

**MPCAC ACCREDITED MASTER'S IN
PSYCHOLOGY GRADUATE HANDBOOK**

Department of Psychology

**Prothro-Yeager College of
Humanities and Social Sciences**

Midwestern State University

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Introduction

This handbook provides information concerning policies and procedures of the Master of Arts in Clinical/Counseling Psychology (MPCAC) Program at Midwestern State University. Use this handbook to supplement, not replace, the Midwestern State University *Graduate Catalog* (available at <https://msutexas.edu/registrar/catalog/>). Policies and procedures described in the *Graduate Catalog* supersede those described in this handbook.

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Academic Requirements for the M.A. Degree in Psychology

Curriculum Requirements

Students completing the MPCAC Psychology program may follow one of two degree plans ([Appendix B](#)). Students may fulfill the requirements of the 60-hour degree plan, currently sufficient for licensure as a Licensed Psychological Associate (LPA) or Licensed Professional Counselor (LPC) in Texas. This program should meet most or all of the licensing requirements in other states; however, please refer to that state's specific list of courses for confirmation. Students can anticipate taking courses Fall, Spring, Summer I, Summer II, Fall, Spring, Summer I, Summer II, and graduating in August (total 25 months). Funding from MSU is only available during the Fall and Spring semesters (See [Appendix A](#) for a list of the courses).

The 63-hour degree plan meets the same licensing requirements but replaces the one elective with 6 hours of thesis. Students completing this program should add a Fall semester to their program (graduating in December-29 months). This option should only be chosen by students wanting to pursue a doctoral degree and a possible career in academia or research (See [Appendix A](#) for a list of the courses).

Course requirements and course descriptions are found in the current Midwestern State University [Graduate Catalog](#). Current requirements for licensure as Licensed Professional Counselor (LPC) and Licensed Psychological Associate (LPA) in Texas can be found on the [Texas Behavioral Health Executive Council Webpage](#). The degree plan for the thesis and non-thesis program options are attached as [Appendix B](#).

All requirements for the Master's degree must be completed within a period of seven years. Courses completed more than seven years prior to graduation must be repeated, unless, with the approval of the Dean of the Prothro-Yeager College of Humanities and Social Sciences, the student evidences competency through examination or other means. Students may transfer up to 12 hours of graduate credits from other universities or from other programs within Midwestern State University with approval of the Psychology Department Chair and the Dean of the Prothro-Yeager College of Humanities and Social Sciences.

Other Requirements for Graduation

Participation in Professional Development: In addition to completing the curricular requirements associated with the MPCAC program, students must also participate in or attend at least two events (e.g. conference, annual meeting, continuing education workshop) hosted by a professional association or organization beyond Midwestern State University (e.g., American Psychological Association, Southwestern Psychological Association, Texas Psychological Association, Greenbelt Counseling Association). Upon participation or attendance at each event, the student must present proof of attendance to the Graduate Program Coordinator for inclusion in her/his academic file.

Academic Advising

Each student assumes complete responsibility for completing the requirements for the Master's degree. To assist students in this process, the Psychology Department Graduate Coordinator will serve as academic adviser to all graduate students in psychology. The Graduate Coordinator must approve all class schedules and will assist each student in the preparation of a degree plan outlining courses and other requirements that must be completed prior to graduation. [Degree plans](#) are available on the program's website. Students should complete the appropriate degree plan and bring it to the Graduate Coordinator for approval after completing Fall and Spring semester of the first year. The degree plan meeting shall constitute the first formal evaluation of academic performance.

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Financial Assistance

Our Master's program offers several Graduate Research Assistantships (GAs) and Graduate Teaching Assistantships (TAs) each year. All applicants to the program, as well as those currently enrolled, are automatically considered for these awards; no separate application need be made for these assistantships. Students may also be awarded a merit-based scholarship along with their assistantship. Students must [apply](#) separately for this scholarship each semester. This scholarship typically carries a waiver of the nonresident tuition differential fee.

Currently enrolled students, applicants for fall admission, and students whose applications for admission are submitted early will receive first consideration in the assignment of financial assistance. Ordinarily any financial assistance that the psychology program is prepared to offer an applicant will be outlined when the applicant is notified of one's acceptance into the program. Students should also contact the Midwestern State University Financial Aid Office (940-397-4214 or <https://msutexas.edu/finaid/>) for information about other scholarships, loans, and financial aid.

Graduate Research Assistantships

Each Graduate Research Assistant (GA) is supervised by a member of the psychology faculty. GAs assigned to the Psychology Clinic will be supervised by the Director of Clinical Training. A GA may occasionally be supervised by a faculty member associated with another program if that faculty member is participating in the teaching and/or research activities in the psychology program. GAs should expect to work an average of ten (10) hours per week on research, clinical, and/or teaching-related activities.

The criteria by which graduate students are evaluated for receipt of Graduate Research Assistantships include the following:

1. Assistantships are assigned primarily, but not entirely, on the basis of merit. A student must maintain at least a B average in order to remain eligible to receive an assistantship.
2. In selecting assistantship recipients, the psychology faculty will also consider the student's potential to assist the faculty in their research and other activities, the student's ability to maintain a good working relationship with the faculty and other students, and the student's ability to accept and use constructive criticism and feedback.
3. Continuation of scholarships and assistantships from one semester to the next depend upon the student's continuing to meet all of the criteria listed above. Unless approved by the Psychology Department Chair, the student must maintain enrollment in at least nine (9) hours of psychology courses during each semester in which financial assistance is received. Ordinarily, financial aid will not be

provided for more than four (4) full (i.e., fall and spring) semesters. Although assistantships and scholarships are typically not provided during summer sessions, the waiver of nonresident tuition differential that accompanies graduate scholarships continues through the summer sessions.

Graduate Teaching Assistantships

Graduate Teaching Assistantships (TAs) are available to a few students who have completed a minimum of 18 graduate credit hours in psychology. TAs are selected by the psychology faculty on the basis of many factors, including academic excellence, communication skills, interpersonal skills suited to the classroom environment, and overall potential to serve effectively in the classroom. Because the number of TA positions is limited, it should be understood that not all qualified students will be offered these positions. All TA appointments are subject to the approval of the Dean of the Prothro-Yeager College of Humanities and Social Sciences.

TAs assume full responsibility for teaching the assigned psychology course(s). During the first semester (only) as a TA, the student must enroll in PSYC 6001—Teaching Practicum. The supervisor of this teaching practicum will guide the TA in matters of curriculum and classroom management.

Continuation as a TA is not automatic and depends upon satisfactory performance in the classroom, including satisfactory student evaluations. TAs are subject to all Midwestern State University policies and procedures pertaining to classroom teachers and are responsible for familiarizing themselves with the appropriate sections of the [*Midwestern State University Policies and Procedures Manual*](#).

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Performance Standards

Graduate students are expected to conduct themselves in a manner demonstrating commitment to the graduate training process. Expected behaviors include consistent classroom attendance, punctuality, preparation, research activity, as appropriate, and effective performance of the duties of graduate assistants.

Performance is evaluated in three primary areas: (1) academic performance, (2) graduate assistantship performance, and (3) demonstration of clinical skills.

Academic performance is judged by all faculty members having contact with the student during the semester. Students are expected to maintain a grade point average of 3.0 or higher. University policy dictates that graduate students showing a cumulative graduate grade point average of less than 3.0 for two consecutive semesters will be dismissed. However, the psychology program reserves the right to dismiss a student at any time due to failure to maintain a 3.0 average. Graduate students in psychology are allowed no more than one final course grades of "C" or lower. A student who earns a second "C" will be scheduled a General Performance Appraisal to determine the potential for continuation in the program and associated probationary standards. Finally, a third "C" results in immediate dismissal from the master's program. A formal evaluation of the student with the graduate program coordinator occurs fall of the second year (see [Appendix B](#)) where a student formally chooses a 63-hour thesis or 60-hour non-thesis program.

Performance as a Graduate Research Assistant is evaluated by the student's supervisor. The performance of Graduate Teaching Assistants is monitored by the Psychology Department Chair.

Clinical skills are evaluated by those clinical faculty members who are in a position to do so. These evaluations are based on the student's readiness for initial practicum placement assessed at the end of fall semester during the first year (see [Appendix C](#)), performance in clinical practicum (see [Appendix D](#)), and observations of behavior outside the practicum setting by the internship I & II individual supervisor (see [Appendix D](#)).

General Performance Appraisal

Any member of the psychology faculty finding a student's performance unacceptable may request a General Performance Appraisal (also known as an "aperiodic review"). A student may be placed on probation based on the findings of the General Performance Appraisal. In this case, the student will be provided with a written description of the reason(s) for probation and expectations for improvement. Probationary status may lead to one of the following three outcomes: (1) The student shows acceptable improvement and probation is terminated; (2) The student does not show acceptable improvement, but the psychology faculty vote to continue the probationary period; (3) The student does not show acceptable improvement and the psychology faculty vote to recommend the

student's dismissal from the program. Dismissal must be approved by the Dean of the Prothro-Yeager College of Humanities and Social Sciences.

