

HANDBOOK ***for*** ***GRADUATE PROGRAMS*** ***in*** ***CLINICAL PSYCHOLOGY***



July 2024

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, numerous aspects of the Clinical Psychology Program are reviewed by the Clinical Program Committee. Changes may be made to the Handbook as a result of this review. Starting in 2020, changes approved in the previous academic year will be included at the beginning of the Handbook to enhance the transparency of programmatic changes. In addition to minor wording changes and edits, the following more substantive changes have been made:

New or Updated Forms

N/A

Edited Sections

- Clarification of dissertation process [Section 14] including in-person meetings and policy regarding open defenses
- Addition of Preparing professional psychologists to serve a diverse public [Section 15]
- Clarification of non-practicum hours process and requirements [section 15]
- Clarification of oral comprehensive exam condition completion deadline [Section 13]

1.1 Introduction and Overview

1.1. Welcome to the Clinical Psychology Graduate Program! By admitting you to the program, we have already recognized your outstanding achievement as a student of psychology. We will work hard to facilitate excellence in your development as a scientist-practitioner of psychology. Graduate school can be a great time of life: a highly able peer group, the opportunity to concentrate heavily on a topic of intellectual interest, a time of rapidly advancing skills. There can also be great challenges: new levels of performance expectations, interpersonal stresses associated with clinical work and demanding schedules, and the financial pressures of student life. The faculty, having lived this life, appreciate both the opportunities and challenges you face. We look forward to helping you develop to your fullest potential as a scientist-practitioner of psychology.

1.2. The mission of 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.

1.3. 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) acquire clinical skills pertaining to empirically supported psychological assessment, clinical diagnosis and case conceptualization, intervention planning, implementation, and evaluation, clinical supervision, and clinical consultation;
- (3) obtain skills concerning research methods and data analysis to perform and disseminate psychological research;
- (4) achieve knowledge of academic, ethical, legal, and professional standards, and demonstrate these standards in professional values, attitudes, and behaviors; and
- (5) acquire knowledge of individual and cultural diversity and be prepared to adapt their methods and practice to meet the needs of diverse populations.

Master's students will:

- (1) achieve familiarity with 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) acquire familiarity with empirically supported treatment modalities and assessment tools;
- (3) achieve knowledge of academic, ethical, and professional standards for psychologists as published by regulatory agencies;
- (4) acquire knowledge of individual and cultural diversity, and be prepared to adapt supervised clinical activities .
- (5) acquire skills that prepare them for doctoral study in clinical psychology or 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 of 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 9 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 termination. The forms appendix to this Handbook contains a *Statement on Familiarity with Critical Information and Conformity with Law & Standards of Ethics and Conduct*. All graduate students in clinical psychology are expected to finish the required reading and turn in the signed form within two weeks of starting graduate school.

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

1.7. The purpose of the faculty is to educate the students and promote their development: the role of the faculty is *not* one of therapist. ***Student communication to faculty is not protected by psychotherapist-patient privilege and the expectation is that faculty will communicate information among the persons responsible for the student's training as needed to promote their training. This may include communication with practicum supervisors, Clinical Program Committee, and with other faculty members training the student.*** The Family Educational Rights and Privacy Act (FERPA) of 1974 protects student privacy. Other than official practicum supervisors who function as part of the practicum faculty, communication to parties outside the university is limited by this act.

1.8. Our programs attract talented students, and the faculty expect and cultivate excellence. The program faculty, in addition to caring about the development of our students, also care about the quality of our profession and *the potential patients of our students*. Thus, all program examinations should be rigorous, fair, and judged to a high-quality standard. No program examinations are simply *pro forma*.

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

1.10. Completion of our degree programs does not in and of itself qualify a person to provide psychological services. The practice of psychology is regulated by state governments, and significant additional supervised experience is often required after completing degree requirements. Students are strongly encouraged to seek details concerning licensure requirements. In doing so, they can seek appropriate educational experiences available in the

program. However, because of diverse requirements across jurisdictions, some curricular requirements may be unavailable within our programs. The program has compiled information regarding which states and territories our program meets the educational requirements for, which the program does not, and those that were unable to be determined. 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. A form is available in the Appendix for students to do so. The request must be submitted to the Director of Clinical Training. After adopting a more recent Handbook, students may not revert to an earlier Handbook.

2.2. Program requirements, policies, and procedures presented within this Handbook are intended to supplement and remain consistent with those of The University of Tulsa, The Graduate School of The University of Tulsa, and the Department of Psychology. Policies and procedures of these organizations appear in the *Graduate Bulletin of The University of Tulsa* 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) documenting that they have read this handbook, the *Practicum Manual*, The Oklahoma Psychologists Licensing Act, the APA's "Ethical Principles of Psychologists and Code of Conduct", the Licensed Professional Counselor's Act, and the "Code of Conduct" of the Association of State and Provincial Psychology Boards. Copies of these documents or links to them are provided with the annual "Welcome" email. Signing that statement signifies an intention to act in conformity with the law and standards of ethics and conduct. Students unwilling to signify such an intention should withdraw from the program.

