



# **GRADUATE STUDENT HANDBOOK**

Clinical Psychology  
Training Program

Department of Psychological Sciences

August 2020

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## INTRODUCTION

This Handbook informs students about and systematically guides them through the graduate program in Clinical Psychology. In addition to summarizing the requirements and expectations of the Department of Psychological Sciences, 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 Coordinator of Graduate Studies, 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* (in the Forms Section of the Handbook).

Also appended to this Handbook are "model" programs for completing the doctoral degree in Clinical Psychology (Appendix G), 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 the Forms section of the Handbook).

Generally, the Graduate Handbook that is in effect during the first Fall semester in which a graduate student enrolls is the Graduate Handbook that guides a student's program requirements. Because graduate training evolves over time, it may be the case, however, that there will be changes to program requirements over the course of a student's program of study. Should the training committee(s) deem such changes as necessary, the director of the training program will notify students in writing as to when such changes take place and for whom they apply.

In addition to this Handbook, it is the responsibility of graduate students to familiarize themselves with policies and procedures outlined in the Graduate Catalog and other policies necessary for graduate-level training in psychology. The Graduate Catalog can be found online at: <http://www.kent.edu/graduatestudies/graduate-catalog>. In particular, students are expected to be familiar with the nondiscrimination policies, the current APA Ethics Code, the Ohio Revised Code that pertains to the training of psychologists (e.g., psychology trainee supervision), and relevant forms and deadlines maintained by Graduate Studies (<http://www.kent.edu/graduatestudies/>). The record retention policy can be found at <https://www.kent.edu/policyreg/operational-procedures-and-regulations-regarding-collection-retention-and-dissemination>.

<b>THE "QUICKSTART" GUIDE TO THE CLINICAL PSYCHOLOGY TRAINING PROGRAM</b>
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These tables are designed to be a quick reference to major tasks, timelines, relevant handbook pages, and forms encountered while progressing through the program. While designed to be helpful, this table should not substitute for reading the handbook in full. Abbreviations next to forms indicate who the forms should be returned to once you have obtained all committee member signatures, if applicable: (GC) is graduate coordinator, (TD) is training director, (GS) is graduate secretary .

<b>Year 1      Begin requirements for MA in Psychological Science</b>			
<b>Fall</b>	Petition for course equivalency	p.11	
<b>Spring</b>	Submit materials for annual evaluation	p.17	<a href="#">Research Activity Report: Clinical Psychology (p. 51) (TD)</a>
<b>Summer</b>	Assemble thesis committee, and submit thesis topic approval form by end of Summer Session 3	p.19-20	<a href="#">Thesis topic approval form (GC)</a>

<b>Year 2      Continue requirements for MA in Psychological Science</b>			
<b>Fall</b>	Indicate interest in Quantitative Methods Minor by end of Fall	p.27	
<b>Spring</b>	Submit materials for annual evaluation	p.17	<a href="#">Research Activity Report: Clinical Psychology (p. 51) (TD)</a>

<b>Year 3      Complete requirements for MA in Psychological Science / Begin Candidacy</b>			
<b>Spring</b>	Defend thesis by end of spring semester	p.20	<a href="#">Thesis Defense Guidelines</a> <a href="#">Report of Thesis Final Examination (GC)</a> <a href="#">Thesis/Dissertation Eval Form (TD)</a> <a href="#">Thesis Signature Forms (GS)</a>
	Submit final formatted thesis, following most current style guide requirements	p.20	<a href="#">A&amp;S Style Guide</a>
	Apply for admission to doctoral candidacy	p.20	<a href="#">Application (p. 47) (TD)</a>
	Distribute candidacy proposal to committee by June 15th	p.23	
	Submit materials for annual evaluation	p.17	<a href="#">Research Activity Report: Clinical Psychology (p. 51) (TD)</a>

<b>Summer</b>	Distribute candidacy paper to committee by August 15th	p.23	
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<b>Year 4 Complete Candidacy / Pursue Dissertation</b>			
<b>Fall</b>	Complete candidacy paper requirements by November 15 <sup>th</sup> ; advisor informs training director of outcome.	p.20	<a href="#">Report of Candidacy Form (to be initiated by Graduate Secretary upon passing of candidacy).</a>
	Assemble dissertation committee, and submit dissertation topic approval form	p.23	<a href="#">Graduate Faculty Roster</a>
	Distribute dissertation prospectus by Sept 15 <sup>th</sup> of year that student intends to apply for internship	p.23	
	Defend dissertation prospectus	p.24	<a href="#">Dissertation Topic Approval Form (GC)</a>
<b>Spring</b>	Submit materials for annual evaluation	p.17	<a href="#">Research Activity Report (p. 51) (TD)</a>

<b>Year 5 Complete Dissertation and PhD in Clinical Psychology</b>			
	Petition CTC for 6th year funding by April 1 <sup>st</sup> , if necessary	p.33	Appendix A
	Schedule dissertation defense, advisor requests grad faculty representative	p.24	<a href="#">Grad Faculty Rep Request Form</a>
	Advisor schedules pre-defense meeting with dissertation committee		<a href="#">Pre-Defense Form (GS)</a>
	Defend dissertation	p.24	<a href="#">Report of Dissertation Final Exam Form (GC)</a> <a href="#">2 Diss Signature Forms (GS)</a> <a href="#">Thesis/Dissertation Eval Form (TD)</a>
	Submit final formatted dissertation, following the most current style guide requirements	p.24	<a href="#">A&amp;S Style Guide</a>

## **OVERVIEW OF GRADUATE PROGRAMS**

The Department of Psychological Sciences offers training leading to the Master of Arts in Psychological Science and Doctor of Philosophy degrees in Clinical Psychology and Psychological Science, with further specialization possible in both areas. The Clinical Psychology program allows specialization in adult psychopathology, assessment, neuropsychology, child clinical/adolescent, and health psychology.

The Clinical Psychology Program follows a Clinical Science training model. We are a member of the Academy of Psychological Clinical Science (APCS) (<https://www.acadpsychclinicalscience.org/>).

The program has been APA-accredited since December 1, 1968 in Health Service Psychology (Clinical). The term used in this Handbook is Clinical Psychology. The next APA site-visit is scheduled for 2020. APA-accreditation has recently transitioned from the Commission on Accreditation's Guidelines (CoA) and Principles of Accreditation (G&P) to the Standards of Accreditation (SoA), effective beginning January 1, 2017. This change acknowledged and implemented a competency-based education model (Bell et al., 2017; Hatcher et al., 2013). Thus, although the curriculum and training provided by the program has had remarkable continuity throughout its history, it has always included multiple and overlapping training experiences consistent with competency-based education (i.e., not just a discrete set of classes comprising a curriculum). Thus, training in the program is structured to be sequential, cumulative, graded in complexity, and designed to prepare students for careers in clinical science and practice or additional organized training (e.g., postdoctoral positions).

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 Psychology Training Committee (i.e., CTC), which consists of all full-time Clinical faculty, monitors the progress of students in the Clinical Psychology PhD program. The Psychological Science Training Committee, which consists of all full-time Psychological Science faculty, does the same for students in the Psychological Science PhD program. The Chair and Coordinator of Graduate Studies, who oversee the graduate programs, are ex officio members of both committees.

The Clinical Psychology and Psychological Science 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 Psychology and Psychological Science faculty members on all thesis and dissertation committees.

Again, the competency-based education model inherent in the APA CoA SoA emphasizes *competencies* defined as “Discipline Specific Knowledge” (DSK’s) and “Profession Wide Competencies” (PWC’s). Thus, for the Clinical Psychology program, training involves achieving a minimum level of achievement (MLA) sufficient to demonstrate graduate-level training for each individual DSK area and PWC.

For this version of the Handbook, the curriculum required by the Department for the MA and PhD, as defined by the University Catalog, has been aligned with the new APA SoA. That is, although the University has degree granting authority, and students must complete graduation requirements in the approved University Catalog, the graduation requirements are consistent with the APA accreditation standards. In brief, APA requires DSK’s in 4 categories: 1) History and Systems of Psychology, 2) Basic Content Areas in Scientific Psychology, 3) Advanced Integrative Knowledge in Psychology, and 4) Research Methods, Statistical Analysis, and Psychometrics. The APA further requires PWC’s in the following areas:

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills

Aligning the program and graduation requirements with the APA accreditation standards is presented here for clarity, transparency, and full disclosure of how every student has the opportunity to achieve and demonstrate each required profession-wide competency while meeting graduation requirements for the MA and PhD.

After you graduate, your relationship with Kent State University is not over! As your career develops, please keep in touch with us here at Kent State. We enjoy hearing news of our graduates’ plans and accomplishments. In particular, we will contact you periodically in order to complete our Annual Reporting Online (ARO) for the APA. This includes evaluating outcomes of our program, such as first employment, licensure rates, and so on. Please respond to emails requesting submission of information necessary for the ARO.

## **THE CLINICAL PSYCHOLOGY PhD PROGRAM**

The Clinical Psychology 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 Psychology students are expected to complete their M.A. by the Spring semester of their third year 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 Psychology 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.

### **ADVISING**

In most cases, students are admitted to work with a particular Graduate Faculty member who will serve as their research mentor and advisor. Students should meet with their advisor during the first week of the fall semester. It is the Department's expectation that all graduate students will have completed their coursework by the end of the Spring semester of the third year. Hence, students should plan their academic program with their advisor. In addition, students are required to get their advisor's signed approval of their course registrations each semester.

