HANDBOOK
for
GRADUATE PROGRAMS
in
CLINICAL PSYCHOLOGY

THE UNIVERSITY of TULSA

July 2026

Students indicate their understanding and acceptance of the contents of this Handbook when matriculating into The University of Tulsa Clinical Psychology program. Students are held to the requirements stipulated by the Handbook edition that was active at the time of their admission into the program, unless otherwise indicated. Students who matriculated in previous years are strongly encouraged to adopt the requirements of the most current Handbook.

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1.0 Changes to the Handbook

Each year, the Clinical Program Committee reviews various aspects of the Clinical Program. As part of this process, this Handbook may be updated. For clarity and ease of reference, substantive changes approved in the preceding academic year that are reflected in the current Handbook, are listed below. In addition to minor wording changes and edits, the following more substantive changes have been made:

New or Updated Forms

- Balance sheets are updated to reflect the recent changes to the Graduate Bulletin.

Edited Sections

- 1.2.1a Added Mentor Switch Policy
- 14.3.b and 14.4.e.1: Clarifying language about extenuating circumstances for dissertation meetings
- 15.10 Process for requesting sanctioning of non-practicum clinical experiences
- 14.4.d Approval for oral defense by dissertation committee
- 13.5aChange to the comprehensive exam grading language

1.1 Introduction and Overview

1.1. Welcome to the Clinical Psychology Graduate Program! By admitting you to the program, the program has already recognized your outstanding achievement as a student of psychology. We will work hard to facilitate excellence in your development as a scientist-practitioner of psychology. Graduate school offers many rewards: an accomplished peer group, the chance to immerse yourself in a field of meaningful interest, and rapid skill development. It also brings challenges: high performance expectations, the interpersonal demands of clinical work, demanding schedules, and the financial realities of student life. The faculty, having experienced this journey themselves, understand both the opportunities and challenges you will face. We look forward to helping you reach your fullest potential as a scientist-practitioner of psychology.

1.2. The mission of the TU Clinical Psychology Ph.D. program is to produce health service psychologists through the provision of quality doctoral training in the scientist-practitioner model within a small private university setting. The program affirms that science and practice are inseparable elements. Practice is regarded as the application of the theories, methods, and results of scientific psychology to clinical problems. In turn, psychological science is influenced by professional practice. The program does not construe the science of psychology narrowly. Students are encouraged to appreciate the limits of human perception, reason, and intuition, and to use scientific methods to correct the potential flaws and biases of human judgment including their own.

1.2.1 **Mentoring Relationship**
The relationship between a graduate student and their faculty mentor is central to graduate school. Effective mentoring supports students in developing research expertise, clinical competence, and professional identity, while also contributing to the mentor's scholarship and professional goals. Because every student and mentor brings unique strengths, styles, and needs, there is no single "right" model for mentoring. However, the program expects mentors and mentees to work toward the following:

Mutual Responsibilities

- **Shared investment** – Mentors provide guidance, training, and opportunities for professional growth; mentees contribute to research, scholarship, and the broader academic community.
- **Clear communication** – Mentors and mentees meet regularly (typically every 1–2 weeks) to discuss progress, expectations, and any emerging challenges.
- **Respect for time** – Both parties agree on reasonable timelines for feedback and submission of work, and communicate in advance about delays.
- **Professional development** – Mentors connect students with opportunities (e.g., presentations, publications, clinical placements); mentees actively pursue these and keep mentors informed of evolving career goals.

Student Commitments

- Participate actively in research teams and program activities.
- Seek feedback and respond thoughtfully to mentor guidance.
- Be proactive in communicating needs, goals, and any barriers to progress.

Mentor Commitments

- Provide constructive feedback in a timely manner.
- Foster inclusion and respect in research and clinical settings.
- Support students' progress toward timely completion of program milestones.

While differences in style and expectations are inevitable, open discussion helps maintain a productive and respectful working relationship. Students and mentors are encouraged to revisit expectations periodically and address concerns promptly, including the processes described in the *Petitions and Grievances* section of this handbook.

1.2.1a Mentor Switch Policy

In most cases, students and mentors should expect to collaborate throughout the student's tenure in the program. However, there may be circumstances that lead to an early conclusion of the mentoring relationship. This could occur if a mentor leaves the University, if a student's research interests change such that another mentor may be more suitable, or if either party identifies a mismatch due to personality conflicts or differing working styles.

Seeking a change to a new research mentor is an important decision that warrants thoughtful consideration. In some cases, transitioning to a new mentor can be beneficial if a more compatible match is identified. Navigating manageable conflict can be an important aspect of professional development, and not all tensions require a change in mentorship. The program is committed to providing students who are in good standing with responsive mentorship to successfully complete the program. Both students and mentors should reflect upon the potential implications of ending a mentoring relationship before proceeding.

If a student or mentor is concerned about their mentoring relationship or a new mentor is needed (e.g., a mentor leaves the University), the following steps should be followed where applicable:

1. **Communicate about the status and future of the mentoring relationship.** In many cases, the first step is to discuss with the other party whether the mentoring relationship should continue, including how incompatibilities, if present, could be resolved. Informal resolution, consistent with APA Ethical Standard 1.04, should be prioritized. Open and honest discussion preserves the best likelihood of continuing the mentoring relationship and reconciling if there is a disagreement or incompatibility. While this may be the first step in many cases, a mentee may speak with the DCT or Chair first if they are unsure about how to proceed. The DCT or Chair may assist, such as by facilitating a meeting between the mentor and mentee to help resolve issues. If the mentor is the DCT, then the Department Chair will serve in the role of the DCT for the purposes of this policy.
2. **Assess the impact of changing mentors.** If a resolution to continue working together is not reached, the party initiating the change may collaborate with the DCT to articulate the reason for the change, the potential impact of changing mentors upon ongoing projects (e.g., the student's milestones and lab grants, papers, or presentations in progress), the student's commitments (e.g., externship), and the student's funding.
3. **Involve relevant authorities for grievances.** If grievances are involved in the decision to change the mentoring relationship, the Department Chair and/or the College Dean may

also be involved. To whom the grievance goes will depend on the specific issue. The Chair can assist in determining the appropriate process. If necessary, the DCT or Chair may serve as the temporary mentor during the process.

4. **Select a new mentor.** CPC will identify faculty members who are available to serve as mentors. The student can then meet with available faculty to discuss the possibility of working together. The student may voice their preferences so that they are taken into consideration, but the new mentor is not guaranteed to be the first choice of the student. The student may also attend a CPC meeting to discuss the change in mentors and their preferences or may ask the DCT to do so in their place.
5. **Transition to the new advising relationship**. The student, the DCT, the previous mentor, and the new mentor will collaborate for a smooth and professional transition. This may include discussing expectations about works-in-progress (e.g., ongoing projects and manuscripts) and plans for progress on milestones.
6. **Notify the Graduate School.** The DCT will notify the Graduate School of the change.

1.3. Specific Aims. The broad aim of the program is to train professionally competent health service psychologists with a broad background in the field of psychology who can apply psychological theory, assessment techniques, and research methodology to address clinical problems. To elaborate this broad aim, our program defined specific training aims that were informed by the APA Guidelines for training Health Service Psychologists and the APA standards of Accreditation.

Namely, PhD students will:

(1) Demonstrate advanced discipline specific knowledge concerning biological bases of behavior, psychological, social, and biological development across the lifespan, theories and principles of social psychology, cognitive psychology, emotions, and history of psychology as a science;
(2) Apply clinical skills pertaining to empirically supported psychological assessment, clinical diagnosis and case conceptualization, intervention planning, implementation, and evaluation, clinical supervision, and clinical consultation;
(3) Demonstrate knowledge of academic, ethical, legal, and professional standards, and uphold these standards in professional values, attitudes, and behaviors;
(4) Apply knowledge of individual and cultural diversity and adapt methods and practice to meet the needs of diverse populations;
(5) Design, conduct, analyze, and disseminate psychological research using appropriate methods and data analytic strategies.

Master's students will:

(1) Describe and explain foundational knowledge of psychology to include four of the following domains: biological bases of behavior, development across the lifespan, theories and principles of social psychology, cognitive psychology, emotions, or history of psychology as a science;
(2) Identify and describe empirically supported treatment modalities and assessment tools;
(3) Identify and explain academic, ethical, and professional standards for psychologists as published by regulatory agencies;

(4) Apply knowledge of individual and cultural diversity and be prepared to adapt supervised clinical activities;
(5) Develop skills that support readiness for doctoral study in clinical psychology or for further training in related fields (e.g., counseling, social work).

Our program achieves these aims through multiple curricular avenues, including coursework, practicum training, research activities, and self-preparation for comprehensive examinations. The curriculum is designed to present information in a sequence that is progressively more challenging and obligates demonstration of cumulative knowledge and skill. Because the curriculum involves multiple educational facets, student achievement is assessed through classroom assignments and examinations, evaluations by clinical supervisors, comprehensive examinations, research accomplishments, and behavioral demonstrations in professional settings. The program has defined minimum levels of achievement in each of these curricular domains to assess whether its aims are met for all graduates of the program. The specific aims of our program are operationalized through gaining discipline-specific knowledge and profession-wide competencies consistent with Health Service Psychology.

During your time in the program, you will develop competencies in four categories of Discipline Specific Knowledge: History and Systems of Psychology, Basic Content Areas [affective, biological, cognitive, developmental, and social aspects of behavior], Advanced Integrative Knowledge in Scientific Psychology, and Research Methods, Statistical Analysis, and Psychometrics. You will also gain competency in nine Profession Wide Competencies as part of your preparation for practice in health service psychology. Each competency and their related elements are listed below

Nine Profession Wide Competencies

I. Research

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
2. Conduct research or other scholarly activities.
3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

II. Ethics

4. Be knowledgeable of and act in accordance with each of the following:
   the current version of the APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and Relevant professional standards and guidelines.
5. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
6. Conduct self in an ethical manner in all professional activities.

III. Individual and cultural diversity

7. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
8. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
9. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
10. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

IV. Professional values, attitudes, and behaviors

11. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
12. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
13. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
14. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

V. Communications and interpersonal skills

15. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
16. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
17. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

VI. Assessment

18. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
19. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
20. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

21. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
22. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
23. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VII. Intervention

24. Establish and maintain effective relationships with the recipients of psychological services.
25. Develop evidence-based intervention plans specific to the service delivery goals.
26. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
27. Demonstrate the ability to apply the relevant research literature to clinical decision making.
28. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
29. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

30. Demonstrate knowledge of supervision models and practices.
31. Application of knowledge of supervision in direct or simulated practice with psychology trainees, or other health professionals.

IX. Consultation

32. Demonstrate knowledge and respect for the roles and perspectives of other professions.
33. Demonstrate knowledge of consultation models and practices.

1.4. In the graduate programs in clinical psychology, educational practices are based upon an appreciation of the distinction between declarative and procedural knowledge. Both are regarded as essential. Thus, in addition to acquiring broad declarative knowledge of psychological theories, methods, and results, students are given course work and practicum experiences to develop procedural skills. Those procedures involve the application of the scientific fruits of psychological research to clinical problems. To further refine ability to demonstrate procedural knowledge, the doctoral program requires students to complete an internship.

1.5. The graduate programs promote ethical and legal practice. Both declarative and procedural knowledge of the codes, guidelines, standards, and laws guiding practice are developed. *In all psychological activities, students are expected to be aware of and remain in compliance with relevant ethical and legal guides to practice*. Illegal or unethical practice or academic dishonesty are unacceptable and may be cause for program dismissal. The forms appendix to

this Handbook contains a statement called ***Familiarity With Critical Information, Conformity With Law & Standards of Ethics and Conduct, Risk Awareness, & Communication With Practica and Internship Supervisors***. All graduate students in clinical psychology are expected to finish the required reading and turn in the signed form within two weeks of starting graduate school.

1.6. The faculty of the Clinical Program and of the psychology department care deeply about graduate education and the development of you as students. It is the responsibility of every faculty member to treat all students with respect and dignity. Students and faculty should attempt to cultivate a collegial atmosphere of mutual respect, of respect for individual differences, of respect for intellectual freedom, and freedom of expression. Discrimination, sexual harassment, and disrespectful behavior are unacceptable in our programs.

1.7. Faculty members are responsible for educating students and supporting their professional development; their role is *not* that of therapist. ***Communication between students and faculty is not protected by psychotherapist-patient privilege***. Faculty may share relevant information with those responsible for the student's training, as needed, to promote the student's development. This may include communication with practicum supervisors, assistantship supervisors, the Clinical Program Committee, the graduate school, and other faculty members involved in the students' training. The Family Educational Rights and Privacy Act (FERPA) of 1974 protects student privacy. Except for official practicum supervisors who function as part of the practicum faculty, communication to parties outside the university is limited by FERPA.

1.8. Our programs attract talented students, and the faculty expect and cultivate excellence. We are committed to supporting students' development while also upholding the highest standards for the profession and the future patients they will serve. Accordingly, all program examinations are designed to be rigorous, fair, and evaluated to a high standard.

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

1.10. Completion of our degree programs does not in and of itself qualify a person to provide psychological services. The practice of psychology is regulated by governments, and significant additional supervised experience is often required after completing degree requirements. Students are strongly encouraged to seek details concerning licensure requirements. In doing so, they can seek appropriate educational experiences available in the program. However, because of diverse requirements across jurisdictions, some curricular requirements may be unavailable within our programs. The program has compiled information regarding which states and territories our program meets the educational requirements for, which the program does not, and those that were unable to be determined. This information is updated each year and can be found

at: https://utulsa.edu/wp-content/uploads/2024/06/2024.TU_.Clinical-Psychology.Professional-Licensing.pdf

2.0 Application of This Handbook

2.1. This Handbook specifies the policies and procedures for students entering graduate programs in Clinical Psychology at The University of Tulsa. It applies to students who entered the program on the date specified on the title page of this handbook. Students who entered under an earlier edition of the Handbook may elect to adopt the current Handbook by signing the Voluntary Handbook Adoption Form in the Forms Appendix of this Handbook and submitting this to the CPC with a petition. After adopting a more recent Handbook, students may not revert to an earlier Handbook.

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

2.3. Students should be familiar with this Handbook, the *Graduate Bulletin of The University of Tulsa*, and the *University of Tulsa Student Handbook*. Students should note that material covered as an overview in one section of this handbook may be elaborated in another section. Students are responsible for knowing the requirements, rules, and procedures of their programs. Within two weeks of starting classes in a graduate Clinical Program, students should fill out the form (contained in the Forms Appendix) ***Familiarity With Critical Information, Conformity With Law & Standards of Ethics and Conduct, Risk Awareness, & Communication With Practica and Internship Supervisors***. Signing that statement signifies an intention to act in conformity with the law and standards of ethics and conduct. Students unable or unwilling to agree to these terms are not eligible to continue in the program.