3.0. Program Structure and Governance

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

3.2. The Chair of the Psychology Department serves at the pleasure of the Psychology Faculty and the Dean of The College of Arts and Sciences. The Chair of Psychology appoints a Director of Clinical Training (DCT), generally from among the core clinical psychology faculty. Core clinical faculty are graduates of accredited clinical training programs and accredited internships. If a qualified Acting Director of Clinical Training is chosen from outside the core clinical faculty, the Chair shall appoint an Associate Director of Clinical Training from the core clinical faculty. The Chair of Psychology also appoints a governing committee, called the Clinical Program Committee [CPC], composed of all core clinical faculty and the DCT or Acting Director. The DCT or Acting DCT serves as chair of the Clinical Program Committee. A student representative, appointed by the clinical students, serves as a non-voting member of the CPC. The student member is not present when confidential or student specific concerns are discussed.

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

3.4. The Clinical Program Committee must approve any requests for waiver or exception to the rules, procedures, and curriculum requirements contained in this Handbook. A copy of the *General Petition Form* used to request approval is contained in the Forms Appendix to this Handbook and on the Clinical Psychology Graduate Student Sharepoint page [[General](#)].

3.5. Although appeals procedures will be detailed later in this Handbook, students may apply for waivers or appeal decisions in writing to the Clinical Program Committee. If the student is dissatisfied with the response, the student may appeal to the Dean of Graduate Studies. After this line of appeal has been exhausted, the University Grievance Committee may hear the matter, as detailed in *The University of Tulsa Student Handbook*.

4.0. Equal Opportunity Policy

4.1. The Equal Opportunity Policy of the University is printed in the Graduate Bulletin, and portions of it are excerpted here:

The University of Tulsa is an equal opportunity employer and institution of higher learning. The university endeavors to create and nurture an informed and inclusive environment in its workplace and education programs. Affirmative action and equal employment opportunity are integral parts of The University of Tulsa, not just because they are legally mandated but because we recognize that the present and future strength of the university is based primarily on people and their skills, experience, and potential. The University of Tulsa does not discriminate on the basis of personal status or group characteristics, including, but not limited to, the classes protected under federal and state law. The University of Tulsa seeks to recruit, select, and promote students, faculty, and all other employees on the basis of individual merit.

5.0. Disclosure

5.1. Consistent with Standards 7.04 and 7.05 of the APA Code of Ethics, the clinical psychology training program balances the autonomy and privacy of its students with the need for the program to ensure competency. While enrolled in the clinical psychology program, students are encouraged to develop insight into their personal experiences that may affect their future performance as clinicians. This may occur in written assignments or classroom discussions. No student will be required 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. Nonetheless, if the program determines that a student's personal problems pose a risk to the safety of others or impairs their ability to perform with professional competence, the student may be required to obtain individual or group therapy from a licensed psychologist who is unaffiliated with the program. The student will be permitted to choose their own therapist. If circumstances warrant, the therapist may be asked to provide formal confirmation that the student is capable of safely meeting the Program's educational and clinical responsibilities. Upon establishing a therapeutic relationship, students should ensure that the therapist is willing to make such a determination. Students or prospective applicants who have questions about these requirements are encouraged to contact the Director of Clinical Training.

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

6.0. Program Admission

6.1. The number of openings in our graduate programs is small compared to the number of applicants. Historically, we have only been able to accept high quality applicants whose interests and needs fit our program. Minimum requirements are specified to define the *potential* range of the student body in our programs. However, it would be unusual for a person with minimum qualifications to be admitted. Students in our programs typically exceed the minimal standards. Obviously, many individuals with excellent qualifications cannot be admitted because of the limited number of openings. 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. If required, no minimum score is specified.
4. Eighteen hours of credit in psychology courses or in courses that are primarily psychological in nature or in a closely related field. Applicants must have taken:
 - a) Abnormal psychology and a course in statistics, tests and measurements, or experimental psychology.
 - b) Recommended courses include developmental psychology, learning, social psychology, personality, cognitive psychology, physiological psychology, history of psychology, and general psychology.
5. Three satisfactory letters of recommendation, 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. 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 admissions committee, the Graduate Dean may admit a student on probation. Usual reasons for

admission on probation might include, among others, (a) a grade point average below 3.0, (b) a highly variable record, (c) references only from non-psychologists. A student admitted on probation must maintain a 3.0 grade point average for the first 9 credit hours of graduate course work to remove the probation and to continue in the program, as per the Graduate School guidelines.