The advisor will also supervise the student's master's thesis and dissertation. When the dissertation advisor is an associate member of the Graduate Faculty, the student and advisor need to select a co-advisor who is a full member of the Graduate Faculty.

In cases when a student feels it may be appropriate for their training and/or research interests to change their research advisor, the Department recommends that the student speak first with their respective training director who can help the student navigate the process of switching advisors. The training director may also consult with the Chair and/or the Graduate Program Coordinator during this process. If another faculty member is willing to serve as the student's new advisor, the training director will work with the new and former advisor to develop a clear plan for transition.

### **MENTORING**

Given the training model espoused by our Department, each graduate student should take advantage of the mentoring provided by his/her faculty advisor. Generally, a graduate student's primary mentor is his/her research advisor. However, there are several circumstances in which a graduate student is required to establish a secondary mentoring relationship with another faculty member. For example, a Clinical Psychology student who works with a Psychological Science faculty member must have an advisor among the Clinical Psychology faculty with whom he/she establishes a mentoring relationship that focuses on his/her professional development in

the clinical realm. Similarly, graduate students pursuing the Minor in Quantitative Methods must have a mentor among the faculty in the quantitative area with whom they establish a mentoring relationship that focuses on advising and consultation related to the student's program of study in the quantitative area.

Mentoring involves many activities, ranging from development of a course plan to meet one's career goals, development of skills related to teaching and research and the provision of constructive feedback related to these domains, and consultation on professional issues and career development. At a minimum, a graduate student should expect the following from his/her mentor: the development of goals/objectives for a specified time period; availability for periodic meetings; the provision of regular and constructive feedback regarding student progress; and any other responsibilities stipulated by Departmental policy or the Graduate Handbook. However, it is important to keep in mind that mentoring involves a relationship; thus, it is the responsibility of the graduate student to seek out these mentoring activities and to follow through in a timely fashion with any activities on which he/she and his/her mentor agree.

If problems arise in a student's mentoring relationship with a faculty member, he/she should contact the director of his/her training program to discuss the problem(s).

### **REGISTRATION REQUIREMENTS**

Students are expected to register for a minimum of eight (8) credits each semester of the academic year and eight (8) credit hours for the Summer sessions throughout the time they are graduate students. This may be any combination of traditional/lecture courses, individual investigations, research, clinical practica, supervised clinical experience, thesis, or dissertation credits. These requirements are based on University Policy as documented on the Graduate Studies website (<https://www.kent.edu/graduatestudies>) and in the Graduate Catalog. Specifically, the graduation requirements state "The program requires full-time continuous enrollment, including summers" and there are currently no distance learning courses in which to enroll in the program.

### **COURSE EQUIVALENCIES FOR GRADUATE CREDITS**

Students may submit to their Training Director a request to have previously completed graduate courses evaluated for equivalency to courses in the program curriculum. 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. Where a course equivalency is determined, the course requirement is waived. 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 Director may be appealed to the Coordinator of Graduate Studies.

1. History and Systems of Psychology (DSK Category 1) courses – If a graduate *or undergraduate* course in History and Systems of Psychology has been taken, a course equivalency can be submitted to waive this requirement.
2. Basic Content Areas in Scientific Psychology (DSK Category 2) courses - Where a course equivalency is determined, the DSK Category 2 area corresponding to that

- requirement is waived. The basic content areas are affective, biological, cognitive, developmental, and social aspects of behavior.
2. Quantitative Statistical Analysis I and II (DSK Category 4) - Where a course equivalency is determined, the course requirement is waived. One or both courses may be satisfied by such equivalencies. Quantitative requirements beyond the first course will typically not be waived, except under unusual circumstances. Thus, it is not possible to fully satisfy DSK Category 4 with prior coursework.
  3. For Clinical Psychology students, up to three of the six clinical core courses and up to four electives may be satisfied through course equivalencies. Practicum requirements typically will not be waived, except under unusual circumstances.

## CLINICAL PSYCHOLOGY COURSE REQUIREMENTS

When registering for courses and interpreting the course numbers in this Handbook, remember that courses starting with 1, 2, 3, 4, and 5 are undergraduate courses (e.g., PSYC 50974 History of Psychology is an undergraduate course). Courses starting with 6 are considered masters-level courses (e.g., PSYC 60105 Developmental Psychopathology) and courses starting with a 7 or 8 are doctoral level courses (e.g., PSYC 70105 Developmental Psychopathology). Note that these courses are often “slashed” 6/7 courses so that a student *without* a masters’ degree would be enrolled in a section numbered PSYC 60105 and a student *with* a masters’ degree would be enrolled in a section numbered PSYC 70105. In this case, PSYC 60105 and PSYC 70105 are exactly the same from the perspective of taking the course or fulfilling requirements.

Course requirements may be grouped into the following categories: (1) Basic Content Areas in Scientific Psychology Requirements, (2) Quantitative and Methodology, (3) Clinical Core, (4) College Teaching of Psychology, (5) Elective Courses, and (6) Clinical Practica. The course requirements are also summarized in Appendix F.

**History and Systems of Psychology (DSK Category 1).** This is not a graduation requirement in the University Catalog and would be considered an elective if a course is taken. This DSK can be fulfilled by: 1) transferring a graduate *or undergraduate* course in History and Systems of Psychology by submitting a course equivalency, 2) completing the elements of the curriculum listed on the “meta-syllabus” for History and Systems, 3) taking a graduate or undergraduate course in History and Systems of Psychology, or 4) completing a course waiver designed to address History and Systems of Psychology. The meta-syllabus documents how content relating to History and Systems is *infused throughout* the curriculum, as has long been our practice.

**Basic Content Areas in Scientific Psychology (DSK Category 2).** The basic content areas are affective, biological, cognitive, developmental, and social aspects of behavior. These courses (listed below) should be completed before the M.A. is awarded. Prior to completion of the M.A., Clinical Psychology students must complete one course from each of the first three groups and Social Psychology.

### Biological Aspects of Behavior

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

Cognitive Aspects of Behavior

PSYC 6/70413 Cognitive Neuropsychology  
PSYC 6/70453 Introduction to Cognitive Psychology  
PSYC 70604 Cognitive Development

Developmental Aspects of Behavior

PSYC 70604 Cognitive Development

Social Aspects of Behavior

PSYC 6/71580 Social Psychology  
Or, a relevant Special Topic/Advanced Seminar course related do Social Aspects of Behavior.

The astute reader will note that Affective Aspects of Behavior is not included in this list. This content areas is covered by the core clinical curriculum described below, specifically PSYC 80391 Emotion. In addition, from time to time, faculty may offer Special Topics courses in the core areas that may fulfill competency in one of these areas. Please check with the Director of Clinical Training if you would like to take one of these Special Topics courses in lieu of a core course in order to make sure that the course will meet core competency requirements.

**Advanced Integrative Knowledge in Scientific Psychology (DSK Category 3).** There is not a specific *required* course that every student will take to fulfill this DSK. Again, the competency-based education model allows for greater flexibility and recognizes that a curricular approach is not always the best way to attain and demonstrate a specific competency. Thus, although Advanced Integrative Knowledge in Scientific Psychology is both inherent in specific courses and *infused throughout* the curriculum, it is also addressed by multiple and overlapping training experiences such as the thesis, the candidacy paper, the dissertation, and other elements of the program. There is a meta-syllabus that details what aspects of training could be used to meet this DSK. For example, a thesis, candidacy paper, or a dissertation could provide evidence of competency related to this DSK if the topic was integrative of the basic content areas in scientific psychology. Also, some courses (e.g., PSYC 6/70105 Developmental Psychopathology) teach both coverage in basic content areas (e.g., affective aspects of behavior, biological aspects of behavior, and developmental aspects of behavior) *and* the integration of those areas.

**Quantitative and Methodology Requirements (DSK Category 4).** All students must complete the following three courses during the first year in the graduate program:

PSYC 6/71651 Quantitative Statistical Analysis I  
PSYC 6/71654 Quantitative Statistical Analysis II  
PSYC 61685 Clinical Research Methods

And, all student must complete this course later in their training:

PSYC 81691 Seminar in Quantitative Methods

That is, students must complete at least one additional quantitative methodology course beyond the first three quantitative and methodology requirements. The Department currently offers four

different sections of this seminar: Hierarchical Linear Modeling; Longitudinal Data Analysis; Psychometrics; Structural Equation Modeling.

**CLINICAL CORE.** The Clinical Core completes some DSK's (e.g., Category 4 – Psychometrics) and begins to address the PWC's:

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills

Whereas completing the DSK's should occur before the M.A. is awarded, because they comprise the foundational knowledge necessary for further training, completing the PWC's lasts until graduation. Thus, there is no checklist of courses that completes the PWC's, as students applying to PhD Candidacy have nearly completed the curriculum. Thus, the Handbook does not provide a checklist for completing the PWC's, because they do not all have a 1:1 correspondence with specific training elements.

Nevertheless, the curricular requirements for graduation include the Clinical Core. The Clinical Core consists of the following courses:

PSYC 6/70272	Introduction to Psychological Assessment*
PSYC 6/70273	Advanced Psychological Assessment: Adult*

*\* Note: Students in the Child Clinical Specialization take SPSY 6/77951 and SPSY 6/77955 instead of these courses*

PSYC 6/70371	Introduction to Psychological Therapy
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PSYC 6/70105	Developmental Psychopathology
PSYC 6/70592	*Practicum in Diagnostic Interviewing (*Students will register for 2 credits in the first year and 1 credit in their second year.)

