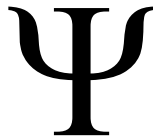




# **GRADUATE STUDENT HANDBOOK**

**Department of Psychology**



Revised, August 2008 <sup>(JRG)</sup>



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This Handbook informs students about and systematically guides them through the graduate program. In addition to summarizing the requirements and expectations of the Department of Psychology, it advises students about the sequence and timing of various requirements. It is the responsibility of all students to become familiar with the procedures described in this Handbook and to seek clarification from their advisors, the appropriate Director of Training, the Graduate Coordinator, or other faculty about those requirements or procedures not clear to them. Students are strongly encouraged to monitor their progress in the program through use of the attached *Student Progress Checklist* (Appendix A).

Also Appended to this Handbook are "model" programs for completing the doctorate in clinical psychology (Appendix Q) and experimental psychology (Appendix R), a number of the forms students complete at various stages of their training, and many of the policies that describe in detail the requirements for completing the program. These model programs are only illustrative and obviously do not replace the need for students to plan their training carefully and to seek faculty advising. Many students will find it helpful to track their progress in the program by using the Completed and Projected Course of Study form in Appendix S.

## **GRADUATE PROGRAMS**

The Department of Psychology offers training leading to the Master of Arts and Doctor of Philosophy degrees in clinical and experimental psychology, with further specialization possible in both areas. The clinical program allows specialization in adult psychopathology, assessment, child/adolescent, and health psychology. Within the experimental program it is possible to specialize in the areas of biological, child/adolescent, cognitive, health, or social psychology.

The curriculum and other aspects of training offered by the Department prepare students for careers in research, teaching, and clinical practice. The graduate program recognizes the necessity for students to acquire a fundamental knowledge of general psychology as well as more specialized training. The program is designed to acquaint students with the theoretical and research content in their areas of specialized study and to teach them the research skills necessary to become competent investigators. The Department considers research training important for all psychologists, regardless of their specific occupational goals, and believes it should begin as early as possible.

The clinical and experimental programs are well integrated. Since the philosophy and expectation of the Department is that all graduates of the program receive some training in general psychology, there are several shared course requirements, overlapping methodology requirements, and representation of both clinical and experimental faculty members on all thesis and dissertation committees.

## **FINANCIAL SUPPORT**

The Department considers student financial support a very high priority and every effort is made to provide support for both entering and advanced graduate students who are making satisfactory progress in the program. The sources of student support include research and teaching assistantships allocated to the Department by the University, research grants funded by various extramural agencies, fellowships from the APA Minority Fellowship program, federal work study funds, and stipends funded by the community placement facilities participating in the clinical training program. All graduate students are required to apply for federal work study (FWS) funds every year, although they are not required to accept FWS. Because many sources of student support are based on the academic year, there may be greater variability in the amount and availability of support for summers.

The Clinical Training Committee, which consists of all full-time clinical faculty, monitors the progress of students in the clinical program. The Experimental Training Committee, which consists of all full-time experimental faculty, does the same for students in the experimental program. The Chair and Graduate Coordinator, who oversee the entire graduate program, are ex officio members of both committees. Students who are doing satisfactory work in the graduate program, as determined by the appropriate Training Committee on the basis of grades, performance in practica and research, timely completion of the M.A. degree, and performance in assistantships, can ordinarily expect to continue to receive financial support, subject to the availability of funds. See Department Policy on Graduate Funding in the Appendix B. Financial support information specific to the clinical program and the experimental program will be presented in later sections.

Although neither the University nor the Department has any rules regarding students' employment outside of the University while they are enrolled as full-time students, past experience, as well as common sense, would suggest that students' progress in completing their graduate training in a timely fashion is very likely to be impeded if they are working beyond the requirements of an assistantship or placement. Students are strongly encouraged to try to avoid outside employment, and to seek consultation from their respective Training Directors before encumbering themselves in this manner.

## **ADVISING**

All entering students are assigned interim faculty advisors. Students should meet with their interim advisor during the first week of the fall semester. The M.A. thesis advisor, who is selected by the student, replaces the interim advisor. Students are at liberty to approach any member of the full-time faculty from the Department of Psychology about serving as their thesis advisor, regardless of the faculty member's area of interest. Students are required to get their advisor's approval of their course registrations each semester.

In selecting their dissertation advisor, who need not be the same person as their thesis advisor, students may approach any member of the Department's full-time faculty who is a full member of the Graduate Faculty. When students identify a dissertation advisor who is an associate member of the Graduate Faculty, they need to select a co-advisor who is a full member of the Graduate Faculty.

## EVALUATIONS

The guiding principle in student evaluations is whether the student is making adequate progress in completing program requirements. Students should be aware that some of the time limits specified in this Handbook are shorter than those indicated in the Graduate School Catalog. These shorter time limits supercede those specified in the Graduate School Catalog.

Each student's progress is evaluated on two levels, first by the advisor and then by the appropriate Training Committee. Evaluations are based on academic achievement, research activity, and professional standards criteria. These criteria include grades in courses and seminars, scholarly activity as reflected in students' *Research Activity Reports* (Appendix C), quality of performance and timeliness of thesis and dissertation research, performance in clinical and research practica, performance of graduate assistantship duties, and such activities as attendance at brown bags, colloquia, conferences, and presentation and publication of research papers. These criteria are evaluated by the advisor, practicum supervisor(s), assistantship supervisor(s), and other faculty members having contact with the student.

Students are evaluated for their performance in the Spring semester every year by the appropriate training committee. The results of each evaluation are summarized in a letter to the student. If the evaluation identifies concerns about the student's performance, the training committee will specify remediation conditions that the student must meet. Failure to meet these conditions may be grounds for recommending dismissal. Dismissal from the program may be recommended for poor academic performance or ethical violations. Also, a student may fail to be admitted to the doctoral program because the relevant training committee considers the student to lack the potential to complete the doctoral program in a timely and appropriately scholarly manner.

The performance of students in their first semester in the experimental program is reviewed by the Experimental Training Committee during January of the following semester. Students are not asked to submit materials for this review. The review primarily concerns performance in courses and the research assistantship, progress on the first-year research project, and attendance at the Experimental Brown Bag.

The *Appeal of Dismissal and Grievance Procedure* in Appendix D summarizes the review process involved and students' rights to participate in this process. Whenever students believe that their rights have been disregarded, or if they do not agree with their training committee's decision (and have exhausted their appeal options), they have access to University grievance procedures that can be found on line in the *University Policy Register*.

## REGISTRATION REQUIREMENTS

Students are expected to register for a minimum of eight (8) credits each semester of the academic year and for at least one summer session (6 credits) throughout the time they

are graduate students. This may be any combination of traditional/lecture courses, individual investigations, practica, field placement, thesis, or dissertation credits.

**COURSE REQUIREMENTS COMMON TO THE TWO PROGRAMS**

Course requirements may be grouped into the following categories: (1) Departmental Core, (2) Methodology, (3) College Teaching of Psychology, (4) Practicum, (5) Clinical Courses, and (5) Experimental Courses. The first three listed are essentially the same for both the clinical and experimental programs, and are described below. The additional course requirements that are specific to the clinical program are described later in this handbook and summarized in Appendix E, and those specific to the experimental program are described later in this handbook and summarized in Appendix F.

**DEPARTMENTAL CORE REQUIREMENTS.** These courses (listed below) should be completed before the M.A. is awarded. Prior to completion of the M.A. clinical students must complete one course from each of the first three groups and two courses from the fourth group, one of which must be the Introduction to Psychopathology: Adult. Experimental students must complete at least one course in at least three of the groups.

PSYC 6/71350      Physiological Psychology  
PSYC 6/71054      Learning and Conditioning

PSYC 6/70413      Cognitive Neuropsychology  
PSYC 6/70453      \*Introduction to Cognitive Psychology

*\*Students in the child/adolescent clinical program may substitute PSYC 70604, Cognitive Development.*

PSYC 6/71580      Social Psychology  
PSYC 6/70313      Community Psychology

PSYC 70615      Social Development  
PSYC 6/71260      Theories of Personality  
PSYC 6/70170      Introduction to Psychopathology: Adult

Clinical students who believe that they have completed a particularly rigorous undergraduate course in any of these areas may request permission from the Director of Clinical Training to substitute a more advanced course/seminar within the area. The Director of Clinical Training will ask the relevant faculty member to review the student's undergraduate coursework and make a recommendation as to whether the student can substitute a more advanced course to meet their requirement.

**METHODOLOGY REQUIREMENTS.** All students must complete the following two courses during the first year in the graduate program:

PSYC 6/71651      Quantitative Statistical Analysis I  
PSYC 6/71654      Quantitative Statistical Analysis II

*Experimental* students also must complete Psychological Research Methods (PSYC 81691) in their second year.

*Clinical* students also must complete PSYC 61685: Clinical Research Methods, and at least one additional methodology course from the following:

|            |                                  |
|------------|----------------------------------|
| PSYC 72445 | SEM: Multivariate Statistics     |
| PSYC 89691 | SEM: Analysis of Non-normal Data |
| PSYC 89691 | SEM: Analysis of Change          |
| PSYC 89691 | SEM: Psychometrics               |

**COLLEGE TEACHING OF PSYCHOLOGY REQUIREMENT.** Students assigned to teach their own section of courses must complete PSYC 71894: College Teaching of Psychology. Ideally, students would enroll in this course during the same semester in which they are teaching; if this is not feasible, they should enroll in PSYC 71894 at the first opportunity following their assignment to teach a course. The course is typically taken during the fall semester of the third year. This course may not be used to satisfy a non-major elective requirement. The instructor for the College Teaching of Psychology Course assumes responsibility for supervising the first course that students teach. The student's advisor assumes responsibility for supervising his/her teaching in subsequent semesters. The policy regarding supervision of Teaching Fellows can be found in Appendix G, and the Advisor Feedback form for Graduate Teaching Fellows can be found in Appendix H.

**MINOR IN QUANTITATIVE METHODS.** Students in both programs have the option to pursue a Minor in Quantitative Methods (MQM). A full description of the MQM and the requirements for completing it are provided in Appendix I

### **TRANSFERRING GRADUATE CREDITS**

Students may submit to their Training Director a request to receive credit for previously completed graduate courses. The courses are evaluated by faculty teaching the analogous KSU courses. The appropriate Training Director is notified in writing whether or not the course is equivalent to the KSU course. After all evaluations for course equivalencies for a particular student are completed, the appropriate Training Director informs the student of the equivalencies. The decision of the Training Coordinator may be appealed to the Graduate Coordinator.

1. Core courses - Where a course equivalency is determined, the core area requirement is waived. All four core areas may be satisfied by such equivalencies.
2. Quantitative Statistical Analysis I & II - Where a course equivalency is determined, the course requirement is waived. One or both courses may be satisfied by such equivalencies. Quantitative requirements beyond these two courses will typically not be waived, except under unusual circumstances.
3. Up to three of the six clinical core courses, two clinical electives, and two non-clinical electives may be satisfied through course equivalencies. Practicum requirements will typically not be waived, except under unusual circumstances.