7.0. Graduation Requirements

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

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

7.3. Residence. The clinical psychology programs are full time programs. With extenuating circumstances, a student may enroll part-time in the Doctoral or Master's Programs, but only with the approval of the Clinical Program Committee and the Graduate Dean. Part-time doctoral students must complete two consecutive semesters as full-time students prior to graduation to meet Graduate School residence requirements. Students must be enrolled *during any semester University resources are used and during the semester in which they intend to graduate*. This may, on occasion, require enrollment in a non-graded residency credit for one hour. While students are completing their pre-doctoral internship, they will enroll in a zero-credit course to retain their status as students in good standing.

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

7.5. Admission to Candidacy. A student is ineligible for the Ph.D. until formally admitted to candidacy. Admission to candidacy is granted by the Graduate School and follows the recommendation of the student's Doctoral Committee and Director of Clinical Training. The recommendation by the Director of Clinical Training requires successful completion of the pre-candidacy project, minimum graduate GPA of 3.0, general good standing in the program, and having passed the written and oral Comprehensive Examinations for the Ph.D. Furthermore, as per Graduate School policy, students must have their dissertation proposal accepted and approved by the respective committee. Additional grade requirements for core and practica classes are described under section B, Psychology Department Requirements.

7.6. Dissertation Proposal, Dissertation and Oral Examination. A formal dissertation proposal and a completed doctoral dissertation are required of all Ph.D. students. Students are not allowed to enroll for dissertation credits until admitted to candidacy. An oral examination based on the dissertation is required and must be passed before the dissertation is accepted.

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

7.8. Probation. A student cannot graduate if on probation. Repeating courses (both the original grade and the repeated grade are counted in the average) or taking additional courses to raise the grade point average to at least 3.0 will fulfill this Graduate School requirement. However, because the overall grade point average for required psychology courses must also be 3.0 or higher, probation due to poor performance in psychology courses can only be removed by repeating psychology courses for which the grade received was less than a "B". Until the grade point average is raised sufficiently the student cannot graduate.

7.9. Completion of Special Requirements. If a student has been asked to do remedial work or meet special conditions, the body making the request (e.g., doctoral committee, program committee, or faculty) must, before the student can graduate, agree that the conditions have been met.

7.10. Program Specific Requirements

7.10.a. M.A. Program

7.10.a.1. Courses. Course requirements for the M.A. in Clinical Psychology are listed in the Curriculum Appendix. At the student's discretion other courses may be taken in addition to the required courses but will not count toward the degree. Transfer credit may be applied toward meeting the course requirements, as described in other sections of the handbook.

7.10.a.2. Research. Although the Clinical M. A. program does not require or offer a thesis, research opportunities and course credit are available. Credit in PSY 799x (independent research) may be *added* to minimum credits required for the degree, depending on the program of study the student develops with the program advisor.

7.10.a.3. Grade Requirements. No grade below a "C" will be allowed to apply toward graduation requirements. In core clinical courses and practica, no grade below a "B" will be allowed to apply to program requirements. The overall grade point average in required psychology courses, not counting transfer courses, must be 3.0 or greater. For students in the PhD program, in core clinical courses, practica, and courses which serve as criteria for discipline specific knowledge and profession wide competencies, no grade below a "B" will be allowed to apply to program requirements.

7.10.a.4. Time Limitations. Any graduate credits more than six years old will not count toward requirements for graduation (including transfer courses). If program requirements change for courses exceeding the time limit, the student becomes responsible for the new requirements for that portion of the work that has expired. Extensions that allow expired courses to count toward the degree may be sought from the Graduate Dean, upon the recommendation of the Clinical Program Committee.

7.10.b. Ph.D. Program

7.10.b.1. Courses. Course requirements for the Ph.D. in Clinical Psychology are listed in the Curriculum Appendix. At the student's discretion other courses may be taken in addition to the required courses but will not count toward the degree. Transfer credit may be applied toward meeting the course requirements as detailed in other sections.

7.10.b.2. Pre-candidacy Project. Instead of a Master's thesis, Ph.D. students must complete a Pre-candidacy Project. Early during the first year of enrollment, the student should form a mentoring relationship with a faculty member and begin research involvement. The student must choose an advisor by the end of the first semester. By the end of the first year, the student must have a pre-candidacy project approved by the advisor. The student must complete the project by Pre-candidacy Day in the Spring Semester of the second year of enrollment. The project is described in more detail later. Failure to achieve any of these milestones by the specified dates will be cause for the Clinical Program Committee to consider recommending the student for dismissal from the program.

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

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

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

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

7.10.b.3. The Comprehensive Examination for the Ph.D. Students must successfully pass a multi-part comprehensive examination that is described in detail later in the handbook.