3.0. Program Structure and Governance

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

3.2. The Chair of the Psychology Department serves at the pleasure of the Psychology Faculty and the Dean of The College of Arts and Sciences. The Director of Clinical Training (DCT) is determined by a majority vote of the clinical faculty who make a recommendation to the Chair, who ultimately appoints the DCT. The DCT must be a member of the core clinical psychology faculty. Core clinical faculty are graduates of accredited clinical training programs and accredited internships. If a qualified Acting Director of Clinical Training is chosen from outside

the core clinical faculty, the Chair shall appoint an Associate Director of Clinical Training from the core clinical faculty. The Clinical Program Committee [CPC] is composed of all core clinical faculty and the DCT or Acting Director. The DCT or Acting DCT serves as chair of the Clinical Program Committee. A student representative[s], appointed by the clinical students, serves as a non-voting member of the CPC. The student member is not present when confidential, e.g., student specific concerns, are discussed.

3.3. The Clinical Program Committee, subject to approval of the Graduate Council of the Graduate School, establishes program procedures, rules, and curriculum to accomplish the program's mission of training scientist practitioners.

3.4. The CPC must approve any requests for waiver or exception to the rules, procedures, and curriculum requirements contained in this Handbook. The *General Petition Form* for such requests is provided in the Forms Appendix to this Handbook and a fillable PDF version is on the Clinical Psychology Graduate Student SharePoint site.

3.5. Students may apply for waivers or appeal decisions in writing to the CPC. If the student is dissatisfied with the response, the student may appeal to the Dean of Graduate Studies. After this line of appeal has been exhausted, the University Grievance Committee may hear the matter, as detailed in The University of Tulsa *Student Handbook*. Students should also refer to the Graduate Bulletin under the "Academic Policies" Tab.

4.0. Equal Opportunity Policy

4.1. The Equal Opportunity Policy of the University is printed on the University website here: https://universitytulsa.peopleadmin.com/ and is reprinted here:

> *The university endeavors to create and nurture an informed and inclusive environment in its workplace and educational programs. Affirmative action and equal employment opportunity are integral parts of The University of Tulsa not just because they are legally mandated, but because we recognize that the present and future strength of the university is based primarily on people and their skills, experience and potential. The University of Tulsa does not discriminate in access to, or treatment or employment in, its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national or ethnic origin, veteran status, disability, genetic information, ancestry, or marital status. The university seeks to recruit, select and promote students, faculty and all other employees on the basis of individual merit. In addition, The University of Tulsa, through its commitment to affirmative action, recognizes the need to increase representation by underrepresented groups and will make additional efforts to recruit, employ and promote members of groups formerly excluded.*

5.0. Disclosure

5.1. Consistent with Standards 7.04 and 7.05 of the APA Code of Ethics, the clinical psychology training program balances the autonomy and privacy of its students with the need for the program to ensure competency. While enrolled in the clinical psychology program, students are

encouraged to develop insight into their personal experiences that may affect their future performance as clinicians. APA's profession-wide competencies include an expectation of self-reflection. This may occur in written assignments or classroom discussions. No student will be required or asked to disclose details of their lives (e.g., history in personal relationships, prior abuse or neglect, sexual history, or treatment experience), but they may do so voluntarily. Further, no student will be required or asked to disclose any identity characteristics, with the exception of mandatory information (that is collated) for reporting requirements by accreditors (such as APA) or the University.

5.2. If the program determines that a student's personal problems pose a risk to the safety of others or impairs their ability to perform with professional competence, the student may be given a remediation plan that may include obtaining therapy from a licensed psychologist who is unaffiliated with the program. Should that occur, the student would be permitted to choose their psychologist from an approved list. If circumstances warrant, the psychologist may be asked to provide formal confirmation that the student is able to safely meet the Program's educational and clinical responsibilities. Students or prospective applicants who have questions about these requirements are encouraged to contact the Director of Clinical Training.

5.3 Student Access. The University of Tulsa is committed to ensuring equal access to academic and co-curricular opportunities for students with physical, psychological, intellectual, and sensory disabilities at TU. See the Graduate School Bulletin for information on accessing these services.

6.0. Program Admission

6.1. The number of openings in our graduate programs is small compared to the number of applicants. Historically, we have only been able to accept high quality applicants whose interests and needs fit our program. Minimum requirements are specified to define the *potential* range of the student body in our programs. However, it would be unusual for a person with minimum qualifications to be admitted. Students in our programs typically exceed the minimal standards. Many individuals with excellent qualifications cannot be admitted because of the limited number of openings. The deadline to accept applications is December 1st of each year. Any review of applications arriving after that date, or any requested subsequent review of applications needs to be approved by the CPC.

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

6.3. Minimum Requirements for Admission with Full Standing. A student may be recommended for admission in full standing if, in the judgment of the committee, the student has demonstrated strong qualifications in all areas. To apply for admission, applicants must possess:

1. A bachelor's degree from an institution accredited by a recognized regional accrediting body.

2. An undergraduate grade point average of at least 3.0 (on a 4.0 scale).
3. Graduate Record Examination scores, optional
4. Recommended eighteen hours of credit in psychology courses or in courses that are primarily psychological in nature or in a closely related field. Applicants must have taken:
   a) Recommended courses include abnormal psychology, a course in statistics, tests and measurements, or experimental psychology, developmental psychology, learning, social psychology, personality, cognitive psychology, physiological psychology, history of psychology, and general psychology.
5. Three satisfactory letters of recommendation, mostly from psychologists.

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

6.4. Admission with Conditions.

6.4.1. Deficiencies. Under certain circumstances and with the approval of the admissions committee, a student may be admitted with deficiencies in background courses. Such deficiencies must be remediated during the first two years of enrollment in the program. To remove an admission deficiency, the student may take a course pertaining to the deficiency and receive a grade of "C" or better; in the case of Minimum Levels of Achievement or Discipline Specific Knowledge courses (for accreditation), a grade of "B" or better is required. Alternatively, the student may pass a proficiency examination pertaining to the content of the course. A proficiency examination must be taken from a Psychology faculty member. Prior to taking a proficiency examination, the student must petition the Clinical Program Committee for approval to do so. No faculty member is obligated to offer a proficiency examination.

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

6.5. Admission on Probation. Under some circumstances, with the recommendation of the CPC, the Graduate Dean may admit a student on probation. Usual reasons might include (a) a grade point average below 3.0, (b) a highly variable record, (c) references only from non-psychologists. A student admitted on probation must maintain a 3.0 grade point average for the first 9 credit hours of graduate course work to remove the probation and to continue in the program, as per the Graduate School guidelines.

7.0. Graduation Requirements

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

7.2. Application. You must apply to the Graduate School to graduate. See the Graduate School Bulletin for deadlines and requirements. Examine these documents prior to the semester in which you intend to graduate.

7.3. Residence. The clinical psychology programs are full time. While students are completing their pre-doctoral internship, they will enroll in a zero-credit course to retain their status as students in good standing; those on student loans may need to register for a one credit course. It is the student's responsibility to stay apprised of enrollment requirements for loans. See the Graduate School Bulletin for general TU Graduate School residency requirements.

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

7.5. Admission to Candidacy. Admission to candidacy is granted by the Graduate School and follows the recommendation of the Chair of the student's Doctoral Committee. The recommendation by the Chair of the Doctoral Committee requires successful completion of the pre-candidacy project, having passed the written and oral Comprehensive Examinations for the Ph.D., and having successfully proposed a dissertation.

7.6. Dissertation Proposal, Dissertation and Oral Examination. See the Graduate School Bulletin for requirements.

7.7. Grade Requirements. Doctoral students must achieve a "B" or higher in core clinical courses, practica, and courses which serve as criteria for discipline specific knowledge and profession wide competencies. Masters students must achieve a "B" or higher in core clinical courses and practica. See the Graduate School Bulletin for other grade requirements.

7.8. Probation. Probation due to poor performance in a clinical core psychology course can be removed by repeating the course. See the Graduate School Bulletin for the Graduate School Probation Policy.

7.9. Program Specific Requirements

7.9.a. M.A. Program

7.9.a.1. Courses. Course requirements for the M.A. in Clinical Psychology are listed in the Graduate School Bulletin. Transfer credit may be applied toward meeting the course requirements, as described in the Graduate School Bulletin.

7.9.a.2. Research. Although the Clinical M.A. program does not require a thesis, research opportunities and course credit may be available. Credit in PSY 799x (independent research) may be *added* to minimum credits required for the degree with advisor permission.

7.9.a.4. Time Limitations. See the Graduate School Bulletin for the Statute of Limitations on courses.

7.9.b. Ph.D. Program

7.9.b.1. Courses. Course requirements for the Ph.D. in Clinical Psychology are listed in the Graduate School Bulletin. Transfer credit may be applied toward meeting the course requirements as detailed in the Graduate School Bulletin.

7.9.b.2. Pre-candidacy Project. Instead of a master's thesis, Ph.D. students must complete a Pre-candidacy Project. Early during the first year of enrollment, the student should form a mentoring relationship with a faculty member and begin research involvement. The student must choose an advisor by the end of the first semester (by petition to the CPC). By the end of the first academic year, the student must have a pre-candidacy topic approved by the advisor. The student must complete the project by Pre-candidacy Day in the Spring Semester of the second year of enrollment. Failure to achieve these milestones will be cause for the CPC to consider recommending dismissal.

7.9.b.2.I. Students entering the program who have already completed a clinical psychology- oriented research master's thesis **may petition the CPC** for acceptance of that thesis in lieu of a pre-candidacy project. If the master's thesis is accepted. The student will present the thesis on Pre-candidacy Day. This would occur during that student's first year of enrollment in the program.

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

7.9.b.2.III. Research completed with a University of Tulsa Psychology Professor while enrolled as a master's student (prior to entering the Ph.D. program) may be considered using the same standards as used for those entering directly into the Ph.D. program. They may present their pre-candidacy project as early as the last year of enrollment in the master's program but no later than the end of their second year in the Doctoral program.

7.9.b.2.IV. The completed pre-candidacy paper (or thesis substitute) must be signed by the advisor and be in the student's file. The student must also obtain the advisor's signature on the **Pre-candidacy Approval form**.

7.9.b.3. The Comprehensive Examination for the Ph.D. See Sections 8.4.f and Section 13 of this Handbook for description of these exams.

7.9.b.4. Dissertation Proposal, Dissertation, and Oral Examination. The dissertation must be based on original research and defended in an oral examination. A proposal for the dissertation must be approved by the doctoral committee prior to writing the results and discussion. Students planning to apply for predoctoral clinical internships must

successfully propose by the last day to add a class through a relevant advisor in the fall of the year in which they plan to apply to internship sites. This date can be found at the University Academic Calendar posted online currently located at *utulsa.edu/academic-calendar.* After passing their dissertation proposal, the dissertation chair will make a request to the Graduate School Dean that the student be named a Candidate for the Doctoral degree.

7.9.b.5. Internship. Clinical students must successfully complete a one-year clinical psychology internship at an APA accredited internship site. Students wishing to apply to internships that are not accredited by the APA must petition the Clinical Program Committee for approval. Approval is not guaranteed. Although successful completion of the internship is a requirement for the Ph.D. degree, it is the responsibility of the student to secure an internship placement, and to successfully complete it.

7.9.b.6. Time Limitations. See the Graduate School Bulletin for their Statute of Limitations on courses.

7.9.b.7. Program Changes. When the Program changes the curriculum or other requirements, students enrolled prior to the change may choose to meet *in their entirety* the requirements that existed at the time of their matriculation. They may also choose to adopt the newer requirements enacted after program changes, and they can do so by formally adopting a newer Handbook [form in appendices]. If the Program modifies or terminates a course which had been originally required in a previous Handbook, the student may satisfy the course requirement by taking the course most like the original course. They may also satisfy the course requirement by taking an alternative course offering. In either case, the student must petition the CPC to request approval of the course substitution.

8.0. Criteria for Satisfactory Progress

8.1. Overview: It is expected that students will strive for excellence in course work, practica, research, and program examinations. Satisfactory grades and steady progress toward completion of course requirements are the main sources of evaluation for students enrolled in the master's program. In contrast, the Ph.D. program also requires students to demonstrate success in research, expertise in broad knowledge of psychology, and involvement with faculty mentors. Consequently, satisfactory progress is evaluated by multiple indicators. Regardless of program enrollment, all students must demonstrate high ethical standards, maintain respect for intellectual freedom, individual differences, and diversity. Furthermore, all students should manifest an awareness of and conformity with laws guiding practice. Because of the great personal responsibility placed upon clinical psychologists, students must be able to profit from experience, instruction, and supervision. Thus, personal characteristics and habits which could hinder professional activities could become a basis for program evaluation, feedback, and decision making.

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

8.4. Psychology Department Criteria.

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

8.4.b. Incompletes. See the Graduate School Bulletin.

8.4.c. Grade Requirements. In addition to the Graduate School requirements, doctoral students must achieve a "B" or higher in core clinical courses, practica, and courses which serve as criteria for discipline specific knowledge and profession wide competencies. Masters students must achieve a "B" or higher in core clinical courses and practica. See the Graduate School Bulletin for other grade requirements.

8.4.d. Practicum and Field Work. Because Practicum and Field Work involve direct service and engagement with the public, performance in these courses must meet the highest professional and ethical standards. A grade below a "B" is considered unsatisfactory and will not count toward graduation requirements. Additionally, it may put a student on probation and activate a remediation plan.

A second grade below a "B" in Practicum or Field Work will render the student ineligible to continue in these courses. As successful completion of these placements is required for graduation, this effectively disqualifies the student from earning the degree—unless the course was being taken solely for elective credit.

Note: Grades below a "B" in Practicum or Field Work typically reflect serious concerns, including but not limited to unethical behavior, unprofessional conduct, irresponsibility, or failure to meet the expectations of the placement site, supervisor, or course instructor. These standards are in place to protect the public and uphold the integrity of the profession.

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

8.4.f. Comprehensive Examinations. Ph.D. students should pass comprehensive examinations in a timely fashion. Failure of an exam may affect a student's standing in the program.

The Written General and Clinical Oral are two separate portions of the comprehensive examination for the Ph.D. Any two failures of these examinations (Example #1: Failing initial attempt of passing the Written General and then failing a re-examination; Example #2: Failing an initial attempt to pass the Written General, passing it on re-examination, and then failing Clinical Oral examination) will obligate the Clinical Program Committee to consider a motion to recommend program dismissal to the Graduate Dean.

8.4.g. Timely Completion of Requirements. Students are expected to complete all degree requirements in a timely fashion. The timetable against which students are evaluated is included in the Curriculum Appendix to this manual. Failure to meet key milestones will result in the CPC considering a motion to recommend program dismissal to the Graduate Dean. These milestone that must be met include: a) completing precandidacy project by spring of 2nd year; b) passing both the Written General and Clinical Oral portions of the Comprehensive Examination by the end of their 4th year in the Ph.D. program; c) dissertation proposal accepted by their doctoral committee by the end of their 6th year; d) successfully defending the doctoral dissertation by the end of the 7th year.