PSYC 6/70324	Professional and Ethical Issues in Clinical Psychology
PSYC 80391	Emotion

**COLLEGE TEACHING OF PSYCHOLOGY.** 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. The course is typically taken during the fall semester of the third year. This course may not be used to satisfy an elective requirement. If you never teach a section of a course, PSYC 71894 is not a graduation requirement, although the course and teaching experience would contribute toward documenting PWC's (e.g., communication, professional values, attitudes, and behaviors).

**SUPERVISION OF TEACHING FELLOWS (TFs).** Since graduate students take College Teaching of Psychology just prior to and during the first semester they teach, the faculty member who teaches College Teaching is responsible for supervising their teaching during that first semester. After the first semester of teaching, each TF's advisor supervises 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. The Advisor Feedback form for Graduate Teaching Fellows can be found in the Forms Section.

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.

**ELECTIVES:** Five additional elective courses are required. They must be chosen in consultation with the student's advisor and have relevance to the student's proposed plan of study. Courses outside of the Department of Psychological Sciences usually will not be approved for meeting this requirement. However, if students feel there are unique educational reasons to take an elective course outside of the Department, they may petition the Clinical Psychology Training Committee to take such a course to fulfill an elective requirement.

**COURSE WAIVERS FOR RESEARCH PROJECTS.** Clinical Psychology 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 Psychological Sciences 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.
3. The proposal is submitted to the advisor and the Director of Clinical Training for approval, along with the Research Waiver Approval form (see Forms). If the proposed project, is approved, the advisor will notify the student in writing of the approval, and place a copy of the proposal and the signed approval form in the student's file, at which time the student may begin the project. During the period in which the student is conducting this project, he or she should enroll in 3 CH's of Research under the supervision of the advisor. If a student pursues more than two course waivers, the Clinical Psychology Training Committee will review the student's proposal and make a recommendation to the Director of Clinical Training.

Clinical Psychology students may request waivers for up to four elective courses. The number of courses waived per research project is 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. oral or poster presentation at a regional/national conference with the student as senior author.

When the project has been completed, the responsible faculty member acknowledges fulfillment of the written product obligation in a letter to the student, completes and signs the last part of the student's Research Waiver Approval form (see Forms), and gives the form to the Graduate Secretary to be recorded and placed in the student's file.

**CLINICAL PRACTICA.** Clinical Psychology PhD 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 clinical 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. 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 clinical placement, which is likely to have serious implications for completing the remaining degree requirements and for the student's continued financial support.

**COURSE REMEDIATION POLICY.** A grade lower than a B- in any course must be remediated in order to receive credit for the course toward completion of degree requirements. One reason for this is that the minimum level of achievement (MLA) for many competencies includes a grade of at least B- in courses contributing to documenting that a competency has been met. The specific remediation plan needs to be developed by the course 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; and/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-". If a course is successfully remediated, the student will be considered to have met that course requirement; however, the grade for the course will not be changed. The student must discuss remediating a course grade with the instructor within one semester after completing the course.

**CLASSROOM CONDUCT.** Professional behavior is expected of graduate students at all times, including in classes. Graduate students are expected to attend all graduate classes and arrive to each class on time. In the event that a student must miss a class it is the student's responsibility to notify the faculty instructor as soon as possible and provide a justification for the absence. Graduate students are expected to complete all course assignments in a timely manner and take exams when they are scheduled. In the event that it is impossible for a student to complete an assignment by the deadline, it is the student's responsibility to notify the faculty member immediately and explore what, if any, arrangements can be made. Students are expected to be actively engaged in class and computers should be used for purposes of taking notes only, and phones should remain stored. Violations of professional behavior may be reported to advisors and training directors.

Students are also expected to attend departmental colloquia.

## 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 supersede 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* (see Forms), quality of performance and timeliness of thesis and dissertation research, performance in clinical practica and placements, performance in research, 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 and placement supervisor(s), assistantship supervisor(s), and other faculty members having contact with the student.

It should be noted that students in the Clinical Psychology program are also evaluated by the Clinical Psychology 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 clinical practica, on clinical 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, judgment, and professional independence as they progress in the program. When Clinical Psychological Sciences students' performance in professional training, 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 Psychology Training Committee determines that the process of remediation has not been effective, it may recommend that the student be dismissed from the Clinical Psychology program, even if the student's performance in courses, research activities, and other more objectively measured tasks has been satisfactory.

Regular evaluation of student performance is a part of our training programs in Psychological Sciences, as well as a requirement of the Graduate Studies' policy on academic standing for graduate students (see <http://www.kent.edu/graduatestudies/guide-to-graduate-education/section-5.1> for these additional policies). Students are evaluated for their performance in the Spring semester every year by the 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, in most cases, specify remediation conditions that the student must meet. However, the committee may feel it inappropriate to recommend remediation for every performance concern (e.g., in the case of egregious conduct). If remediation is recommended, failure to meet these conditions may be grounds for suspending funding or recommending dismissal. Dismissal from the program may be recommended for poor academic performance, failure to complete program deadlines in a timely manner, a lack of trainability as determined by the training committee, failure to demonstrate professional behavior, or ethical violations. Also, a student may fail to be admitted to doctoral candidacy because the relevant training committee considers the student to lack the potential to complete the doctoral program in a timely and appropriately scholarly manner. Students in the graduate program in Clinical Psychology also may be dismissed for a failure to perform adequately in their clinical work. (See Appendices B and C for additional information.) The Clinical Psychology Training Committee may delay acting upon the student's request for admission to candidacy until the student has had the opportunity to remediate any deficiencies in performance.

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 online in the *University Policy Register* (University Policy 4-02.3 Student Academic Complaints, Section G).

## REQUIREMENTS FOR THE MASTER'S DEGREE

The M.A. in Psychological Science 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. Students are expected to successfully complete the M.A. by the Spring semester of their third year. The general requirements are described below.

**COURSE REQUIREMENTS.** The M.A. degree requires a minimum of 30 hours of credit, including completion of the first-year quantitative sequence, Clinical Research Methods, 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. The minimally acceptable grade in the required methodology courses (PSYC 6/71651, Quantitative Statistical Analysis I and PSYC 6/71654, Quantitative Statistical Analysis II) is a B-. Students who receive a grade lower than this 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 eight hours of "B-" or lower grades, or more than four hours of grades lower than a C, is subject to dismissal. Furthermore, when the Training Committee deems that the number of Incompletes (I's) on a student's record indicates poor progress toward completion of a degree, it may recommend dismissal of the student.

**ADDITIONAL REQUIREMENTS.** Clinical Psychology students are expected to have a formal thesis topic approved by their advisor and committee by the end of the Spring semester of their first year (see below). For Clinical Psychology students, completion of the M.A. by the Spring semester of the third year is considered satisfactory progress. Students needing an extension beyond the third full year must submit a request in writing to the Clinical Psychology Training Committee by the end of the third year.

**THESIS TOPIC APPROVAL.** When a thesis topic has been approved by the student's thesis advisor, the student should fill out the *Notification of Approved Thesis Topic Form* and turn it into the Graduate Coordinator for approval to begin his/her thesis project. This requires that a committee of at least three faculty members (in addition to the advisor) agree to review to serve of the thesis committee and sign the form. This committee must include at least one Clinical Psychological Sciences member and one Psychological Sciences member – (this does not include the advisor). The Coordinator of Graduate Studies will file the form with the College of

Arts and Sciences, and, according to Graduate College procedures, this must be done no later than the semester preceding that in which the student expects to receive the degree. However, for graduate students in the Clinical Psychology program, the deadline for filing this form is earlier; clinical students must file these forms by the end of Summer III of their first year in graduate school. The form is available from the Graduate Secretary or online at <http://www.kent.edu/graduatestudies/forms-library>.

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 REGISTRATION.** When a student is ready to begin his/her thesis research, he/she must register continuously for Thesis credits, including summers, until all requirements for the master's degree are met. Students must register for 6 CH of Thesis I, and they ideally fulfill this requirement by registering for 3 CHs of Thesis I in two consecutive semesters. Once students have completed 6 CH of Thesis I, they must continuously register for 2 CHs of Thesis II through the semester in which they graduate with their master's degree.

**THESIS ORAL EXAMINATION.** Each M.A. candidate must defend his/her thesis in an oral examination. The thesis document must be distributed to the thesis committee at least 10 days in advance of the oral defense. 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 must be from the Psychological Science faculty and one from the Clinical Psychology faculty (not counting the student's advisor). This committee evaluates the quality of the thesis and the quality of the student's thesis defense. For both Clinical Psychology and Psychological Science students, the committee offers opinions concerning the likelihood that the student will be able to complete a doctoral dissertation that meets departmental standards (see the "Thesis/Dissertation Evaluation Form" in Forms). Students should come to the defense with the appropriate form available for the committee to complete. The student should also bring to the defense a completed *Report of Final Examination* form, which must be filed with the College of Arts and Sciences in order to receive the Master's degree. The form is available from the Graduate Secretary and online at <http://www.kent.edu/graduatestudies/forms-library>. 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 D.