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Retention and Remediation Policy

The MSU Texas Masters of Clinical/Counseling Psychology program wants to attract and retain top students. However, it recognizes that, on occasion, life events and/or deficient skills may hinder a student from being successful in the program. The following policy outlines the process by which students are supported with the goal of graduation within a 4-year period beginning with the first date of classes the first semester of enrollment.

Students are evaluated each semester in the program, as outlined in the Graduate Student Handbook. Through these evaluations, students will be identified as being “in good standing” or “not in good standing.” Students may be identified as “not in good standing” due to academic concerns (e.g., risk of failing to meet minimum GPA requirements, excessive grades of C or lower, lack of academic preparedness) and/or non-academic concerns (e.g., clinical skills deficits, GA/TA performance, concerns regarding professionalism).

During the semester review, students not in good standing will be informed of program concerns and placed on probation. Students will be invited to provide context into identified concerns. Students and committee members will then develop a remediation plan. The remediation plan will identify specific behavioral goals for the student, required remediation, and recommended remediation. Students will be informed that their probation status will be re-evaluated at the end of the next academic semester. (Of note, probation re-evaluation will be conducted following the second summer term.)

Possible remediation requirements include, but are not limited to:

1. Referral to existing campus resources:
 - a. the MSU Texas Title IX office
 - b. the MSU Texas Office of Student Rights and Responsibilities
 - c. the MOSAIC Cross Cultural Center
 - d. Counseling resources (e.g., Student Counseling Center, BetterMynd)
 - e. the MSU Texas Writing Center
 - f. the Tutoring & Academic Support Programs
2. Referral to community resources
3. Program adjustments:
 - a. reduced GA/TA responsibilities
 - b. reduced course load
 - c. course repetition
 - d. undergraduate remediation

All recommendations will be made verbally in the General Performance Appraisal meeting and in writing within 5 business days following the meeting.

Subsequent performance evaluations will review student progress towards identified behavioral goals. Additionally, students will provide documentation of completion of required remediation. Students may provide any additional information that they feel

germane to the performance review. The committee may decide to rescind probation and return the student to good standing; continue probation with updated or continued remediation requirements; or, dismiss the student from the program.

Students wishing to appeal dismissal may follow the Dismissal from the Program Appeal Policy.

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Dismissal from the Program Appeal

Students who fail to meet the progression standards (see Performance Standards and the General Performance Appraisal) and are dismissed from continued study by the program may appeal this decision.

Students will provide a written appeal to the MSU Graduate Program Coordinator and the Department Chair.

The appeal letter should be submitted no later than close of business on the Monday prior to the first date of classes to be missed due to dismissal. The appeal letter will be sent to the email addresses of the MSU Graduate Program Coordinator and Chair.

The letter must include:

- Date (Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication.)
- Student First and Last Name
- Student Mustang (M) number
- Must include a clear and detailed explanation of what may have contributed to the unsuccessful attempts in the Masters of Clinical/Counseling Psychology program, including why the remediation plan was unsuccessful.
- Must include a clear and viable explanation that demonstrates the student's effort to improve the likelihood of future success.
- Must present a viable plan that demonstrates the student will graduate within 4 years of initial admittance.
- Student signature

The decision of the committee will be made by the Friday prior to the first date of classes. This decision is confidential and final.

Student dismissals originating from the MSU Texas Graduate School cannot be appealed at the department level.

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Appeal of Annual Assessment

At the end of each spring semester, students will meet with the graduate program committee and receive verbal and written feedback regarding their academic and clinical performance.

Students will receive a copy of the Graduate Student Academic Assessment form. This form provides written feedback regarding academic progress and, as necessary, includes recommended resources to help students who may be struggling in any given area. Students will also receive a copy of the Graduate Student Clinical Assessment form. This form provides written feedback regarding observed clinical performance and, as necessary, includes recommended resources to help students who may be struggling in any given area.

Students will have the opportunity to respond to identified concerns during the annual assessment meeting. However, should a student still feel that the conclusions were reached in error, they may appeal the findings of the graduate program committee. The process for appeals is outlined below:

Students who wish to appeal should prepare a written appeal. The written appeal must be provided to the Psychology Department Chair prior to the completion of the spring academic semester during which the annual assessment performed.

The letter must include:

- Date (Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the last day of finals for the spring semester, as indicated by the date and time shown on the electronic communication.)
- Student First and Last Name
- Student Mustang (M) number
- Must include a clear and detailed explanation of the specific items presented in the annual assessment that the student wishes to appeal.
- Must include a clear evidence contradicting the conclusions presented in the annual assessment.
- Student signature

The appeal letter will be reviewed by the Department Chair in conjunction with the Graduate Program Coordinator (in the case of addressing appeals of the Graduate Student Academic Assessment form) and with the Director of Clinical Training (in the case of addressing appeals of the Graduate Student Clinical Assessment). A written determination will be provided within ten (10) academic business days after receipt.

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The Final Comprehensive Examination

All students must pass a final comprehensive examination prior to receiving the graduate degree. This examination is to be taken early in the semester in which the student intends to graduate. The Graduate Program Coordinator will schedule a date (usually the first Friday of Summer I) and notify all students of the date, time, and courses to be tested over.

The final written comprehensive examination is in multiple-choice format and may include subtests that examine knowledge of material covered in core (required) graduate psychology courses. Students are required to complete only those subtests that cover courses that have been completed at the time of the examination. In addition, if several different professors have taught a course, students are required to take only the subtest prepared by the professor from whom they took the course. Passing scores are determined by the psychology faculty in advance of test administration. Pass/fail decisions are based on performance on the entire exam, not on subtests. Consequently, a high score on one subtest can compensate for a low score on another subtest.

The Psychology Department Chair will file in the Office of the Registrar and Admissions a report on the comprehensive examination. If unsuccessful in the examination, the student may be re-examined only once during the same semester. If the student fails this second examination, that student must wait to be re-examined until the semester following the initial examination, except with the permission of the Graduate Program Coordinator and Department Chair. Before the petition for re-examination is granted, evidence of additional preparation must be presented. Students who fail the final written comprehensive examination three times will be dismissed from the program.

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Practicum and Internship

Students completing the 60- or 63-hour clinical/counseling program must complete one semester of clinical practicum (150 hours: 50 direct and 100 indirect) and two semesters of internship (225 hours: 95 direct and 130 indirect). Prior to enrolling in clinical practicum, students must complete the following four courses with a “B” or higher: PSYC 5143 Applied Ethics, PSYC 5163 Psychopathology: Diagnosis/Psychopharmacology, PSYC 5213 Theories of Counseling, and PSYC 6113 Counseling Methods/Individual Psychotherapy. Internship placements will be arranged by the Director of Clinical Training following a criminal background check. Supervision of practicums will be accomplished both by site personnel and by the Director of Clinical Training. Performance in the practicum will be evaluated by these same individuals.

Students anticipating taking practicum should submit their preferences for practicum assignments by November 1 for the spring semester, and April 1 for the summer and fall semesters. These preferences should be in writing, and should be submitted to the Director of Clinical Training. Practicum assignments are made by the Director of Clinical Training, in consultation with the clinical faculty, based on three criteria: (1) the training needs of the student; (2) the staffing needs of the MSU Psychology Clinic; and (3) the stated preferences of the student.

In addition to formal enrollment in clinical practicum, all students are required to participate in group supervision and attend individual supervision. Students are to read and abide by the [ethical principles set forth by the American Psychological Association](#) and the [Statutes and Rules of the Texas State Board of Examiners of Psychologists for the LPA license](#). Students are to read and abide by the [ethical principles set forth by the American Counseling Association](#) and the [Statutes and Rules of the Texas State Board of Examiners of Professional Counselors](#) for the LPC license. Since most students do not know which license they will be pursuing until the end of the program, and some graduates seek both licenses, the psychology program advises students to be knowledgeable about both the APA, ACA, and both licenses.

A clinician thumb drive is issued to each student. This thumb drive is used for writing casenotes/reports and the Applied Research Paper. It may not leave the clinic unless it is being used in clinical supervision.

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Graduate Committee

Following completion of at least thirty hours of graduate work and prior to the beginning of the thesis or applied research paper, the student should begin to identify potential members of the student's Graduate Committee. The Graduate Committee will oversee the student's progress towards completion of the thesis or applied research paper. The Graduate Committee Chair assumes primary responsibility for directing the thesis or applied research paper. The following restrictions apply to Graduate Committee membership:

1. The Graduate Committee Chair and at least one of the other members of the committee must be members of the psychology graduate faculty¹.
2. The third member of the committee may be selected from the graduate faculty of any Midwestern State University program². (Note: Not all faculty members are members of the graduate faculty. The Graduate Committee Chair can help the student identify suitable committee members.)
3. Psychology faculty members are expected to serve on Graduate Committees in general, but may decline to chair or serve on a particular committee.
4. If a member of a student's committee becomes unable to serve, the student may request that the Psychology Department Chair appoint a faculty member to take his/her place.

