Psychology Core (21 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 7113	Clinical Assessment: Intellectual	Fal-Spr-Sum _____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum _____	A B C D
PSY 7543	Diversity, Ethics, Law, and Clinical Practice	Fal-Spr-Sum _____	A B C D
PSY 7613	Clinical Supervision and Consultation*	Fal-Spr-Sum _____	A B C D

- Clinical Supervision requires 13 hours of practicum or permission of instructor

Methods Core (9 Hours Minimum)*

PSY 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 (18 Hours Minimum)**

PSY 6413	History and Systems of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7073	Human Development	Fal-Spr-Sum _____	A B C D
PSY 6483	Neuroscience and Pharmacology I	Fal-Spr-Sum _____	A B C D
PSY 6433	Cognitive Psychology	Fal-Spr-Sum _____	A B C D
PSY 8133	Emotions	Fal-Spr-Sum _____	A B C D
PSY 7043	Social Psychology	Fal-Spr-Sum _____	A B C D

Electives (18 Hours Minimum)*

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

* Independent studies, research hours, practicum hours above the minimum required, and courses are appropriate here. Electives may also 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.

(Clinical Ph.D. Balance Sheet continued)

Practicum (13 Hours Minimum, beyond 12 hours subject to availability- Must include minimum of 1 hour of Pre-Practicum 7451, 6 hours of 745X, and 6 of 855X)

PSY 7451	_____	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 745_/845_/855_	_____	Fal-Spr-Sum _____	A B C D
PSY 745_/845_/855_	_____	Fal-Spr-Sum _____	A B C D
PSY 745_/845_/855_	_____	Fal-Spr-Sum _____	A B C D
PSY 845_/845_/855_	_____	Fal-Spr-Sum _____	A B C D
PSY 845_/845_/855_	_____	Fal-Spr-Sum _____	A B C D
PSY 845_	_____	Fal-Spr-Sum _____	A B C D

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

PRE-DISSERTATION RESEARCH

PSY 899_	_____	Fal-Spr-Sum _____	S US
PSY 899_	_____	Fal-Spr-Sum _____	S US

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

PSY 998_	_____	Fal-Spr-Sum _____	S US
PSY 998_	_____	Fal-Spr-Sum _____	S US
PSY 998_	_____	Fal-Spr-Sum _____	S US

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 may choose to create a policy of officially closing on Friday afternoons; If the University grants this policy (it has varied over the years), 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 Administrative Assistant 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 once a year.

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 specific administrative duties, during the Summer months so many are not required to be in residence at all during the summer. 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 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, and petition the CPC to appoint them before the end of the Fall Semester
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 I at the clinic

Complete Pre-candidacy Project

Pass General Written Comp

Pass Clinical Oral Comp

Dissertation Proposal Approved

Admitted to Ph.D. Candidacy

Collect Data for Dissertation

Apply for Internships

Final Dissertation Oral

Internship

Graduate

WHEN

Fall Semester, 1st year

Summer after 1st year

In April of 2nd year

Fall of 3rd year

Spring of 3rd year

Fall of 4th year

Fall of 4th year

Year 4 and/or 5

Year 4 or 5

Before Internship

5th or 6th Year

On completion of Internship

The Research Informed Practice/Practice Informed Research Award

A. Description.

The *Research Informed Practice/Practice Informed Research* (RIPPIR) Award will be presented to no more than two University of Tulsa psychology graduate students per year. One student will be recognized from each of the Clinical and I-O programs. The award is intended to recognize students who best exemplify the scientist practitioner role by integrating science and practice.

B. Nominations.

1. Students will be nominated by TU psychology faculty or a practicum supervisor. The nominator will submit a brief description of how the student has displayed characteristics of the scientist-practitioner, per the criteria described below. Nominations will be sent to the Director of the respective graduate program by March 1 in the given year.
2. Two criteria will be used to evaluate nominations. Students may be nominated if meeting either criterion independently of the other.
 - a. *Research Informed Practice*: How has the student applied research findings to improve practical applications of psychological principles? In particular, how has the student's science-based innovation solved real world problems?
 - b. *Practice Informed Research*: How has the student's work contributed to applied research? Specifically, in what way has their applied work refined psychological principles?
3. Nominations will be based on any substantive work. Work that has not been completed (e.g., dissertation proposals) will not be considered. Relevant works and evidence that may be considered include:
 - a. Presentation or publication of applied research at a regional or national conference.
 - b. An empirically-based presentation to an agency or business that was used to refine or improve applied practice.
 - c. Evidence of a change in practice at an agency or business because of the efforts of the student.
4. Faculty in the Clinical and I-O programs will review applications regarding only nominees from the respective program. Awards will be made to nominees receiving a majority of votes in favor.
5. If no nomination is judged worthy of the award, the program may elect to withhold the award for that year.

C. Award

1. Winners will be notified of their award on pre-candidacy day. Awardees will be honored by having their names added to a RIPPIR award plaque displayed in the department.