8.4.h. Required attendance at Town Hall Meetings. At least once each year, the Director of Clinical Training will schedule a Town Hall Meeting. All Clinical M.A. and Ph.D. students will be informed of the date and time well in advance. This is a program requirement, and absences can be excused ONLY by the Director of Clinical Training. The purpose of the meeting is to share information, discuss any concerns, and celebrate student accomplishments, e.g., publications and awards. Students are expected to take time off from work placements and practica to attend.

8.5. Procedures for Monitoring Progress of Graduate Students

8.5.a. Graduate School. The Graduate School monitors Graduate School requirements. This may involve review of grades and inspection of student evaluations made by the CPC.

8.5.b. Formal Evaluations of Ph.D. Students. The CPC conducts an annual review of each Ph.D. student. Prior to the review, students must submit:

- Updates on practicum hours, sanctioned non-practicum hours, presentations, publications, fellowships, other research products, and honors/awards.
- A current curriculum vita with new information since the last review, highlighted.

Each year the academic advisor presents the review to the CPC. This includes their review of the student's last evaluation, current transcript, practica or internship evaluations, program examination reports, and curriculum vita.

Progress is reviewed in the areas of course work, research, program examinations, and practica or internships. The advisor rates performance in each area, as well as an overall performance rating. In addition, the advisor will review progress toward meeting discipline specific knowledge competencies and the profession wide competencies and their elements. The committee may also address ethical, legal, or personal issues relevant to program performance, as well as timeliness in meeting program requirements will also be addressed.

Evaluation Outcomes:
The student is given the evaluation, including progress toward achieving minimum levels of achievement for discipline specific knowledge competencies and profession wide competencies and their elements; this is signed by the student, then signed by the DCT, and filed by the administrative assistant. If a student receives an overall evaluation of Below Satisfactory or Behind Expected Schedule twice, the program committee will entertain a motion to recommend dismissal from the program.

8.6. Program Dismissal Based on Clinical, Ethical, or Professional Concerns

8.6.a. Dismissal from the program may be considered if the student displays behavior inconsistent with professional standards. Dismissal may also be considered if serious problems emerge which suggest that completion of the degree will be unlikely.

8.6.b. Any Psychology faculty member may ask the CPC to consider a motion to recommend dismissal from the program. The faculty member must provide adequate and documented reasons for the recommendation. Behaviors most likely to result in such motions include ethical or legal violations, felony convictions, failing comprehensive examinations, failing to meet requirements within the prescribed timetable, or continued substandard performance. Convictions for felonies are regarded in the profession as indicators of inadequate moral character for the practice of psychology; for example, licensure in Oklahoma and membership in the American Psychological Association are not permitted to convicted felons. The training programs will follow the guidance of professional associations and regulatory bodies in this matter. The student and the student's advisor may speak on the student's behalf before the vote of the program committee.

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

8.6.d. If the CPC votes to recommend that the Graduate Dean dismisses the student, the student will be notified in writing of this decision. A subsequent appeal process is described in the Graduate Bulletin.

8.6.e. Academic misconduct will be adjudicated under the University's Unified Academic Misconduct Policy.

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

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

9.2. The doctoral and master's programs in clinical psychology are residential. Only courses taken in residence may be considered for waiver or transfer. Transfer will most likely be granted when courses taken elsewhere are similar in coverage, orientation, and standards to our own. The objective is to ensure thoroughness and quality of training, not merely expedite completion.

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

9.3.a. To request transfer of credit by the Graduate Dean, the student completes a General Petition Form (See Forms Appendix) describing the request. The student should attach a copy of the transcript and syllabi from relevant coursework. The student submits this form to the CPC for approval. If approved, the student then completes a Request for Graduate Transfer Form (obtained from the Graduate School hub) and submits this to the DCT. The CPC's approval of the General Petition is appended to the Graduate School Form. The Graduate Dean makes the final decision.

9.3.b. Transfer cannot occur until the student has completed as many credit hours at the University of Tulsa as are to be transferred. In unusual cases, a student already enrolled in a University of Tulsa graduate psychology program may seek permission to complete a course at another institution and receive advance written confirmation that transfer will be given if performance is satisfactory.

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

9.4. Waiving of Requirements: History of Psychology

9.4.a. Students who have taken a History and Systems of Psychology course at the undergraduate level may petition to have this graduate level requirement waived. Whereas a transfer adds credit hours to a student's transcript, a waiver simply means that a program requirement is judged to have already been met. No hours are credited toward the student's transcript.

9.4.b. To be waived from this program requirement, the student will submit a General Petition (see Forms Appendix) detailing the request to the CPC, including relevant transcripts, syllabus, and program and course materials. The CPC will evaluate whether the previously completed coursework sufficiently parallels the comparable offering in our program.

9.5. Previous Degree Credit Waiver

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

9.5.b. To apply credits toward a degree at The University of Tulsa, the student will submit a General Petition (see Forms Appendix) to the CPC. The request must include relevant transcripts, syllabus, and program and course materials to allow the CPC to make an informed decision.
If approved, the student then completes a Request for Previous Degree Credit Waiver (obtained from the Graduate School hub: https://univoftulsa.sharepoint.com/sites/graduate-school) and submits this to the DCT. The CPC's approval of the General Petition is appended to the Graduate School Form. The Graduate Dean makes the final decision.

9.5.c. The Clinical Program is responsible for ensuring that the majority of a student's doctoral training occurs at The University of Tulsa. Required clinical core courses must be completed at The University of Tulsa unless a petition to apply a prior course is approved; such approval would be granted only in unusual circumstances.

9.5.d. To ensure that doctoral training remains current, any courses petitioned for application must have been completed no more than six years before the date of petition. However, the Graduate School Statute of Limitations would still apply.

9.5.e. Students entering the program with a prior graduate degree in psychology may be eligible for a reduction in the total number of credit hours required for the PhD. This is not considered a transfer of credit and does not appear on the TU transcript. The CPC will determine, on a case-by-case basis, whether a credit reduction is appropriate. The final decision lies with the Graduate School for approval. See the Graduate Bulletin for additional details.

9.6. The CPC will weigh the merits of each petition. If the CPC believes it is not in the best interests of the student or program, it may deny the petition. Students should be aware that licensure boards may deny applications for licensure if an applicant has not completed sufficient graduate hours or specific courses. The CPC is not responsible for such decisions.

9.7. On rare occasions, students may complete credits as a Special Student in the Graduate School at The University of Tulsa before they are admitted as a degree seeking student. The Graduate School policy allows for a limited transfer of credit hours toward graduate degrees. This policy is described in the Graduate Bulletin.

9.8 Some students may have taken a 5000 level psychology course at TU as an undergraduate. A TU undergraduate student enrolled in the 5000 level of a TU psychology course will have the same requirements as a graduate student. These courses may count for both the undergraduate and the graduate degree. To request this, the student will submit a petition and transcript to the CPC; if approved, the request will be forwarded to the Graduate School which makes the ultimate decision. See the Graduate School Bulletin for their process and relevant form.

10.0. Changing to Clinical from I/O

10.1. A student may wish to change from one degree specialty to another. The admission procedures and standards for the I/O and clinical training programs at the University are different. A student in an I/O graduate program wishing to transfer into a clinical graduate program must apply for admission according to the normal procedures. If a student from the I/O program at the University of Tulsa is admitted to the doctoral program in clinical psychology, the Pre-candidacy Research Project must be clinical in nature.

11.0. Advisors and Doctoral Committees

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

11.2. Director of Clinical Training. The program has a Director of Clinical Training (DCT). The DCT's primary responsibilities are (a) acting as promoter of quality in the clinical training programs (b) chairing the CPC meetings, (c) advising a portion of students, (d) serving as a resource to other faculty advisors and to students on behalf of the programs (e) advocating for the program's needs within the University (f) promoting the Clinical Program's visibility at the University, community, national, and international level, and (g) maintaining accreditation requirements and documentation.

11.3. Faculty Advisors. By the end of their first semester, students are required to select a faculty advisor. This advisory relationship must be formally established with permission of the CPC. For doctoral students, this advisor may also serve as doctoral chair. Faculty advisors have the primary responsibility for decisions regarding students and their programs except as restricted by other University guidelines, requirements of this Handbook, or rights and privileges reserved for the student. Faculty advisors should counsel students on the appropriate means of meeting program requirements. When an exception to a program requirement is considered, both student and faculty advisor should consider thoroughness of training rather than focusing solely on expediency in completing the degree.

11.4. Doctoral Chairs and Committees.

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

11.4.b Appointment. Students should approach doctoral faculty members in Psychology regarding their willingness to be the student's chair. If the Doctoral Chair is different than the advisor, students should submit a General Petition (see Forms Appendix) to the CPC requesting appointment of the chair. A doctoral chair can be appointed without other committee members on a temporary basis.

11.4.c. Dissertation Committee Composition. The committee must include a minimum of three voting members and can have a maximum of five voting members.

- One member who serves as Chair or Co-Chair must be a tenure track faculty member in Clinical Psychology. If there is a Co-Chair, they count toward the maximum of five members but not the minimum of three.
- At least one additional member must either:
    - Be a tenure track faculty member in Psychology, or
    - Be core applied faculty who have a primary teaching role in core graduate courses within the department.
- The third member must be external to the Department of Psychology (e.g., from another department at the university or a psychologist from an external institution). They must have a doctorate degree, and they must be approved by the graduate school.
- Students are encouraged to consider the gestalt of the committee; in particular, they are encouraged to have at least two committee members with clinical expertise.
- An ex-officio, non-voting member may be appropriate on the committee, e.g., an expert without a doctorate degree.
- Dissertation committees must be approved by the CPC prior to seeking the approval of the graduate school. To do so, the student will submit the dissertation committee

form available on the Graduate School Hub and a CPC petition that outlines the rationale for inclusion of each member.
• Exceptions to the policy on committee composition can be petitioned to the CPC and must be approved by the Graduate School.
• Students who plan to propose in the fall are encouraged to have their committee approved by the CPC no later than the last CPC meeting of the spring.

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

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

11.5. Faculty and Student Responsibility for Documentation.

11.5.a. The CPC maintains an official file on each student in the Clinical Programs. The Table of Contents for Ph.D. student files is contained in the Forms Appendix. Faculty advisors and students should maintain personal copies of all documentation of progress in the program, especially completion of milestones, evaluations, any petitions, and memos relating to suggestions for progress. Comprehensive Exam Chairs should give written copies of examination reports to students. Students should also maintain accurate logs of clinical work documenting each procedure, test, observation, report, or session provided and all supervision received. Such clinical logs should have any protected health information removed.

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

12.1. Overview: Doctoral students are not required to complete a master's thesis, even if they may receive an M.A. degree in their pursuit of the Ph.D. However, all doctoral students must complete a Pre-Candidacy Project--an independent research project designed to promote early involvement in research, development of special expertise, and foster research mentoring by one or more faculty members. This project is an important preparation for the doctoral dissertation,

although it is not equivalent to a master's thesis because no committee is convened to examine the student.

12.2. Requirements and Timeline

In the first year, students should select an advisor and begin research. By the end of that year, they must have an advisor-approved research topic. Work should begin no later than the summer of year one (See Pre-Candidacy Timeline in the appendices). The CPC shall designate a day in spring of each year as Pre-candidacy Day, by which time second years must:

1. Submit an approved written report in current APA format, including the faculty advisor's written acceptance of the project on the title page and a signed Pre-candidacy Project Approval form to the Clinical Program administrative assistant no later than the day before Pre-candidacy Day.
2. Deliver a 15-minute presentation (followed by a five-minute Q&A).

Both the paper and presentation must be approved by the advisor for the project to be considered complete. Students who do not meet this requirement may be awarded a terminal master's degree upon completion of M.A. requirements. Petitions to the CPC for a one-year extension would only be approved in the case of *unusual extenuating circumstances*, and they must be submitted to the CPC at least one month in advance of Pre-candidacy Day.

12.3. Quality Standards. The project must involve significant research in *clinical psychology*. Students are expected to review the literature, conduct and interpret their own analyses, and prepare both the paper and presentation. Archival or collaborative research is acceptable, but the student must be the primary author. Hiring external consultants to perform substantive tasks, such as using statistical analyses, or using artificial intelligence (A.I.) to conduct analyses or write the manuscript, is not permitted; any use of A.I. should be approved by the advisor and follow APA guidance on disclosures and acknowledgements. Advisors should apply research standards consistent with national conferences in the student's area. Projects must conform to the current APA *Publication Manual*. Submission to a national conference or peer reviewed journal is highly encouraged, but not required.

12.4. Work Completed Prior to Admission. Research completed as an undergraduate is not acceptable. Students entering with a master's degree from another institution who have completed a research master's thesis in *clinical psychology* may petition to accept it in lieu of the Pre-candidacy project. If approved, the student must present the thesis on Pre-candidacy Day of the first year. Research in *clinical psychology* done with a University of Tulsa Psychology Professor as a master's student prior to entering the Ph.D. program may be considered. In all cases, the same quality standards apply, and the approved paper/thesis and signed approval form must be included in the student file. Additionally, the student must present the work on Pre-candidacy Day.

12.5. Supervision and Approval. The advisor supervises the research, ensures that standards are met, including the elements of relevant profession wide competencies. Should the advisor find the presentation to be unacceptable after accepting the paper, the advisor will notify the DCT in writing.

13.0. Comprehensive Examination (Ph.D. ONLY)

13.1. Overview: The comprehensive examination assesses the student's mastery of scientific psychology and the ability to apply it to clinical problems. It consists of two parts:

1. A Written General Examination. This assesses breadth of psychological knowledge and methods and Discipline Specific Knowledge for accreditation documentation.
2. A Clinical Oral Examination. This assesses the application and integration of this knowledge to clinical problems, as well as knowledge of the ethical and legal guides to practice.

Each part of the examination may have multiple subsections. The format, scope, reading lists, and scoring procedures are described in detail in each exam's annual memoranda from the respective examination chair. Chairs are appointed by the CPC.

13.2. Eligibility and Timing. Students must successfully complete the pre-candidacy project to be eligible for either of the examinations.

- Standard Schedule: Written General in the fall of Year 3; Clinical Oral portion in spring of Year 3.
- Students may take the oral before the written with advisor approval.
- Students failing the Written on their first attempt may still attempt the oral examination however this option should be carefully discussed with advisor and possibly DCT.

13.3. Administration.

- Written General: offered once each year during the Fall; takes a full day (morning and afternoon sessions with a lunch break). Once given a copy of the examination, students are expected to remain in the examination room until they have submitted their answers.
- Clinical Oral: offered each Spring; may be scheduled as early as the week before classes begin in the Spring Semester.
- For both: Eligible students must apply to take the examination in accordance with instructions specified in the examination memorandum.

13.4. Examination Memoranda. The Written General and Clinical Oral portions of the comprehensive examinations assess broad knowledge areas. Annually, the memorandum for the Written General examination is updated. This memorandum details the purpose, scope, and form of the Written General examination, a reading list, scoring procedures, and old examinations. The memorandum for the Clinical Oral examination is likewise updated annually, and it details issues covered in the examination, essential readings, sample questions, and scoring procedures. The Chair of the Comprehensive Examination Committee will distribute the memos each year to all students in the clinical programs. Instructions to sign-up for these examinations are detailed within their respective memoranda.