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¹ The second member of the Graduate Advisory Committee for students completing an applied research paper must be a member of the clinical faculty.

² The Graduate Advisory Committee for students completing an applied research paper is only required to have two clinical faculty members.

The Thesis

Only students who have completed PSYC 5113—Research and Statistical Analysis (with a B or higher) and who have completed and have an approved thesis prospectus are eligible to enroll in thesis (PSYC 6983, 6993). Although completion of a thesis is strongly encouraged for students aspiring to doctoral study, not all students who want to complete a thesis will necessarily be approved to do so. Clinical/counseling students pursuing the non-thesis option will complete an applied research paper as described in the next section.

Thesis Prospectus

The student should begin planning the thesis at least three full semesters in advance of the expected date of graduation by identifying a research area of interest. Once an area of interest is identified, students should prepare a 3-5 page thesis prospectus. The purposes of the prospectus include identifying the primary questions to be addressed during the thesis project, demonstrating the need or contribution of the proposed research, and identifying the means by which the questions will be answered (i.e., data to be collected, analyses to be completed). Furthermore, the prospectus should also indicate who the student would like to serve as Graduate Committee chair and committee members. Finally, the prospectus should provide a timeline for thesis completion. In designing thesis research, students should bear in mind that financial support from the psychology department is generally limited to photocopying expenses, up to 1000 copies, and that all research involving human subjects must be approved by the university's [Institutional Review Board](#) (IRB).

The thesis prospectus must be turned in to the Graduate Program Coordinator three weeks before the last day of classes the semester prior to enrollment in PSYC 6983.

The Graduate Program Coordinator will review the prospectus and circulate the document to the proposed committee chair and members for review. Should faculty feel there are significant concerns regarding the research or the probability of its completion in an independent and timely manner, the student will not be approved to enroll in PSYC 6983. Feedback will be provided to the student regarding faculty concerns by the Graduate Program Coordinator. During the feedback session, the student and Graduate Program Coordinator will determine the appropriateness of revising the prospectus, preparing a new prospectus, or focusing energies on the completion of an applied research paper. Students may only submit two prospectuses during their academic career. On the other hand, should the prospectus be accepted, the student will initiate the thesis project with the identified Graduate Committee Chair.

The Thesis Proposal

During student enrollment in PSYC 6983- Thesis I, the Graduate Committee Chair will assist the student in preparing a formal thesis proposal (discussed below) and will assist the student in selecting other faculty to serve on the committee. The thesis proposal is a

typewritten document that contains a thorough review of the relevant literature, a clear statement of the intended purpose(s) of the proposed research, a description of the intended methodology, and an outline of proposed methods of data analysis. Components of a typical thesis proposal are listed in [Appendix E](#).

The **first draft of the thesis proposal** should be submitted to the

- Committee Chair at least five weeks before the end of the semester (defined as the last day of final exams).
- Graduate Committee at least three weeks prior to the end of the semester. Once approved by the Committee Chair, the thesis proposal is to be submitted to other members of the Graduate Committee. The student should work closely with the committee members to modify the proposal in ways that satisfy all members.

The **final draft of the thesis proposal** should be submitted to the

- Graduate Committee at least one week prior to the end of the semester. Final approval of the thesis proposal takes place in a meeting of the student and one's Graduate Committee. At this proposal meeting the student will make an oral presentation to the Graduate Committee, the Committee will recommend any final changes, and all parties will sign the "Approval of Thesis/Exit Paper Proposal" (see [Appendix F](#)). If the research involves the use of human participants, the proposal must also be approved by the Midwestern State University IRB before the project may begin. The student's Committee Chair can guide the student through obtaining this approval.

No research involving human participants may begin without the approval of the IRB. Furthermore, to submit for IRB approval students and all members of the Graduate Advisory Committee must have completed the current MSU Texas University requirements for conducting research (most recently: Social & Behavioral Research – Basic/Refresher Social & Behavioral Research: Basic Course).

Failure during the first semester of enrollment in PSYC 6983 to complete the proposal, submit it to the graduate committee, and obtain committee approval to pursue the thesis research associated with PSYC 6993 will make the student ineligible to enroll in PSYC 6993. Under these circumstances, no credits will be granted for PSYC 6983 and the transcript grade will remain "X" which will not influence the student's graduate GPA. Exceptions to this rule must be approved by the Department Chair. Once students have completed PSYC 6983, enrollment is required in PSYC 6993 each long term until the thesis is successfully completed or until a leave of absence of one semester is granted by the Dean of the Graduate School. Summer enrollment in thesis is not required unless the student will be either defending during the summer.

The Thesis

The **first draft of the completed thesis** should be submitted to the

- Committee Chair at least seven weeks before the end of the semester (defined as the last day of final exams). With the approval of the student's Committee Chair, a draft of the thesis should be submitted to the other members of the Graduate Committee.
- Graduate Committee at least six weeks prior to the end of the semester. Students should expect to complete an average of two or three revisions of the thesis. Although faculty members are expected to review and return a thesis within one week of receipt, the student should be prepared for delays and plan accordingly. Changes recommended by the Graduate Committee should be incorporated into the thesis.

The **final, completed thesis** must be approved at the [oral examination](#)

- at least four weeks prior to the end of the semester by the members of the student's Graduate Committee and the Psychology Department Chair.

Additional [thesis requirements](#):

1. The student shall submit the following documents as per departmental guidelines:
 - a. the final thesis document to the Graduate Advisory Committee Chair, in both a Microsoft Word and PDF format;
 - b. completed *Thesis Information Form*; and
 - c. completed *Thesis Release Form for Electronic Thesis Publication and Distribution*.
2. The original, signed *Thesis Approval Document* with all committee signatures and department chair signature, as well as the documents referenced above, shall be sent to the Dean of the McAda Graduate School at thesis@mwsu.edu in accordance with departmental guidelines.
3. A paper copy of the thesis is required for the department. Additional copies can be obtained by the student. There is a fee of \$25 per bound copy, payable at the MSU Business Office. The receipt and the number of collated paper copies desired to be bound is to be brought by the student to the Assistant to the Graduate Dean in Hardin 104. Copies for binding must be printed on 20 pound weight, 25% rag content bond paper.
4. When the Dean of the McAda Graduate School has approved the final copy of the thesis, the Thesis Signature Page will be submitted to the Office of the Registrar, which serves as official notification of completion of the thesis requirement.

The thesis should be completed in accordance with MSU Thesis Guidelines (<https://msutexas.edu/academics/graduate-school/thesis.php>).

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The Applied Research Paper

Graduate students who are not completing a thesis must complete an applied research paper (sometimes called a “file paper” or “exit paper”). This option is most often selected by students who aspire to practice psychology at the master’s level. Whereas the thesis is a report of the outcome of the student’s own research, the applied research paper is formatted similarly to a case presentation, including a comprehensive biopsychosocial relevant research literature (e.g., etiology, diagnosis, treatment), detailed theoretical case conceptualization, and a treatment summary (e.g. goals, methods, and course of treatment). Students who complete an applied research paper do so without enrolling in any particular course and receive no course credits for completing the paper. The applied research paper should be completed during the Spring or Summer semester prior to graduating and during/after completing Internship II.

Applied Research Prospectus

The student should begin planning the applied research prospectus at least two full semesters in advance of the expected date of graduation by identifying a potential case for presentation. Once a case is identified, students should prepare a 1-2 page prospectus for the Graduate Program Coordinator (due 11 weeks prior to the end of the Fall/Spring semester it will be defended or at the end of Spring if defending in summer). The purpose of the prospectus is to verify that the selected case is appropriate for use in the applied research paper. To this end, students should provide the following information in the prospectus: brief summary of the presenting problem, nature and course of treatment, current treatment status, and a list of potential references for use in the paper. Furthermore, the prospectus should also indicate who the student would like to serve as Graduate Committee chair and committee member(s). The Graduate Program Coordinator will review the prospectus and circulate the document to the proposed committee chair and members for review. Should faculty feel there are significant concerns regarding the case, the student will be required to submit a revised prospectus or select another case for presentation and submit a new prospectus. Feedback will be provided to the student regarding faculty concerns by the Graduate Program Coordinator.

Once the project is approved and the Graduate Advisory Committee selected, the student and the Graduate Committee Chair will work to prepare the written document.