### **REQUIREMENTS FOR THE MASTERS DEGREE**

The M.A. degree is designed to provide students with a general background in psychology and is a prerequisite for more specialized training leading to the Doctor of Philosophy degree. The M.A. is a research degree, awarded after the student has satisfied the Department's scholarship and research requirements. The general requirements are

described below, and additional requirements specific to the clinical program are described later in this Handbook.

**COURSE REQUIREMENTS.** The M.A. degree requires a minimum of 32 hours of credit, including completion of the Departmental Core, the two first-year methodology courses, and six credits of continuous registration in Thesis I. If the M.A. has not been completed after enrollment in six credits of Thesis I, students should register continually for Thesis II each semester, including summer, until all degree requirements are met. (See *Graduate School Catalog* for rules pertaining to thesis credits). While progressing toward completion of the M.A. degree, students should strive to complete as many of the remaining course requirements as time and scheduling permit. The focus, however, should be on timely completion of the M.A. degree.

**GRADES.** In order to qualify for graduation with an M.A. degree, the College of Arts and Sciences requires students to have a 3.00 (B) average from all graduate courses attempted. Students who receive a grade lower than a "B" in the required methodology courses (PSYC 6/71651, Quantitative Statistical Analysis I and PSYC 6/71654, Quantitative Statistical Analysis II) will be expected to remediate this deficiency after consultation with the specific course instructor.

A master's degree candidate who receives a combination of more than seven hours of "C" or lower grades, or more than four hours of grades of D or lower, is subject to dismissal. Furthermore, when the Training Committee deems that the number of Incompletes (Ps) on a student's record indicates poor progress toward completion of a degree, it may recommend dismissal of the student.

**THESIS TOPIC APPROVAL.** When a thesis topic has been approved by the student's thesis advisor, the student should fill out the *Thesis Topic Approval Form* and turn it into the Graduate Coordinator for approval to begin his/her thesis project. The Graduate Coordinator will file the form with the College of Arts and Sciences, and this must be done no later than the semester preceding that in which the student expects to receive the degree. The form is available from the Department's Graduate Secretary or on line at <http://www.kent.edu/rags/Forms/Graduate-Program-Management.cfm> Prior to the actual initiation of the thesis research, the student, in consultation with their advisor, should seek approval from the *KSU Institutional Review Board* or *Animal Care and Use Committee*. Initiating appropriate paper work is the student's responsibility. Failure to file this form can delay graduation.

**THESIS ORAL EXAMINATION.** Each M.A. candidate must defend his/her thesis in an oral examination. The examination committee will consist of at least four faculty members, including the advisor and three other departmental faculty members. At least one member of the examining committee will be from the experimental faculty and one from the clinical faculty. This committee evaluates the quality of the thesis and the quality of the student's thesis defense. For clinical students the committee offers opinions concerning the likelihood that the student will be able to complete a doctoral dissertation that meets departmental standards. A completed *Report of Final Examination* form must be filed with the College of Arts and Sciences in order to receive the Master's degree. The form is available from the Department's Graduate Secretary and on line at <http://www.kent.edu/rags/Forms/Graduate-Program-Management.cfm>. Initiating appropriate paperwork is the student's responsibility.

At times, students delay initiating their thesis research because of their misperceptions about the scope of the task. The M.A. thesis should be primarily a demonstration that the student has acquired the methodological skills to conduct empirical research, evaluate appropriately the data collected, report the findings in a professionally prescribed manner, and interpret the significance of the research at an appropriate level of generalization. Guidelines for writing the M.A. thesis may be found in Appendix T

## REQUIREMENTS FOR THE PH.D.

The general requirements for the doctoral degree are described below. The additional requirements of the clinical program and experimental programs are listed in later sections of this handbook.

**APPLICATION FOR ADMISSION.** After completion of the M.A. thesis defense, students may apply for admission to the doctoral program by submitting an *Application for Admission to the Doctoral Program* to the appropriate training committee (Appendix J for clinical students; Appendix K for experimental students. Admission to the doctoral program does not occur automatically, but is based upon a demonstration of excellence in a variety of areas, including the student's performance in the classroom and the quality of their research/professional activities. Students are expected to have a grade point average of at least 3.3 (B+) when they apply for admission to the doctoral program.

**DOCTORAL CANDIDACY REQUIREMENT.** Students must fulfill a candidacy requirement after they have been admitted to the doctoral program, have completed all their coursework, and have completed their residency requirement. The candidacy requirement procedures and time line for clinical students and experimental students are described in later sections of this Handbook. Students who do not fulfill the candidacy requirement within this time span are required to submit an explanation for the delay to the appropriate Training Committee.

Upon successful completion of the candidacy requirement, students must register for Dissertation I for a total of 30 hours. Doctoral candidates are expected to register for 30 hours Dissertation I, and thereafter 15 hours of Dissertation II each semester, including summer, until all requirements for the degree have been met. Failure to be registered continually will result in the student being classified as "inactive." An inactive student will need to petition the appropriate training committee to be reinstated to active status.

**DISSERTATION PROSPECTUS.** Upon the successful completion of the candidacy examination, the Ph.D. candidate will prepare a dissertation proposal under the supervision of a faculty advisor. A dissertation committee will be appointed to provide guidance to the candidate in the planning and execution of the research project. The committee consists of the advisor, two or more faculty members from the Department of Psychology (including both experimental and clinical faculty members) and one graduate faculty member from another department. The prospectus should be distributed to the committee at least two weeks in advance of the prospectus defense.

After the prospectus has been accepted by the dissertation committee, but prior to the actual initiation of the dissertation research, the student should obtain approval from the *KSU Institutional Review Board* or *Animal Care and Use Committee*. After the *Dissertation Topic Approval Form* is signed by the advisor and committee members, it

is submitted to the Graduate Coordinator. The forms are available On Line <http://www.kent.edu/rags/Forms/Graduate-Program-Management.cfm>. (See *Graduate School Catalog* for rules pertaining to dissertation credits.)

*The Prospectus must be defended and the Dissertation Topic Approval Form must be filed with the College of Arts and Sciences no later than the semester preceding that in which the candidate expects to receive the degree.*

**FINAL ORAL EXAMINATION.** The advisor will ask the Dean of the College of Arts and Sciences to select a Graduate Faculty Representative, who is the second graduate faculty from another department to be on the dissertation committee. The dissertation will be read by the members of the dissertation committee. After all members have read the dissertation, the advisor will schedule a pre-orals meeting (without the student) to determine if the dissertation is ready to be defended. The dissertations should be distributed to the committee at least two weeks before the dissertation defense. The advisor selects another faculty member from outside the department to serve as moderator for the final oral examination. It is possible for the Graduate Faculty Representative to serve as moderator if he/she agrees to do so. The moderator does not examine the student but merely coordinates the proceedings (e.g., allowing each member of the committee equal time for questioning). The final oral examination schedule is disseminated to the Department and is open to the university community. After concluding the orals, a completed *Report of Final Examination Form* must be filed with the College of Arts and Sciences. This form is available from the Graduate Secretary and on line at <http://www.kent.edu/rags/Forms/Graduate-Program-Management.cfm>.

The doctoral student should pass the final oral examination within three full years after having completed the candidacy requirement. Students needing an extension beyond the third full year must submit a request in writing to the appropriate training committee. An extension may be granted with or without qualifications, which may require the student to demonstrate their currency in the field by repeating the candidacy examination. Denial of the extension results in dismissal. Approval of the Dean of the College of Arts and Sciences is required for extensions beyond the first year.

## THE CLINICAL PROGRAM

The clinical program adheres to the Clinical Scientist model of training, which emphasizes integration of science and clinical practice. The aim is for the student to develop a comprehensive knowledge of general and clinical psychology, an area of special expertise in research, and relevant clinical skills.

Clinical students are expected to complete their M.A. within three years of entry into the program and their doctorate within seven years of entering the program with a B.A., and five years if entering with an M.A. In order to promote adequate student planning and cohesion in their doctoral program, clinical students should develop a comprehensive doctoral program of study, including their research plans. This plan should be developed in the spring semester of their first year, in consultation with the student's advisor.

## FINANCIAL SUPPORT FOR CLINICAL STUDENTS

All students performing at an acceptable level can expect financial support during their first three years in the program in the form of a graduate assistantship or teaching fellowship, subject to the availability of funds and provided they are making adequate progress, as determined by the Clinical Training Committee. In the fourth year, clinical students who have completed their M.A. and have demonstrated the development of adequate clinical skills and professional independence, will be supported by departmentally arranged placements with local mental health/social/ medical/forensic facilities. Most of these placements start on July 1.

Students need to be aware of two circumstances which may have significant financial impact in their fourth year. Many of the agencies with which the department affiliates accept only students who have completed their M.A. Additionally, fourth year clinical students do not receive full tuition fellowships. The department's contribution covers only Dissertation I or II credits and two credits of Field Placement. A student who has been admitted to the doctoral program by the end of the third year, and therefore can register for Dissertation credits (which are relatively inexpensive), will have no out of pocket expenses. Failure to meet these requirements in a timely manner will result in out of pocket expenses. Students who stay for a fifth year in the program before internship may be provided with a second placement if enough placements are available.

In the event that there are more students seeking placements than are available, the following criteria are used in determining placement priorities: a) students who have had no prior placement, b) students who have completed/defended their M.A., c) students who have completed their candidacy exam requirement, d) students who have an approved dissertation prospectus, e) students with the highest GPA.

### ADDITIONAL COURSE REQUIREMENTS

In addition to satisfying the Departmental Core and Methodology requirements, clinical students are expected to complete the clinical core, six electives (two clinical electives, two non-clinical electives, and two additional electives, clinical or non-clinical, that best fit their program of study) and clinical practica.

**CLINICAL CORE.** The Clinical Core consists of the following courses:

|              |   |
|--------------|---|
| PSYC 6/70272 | Introduction to Psychological Assessment  |
| PSYC 6/70273 | Advanced Psychological Assessment: Adult  |
| PSYC 6/70371 | Introduction to Psychological Therapy   |
| PSYC 6/70170 | Introduction to Psychopathology: Adult<br>(required as part of Departmental Core) |
| PSYC 6/70110 | Introduction to Psychopathology: Child  |
| PSYC 6/70324 | Professional Issues in Clinical Psychology  |

Clinical students who receive a grade lower than "B" in a clinical core course are expected to remediate the course. The specific remediation plan needs to be developed with the instructor and approved by the Director of Clinical Training and will consist of one of the following: (a) repeat the course the next time it is offered; (b) take a comparable course;

(c) write a paper; or (d) pass an exam prepared by the instructor. Regardless of the specific remediation agreed upon, the student is expected to demonstrate mastery of the course material at a level considered by the instructor to be equivalent at least to a grade of "B".

**CLINICAL ELECTIVES.** Two clinical electives are required. Students should consult with their advisors if in doubt about whether a particular course will meet this requirement. Advanced Topics (AT) courses which are numbered 6/70395 are clinical courses, while those numbered 6/70895 are experimental courses. Students must receive grades of A, B, or S in all clinical electives. Students receiving a grade lower than a "B" will be expected to remediate this deficiency after consultation with the specific course instructor.