## REQUIREMENTS FOR DOCTORAL CANDIDACY

**APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY.** After completion of the M.A. thesis defense, typically no later than the end of the Spring semester of their third year, students

may apply for admission to doctoral candidacy by submitting an *Application for Admission to Doctoral Candidacy* (see Forms) to their training director. Admission to doctoral candidacy 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 his/her research/professional activities. Clinical Psychology students also must have performed satisfactorily in clinical practica. The quality of their clinical work, the timeliness with which they have completed their thesis, the quality of the thesis and defense, and the judgment of the faculty about a student's professional and personal development are all considered. Students are expected to have a grade point average of at least 3.3 (B+) when they apply for admission to doctoral candidacy.

When Clinical Psychology 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. The Clinical Psychology Training Committee may delay acting upon the student's request for admission to doctoral candidacy until the student has had the opportunity to seek professional remediation.

**DOCTORAL CANDIDACY REQUIREMENT.** Clinical Psychology students admitted to doctoral candidacy 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. The candidacy should evidence advanced integrative knowledge (i.e., DSK Category 3). Students are expected to aim toward making some theoretical or methodological contribution to the area of scientific psychology that may be related to the student's future dissertation project, but not identical to the introduction of the dissertation. 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 will potentially be suitable for publication in a journal that publishes review papers, or as a book chapter. Length limits are from 30-70 pages (not including references).

Procedures: The candidacy paper (also known as the "comprehensive exam") is evaluated by a committee of three departmental faculty members, at least two of which must be members of the Clinical Psychology Training Committee. 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 anyone else, 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. Candidacy paper committee members will have two weeks to read and evaluate the paper, and provide feedback. If a committee member will not be able to meet this deadline during the summer months, he/she will work out an alternate schedule with the student's advisor. 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 once and still does not pass, the student fails the candidacy requirement. In such a case, the Clinical Training Committee will decide on a course of action, which may involve recommending dismissal of the student.

Students apply for admission for doctoral candidacy after they complete their master's thesis and have sufficient practicum experience to allow for evaluation of their clinical skills. Students entering with a master's degree with a thesis equivalent may apply for admission to doctoral candidacy after they have completed sufficient practicum experience to allow for evaluation of their clinical skills. Students entering with a master's degree who have to complete a thesis equivalency project may apply for admission to doctoral candidacy after completing their thesis equivalency project and sufficient practicum experience to allow for evaluation of their clinical skills. All clinical students are expected to apply for admission to doctoral candidacy no later than the end of Spring semester of their third year. The final paper must be completed no later than November 15<sup>th</sup> of their 4<sup>th</sup> year, after completion of (a) all requirements for the Master's degree, (b) all discipline specific knowledge, clinical core, and quantitative core course requirements (not electives), and (c) the third year clinical practicum.

Once the student's performance has been evaluated, the student's advisor communicates the outcome of the exam to the Director of Clinical Training, who notifies the Coordinator of Graduate Studies and Graduate Secretary.

To facilitate completion of this requirement in a timely way, the Clinical Training Committee **strongly recommends** the following timeline at the latest. Students are encouraged to work on their candidacy paper ahead of the proposed schedule. Students should complete and distribute their candidacy paper proposal to their committee for review and approval no later than June 15<sup>th</sup> of their third year. Students should distribute the candidacy paper to their committee by August 15<sup>th</sup> of their 4<sup>th</sup> year. These dates will allow sufficient time to make any revisions in time to meet the November 15<sup>th</sup> completion date. In order to complete/pass candidacy by the November 15<sup>th</sup> deadline, revised candidacy papers must be distributed to the committee no later than November 1<sup>st</sup>. In the extraordinary circumstances that a second revision becomes necessary, the student must apply for an extension. Extensions of 1 month can be granted with the approval of the Candidacy Committee and Director of Clinical Training. Extensions longer than 1 month require the approval of the Clinical Training Committee.

Extension of deadlines for submitting the Candidacy paper and first revision will only be granted in extenuating circumstances. If a student feels that he/she has an extenuating circumstance, he/she will have to appeal to the Clinical Psychology Training Committee in advance of November 15<sup>th</sup>. Students will be required to submit a written statement explaining their extenuating circumstances, a written plan for completing their Candidacy requirement, and written support from their advisor. Students who appeal for extensions of their Candidacy requirement may be required to meet with the Clinical Psychology Training Committee to request an extension.

**READINESS FOR INTERNSHIP.** Clinical Psychology graduate students must be endorsed for

internship by the Clinical Psychology Training Committee prior to applying for internship. In order to receive endorsement of the Clinical Psychology Training Committee, students must have completed their thesis, Candidacy requirement, and have submitted their prospectus to their committee no later than September 15<sup>th</sup> of the year in which they are applying. In addition, the student must complete at least one year of clinical placement in their 4<sup>th</sup> year. Students can apply for internship in their 4<sup>th</sup> year, as long as they are simultaneously in their 4<sup>th</sup> year clinical placement. In order for a student to receive the endorsement of the Clinical Psychology Training Committee for applying for internship, the student must have satisfactory evaluations of their clinical skills, including competencies appropriate to their level of training.

## REQUIREMENTS FOR THE PH.D.

**DISSERTATION REGISTRATION.** Once students have completed their coursework and have been admitted to doctoral candidacy, they may register for dissertation hours. Students must register for two consecutive semesters of Dissertation I (15 CH each semester), and, after completing 30 CH of Dissertation I, they must register continuously for 15 CH 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 requirement, the Ph.D. candidate will prepare a dissertation proposal under the supervision of a faculty advisor. The prospectus should be distributed to the committee at least two weeks in advance of the prospectus defense.

Clinical Psychology 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 September 15<sup>th</sup>. 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.

**DISSERTATION COMMITTEE.** The advisor, in consultation with the student, will appoint a dissertation committee 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 Psychological Sciences (including at least one Psychological Science and at least one Clinical Psychology faculty member) and one graduate faculty member from another department. Only one of the members of the committee may hold A-3 or F-3 graduate faculty status; all other members must hold F-4 graduate faculty status. The current graduate faculty roster (with graduate faculty statuses) can be found here, which can aid students and advisors in identifying appropriate members of the committee: <http://www.kent.edu/graduatestudies/graduate-faculty-status>.

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 Coordinator of Graduate Studies. The forms are available online: <http://www.kent.edu/graduatestudies/forms-library>. (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.** When the final dissertation document is deemed ready to distribute to the committee, 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 advisor makes this request at <http://www.kent.edu/cas/graduate-faculty-representative>. 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 dissertation should be distributed to the committee at least 10 days before the pre-orals meeting. At the pre-orals meeting, the advisor, committee, and graduate faculty representative judge whether the dissertation is ready to defend. If it is deemed ready to defend, the advisor and committee complete the pre-defense form and the advisor returns the form to the department's graduate secretary. At the pre-orals meeting, the advisor also 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. All forms related to the pre-defense and defense are available from the Graduate Secretary and online at <http://www.kent.edu/graduatestudies/forms-library>.

Each training program has time limits for completion of the Ph.D. Students needing an extension beyond those time limits 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 requirement. 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.

## **FINANCIAL SUPPORT FOR CLINICAL PSYCHOLOGY STUDENTS**

All students doing satisfactory work 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 Psychology Training Committee. In the fourth year, Clinical Psychology 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 who stay for a fifth year in the program before internship may be provided with a second placement if enough placements are available. In some cases, students in the 4<sup>th</sup> and 5<sup>th</sup> years may be placed in community settings part-time, approximately 10 hours/week, and teach an undergraduate course on campus.

Students who complete a graduate assistantship request form are obliged to accept the assistantship they are assigned. Although uncommon, students may be interested in an assistantship/financial support outside the Department of Psychological Sciences. Students in residence who are interested in seeking financial support outside the Department of Psychological Sciences need to seek approval from their advisor and training program director. Students who are receiving support outside the Department need to demonstrate the relevance of the experience to their training. The Department will only consider those requests that clearly demonstrate that the experience is directly relevant to the student's training program.

All graduate students who expect to be supported by a graduate assistantship or on a clinical placement 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.

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. degree. Thus, **students need to have completed their master's degree by the end of the Spring semester of their third year.** Additionally, fourth year Clinical Psychology students do not receive full tuition fellowships. The department's contribution during the fourth year covers only Dissertation I or II credits and two credits of Supervised Clinical Experience. 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. See the Policy on Graduate Funding in Appendix A.

Given that the Department relies heavily on clinical placements to fund advanced Clinical Psychology students, it is the Department's expectation that all fourth year Clinical Psychology students who expect to be funded during their fifth year will provide a ranking of clinical placements during the Spring semester of their fourth year. Should a student's mentor have funding for an advanced graduate student or the student has his/her own fellowship funding, he/she has the option of forgoing a second placement.

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, then b) students who have completed/defended their M.A. If sufficient placements are available for students interested in a second clinical placements, priority for the second placement will be based upon progress through the program.

One issue that arises is how the Clinical Psychology Training Committee gauges student progress through the program. The graduate program in Clinical Psychology has been designed such that it can be completed in five years (including a full-time APA-approved internship). However, our data suggest that the median number of years to graduation (including an APA-approved internship) is six years.