Applied Research Paper

The applied research paper represents formal evidence of a student’s mastery in applying research and theory to case conceptualization and intervention. To this end, the applied research paper should not only present a summary of assessment and intervention with a client, the applied research paper should provide a summary of relevant research. For example, if an student were presenting a case in which one was treating a patient diagnosed with major depressive disorder using an interpersonal theoretical orientation, then the applied research paper would necessarily provide a brief literature review of interpersonal theory and its usefulness in the treatment of major depressive disorder. A

checklist of the typical sections and subsections of the applied research paper is provided below. Occasionally, the unique nature of a particular case may merit some deviation from this format. These deviations should be made with the approval of the graduate advisory chair.

Due to the confidential nature of an Applied Research Paper, all identifying information should be redacted and a pseudonym should be used for the client and other individuals in the Applied Paper. This document is to be treated as a case file-it should never be sent electronically. Please save it on the clinician thumb drive only and follow the rules for the clinic thumb drives.

Background Information

- Presenting problem/history of the problem
- Individual/family history
- Medical/Psychological history
- Testing information (if available)

Diagnosis

- Complete DSM-5 diagnosis or diagnoses

Case Formulation³

- Diversity (RESPECTFUL or ADDRESSING)
- Life-Span Stages and Typical Issues
- Theory

Treatment Goals

- Based upon the case formulation

Treatment Summary

- Changes across treatment
 - Symptoms
 - Behaviors
 - Skills

Recommendations for the future

- Based upon the case formulation
- Empirically Supported Treatments/Experimentally Based Treatments

By 11 weeks prior to the end of the semester (defined as the last day of final exams), the student's graduate committee should meet to approve the content.

By 7 weeks prior to the end of the semester, the first draft of the applied research paper should be presented to the committee chair.

By 5 weeks prior to the end of the semester, the committee chair-approved applied research paper should be presented to the entire graduate committee.

³ This is the most important section of the applied research paper. Not only are students expected to demonstrate a clear, theoretically based understanding of the client's symptoms and the mechanisms causing these symptoms, this conceptualization should directly inform the treatment goals and structure both treatment summary and recommendations for the future.

By 3 weeks prior to the end of the semester, the committee must approve the applied research paper at the [oral examination](#) and a copy of the approved applied research paper must be submitted to the Graduate Program Coordinator.

Copies of the applied research paper are not bound, so no binding fee need be paid.

The Final Oral Examination

Final approval of the thesis or applied research paper is given at the time of the final oral examination (also known as the "oral defense") at least four weeks prior to the end of the semester for the thesis or three weeks prior to the end of the semester for the applied research paper. The oral examination is conducted by members of the student's Graduate Committee and any other interested members of the faculty. Questioning normally centers on matters pertaining to the student's thesis or applied research paper, but the student may also be questioned over other areas of one's graduate training.

The student's Graduate Committee Chair will file in the Registrar's Office a report on the oral examination, signed by the members of the Committee, the Psychology Department Chair, and the Dean of the Prothro-Yeager College of Humanities and Social Sciences. This report will contain a recommendation for or against approval of the candidate for graduation.

If unsuccessful in the oral examination, the student may not be re-examined until the semester following the initial examination, except with the permission of the Graduate Program Coordinator and Psychology Department Chair. Before the petition is granted, evidence of additional preparation must be presented.

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Complaint Policy Master's in Clinical/Counseling Psychology Program

Policy Statement	The department of psychology encourages students to discuss their complaints and grievances. These should be expressed as soon as possible to allow early resolution at the lowest possible level.
Reason for Policy	The purpose of this policy is to provide guidance to students, as well as the department, regarding the resolution of student complaints and grievances. Of note, in this policy, the terms “complaint” and “grievance” shall have the same meaning.
Application of Policy	<p>This policy applies to all student grievances or complaints that do not currently fall under existing university policy.</p> <p>Existing policies include, but are not limited to:</p> <ul style="list-style-type: none">OP 16.01 – Equal Employment Opportunity Policy and Affirmative Action ProgramOP 16.02 – Sexual MisconductOP 16.03 – Non-Discrimination and Anti-Harassment Policy and Complaint ProcedureOP 16.04 – Access for individuals with Disabilities <p>Existing procedures include, but are not limited to:</p> <ul style="list-style-type: none">Appeal of Course GradeChallenge to Accuracy of Record-keeping <p>Students are encouraged to review the MSU Texas Graduate Catalog, Midwestern State University Student Handbook, and consult with the Dean of Students to determine whether or not their specific complaint or grievance should be pursued under this policy or under another existing university policy.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or MSU Texas policy, nor to require a full evidentiary hearing or “mini-trial” at any level.</p>
Informal Resolution	Informal resolution directly with the involved departmental employee(s) shall be encouraged. However, the deadlines articulated in this policy will not be extended, except by mutual, written consent.

Even after initiating the formal complaint process, the student(s) and department of psychology employee are encouraged to continue to seek informal resolution of their concerns. A student whose concerns are resolved informally may withdraw a formal complaint at any time.

Formal Resolution Process

The formal complaint process is articulated by level, levels being determined by the individual who has authority to address the student complaint.

Level One Complaints: Complaints involving a staff member or faculty member within the department.

Level Two Complaints: Complaints involving the Director of Clinical Training or involving the Graduate Program Coordinator.

Level Three Complaints: Complaints involving the Psychology Department Chair or the Academic Recruitment Specialist/Department Secretary.

Complaint Process

A formal written complaint, including copies of any documents that support the complaint, must be submitted within 15 days of the date the student first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

The written complaint should be directed in the following manner:

Level One Complaints – to the staff member or faculty member within the department about whom the complaint is being made

Level Two Complaints – to the Psychology Department Chair

Level Three Complaints – to the Dean of the Prothro-Yeager College of Humanities and Social Sciences

Complaint or appeal documents may be submitted by hand-delivery, by electronic communication (including e-mail and fax), or by U.S. Mail. Hand-delivered filings shall be timely

filed if received by the appropriate department of psychology employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate department of psychology employee no more than three days after the deadline.

The appropriate department of psychology employee shall investigate as necessary and schedule a conference with the student within ten (10) academic business days after receipt of the written complaint.

(Academic business days include weekdays during the academic semester as outline on the MSU Texas Academic Calendar. Of note, all effort will be made to respond during academic holidays and throughout the entire academic calendar. However, days that fall on university holidays, academic breaks, and semesters for which an identified individual is not under contract are not counted in the response deadline.)

The appropriate department of psychology employee shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student fails to appear at a scheduled conference, the department of psychology may hold the conference and issue a decision in the student's absence.

At the conference, the student may provide any documents or information associated with the complaint, as well as a desired resolution. The departmental employee may ask for additional clarification and context regarding the complaint, as necessary.

The department of psychology employee may set reasonable time limits for the conference.

The department employee shall provide the student a written response within ten (10) academic business days following the conference. The response will include the employee's decision relative to the student's desired resolution. A copy of the formal complaint and the written response will be forwarded by the department of psychology employee to the departmental representative at the next highest level of complaint.

Complaint Escalation If the student did not receive their desired resolution through the formal complaint process *or* if the time for a departmental response expired without a written response, the student may escalate the complaint by filing an appeal at the next level of complaint. The escalated complaint must be filed in writing, within ten (10) academic business days of the date of the written response from the initial complaint or, if no response was received, within ten (10) academic business days of the initial response deadline. Appeal document include the initial written complaint and the written response received.

Appeal documents may be filed by hand-delivery, by electronic communication (including e-mail and fax), or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate department of psychology employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate department of psychology employee no more than three days after the deadline.

The appropriate employee shall investigate as necessary and schedule a conference with the student within ten (10) academic business days after receipt of the written complaint.

Reasonable attempts will be made to schedule conferences at a mutually agreeable time. If a student fails to appear at a scheduled conference, the department of psychology may hold the conference and issue a decision in the student's absence.

In the case of escalated complaints, the conference may include the student making the complaint, the university employee scheduling the escalated complaint conference, and departmental employees involved in the initial complaint and/or previous escalation complaints.

At the conference, the student may provide information concerning any documents or information associated with the complaint and a desired resolution. The university employee who scheduled the conference may ask for additional clarification and context regarding the complaint or previous responses to the complaint, as necessary.

The university employee scheduling the complaint may set reasonable time limits for the conference.

The university employee who scheduled the complaint shall provide the student a written response within ten (10) academic business days following the conference. The response will include the employee's decision relative to the student's desired resolution.

If the student is not satisfied with the complaint process or outcome following a Level Three complaint, the student may file a complaint with the MSU Texas office of the Provost and Vice President for Academic Affairs.

Freedom from Retaliation

Neither the department of psychology nor any department of psychology employee shall unlawfully retaliate against any student for bringing a concern or complaint.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint

Incomplete Filings

If a complaint or appeal is incomplete in any material aspect, it may be dismissed but can be refiled with all the required information if the refileing is within the designated time for filing.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint or appeal document is not timely filed, the complaint may be dismissed, on written notice to the student, at any point during the complaint process.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

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Appendix A: Coursework for 60- and 63-hour Program

Coursework:

Coursework focuses on four separate areas. Students must meet the minimum requirements in each of the areas of emphasis.