13.5. Grading and Failing Portions of the Comprehensive Examination. Students taking the Written General and the Clinical Oral examination may receive grades of fail, conditional pass, pass, or pass with honors. The Written General examination uses masked grading to avoid bias.

Ratings are averaged to yield grades for each student. Scoring of the examination takes approximately six to eight weeks. The Clinical Oral portion is independently scored by the subcommittee members, and scores are also averaged. The Comprehensive Examination is not considered passed until a student has passed both the Written General and Clinical Oral examinations.

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

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

1= Does not demonstrate competency
2 Emerging/Inconsistent competency
3= Acceptable level of competency
4= Proficient level of competency
5= Exemplary level of competency

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

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

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

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

13.5.d. Conditional Pass is possible in the Clinical Written and Oral examination. Typically, conditional pass requirements are determined by the committee to help the student remedy areas of weakness. The conditions must be met before students may

continue with program requirements (e.g., dissertation proposal, application to internship). Specifically, any condition for the oral comprehensive exam must be completed by the end of September of the year in which the exam was taken. Prior to the student continuing with program requirements, the committee must approve that the required conditions were met. If a student fails to meet such conditions in the time period specified by the committee, the original examination will revert to Failure. The student must then attempt to pass the entire comprehensive examination again. This re-evaluation must occur by the end of the fourth year of program enrollment. Otherwise, the Clinical Program Committee will consider a motion to recommend that the Graduate Dean dismiss the student from the Program.

13.5.e. Specific Grading Procedures of the Clinical Oral Examination: The sole criterion for grading of the examination is the student's scholarly performance on the examination. Because the examination is administered orally, masked grading is impossible. However, to standardize administration of the exam and to reduce the impact of extraneous sources of variation in grading (e.g., halo or other performance expectations, personal feelings and other biasing factors), we have 1) created a protocol that establishes the framework for the examination, 2) delineated the domains to be scored during the exam; and 3) required that members of the committee independently score the sections of the exam (i.e., without conferring with one another).

14.0. Dissertation (Ph.D. ONLY)

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

14.2. Prerequisites for Working on the Dissertation. To commence work on the doctoral dissertation, students must be in good standing with the Graduate School, and have passed all program milestones through to both portions of the Comprehensive Examination. Before commencing work on the dissertation, the student must first successfully propose their dissertation.

14.3. Proposal

14.3.a. The doctoral dissertation is to be based on original research that is designed to contribute to the field of psychology. Before beginning to gather data or conducting analyses of archival data, a student is required to have a formal dissertation proposal approved by the doctoral committee. The formal proposal is a written document that contains a literature review and a detailed method and procedures section. The literature should illustrate the candidate's thorough integration of the relevant empirical and theoretical literature. The literature review should conclude with an argument as to how

the proposed project will contribute to the field of psychology. In essence, the literature review should explain why the proposed study is important and meaningful. A procedures and method section that details the planned design, data collection methods, and analyses should be presented. In addition, the student should submit drafts of appropriate Institutional Review Board requests for approval of the research protocol where appropriate.

A dissertation proposal must be approved by the Doctoral Chair as ready to defend BEFORE scheduling the proposal defense meeting. Once the chair has rendered a "readiness to defend" decision, the committee should be given a minimum of ***three full weeks*** to read the proposal. Dissertations must be successfully proposed by the date set by the CPC. See section 7.9.b.4. of this document.

The expectation is that the proposal will be held in-person if the student is in Tulsa. Individual committee members or those out of town can be remote.

- 14.3.b. Ideally, doctoral committee members will have the opportunity to review questions, concerns, and recommendations, and help the student with the shaping of the proposal prior to a formal meeting. After reading the proposal, the committee members will meet with the student as a group, in a formal meeting. It is the student's responsibility to schedule the meeting at a time when faculty members are routinely available (e.g., during Fall or Spring Semester). Only with agreement of the advisor and Committee and under extenuating circumstances should meetings be scheduled in the summer. At this time, the committee can (a) accept the proposal "as is," (b) accept the proposal pending specific changes, or (c) decline to accept the proposal. Examples of extenuating circumstances include, but are not limited to, illness, medical issues with immediate family members, or a death in the family.

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

14.3.d Proposal Processes (See section 11.4.b.1 for Dissertation Committee Composition)

- The student is responsible for completing the dissertation committee membership approval form [in handbook], getting signatures of the chair [and co-chair if applicable] and distributing this to the psychology administrative assistant, DCT, and graduate school. Students will need to obtain the CV for any members who are not TU faculty and submit that to the graduate school.
- Upon approval from the dissertation chair, student is responsible for coordinating with committee regarding time/space for meeting.

- After proposal, Chair notifies the graduate school of the results of the proposal. If it is a pass, the Chair requests admission to candidacy. The DCT is cc'd on this communication.
- After proposal, student circulates dissertation proposal approval form to committee for signatures; DCT is last signature and will forward to Psychology Administrative Assistant and graduate school
- Only the Clinical Program Dissertation Proposal Approval form is required for the student file.

14.4. Requirements

14.4.a. Overview: In addition to Graduate School requirements, a dissertation must be approved by the Doctoral Chair as ready to defend BEFORE scheduling the final oral. Once the chair has rendered a "readiness to defend" decision, the committee should be given a minimum of ***three full weeks*** to read the dissertation.

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

14.4.c. Analysis, Authorship, and Archival Data in Doctoral Dissertations. Although the student is expected to consult with his or her advisor frequently throughout the work on the dissertation, the student is expected to personally analyze the data and write the text of the dissertation. Dissertation data may be archival. Hiring external consultants to perform substantive tasks, such as using statistical analyses, or using artificial intelligence (A.I.) to conduct analyses or write the manuscript, is not permitted; any use of A.I. should be approved by the advisor and follow APA guidance on disclosures and acknowledgements.

14.4.d. Approval for Oral Defense by Dissertation Committee.
The dissertation is approved for defense by the doctoral chair. When the student and the doctoral chair agree that the dissertation is in *a complete and finished state* and is ready to defend, the dissertation is circulated to the doctoral committee for reading. The dissertation must be finished, and not in draft form before circulation to the doctoral committee. The committee is given three weeks to read the dissertation. If a committee member considers the dissertation indefensible, they must raise this with the chair no later than one week prior to the scheduled meeting. The chair may determine that the meeting needs to be rescheduled to address the issues.

14.4.e. Final Oral Examination

- 14.4.e.1. Once the chair has determined that the dissertation is ready for defense, the student negotiates a time acceptable to all dissertation committee members. It is the student's responsibility to schedule the meeting at a time when faculty members are routinely available (e.g., during Fall or Spring Semester). Only with

agreement of the chair and Committee and under extenuating circumstances should meetings be scheduled in the summer. Examples of extenuating circumstances include, but are not limited to, illness, medical issues with immediate family members, or a death in the family.

Once a date and time are determined with the committee, the doctoral chair requests permission from the Graduate Dean two weeks prior to the date, for the student to defend. The expectation is that the defense will be held in-person if the student is in Tulsa. Individual committee members or those out of town can be remote.

The oral examination presentation component of the dissertation defense is open to the public, posted on the TU events calendar by the student, and an invitation is sent to the Dean of the graduate school, psychology faculty, and psychology graduate students by the student. Following the presentation, the non-committee audience members will have 5-10 minutes to ask questions. The meeting will then close to student and committee only for questions, deliberation [committee only], and decision.

The oral examination is intended as an oral presentation and defense of the rationale, methods, and findings of the dissertation. Consequently, the defense tests the scholarship of the student in this highly specialized area. Based on the dissertation and the oral examination the dissertation committee can (a) pass the student, accepting the dissertation "as is" along with the defense, (b) pass the student's defense and accept the dissertation pending specific changes or (c) fail the student by declining to accept the dissertation or the defense.

If the dissertation committee passes the defense, the student circulates the Clinical Program dissertation defense approval form to committee for signatures; DCT is last signature and will forward to Psychology Administrative Assistant and Graduate School. After defense and when edits are complete, the student circulates the fillable dissertation approval form [pdf form is currently in the Graduate School Hub under Thesis and Dissertation Information] for signatures and submits to chair, DCT, psych administrative assistant, and Graduate School: The chair may also request signatures at the time of the meeting if the committee agrees that the student and chair are solely responsible for the edits. The Graduate school receives this form prior to or at the same time as the dissertation is sent to the Graduate school for review.

- Only the Clinical Program Dissertation Defense Approval form and the graduate school dissertation approval form are required for the student file.

14.4.e.2. **If the final oral examination is failed**, the CPC should be notified in writing. The CPC will evaluate the student's record and determine if a second final oral examination should be authorized. If the CPC authorizes a second final oral examination, the dissertation, when deemed ready by student and chair should be re-evaluated by the

doctoral committee for readiness for defense. If the CPC does not authorize a second final oral, or in the event of a second failed final oral, the CPC will consider a motion to recommend that the Graduate Dean dismiss the student from the Program.

15.0. Practicum and Field Work

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

15.2. Preparing psychologists to serve a diverse public: A core requirement in doctoral education and training (Approved by the Clinical Program Committee October 9, 2023) SOURCE: The material below is quoted directly or adapted slightly from the sample policy statements developed by the BEA Working Group on Trainee Conflicts Serving a Diverse Clientele (January, 2014).

In our APA-accredited program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors will work with students to become aware of and to remediate these issues to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients. For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

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

15.4. Coordinator of Practicum Training. The Clinical Program Committee shall appoint a licensed psychologist, highly experienced in supervision, and committed to the scientist-practitioner model to serve as coordinator of practicum training. The Coordinator of Practicum Training will arrange placements, oversee evaluation and documentation of practicum training, attend Clinical Program Committee student evaluation meetings, be responsible for the Practicum Manual, and foster communication between the program and the training sites. The Coordinator will assure that student practicum experiences are conducted in a manner consistent with the training aims and competencies set forth by the CPC.

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

15.6. Student Responsibilities. Practicum and Field Work are essential elements of our training model, and we rely upon the good will of our community placements to provide meaningful opportunities and supervision. We also need to continue to grow and maintain the emerging good reputation of our clinic. Therefore, the performance of students in Practicum and Field Work is carefully monitored. Students are expected to demonstrate a developmentally appropriate level of clinical acumen. They are further expected to display professionalism. Inherent with such expectations, students must act responsibly, legally, and ethically. They should profit from critical feedback and supervision, manifest a professional demeanor (including dress), and develop effective rapport with clients. Because practicum class meetings play a critical role in the integration of science and practice, ***students are expected to attend practicum class meetings except for an appropriately excused absence***. Clinical students should also consult the Practicum Manual for additional information.

15.7. Placement. Prior to beginning practicum at the True Blue Neighbors Behavioral Health Clinic, students must have satisfactorily completed (grade of A or B) Psychology 7223, 7113, 7153, 7193, and 7543. Students will enroll in Pre-Practicum (PSY 7351) in the spring of their first year. It is expected that all students begin Practicum at the clinic during the summer after their first year and will remain enrolled through the Fall and Spring of the second year. Students in their second year are expected to only conduct practicum activities at TU's True Blue Neighbors Behavioral Health Clinic (TBN-BHC), unless otherwise approved by the CPC. Students must satisfactorily complete Psy 8063 (grade of A or B) to continue Practicum. Following their second year, students are expected to maintain a minimum level of engagement at TBN-BHC while enrolled in the Practicum course (PSY 8450-3) until the summer after their 4th year, assuming they are meeting expected levels of progress for the program. Students in their 3rd and 4th years will be expected to carry at least one active case at TBN-BHC and participate in

weekly group supervision. Exceptions to this would need to be petitioned and approved by the CPC.

Starting in their third year in the program, students can pursue external practicum experiences. During the spring semester of the 2nd year, students will work with the Coordinator of Practicum Training to determine a placement, with the Coordinator making the final placement decision. It is recommended that students pursuing external practicum placements meet with the Coordinator whenever considering a new placement, or at least annually (typically in the spring semester). The Coordinator works with the student to help identify a good practicum site. Considerations for placement include breadth and general educational needs, prior evaluations, and the training interests of the student, which often determined in consultation with CPC, the clinic director, and the student's advisor, as appropriate. The student should not initiate contact with a placement without permission of the Coordinator or assume that a particular placement will be available. After contacting potential sites, students might be interviewed by the site to help determine if it is a good fit. The Coordinator must approve the placement before the student can start an external practicum placement. External sites may have additional requirements for students placed with them, including but not limited to: application and information on previous clinical experiences, professional references, background checks, and drug screenings. Students are responsible for any costs related to testing/background checks. Additionally, students are responsible for transportation costs for going to practicum sites. Please see requirements specified in the Practicum Site Directory. Students enrolling in Practicum and Field Work are encouraged to arrange to meet with the Coordinator well in advance of the beginning of classes so that the placement can be confirmed as early as possible. Regardless of external placement, students will maintain a minimum of one client at the clinic.

15.8. Grading. Specific criteria for grading practicum are described in detail in the manuals (clinic manual and practicum manual) and syllabi associated with the specific practicum courses. Grades below "B" in Practicum or Field Work are not considered acceptable and will not count toward graduation requirements. If two grades below "B" are earned in Practicum or Field Work a student will not be allowed to enroll in the course again, and hence cannot graduate unless the course was being taken for elective credit only. Grades below "B" in these courses are also considered to indicate unsatisfactory progress.

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

15.10 Request for Sanctioning of Non-Practicum Clinical Experiences. Only hours that are a part of an official practicum experience or a clinical experience that has been sanctioned by the

CPC may be counted as practical hours documented in the student's file. These documented hours may be used for future verification of the student's clinical experiences (e.g., the AAPI for application for clinical internship, verification for post-doctoral positions or licensure). Students must submit a request to the DCT and Practicum Coordinator and advisor for non-practicum clinical experiences to be sanctioned and provide documentation as outlined below. Requests will only be considered within the first two weeks of the semester or within the first two weeks of the beginning of the clinical experience.

Students must be enrolled in practicum hours, supervised by a licensed clinical psychologist, meeting for individual supervision at a minimum of one hour per week, and provide documentation of this supervision plan with the supervisor's signature. If the site does not have a licensed clinical psychologist, the student must attend group supervision through TBNBHC.

Students must specify in the supervision plan the specific clinical activities that they are requesting be sanctioned to count as program-approved hours in their student file. This document must be signed by the supervisor.

Students must complete an Activity Report for the clinical activities that will be signed by them and their supervisor at the end of each semester. Supervisors must complete an evaluation form at the end of each semester for the clinical activities.

16.0. Internships (Ph.D. ONLY)

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

16.2. Acceptable Sites

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

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

16.2.c. Prior to applying to an internship that is not accredited, the student should seek approval from the Clinical Program Committee on the General Petition Form, found in

the Forms Appendix. The student should attach to the form adequate documentation to allow the committee to make an informed decision about the appropriateness of the site. It is incumbent on the student to demonstrate that the non-accredited internship satisfies pre-doctoral training requirements of the APA.