It is the CTC's expectation that students will complete the following progress markers in a timely fashion:

- Students will have filed their Thesis Topic Approval Forms by the end of Summer III of their first year of graduate school;
- Students will have completed the following coursework by the end of the Spring semester of their third year: Departmental Core, Clinical Core, Quantitative/Methodology requirements, and elective courses;
- Because the majority of clinical placements expect that students will have their master's degrees before they begin placement (see below), students will have graduated with their MA degree by the Spring semester of their third year;
- Students will complete Clinical Practicum in a satisfactory manner, thus demonstrating readiness for clinical placement;
- Students will complete their candidacy requirement within six months of completion of all requirements for the Master's degree, which means completion of (a) the thesis defense and (b) all departmental, clinical, and quantitative core course requirements (not electives), and (c) the third year clinical practicum. Except in special circumstances that have been approved by the training committee, the candidacy requirement should be completed by November 15<sup>th</sup> of the 4<sup>th</sup> year;
- Students will complete their clinical placement in a satisfactory manner, thus demonstrating readiness for internship;
- Students will distribute their dissertation prospectus to their committee members by September 15<sup>th</sup> of the year that they intend to apply for internship. For those students who intend to complete the program in five years (including the predoctoral internship), they will distribute their dissertation prospectus by September 15<sup>th</sup> of their fourth year. For those students who intend to complete the program in six years (including the predoctoral internship), they will distribute their dissertation prospectus by September 15<sup>th</sup> of their fifth year.

Funding for advanced graduate students will be contingent upon availability of funds and satisfying these progress markers in a timely manner. The procedures for requesting funding for a sixth year are detailed in Appendix A. The CTC recognizes that there are, at times, extenuating circumstances that may interfere with a student's progress through the program. It is the student's responsibility to inform the CTC regarding any extenuating circumstances. When appropriate, the CTC will consider such extenuating circumstances when marking recommendations regarding an advanced graduate student's priority for funding.

**RESPONSIBILITY FOR TUITION/FEES DURING CLINICAL INTERNSHIP.** When on internship, Clinical Psychology students are responsible for paying their tuition and fees, and should budget accordingly.

**OUTSIDE EMPLOYMENT.** 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 avoid outside employment and to seek consultation from their advisor and Training Director before encumbering themselves in this manner.

### **MINOR IN QUANTITATIVE METHODS (Optional)**

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. Students in both programs have the option to pursue a Minor in Quantitative Methods (MQM).<sup>1</sup>

The goal of the 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 the use of advanced quantitative methods in one's own program of research is highly valued, and who also intend to teach undergraduate or graduate courses in statistical methods.

**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 first-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. Examples of courses and seminars that have been offered include Multivariate Statistics, Hierarchical Linear Modeling, Longitudinal Data Analysis, Structural Equation Modeling, and Psychometrics. Students may also choose to complete courses from other departments, pending approval of the quantitative faculty.

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 department's graduate faculty members. 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

<sup>1</sup> The Minor in Quantitative Methods is not an approved part of the curriculum in the Course Catalog at Kent State University and will not appear on your transcript.

project. Successful completion of this project will allow the students to waive one elective course.

**Teaching Experience:** 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 teaching experience can be as an instructor of an undergraduate course (PSYC 21621: Quantitative Methods in Psychology; PSYC 31684: Quantitative Methods in Psychology II), or being the teaching assistant for the first year graduate sequence.

**Research Experience:** Students who complete the MQM should need to either (a) complete a thesis/dissertation that has a strong quantitative component, or (b) publish a first-authored quantitative-focused paper or a first-authored content paper with sophisticated analyses, as determined by the student's quantitative mentor. 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.

**Application and Identification of Mentor.** Students interested in pursuing the minor should, by the end of the fall semester of their second year, identify a mentor from the quantitative faculty and submit a short application to the Coordinator for the Quantitative Minor Program, Dr. Was. This application should include a brief paragraph indicating how their career would benefit from pursuing the quantitative minor and information on grades for quantitative courses. In order to gain admission to the quantitative minor program, students cannot have less than an A in the quantitative sequence courses. To earn the quantitative minor, students must have no more than one B in the three additional courses. This application will be reviewed by the quantitative faculty with input from the student's primary faculty mentor. To track progress, students should complete the Quantitative Minor Sheet (see Appendix H).

## SPECIALIZATIONS (Optional)

Students may complete specialized training in Adult Psychopathology, Assessment, Neuropsychology, Child/Adolescent, or Health Psychology. Any of these specializations can be completed without taking additional courses beyond those required for all students. The specializations listed here are not intended to meet the definitions of a Professional Psychology Health Service Specialty in the contemporary APA taxonomy (APA, 2012). That is, we have not petitioned for the recognition of any of the APA-Recognized Specialties or APA-Recognized Proficiencies. Rather, the specializations listed here are more consistent with the levels of education and training opportunities described as Exposure, Experience, Emphasis, or Major Area of Study (in order of increasing intensity—see Figure A4 in APA, 2012). The requirements for specializations 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 that are relevant to their concentration in psychopathology. It is also recommended that students take PSYC 6/71260: Theories of Personality 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:

PSYC 6/70276	Neuropsychological Assessment
PSYC 80391	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

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

**CLINICAL NEUROPSYCHOLOGY.** This specialization is modeled after the Houston Conference recommendations (Hannay et al., 1998). This specialization meets the definition of Major Area of Study (APA, 2012) and requires completion of the following activities:

- 1) **Courses:** The following courses must be completed:

PSYC 6/70276	Neuropsychological Assessment
PSYC 73001	Clinical Neuroanatomy
PSYC 6/70895	Psychopharmacology

- 2) **Practica:** Third year practicum in neuropsychology, in addition to other clinical and clinical research experiences.
- 3) **Dissertation:** The dissertation topic must be related to neuropsychology.
- 4) **Internship:** Completion of an APA-accredited internship with significant neuropsychological training, including both patient care and didactic activities.

**CLINICAL CHILD/ADOLESCENT/PEDIATRIC.** This specialization entails the following courses, practica, and dissertation:

- 1) **Courses:** Instead of PSYC 6/70272 (Introduction to Psychological Assessment) and PSYC 6/70273 (Advanced Psychological Assessment: Adult), graduate students in the Child/Adolescent specialization take the following two courses in their first year, through School Psychology:

SPSY 6/77951 Cognitive Assessment of Children in Schools  
SPSY 6/77955 Instructional Assessment for School Psychologists

In addition, the courses listed are required.

As part of the Departmental Core, students must take:

PSYC 6/71054 Learning and Conditioning  
PSYC 70604 Cognitive Development

As part of the Clinical Core, students must take:

PSYC 80391 Emotion

As electives, students must also take:

PSYC 6/70376 Child Psychotherapy, must be completed in first or second year  
PSYC 6/70832 Pediatric Psychology, or other appropriate elective

- 2) **Practica:** Second year practicum in the Psychology Clinic during which you are allowed to start seeing child/adolescent clients. Third year specialty practicum in child/adolescent. Field placement in a facility which provides an opportunity to work with children and families for at least part of the placement experience is typically available.

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

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

- 1) **Courses:** Complete 3 courses that cover at least 2 of the following areas. Other courses from other departments (e.g., Public Health) may be permissible but will need approval by the Clinical Health Psychology faculty.

Biological Aspects of Health

- PSYC 81091 Seminar in Learning and Biopsychobiology
- PSYC 71307 Psychobiological Aspects of Health Psychology
- PSYC 73001 Clinical Neuroanatomy

Social Aspects of Health

- PSYC 80391 Seminar: Health Behavior
- PSYC 80391 Seminar: Psychosocial Aspects of Health
- PSYC 80391 Seminar: Psychology of Risk Communication

Clinical Aspects of Health

- PSYC 6/70326 Clinical Aspects of Health
- PSYC 70382 Pediatric Psychology

- 2) **Practica:** To the extent possible gain supervised clinical experience or research experience in clinical intervention in Health Psychology. For example, third year practicum students might gain this experience either at a setting providing Health Psychology services.
- 3) **Thesis/dissertation:** Complete a master's thesis and/or doctoral dissertation on a health topic.

**POLICY FOR GRANTING DEPARTMENTALLY  
SANCTIONED CLINICAL HOURS**

From time to time students have requested the CTC to sanction clinical hours for work that is carried out in external agencies that are not part of departmentally assigned externships or clinical placements. That is, the department does not typically allow these hours to be counted in internship applications as part of the student's supervised training experience. However, the department recognizes that sometimes students have the opportunity to participate in clinical work that could be legitimately construed as a valuable addition to their supervised clinical training. If students present a written request, the CTC will consider such requests on a case by case basis. The request must be submitted to the CTC **prior to beginning the activity**. Retroactive requests will not be considered. The request should describe (a) the student's specific goals, (b) the nature of the activity, (c) the time commitment per week, (d) the number of weeks, and (e) the supervision to be received. The following conditions should be satisfied in order for the CTC to grant such a request:

- The clinical activity is supervised by a licensed psychologist
- The activity is delimited and specific in nature (e.g. a time limited group experience).
- The activity is not available through other parts of the training program.

- The activity is approved by the student's faculty advisor.
- The student is making adequate progress toward his/her degree.