**NON-CLINICAL ELECTIVES.** All clinical students must complete two graduate courses or seminars outside of clinical psychology. Students choosing to take additional methodology courses (over the four required) may count those toward fulfilling the non-clinical electives requirement. The intent of the non-clinical electives is to broaden clinical students' exposure to general psychology. Therefore, courses not within the Psychology Department will usually not be approved for meeting this requirement; students may, however, if they feel there exist unique educational reasons, petition the Clinical Training Committee for permission to fulfill this requirement with non-departmental courses. All students must receive grades of A, B, or S in all non-major courses. Students receiving a grade lower than a "B" will be expected to remediate this deficiency after consultation with the specific course instructor.

**ADDITIONAL ELECTIVES.** In addition to the two clinical and two non-clinical electives that are required, students must take two additional electives. These two electives may be clinical or non-clinical courses or seminars. However, they must be chosen in conjunction with the student's advisor and must have relevance to the student's proposed plan of study. Again, students must receive grades of A, B, or S. Students receiving a grade lower than a "B" will be expected to remediate this deficiency after consultation with the specific course instructor.

**COURSE WAIVERS FOR RESEARCH PROJECTS.** Clinical students may substitute research project(s) for elective courses. The guidelines for requesting a course waiver are as follows:

1. The student selects a full-time faculty member from the Department of Psychology who agrees to supervise the project. The faculty member decides whether the student needs to register for research credits for the project; the student does not register for the course being waived.
2. The student prepares a proposal for the research project detailing its (a) goals, (b) methods of research, (c) proposed product (e.g., manuscript submitted for publication), and (d) proposed schedule for completion of the project. The general criteria for the project are:
  - a. The proposed research may not be a direct part of the student's research assistantship responsibilities, thesis, or dissertation research;
  - b. the student must take the initiative and assume primary responsibility for the project, although it may be collaborative with a faculty member;
  - c. the project should require a time commitment comparable to that of a graduate course (or two if two course waivers are requested) although it is recognized that it

- may not be possible to complete the research within the time-frame of one semester;
- d. the proposed research must fall within the scope of feasibility for a student project; and
- e. the project must yield a written product. A copy of the written product is placed in the student's file.

Clinical students may request waivers for up to four elective courses. The decision as to whether a clinical or non-clinical elective is waived is shared by the faculty advisor and the Director of Clinical Training, with the general guideline that a clinical elective should be waived if the proposed project is substantively within clinical psychology and a non-clinical elective should be waived if the project is substantively more in the area of experimental psychology.

If the advisor approves the proposed project, he/she will notify the student in writing of the approval, place a copy of the proposal and its approval in the student's file, and notify the Director of Clinical Training, at which time the student may begin the project. If a student pursues more than two course waivers, the Clinical Training Committee will review the student's proposal and make a recommendation to the Director of Clinical Training.

The number of courses waived per research project are negotiated on an individual basis, depending on the magnitude of the research project. In general, this research should not be part of the thesis/dissertation, although it may be an extension of the thesis/dissertation. The criterion for acceptable completion of the research project can be any of the following:

- a. a manuscript suitable for submission for publication;
- b. preparation of a grant proposal;
- c. preparation of a book chapter;
- d. presentation at a regional/national conference with the student as senior author;

The responsible faculty member acknowledges fulfillment of the written product obligation in a letter to the student, a copy of which will be placed in the student's file and also sent to the Director of Clinical Training.

**CLINICAL PRACTICA.** Clinical students also must complete eight semesters of practica, 1000 hours of field placement in a departmentally arranged community agency, and a full-time, APA-accredited internship of a calendar year's duration. While participating in practica or a field placement, students should be registered for these activities, including during a summer term, by enrolling for a minimum of one course credit. During students' internship, they should continue their registration for dissertation credits.

Practicum experiences are structured in a developmentally progressive manner, requiring increasing levels of clinical skills and professional independence. To that end, second year students are assigned a grade of "IP" at the end of the fall semester. At the end of the spring semester, students are assigned a grade of "S/U" and are advised about their progress in developing the skills necessary for going on placement (see *Readiness for Placement* form in Appendix L). At the end of students' third year, the CTC will be actively involved in deciding whether a student is ready to go on placement. The two major criteria in making this decision are whether the student has completed their M.A. and whether the student has developed the skills necessary to function at the level of professional independence required in placements. Failure to meet either of these criteria is likely to prevent the student from going on a field placement, which is likely to have serious

implications for completing the remaining degree requirements and for the student's continued financial support.

### SPECIALIZATION (Optional)

Students may complete specialized training in Adult Psychopathology, Assessment, Child/Adolescent, or Health Psychology. Any of these specializations can be completed without taking additional courses beyond those required for all students. The requirements are as follows:

**ADULT PSYCHOPATHOLOGY.** This specialization entails the following courses, practica, and thesis/dissertation:

- 1) **Courses:** In consultation with the advisor, students identify an area of concentration within adult psychopathology. Students must then take at least three courses selected from clinical or experimental electives that are relevant to their concentration in psychopathology. It is also recommended that students take PSYC 6/71260: Theories of Personality, either as part of the departmental core or as an elective.
- 2) **Practica/Placement:** For third year practicum, students should either take the adult advanced general practicum or a specialty practicum related to their concentration. Students should seek field placements and internships in facilities that offer opportunities for adult assessment and/or treatment.
- 3) **Thesis/Dissertation:** The thesis and dissertation topics must be related to adult psychopathology, specifically in the identified area of concentration.

**ASSESSMENT.** This specialization entails the following courses and practica:

- 1) **Courses:** In addition to the Departmental and Clinical Core courses, students should take elective assessment courses including:
  - Child Assessment
  - Behavioral Assessment
  - Neuropsychological Assessment
  - Seminar: Advanced MMPI-2 Interpretation

Some of these elective course requirements may be waived to give students more time for involvement in additional research projects

The Forensic Psychology course will also be of interest to many Assessment Psychology students.

- 2) **Practica:** Assessment Psychology students should select a third year practicum experience and a fourth year community placement that will enhance assessment skills.

**Child/Adolescent** This specialization entails the following courses, practica, and dissertation:

**1) Courses:** The first four courses listed below must be completed in the first two years of study, in preparation for the third year specialty practicum.

As part of the Departmental Core, students must take:

PSYC 6/70661 Developmental Psychology

PSYC 6/71054 Learning and Conditioning.

They also must take as clinical electives:

PSYC 6/70376 Child Psychotherapy

PSYC 6/70274 Child Assessment

Students also are required to take a diversity course, such as

PSYC 6/71548 Psychology of Gender and Minorities or

PSYC 80391 Ethnic Minority Issues in Psychology

It is also recommended that students take the following electives:

PSYC 6/70373 Family Therapy

PSYC 6/70604 Cognitive Development or PSYC 6/70615 Social Development

**2) Practica:** Third year specialty practicum in child/adolescent or one combining child/adolescent and clinical neuropsychology with children. Field placement in a facility which provides an opportunity to work with children and families for at least part of the placement experience.

**3) Dissertation:** The dissertation topic must be related to child and/or family issues.

**HEALTH PSYCHOLOGY.** This specialization entails the following courses, practica, and thesis/dissertation:

**1) Courses:** Complete the following three courses (two are non-clinical electives and one is a clinical elective)

PSYC 6/70326 Clinical Aspects of Health Psychology

PSYC 71307 Psychobiological Aspects of Health Psych

PSYC 71507 Psychosocial Aspects of Health Psych

(A Health Psychology Minor is defined by completing two of these courses)

**2) Practica:** To the extent possible gain supervised clinical experience or research experience in clinical intervention in Health Psychology. Third year practicum students might gain this experience either at SUMMA or other settings providing Health Psychology services.

**3) Thesis/dissertation:** Complete a master's thesis and/or doctoral dissertation on a health topic.

#### **ADDITIONAL REQUIREMENTS FOR THE MASTERS DEGREE**

Clinical students are expected to have a formal thesis topic approved by their advisor and committee in the summer preceding their second year. For clinical students, completion of the M.A. by the end of the third year is considered minimally adequate progress. Students needing an extension beyond the third full year must submit a request in writing to the Clinical Training Committee by the end of the third year.

## ADDITIONAL REQUIREMENTS FOR THE PH.D.

**APPLICATION FOR ADMISSION.** When clinical students apply for admission to the doctoral program, after completion of their M.A., they are expected to have a grade point average of at least 3.3 (B+). Additionally, the quality of their clinical work, the timeliness with which they have completed their M.A. degree, and the judgment of the faculty about a student's professional and personal development are all considered.

In evaluating clinical students for admission to the doctoral program, the Clinical Training Committee will be guided by the criteria described in the *Point System*, which is summarized in Appendix M.

Students in the clinical program are also evaluated by the clinical faculty on their capacity and potential to function as clinical psychologists. Students are evaluated in areas such as their ability to function in professional roles in practica, on field placements, and on their internship. While it is impossible to specify precisely all the variables that might influence one's ability to function professionally, these include the ability to develop and maintain appropriate relationships with clients, the capacity for professionally appropriate intimacy, and the personal integrity not to exploit clients. Furthermore, students' professional functioning should reflect increasing levels of maturity and professional independence as they progress in the program.

When clinical students' performance in professional activities such as assessment and psychotherapy suggests that their own adjustment interferes with their professional functioning, they may be asked to obtain various types of remediation, such as additional courses, guided readings, and/or personal psychotherapy. If the Clinical Training Committee determines that the process of remediation has not been effective, it may recommend that the student be dismissed from the clinical program, even if the student's performance in courses, research activities, and other more objectively measured tasks has been satisfactory. Alternatively, the Clinical Training Committee may delay acting upon the student's request for admission to the Ph.D. program until the student has had the opportunity to seek professional remediation.

**DOCTORAL CANDIDACY REQUIREMENT.** Clinical students admitted to the doctoral program are required to fulfill a candidacy requirement by writing a candidacy paper. The candidacy paper is a thorough integrative review of the literature on a topic of choice. Students are expected to aim toward making some theoretical or methodological contribution to the area of scientific psychology related to the student's future dissertation project, but going beyond the scope of the dissertation topic in some meaningful way. Papers may advance theory, or systematically evaluate alternative theories or methods. Papers must represent an advanced graduate level of understanding and writing concerning the topic and ideally will be suitable for publication in a journal that publishes review papers, or as a book chapter. Length limits are from 35-75 pages.

Procedures: The candidacy paper is evaluated by a committee of three departmental faculty members. This committee is chaired by the student's advisor. The second member of the committee is chosen by the student and advisor, and the third is appointed by the Director of Clinical Training. The student first submits a 2-3 page proposal describing the aims, goals, and scope of the proposed paper, a detailed

outline of the paper, and a preliminary reading list or list of references. The committee must approve the proposal and outline. Committee members may offer input and request revisions before approving them. Once the proposal and outline are approved, the student writes the paper independently, without help from his/her advisor or other faculty, and submits it to the committee. The committee reads the paper, and each member provides a written review and votes on options: pass, pass pending revisions, revise and resubmit, or fail. The individual reviews may be given to the student, or the committee may choose to synopsise them into one larger review. For a student to pass, no more than one member may vote anything other than pass. If a paper has been revised and resubmitted twice and still does not pass, the student fails and must start over with an entirely new proposal. In such a case, a new committee may be constituted to review the new proposal and subsequent paper.