A. Clinical Core: The following courses are required of all first-semester students and must be completed with a 3.0 or higher prior to Clinical Practicum.

Clinical Core		
Course	60-hour Program	63-hour Program
PSYC 5143 Applied Ethics	Required	Required
PSYC 5213 Theories of Counseling	Required	Required
PSYC 5163 Psychopathology: Diagnosis/Psychopharmacology	Required	Required
PSYC 6113 Counseling Methods/Individual Psychotherapy	Required	Required

B. Theoretical Core: Courses in this block address biological bases of behavior; acquired or learned bases of behavior; social/cultural/systemic bases of behavior; and individual or unique bases of behavior.

Theoretical Core		
Course	60-hour Program	63-hour Program
PSYC 5153 Theories of Personality	Required	Required
PSYC 6133 Marriage, Family, and Systems Psychology	Required	Required
PSYC 6103 Vocational Assessment and Counseling	Required	Required
PSYC 5233 Human Development Across the Life Span	Required	Required
PSYC 5183 Professional Issues	Required	Required
PSYC 5863 Biological Bases of Behavior	Required	Required

C. Research Methodology Core: Courses and requirements in this block help students understand methodologies used to investigate questions and acquire knowledge in the discipline. Professionals in our field are life-long learners who must be skilled in accessing, interpreting, and applying research to practice.

Research Methodology Core

Course	60-hour Program	63-hour Program
PSYC 5113 Research and Statistical Methods	Required	Required
PSYC 5200 Foundations of Research Methods/Outcomes	Required	Required
PSYC 5203 Applied Research Methods/Outcomes	Required	Required
PSYC 5843 Multicultural Psychology: Research/Practice	Required	Required
PSYC 6181 Evidence Based Practice	Required	Required

D. Applied Core: Courses in this block address the applications of psychological principles and theories to clinical and counseling psychology; assessment techniques; sensitivity to social and cultural diversity; professional standards and ethics; and, supervised clinical experience.

Applied Core

Course	60-hour Program	63-hour Program
PSYC 5133 Intellectual Assessment	Required	Required
PSYC 6143 Personality Assessment	Required	Required
PSYC 5273 Addictions: Research and Practice	Required	Required
PSYC 6123 Therapeutic and Psychoeducational Groups	Required	Required
PSYC 6152 Practicum I	Required	Required
PSYC 6103 Internship I	Required	Required
PSYC 6200 Internship II	Required	Required

E. Students must complete a sufficient number of elective courses such that the total number of course hours meets or exceeds the minimum for their degree option.

Electives

Course	60-hour Program	63-hour Program
Elective (s) equaling 3 hours	Required	No
PSYC 5103 Cognitive-behavioral Therapy		
PSYC 5123 Child and Adolescent Psychology		
PSYC 5193 Independent Study		
PSYC 5253 Forensic Psychology		
PSYC 5263 Health Psychology		
PSYC 6001 Teaching Practicum		
PSYC 6013 Special Graduate Topics in Psychology		

F. Capstone Project. Students completing the 60-hour program will present a formal case conceptualization including a biopsychosocial approach, theory, testing data (if available), and short- and long-term treatment goals. Classmates are allowed to attend.

The thesis option requires a defense of the completed work before a committee of three graduate faculty (one may be from another department). The entire university community is allowed to attend.

Course	Capstone Project	
	60-hour Program	63-hour Program
Applied Research Paper	Required	No
PSYC 6983 Thesis I	No	Required
PSYC 6993 Thesis II	No	Required

G. Students must participate or attend at least two events (e.g., conference, annual meeting, continuing education workshop) hosted by a professional association or organization beyond Midwestern State University (e.g., American Psychological Association, Southwestern Psychological Association, Texas Psychological Association, Greenbelt Counseling Association).

Appendix B: Degree Plans for Psychology Master's Degree (Thesis Options)

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MASTER OF ARTS DEGREE PLAN
Clinical/Counseling Psychology
Midwestern State University

Catalog Year:

Name: MSU ID#

Address: Today's Date:

Required Coursework:

- | | |
|--|---|
| <input type="checkbox"/> 5113 Psychological Statistics | <input type="checkbox"/> 6103 Vocational Assessment and Counseling |
| <input type="checkbox"/> 5133 Principles and Practices of Assessment:
Intellectual Assessment | <input type="checkbox"/> 6113 Counseling Methods/Individual
Psychology |
| <input type="checkbox"/> 5143 Applied Ethics | <input type="checkbox"/> 6123 Therapeutic and Psychoeducational
Groups |
| <input type="checkbox"/> 5153 Theories of Personality | <input type="checkbox"/> 6133 Marriage, Family, and Systems
Psychology |
| <input type="checkbox"/> 5163 Psychopathology:
Diagnosis/Psychopharmacology | <input type="checkbox"/> 6143 Principles and Practices of Assessment:
Personality Assessment |
| <input type="checkbox"/> 5213 Counseling: Theories and Methods | <input type="checkbox"/> 6152 Practicum I |
| <input type="checkbox"/> 5233 Human Development Across the Life
Span | <input type="checkbox"/> 6181 Evidence Based Practice |
| <input type="checkbox"/> 5273 Addictions: Research/Practice | <input type="checkbox"/> 6203 Internship I |
| <input type="checkbox"/> 5283 Professional Issues | <input type="checkbox"/> 5200 Foundations of Research Methods and
Outcome Assessment |
| <input type="checkbox"/> 5843 Multicultural Psychology: Research and
Practice | <input type="checkbox"/> 6200 Internship II |
| <input type="checkbox"/> 5863 Biological Bases of Human Behavior | <input type="checkbox"/> 5203 Applied Research Methods and
Outcome Assessment |

Electives:

- | | |
|---|---|
| <input type="checkbox"/> 5103 Cognitive-Behavioral Therapy | <input type="checkbox"/> 5263 Health Psychology |
| <input type="checkbox"/> 5123 Child and Adolescent Psychology | <input type="checkbox"/> 6001 Teaching Practicum |
| <input type="checkbox"/> 5193 Independent Graduate Study in | <input type="checkbox"/> 6013 Special Graduate Topics in Psychology |
| <input type="checkbox"/> 5253 Forensic Psychology | |

Other

- | |
|--------------------------------------|
| <input type="checkbox"/> 6983 Thesis |
| <input type="checkbox"/> 6993 Thesis |

Total Hours:

**MASTER OF ARTS DEGREE PLAN
Clinical/Counseling Psychology
Midwestern State University**

Leveling Work:

External Training Experiences:

Graduate Advisory Committee Members:

Chairperson

Member

Member

Comprehensive Examination Pass Date:

Final Oral Examination Pass Date:

Signatures

Student

Graduate Program Coordinator

Director of Clinical Training

Department Chair

Distribution:

Student
Committee Chair
Program Chair
Registrar

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**Appendix C: Graduate Student Practicum Readiness Assessment and
Graduate Student Academic Assessment**

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Graduate Student Practicum Readiness Assessment

Trainee _____
Date _____

Evaluator _____

ASSESSMENT METHOD(S) FOR COMPETENCIES – ENTER LETTER IN METHOD COLUMN

- C - Classroom based observations, e.g. discussions, participation, assignments
- O - Outside of Class but in official role, e.g. advising, supervising as GA
- I/S – Informal or social interactions, e.g. hallways or department events
- R – Role plays and samples of developing clinical skills
- Ind - Indirect information, e.g. discussions with other faculty, feedback from students

COMPETENCY RATINGS DESCRIPTIONS

- NA** Not applicable for this training experience/Not assessed during training experience
- 1** Skills consistently not evident. Behavior is frequently inappropriate for clinical setting. Student is not aware of deficits and/or not responsive to feedback. Dismissal from program should be considered.
- 2** Skills approaching adequacy or evident inconsistently. Behavior is occasionally inappropriate for clinical setting. Student is aware of and acknowledges deficits. Some responsiveness to feedback is evident. Improvement is possible with remediation
- 3** Adequate – Entry levels skills acceptable and consistently demonstrated. Student may need additional supervision on these basic competencies.
- 4** Good - Student is prepared to begin practicum and will develop appropriately with routine supervision.