## **APPENDICES**

- A. Departmental Policy on Graduate Funding
- B. Procedures for Leaves of Absences and Dismissal
- C. Appeal of Dismissal from Graduate Program(s)
- D. Guidelines for Writing MA Thesis
- E. Procedures for Requesting Change of PhD Program
- F. Clinical Psychology Training Requirements
- G. Model Program for Clinical Psychology
- H. Forms

**APPENDIX A:  
DEPARTMENTAL POLICY ON GRADUATE FUNDING**

### **General Policies**

Continued graduate funding is contingent on adequate performance and progress in the program and availability of funds.

All students are expected to graduate with their M.A. within three years of entry into the graduate program. For Clinical Psychology students, the deadline is earlier (completion of the M.A. degree by the Spring semester of the third year), because clinical placements expect students to have their master's degree when they begin their clinical placement. Psychological Science students are expected to complete their M.A. degree by the Summer of their third year.

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 or Dissertation II in the fall and spring semester. For 4<sup>th</sup> year Clinical Psychology students, the department also covers 1 credit hour of Supervised Clinical Experience. All 4<sup>th</sup> 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.

### **Departmental Funding Policy for Advanced (Sixth Year) Students**

Historically, there have been some circumstances under which sixth year graduate students may receive an assistantship. These have included the following: (1) a graduate student's faculty mentor has funding, and he/she has an assistantship available for an advanced graduate student; or (2) a graduate student is nominated for and receives a competitive University fellowship.

Should there be additional assistantship funding available for sixth year graduate students after the Department has accommodated the funding needs of less advanced students, assistantship funding only will be available to graduate students who have made satisfactory progress through the program as determined by the student's training committee. In addition, the student must have a complete copy of the dissertation prospectus distributed to his/her dissertation committee by October 15<sup>th</sup> of his/her fifth year of graduate school. Those students who have met these criteria and who are requesting funding for their sixth year must petition their training program by April 1<sup>st</sup> of their fifth year. In this petition, they must certify that their dissertation prospectus was distributed by October 15<sup>th</sup> of their fifth year, they must provide the date of their prospectus defense, and they must justify their need for assistantship funding during their sixth year. Students will be notified by May 1<sup>st</sup> of their 5<sup>th</sup> year whether they have funding for their sixth year.

For advanced (sixth year) graduate students, academic year assistantships and summer assistantships are awarded separately. Summer assistantships will be available to sixth year graduate students under the following conditions: (1) the Department has funds available for advanced graduate students; (2) the graduate student has continued to make satisfactory progress through the program; (3) during the annual evaluations completed by each training committee in the Spring, the training committee determines that the graduate student should have priority for summer funding; and (4) the student will be in residence during the time required by the summer assignment.

The Clinical Psychology and Psychological Science training committees recognize that there are, at times, extenuating circumstances that may interfere with a student's progress through the program. If an advanced graduate student is requesting assistantship funding, it is the student's responsibility to inform the CTC or the ETC regarding any extenuating circumstances. When appropriate, the training committees will consider such extenuating circumstances when making recommendations regarding an advanced graduate student's priority for funding.

If an advanced graduate student is ineligible for assistantship funding, he/she may be eligible for part-time teaching. It is important to know that for part-time teaching, instructors are compensated for each course they teach. Students who are interested in part-time teaching should be sure to complete the teaching request form when it is distributed.

**APPENDIX B:  
PROCEDURES FOR LEAVES OF ABSENCE AND DISMISSALS**

**LEAVES OF ABSENCE (LOAs):** A student may request a leave of absence for a legitimate educational or personal reason. The student should submit a written request for a leave of absence, detailing his/her reason for the leave and a projected date of return, to his/her Training Director. The Training Director will take the request to the training committee, who considers the request. If the training committee recommends that the request be granted, the Training Director will notify the student, the Graduate Coordinator, and the Department Chair, and the student will request the LOA through their Flashline account, following the procedures outlined here; <http://catalog.kent.edu/academic-policies/leave-absence-graduate-students/>. The request is then reviewed by the Department chair, the Dean of the College of Arts of Sciences, and the Dean of Graduate Studies, who approves or disapproves the request. Prior to requesting a LOA, students should familiarize themselves with University Policies regarding LOAs, which are detailed here: <http://catalog.kent.edu/academic-policies/leave-absence-graduate-students/>)

If a student's leave of absence is approved and takes effect during a semester, he/she will need to make provisions to withdraw from his/her classes.

**DISMISSAL:** If a student fails to meet program requirements, University policies, or professional and ethical standards of the field (for example, see APA's Ethical Principles of Psychologists and Code of Conduct at <https://www.apa.org/ethics/code/>), the appropriate training committee may recommend to the Chair that the student be dismissed from his/her program. Dismissal from the graduate program may be recommended for poor academic performance, failure to complete program deadlines in a timely manner, a lack of trainability as determined by the training committee, failure to demonstrate professional behavior, or ethical violations.

Students in the graduate program in Clinical Psychology also may be dismissed for a failure to perform adequately in their clinical work. As mentioned previously, 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, judgment, and professional independence as they progress in the program. If the Clinical Psychology Training Committee has recommended a course of remediation and subsequently determines that the process of remediation has not been effective, it may recommend that the student be dismissed from the Clinical Psychology program, even if the student's performance in courses, research activities, and other more objectively measured tasks has been satisfactory.

Students have two levels of appeal: one within the Department and one at the College level. (Appendix C outlines departmental procedures for appeal of dismissal from a graduate program.) If the student chooses not to appeal a decision of the training committee, the Training Director sends a letter to the Chair recommending dismissal. The Chair will then inform the student, the Dean of the College of Arts and Sciences, and the Registrar of the dismissal decision, at which point the Registrar will remove the student from current and future-registered

courses and note the dismissal on the student's record. The student then has 10 weekdays to submit a written appeal to the Dean of the College of Arts and Sciences, and at that point the College of Arts and Sciences will consider the appeal following the College's appeal procedures.

**APPENDIX C:  
APPEAL OF DISMISSAL FROM GRADUATE PROGRAM(S)**

The training committees evaluate graduate student performance on an ongoing basis, with the stipulation that evaluations occur at least once per academic year. The Clinical Training Committee is responsible for evaluating the performance of students enrolled in the Clinical Psychology PhD program and the Psychological Science Training Committee is responsible for evaluating the performance of students enrolled in the Psychological Science PhD 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 may 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 10 weekdays to notify the training director in writing that she/he plans to appeal and the grounds for the 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. If the Coordinator of Graduate Studies is not a member of the training committee, he/she will be invited to attend the appeal meeting but will not have a vote.

After the training 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 recommending dismissal of the student, dismissal actions will be terminated. If the vote is in favor of recommending dismissal of the student, the training director also will inform the Chair of the recommendation in writing. The Chair then will inform the student, the Dean of the College of Arts and Sciences, and the Registrar. The student will be notified that she/he may appeal the training committee's recommendation to the Dean of the College of Arts and Sciences. For a description of the appeal process at the College level, please refer to University Policy 4-02.3 Student Academic Complaints, Section G.

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. It should further be understood that the procedures described here express our typical procedures, but we will align our procedures with the most current policies of Graduate Studies and the College of Arts and Sciences, which may change. That is, policies pertaining to Graduate Academic Standing are developed outside the Program or Department, and should be consulted when applicable.

## **APPENDIX D: 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 their thesis document 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" found online at: <https://www.kent.edu/cas/style-guide-dissertations-theses>. 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.

**APPENDIX E:  
PROCEDURES FOR REQUESTING  
CHANGE OF PHD PROGRAM**

Occasionally, due to a genuine change in professional interests, a graduate student may be interested in changing PhD programs: e.g., from Clinical Psychology PhD to Psychological Sciences PhD, or vice versa.

These changes do not occur automatically at a graduate student's request, and require evaluation by the training program that the student wishes to transfer into. In such circumstances, the student should first seek guidance from their mentor as well as the training director of the program to which the student wishes to transfer, to understand the ramifications of the change for coursework and timeliness of completion of the PhD.

The training committee into which the student wishes to transfer will evaluate the candidate based on the following materials, which should be submitted to the training director of the program that the student wishes to transfer into: (1) a written statement by the student indicating why a transfer is requested and how pursuit of the PhD in the new training program will further their professional goals, as well as any other explanations for the request, (2) a written statement by the student's research mentor to indicate support for the transfer, (3) a current CV, (4) copies of all yearly student evaluations by the originating training program, and (5) copies of all student teaching evaluations (if applicable).

The training program into which the student wishes to transfer will evaluate these materials, and consider the request. In order for such a transfer to be approved, 75% of the faculty votes by the training committee must be "Yes" votes.

**APPENDIX F:  
CLINICAL PSYCHOLOGY TRAINING PROGRAM  
REQUIREMENTS**

**METHODOLOGY COURSES**

Psych 6/71651    Quantitative Statistical Analysis I  
Psych 6/71654    Quantitative Statistical Analysis II  
Psych 61685      Clinical Research Methods  
One elective course

**DISCIPLINE SPECIFIC KNOWLEDGE REQUIREMENTS**

One course from each of the following groups:

**Biological Aspects of Behavior:** Physiological Psychology (Psych 6/71350) or Learning and Conditioning (Psych 6/71054)

**Cognitive Aspects of Behavior:** Cognitive Neuropsychology (Psych 6/70431); Introduction to Cognitive Psychology (Psych 6/70543); Cognitive Development (Psych 6/70604)

**Social Bases of Behavior:** Social Psychology (Psych 6/71580)

**Developmental Aspects of Behavior:** Cognitive Development (Psych 6/70604)

**CLINICAL CORE**

(Psych 6/70272)    Introduction to Psych Assessment  
                          (or SPSY 6/77955 for Child/Adolescent students)  
(Psych 6/70273)    Advanced Psychological Assessment  
                          (or SPSY 6/77951 for Child/Adolescent students)  
(Psych 6/70371)    Introduction to Psychological Therapy  
(Psych 6/70105)    Developmental Psychopathology  
(Psych 6/70592)    Practicum in Diagnostic Interviewing  
(Psych 6/70324)    Professional and Ethical Issues in Clinical Psychology  
(Psych 80391)      Emotion

**ELECTIVE COURSES**

Five additional courses or seminars that best fit the student's plan of study; courses in other departments must be approved by the Clinical Psychology 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 (including summers).