The candidacy paper may be started at any time the student and advisor choose. However, the final paper must be completed within six months of both (a) completion of all required coursework and (b) formal admission to the doctoral program.

**DISSERTATION PROSPECTUS.** Clinical students must have a dissertation prospectus approved before their applications for internship will be endorsed by the Director of Clinical Training, which is a requirement of all APA-accredited internships. In order not to penalize students for possible delays caused by difficulties in scheduling dissertation committee meetings, internship applications will be endorsed if the dissertation prospectus has been approved by the student's advisor and copies have been distributed to the dissertation committee by October 15. While there is some variability among internship sites with respect to application deadlines, careful planning is needed to complete the dissertation prospectus prior to applying for an internship.

## **THE EXPERIMENTAL PROGRAM**

The Ph.D. in experimental psychology is primarily a research degree, with a structure that reflects this orientation. Some faculty conduct applied research and the students who work with them can gain applied experience. Most graduates of the program are employed in colleges and universities across the country, where they are engaged in teaching and research in psychology. The primary objective of the program is to provide the skills and knowledge necessary for students to excel in research and teaching. To meet this objective, students are required to complete extensive coursework, complete a first-year research project, thesis, candidacy exam, and dissertation, and teach at least one undergraduate course.

Experimental students are expected to achieve their M.A. within three years of entry into the program and their doctorate within five years of entering the program. Students who have an M.A. in experimental psychology from another university are expected to finish the doctoral program in four years.

## **FINANCIAL SUPPORT FOR EXPERIMENTAL STUDENTS**

All students performing at an acceptable level can expect financial support for their first four years in the program, subject to the availability of funds and provided they are making adequate progress in the program as determined by the Experimental Training Committee.

The review of student progress that is conducted by the Experimental Training Committee in the Spring semester each year is especially important in the student's second and third years. On these occasions, the committee evaluates the likelihood of the student's admission to the doctoral program and eligibility for continued financial support. Completion of the M.A. by the end of the third year is considered minimally adequate progress. *Students who have not completed the MA by this time will have to pay the difference between masters and doctoral level tuition until they complete the MA, which will result in significant out of pocket expenses.* See the Policy on Graduate Funding in Appendix B.

Typically, financial support comes in the form of a research assistantship in the first two years and a teaching fellowship after that. Many students have taken a fifth year to finish the program, and in most cases, have been supported as a part-time instructor or on a graduate assistantship.

### **EVALUATIONS**

For the annual review of student progress each Spring, all students are required to submit a checklist which indicates their progress in completing the first year project, thesis, and dissertation requirements. In addition, they are to report on their research activities by completing the *Research Activity* form, which may be found in Appendix C. These forms are to be submitted to the Director of Experimental Training by April 1st.

### **ADDITIONAL COURSE REQUIREMENTS**

In addition to satisfying the Departmental Core, Methodology, and College Teaching of Psychology requirements, experimental students must regularly attend research brown bags (see below) and complete six additional courses. The student is to meet with the advisor to plan out coursework that will assure appropriate depth and breadth. An advisor may judge that the student needs more than the six additional courses to adequately prepare in his or her field. Most of the additional courses are typically in the student's major (biopsychology, child/adolescent, cognitive, health, or social). Course requirements for the specialization in Child/Adolescent and Health can be found in the Appendixes N and O, respectively.

Core courses beyond the Departmental Core requirement can be used to satisfy the additional course requirements. A course from outside the Department of Psychology may also qualify, but the student must check with his or her advisor and get permission from the Director of Experimental Training to verify that it does.

### **BROWN BAG POLICY**

Brown Bag presentations are valuable for both the student presenter and the student listener because they give presenters practice in explaining their research to a broad audience and give listeners practice in comprehending presentations that are outside of their area of expertise. A good presentation sets the research in a broad context that makes its importance clear to a general audience. Accordingly, every student is required to make two presentations at the Experimental Brown Bag during his or her tenure in the program, one during the fall of the second year and the other during the spring of the fourth year. The first will summarize the first year project. The second will summarize a research project of the student's choosing.

### **Presentation of First Year Project:**

Presentations should have the same format as presentations at national or regional conferences such as MPA. The student should prepare a twelve minute presentation and leave up to eight minutes for questions from the audience. All students will give their presentations in mid to late October, and a reception to celebrate their achievement will follow. If there are so many presentations that the session would go beyond two hours, two sessions on separate days may be held.

### **4<sup>th</sup> Year Brown Bag Presentations:**

Presentations are to be 45 minute talks, followed by a 5-10 min question and answer period. These presentations are to be similar to job talks or invited colloquia. They should summarize a broad program of research.

The student's advisor will help the student prepare these presentations. Ordinarily, the student will give a practice talk that the advisor and a few other students critique before giving the Brown Bag presentation. Presenters should expect evaluative feedback regarding the form and content of the presentation from the audience. Audience feedback is expected to be friendly, constructive, and brief. The ETC Director will moderate the discussion, and redirect it if it becomes unproductive.

All Experimental Students are required to attend all Brown Bag presentations given in the fall semester by second year students and those given in the spring semester by fourth year students. In addition, students are also required to participate regularly in a brown bag in their area of concentration (e.g., social/health). There may be other presentations (e.g., a practice job talk), but student attendance at these is optional.

## **ADDITIONAL REQUIREMENTS FOR THE MASTERS DEGREE**

Students are to complete a first-year research project, which may be related to the masters' thesis, but not substitute for it. They must give a presentation of their results at the Experimental Brown Bag at the beginning of their second year (e.g., October).

## **ADDITIONAL REQUIREMENTS FOR THE Ph.D.**

Regarding requirements for the Ph.D., the only rules that are specific to the experimental program (i.e., that go beyond the general requirements described earlier in this Handbook concern the doctoral candidacy exams. Experimental students may request permission from the Experimental Training Committee to take this examination after they have been admitted to the doctoral program (but not in the same semester in which they have their M.A. orals), have completed all their coursework, and have completed their residency requirements. Students are expected to take this examination within two full years of first registering as a doctoral student. These exams are given three times a year (August, January, and May) in five general areas: biopsychology, child/adolescent, cognitive, health, and social psychology. The student, in consultation with his/her advisor, specifies a specialty area that fits within the student's interests. The *general portion* of the exam is coordinated by a committee drawn entirely from within one of the five areas. If a student's general area does not fit within any of the four areas, he/she may petition the Experimental Training Committee for an ad hoc general exam committee. The petition should include a rationale for the ad hoc area, a description of the area's contents, and a proposed faculty committee. The area must be coherent within experimental psychology and be as broad

as one of the core courses. The petition must be submitted to the Director of Experimental Training in the semester preceding administration of the exam.

The *specialty portion* is coordinated by a committee that is well versed in the specialty area. The specialty committee may or may not be identical to the general committee. Each student's committee is composed of three full-time faculty members who have expertise in the student's major field of study or in a related area. The student's major advisor is presumably included on the committee. Selection of members need not be restricted to experimental faculty. The student and/or advisor may make suggestions to the Graduate Coordinator regarding committee membership; however, the final appointments are made by the Graduate Coordinator.

While the major advisor is responsible for coordinating the exam, all three members are involved in the construction and evaluation of the examination. The five areas, biopsychology, child/adolescent, cognitive, health, and social have different approaches for organizing the exam, so students should consult with their advisor and committee members for any specifics concerning reading lists, structure and pattern among the questions, etc. A methodology question is included on one portion of the exam, typically the specialty portion. In constructing the exam, the committee should allow students at least some options among test questions.

The goal of the general candidacy exam in the experimental training program is for students to demonstrate sufficient knowledge and understanding of the existing literature in their general area of study (i.e., biopsychology, child/adolescent, cognitive, social, health). Students should show competency in the ability to think critically about the current state of the field, including conceptual and theoretical reasoning. In addition, students are expected to demonstrate expertise in synthesizing literatures, and understanding methodological and contextual issues. For the specialty exam, the primary goal is for students to engage in extensive reading in literatures related to their anticipated dissertation topic, demonstrate knowledge of these literatures as well as synthesize and critique these literatures.

To this end, ***based on consultation with and approval from one's advisor***, students will be administered their candidacy exams in one of the following three formats:

**Format 1: Sit Down Exam for both the General and Specialty portions.** Each exam will be administered on a separate day, typically Monday and Wednesday of the same week. For each exam students will have 8 hours to answer several questions with open books and open notes. A complete description of the procedures for the Sit Down exams can be found in Appendix P.

**Format 2: Take Home Exam for both the General and Specialty portions.** For the general portion of the candidacy exam, students will be given one week to answer a compound question pertaining to the literature in their general field of study. This question will require students to address the current state of knowledge on a given topic that broadly covers the field, as well as the following four areas for the stated topic: 1) conceptual/theoretical issues, 2) methodological critiques, 3) contextual findings or gaps, and 4) synthesis of the literature with a discussion of possible future directions for the stated topic. Students will sign out the exam on a Monday morning (no earlier than 8am) from the Graduate Secretary and return the exam by 5pm on

Friday of the same week.

For the specialty portion of the candidacy exam, students must choose a topic related to their anticipated dissertation research. This topic must be approved by the advisor and specialty exam committee prior to the compilation of the reading list. Then, similar to the general portion of the exam, students will be given one week to answer a compound question pertaining to the approved topic. This question will require students to address the current state of knowledge in the field on the approved topic, as well as the following four areas: 1) conceptual/theoretical issues, 2) methodological critiques, 3) contextual findings or gaps, and 4) synthesis of the literature with a discussion of possible future directions for the stated topic. Students will sign out the exam on a Monday morning (no earlier than 8am) from the Graduate Secretary and return the exam by 5pm on Friday of the same week.

### **Format 3: Sit Down Exam for the General portion and Take Home Exam for the Specialty portion.**

For the general portion of the candidacy exam, the format would follow the procedures for the Sit Down Exam described in the Appendix, one 8-hour day, with multiple questions to be answered with open books and open notes.

For the specialty portion of the candidacy exam, students must choose a topic related to their anticipated dissertation research. This topic must be approved by the advisor and specialty exam committee prior to compilation of the reading list. Then, students will be given one week to answer a compound question pertaining to the approved topic. This question will require students to address the current state of knowledge in the field on the approved topic, as well as the following four areas: 1) conceptual/theoretical issues, 2) methodological critiques, 3) contextual findings or gaps, and 4) synthesis of the literature with a discussion of possible future directions for the stated topic. Students will sign out the exam on a Monday morning (no earlier than 8am) from the Graduate Secretary and return the exam by 5pm on Friday of the same week.

### **Grading and Rewrites**

The grading and evaluation of the candidacy exams will take into account the format chosen for the exam. Given the additional time allotted for the completion of the exams in Format 2 (and the Specialty Exam in Format 3), there will be a higher expectation of students' performance in their answers with respect to synthesis, critique, and conceptual thinking.