Personality Characteristics, Intellectual and Personal Skills

a) Interpersonal skills:	<u>Rating</u>	<u>Method</u>
1. ability to listen and be empathic with others		
2. respect for/interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc.		
3. open to feedback		

b) Cognitive skills:	<u>Rating</u>	<u>Method</u>
1. problem-solving ability		
2. critical scientific thinking (e.g. able to perform critique of literature, evaluate methodology and scientific basis of findings, aware of need for evidence to support assertions)		
3. organized reasoning		
4. intellectual curiosity and flexibility		

c) Affective skills:	<u>Rating</u>	<u>Method</u>
1. emotional maturity (i.e. awareness of inner emotional experience; affect tolerance; positive coping skills)		
2. tolerance/understanding of interpersonal conflict		

3. tolerance of ambiguity and uncertainty		
---	--	--

d) Personality/Attitudes:	<u>Rating</u>	<u>Method</u>
1. desire to help others		
2. openness to new ideas		
3. honesty/integrity/valuing of ethical behavior		

e) Expressive skills:	<u>Rating</u>	<u>Method</u>
1. ability to communicate one's ideas, feelings and information in verbal		
2. ability to communicate one's ideas, feelings and information in written form		

f) Reflective skills:	<u>Rating</u>	<u>Method</u>
1. Willingness to consider one's own history, attitudes, values, and beliefs		
2. Basic mindfulness and self-awareness (e.g. aware of how others experience them)		
3. Basic awareness and attention to self-care		
4. Awareness of clinical competencies for professional training		

g) Professionalism:	<u>Rating</u>	<u>Method</u>
1. personal organization and timeliness		
2. personal hygiene		
3. appropriate dress		
4. respectful and collegial interactions with those who have different professional models or perspectives than own		

For any rating below 2 please provide comments supporting the rating, including examples of behavior if possible.

Total # of 2 ratings _____

When the student received 3 or fewer 2 ratings a remediation should be developed. Deficiencies in no more than 3 areas are allowed. If more than 3 areas are deficient then dismissal of the student is warranted.

Total # of 1 ratings _____

A single rating at the 1 level is grounds for considering dismissal.

Graduate Student Academic Assessment

Trainee: _____

Evaluator: _____

AY/Sem: _____

Courses: _____

(Academic Year/Semester)
enrolled during the AY/SEM)

(Courses in which this student was

1. Attendance:	The student regularly attends class and does not exceed the number of approved absences, as stated in the course syllabus	S US N/A
	Comments/Observations:	
2. Tardiness:	The student is present in class and prepared at the start of class	S US N/A
	Comments/Observations:	
3. Participation	The student actively and appropriately participates in class – demonstrating familiarity with course content/readings and an ability to apply course material to in-class discussion.	S US N/A
	Comments/Observations:	
4. Content Mastery	The student demonstrates sufficient mastery of course material, as measured by performance assessments (e.g., formal tests, clinical demonstrations)	S US N/A
	Comments/Observations:	
5. Writing Skills	The student demonstrates appropriate written skills (e.g., APA style, grammar, mechanics)	S US N/A
	Comments/Observations:	
6. Presentation skills	The student demonstrates graduate-level presentation skills (e.g., content mastery, content development, engagement)	S US N/A
	Comments/Observations:	
7. Interpersonal Skills	The student demonstrates strong interpersonal skills (e.g., appropriate respect towards faculty/peers, appropriate boundaries, cooperative attitude)	S US N/A
	Comments/Observations:	

Recommended Remediation:

No remediation	Y/N	Writing Lab utilization	Y/N
Self-directed efforts	Y/N	Math Lab utilization	Y/N
Reduction of GA/TA responsibilities	Y/N	Outside tutoring	Y/N
Reduced course load	Y/N	Outside counseling	Y/N

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**Appendix D: Clinical Practicum , Internship I, and Internship II
Supervisor Evaluation**

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PSYCHOLOGY TRAINEE COMPETENCY ASSESSMENT FORM

Trainee: _____

Supervisor: _____

Practicum: 1 2 3

Evaluation: Mid-semester End of Semester

Training Experience _____

Date: _____

ASSESSMENT METHOD(S) FOR COMPETENCIES

_____ Direct Observation

_____ Review of Written Work

_____ Videotape

_____ Review of Raw Test Data

_____ Audiotape

_____ Discussion of Clinical Interaction

_____ Case Presentation

_____ Comments from Other Staff

FOR MOST ITEMS, THE EXPECTED RATING FOR STUDENTS IN THEIR INITIAL PRACTICA IS A 2.

- NA Not applicable for this training experience/Not assessed during training experience
- 5 Advanced/Skills comparable to autonomous practice at the licensure level.
- 4 High Intermediate/Occasional supervision needed.
- 3 Intermediate/Should remain a focus of supervision
- 2 Entry level/Continued intensive supervision is needed
- 1 Needs remedial work

GOAL 1: COMPETENCE IN PROFESSIONAL CONDUCT, ETHICS AND LEGAL MATTERS

NA OBJECTIVE 1.1: PROFESSIONAL INTERPERSONAL BEHAVIOR

Professional and appropriate interactions with colleagues in the practicum setting such as, treatment teams, peers, and supervisors; seeks peer support as needed.

- 5 Smooth working relationships, handles differences openly, tactfully and effectively.
- 4 Actively participates in team meetings and works effectively with colleagues. Appropriately seeks input from supervisors to cope with rare interpersonal concerns.
- 3 Progressing well on developing effective working relationships and providing input in a team setting. Effectively seeks assistance to cope with interpersonal concerns with colleagues.
- 2 Ability to participate in team model is limited, relates well to peers and supervisors.
- 1 May be withdrawn, overly confrontational, insensitive or may have had hostile interactions with colleagues.

OBJECTIVE 1.2: SEEKS CONSULTATION/SUPERVISION

Seeks consultation or supervision as needed and uses it productively.

- 5 Actively seeks consultation when treating complex cases and working with unfamiliar symptoms.
- 4 Open to feedback, shows awareness of strengths and weaknesses, uses supervision well when uncertain, occasionally over or under-estimates need for supervision
- 3 Generally accepts supervision well, but occasionally defensive. Needs supervisory input for determination of readiness to try new skills.
- 2 Needs intensive supervision and guidance, difficulty assessing own strengths and limitations.
- 1 Frequently defensive and inflexible, resists important and necessary feedback.

NA OBJECTIVE 1.3: USES POSITIVE COPING STRATEGIES

Demonstrates positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality client care.

- 5 Good awareness of personal and professional problems. Stressors have only mild impact on professional practice.
- 4 Developing insight into impact of stressors on professional functioning, seeks supervisory input and/or personal therapy to minimize this impact. Actively seeks supervision and/or personal therapy to resolve issues.
- 3 Intermittently able to identify impact of stress on professional functioning. Increased comfort discussing problems and accepting reassurance from supervisor well.
- 2 Personal problems can significantly disrupt professional functioning. Limited awareness of impact. Needs significant supervision time to minimize the effect of stressors on professional functioning.
- 1 Denies problems or otherwise does not allow them to be addressed effectively.

NA OBJECTIVE 1.4: PROFESSIONAL RESPONSIBILITY AND DOCUMENTATION
Responsible for key client care tasks (e.g. phone calls, letters, case management), completes tasks promptly. All client contacts, including scheduled and unscheduled appointments, and phone contacts are well documented. Records include crucial information.

- 5 Maintains complete records of all client contacts and pertinent information. Notes are clear, concise and timely. Takes initiative in ensuring that key tasks are accomplished. Records always include crucial information.
- 4 Maintains timely and appropriate records; may forget some minor details or brief contacts (e.g. phone calls from client), but recognizes these oversights and retroactively documents appropriately. Records always include crucial information.
- 3 Uses supervisory feedback well to improve documentation. Needs regular feedback about what to document. Rarely, may leave out necessary information, and occasionally may include excessive information. Most documentation is timely.
- 2 Needs considerable direction from supervisor. May leave out crucial information or be excessively detailed.
- 1 May seem unconcerned about documentation. May neglect to document client contacts. Documentation may be disorganized, unclear or excessively late.

NA OBJECTIVE 1.5: EFFICIENCY AND TIME MANAGEMENT
Efficient and effective time management. Keeps scheduled appointments and meetings on time. Keeps supervisors aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

- 5 Efficient in accomplishing tasks without prompting, deadlines or reminders. Excellent time management skills regarding appointments, meetings and leave.
- 4 Typically completes clinical work/client care within scheduled hours. Generally on time. Accomplishes tasks in a timely manner, but needs occasional deadlines or reminders.
- 3 Completes work effectively and promptly by using supervision time for guidance. Regularly needs deadlines or reminders.
- 2 Highly dependent on reminders or deadlines.
- 1 Frequently has difficulty with timeliness fashion. Or tardiness or unaccounted absences are a problem.

GOAL 2: COMPETENCE IN INDIVIDUAL AND CULTURAL DIVERSITY

NA OBJECTIVE 2.1: CLIENT RAPPORT
Consistently achieves a good rapport with clients.

- 5 Establishes quality relationships with almost all clients, reliably identifies potentially challenging clients and seeks supervision.
- 4 Generally comfortable and relaxed with clients, handles anxiety-provoking or awkward situations adequately so that they do not undermine therapeutic success.
- 3 Actively developing skills with new populations. Relates well when has prior experience with the population.
- 2 Has difficulty establishing rapport.
- 1 Alienates clients or shows little ability to recognize problems.