16.2.d. Before submitting such a petition, students should carefully consider the licensing requirements in jurisdictions where they intend to practice. Students are advised to check with state licensing law requirements (current licensing laws and links to state boards are available online at ASPPB.com). In some jurisdictions, a non-accredited internship may render one ineligible for licensure, regardless of other qualifications, and it will likely render one ineligible for PsyPact (interjurisdictional practice of licensed psychologists).

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

- Meets or exceeds current APA, APPIC, and applicable state licensing board requirements for doctoral internships in clinical psychology.
- Length and intensity comparable to accredited internships (for example, many accredited internships are 2000 hours over one year full-time or 1000 hours per year for two years, part time).
- Supervision provided primarily by licensed psychologists with training in the applicant's major area of study or a closely related field (for example, many states require that internship provides at least 100 hours of individual, face-to-face supervision).
- Sufficient breadth of training experiences and opportunities for direct service, assessment, and intervention with diverse client populations.
- Access to multiple licensed psychologists (three or more is common) and opportunities for interdisciplinary collaboration.

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

<u>16.2.g. Supervision in non-APA accredited internships</u>. A clinical or counseling psychology internship agency must have a clearly designated staff psychologist, who is responsible for the integrity and quality of the training program. In a counseling or clinical psychology internship, the basic supervision must be conducted by a staff psychologist who is trained in the applicant's major program of doctoral study, or a

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

16.3. Readiness to Apply for Internships

16.3.a. Before applying for internship, registering for the APPIC Match, or enrolling in the National Clearinghouse, students must successfully: a) complete a pre-candidacy project; b) pass Written General portion of Comprehensive Examination; c) pass Clinical Oral portion of Comprehensive Examination; d) complete a minimum of 13 hours of practica; and e) successfully defend their dissertation proposal. The proposal must be successfully defended by the last day to add a class through a relevant advisor. All required courses must be completed prior to leaving for internship.

16.3.b. Prior to registering in the APPIC match system, the student must request approval from the CPC. The date due date for approval is announced early in the fall semester. The CPC, advisor, and the DCT will consider the student's application for internship. Prior to consideration of the application by the CPC, the student must submit to their advisor the following: near complete draft of all essays, APPI hours, site list, current CV, and verification of any hours being submitted from a non-TU Master's program from the Master's DCT to the Doctoral DCT [see 16.3.e]. Once the student has been approved to apply for internship by the CPC, they may register for the match. If a student in good standing has not completed all of the above requirements, they can petition the program committee for a waiver. In the case of several courses in progress or a single practicum, given good reports from the professors or supervisor, a waiver may be granted. Waivers can be requested on the general petition form, and progress reports from professors or supervisors should be appended so the committee can make an informed decision.

16.3.c. Once approved by the CPC, the student must submit their APPI hours, site list, current CV, verification of any hours being submitted from a non-TU Master's program, responses to DCT questions (provided by the DCT to students enrolled in Advanced Practicum, PSY8550-3), and the Request for DCT Statement for Internship [in the Forms Appendix] to the DCT by October 1st. The Request for DCT Statement for Internship requires the student to document the completion of the above requirements.

16.3.d. Students must submit their materials to APPIC for DCT Verification by October 20th.

16.3.e. Students who wish to include hours obtained in a non-TU master's program need to provide to the DCT verification of those hours from their master's program DCT. The verification request should detail all of the practicum hours / experiences that they are claiming and the master's program DCT must confirm the placements and hours.

16.3.f As part of internship application requirements, students must keep track of clinical hours completed. It is recommended that students begin tracking hours as soon as they begin practica, and log hours immediately after each clinical hour is completed. Students can select from the following options for logging hours:

1. Time2Track (currently at https://time2track.com): Students log their hours into this website, and the hours import into the internship application portal. Many students have used this over the years, and it is a well-trusted site. There is a fee with monthly, annual, and multi-year plans.

Sample time2track currently located at

https://www.appic.org/Portals/0/downloads/AAPI/T2T%20Sample%20PDF.pdf

2. PsyKey Doctoral (currently located at https://www.psykey.com/doctoral): This is a newer site, like Time2Track, that also imports hours into the internship application portal. Since it is new, our students have not yet used it to provide feedback. It costs $29.99 per year.

3. Self-tracking: A couple of faculty at The University of Mississippi developed a free hour tracking system as part of their dissemination work through their private practice. Currently located at https://data.deltaautumn.com It requires that students create an account, but nothing costs money to use. After you login, they can select "Clinical Hours" under the account tab. In case you want more information, feel free to contact John Young at jnyoung1@olemiss.edu.

16.4. Application. It is the student's responsibility, not the program's, to apply to and be admitted into an acceptable internship. The student's advisor, program director, and clinic director can advise the student on the selection of sites and the application process. Students should understand that acceptable internships draw from a national pool, that they are extremely competitive, and that the norm is to rank *many internship sites* and to relocate to another city to complete the internship. *Because the percentage of students who match with an internship is an important indicator of program success, the training program has a tremendous investment in students' success at matching. We strongly advise students to work collaboratively with the advisor, the Director of Clinical Training, and Director of the Clinic to maximize possibilities for matching. In addition, the students are expected to submit a copy of internship rankings to the advisor and the DCT.* For internship application, students should count hours only for which they received formal academic training and credit or which were program-sanctioned training or program-sanctioned work experiences. You can place outside work elsewhere on the form.

16.5. Documentation. All students on internship must continuously register for Psychology 8800/8801, Clinical Psychology Internship. Three semesters of Psy 8800/8801 are graded as NG [no grade] until the internship's training director reports a satisfactory completion of the internship. Then "pass" is recorded for the three semesters of Psy 8800/8801. This documents your internship on your official transcript. Consistent with APA accreditation eligibility requirements, no Ph.D. degree in clinical psychology will be awarded without the successful completion of an acceptable internship. This is particularly important for students for whom the internship is the last requirement. The deadline for completing all requirements for an August degree is usually around the end of the first week of August (consult the Graduate School for actual date). Unless a student's internship will document successful completion *on or by that date*, a student cannot graduate in August. A letter from the internship director stating specifically that the intern has satisfactorily completed all requirements for the internship is required to document successful completion of the internship. The next opportunity would be December. In such a case, the University registrar will be able to prepare a letter stating the date of completion of all requirements for the degree, but the degree itself will be dated at the next time degrees are issued. Some states accept such letters, but others do not (e.g., Texas goes by the date on the degree). Prior to sending documentation to the state licensure board or other body the Director of Clinical Training must be in receipt of the intern's final evaluation from the site.

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

16.7. VA Internships. VAs require certain documentation about students' physical health, immunization requirements, and selective service registration. The DCT must sign this form verifying that the DCT has "evidence or self-certification" of the requirements. As a program we do not ask for or keep private health information, although the program may have to provide documentation of these requirements. Instead of asking for documentation of all the requirements, students are asked to sign an Attestation Form [in Forms Appendix] that states that if necessary, they will provide documentation of the required information. The Attestation Form was approved by the University of Tulsa General Counsel in spring of 2021. Students applying to VA internships should familiarize themselves with the required documentation and determine their individual comfort level with the requirements.

17.0. Financial Assistance

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

Because so many students apply for the limited number of assistantships, they are difficult to obtain. Assistantships may have different expectations regarding holidays, time off, flexibility of schedule, and when/where work will be conducted. It is highly encouraged that students ask about these issues prior to accepting an assistantship offer.

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

17.3. Assistantships

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

17.3.b. Teaching Assistantships.

17.3.b.1. Application. Teaching Assistantships [commonly referred to as Graduate Assistantships] are granted on a one-year basis, and students must reapply each year to be considered. No guarantee of support can be made beyond a one-year period. Teaching Assistantships, if renewed, can supply support for up to a maximum of four years. Students should plan in accordance with those limits.

17.3.b.2. Selection Criteria. Because the number of assistantships assigned to Psychology is limited, the awards are made on a competitive basis. For newly admitted students the criteria are the same as the admissions criteria. For continuing students, the primary criteria are indices of student performance in the program (including those beyond grades).

17.3.b.3. Priority. To allow for a strong recruitment program, some students may be offered at the time of admission a promise of priority for funding decisions during their first four years of the program, thus giving greater assurance that support will be adequate to allow completion of the program. The remaining awards carry no such commitment and having previously received an assistantship in no way alters one's likelihood of future funding. The receipt of an

assistantship in one year does not give the student an advantage in a following year. The primary criterion for determining awards is good performance in the program. However, failure to perform an assistantship well will likely diminish chances of receiving a subsequent award. Funding after the fourth full-time year of study would be unusual (for funding purposes, students admitted at advanced standing are considered to have fewer fundable years remaining).

17.3.b.4. Assignment. The Clinical Program Committee will seek the preferences of students for assistantship assignments each fall. All students, including those with assistantships outside of the department, must submit preferences. In the spring, the CPC will inform students of their assignment or approve them to seek to continue their outside assistantship. The CPC weighs the needs and skills of the assistants, as well as needs of the program and department, consideration of equitable distribution, in the assignments.

17.4. Student Responsibilities. Graduate assistants are expected to understand and comply with the responsibilities and conditions of the assistantship. Assistants must be full-time students, cannot be on probation, and are not allowed other employment unless it has been recommended by the Director of Clinical Training and approved by the Graduate Dean. The student has the responsibility to work at the prearranged times, show up on time, perform the work in an efficient and accurate manner, and maintain good academic standing. A student may be asked to perform work for other than the assigned faculty member if that faculty member is not utilizing the student fully. Students can find the Graduate Assistant Handbook on the Graduate School hub. There is also a Graduate Handbook about assistantships with policies.

The Graduate School requires that graduate assistants are on campus. Remote work is not permitted. If Graduate Assistants must leave Tulsa for more than a week, they should contact the Graduate School to discuss options. Graduate Students will not be paid for the period of their absence. Please refer to the Graduate School Policies regarding specifics.

International students must obtain CGE permission to leave the country. If an international student leaves the country for more than two weeks, their immigration must be terminated. International students are also not permitted to leave Tulsa for extended periods (i.e., work on their dissertations remotely from another state). Please see Graduate School Policies regarding specifics.

If a graduate student needs to be absent for more than a week due to illness or emergency, they should go to the Graduate School who will work with them, and Student Access to find a resolution.

17.5. Faculty Responsibilities. Faculty members assigned a graduate assistant will provide the assistant, as much as possible, with tasks that will enhance the student's development, while at the same time utilizing the student's efforts to accomplish the mission of the University, the academic unit, and the training programs. Assistantship recipients will frequently have a mixture of didactic, research, and administrative responsibilities. The faculty member should be considerate of the student's time and other obligations; that is, heavy demands on time should not

be made on short notice and without the agreement of the student, and as much as possible time commitments should be evenly spread across the semester.

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

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

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

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

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

19.0. Responsibilities, Privileges, Grievances

19.1. Overview: The graduate school environment is one of shared responsibility and respect of individual rights and needs. Students and faculty members are expected to treat each other with dignity and respect. This includes adhering to the ethical principles of psychology, the policies of the Graduate School, and the standards outlined in this handbook.

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

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

19.2.b. Timeliness. Being on time for scheduled activities and responding to professional requests are important professional behaviors that are expected across all professional training environments (e.g., classes, outside placements, research, therapy, and supervision). Students are expected to arrive for scheduled events on time, respond to program or faculty requests without repeated reminders, and check official communications regularly and frequently (e.g., email, department mailboxes, course websites). Frequent tardiness, absenteeism, or lack of responsiveness will be noted in student yearly evaluations. Such behavior may result in probation and a formal remediation plan, and if uncorrected, may be grounds for dismissal.

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

19.2.d. Responsibilities regarding websites, blogs, email, and email signatures. Students should be mindful of the impression they leave with others in online exchanges. As representatives of the profession, special consideration should be made before posting items to social media sites. Regrettably, personal disclosures may have unanticipated consequences and may adversely affect future opportunities or current academic or clinical activities. Additionally, if students use a TU email address or include student status in a signature line, they are indicating affiliation within a professional community. Hence, e-mails should be scrutinized for possible adverse consequences before sending. Students are advised to engage in safe internet/public practices and be cognizant about professional demeanor and presentation. As a preventative measure, students (and faculty) should approach online blogs, social media, and websites that include personal information very carefully. Consider content you share regarding the Program, your clinical, research, and service activities, and comments about colleagues, faculty, and supervisors. **Be professional and ethical at all times.**

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

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

19.4. Students are expected to be respectful in their nonverbal and verbal communications during class and other Program activities. Showing respect for those in attendance reflects common courtesy. Students are urged to refrain from actions that communicate disrespect for attendees

and presenters (e.g., conversations, reading the paper, and engaging in irrelevant activities). Repeated signs of disrespect will be noted in student yearly evaluations.

19.5. Plagiarism and Misconduct. All students are obligated to abide by University and Graduate School policy concerning academic integrity and misconduct. **Plagiarism is not tolerated.** The Academic Misconduct Policies of the College of Arts and Sciences and of the Graduate School are in the respective Bulletins. All students should become familiar with this policy and note that cheating, plagiarism, and all other forms of academic misconduct entail serious consequences.

19.6. Faculty Responsibilities. The faculty has the responsibility to treat students with respect and to provide a high-quality curriculum that fosters competence. Course requirements and grading considerations should be clearly described. Evaluations should be fair and should reflect the course material and stated objectives. Program examinations should be rigorous and fair. Training experiences should be relevant. Faculty should be available to students and should encourage the close involvement needed to provide mentoring relationships.

19.7. Petitions and Grievances.

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

Faculty support and encourage students to express concerns and will assist them in identifying and implementing strategies for resolution. Students are encouraged to address concerns promptly, following the process outlined below:

1. **Course-related concerns.** Provide feedback through course evaluations. Qualitative comments are viewed not only by the course instructor, but also the department chair, and collegiate dean.
2. **Non-course-related concerns**. Discuss the matter with your advisor first. If another faculty member is involved, discuss the matter with the advisor and with that member of the faculty if possible.
3. **Program-level concerns.** If the issue spans multiple faculty or reflects a broader program concern, speak directly to the DCT or CPC directly or through the Student Representative. If these options are not fruitful, talk to the Department Chair or Graduate or Collegiate Dean. In many cases, discussion of the problem can occur without identifying specific faculty or students.
4. **Alternative faculty contact.** The student can bring the matter to the attention of the DCT or Department Chair or another faculty to whom the student feels comfortable discussing the situation.

5. **If unresolved.** If the above steps do not resolve the issue, students may discuss their concerns with the Dean of Arts and Science and/or the Dean of the Graduate School.