7.10.b.4. Admission to Candidacy, Dissertation Proposal, Dissertation, and Oral Examination. The dissertation must be based on original research and defended in an oral examination. A proposal for the dissertation must be submitted to and approved by the doctoral committee prior to writing the dissertation. Dissertations must be

successfully proposed by the last day to add a class through the relevant advising center in the fall of the year the student plans 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 completing the Comprehensive Examination and defending their dissertation proposal, the chair of the dissertation will make a request to the Graduate School that the student be named a candidate for the Doctoral degree.

7.10.b.5. Internship. Clinical students must successfully complete a one-year clinical psychology internship at a facility approved by the Clinical Program Committee. The committee will only approve APA accredited internships unless contravening information is available. Students wishing to apply to internships that are not accredited by the APA must seek approval of the program committee using the General Petition Form found in the Forms Appendix. Although successful completion of the internship is a requirement for the Ph.D. degree, it is the responsibility of the student to secure an internship placement, and to successfully complete it. Further detail on the internship and the application process are provided in a later section of this handbook.

7.10.b.6. Grade Requirements. In addition to the Graduate School requirements, no grade below a "B" in the Clinical Core courses is permitted (see Curriculum Appendix for a list of core courses). Additionally, no grade below a "B" in Practicum or Field Work (See Section X) or any course which serves as criteria for discipline specific knowledge and profession wide competencies (see Curriculum Appendix for the curriculum map) will be allowed to apply toward graduation requirements. The overall grade point average in required psychology courses, not counting transfer courses, must be 3.0 or greater.

7.10.b.7. Time Limitations. Any graduate credits more than six years old will not count toward requirements for graduation (including transfer courses). If program requirements change for courses exceeding the time limit, the student becomes responsible for the new requirements for that portion of the work that has expired. Extensions which allow expired courses to count toward the degree may be requested from the Graduate Dean, upon the recommendation of the Clinical Program Committee. Students should be aware that the Graduate Dean regards the six-year time limit as an important check upon the currency of the student's knowledge. Extensions are granted by exception and not by rule.

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

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

8.0. Criteria for Satisfactory Progress

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

8.2. The intent of evaluating student progress is to assure timely achievement of program requirements and to ensure that students fulfill 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 in order to enhance the program.

8.3. Graduate School Requirements for Grades (Source: Graduate Bulletin). No graduate credit is earned for a course in which a grade lower than "C" has been received. An overall scholastic average of 3.0 is required in all graduate work. All course work taken for graduate credit is computed in the average, including the original grade of a repeated course. Students who have not maintained a 3.0 average at the end of any semester or session will be placed on probation. Upon the recommendation of the faculty advisor and with the approval of the Graduate Dean a student on probation may be allowed up to 9 hours to improve the average to 3.0. Students admitted on probation must maintain at least a 3.0 grade point average to continue in the Graduate School. Only courses taken at The University of Tulsa will be used to determine the grade point average for purposes of removing a status of probation. If the average is not improved to 3.0 after the additional hours within one calendar year for full-time students and two calendar years for part-time students, the student will be dismissed from the graduate program.

8.4. Psychology Department Criteria.

8.4.a. Legal and Ethical Guidelines, Codes of Conduct, and Practice Standards. Students are expected to obey all applicable federal and state laws regulating the practice of psychology. Each student is expected to maintain the high ethical standards of the professional psychologist, including at minimum, but not limited to, standards and codes of conduct outlined in the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*, *Standards for Providers of Psychological Services*, *Standards for Educational and Psychological Testing*, and the Association of State and Provincial Psychology Boards' (ASPPB) *Code of Conduct*. For example, this means that students shall not represent themselves as psychologists and shall not provide psychological services outside of supervised skills courses, 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. A student should avoid grades of Incomplete. If earned, the student should remove an Incomplete as soon as possible. When a student's transcript includes a grade of Incomplete, evaluations by the faculty typically note this as a problem. Incomplete grades must be removed within one calendar year of the date the course was to have been completed. Students must sign a contract with the instructor which specifies conditions for removing the grade of Incomplete. Exceptions to this direction require approval of the course instructor and Graduate Dean. Incompletes in research hours pending completion of a dissertation or thesis or incomplete for internship pending completion are exempt from this rule.

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

8.4.d. Practicum and Field Work. Any grade below "B" in Practicum or Field Work is considered unsatisfactory and will result in that course not counting toward the graduation requirements. Because the program depends so heavily on the good will of our community placements, a second grade below "B" in Practicum or Field Work will result in the student being disallowed from enrolling in those courses (making it impossible for the student to remove the deficiency and earn a degree, unless the course was being taken for elective credit). (Note: Grades below "B" in Practicum or Field Work would generally result only if performance has been unethical, irresponsible in some way, or poor, in the judgment of the supervisor or instructor).