Three practica are didactic practica. They are Practicum in Diagnostic Interviewing (PSYC 60592), Psychotherapy Practicum (PSYC 6/70371), and Integration Practicum (PSYC 60192).

Three practica are "general practice" practica. (PSYC 62392)

The PWC for Supervision and Consultation is covered in PSYC 62392 during the summer between years 2 and 3.

Two practica may be either "advanced general" or specialized (eating disorders, sexual offenders, neuropsychological assessment, child/adolescent, etc. (PSYC 62492)

1000 hours of half-time field placement. You will register for PSYC 72392.

2000 hours of APA-accredited internship.

**APPENDIX G:  
MODEL PROGRAM FOR CLINICAL STUDENTS**

This program is based upon the following requirements: 4 Discipline Specific Knowledge courses (DSK); 4 Quantitative courses (Q); 6 Clinical Core courses (CL); 7 semesters of Practicum (P); 5 Electives (E), at least 1 clinical placement, and an APA-accredited internship. This program of study can be completed in 5 years; most students take an additional year. Clinical practicums which include Supervision and Consultation (P6), unless otherwise specified, **should be taken for 3CH**.

**YEAR 1 -- FALL**

Intro. to Psych. Assess.(CL 1)  
Developmental Psychopathology (CL 2)  
Practicum in Diagnostic Interviewing (P 1)  
Intro. Psychotherapy (CL 3)  
Quantitative Methods I (Q 1)

**YEAR 1 -- SPRING**

Clinical Research Methods (Q 2)  
Quantitative Methods II (Q 3)  
Adv. Psych. Assess.: Adult (CL 5)  
Psychotherapy Practicum (P 2)

**YEAR 1 -- SUMMER**

Department Core (DSK 1)  
Elective (E 1) **or** Dept. Core (DSK 2)  
Integration Practicum (P 3)  
Thesis Topic Approved

**YEAR 2 -- FALL**

Department Core (DSK 2/3)  
Clinical Practicum (P 4)  
Ethics (CL 4), Emotion (CL 5) **or** Elective (E 1/2)  
Thesis I

**YEAR 2 -- SPRING**

Department Core (DSK 3/4) **or**  
Elective (E 2/3)  
Elective (E 2/3/4)  
Thesis I  
Clinical Practicum (P 5)  
Department Core 4 (DC4)

**YEAR 2 -- SUMMER**

Elective (E 3/4/5)  
Thesis II  
Clinical Practicum: Supervision & Consultation (P 6)

**YEAR 3 -- FALL**

Quantitative course (Q 4)  
Clinical Practicum (P 7)  
Clinical Core (CL 6) **or**  
Ethics (CL 5), Emotion (CL 6) **or** Elective (E 4/5)  
Possible Thesis Defense

**YEAR 3 -- SPRING**

Elective (E 5)  
Clinical Practicum (P 8)  
Possible Thesis Defense  
Begin Candidacy Paper

**YEAR 3 -- SUMMER**

Candidacy Paper **or**  
Dissertation I  
Placement (July 1st)

**YEAR 4 -- FALL**

Dissertation I  
Placement

**YEAR 5 -- FALL**

APA-accredited internship  
Dissertation II

**YEAR 4 -- SPRING**

Dissertation II  
Placement

**YEAR 5 -- SPRING**

APA-accredited internship  
Dissertation II

**APPENDIX H: FORMS**

**STUDENT PROGRESS CHECKLIST  
CLINICAL PSYCHOLOGY**

<b>ACTIVITY</b>	<b>DATE COMPLETED</b>
Course equivalencies accepted by Dept. (list):	_____
Discipline specific knowledge requirements completed:	
1. History and Systems	_____
2. Basic Content Areas in Scientific Psychology	
Affective Aspects of Behavior	_____
Biological Aspects of Behavior	_____
Cognitive Aspects of Behavior	_____
Developmental Aspects of Behavior	_____
Social Aspects of Behavior	_____
3. Advanced Integrative Knowledge in Psychology	_____
4. Research Methods, Statistical Analyses, and Psychometrics.	
Methodology courses	_____
Clinical core completed	_____
Additional required courses completed	_____
M.A. thesis topic approved by advisor	_____
IRB/IACUC approval received	_____
Thesis Topic Approval Form filed	_____
M.A. oral defense completed	_____
Course waiver(s) approved (if applicable)	_____
Courses taught:	_____
Application for admission to candidacy	_____
Candidacy paper proposal accepted	_____
Candidacy paper completed	_____
Ph.D. prospectus approved	_____
IRB/IACUC approval	_____
Application for Internship	_____
Ph.D. oral defense	_____
Dissertation Defense Exam Form and Student Information Form Turned in to Graduate Secretary	_____

**COMPLETED AND PROJECTED COURSE OF STUDY**

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

Fall 1<sup>st</sup> Year

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Spring 1<sup>st</sup> Year

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Summer 1<sup>st</sup> Year

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Fall 2<sup>nd</sup> Year

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Spring 2<sup>nd</sup> Year

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Summer 2<sup>nd</sup> Year

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Fall 3<sup>rd</sup> Year

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Spring 3<sup>rd</sup> Year

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Summer 3<sup>rd</sup> year

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Fall 4<sup>th</sup> Year

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Spring 4<sup>th</sup> Year

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Summer 4<sup>th</sup> Year

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Fall 5<sup>th</sup> Year

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Spring 5<sup>th</sup> Year

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Anticipated course/research waivers:

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Approved (Advisor) \_\_\_\_\_

**ADVISOR FEEDBACK FORM  
GRADUATE 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: \_\_\_\_\_

**APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY:  
CLINICAL PSYCHOLOGY**

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

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

**DISCIPLINE SPECIFIC KNOWLEDGE REQUIREMENTS (If a specific course is intended to fulfill the competency for a DSK, indicate when taken and grade).**

**DSK Category 1:** History and Systems of Psychology

How was this competency demonstrated? \_\_\_\_\_

**DSK Category 2:** Basic Content Areas in Scientific Psychology

- Affective Aspects of Behavior

80391 Emotion. \_\_\_\_\_

- Biological Aspects of Behavior

61054 Learning \_\_\_\_\_ **OR** 61350 Physio. \_\_\_\_\_

- Cognitive Aspects of Behavior

60453 Cognitive \_\_\_\_\_ **OR** 60413 Cog. Neuropsychology \_\_\_\_\_  
**OR** 70604 Cognitive Development \_\_\_\_\_

- Developmental Aspects of Behavior

70615 Social & Pers. Dev. \_\_\_\_\_ **OR** 70604 Cognitive Development \_\_\_\_\_

- Social Aspects of Behavior

61580 Social \_\_\_\_\_

**DSK Category 3:** Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas in Scientific Psychology

**Candidacy Paper (estimated date)** \_\_\_\_\_

How else was this competency demonstrated? \_\_\_\_\_

**DSK Category 4:** Research Methods, Statistical Analysis, and Psychometrics.

**QUANTITATIVE AND METHODOLOGY**

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	_____
60105 Developmental Psychopathology	_____
60592 *Practicum in Diagnostic Interviewing	_____
(*Students will register for 2 credits in the first year and 1 credit in their second year.)	
60324 Professional Issues	_____
80391 Emotion	_____

This competency was also demonstrated by:

\_\_\_\_\_ Thesis  
 \_\_\_\_\_ Other: \_\_\_\_\_

**ELECTIVES (5 required)**

PSYC \_\_\_\_\_  
 PSYC \_\_\_\_\_  
 PSYC \_\_\_\_\_  
 PSYC \_\_\_\_\_  
 PSYC \_\_\_\_\_

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

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

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

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

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

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

**PRACTICUM/FIELD EXPERIENCE**

60792 Psychotherapy Practicum \_\_\_\_\_ (Spring of Year 1)  
60192 Integration Practicum \_\_\_\_\_ (Summer of Year 1)  
62392 Clinical Practicum; 3 required \_\_\_\_\_  
(Fall, Spring, and Summer of Year 2)  
62492 Advanced Practicum; 2 required \_\_\_\_\_  
(Fall and Spring of Year 3)  
  
70292 (Clinical Field Exp.) (This is the placement in Year 4/5)  
Agency \_\_\_\_\_  
Dates \_\_\_\_\_  
Total Hours \_\_\_\_\_

**RESEARCH & SCHOLARLY ACTIVITIES**

Publications:

Presentations:

**RESEARCH/TEACHING EXPERIENCE**

Assistantships:

Courses Taught:

**HONORS, AWARDS & PROFESSIONAL AFFILIATIONS**

## RESEARCH ACTIVITY REPORT: CLINICAL PSYCHOLOGY

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

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

Using the format indicated on this page, describe all of your research activities **since starting at Kent State, but please boldface or otherwise mark clearly the activities you have done since last year's evaluations**, including work on assistantships, thesis/dissertation, and any additional research. Be sure to provide information for every listed category; indicate "none" or N/A where appropriate.