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

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

- Title IX Coordinator 918-631-4602
- TU Counseling and Psychological Services 918- 631-2241
- Campus Security 918-631-5555
- Domestic Violence Intervention Services 918-585-3163 or 918-743-5763
- Tulsa Police Department 918-596-9222 or 911 (emergency situations)

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

Forms Appendix

CLINICAL PROGRAM COMMITTEE FILE
DOCTORAL STUDENT FILE CONTENTS

TAB 1

1. **STUDENT FILE CONTENTS LIST**
2. **Graduate Check Form**
3. **Tracking Form**
4. **PhD Competencies Tracking Sheet**
5. **Most Current Balance Sheet**
6. **Most Recent Transcript**
7. **Statement of familiarity with program materials, graduate school workshops, citi training**
8. **Misc. Signed Statements**

TAB 2

1. **Documentation of APA MLA course assignments [starting fall 2021]; keep on top**
2. **Program Committee Evaluations**
3. **Any Program modifications, transfers, waivers, petitions**
4. **All letters and correspondence to and from student**

TAB 3

1. **Practicum Evaluations in Sequence and Activity Reports**
2. **Practicum Placement Self Evaluations**
3. **Practicum Papers**
4. **Affiliation Agreements**

LOOSE BETWEEN TABS 3 and 4

1. **Milestones:**
   - **Precandidacy [paper, approval form]**
   - **Written Comps [sign up form, confidentiality form, scoring form, pink sheet]**
   - **Oral Comps [sign up form, confidentiality form, scoring form, pink sheet]**
   - **Dissertation [Request for Doctoral Committee, program proposal approval form, admission to candidacy letter, program defense approval form, graduate school defense form]**
   - **Internship [DCT Request for letters to Internships, Residency Letters, Evaluations]**

TAB 4

1. **Graduate student vitas**
2. **Awards, achievements, assistantships, funding, fellowships**
3. **Acceptance Letters**

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

I have read each of the following documents [initial next to each]:
_____*2026-27 Handbook for Graduate Programs in Clinical Psychology At University of Tulsa*

_____*Professional Training in Clinical Psychology* (Practicum Manual - 2025)

_____*Licensed Professional Counselor Act* (Amended 2002), Title 59 Oklahoma Statutes, Sections 1901-1920 https://www.ok.gov/behavioralhealth/documents/ACT%20-%20LPC%20-%2009-11-2015.pdf

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

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

_____American Psychological Association *Ethical Principles of Psychologists and Code of Conduct* (2017)

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

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

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

_____
Print or Type Name

_____
Signature

_____
Date

Voluntary Adoption of 2026-27 Handbook By a Student Not in The 2026 Entering Class

The University of Tulsa

Department of Psychology

Ph.D. Program in Clinical Psychology

A single edition of the handbook governs the program and procedures for students. Students who entered under an earlier edition of the handbook have the option of changing to the 2026-27 edition.

In signing this form, I _____ voluntarily exercise the option to switch to the 2026-27 *Handbook For Graduate Programs in Clinical Psychology At The University of Tulsa.* I have read the 2026-27 handbook and understand the programs and procedures and how they differ from the handbook under which I entered the program. I agree to accept and be evaluated using the requirements of the 2026-27 handbook. I understand that if I exercise this option, I will not be able to revert to an earlier handbook.

Signature_____ Date_____

Submit this form to the Director of Clinical Training.

UNIVERSITY OF TULSA
GRADUATE PSYCHOLOGY DEPARTMENT

*Initial beside each when it is completed. Email a copy of the completed form to the psychology administrative assistant and the Director of Clinical Training prior to the beginning of classes.

_____I have attended the graduate school life-skills workshop on plagiarism and passed the post-test with a grade of at least 80%. I am familiar with the definition of plagiarism used by the University of Tulsa, and I am aware of what constitutes plagiarism.

_____ I have attended the graduate school life-skills workshop on harassment and passed the post-test with a grade of at least 80%.

_____ I have attended the graduate school life-skills workshop on research integrity and passed the post-test with a grade of at least 80%.

_____
Student Name (printed)

_____
Student Signature

_____
Date

Clinical Ph.D. Competencies Tracking Form
(revised 5.27.2025 and submitted to COA with interim report)
STUDENT FILE COPY TO BE UPDATED
AT EACH ANNUAL EVALUATION

Student Name_____

Date of Evaluation _____

DSK: Students will demonstrate an understanding and knowledge of: ***History and Systems of Psychology, Affective, Biological, Cognitive, Developmental, and Social Aspects of Behavior, as well as Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems), Research Methods, Statistical Analysis, and Psychometrics. These DSKs are measured with the successful completion of the following Minimum Levels of Achievement (MLA).***

_____B or higher in PSY 6113 Cognitive and Affective Psychology
_____B or higher in PSY 6413 History and Systems (or undergrad equivalent)
_____B or higher in PSY 6483 Neuroscience and Pharmacology
_____B or higher in PSY 7043 Social Psychology
_____B or higher in PSY 7073 Human Development
_____B or higher in PSY 7113 Clinical Assessment: Intellectual
_____B or higher in PSY 7193 Clinical Assessment: Personality
_____B or higher in PSY 7283 Statistical Methods for Research
_____B or higher in PSY 7343 Research Methods in Psychology

_____B or higher on Integrated Term Paper in PSY7073 Human Development and Social Psychology
_____B or higher on Integrated Term Paper in PSY6113 Cognitive and Affective Psychology

_____Pre-candidacy paper and presentation
_____Pass Clinical Written Examination
_____Pass Clinical Oral Examination
_____Doctoral defense
_____Student has presented research at a professional meeting

PWC 1: Research

a. ***Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.***

_____B or higher in PSY7343 Research Methods
_____B or higher in PSY7283 Statistical Methods
_____Pass pre-candidacy project
_____Pass dissertation proposal
_____Pass dissertation defense

b. ***Conduct research or other scholarly activities.***

_____Pass pre-candidacy project
_____Pass dissertation proposal

_____Pass dissertation defense

c. ***Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.***

_____Review of student CV that student has presented research at a minimum of at least one professional presentation

PWC 2: Ethical and legal standards

a. ***Be knowledgeable of and act in accordance with each of the following:***
   - ***the current version of the APA Ethical Principles of Psychologists and Code of Conduct.***
   - ***Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and***
   - ***Relevant professional standards and guidelines.***

_____Composite Grade of B or higher in PSY7543 Diversity, Ethics, Law, and Clinical Practice
_____Rating of 4 on Practicum evaluation form item 1 (Ethics)
_____Passing score on Legal and Ethical Issues in Clinical Practice section of Oral Comprehensive Examination
_____Pass precandidacy project
_____Pass dissertation proposal
_____Pass dissertation defense
_____Pass online CITI training

b. ***Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve them.***

_____Rating of 4 on Practicum evaluation form item 2 (Ethics)
_____Passing score on Legal and Ethical Issues in Clinical Practice section of Oral Comprehensive Examination

c. ***Conduct self in an ethical manner in all professional activities.***

_____Rating of 4 on Practicum evaluation form item 3 (Ethics)
_____Passing score on Legal and Ethical Issues in Clinical Practice section of Oral Comprehensive Examination
_____Pass precandidacy project
_____Pass dissertation proposal
_____Pass dissertation defense

_____ Readiness for internship [Successful completion of all MLAs required except passing the dissertation defense]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

PWC 3: Individual and cultural diversity

a. ***An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.***

_____Rating of 4 on Practicum evaluation form item 4 (Diversity)

b. ***Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.***

_____Rating of 4 on Practicum evaluation form item 5 (Diversity)
_____Passing score on Diversity section of Oral Comprehensive Examination

c. ***The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own***

_____Rating of 4 on Practicum evaluation form item 6 (Diversity)
_____Grade of B or higher on Diversity assignment in PSY7543 Diversity, Ethics, Law, and Clinical Practice

d. ***Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work***

_____Rating of 4 on Practicum evaluation form item 7 (Diversity)

_____ Readiness for internship [Successful completion of all MLA]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

PWC 4: Professional values, attitudes, and behaviors

a. ***Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others***

_____Student has received continuous satisfactory annual evaluations, or has successfully remediated problems as required by the Clinical Program Committee and/or the graduate school (Annual Student Evaluation)
_____Rating of 4 on Practicum evaluation form item 8 (Professional Values, Attitudes, and Behavior)
_____Grade of B or higher on PSY7223 Student Interview and Self-reflections Assignments

b. ***Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.***

_____Rating of 4 on Practicum evaluation form item 9 (Professional Values, Attitudes, and Behavior)

c. ***Actively seek and demonstrate openness and responsiveness to feedback and supervision.***

_____Rating of 4 on Practicum evaluation form item 10 (Professional Values, Attitudes, and Behavior)

d. ***Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.***

_____Student has received continuous satisfactory annual evaluations, or has successfully remediated problems as required by the Clinical Program Committee (Annual Student Evaluation)
_____Rating of 4 on Practicum evaluation form item 11 (Professional Values, Attitudes, and Behavior)
_____ Readiness for internship [Successful completion of all MLAs]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

PWC 5: Communications and interpersonal skills

a. ***Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.***

_____Rating of 4 on Practicum evaluation form item 12 (Communication Skills)

b. ***Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.***

_____Pass pre-candidacy project
_____Pass Doctoral dissertation proposal defense
_____Pass Doctoral dissertation final defense
_____Verification that student has presented research at a professional meeting
_____Grade of B or higher on case presentation in PSY8453 Practicum Seminar
_____Rating of 4 on Practicum evaluation form item 13 (Communication Skills)
_____Pass Written Comprehensive Examination
_____Pass Oral Comprehensive Examination

c. ***Demonstrate effective interpersonal skills and the ability to manage difficult communication well.***

_____Rating of 4 on Practicum evaluation form item 14 (Communication Skills)

_____ Readiness for internship [Successful completion of all MLAs except passing final dissertation defense]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

PWC 6: Assessment

a. ***Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.***

_____Rating of 4 on Practicum evaluation form item 15 (Assessment)
_____Passing score on Diagnosis domain of Oral Comprehensive Examination
_____Grade of B or higher in PSY7153 Psychopathology

b. ***Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).***

_____Rating of 4 on Practicum evaluation form item 16 (Assessment)
_____Passing score on Diagnosis domain of Oral Comprehensive Examination
_____Grade of B or higher in PSY7153 Psychopathology
_____Grade of B or higher in PSY7113 Clinical Assessment: Intelligence
_____Grade of B or higher in PSY7193 Clinical Assessment: Personality

c. ***Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.***

_____Rating of 4 on Practicum evaluation form item 17 (Assessment)
_____Passing score on Diagnosis domain of Oral Comprehensive Examination
_____Passing score on Assessment domain of Oral Comprehensive Examination
_____Grade of B or higher in PSY7153 Psychopathology
_____Grade of B or higher in PSY7113 Clinical Assessment: Intelligence
_____Grade of B or higher in PSY7193 Clinical Assessment: Personality

d. ***Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.***

_____Rating of 4 on Practicum evaluation form item 18 (Assessment)
_____Grade of B or higher in PSY7113 Clinical Assessment: Intelligence
_____Grade of B or higher in PSY7193 Clinical Assessment: Personality

e. ***Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective***

_____Rating of 4 on Practicum evaluation form item 19 (Assessment)
_____Passing score on Diagnosis domain of Oral Comprehensive Examination
_____Passing score on Assessment domain of Oral Comprehensive Examination
_____Grade of B or higher in PSY7113 Clinical Assessment: Intelligence
_____Grade of B or higher in PSY7193 Clinical Assessment: Personality

f. ***Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences***

_____Rating of 4 on Practicum evaluation form item 20 (Assessment)
_____Passing score on Diagnosis domain of Oral Comprehensive Examination
_____Passing score on Assessment domain of Oral Comprehensive Examination
_____Grade of B or higher in PSY7153 Psychopathology
_____Grade of B or higher in PSY7113 Clinical Assessment: Intelligence
_____Grade of B or higher in PSY7193 Clinical Assessment: Personality

_____ Readiness for internship [Successful completion of all MLAs]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

PWC 7: Intervention

a. ***Establish and maintain effective relationships with the recipients of psychological services.***

_____Rating of 4 on Practicum evaluation form Item 21 (Intervention)

b. ***Develop evidence-based intervention plans specific to the service delivery goals.***

_____Composite Grade of B or higher in PSY8063 Interventions

_____Rating of 4 on Practicum evaluation form item 22 (Intervention)
_____Pass Oral Comprehensive Examination: Theories of Intervention

c. ***Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.***
_____Rating of 4 on Practicum evaluation form item 23 (Intervention)
_____Pass Oral Comprehensive Examination: Theories of Intervention
_____Pass Oral Comprehensive Examination: Case Conceptualization

d. ***Demonstrate the ability to apply the relevant research literature to clinical decision making.***
_____Composite Grade of B or higher in PSY8063 Interventions
_____Rating of 4 on Practicum evaluation form item 24 (Intervention)
_____Pass Oral Comprehensive Examination: Theories of Intervention

e. ***Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.***
_____Rating of 4 on Practicum evaluation form item 25 (Intervention)

f. ***Evaluate intervention effectiveness, and adapt intervention goals***
_____Rating of 4 on Practicum evaluation form item 26 (Intervention)
_____ Readiness for internship [Successful completion of all MLAs]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

PWC 8: Supervision

a. ***Demonstrate knowledge of supervision models and practices.***
_____Supervision Assignment minimum Grade of B or higher in PSY7613
_____Rating of 4 on Practicum evaluation form item 27 (Supervision)

b. ***Application of knowledge of supervision in direct or simulated practice with psychology trainees, or other health professionals.***
_____Rating of 4 on Practicum evaluation form item 28 (Supervision)

_____ Readiness for internship [Successful completion of all MLAs]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

PWC 9: Consultation and interprofessional/interdisciplinary skills

a. ***Demonstrate knowledge and respect for the roles and perspectives of other professions.***
_____Consultation Assignment Grade of B or higher in PSY7613
_____Rating of 4 on items 29 on the practicum evaluation form (Consultation)

b. ***Demonstrates knowledge of consultation models and practices***
_____Rating of 4 on items 30 on the practicum evaluation form (Consultation)

_____ Readiness for internship [Successful completion of all MLAs]
_____ Readiness for entry level practice [Successful completion of all MLAs and satisfactory feedback from internship]

Clinical Ph.D. Annual Student Evaluation Form
Department of Psychology, University of Tulsa
(revised February, 2021)

Student evaluated: _____ **Student's Advisor: _____**

The clinical psychology training program committee has reviewed your performance during the spring, summer, and fall semesters of _____.
Based upon a performance scale of

3 = Exceptional
2 = Satisfactory
1 = Below Satisfactory
N/A = Not applicable or not evaluated during this period

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

RESEARCH _____ (Exceptional might be given for a publication or paper presentation).
This year ____ Cum Total ____# of peer-reviewed presentations
____ ____# of invited or other presentations
____ ____# of peer-reviewed publications
____ ____# of chapters & other publications
____ ____# of fellowships

HONORS/AWARDS
This year ____ Cum Total ____

EXAMINATIONS _____ (Exceptional would be given for a pass with honors)

PRACTICA/INTERNSHIP _____

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

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

Progress toward dissertation during 202_:

Student has checked balance sheet in self-service and acknowledges that it is accurate and up-to-date or has a plan with advisor to address any concerns: _____ [student initial]