8.4.e. Research. Ph.D. students are expected to engage in research. When students are not actively working on the pre-candidacy paper or dissertation, ample opportunities exist for

students to develop their own projects or participate on those of faculty members. Students should make an ongoing contribution in this area, as judged by the doctoral chair.

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

8.4.g. Timely Completion of Requirements. Students should actively pursue the completion of non-course requirements. Students are expected to complete degree requirements in a timely fashion. The timetable against which students are evaluated is included in the Curriculum Appendix to this manual. Students who have not passed both the Written General and Clinical Oral portions of the Comprehensive Examination for the Ph.D. by the end of their 4th year in the Ph.D. program will have a motion to recommend dismissal to the Graduate Dean put before the Clinical Program Committee. Students who have not had a dissertation proposal accepted by their doctoral committee by the end of their 6th year will have a motion to recommend dismissal to the Graduate Dean put before the Clinical Program Committee. Likewise, students who have not successfully defended their doctoral dissertation by the end of their 7th year will have a motion to recommend dismissal to the Graduate Dean put before the Clinical Program Committee.

8.4.h. Required attendance at Town Hall Meetings. At least once each year, the Director of Clinical Training will schedule a Town Hall Meeting. All Clinical M.A. and Ph.D. students will be informed of the date and time well in advance. This is a program requirement and absences can be excused ONLY by the Director of Clinical Training. The purpose of the meeting is to share information, discuss any concerns, and publicize student publications and awards.

8.5. Procedures for Monitoring Progress of Graduate Students

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

- 8.5.b. Formal Evaluations of Ph.D. Students. Annually, the Clinical Program Committee evaluates the progress of each Ph.D. student. Before their evaluation, all PhD students are required to provide updates on practicum hours, sanctioned non-practicum hours, presentations, publications, fellowships, and other research products. Students must also provide a current curriculum vita. The student's last evaluation, current transcript, practica or internship evaluations, program examination reports, and curriculum vita are examined. The student's academic advisor and the Practicum Coordinator are invited to

the evaluation meeting. Progress is reviewed in the areas of course work, research, program examinations, and practica or internships. The program committee rates performance in each area, as well as an overall performance rating, using the Evaluation Form given in the Forms Appendix to this Handbook. In addition, the Program Committee will review progress toward meeting discipline specific knowledge competencies and the profession wide competencies and their elements. The Competency Tracking Form can be found in the Forms Appendix. The committee may also address issues of an ethical, legal, or personal nature that bear upon performance in the program. Timeliness in completing program requirements will also be addressed. Student evaluations will include an overall rating of student performance. An evaluation of *Behind Expected Schedule* will be given if a student fails a milestone or if they cannot apply to internship in the fifth year of the program due to inability to propose the dissertation.

Additional comments may be given in the evaluation, and a letter describing in more detail difficulties and suggested or required steps for resolution of problems may be appended to the evaluation. The student is given the evaluation, including progress toward achieving minimum levels of achievement for discipline specific knowledge competencies and profession wide competencies and their elements which they **must** sign and return to the Department Administrative Assistant. Copies of the evaluation are given to the advisor and placed in the student's file. If a student receives an overall evaluation of *Below Satisfactory* or *Behind Expected Schedule* twice, the program committee will entertain a motion to recommend dismissal from the program. The student and the student's advisor will be asked to speak to the committee on this issue before the vote.

8.6. Program Dismissal

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

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

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

8.6.d. If the Clinical Program Committee votes to recommend that the Graduate Dean dismisses the student, the student will be notified in writing of this decision. Consistent with the chain of appeals, the student will be afforded the opportunity to present his or her case to the Graduate Dean. Should the Graduate Dean decide to dismiss the student from the graduate program, the student may appeal the matter to the University of Tulsa Grievance Committee.

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

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

9.2. The doctoral and masters programs in clinical psychology are residential in nature. Only courses taken in residence may be considered for waiver or transfer. Transfer will most likely be granted when courses taken elsewhere are similar in coverage, orientation, and standards to our own. The objective must not be to expedite completion of degree requirements. Rather, consideration of credit transfers should focus upon thoroughness and quality of training.

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

9.3.a. To request transfer of credit by the Graduate Dean, the student completes a General Petition Form (See Forms Appendix) describing the request. The student should attach a copy of the transcript and syllabi from relevant coursework. The student submits this form to the Clinical Program Committee for approval. If approved, the student then completes a Request for Graduate Transfer Form (obtained from the Graduate School hub currently located at : <https://univoftulsa.sharepoint.com/sites/graduate-school>) and submits this to the DCT. The Clinical Program Committee's approval of the General Petition is appended to the Graduate School Form. The Graduate Dean makes the final decision.