After independently evaluating the student's performance, the committee members confer and reach a consensus regarding outcome. The general and specialty portions are evaluated separately so that it is possible to pass one part and fail the other. In some instances a student's general and/or specialty examining committee may judge that even though the overall performance on a candidacy exam is "passing," the student's performance on some aspect of the exam is such that it would be useful for the student to revise or rewrite their answer in that area. Regardless of the format chosen for the candidacy exam, students will have the opportunity to revise/rewrite an

answer or some aspect of the answer. Students will be given no more than 2 weeks to rewrite a question(s) for each exam (i.e., 2 weeks total for the General Exam and 2 weeks total for the Specialty Exam). All members of the respective committee will read the revision, as appropriate. If the student's examining committee is not satisfied with the rewrite, the student will have 2 more weeks to revise and resubmit the answer to the question. The rewriting of a question or questions will not alter the committee's prior decision that the student's overall performance was "passing."

The number of times a student may retake either or both sections of the candidacy examination is not limited. Before retaking the examination, students are provided with feedback and recommendations for improving their performance. Within one year after a failure, students are expected to have completed the remediation recommendations and to have retaken the examination. A second failure of the candidacy examinations does not result in automatic dismissal from the graduate program.

## **APPENDICES**

- A. Student Progress Checklist
- B. Psychology Department Policy on Graduate Funding
- C. Research Activity Report
- D. Appeal of Dismissal from Graduate Program(s)
- E. Clinical Training Program Requirements
- F. Experimental Training Program Requirements
- G. Policy Regarding Supervision of Teaching Fellows
- H. Advisor Feedback Form-Graduate Student Teaching Fellows
- I. Minor in Quantitative Methods
- J. Application for Admission to the Doctoral Program (Clinical)
- K. Application for Admission to the Doctoral Program (Experimental)
- L. Readiness for Placement
- M. Point System to Advance to Candidacy (Clinical)
- N. Child/Adolescent Specialization in Experimental Psychology
- O. Health Psychology Specialization in Experimental Psychology
- P. Procedures for Administering Experimental Preliminary (Candidacy) Examinations
- Q. Model Program for Clinical Students
- R. Model Program for Experimental Students
- S. Completed and Projected Courses of Study
- T. Guidelines for Writing the Master's Thesis

## **Appendix A**

|                                   |
|-----------------------------------|
| <b>STUDENT PROGRESS CHECKLIST</b> |
|-----------------------------------|

| <b>ACTIVITY</b>  | <b>DATE COMPLETED</b> |
|--|-----------------------|
| Transfer credits accepted by KSU (list):                         | _____                 |
|  | _____                 |
| <i>Experimental:</i> First-year Project Presented                | _____                 |
| Departmental core completed                                      | _____                 |
| M.A. thesis topic approved by advisor                            | _____                 |
| Human Subjects/Animal Care Board approval received               | _____                 |
| Thesis Topic Approval Form filed                                 | _____                 |
| M.A. oral defense completed                                      | _____                 |
| Methodology courses completed                                    | _____                 |
| <i>Clinical:</i> Clinical core completed                         | _____                 |
| Additional required courses completed                            |                       |
| <i>Clinical:</i> Course waiver(s) approved (if applicable)       | _____                 |
| Application for admission to Ph.D. program                       | _____                 |
| <i>Experimental:</i> Candidacy examination(s) requested          | _____                 |
| Candidacy examination(s) completed:                              |                       |
| General section  | _____                 |
| Specialty section _____  |                       |
| <i>Clinical:</i> Candidacy paper proposal accepted               | _____                 |
| Candidacy paper completed  | _____                 |
| <i>Experimental:</i> 4 <sup>th</sup> year Brown Bag Presentation | _____                 |
| Ph.D. prospectus approved  | _____                 |
| Human Subjects/Animal Care Board approval                        | _____                 |
| <i>Clinical:</i> Application for Internship                      | _____                 |
| Ph.D. oral defense   | _____                 |

Dissertation Defense Exam Form and  
Student Information Form Turned in to  
Graduate Secretary

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## APPENDIX B

### PSYCHOLOGY DEPARTMENT POLICY ON GRADUATE FUNDING

- Continued graduate funding is contingent on adequate progress in the program and availability of funds.
- All students are expected to complete their M.A. within three years of entry into the graduate program. Hence, it is expected that all students will have defended their thesis by the end of the summer of their third year at the very latest.
- Upon completion of the master's degree students are eligible to register for Dissertation I. Accordingly, for all 4<sup>th</sup> year students, the department will cover the cost of registering for Dissertation I in fall and spring semester. For 4<sup>th</sup> year clinical students, the department also covers 1 credit hr. associated with placement. All 4th year students who have not defended their thesis will have tuition and fees that exceed these allocations and will be responsible for the balance, which is typically several thousand dollars/semester.
- Exceptions can be made when the student's training committee determines that the student has not completed the master's thesis because of extenuating circumstances beyond the student's control. To be granted an exception, students must first appeal to their training committee.

## APPENDIX C RESEARCH ACTIVITY REPORT

NAME: \_\_\_\_\_

SEMESTER, YEAR: \_\_\_\_\_

Using the format indicated on this page, describe all of your research activities since last year's evaluations, including work on assistantships, thesis/dissertation, and any "unsupervised" individual research. Be sure to provide information for every listed category; indicate "none" or N/A where appropriate.

1. **PUBLICATIONS.** List all publications that have appeared in print or that are currently in press. Do not include published abstracts for paper/poster presentations at scientific meetings.
2. **MANUSCRIPTS UNDER REVIEW.** List all manuscripts, including title & authors, that have been submitted for publication.
3. **MANUSCRIPTS IN PREPARATION.** List manuscripts you are currently preparing or are helping to prepare for publication by giving the tentative title of the paper and a list of the authors of the paper. In a few sentences, describe your contribution to the writing that has been accomplished this semester, including a brief list of the major sections of the paper that are completed or are near completion.
4. **PRESENTATIONS AT NATIONAL OR REGIONAL CONFERENCES.** Give complete citation. Include abstracts already submitted for future meetings.
5. **OTHER PRESENTATIONS.** These should include presentations of your research for brown bags, the APC, the KSU Graduate Research Conference, etc.
6. **OTHER RESEARCH ACTIVITY.** Describe all other research activities not listed above, including, for example, 1) studies you designed or helped design, 2) data you collected, 3) materials, apparatus, software, etc. which you prepared, 4) data analyses you conducted, 5) supervision of undergraduate assistants or other administrative activities related to research, 6) literature searches/reviews, 7) writing not described above, and 8) any other research-related activities, 9) course waivers requested and their status.
7. **COURSE WAIVERS. (CLINICAL)** Requested and their status.
8. **GRANTS.** List all grant proposals you submitted or grants you were awarded this semester (e.g., Sigma Xi Dissertation Grant). For each, list the following information:  
Title:  
Granting Agency/Organization:  
Status (pending, funded, etc.):
9. **RESEARCH AWARDS, DISTINCTIONS, AFFILIATIONS.** Include memberships in professional organizations.

**10.COMMENTS ON RESEARCH OPPORTUNITIES AND OBSTACLES.** If you wish, describe any factors that have facilitated or hindered your research progress this semester. Your comments might be especially appropriate if 1) unusual circumstances have impeded your progress or 2) you have ideas that might improve research opportunities for yourself or other students.

## **APPENDIX D**

### **APPEAL OF DISMISSAL FROM GRADUATE PROGRAM(S)**

The training committees evaluate graduate student performance at least once per academic year. The Clinical Training Committee is responsible for evaluating the performance of students enrolled in the clinical program and the Experimental Training Committee is responsible for evaluating the performance of students enrolled in the experimental program. Criteria for evaluating student performance are elaborated in the Graduate Student Handbook.

After an evaluation of a particular student's performance in the masters or doctoral program, the training committee could recommend dismissal from the program. In such a case the student will be sent a letter by the appropriate training director regarding the decision of the training committee. The letter will inform the student that she/he can appeal the decision to the appropriate training committee. The student will have two weeks to notify the director that she/he plans to appeal. As part of the appeal process, the student may submit to the director any written materials that she/he wants to have the training committee review. The student also may choose to address the training committee in person. The director will notify the student of the date by which written materials must be submitted and the date of the student's presentation, if any, to the training committee.

After the committee reviews materials submitted by the student and/or hears the student's presentation to the committee, another vote will be taken concerning dismissal. The director of the training committee will notify the student in writing of the outcome of the appeal. If the vote is in favor of not dismissing the student, dismissal actions will be terminated. If the vote is in favor of dismissing the student, the student will be informed in writing that the decision can be appealed to the Department's Student Academic Complaint Committee. This appeal must be initiated within two weeks from the date that the student is notified of the results of the appeal to the training committee. The Student Academic Complaint Committee is composed of elected members of the Faculty Advisory Committee (FAC) and a graduate student representative from the appropriate training committee. Faculty and student members of this committee are expected to excuse themselves from the committee when their involvement could represent a real or perceived conflict of interest. Details concerning this committee's procedures are printed in Section 4-16 of the University Register and in the Kent State telephone directory.

As specified in the Student Academic Complaint Committee procedures, the committee will make a recommendation to the Chairperson of the Department of Psychology concerning dismissal. The Chairperson will then make a decision concerning dismissal and communicate that decision in writing to the student, to the Dean of the College of Arts & Sciences, to the chair of the Student Academic Complaint Committee, and to the director of the appropriate graduate program. The student also will be notified that she/he may appeal the Chairperson's decision to the Dean of the College of Arts and Sciences.

It should be understood that the procedures described in this section pertain to recommendations of dismissal from a graduate program to which a student previously has been admitted and not to recommendations concerning admission to a doctoral program.

## **APPENDIX E**

### **CLINICAL TRAINING PROGRAM REQUIREMENTS**

## DEPARTMENTAL CORE

One course from each of the following groups:

**Biological Bases of Behavior:** Physiological Psychology or Learning and Conditioning

**Cognitive-Affective Bases of Behavior:** Cognitive Neuropsychology; Introduction to Cognitive Psychology; Cognitive Development (Child/Adolescent clinical students only)

**Social Bases of Behavior:** Social Psychology; Community Psychology

**Individual Behavior:** Social and Personality Development; Theories of Personality

## METHODOLOGY COURSES

Quantitative Statistical Analysis I  
Quantitative Statistical Analysis II  
Clinical Research Methods  
One elective course

## CLINICAL CORE

Introduction to Psychological Assessment  
Advanced Psychological Assessment  
Introduction to Psychological Therapy  
Introduction to Psychopathology: Adult  
Introduction to Psychopathology: Child  
Professional Issues in Clinical Psychology

## ELECTIVE COURSES

Two additional courses or seminars in clinical psychology; two additional non-clinical courses or seminars; and two additional clinical or non-clinical electives that best fit the student's plan of study; courses in other departments must be approved by the Clinical Training Committee. Practicum, field placement, research, etc. do not count. Up to four of the elective requirements may be waived by doing additional approved research projects.