Student has checked practicum hour balance sheet in student file and acknowledges that it is accurate and up to date or has plan with advisor to address any concerns: _____ [student initial]

Additional Comments:

Signed for the committee: I have received a copy of my evaluation on _____

_____ _____

Joanne Davis, PhD Student signature
Director of Clinical Training

Date of Evaluation: _____

Routing: Original to student file, cc to student, grad school, and advisor

UNIVERSITY OF TULSA
CLINICAL PSYCHOLOGY TRAINING PROGRAM
Report of Examination Results
(Revised June 2025)

Name of Student _____

This document reports the results of a(n):

___Written General Comprehensive Examination

___Oral Clinical Comprehensive Examination

Date of Examination_____

Persons scoring examination or proposal:

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

Members: _____

_____

_____

Results of examination:

Comments (attach additional comments as needed):

Signature of chair of examination committee:
_____

Date of report: _____

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

UNIVERSITY OF TULSA
CLINICAL PSYCHOLOGY TRAINING PROGRAM
Report of Advanced Integrated Knowledge Term Paper
(Revised January, 2022)

Name of Student _____

This document verifies that the student listed above received a grade of A or B on the assessment of Advanced Integrated Knowledge of:

__ Cognitive and Affective Psychology (PSY 6113)

___ Human Development (PSY 7073)

Comments:

Signature of Instructor:

_____

Date of report: _____

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

CLINICAL PSYCHOLOGY TRAINING PROGRAM
GENERAL PETITION
(Request for course waiver, transfer, change of committee member, etc.)
Revised 8/9/25

Note: a fillable PDF of this form is available in the student SharePoint
Please type or print

Name of Student _____ Date _____

Describe requested change of program:

Describe reasons for making request:

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

Please do not write below this line

Date petition received by CPC _____
ACTION:
Approved as proposed_____
Approved with changes noted below _____
Petition not approved _____

Final vote of program committee:

Vote FOR _____ Vote AGAINST _____

Approved with the following changes:

Signed for the Clinical Program Committee: _____
Date of Action _____

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

APPROVAL OF THESIS OR DISSERTATION COMMITTEE FORM

Note: This form is among Graduate School Forms

STUDENT'S NAME:_____ I.D.#_____

Please check the appropriate degree program:

Ph.D M.S. M.S.E. M.A. M.F.A. J.D./M.A. J.D./M.S. Other

English Language & Literature
Clinical Psychology
Industrial/Organizational
Biological Science
Chemical Engineering
Computer Sciences
Geosciences
Mechanical Engineering
Petroleum Engineering

Speech/Language Pathology
Applied Mathematics
Biological Science
Computer Sciences
Geosciences

Chemical Engineering
Electrical Engineering
Mechanical Engineering
Petroleum Engineering

Anthropology
Art
Education
History

Fine Art

Anthropology
Clinical Psychology
History

Geosciences

_____

Is this request a modification of the committee? Yes No

COMMITTEE MEMBERS:

	Print Name	*Signature of Chair and any Co-Chair*
Chair:	_____	_____
Co-Chair (if any):	_____	_____
Members:	_____	
	_____	
	_____	
	_____	

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

Date of Proposal Defense:_____

Date of Anticipated Thesis/Dissertation Defense:_____

Date of Anticipated Graduation:_____

Clinical Psychology Precandidacy Project Approval Form

The purpose of this form is to ensure a written record of completion of the precandidacy project and confirmation that the project meets relevant PWC elements. This form shows that the precandidacy advisor approved the study as evidenced in the final document and oral presentation at the annual Department of Psychology Precandidacy Day. The student is responsible for obtaining signatures and delivering the signed form by email or in person to the Psychology Administrative Assistant in the Graduate Psychology Office – LH 210.

Date:
Student Name:
TU ID Number:

Title of Precandidacy Project:

The purpose of this form is to confirm the precandidacy project meets the following elements of the Research, Ethics and Legal Standards, and Communications and Interpersonal Skills PWCs:

Research

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.

Ethical and Legal Standards

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Conduct self in an ethical manner in all professional activities.

Communications and interpersonal skills

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Precandidacy Advisor:_____
date

Director of Clinical Training:_ _____
date

Clinical Psychology Dissertation Proposal Approval Form

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

Upon successful completion of the proposal meeting, the doctoral candidate is responsible for completing this form and obtaining the necessary signatures. The original signed form should be emailed to the psychology administrative assistant and Chair of the dissertation.

Date: _____

Student Name: _____**TU ID Number:** _____

Title of Proposed Research:

Anticipated completion date of data collection: _____

Anticipated defense date: _____

Instructions to Committee Members

The purpose of this form is to confirm that all committee members understand and concur with the nature and/or scope of the proposed project. Your signature on this form indicates that you understand and accept the basic rationale and proposed methodologies for the dissertation project. It also indicates that you agree the proposed project meets the following elements of the Research, Ethics and Legal Standards, and Communications and Interpersonal Skills PWCs:

Research

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.

Ethical and Legal Standards

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Conduct self in an ethical manner in all professional activities.

Communications and interpersonal skills

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Committee members may sign this form before students have met minor conditions established in the dissertation proposal meeting. If members of the committee agree that **major** changes are required, the committee members may refrain from signing this form until these conditions are met.

Doctoral Advisor:_____
date

Member:_____
date

Member:_____
date

Member:_____
date

Director of Clinical Training:_____
date

Clinical Psychology Dissertation Defense Approval Form

The purpose of this form is to ensure a written record of completion of the dissertation defense and confirmation that the project meets relevant PWC elements. This form shows that all members of the doctoral committee approved the study as evidenced in the final document and oral presentation of the dissertation to the committee. Upon successful completion of the defense meeting, the doctoral candidate is responsible for completing this form, obtaining the necessary signatures, and delivering the signed form by email or in person to the Psychology Administrative Assistant in the Graduate Psychology Office – LH 210.

Date:
Student Name:
TU ID Number:

Title of Dissertation:

Instructions to Committee Members
The purpose of this form is to confirm that all committee members accept the dissertation document. Your signature on this form indicates that you understand and accept the findings and presentation of the dissertation. It also indicates that you agree the dissertation meets the following elements of the Research, Ethics and Legal Standards, and Communications and Interpersonal Skills PWCs:

Research
- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.

Ethical and Legal Standards
- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Conduct self in an ethical manner in all professional activities.

Communications and interpersonal skills
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Committee members may sign this form before students have met minor conditions established in the dissertation defense meeting. If members of the committee agree that **major** changes are required, the committee members may refrain from signing this form until these conditions are met.

Doctoral Advisor:_____
date

Advisor added dissertation title to:
Standard II.D.2 a-b Table 6 Program Graduates Internship and Dissertation Final Project template.xlsx

Member:_____
date

Member:_____
date

Member:_____
date

Director of Clinical Training:_____

REQUEST FOR DCT STATEMENT TO INTERNSHIP

Print or Type Student Name: _____

Year in Program: _____

Date Pre-candidacy paper was approved and filed: _____

Date General Written Comprehensive Exam was passed: _____

Date Clinical Oral Examination was passed: _____

Initial if 4 practica have been graded "B" or "A" _____

Date Dissertation was successfully proposed:_____

List any incompletes that need to be removed (attach copy of incomplete contracts):

Semester all required courses [not counting dissertation, elective, or internship hours] for PhD were (or will be) completed:

_____

Statement of Student

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

Date: _____ _____

Student's Signature

Note: Please attach list of intended internship sites and responses to DCT questions.

Student Completes Portion Above

Statement of Advisor

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

Date: _____ _____

Advisor's Signature

File check: Pass ____ Fail ____

File has the following deficiencies:

File checked by: _____ Date _____
Signature

Turn completed form in to the Director of Clinical Training by October 1.

TQCVL Attestation Verification for the Clinical Psychology Doctoral Program in the Department of Psychology at The University of Tulsa ***approved by TU's General Counsel spring 2021**

I, _____ ("I," "me," or "my"), am enrolled in the Clinical Psychology Doctoral Program of the Department of Psychology at The University of Tulsa (the "Academic Program"). I have freely sought, and knowingly made the decision, to participate in a practical training program at _____ _____ (the "Training Program"), a facility operated by the Department of Veteran Affairs (the "VA"). In connection therewith, I acknowledge the VA mandates, as a condition of my participation in the Training Program, that I satisfy certain health requirements and confirm certain personal information. I further acknowledge that I have received information regarding these requirements and that I have read and understand them. I am aware that the VA mandates that my program director (hereinafter referred to as the "DCT") endorse and submit a *Trainee Qualifications and Credentials Verification Letter* regarding these matters (the "TQCVL"), and I understand that the information needed for the DCT to do so is not information that the DCT or my Academic Program possesses or would otherwise request of me. Accordingly, in order to enable the DCT to endorse and submit the TQCVL, I knowingly and freely am providing the information below. I represent and warrant that all of the information below is true and accurate, and I acknowledge and agree that it may be relied upon by the DCT in connection with the endorsement and submission of the TQCVL.

Tuberculosis Screening

I certify that I have received this screening; if asked, I agree to supply a copy of tuberculosis screening results and a formal physician note and signature endorsing these results to the DCT for verification and storage to comply with the TQCVL process.

Hepatitis B Vaccination

I certify that I have received this vaccination; if asked, I agree to supply evidence of one of the following regarding the Hepatitis B vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Hepatitis B vaccine or having already obtained a Hepatitis B vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Hepatitis B vaccine.

Measles, Mumps, & Rubella [MMR] Vaccination

I certify that I have received this vaccination; if asked, I agree to supply evidence of one of the following regarding the MMR vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a MMR vaccine or having already obtained a MMR vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the MMR vaccine.

Varicella Vaccination

I certify that I have received this vaccination; if asked, I agree to supply evidence of one of the following regarding the Varicella vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Varicella vaccine or having already obtained a Varicella vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Varicella vaccine.

Tetanus, Diphtheria, Pertussis Vaccination

I certify that I have received this vaccination; if asked, I agree to supply evidence of one of the following regarding the Tetanus, Diphtheria, Pertussis vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Tetanus, Diphtheria, Pertussis vaccine or having already obtained a Tetanus, Diphtheria, Pertussis vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Tetanus, Diphtheria, Pertussis vaccine.

Meningococcal Vaccination

I certify that I have received this vaccination; if asked, I agree to supply evidence of one of the following regarding the Meningoccoccal vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Meningoccoccal vaccine or having already obtained a Meningoccoccal vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Meningoccoccal vaccine.

Influenza Vaccination

I certify that I have received this vaccination; if asked, I agree to supply evidence of one of the following to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ I will obtain an influenza vaccine before November 30th of the current year;

_____ I will supply evidence of having already obtained an influenza vaccine for the upcoming influenza season to the DCT for verification and storage to comply with the TQCVL process; or

_____ I will decline an influenza vaccine for the upcoming influenza season, and I will wear a facemask at VA facilities during the entirety of the influenza season.

HHS List of Excluded Individuals

I permit the DCT to screen my name against the Health and Human Services' list of Excluded Individuals and acknowledge that should my name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse my TQCVL.

Selective Service

Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are barred from any position in any Executive Agency.

_____ I verify that I am in compliance with the selective service requirement as stated on the TQCVL

Citizenship and Immigrant Status

I state that I (initial one only):

_____ Am a US Citizen

_____ Am not a US Citizen but can provide the DCT with documented proof of current immigrant or non-immigrant status that may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process; and I permit the DCT to provide this documented proof of my current immigrant or non-immigrant status along with the TQCVL to the VA.

TQCVL Process for the Academic Program

I acknowledge that the TQCVL and the subject matters thereof are mandatory requirements set by the VA. Neither the Academic Program nor DCT has the ability to waive or modify these requirements. I also acknowledge that the decision to pursue training at the VA is my option, and if I do not wish to comply with these requirements, I may seek training at a non-VA facility. With respect to my Academic Program, whatever decision I make will have no consequential impact. I understand that this information provided herein and to be provided pursuant hereto will be used, stored, safeguarded and destroyed consistent with the Department of Psychology's *TCQVL Verification Process for the Clinical Psychology Doctoral Program*. Finally, I acknowledge and agree that the DCT will not, and cannot, endorse and submit a TQCVL for me so that I may participate in the Training Program until I have provided all information required herein.

I confirm that I am knowingly and freely agreeing to assume and take on all of the risks and responsibilities in any way associated with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. In consideration of and return for the Academic Program permitting the DCT to do so, I, as and to the full extent allowed by law, hereby release The University of Tulsa, its academic units, and/or its governing boards, employees and agents from any and all liability, claims and actions, excluding those arising from willful and wanton misconduct, that may arise from any injury or harm to me or from damage to property in connection with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. I understand that this release covers liability, claims and actions caused entirely or in part by any acts or failure

to act of The University of Tulsa, its academic units, and/or its governing boards, employees or agents, including, but not limited to, negligence, mistake or failure to supervise, but excludes willful and wanton conduct.

I understand and agree that should any of the information that I provide or submit pursuant hereto be untrue, false, forged or inaccurate that my Academic Program will promptly inform the Training Program and that the Academic Program will pursue disciplinary action against me under applicable policies and procedures, which could ultimately result in my dismissal or expulsion from the Academic Program.

I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT, AMONG OTHER THINGS, THIS IS A RELEASE OF LIABILITY. I HEREBY SIGN THIS AGREEMENT OF MY OWN FREE WILL, ACKNOWLEDGING THAT, PRIOR TO DOING SO, I HAD THE RIGHT TO CONSULT WITH AN ADVISOR, COUNSELOR OR ATTORNEY OF MY CHOOSING.

By my signature below, I represent and warrant that any and all of the information provided or submitted pursuant hereto is or will be true, complete and accurate, and I am freely and knowingly agreeing to the terms and provisions hereof.

_____ _____

Signature Date

University of Tulsa - Clinical Psychology
NON-PRACTICUM CLINICAL EXPERIENCES
Supervision Plan and Approval

(Student and supervisor to complete plan and sign annually)

STUDENT: _____
Dates (beginning & ending): _____
Placement: _____
Supervisor: _____

This plan and approval form is for students seeking to count non-practicum clinical experiences as part of their formal clinical training. Students understand that they must first seek approval from the Clinical Program Committee (CPC) and use this form to create a plan with their supervisor in which they outline and agree upon which experiences may be considered to be counted. To be under consideration for this request, students must 1) be supervised by a licensed clinical psychologist and have scheduled supervision a minimum of one hour per week; 2) must specify in the supervision plan the specific clinical activities that they are requesting to be sanctioned by the program; 3) must complete an Activity Report for the clinical activities that will be signed by them and their supervisor at the end of each semester; 4) must submit an evaluation of the student signed by the student and supervisor have at the end of each semester for the clinical activities. Both the Activity Report and the evaluation should be completed with the forms developed by the program.

- Please describe the clinical site and the student's role at the placement.

- Please delineate the clinical duties and experiences that may be considered for program approval.