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

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

9.4. Waiving of Requirements: 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 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 Form (see Forms Appendix) detailing the request to the Clinical Program Committee. The request must include relevant transcripts, syllabus, and program and course materials to allow the Committee to make an informed decision.

9.4.c. In considering the request, the Clinical Program Committee will evaluate whether the previously completed coursework sufficiently parallels the comparable offering in our program. The Graduate Dean makes the final decision.

9.5. Previous Degree Credit Waiver

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

9.5.b. To apply credits toward a degree at the University of Tulsa, the student will submit a General Petition Form (see Forms Appendix) detailing the request to the Clinical Program Committee. The student submits this form to the Clinical Program Committee to petition for approval. The request must include relevant transcripts, syllabus, and program and course materials to allow the Committee 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 Clinical Program Committee'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 greater substance of your doctoral training occurs at the University of Tulsa. Hence, you may apply a maximum of 12 credit hours towards your doctoral degree. However, students must complete the required clinical core courses at the University of Tulsa, unless a petition to apply a prior course is approved, but note that this would only be approved in an unusual circumstance.

9.5.d. In preparing you for independent practice, the Clinical Program must ensure that your training is contemporary. To petition the program to apply credits, the relevant courses must have been completed no more than six years before the date of petition.

9.6. The Clinical Program Committee will weigh the merits of each petition. If the Committee believes it is in the best interests of the student or program, it may deny the petition despite satisfying the above criteria. Be advised that licensure boards may deny applications for licensure if an applicant has not completed sufficient graduate hours. The Clinical Program is not responsible for such decisions.

9.7. On rare 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 is that if the special student applies and is officially admitted to a degree program, six hours of course work taken as a special student may be applied toward a Master's degree and up to 12 hours of course work taken as a special student may be applied toward a Doctoral degree. *Even credits obtained from The University of Tulsa must be transferred if the student was not admitted into a graduate psychology program when the course was taken.*

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 section of a TU psychology course will have the same requirements as a graduate student. These courses may be double counted for both the undergraduate and the graduate degree. The student will submit a petition and transcript to the CPC to request that a course be double counted. If approved, the petition will be forwarded to the Graduate School.

10.0. Changing to Clinical from I/O

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

11.0. Advisors and Doctoral Committees

11.1. Overview: Faculty members fulfill various roles so that program needs are effectively administered, and students receive a variety of perspectives. The Clinical Program Committee

oversees the entire program and is a source of help to advisors and students. The student receives direct attention through advisors and doctoral chairs. The power to make most decisions regarding the student rests with the advisor or doctoral chair. Ultimately, however, the student is expected to be actively involved in planning their course of study and documenting progress in completing requirements.

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

11.3. Faculty Advisors. By the end of their first semester, students are required to select a faculty advisor. This advisory relationship must be formally established with permission of the Clinical Program Committee. For doctoral students, this advisor may also serve as doctoral chair. Faculty advisors have the right to make all decisions regarding students and their programs except as restricted by other University guidelines, requirements of this handbook, or rights and privileges reserved for the student. Faculty advisors should counsel students on the appropriate means of meeting program requirements. When an exception to a program requirement is being considered, both student and faculty advisor should consider thoroughness of training not merely expediency in completing a degree.

11.4. Doctoral Chairs and Committees.

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

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

11.4.b.1. A doctoral committee is composed of the Doctoral Chair, two faculty members from the psychology department who possess Graduate Faculty status (list obtainable from the Graduate School), and a member outside of the department of Psychology who possesses Graduate Faculty standing. Additional readers may be requested with final appointment at the discretion of the Graduate Dean. When the full composition of the doctoral committee has been discussed and agreed upon by all proposed members of the committee, the student will submit a form entitled "Request for Appointment of Doctoral Committee in

Psychology" to the Director of Clinical Training. In turn, the form will be submitted to the Graduate Dean for approval.

11.4.b.2. The doctoral committee has the responsibility to (a) receive and decide upon the dissertation proposal in a formal meeting, (b) read and determine the readiness of the doctoral dissertation for defense, and (c) administer the final oral examination.

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

11.5. Faculty and Student Responsibility for Documentation.

11.5.a. The Clinical Program Committee maintains an official file on each student in the Clinical Programs. The Table of Contents for Ph.D. student files is contained in the Forms Appendix. Faculty advisors and students should maintain personal copies of all important documentation of progress in the program, especially completion of milestones, evaluations, any petitions, and memos relating to suggestions for progress. The faculty advisors should give written copies of examination reports to students. Students would be wise to follow the "Fire Rule" of personal documentation: Be able to demonstrate your own progress through the program even if Lorton Hall were destroyed in a fire. Students should also *maintain accurate logs of clinical work documenting each procedure, test, observation, report, or session provided and all supervision received*. Such clinical logs should have any patient information adequately encrypted to protect identities.