1. **CURRENT CURRICLUM VITAE:** Provide a current CV that is cumulative, but **please boldface the activities you have done since last year's evaluations**. Include these categories:

- **RESEARCH AWARDS, DISTINCTIONS, AFFILIATIONS.** Include memberships in professional organizations.
- **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.
- **MANUSCRIPTS UNDER REVIEW.** List all manuscripts, including title & authors, that have been submitted for publication.
- **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.
- **PRESENTATIONS AT NATIONAL OR REGIONAL CONFERENCES.** Give complete citation. Include abstracts already submitted for future meetings.
- **OTHER PRESENTATIONS.** These should include presentations of your research for brown bags, the APC, the KSU Graduate Research Conference, etc.

2. **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.

3. **COURSE WAIVERS.** Requested and their status.

4. **GRANTS.** List all grant proposals you submitted or grants you were awarded **since last year's evaluations** (e.g., Sigma Xi Dissertation Grant). For each, list the following information:

Title:

Granting Agency/Organization:

Status (pending, funded, etc.):

- 5. 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.

<b>TEACHING ACTIVITY</b>
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If you have taught this year, please update the teaching activity table, which should include your scores (and the norms) for the three items (questions 19, 20, & 21) from your student evaluations. Please just complete the table below, with each row including values from a single course. This teaching activity log should include evaluations from ALL the courses you have taught.

Course	No. of Students	No. of Evals	Question #19		Question #20		Question #21	
			Section	Norm	Section	Norm	Section	Norm

**QUANTITATIVE MINOR SHEET**

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

Quantitative Mentor: \_\_\_\_\_

**Coursework**

Course Number	Title	Semester	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Independent Research Project for Course Waiver (Optional)**

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

**Internship**

Assignment: \_\_\_\_\_

Semester(s): \_\_\_\_\_

**Thesis/Dissertation with Quantitative Focus**

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

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

Signature Student: \_\_\_\_\_

Signature Quantitative Mentor: \_\_\_\_\_

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



## RESEARCH MENTOR EVALUATION OF STUDENTS

Student's Name \_\_\_\_\_

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

Person Completing Form \_\_\_\_\_

**Instructions:** Use checkmarks to rate the student on the following items. Competencies are worded as final competencies. Students completing their Ph.D. are expected to meet all competencies. Students earlier in training are not expected to be competent in all of the skills. Rather, the expectation is that they will be developing each competency. While performance can vary across research projects, provide a global evaluation.

	Minimal evidence of competency	Emerging evidence of competency	Adequate demonstration of competency	Superior demonstration of competency	Not Observed
Shows appropriate interest in research					
Critically evaluates research literature					
Synthesizes and integrates empirical literature					
Critically evaluates research methodology					
Develops research hypotheses based on literature and/or theory					
Develops research protocols					
Identifies and addresses ethical issues in research					
Completes IRB application					
Adheres to ethical and legal standards in data collection, storage, and entry					
Exhibits knowledge of and proficiency in using basic quantitative methods					
Recognizes appropriate quantitative methods and seeks consultation if needed for advanced					

quantitative methods					
Integrates research findings with current literature					
Effectively and professionally trains research assistants					
Effectively and professionally interacts with collaborators					
Writes cogent and appropriate abstracts for submission to national conferences					
Demonstrates strong scientific writing for dissemination of research and/or grant applications					
Effectively and professionally discusses research					

(This helps demonstrate competency for PWC i: Research)

**Areas of Strength:** list any strengths the student has demonstrated as a part of your research team

**Areas of Concern:** list areas where student is not functioning in a way you consider acceptable for their level in the program. Describe remediation plan.

Meeting held with student on \_\_\_\_\_

Signature of student \_\_\_\_\_

Signature of mentor \_\_\_\_\_

Student comments, if desired:

**THESIS/DISSERTATION EVALUATION FORM**

**Student:**

**Evaluator(s):**

All students will be rated on the following domains after the oral examination. Ratings will include performance during the oral defense and the manuscript.

Note: Expectation is that students at completing the master's thesis will not have all competencies present. Students completing a dissertation are expected to have achieved all competencies.

	<b>Competency Not Present</b>	<b>Competency Emerging</b>	<b>Competency Present</b>	<b>Competency Exemplary</b>
1. Knowledge of scientific underpinnings for the study a. Document accurately identifies and articulates the degree of research support for relevant theories.				
b. Document integrates relevant theory and empirical findings to generate predictions or research hypotheses.				
2. Literature review is thorough and adequately covers the constructs being examined in the study.				
3. Articulation of rationale for hypotheses and study a. Document integrates relevant theory and empirical findings to generate clear research hypotheses.				
b. Document and oral presentation and responses reflect clear and testable hypotheses.				
4. Knowledge of research design and limitations a. Research design is appropriate to address hypotheses.				
b. Appropriate specification and measurement of independent and dependent variables.				

c. Demonstrates understanding of limitations of the study (e.g., internal and external validity including generalizability to diverse populations.)				
5. Statistical knowledge, including why analyses chosen, power, assumptions of their statistics, and limitations of their statistics a. Analyses address hypotheses and are appropriate for the data collected.				
6. Demonstrates ability to interpret data and draw appropriate conclusions.				
7. Demonstrates knowledge of cultural/diversity implications for research.				
8. Demonstrates knowledge of ethical issues related to research a. All of the relevant ethical, legal, and/or professional standards or guidelines were appropriately identified and addressed in the final exam and/or dissertation document.				
9. Demonstrates ability to propose future research directions in research and applied implications, if appropriate.				
10. Writing is clear, concise, and scientific and attributes ideas to appropriate sources.				
11. Student communicates the information orally in a clear, concise, thorough, and scientific manner.				
12. Student demonstrated appropriate and effective communication skills during final exam (e.g., clear and articulate verbal and non-verbal conveyance of information; effectively responds to questions/criticisms/concerns)				

Based on thesis manuscript and defense, likelihood of successfully completing Dissertation  Votes:	<b>Highly Likely</b>	<b>Likely</b>	<b>Questionable</b>	<b>Unlikely</b>
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(This helps demonstrate competency for PWC i: Research)

**CANDIDACY PAPER GRADING**

**Name:** \_\_\_\_\_

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

	<b>Competency Not Present</b>	<b>Competency Emerging</b>	<b>Competency Present</b>	<b>Competency Exemplary</b>
1. Writing is concise, clear, and adheres to APA publication standards.				
2. Literature review is thorough and inclusive.				
3. Paper used structured review procedures (e.g., PRISMA guidelines)				
4. Paper demonstrates advanced graduate level synthesis of body of literature.				
5. Combines and integrates theories and/or empirical findings to generate new integrative ideas and directions; goes well beyond simply listing and reviewing studies.				
6. Provides an in-depth and accurate critique of existing literature, including an understanding of ambiguities and limitations.				
7. Paper makes a methodological or conceptual/theoretical contribution.				
8. Paper demonstrates an advanced graduate level of understanding of the topic.				

(This helps demonstrate competency for DSK 3: Advanced Integrative Knowledge, PWC i: Research, and PWC v: Communication)

**DSK CHECKLIST FOR COURSES**

**Student Name:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Course:** \_\_\_\_\_

Check if student met competencies in each of the Category 1 (History and Systems) and 2 (Basic Content Areas in Psychology) DSKs included in your course.

Note: if a DSK was not assessed in your course, leave column blank.

	<b>Competency Not Present</b>	<b>Competency Emerging</b>	<b>Competency Present</b>	<b>Competency Exemplary</b>
History and Systems				
Affective Aspects of Behavior				
Biological Aspects of Behavior				
Cognitive Aspects of Behavior				
Developmental Aspects of Behavior				
Social Aspects of Behavior				
Advanced Integrative Knowledge*				

\*The course involved instruction in two or more of the basic areas of knowledge: Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Social Aspects of Behavior. This row can only be completed if the course covers at least two of these areas.

## References

- American Psychological Association. (2012). *Education and training guidelines: A taxonomy for education and training in professional psychology health service specialties*. Retrieved from <http://www.apa.org/ed/graduate/specialize/taxonomy.pdf>
- Bell, D. J., Bieschke, K. J., Zlotlow, S., Paternite, C. E., Illfelder-Kaye, J., McCutcheon, S., ... & Wall, J. (2017). New standards of accreditation in health service psychology: Rationale, opportunities, and challenges. *Training and Education in Professional Psychology*, 11(4), 207.
- Hannay, H. J., Bieliauskas, L. A., Crosson, B., A., Hammeke, T. A., Hamsher, K. deS., & Koffler, S. P. (1998). The Houston Conference on Specialty Education and Training in Clinical Neuropsychology [Special issue]. *Archives of Clinical Neuropsychology*, 13(2).
- Hatcher, R. L., Fouad, N. A., Campbell, L. F., McCutcheon, S. R., Grus, C. L., & Leahy, K. L. (2013). Competency-based education for professional psychology: Moving from concept to practice. *Training and Education in Professional Psychology*, 7(4), 225.