## RESEARCH

Masters thesis and doctoral dissertation based on original empirical research. Both requirements involve a final oral exam before a committee of faculty.

## DOCTORAL CANDIDACY EXAMINATION

A candidacy paper that reviews and integrates the literature on a broad area of interest in psychology.

## **CLINICAL EXPERIENCE**

Eight semesters of practicum in the Psychological Clinic. One practicum each is associated with the Introduction to Psychological Therapy and Advanced Psychological Assessment: Adult, courses; four practica are "general practice" ones, and two practica may be either "advanced general" or specialized (eating disorders, sexual offenders, neuropsychological assessment, child/adolescent, etc.

1000 hours of half-time field placement.

2000 hours of APA-accredited internship.

## APPENDIX F EXPERIMENTAL TRAINING PROGRAM REQUIREMENTS

### DEPARTMENTAL CORE

Three courses from the list below, with at least three groupings represented:

**Biopsychology:** Physiological Psychology; Learning and Conditioning

**Cognitive:** Cognitive Neuropsychology; Introduction to Cognitive Psychology

**Social:** Social Psychology; Community Psychology

**Differential:** Social Development; Theories of Personality; Introduction to Psychopathology: Adult

### METHODOLOGY COURSES (Minimum - advisor /area may require more)

Quantitative Statistical Analysis I  
Quantitative Statistical Analysis II  
Psychological Research Methods

### COLLEGE TEACHING OF PSYCHOLOGY COURSE

The course is usually taken in conjunction with the first teaching assignment.

### SIX ADDITIONAL COURSES (Minimum – advisor/area may require more)

### RESEARCH

First-year project, masters' thesis, and doctoral dissertation based on original empirical research. The first requirement involves a Brown Bag presentation in October of the second year. The other two involve a final oral exam before a committee of faculty. Students are also required to give a second Brown Bag presentation in the spring semester of their fourth year.

### DOCTORAL CANDIDACY EXAMINATION

A general content examination in the major and a specialty exam in a field within the major. Administered after Masters exam, and before beginning work on the doctoral dissertation.

## **APPENDIX G**

### **POLICY REGARDING SUPERVISION OF TEACHING FELLOWS**

- Graduate students take PSYC 71894: College Teaching of Psychology, which begins just prior to the first semester they teach. The faculty member who teaches College Teaching serves as the supervisor for their teaching during that first semester.
- After the first semester of teaching, each TF's advisor will supervise the TF during his/her second semester of teaching. His/her advisor will review a syllabus and at least one exam and will attend at least one lecture. The advisor will provide written feedback to the student and meet with the student to discuss the feedback. TFs who receive satisfactory evaluations will not be required to have their faculty advisor supervise subsequent years of teaching.

#### **IF THERE ARE PROBLEMS:**

- 1<sup>st</sup> Semester – If after reviewing the student evaluations, it appears that a TF has had difficulty during his/her first semester of teaching, the Chair will notify the student's advisor and consult with the faculty member responsible for the College Teaching of Psychology course.
- 2<sup>nd</sup> Semester – If after reviewing the student evaluations, it appears that a TF has had difficulty over two semesters, the Chair will involve the TF's advisor, and the advisor will work with his/her student to improve his/her classroom performance.
- If, after teaching satisfactorily for two semesters, a TF's student evaluations suggest emerging difficulties, the Chair will consult with the TF's advisor, and together make appropriate recommendations. If a TF fails to perform satisfactorily in the classroom after working with his/her advisor and other designated individuals, whether or not he/she can continue teaching in the Department will be at the Chair's discretion. These same recommendations would apply if undergraduate students have filed verifiable complaints about the teaching fellow that are considered legitimate.

Policy Adopted 8-31-06

**APPENDIX H  
ADVISOR FEEDBACK FORM  
GRADUATE STUDENT TEACHING FELLOWS**

Teaching Fellow's Name: \_\_\_\_\_

Advisor's Name: \_\_\_\_\_

Class Observed & Date:

Please provide comments/suggestions on each of the following (use back of form if needed)

I. Course Syllabus (clarity & organization; content, e.g., grading procedures, requirements, policies):

II. Representative Exam (e.g., length and coverage):

III. Lecture (e.g., organization, clarity, effective use of class time, knowledge of and level of material presented; effective use of examples, audio-visual materials, etc.):

IV. Overall Recommendation (strengths; suggestions for improvement):

We have had an opportunity to meet and discuss this feedback:

Advisor Signature: \_\_\_\_\_

Teaching Fellow: \_\_\_\_\_

## **APPENDIX I**

### **MINOR IN QUANTITATIVE METHODS**

As the field of psychology continues to advance at a rapid pace, it is becoming quite evident that quantitative methods are integral to psychological research. Knowledge of advanced statistical techniques can open new pathways to the study of human behavior by allowing social scientists to examine hypotheses using a new framework or paradigm. The goal of the Minor in Quantitative Methods (MQM) is to train individuals in some of the more recent developments of statistical science, and particularly the application of these developments to real-world psychological data. One unique feature of the MQM is the focus on the application of quantitative methods; although each faculty member has expertise in an area of statistics, he or she also conducts research in a substantive area of psychology. The MQM is intended for those students who intend to pursue academic careers, wherein applied research is highly valued. Students who are likely to teach undergraduate or graduate courses in statistical methods may also find the minor helpful.

#### **Coursework**

The courses required for the MQM are intended to supplement, rather than compete with, students' training in substantive areas of research. Therefore, the MQM requires only 15 credits of quantitative coursework. Six credits are earned by successful completion of the 1<sup>st</sup> year quantitative psychology sequence (PSYC61651/61654) which is required of all graduate students in the department. Students then must successfully complete three additional courses (nine credits) beyond the first year sequence, which may also count as departmental electives. Advanced courses to be offered include Multivariate Statistics (offered every Fall semester), Longitudinal Data Analysis (Spring 2008), Non-normal Data Analysis (Spring 2009), and Psychometrics (Spring 2010). Students may also choose to complete courses from other departments, pending approval of the quantitative faculty.

#### **Research**

To encourage the application of quantitative training to real-world data sets, students have the option of replacing one of the three advanced electives with an independent research project (3 credits). This independent research project must have a quantitative focus, and must be approved by all of the quantitative faculty members; the supervisor of the project, however, can be any of the KSU Psychology faculty. Prior to engaging in the project, students should consult with both their advisor and a quantitative faculty member regarding the topic of this independent research project. A brief written proposal (1-2 pages) must be approved by the student's advisor and the quantitative faculty before the student can register for this research project. Successful completion of this project will allow the students to waive one elective course.

#### **Practicum Experiences**

Psychologists with strong quantitative skills are often expected to disseminate statistical knowledge to their colleagues; thus, students who pursue the MQM must have at least one practicum experience. This practicum experience can be as an instructor of an undergrad course (Quantitative Statistical Analysis I/II), being the teaching assistant for the first year graduate sequence, or as a statistical consultant in collaboration with a quantitative faculty member. For this latter option, the practicum experience will be arranged around the student's other program requirements to facilitate completion of the practicum experience as well as other program requirements. The consulting experience is expected to be of

comparable effort to other practicum experiences, and the student's quantitative mentor (Ciesla, van Dulmen, Mickelson, Neal) must certify that this requirement has been fulfilled. However, the overall time commitment may vary from student to student.

### **Thesis/Dissertation**

Students who complete the MQM should complete a thesis/dissertation that has a strong quantitative component. Specifically, students should demonstrate that they are able to appropriately conduct and interpret sophisticated statistical analyses. Note, however, that this requirement does not necessarily suggest that students need to develop a new statistical technique or methodology.

### **Quantitative Faculty**

- Jeffrey Ciesla (Structural Equation and Multilevel Modeling).
- Manfred van Dulmen (Analysis of Change and Development)
- Kristin Mickelson (Multivariate Statistics)
- Dan Neal (Generalized Linear Models, Generalized Estimating Equations, Bootstrap and Permutation Tests)

### **Affiliated Faculty**

- John Dunlosky
- David Fresco
- Kathryn Kerns

**APPENDIX J**  
**APPLICATION FOR ADMISSION TO THE DOCTORAL PROGRAM:**  
**CLINICAL**

Name: \_\_\_\_\_ Entered: \_\_\_\_\_

**DEPARTMENTAL CORE (Indicate when taken and grade).**

|                 |       |    |                            |       |
|-----------------|-------|----|----------------------------|-------|
| 61054 Learning  | _____ | OR | 61350 Physio.              | _____ |
| 70615 Social    | _____ | OR | 61260 Personality          | _____ |
| 61580 Social    | _____ | OR | 60313 Community            | _____ |
| 60453 Cognitive | _____ | OR | 60413 Cog.Neuropsychology. | _____ |

**QUANTITATIVE**

61651 Quantitative Statistical Analysis I \_\_\_\_\_  
 61654 Quantitative Statistical Analysis II \_\_\_\_\_  
 61685 Clinical Research Methods \_\_\_\_\_  
 Methodology Elective \_\_\_\_\_

**CLINICAL CORE**

60272 Introduction to Psychological Assessment \_\_\_\_\_  
 70273 Advanced Psychological Assessment \_\_\_\_\_  
 60371 Intro. to Psychological Therapy \_\_\_\_\_  
 60110 Intro. to Psychopathology: Child \_\_\_\_\_  
 60170 Intro. to Psychopathology: Adult \_\_\_\_\_  
 60324 Professional Issues \_\_\_\_\_

**ELECTIVES (6 required)**

C1 \_\_\_\_\_  
 C2 \_\_\_\_\_  
 NC1 \_\_\_\_\_  
 NC2 \_\_\_\_\_  
 C or NC1 \_\_\_\_\_  
 C or NC2 \_\_\_\_\_

**GPA** \_\_\_\_\_

**Thesis Advisor and Committee** \_\_\_\_\_  
 \_\_\_\_\_

**Candidacy Paper or Exam Completion (estimated date)** \_\_\_\_\_

**Dissertation Advisor** \_\_\_\_\_

**Prospectus Defense (anticipated date)** \_\_\_\_\_

**Dissertation Defense (anticipated date)** \_\_\_\_\_

**PRACTICUM/FIELD EXPERIENCE**

60792 Psychotherapy Practicum \_\_\_\_\_

60XXX Assessment Practicum \_\_\_\_\_  
60192 Integration Practicum \_\_\_\_\_  
62392 Clinical Practicum; 3 required \_\_\_\_\_  
62492 Advanced Practicum; 2 required \_\_\_\_\_

70292 (Clinical Field Exp.)  
Agency \_\_\_\_\_  
Dates \_\_\_\_\_  
Total Hours \_\_\_\_\_

**RESEARCH & SCHOLARLY ACTIVITIES**

Publications:

Presentations:

**RESEARCH/TEACHING EXPERIENCE**

Assistantships:

Courses Taught:

**HONORS, AWARDS & PROFESSIONAL AFFILIATIONS**

**APPENDIX K  
APPLICATION FOR ADMISSION TO THE DOCTORAL PROGRAM:  
EXPERIMENTAL**

Name: \_\_\_\_\_ Entered: \_\_\_\_\_

GPA: \_\_\_\_\_

**DEPARTMENTAL CORE (Indicate when taken and grade. Three courses are required, with at least one course within each grouping.)**