NA OBJECTIVE 2.2: SENSITIVITY TO CLIENT DIVERSITY
Sensitive to the cultural and individual diversity of clients. Committed to providing culturally sensitive services.

- 5 Discusses individual differences with clients when appropriate. Acknowledges and respects differences that exist between self and clients in terms of race, ethnicity, culture and other individual difference variables. Recognizes when more information is needed regarding client differences and seeks out information autonomously. Aware of own limits to expertise.
- 4 In supervision, recognizes and openly discusses limits to competence with diverse clients.
- 3 Has significant lack of knowledge regarding some client groups, but resolves such issues effectively through supervision. Open to feedback regarding limits of competence.
- 2 Is beginning to learn to recognize beliefs which limit effectiveness with client populations.
- 1 Has been unable or unwilling to surmount own belief system to deal effectively with diverse clients.

NA **OBJECTIVE 2.3: AWARENESS OF OWN CULTURAL AND ETHNIC BACKGROUND**

Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

- 5 Accurately self-monitors own responses to differences, and differentiates these from client responses. Aware of personal impact on clients different from self. Thoughtful about own cultural identity. Reliably seeks supervision when uncertain.
- 4 Aware of own cultural background. Uses supervision well to examine this in psychological work. Readily acknowledges own culturally-based assumptions when these are identified in supervision.
- 3 Uses supervision well to recognize own cultural background and how this impacts psychological work. Comfortable with some differences that exist between self and clients and working well on others. May occasionally deny discomfort with clients to avoid discussing relevant personal and client identity issues.
- 2 Growing awareness of own cultural background and how this affects psychological work. Can make interpretations and conceptualizations from culturally-based assumptions. Responds well to supervision.
- 1 Has little insight into own cultural beliefs even after supervision.

GOAL 3: COMPETENCE IN THEORIES AND METHODS OF EFFECTIVE PSYCHOTHERAPEUTIC INTERVENTION

NA **OBJECTIVE 3.1: CLIENT RISK MANAGEMENT AND CONFIDENTIALITY**

Effectively evaluates, manages and documents client risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with clients in crisis to make appropriate short-term safety plans, and intensify treatment as needed. Discusses all applicable confidentiality issues openly with clients.

- 5 Assesses and documents all risk situations fully prior to leaving the worksite for the day. Appropriate actions taken to manage client risk situations are initiated immediately (e.g. suicide risk assessment), then consultation and confirmation of supervisor is sought (prior to allowing client to leave). Establishes appropriate short-term crisis plans with clients.
- 4 Aware of how to cope with safety issues, continues to need occasional reassurance in supervision. Asks for input regarding documentation of risk as needed. Sometimes can initiate appropriate actions to manage client risk, sometimes needs input of supervisor first. May occasionally forget to discuss confidentiality issues promptly.
- 3 Recognizes potentially problematic cases, but needs guidance regarding evaluation of client risk. Supervision is needed to cope with safety issues; afterwards trainee handles them well. Can be trusted to seek consultation immediately if needed, while client is still on site. Needs to refine crisis plans in collaboration with supervisor. Needs input regarding documentation of risk. Occasionally needs prompting to discuss confidentiality issues with client. Appropriately documents risk prior to leaving site.
- 2 Delays or forgets to ask about important safety issues. Does not document risk appropriately. But does not let client leave site without seeking "spot" supervision for the crisis. Does not remember to address confidentiality issues, needs frequent prompting. Fear may overwhelm abilities in client crises.
- 1 Makes inadequate assessment or plan, then lets client leave site before consulting supervisor.

NA **OBJECTIVE 3.2: DIAGNOSTIC SKILL**

Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and DSM multiaxial classification. Utilizes historical, interview and psychometric data to diagnose accurately.

- 5 Demonstrates a thorough knowledge of psychiatric classification, including multiaxial diagnoses and relevant diagnostic criteria to develop an accurate diagnostic formulation autonomously.
- 4 Has a good working knowledge of psychiatric diagnoses. Is thorough in consideration of relevant client data, and diagnostic accuracy is typically good. Uses supervision well in more complicated cases involving multiple or more unusual diagnoses.
- 3 Understands basic diagnostic nomenclature and is able to accurately diagnosis many psychiatric problems. May miss relevant client data when making a diagnosis. Requires supervisory input on most complex diagnostic decision-making.
- 2/1 Has significant deficits in understanding of the psychiatric classification system and/or ability to use DSM-IV criteria to develop a diagnostic conceptualization.

- NA **OBJECTIVE 3.3: CASE CONCEPTUALIZATION AND TREATMENT GOALS**
Formulates a useful case conceptualization that draws on theoretical and research knowledge. If applicable, collaborates with client to form appropriate treatment goals.
- 5 Independently produces good case conceptualizations within own preferred theoretical orientation, can also draw some insights into case from other orientations. Consistently sets realistic goals with clients.
- 4 Reaches case conceptualization on own, recognizes improvements when pointed out by supervisor. Readily identifies emotional issues but sometimes needs supervision for clarification. Sets appropriate goals with occasional prompting from supervisor, distinguishes realistic and unrealistic goals.
- 3 Reaches case conceptualization with supervisory assistance. Aware of emotional issues when they are clearly stated by the client, needs supervision for development of awareness of underlying issues. Requires ongoing supervision to set therapeutic goals aside from those presented by client.
- 2/1 Responses to clients indicate significant inadequacies in theoretical understanding and case formulation. Misses or misperceives important emotional issues. Unable to set appropriate treatment goals with client.

- NA **OBJECTIVE 3.4: THERAPEUTIC INTERVENTIONS**
Interventions are well-timed, effective and consistent with empirically supported treatments.
- 5 Interventions and interpretations facilitate client acceptance and change. Demonstrates motivation to increase knowledge and expand range of interventions through reading and consultation as needed.
- 4 Most interventions and interpretations facilitate client acceptance and change. Supervisory assistance needed for timing and delivery of more difficult interventions.
- 3 Many interventions and interpretations are delivered and timed well. Needs supervision to plan interventions and clarify interpretations.
- 2/1 Most interventions and interpretations are rejected by client. Has frequent difficulty targeting interventions to clients' level of understanding and motivation.

- NA **OBJECTIVE 3.5: GROUP THERAPY SKILLS AND PREPARATION**
Intervenes in group skillfully, attends to member participation, completion of therapeutic assignments, group communication, safety and confidentiality. If the group is psychoeducational, readies materials for group, and understands each session's goals and tasks.
- 5 Elicits participation and cooperation from all members, confronts group problems appropriately and independently, and independently prepares for each session with little or no prompting. Can manage group alone in absence of cotherapist/supervisor with follow-up supervision later.
- 4 Seeks input on group process issues as needed, then works to apply new knowledge and skills. Needs occasional feedback concerning strengths and weaknesses. Generally prepared for group sessions.
- 3 Welcomes ongoing supervision to identify key issues and initiate group interaction. Actively working on identifying own strengths and weaknesses as a group leader. Identifies problematic issues in group process but requires assistance to handle them. May require assistance organizing group materials.
- 2 Has significant inadequacies in understanding and implementation of group process. Unable to maintain control in group sufficient to cover content areas. Preparation is sometimes disorganized.
- 1 Defensive or lacks insight when discussing strengths and weaknesses. Frequently unprepared for content or with materials.

GOAL 4: COMPETENCE IN SCHOLARLY INQUIRY AND APPLICATION OF CURRENT SCIENTIFIC KNOWLEDGE TO PRACTICE

- OBJECTIVE 4.1: SEEKS CURRENT SCIENTIFIC KNOWLEDGE**
Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas.
- 5 Fully dedicated to expanding knowledge and skills, independently seeks out information to enhance clinical practice utilizing available databases, professional literature, seminars and training sessions, and other resources.
- 4 Shows initiative, eager to learn, beginning to take steps to enhance own learning. Identifies areas of needed knowledge with specific clients. Asks for and responsive to supervisor's suggestions of additional informational resources, and pursues those suggestions.
- 3/2 Open to learning, but waits for supervisor to provide guidance. When provided with appropriate resources, willingly uses the information provided and uses supervisor's knowledge to enhance own understanding.
- 1 Unwilling to acquire or incorporate new information into practice. Resists suggestions to expand clinical perspective. Procrastinates on readings assigned by supervisor.

GOAL 5: COMPETENCE IN PSYCHOLOGICAL ASSESSMENT AND REPORT WRITING

Note: This section may not be applicable to all practicum placements. If not applicable, please check this box and go on to last page.