  Intervention:

  Assessment:

  Support:

  Supervision:

  Other:

- Please indicate any duties that should explicitly NOT be included for the program's documentation of the student's hours.

By signing below, the supervisor agrees to the above plan in regards to what may and may not count as non-practicum clinical experiences; agrees to at least one hour of weekly, regularly scheduled supervision; agrees to complete an evaluation regarding the student's performance and competencies each semester; agrees to review and approve of hours documented on the student's activity report each semester.

_____

Student Signature Date

_____

Supervisor Signature Date

University of Tulsa - Clinical Psychology
APPROVED NON-PRACTICUM CLINICAL EXPERIENCES
ACTIVITY REPORT

(Student to complete a separate report for each APPROVED placement and get supervisor's signature each semester)

STUDENT: _____
Dates (beginning & ending): _____
Placement: _____ Supervisor: _____

1.INTERVENTION Hours, including hours spent doing individual, family, cotherapy; treatment planning, crisis intervention, school intervention, psychoeducation, etc
Subtotal of Intervention Hours: _____

2.ASSESSMENT Hours, including hours spent doing neuropsychological, psychodiagnostic testing, structured interviews, behavioral assessments etc.
Subtotal of Assessment Hours: _____

3.SUPPORT Hours, including hours spent report writing, consulting with other professionals about specific cases, video/audio tape review, case-related literature review, assessment reports, seminar/ didactic training, etc.
Subtotal of Support Hours: _____

4.SUPERVISION Hours, including hours spent in one-on-one, face to face supervision, group/class/peer supervision and case conference on specific cases, etc.
Subtotal of Supervision Hours: _____

5)MISC Hours, clinical hours on site not accounted for in the above categories
Subtotal of misc hours_____

TOTAL HOURS ON SITE (sum 1-5): _____

I certify that this is an accurate representation of my total hours on site this semester.

_____ Student Signature
Date

_____ Supervisor Signature
Date

Curriculum Appendix

Table 1. Curriculum Map: How courses map onto broad program aims

		Program Aims				
Course (Number/Name) or Learning Exp.	**Required/Elective**	**1**	**2**	**3**	**4**	**5**
PSY6413 History of Psychology	Required	X				
PSY6113 Cognitive and Affective Psychology	Required	X				
PSY6483 Neuroscience and Psychopharmacology	Required	X				
PSY7043 Advanced Social Psychology	Required	X				
PSY7073 Human Development	Required	X				
PSY7113 Clinical Assessment: Intellectual	Required		X			
PSY7153 Psychopathology	Required		X			
PSY7193 Clinical Assessment: Personality	Required		X			
PSY7223 Theory and Practice in Clinical Psychology	Required		X			
PSY7283 Statistical Methods	Required			X		
PSY7343 Research Methods	Required			X		
PSY7453 Practicum I	Required		X		X	X
PSY7543 Diversity, Ethics, Law, Practice	Required				X	X
PSY7613 Supervision and Consultation	Required		X			
PSY8063 Intervention Techniques	Required		X			
PSY8453 Practicum II	Required		X		X	X
PSY8993 Dissertation Research	Required			X	X	
Precandidacy Project	Required			X	X	
Written Comprehensive Examination	Required	X				
Oral Comprehensive Examination	Required				X	X
Oral Presentation at Professional Conference	Required			X		
Collaborative Institutional Training Initiative (CITI) training	Required				X	

Table 2. Curriculum Map: How courses map onto discipline specific knowledge competencies

List courses (in numerical order) and/or other learning experiences used to cover PWC and DSK areas. Identify by marking with "X" which PWC and DSK areas each course/learning exerience. covers. If program has Program-Specific Competencies, add additional columns, as appropriate.

1. History and Systems
2. Affective Aspects of Behavior
3. Biological Aspects of Behavior
4. Cognitive Aspects of Behavior
5. Developmental Aspects of Behavior
6. Social Aspects of Behavior
7. Advanced Integrative Knowledge of Basic DSK Content Areas
8. Research Methods
9. Statistical Analysis
10. Psychometrics

		Discipline-Specific Knowledge Areas									
Course (Number/Name) or Learning Exp.	**Required/Elective**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
PSY6413 History of Psychology	Required	X									
PSY6113 Cognitive and Affective Psychology	Required				X			X			
PSY6483 Neuroscience and Psychopharmacology	Required			X							
PSY7043 Social Psychology	Required						X				
PSY7073 Human Development	Required					X		X			
PSY7113 Clinical Assessment: Intellectual	Required										X
PSY7153 Psychopathology	Required										
PSY7193 Clinical Assessment: Personality	Required										X
PSY7223 Theory and Practice in Clinical Psychology	Required										
PSY7283 Statistical Methods	Required									X	
PSY7343 Research Methods	Required								X		X
PSY7453 Practicum I	Required										
PSY7543 Diversity, Ethics, Law, Practice	Required										
PSY7613 Supervision and Consultation	Required										
PSY8063 Intervention Techniques	Required										
PSY8453 Practicum II	Required										
PSY8993 Dissertation Research	Required								X	X	X
Precandidacy Project	Required								X	X	X
Written Comprehensive Examination	Required	X	X	X	X	X	X		X	X	X
Oral Comprehensive Examination	Required										X
Oral Presentation at Professional Conference	Required								X	X	X
Collaborative Institutional Training Initiative (CITI) training	Required										

Table 3. Curriculum Map: How courses map onto profession wide competencies

List courses (in numerical order) and/or other learning experiences used to cover PWC and DSK areas. Identify by marking with "X" which PWC and DSK areas each course/learning experience. covers. If program has Program-Specific Competencies, add additional columns, as appropriate.		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								
		Profession-Wide Competencies								
Course (Number/Name) or Learning Exp.	**Required/Elective**	**I**	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	**IX**
PSY6413 History of Psychology	Required									
PSY6113 Cognitive and Affective Psychology	Required									
PSY6483 Neuroscience and Psychopharmacology	Required									
PSY7043 Social Psychology	Required									
PSY7073 Human Development	Required									
PSY7113 Clinical Assessment: Intellectual	Required						X			
PSY7153 Psychopathology	Required						X			
PSY7193 Clinical Assessment: Personality	Required						X			
PSY7223 Theory and Practice in Clinical Psychology	Required				X					
PSY7283 Statistical Methods	Required	X								
PSY7343 Research Methods	Required	X								
PSY7453 Practicum I	Required		X	X	X	X	X	X		
PSY7543 Diversity, Ethics, Law, Practice	Required		X	X						
PSY7613 Supervision and Consultation	Required								X	X
PSY8063 Intervention Techniques	Required							X		
PSY8453 Practicum II	Required		X	X	X	X	X	X	X	X
PSY8993 Dissertation Research	Required	X	X			X				
Precandidacy Project	Required	X	X			X				
Written Comprehensive Examination	Required					X				
Oral Comprehensive Examination	Required		X	X		X	X	X		
Oral Presentation at Professional Conference	Required	X				X				
Collaborative Institutional Training Initiative (CITI) training	Required		X							

Student Name: _____

University of Tulsa
Balance Sheet for Clinical M. A. Program
(37 Hours Minimum)
(Fall 2025, Revision)

Course Prefix	Title	Semester/Year	Grade
Clinical Psychology Core (18 Hours)			
PSY 7223	Theory & Practice of Clinical Psychology	Fal-Spr-Sum _____	A B C D
PSY 8063	Intro to Sci-Prac Psychotherapy	Fal-Spr-Sum _____	A B C D
PSY 7153	Psychopathology	Fal-Spr-Sum _____	A B C D
PSY 7113	Clinical Assessment: Intellectual	Fal-Spr-Sum _____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum _____	A B C D
PSY 7543	Diversity, Ethics, Law, and Clinical Practice	Fal-Spr-Sum _____	A B C D
Methods (6 Hours Minimum)			
PSY 7283	Statistical Methods for Research	Fal-Spr-Sum _____	A B C D
PSY 7343	Research Methods in Psychology	Fal-Spr-Sum _____	A B C D
Practicum (7 Hours)			
PSY 7351	_____	Fal-Spr-Sum _____	A B C D
PSY 8450	_____	Fal-Spr-Sum _____	A B C D
PSY 8453	_____	Fal-Spr-Sum _____	A B C D
PSY 8453	_____	Fal-Spr-Sum _____	A B C D
General Psychology Core (6 Hours Minimum)			
PSY 6483	Neuroscience and Pharmacology	Fal-Spr-Sum _____	A B C D
PSY 7073	Human Development	Fal-Spr-Sum _____	A B C D
PSY 6113	Cognitive and Affective Psychology	Fal-Spr-Sum _____	A B C D
PSY 6413	History of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7043	Advanced Social Psychology	Fal Spr Sum _____	A B C D
PSY 6403	Theories of Personality	Fal Spr Sum _____	A B C D

Semester Entered Program: Fal Spring Summer Year: _____
Semester Graduated Fall Spring Summer Year: _____

The University of Tulsa
Balance Sheet for Clinical Ph.D. Program
(90 Hours Minimum)
(Fall 2025 Revision)

Student Name _____

Course Prefix	Title	Semester/Year	Grade
Clinical Psychology Core (21 Hours Minimum)			
PSY 7223	Theory & Practice of Clinical Psychology	Fal-Spr-Sum _____	A B C D
PSY 8063	Scientist-Practitioner-Based Psychotherapy	Fal-Spr-Sum _____	A B C D
PSY 7153	Psychopathology	Fal-Spr-Sum _____	A B C D
PSY 7113	Clinical Assessment: Intellectual	Fal-Spr-Sum _____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum _____	A B C D
PSY 7543	Diversity, Ethics, Law, and Clinical Practice	Fal-Spr-Sum _____	A B C D
PSY 7613	Clinical Supervision and Consultation*	Fal-Spr-Sum _____	A B C D
	• Clinical Supervision requires 13 hours of practicum or permission of instructor		
Methods Core (9 Hours Minimum)*			
PSY 7343	Research Methods in Psychology	Fal-Spr-Sum _____	A B C D
PSY 7283	Statistical Methods for Research II	Fal-Spr-Sum _____	A B C D
PSY ___	_____	Fal-Spr-Sum _____	A B C D
General Psychology Core (15 Hours Minimum)			
PSY 6413	History of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7073	Human Development	Fal-Spr-Sum _____	A B C D
PSY 6483	Neuroscience and Pharmacology	Fal-Spr-Sum _____	A B C D
PSY 6113	Cognitive and Affective Psychology	Fal-Spr-Sum _____	A B C D
PSY 7043	Advanced Social Psychology	Fal-Spr-Sum _____	A B C D
Electives (18 Hours Minimum)*			
PSY		Fal-Spr-Sum _____	A B C D
PSY	_____	Fal-Spr-Sum _____	A B C D
PSY	_____	Fal-Spr-Sum _____	A B C D
PSY	_____	Fal-Spr-Sum _____	A B C D
PSY	_____	Fal-Spr-Sum _____	A B C D
PSY	_____	Fal-Spr-Sum _____	A B C D
PSY	_____	Fal-Spr-Sum _____	A B C D

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

* Independent studies, research hours, practicum hours above the minimum required, and courses are appropriate here. Electives may also include approved transfer courses or other general psychology courses. Ph.D. students may transfer a maximum of twelve credits from another program subject to approval from the clinical program committee and the graduate school.

Practicum (13 Hours Minimum, beyond 12 hours subject to availability- Must include minimum of 1 hour of Pre-Practicum 7351 and 12 hours of 845X)

PSY 7351	_____	Fal-Spr-Sum _____	A B C D
PSY 845	_____	Fal-Spr-Sum _____	A B C D
PSY 845	_____	Fal-Spr-Sum _____	A B C D
PSY 845_	_____	Fal-Spr-Sum _____	A B C D
PSY 845_	_____	Fal-Spr-Sum _____	A B C D
PSY 845_	_____	Fal-Spr-Sum _____	A B C D
PSY 845__	_____	Fal-Spr-Sum _____	A B C D
PSY 855_	_____	Fal-Spr-Sum _____	A B C D
PSY 855_	_____	Fal-Spr-Sum _____	A B C D

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

PSY 8800/1	_____	Sum	_____ P F
PSY 8800/1	_____	Fal	_____ P F
PSY 8800/1	_____	Spr	_____ P F
PSY 8800/1	_____	Sum	_____ P F

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

The Graduate School has a handbook for information about graduate assistantships that are funded by the University. Note that external assistantships and grant funded assistantships may follow different expectations that relate to the funding source.

For TU funded assistantships see Graduate School documentation regarding:

a) Time off for statutory holidays
b) Expectations for work when the University if open (e.g., When the University is officially open, you are expected to be in the office, even if classes are not in session)
c) Summer awards: e.g, when the University closes for half day Fridays, these are for full time employees only and assistantships do not qualify for the half day

Scheduling Appendix

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

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

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

Supervisor Appreciation Reception is held once a year.

Pre-candidacy Day and Town Hall are held in April of each year.

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

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

Doctoral Committee Meetings are arranged in consultation with members of your committee. Committee members are generally on nine-month contracts; they are usually not paid, except for teaching specific courses and specific administrative duties, during the summer months so many are not required to be in residence at all during the summer. It is the student's responsibility to schedule the meeting at a time when faculty members are routinely available (e.g., during Fall or Spring Semester). Only with agreement of the advisor and Committee and under extenuating circumstances should meetings be scheduled in the summer.

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

Pre-Candidacy Timeline

First Year

Fall:

1. **Choose your advisor, and petition the CPC to appoint them before the end of the Fall Semester**
2. **Discuss potential research ideas with advisor**
3. **Conduct a comprehensive literature search for your topic**

Spring:

1. **Narrow your topic**
2. **Decide your research question**
3. **Determine the sample/methodology**
4. **Find assessment materials**
5. **Obtain initial approval of your proposal from your advisor**

Summer:

1. **Make necessary community contacts**
2. **Draft IRB**
3. **Submit application for research funds**

Second Year

Fall:

1. **Turn in your full proposal to your advisor (including introduction, methodology, data analysis plan, bibliography); the initial proposal must be turned in prior to the beginning of data collection; expect to go through *numerous* revisions of this proposal)**
2. **Get IRB approval and collect data**

Spring:

1. **Analyze data**
2. **January/Feb: revisions to introduction**
3. **Write results and discussion and obtain final approval of advisor**
3. **Do presentation in April**
4. **Recommended: submit to conference and/or journal**

MAJOR MILESTONES IN THE CLINICAL PH.D. PROGRAM

What	WHEN
Select Doctoral Chair	Fall Semester, 1st year
Begin Practica I at the clinic	Summer after 1st year
Complete Pre-candidacy Project	In April of 2nd year
Pass General Written Comp	Fall of 3rd year
Pass Clinical Oral Comp	Spring of 3rd year
Dissertation Proposal Approved	Fall of 4th year
Admitted to Ph.D. Candidacy	Fall of 4th year
Collect Data for Dissertation	Year 4 and/or 5
Apply for Internships	Year 4 or 5
Final Dissertation Oral	Before Internship
Internship	5th or 6th Year
Graduate	On completion of Internship