11.5.b. A copy of the "Report of Examination Results or Proposal Meeting" form [Pink Sheet] is given in the Forms Appendix. This single sheet of paper allows for rapid reporting of any of the following results: Written General Comprehensive Examination and Clinical Oral Comprehensive Examination. As soon as practical after completion of scoring of any of these examinations or meetings, the chair of the examination or meeting should submit the signed form to the Department Assistant. In turn, the administrative assistant will file the original in the student's record in the Department. The administrative assistant will also provide copies to the student, the faculty advisor, and the Dean of the Graduate School.

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

12.1. Overview: Doctoral students are not required to complete a thesis, even though they may receive an M.A. degree in their pursuit of the Ph.D. However, an independent research project is required. This project promotes early involvement in research, development of special expertise, and research mentoring by one or more faculty members. It provides important preparation for the doctoral dissertation. This project is not equivalent to a Master's thesis; no committee is convened to examine the student.

12.2. Pre-candidacy Project Requirements

12.2.a. In the first year of graduate study, the student should select an advisor and begin research. By the end of the first year, the student must have a research topic approved by the advisor. Ideally, work on this project should commence by the end of the first year (See Pre-Candidacy Time Line in the appendices). The Clinical Program Committee shall designate a day in spring of each year as Pre-candidacy Day. The student must complete a significant research project by Pre-candidacy Day in the Spring Semester of their second year. To complete the project, the student must submit to the Clinical Program administrative assistant a written report of the research, in the current APA format, with the faculty advisor's written acceptance of the project on the title page and a signed Precandidacy Project Approval form no later than one day prior to Pre-candidacy Day. In addition, each student must make a 15-minute presentation (followed by a five-minute question and answer period) on Pre-candidacy Day. The project is not considered complete without both an approved written report and a presentation.

12.2.b. Students must complete both a pre-candidacy paper, approved by the advisor, and make a Pre-candidacy Day presentation of the project, also approved by the advisor, by Pre-candidacy Day of the second year, or they will be expected to leave the program with a terminal Master's degree upon completion of M. A. requirements. Petitions to the Clinical Program Committee for a one-year extension would only be approved in the case of *unusual extenuating circumstances*, and they must be presented to the program committee at least one month in advance of Pre-candidacy Day. Further information on the Pre-candidacy Research Project is contained later in the Handbook.

12.3. Quality Standards. The pre-candidacy project requires the student to complete significant research on a topic in *clinical psychology*. For this project, the student is expected to review the literature and personally analyze and interpret the data and write the Pre-candidacy Paper and presentation. Archival research and collaborative research, which for external presentation would be multiply authored, is acceptable. Consultation with the advisor throughout is appropriate and expected. However, for example, the hiring of a statistical consultant to analyze the data would be no more appropriate than hiring a ghost writer. In deciding whether the project should be approved, the advisor should apply the research standards of papers presented at national conferences in the student's area of research. The pre-candidacy project should also conform with reporting requirements of the current APA *Publication Manual*. Actual acceptance by a national conference is highly encouraged, but not required.

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

12.5. Supervision and Approval of Research. The advisor supervises the research, provides training, direction, and assistance, and ensures that standards are met, including the elements of relevant profession wide competencies. The acceptability of the project, the paper, and the presentation is at the discretion of the doctoral chair. Clinical students are required to submit a copy of the paper, with the doctoral chair's written approval on the title page, and the Precandidacy Project Approval form signed by the chair to the Clinical Program administrative assistant no later than the day prior to Pre-candidacy Day. Should the advisor find the presentation to be unacceptable after accepting the paper, he or she will notify, in writing, the Director of Clinical Training. For the student to complete the pre-candidacy project, both the paper and the presentation must be accepted by the advisor as meeting the quality standards described above. A copy of the paper and approval form will be kept in the student's program file.

13.0. Comprehensive Examination (Ph.D. ONLY)

13.1. Overview: The comprehensive examination requires the student to demonstrate a comprehensive knowledge of the theories, methods, and findings of scientific psychology, and the application of this knowledge to clinical problems. A Written General portion of the examination surveys breadth of psychological knowledge and methods; a Clinical Oral portion assays the application of this knowledge to clinical problems, as well as knowledge of the ethical and legal guides to practice. In this Handbook, the term "Portion" as applied to the Comprehensive examination, refers specifically to the two major elements of the examinations, the Written General portion, and the Clinical Oral portion. Each portion may have several subsections. Each portion of the examination is described in detail by a memo from the chair of the examination, appointed by the Clinical Program Committee.