61054 Learning \_\_\_\_\_ OR 61350 Physio. \_\_\_\_\_  
 61580 Social \_\_\_\_\_ OR 60313 Community \_\_\_\_\_  
 60453 Cog. \_\_\_\_\_ OR 60413 Cog.Neuro. \_\_\_\_\_  
 70615 Soc. \_\_\_\_\_ OR 61260 Personality \_\_\_\_\_ OR 60170 Psychopath. \_\_\_\_\_

**QUANTITATIVE**

| <u>No.</u> | <u>Course Name</u>                   | <u>Date &amp; Grade</u> |
|------------|--------------------------------------|-------------------------|
| 61651      | Quantitative Statistical Analysis I  | _____                   |
| 61654      | Quantitative Statistical Analysis II | _____                   |
| 81691      | Psychological Research Methods       | _____                   |

**COLLEGE TEACHING OF PSYCHOLOGY (71894)** \_\_\_\_\_

**ELECTIVES (6 required)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**FIRST-YEAR PROJECT**

Title: \_\_\_\_\_

Advisor: \_\_\_\_\_

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

**THESIS**

Title: \_\_\_\_\_

Advisor: \_\_\_\_\_

Committee: \_\_\_\_\_

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Date Orals Passed: \_\_\_\_\_

**CANDIDACY EXAM (anticipated)**

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

General Exam Topic: \_\_\_\_\_

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Committee (3 Faculty):

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Specialty Exam Topic:

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Committee (3 Faculty):

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## DISSERTATION

Title (tentative): \_\_\_\_\_

Advisor: \_\_\_\_\_

Prospectus date (anticipated): \_\_\_\_\_

Degree date (anticipated): \_\_\_\_\_

On a separate sheet, summarize your research and scholarly activities including publications and presentations. Also, describe your research and training experience including courses taught and assistantships. List any honors, awards and professional affiliations. Finally, briefly describe your career goals.

|   |
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| <b>APPENDIX L</b><br><b>READINESS FOR PLACEMENT</b> |
|---|

All second year students will receive an "IP" grade at the end of the fall semester practicum (however, supervisors will complete current evaluation forms so that feedback can be provided).

At the end of the spring semester of the second year, the practicum supervisor will complete both the practicum evaluation form currently used and the "Readiness for Placement" and assign an "S/U" grade. Students will be advised about their progress in meeting skills considered necessary for going out on placement. If a student is perceived to be making inadequate progress, consideration will be given to assigning the student to more than one supervisor during the third year.

At the end of the student's third year, (completion of the second year of practicum) the student will again be evaluated on the "Readiness for Placement" criteria. The CTC will be actively involved in deciding whether a given student is ready to go on placement; a major component of this decision is whether students have developed the skills necessary to function at the level of professional independence required at most placements.

|   |
|---|
| <b>"READINESS FOR PLACEMENT" CRITERIA</b> |
|---|

|   |     |    |
|---|-----|----|
| Establishes therapeutic alliance with clients   | Yes | No |
| Can make accurate diagnoses   | Yes | No |
| Can conceptualize a case with minimal supervision (i.e., can come into supervision with a working conceptualization that is refined with supervision)                       | Yes | No |
| Can develop a treatment plan with minimal supervision (i.e., can come into supervision with ideas regarding treatment that are then altered, if necessary, with supervisor) | Yes | No |
| Can follow a treatment plan   | Yes | No |
| Recognizes process issues   | Yes | No |
| Can handle process issues with minimal supervision  | Yes | No |
| Can independently write intake report   | Yes | No |
| Can write psychological report with minimal supervision (i.e., some assistance with test interpretation and recommendations)  | Yes | No |
| Takes care of paperwork by specific deadlines (this applies to both progress notes as well as research protocol paperwork)  | Yes | No |
| Is insightful regarding personal psychological issues   | Yes | No |
| Has personal issues that interfere with effectiveness as therapist  | Yes | No |
| Functions relatively independently with clients   | Yes | No |
| Can accurately assess progress/lack of progress   | Yes | No |
| Can handle termination issues   | Yes | No |

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| <b>APPENDIX M</b><br><b>POINT SYSTEM TO ADVANCE TO CANDIDACY (Clinical only)</b> |
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**GRADES**

1 = 3.2 to 3.39 GPA  
 2 = 3.4 GPA or greater  
 Less than 3.2 = no admission

**RESEARCH**

1 = on time thesis proposal  
 1 = on time thesis completion  
 1 = article submitted for publication or 2 conference presentations (first or equal authorship)  
 Less than 2 of 3 = no admission  
 Thesis completion after Year 4 = no admission

**CLINICAL WORK**

1 = Acceptable/satisfactory clinical progress  
 If unacceptable, no admission

Note: Delays "beyond student's control" may be the basis for consideration of a defined extension.

Points needed = 5

|                       |
|-----------------------|
| <b>POSSIBLE PATHS</b> |
|-----------------------|

|               |               |
|---------------|---------------|
| <b>PATH 1</b> | <b>PATH 2</b> |
|---------------|---------------|

|   |   |
|---|---|
| <p><b><u>GRADES</u></b></p> <p>3.20 to 3.39 = 1 point</p> <p><b><u>RESEARCH</u></b></p> <p>On time thesis proposal = 1 point<br/>       On time thesis completion = 1 point<br/>       Article or 2 paper presentations = 1 point</p> <p><b><u>CLINICAL</u></b></p> <p>Satisfactory progress = 1 point</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;"><b>TOTAL</b> = <b>5 points</b></p> | <p><b><u>GRADES</u></b></p> <p>3.40 or greater = 2 points</p> <p><b><u>RESEARCH</u></b></p> <p>On time thesis proposal = 1 point<br/>       On time thesis completion = 1 point</p> <p><b><u>CLINICAL</u></b></p> <p>Satisfactory progress = 1 point</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;"><b>TOTAL</b> = <b>5 points</b></p> |
|---|---|

|               |
|---------------|
| <b>PATH 3</b> |
|---------------|

|   |
|---|
| <p><b><u>GRADES</u></b></p> <p>3.4 or greater = 2 points</p> <p><b><u>RESEARCH</u></b></p> <p>2 of 3 Research points = 2 points</p> <p><b><u>CLINICAL</u></b></p> <p>Satisfactory progress = 1 point</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;"><b>TOTAL</b> = <b>5 points</b></p> |
|---|

## **APPENDIX N**

### **THE CHILD/ADOLESCENT SPECIALIZATION IN EXPERIMENTAL PSYCHOLOGY**

Students in the Child/Adolescent Experimental area must meet all of the general requirements for experimental students. This includes three departmental core courses (the Social and Personality Development core can be counted), the first year statistics sequence and the Experimental Research Methods course, 6 additional elective graduate courses (see below for Child/Adolescent requirements), and Teaching of Psychology.

#### **Specific Course Requirements for Experimental Child/Adolescent Students**

All students must take Social and Personality Development, Cognitive Development, Analysis of Change and Development, and one other graduate course that has substantial child/adolescent development content. Examples of courses the student might take for the latter are Child Psychopathology, Metacognition, or Gender and Minorities. The student should consult with his or her advisor when picking the elective course.

#### **Candidacy Exam**

The ETC has approved three options for the candidacy exam, and all of these options are available to Child/Adolescent Experimental students. Options for the candidacy exams in Experimental are described elsewhere. The faculty in Child/Adolescent Experimental area strongly recommend that our students select Option 3, which includes a sit down General Exam and a take home Specialty Exam.

The reading list for the General Exam includes the readings assigned the semester the student took Social and Personality Development, Cognitive Development, and Analysis of Change and Development. In addition, faculty in the Child/Adolescent area may assign additional readings.

Students who choose to sit for the one day General exam for Child/Adolescent will answer four questions, including two subtopics in Cognitive Development and two subtopics in Social and Personality Development. Subtopics in Cognitive Development include: Infant Cognition; Language, Memory and Concepts; and Reasoning, Problem-solving and Academic Skills. Subtopics in Social and Personality Development include: Family and Peer Relationships; Self and Social Cognition; and Developmental psychopathology. The student will choose the subtopic areas for his/her General Exam, except that the subtopic closest to the student's topic for the Specialty Exam cannot be selected for the General Exam.

*Specialty Exam:* either Cognitive Development or Social and Personality Development.

Students will select the topic for their specialty exam in consultation with the advisor. The topic should be broader than the dissertation topic so that the student will develop knowledge about related areas of research. The student will work with his or her advisor to develop a reading list of approximately 90 references, with a mix of conceptual and

empirical pieces. The reading list must be approved by the specialty exam committee two months prior to the administration of the exam.

The student will answer three questions in a sit down exam or one compound question for a take home exam. With either option, the student is expected to show depth of understanding and analysis. At least one question in the specialty exam will cover methodology.

|  |
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| <p style="text-align: center;"><b>APPENDIX O</b><br/><b>HEALTH PSYCHOLOGY SPECIALIZATION IN EXPERIMENTAL</b><br/><b>PSYCHOLOGY</b></p> |
|--|

This specialization entails the following courses.

**1) Courses:** Complete the following three courses

PSYC 6/70326    Clinical Aspects of Health Psychology  
PSYC 71307     Psychobiological Aspects of Health Psych  
PSYC 71507     Psychosocial Aspects of Health Psych  
(A Health Psychology Minor is defined by completing two of these courses)

**2) Thesis/dissertation:** Complete a master's thesis and/or doctoral dissertation in a health topic.

## APPENDIX P

### PROCEDURES FOR ADMINISTERING EXPERIMENTAL DOCTORAL CANDIDACY EXAMINATIONS

#### COMPOSITION OF COMMITTEE

**NUMBER OF MEMBERS.** Each student's committee will be composed of three full-time faculty members from the Department of Psychology who have expertise in the student's major field of study or in a cognate area. The student's major advisor will presumably be included in the membership. Selection of members need not be restricted to experimental faculty.

**SELECTION PROCESS.** The student and/or advisor may make suggestions to the Graduate Coordinator regarding committee membership. However, the final appointments to the committee will be made by the Graduate Coordinator.

**FUNCTIONS OF COMMITTEE MEMBERS.** While the major advisor will be responsible for coordinating these tasks, all three members will be involved in the construction and evaluation of the examination. After independently evaluating the student's performance, the committee members will confer and reach a consensus regarding final outcome. Committee members should use an explicit and agreed upon grading scale for each question evaluated (e.g., P+, P, P-, or a numerical scale).

#### ADMINISTRATION OF THE SIT DOWN EXAMINATION

One member of the committee will be available throughout the time the student is writing.

**SCHEDULING.** The Graduate Coordinator shall fix the dates for the candidacy exam each semester prior to administration. The Graduate Coordinator shall survey all students in the doctoral program as to whether they plan to sit for the exam and what their preferences are for dates for the exam to be administered. Experimental psychology faculty members shall also be consulted as to their preferences for dates for administering the candidacy exam. All students taking the exams that semester shall take them at the appointed date.