- NA **Objective 5.1: Psychological Test Selection and Administration**
Promptly and proficiently administers commonly used tests in his/her area of practice. If applicable, appropriately chooses the tests to be administered. Demonstrates competence in administering intelligence and personality tests.
- 5 Proficiently administers all tests. Completes all testing efficiently. Autonomously chooses appropriate tests to answer referral question.
- 4 Occasional input needed regarding fine points of test administration. Occasionally needs reassurance that selected tests are appropriate.
- 3 Needs continued supervision on frequently administered tests. Needs occasional consultation regarding appropriate tests to administer.
- 2/1 Test administration is irregular, slow. Or often needs to recall client to further testing sessions due to poor choice of tests administered.
- NA **Objective 5.2: Psychological Test Interpretation**
Interprets the results of psychological tests used in his/her area of practice. Demonstrates competence interpreting cognitive and personality tests.
- 5 Skillfully and efficiently interprets tests autonomously. Makes accurate independent diagnostic formulations on a variety of syndromes. Accurately interprets and integrates results prior to supervision session.
- 4 Demonstrates knowledge of scoring methods, reaches appropriate conclusions with some support from supervision.
- 3 Completes assessments on typical clients with some supervisory input, occasionally uncertain how to handle difficult clients or unusual findings. Understands basic use of tests, may occasionally reach inaccurate conclusions or take computer interpretation packages too literally.
- 2/1 Significant deficits in understanding of psychological testing, over-reliance on computer interpretation packages for interpretation. Repeatedly omits significant issues from assessments, reaches inaccurate or insupportable conclusions.
- NA **Objective 5.3: Assessment Writing Skills**
Writes a well-organized psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.
- 5 Report is clear and thorough, follows a coherent outline, is an effective summary of major relevant issues. Relevant test results are woven into the report as supportive evidence. Recommendations are related to referral questions.
- 4 Report covers essential points without serious error, may need polish in cohesiveness and organization. Readily completes assessments with minimal supervisory input, makes useful and relevant recommendations.
- 3 Uses supervision effectively for assistance in determining important points to highlight.
- 2/1 Inaccurate conclusions or grammar interfere with communication. Or reports are poorly organized and require major rewrites.
- NA **Objective 5.4: Feedback Regarding Assessment**
Plans and carries out a feedback interview. Explains the test results in terms the client and/or caregiver can understand, provides suitable recommendations and responds to issues raised by client or caregiver.
- 5 Plans and implements the feedback session appropriately. Foresees areas of difficulty in the session and responds empathically to client or caregiver concerns. Adjusts personal style and complexity of language and feedback details to accommodate client or caregiver needs.
- 4 With input from supervisor, develops and implements a plan for the feedback session. May need some assistance to identify issues which may become problematic in the feedback session. May need intervention from supervisor to accommodate specific needs of client or family.
- 3 Develops plan for feedback session with the supervisor. Presents basic assessment results and supervisor addresses more complex issues. Continues to benefit from feedback on strengths and areas for improvement.
- 2 Supervisor frequently needs to assume leadership in feedback sessions to ensure correct feedback is given or to address emotional issues of client or caregiver.
- 1 Does not modify interpersonal style in response to feedback.

SUPERVISOR COMMENTS

SUMMARY OF STRENGTHS

AREAS OF ADDITIONAL DEVELOPMENT OR REMEDIATION, INCLUDING RECOMMENDATIONS

CONCLUSIONS

REMEDIAL WORK INSTRUCTIONS

In the rare situation when it is recognized that a trainee needs remedial work, a competency assessment form should be filled out **immediately**, prior to any deadline date for evaluation, and shared with the trainee and the director of training. In order to allow the trainee to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly.

GOAL FOR PRACTICUM EVALUATIONS

All competency areas will be rated at a level of 2 or higher. No competency areas will be rated as 1.

_____ The trainee HAS successfully completed the above goal. We have reviewed this evaluation together.

_____ The trainee HAS NOT successfully completed the above goal. We have made a joint written remedial plan as attached, with specific dates indicated for completion. Once completed, the rotation will be re-evaluated using another evaluation form, or on this form, clearly marked with a different color ink. We have reviewed this evaluation together.

Supervisor _____

Date _____

TRAINEE COMMENTS REGARDING COMPETENCY EVALUATION (IF ANY):

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Trainee _____

Date _____

Appendix E: Components of the Thesis Proposal and the Applied Research Paper

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Components of the Thesis Proposal

A checklist of the typical sections and subsections of the thesis proposal is provided below. Occasionally, the unique nature of a particular investigation may merit some deviation from this format. These deviations should be made with the approval of the thesis director.

The Problem

- Introduction
- Background and importance of the study
- Theoretical rationale
- Statement of the problem
- Research questions
- Definition of terms
- Delimitations

Review of Literature

- Historical background
- Previous studies related to the problem
- Studies related to the instruments to be used

Methodology

- Sample selection and subject assignment
- Research design and procedures
- Research hypotheses
- Statistical analyses

Additional sections of the thesis, but not the thesis proposal, are:

Results

- Presentation of findings
- Findings not related to the hypothesis (if any)

Summary, Conclusion, Discussion & Implications

- Condensed summary of procedures and findings
- Conclusions
- Discussion and implications
- Recommendations for further research
- Limitations

Components of the Applied Research Paper

A checklist of the typical sections and subsections of the applied research paper is provided below. Occasionally, the unique nature of a particular case may merit some deviation from this format. These deviations should be made with the approval of the graduate advisory chair.

Background Information

- Presenting problem/history of the problem
- Individual/family history
- Medical/Psychological history
- Testing information (if available)

Diagnosis

- Complete DSM-5 diagnosis or diagnoses

Case Formulation⁴

- Diversity (RESPECTFUL or ADDRESSING)
- Life-Span Stages and Typical Issues
- Theory

Treatment Goals

- Based upon the case formulation

Treatment Summary

- Changes across treatment
 - Symptoms
 - Behaviors
 - Skills

Recommendations for the future

- Based upon the case formulation
- Empirically Supported Treatments/Experimentally Based Treatments

⁴ This is the most important section of the applied research paper. Not only are students expected to demonstrate a clear, theoretically based understanding of the client's symptoms and the mechanisms causing these symptoms, this conceptualization should directly inform the treatment goals and structure both treatment summary and recommendations for the future.

Appendix F: Approval of Thesis/Exit Paper Proposal

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APPROVAL OF THESIS/APPLIED RESEARCH PAPER PROPOSAL

All thesis and exit paper proposals must be approved prior to initiation.

Date: _____

Student: _____

Thesis /Applied Paper (circle one)

Working Title: _____

Proposal Approved by Graduate Committee:

Committee Chair

Member

Member

Deadlines: (dates to be determined at proposal)

First draft due to committee chair: _____
(to be determined by chair)

Chair-approved first draft due to graduate committee: _____
(six weeks prior to last day of final exams)

Deadline for completion of thesis and oral defense and
Thesis due to Dean of COLA _____
(four weeks prior to last day of final exams)

Deadline for completion of exit paper and oral defense: _____
(three weeks prior to the last day of final exams)

Deadline for submission of thesis to Graduate Dean: _____
(three weeks prior to the last day of final exams)

I understand that failure to meet any of these deadlines will necessitate continuing the applied paper or thesis into the next semester.

Student Signature

Date

Appendix G: Thesis Title Page Format

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Thesis Title

A Thesis

Presented to

The Faculty

in the

Name of Department or School

Name of College

Midwestern State University

In Partial Fulfillment of the Requirements

of the

Title of Degree

by

Name of Student with Current Credentials

Month Date, Year

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Appendix H: Thesis Approval Page Format

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Thesis Title

by

Student Name with Current Credentials

GRADUATE ADVISORY COMMITTEE APPROVAL

Name of Chair

Chair, Graduate Advisory Committee
Committee Date

Signature Chair, Graduate Advisory

Name of Member 1

Member, Advisory Committee
Date

Signature, Member Advisory Committee

Name of Member 2

Member, Advisory Committee
Date

Signature, Member Advisory Committee

DEPARTMENTAL APPROVAL

Name of Dept. Chair

Department Chair
Date

Signature, Department Chair

BILLIE DORIS McADA GRADUATE SCHOOL APPROVAL

Dean, McAda Graduate School Date

Signature, Graduate Dean Date

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Appendix I: Thesis/Applied Research Paper Oral Defense

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MIDWESTERN STATE UNIVERSITY

GRADUATE PROGRAM IN PSYCHOLOGY

REPORT ON COMPREHENSIVE ORAL EXAMINATION

Date: _____

TO THE REGISTRAR:

_____ took the Final
Name and Student ID

Comprehensive Oral Examination on _____ . The results are

Date

Satisfactory/Unsatisfactory

Approved by the Graduate Advisory Committee on _____ .
Date

Committee Chair

Psychology Department Chair

Dean, Prothro-Yeager College of
Humanities and Social Sciences

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Appendix J: Applied Research Paper Title Page

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Title
by
Author

APPROVAL:

Chair, Graduate Advisory Committee

Member

Psychology Department Chair

Date of Approval

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