**OPTIONS AMONG ITEMS.** In constructing the exam, committee members should allow students at least some options among test questions.

**TIME LIMITATIONS.** The time available to take each portion of the exam (general and specialty) is limited to eight (8) hours, beginning no earlier than 8 a.m. and finishing no later than 4:45 p.m. This time includes picking up the exam from the Graduate Secretary, any breaks the student chooses to take, and returning the completed exam to the Graduate Secretary.

**INFORMATION ACCESS.** During the exam, the student may have available in the examination room for consultation any books, articles, notes, or other printed material, which he/she chooses. Electronic materials (including electronic notes, electronic databases, electronic bibliographies, etc.) are not permitted to be available for searching, consulting, importing, or any other use.

**TYPING THE EXAM.** Students will leave the original exam in the Psychology Department Office and will take a copy with them to type for distribution to their committee. Only spelling and grammatical changes will be permitted on the typed copy. Students will have 7 days, after completing an exam, to complete the typed copy and to distribute it to the committee.

**EVALUATION OF PERFORMANCE.** The general and specialty portions will be evaluated separately so that it will be possible to pass one part and fail the other.

**INFORMING STUDENT OF PASSAGE OR FAILURE.** After conferring with all committee members, the student's major advisor will inform the Graduate Coordinator in writing of the committee's decision including the scores awarded by each committee member. After the Coordinator has been informed, the advisor may contact the student in person or by telephone. An official letter from the Graduate Coordinator regarding the decision will follow.

**NUMBER OF RETAKES.** The number of times a student may retake either or both portions of the examination is not limited. A second failure of the candidacy examination will not result in automatic dismissal from the doctoral program in psychology. Before retaking the examination, students will be provided feedback and recommendations (e.g., additional course work). Within one year after failure, students are expected to retake the examination and must follow up on any suggestions made by the training committee.

#### **REWRITE POLICY**

In some instances a student's general and/or specialty examining committee may judge that even though overall performance on a candidacy exam is "passing," the student's performance on some aspect of the exam is such that it would be useful for the student to do remedial work in that area. Although there are several ways in which a student may be asked to remediate, in some cases the examining committee may decide that it is appropriate for the student to rewrite one or more questions on the General and/or Specialty sections of the exam. The student will be given no more than two weeks total to rewrite a question(s) for each exam (i.e., two weeks total for the General Exam and two weeks total for the Specialty Exam, for a total of four weeks). All members of the general and/or specialty committees will read the rewrite, as appropriate. If the student's examining committee is not satisfied with the rewrite, the student will have two more weeks to revise and resubmit the answer to the question. The rewriting of a question or questions will not alter the committee's prior decision that the student's overall performance was "passing."

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| <b>APPENDIX Q</b><br><b>MODEL PROGRAM FOR CLINICAL STUDENTS</b> |
|---|

This program is based upon the following requirements: four Departmental Core courses (DC); four Quantitative courses (Q); eight Clinical courses, some prescribed and some elected (CL); seven semesters of Practicum (P); two non-clinical Electives (E); and two additional clinical or non-clinical electives (C/E). Optimally, this program of study is completed in five years; some students may require more time.

**YEAR 1 -- FALL**

Intro. to Psych. Assess.(CL 1)  
 Intro. Pathology: Adult (CL 2)  
 Intro. Psychotherapy (CL 3)  
 Quantitative Methods I (Q 1)  
 Psychotherapy Practicum (P 1)

**YEAR 1 -- SPRING**

Clinical Research Methods (Q 2)  
 Quantitative Methods II (Q 3)  
 Adv. Psych. Assess.: Adult (CL 4)  
 Assessment Practicum (P 2)

**YEAR 1 -- SUMMER**

Department Core (DC 1)  
 Non-clinical Elective (E 1) **or**  
 Dept. Core (DC 2)  
 Integration Practicum (P 3)  
 Thesis Approved

**YEAR 2 -- FALL**

Intro. Pathology: Child (CL 6)  
 Department Core (DC 2/3)  
 Clinical Practicum (P 4)  
 Clinical course (CL 5)  
 Thesis

**YEAR 2 -- SPRING**

Department Core (DC 3/4)  
 Department Core (DC 4) **or**  
 Non-clinical Elective (E 1/2)  
 Clinical course (CL 7)  
 Clinical Practicum (P 5)  
 Thesis

**YEAR 2 -- SUMMER**

Clinical course (CL 8) **or**  
 Non-clinical elective (2)  
 Thesis  
 Clinical Practicum (P 6)

**YEAR 3 -- FALL**

Quantitative course (Q 4)  
 Clinical Practicum (P 7)  
 Clinical course (CL 8) **or**  
 Non-clinical elective (2)  
 Thesis Poster Presentation  
 Possible Thesis Defense

**YEAR 3 -- SPRING**

Clinical **or** Non-clinical Elective (1)  
 Clinical Practicum (P 8)  
 Clinical **or** Non-clinical Elective (2)  
 Possible Candidacy Exam

**YEAR 3 -- SUMMER**

Candidacy Examination **or**  
 Dissertation  
 Placement (July 1 ->)

**YEAR 4 -- FALL**

Dissertation  
 Placement

**YEAR 4 -- SPRING**

Dissertation  
 Placement

**YEAR 5 -- FALL**

APA-accredited internship

**YEAR 5 -- SPRING**

APA-accredited internship

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| <b>APPENDIX R</b><br><b>MODEL PROGRAM FOR EXPERIMENTAL STUDENTS</b> |
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This program is based on the following requirements: 3 departmental core courses; 3 methodology courses; College Teaching; 6 additional courses; thesis; first-year research project; candidacy examination; and dissertation. Optimally, this program is completed in four years; some students may require more time.

**YEAR 1 -- FALL**

Quantitative Stat. Analysis I  
 Core 1  
 Core 2  
 Graduate Orientation  
 First-year Project

**YEAR 1 -- SPRING**

Quantitative Stat. Analysis II  
 Core 3  
 Additional Course 1  
 (Thesis Topic Approval)

**YEAR 1 -- SUMMER**

Research Hours (6)

**YEAR 2 -- FALL**

Present First-year Project  
 Psych. Research Methods  
 Additional Course 2  
 Additional Course 3  
 Thesis I

**YEAR 2 -- SPRING**

Additional Courses 4-6  
 Thesis II

**YEAR 2 -- SUMMER**

Research Hours (6)  
 Thesis II (Orals)

**YEAR 3 -- FALL**

Apply for Admission  
 to Doctoral Program  
 College Teaching of Psych  
 Candidacy Exam (January)

**YEAR 3 -- SPRING**

Dissertation I  
 (Prospectus)

**YEAR 3 -- SUMMER**

Dissertation I

**YEAR 4 -- FALL**

Dissertation I

**YEAR 4 -- SPRING**

Dissertation II  
 Brown Bag presentation

**YEAR 4 -- SUMMER**

Dissertation II  
 (Final Orals)

Notes. In some cases, it is appropriate to take one of the Additional Courses rather than a Core Course in Year 1, or to take a course during Summer rather than in Fall or Spring. The student's advisor will guide in this matter and must approve all course registrations.

In order to obtain the MA degree, students must register for 2 semesters of Thesis I at 3 credits/semester for a total of 6 credits. Thereafter, students can register for additional semesters of Thesis II at 2 credits/semester. For the dissertation, students must register for 2 semesters of Dissertation I at 15 credits/semester for a total of 30 credit hours. Thereafter, students can register for additional semesters of Dissertation II at 15 credits/semester or 1 credit/semester. It is expected that masters/doctoral students will register continually for Thesis II/Dissertation II each semester, including summers, until all MA/Ph.D. degree requirements have been met.

|   |
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| <b>APPENDIX S</b><br><b>COMPLETED AND PROJECTED COURSE OF STUDY</b> |
|---|

**Student:** \_\_\_\_\_ **Year Entered:** \_\_\_\_\_

|  |  |  |
|--|--|--|
| Fall 2008<br>_____<br>_____<br>_____<br>_____<br>_____ |  | Spring 2009<br>_____<br>_____<br>_____<br>_____<br>_____ |
|  | Summer 2009<br>_____<br>_____<br>_____ |  |
| Fall 2009<br>_____<br>_____<br>_____<br>_____<br>_____ |  | Spring 2010<br>_____<br>_____<br>_____<br>_____<br>_____ |
|  | Summer 2010<br>_____<br>_____<br>_____ |  |
| Fall 2010<br>_____<br>_____<br>_____<br>_____<br>_____ |  | Spring 2011<br>_____<br>_____<br>_____<br>_____<br>_____ |
|  | Summer 2011<br>_____<br>_____<br>_____ |  |
| Fall 2011<br>_____<br>_____<br>_____<br>_____<br>_____ |  | Spring 2012<br>_____<br>_____<br>_____<br>_____<br>_____ |
|  | Summer 2012<br>_____<br>_____<br>_____ |  |
| Fall 2012<br>_____<br>_____<br>_____<br>_____<br>_____ |  | Spring 2013<br>_____<br>_____<br>_____<br>_____<br>_____ |

Anticipated course/research waivers:  
 \_\_\_\_\_  
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Approved (Advisor) \_\_\_\_\_

## **APPENDIX T**

### **GUIDELINES FOR WRITING THE MASTER'S THESIS**

A major purpose of the master's thesis is to help students acquire skills for becoming competent scientific researchers. The most common form of writing required of researchers in all settings is the empirical journal article. Because this form of writing differs in significant ways from other forms of prose, developing students' skills in the use of this writing style is an important aspect of graduate training. Therefore, the master's thesis should be written in a form modeled after an empirically-based article submitted to a scholarly journal. Students writing about their thesis research should approach the task in exactly the same way as if they are preparing a manuscript to be submitted to a journal.

The thesis should be written in APA format unless another format is called for in a specific sub-discipline of psychology.

The introduction should emphasize the specific theoretical and empirical rationale for the particular research (i.e., why this particular study with these particular methods was conducted) rather than a comprehensive review of all the potentially relevant literatures. However, students should be familiar with all relevant literatures and will be subject to questions about them during thesis oral defenses.

The thesis should be brief. A typical thesis should be about 20-30 typed, double-spaced pages (depending in part on the number and/or complexity of the reported studies, etc.). There may be some differences between the master's thesis and a journal article. For instance, the master's thesis may include a slightly more elaborate review of the relevant literature, more complete report of results, or more comprehensive discussion of results. However, students should keep the empirical journal article in mind as the prototype to be matched as closely as possible. Any modifications of the journal article format should be discussed with and approved by the advisor.

For some studies, it will be important to make available to interested readers supplementary materials, such as copies of scales, extended data tables, etc. Such materials can be placed in appendices, but it should be possible for a reader to understand the thesis without reference to such materials.

The Graduate College has agreed to accept theses that are prepared according to the journal article format. However, the final document must conform to the guidelines prescribed by the Graduate College in the "Style Guide and Instructions for Typing Theses and Dissertations." It should be noted that the guidelines provided by the Graduate College deal exclusively with the typing of the document (e.g., margins, pagination, table of contents) and not with the content of the thesis.