13.2. Eligibility. Students must have successfully completed the pre-candidacy project in order to be eligible for either of the examinations. Students are expected to take the Written General portion at the beginning of their third year and the Oral portion in spring of the third year. Although it is standard to take the written portion prior to the oral portion, with agreement of their advisor, student may opt to take the oral portion first. If a student fails their initial attempt at the written comprehensive examination and wishes to proceed to take the oral comprehensive

examination that same year, that oral examination attempt is permitted. Given the consequences of failing both (described below) this option should be carefully discussed with advisor and possibly DCT . .

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

13.4. Examination Memoranda. The Written General and Clinical Oral portions of the comprehensive examinations assess broad knowledge areas. Annually, the memorandum for the Written General examination is updated. This memorandum details the purpose, scope, and form of the Written General examination, a reading list, scoring procedures, 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. Administration. The Clinical Oral portion is scheduled over a three-hour interval and is administered by a subcommittee appointed by the Clinical Program Committee. The Written General portion takes a full day involving morning and afternoon sessions. Committee members are appointed by the Clinical Program Committee. Once given a copy of the Written General examination, students are expected to remain in the examination room until they have submitted their answers.

13.6. Grading and Failing Portions of the Comprehensive Examination. Students taking the Written General and the Clinical Oral examination may receive grades of fail, conditional pass, pass, or pass with honors. The Written General examination is scored blindly by independent raters who are appointed by the Clinical Program Committee. Ratings are averaged to yield grades for each student. The Clinical Oral portion is independently scored by the subcommittee members, and scores are also averaged. The Comprehensive Examination is not considered passed until a student has passed the Written General and Clinical Oral examinations. If either portion is failed, the Clinical Program Committee may entertain a motion to recommend dismissal to the Graduate Dean. This would typically occur if a student performed severely below standards on either examination. However, under normal circumstances, a student who fails the Comprehensive Examination is permitted one re-examination. In the case of the Written General portion, the next scheduled examination is one year later. If a student obtains two failing grades across examination portions, the Clinical Program Committee will automatically consider a motion to recommend dismissal to the Graduate Dean.

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

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

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

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

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

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

13.6.d. Conditional Pass is possible in the Clinical Written and Oral examination. Typically, conditional pass requirements are determined by the committee to help the student remedy areas of weakness. The conditions must be met before students may continue with program requirements (e.g., dissertation proposal, application to internship). 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 entertain a motion to recommend that the Graduate Dean dismiss the student from the Program.

13.6.e. Specific Grading Procedures of the Written General Examination: The sole criterion for grading of the examination is the student's scholarly performance on the examination. To control other sources of variation in grading, such as halo or other performance expectations, personal feelings and other biasing factors, blind scoring of the examination is used. Students should not write remarks, asides, or anecdotes that would have the effect of identifying them to the test graders. Code numbers are assigned to each examinee. Social security or student identification numbers are not used. The departmental administrative assistant retains the code number sheet, and the grading professors only examine the code sheet after the examinations have been scored, and all grading decisions have been made. Given the size of our program, blind scoring can only work with a "one examination per year" policy. Scoring of the examination takes approximately six to eight weeks.

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

14.0. Dissertation (Ph.D. ONLY)

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

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

14.3. Proposal

14.3.a. The doctoral dissertation is to be based on original research that is designed to make a contribution to the field of psychology. Before beginning to gather data or conducting analyses of archival data, a student is required to have a formal dissertation proposal approved by the doctoral committee. The formal proposal is a written document

that contains a literature review and a detailed 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 last day to add a class through the relevant advising center in the fall of the year the student plans to apply to internship sites. This date can be found online, it is currently located at: tulsa.edu/academic-calendar.

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.

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

- 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 [no longer the "pink sheet"].

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. Once the decision of "ready to defend" is given, the Graduate School must be given a notice of scheduling the final oral **two weeks** in advance. Thus, the minimum time from finished dissertation to final oral examinations is 3 weeks. Entering students have four to five years advance notice of this scheduling requirement.

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

14.4.c. Analysis, Authorship, and Archival Data in Doctoral Dissertations. Although the student is expected to consult with his or her advisor frequently throughout the work on the dissertation, the student is expected to personally analyze the data and write the text of the dissertation. Dissertation data may be archival.

14.4.d. Approval for Oral Defense by Dissertation Committee. The dissertation is approved for defense by the doctoral 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. Again, the dissertation must be finished, and not in draft form before circulation to the doctoral committee. The committee is given three weeks to read the dissertation. If a majority does not consider the Dissertation ready for defense, they may raise concerns in the weeks prior to the meeting with the chair, who may determine that the meeting needs to be rescheduled in order 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. Once a date and time are determined with the committee, the doctoral chair requests permission from the Graduate School 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. 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 [no longer the "pink sheet"].

14.4.e.2. If the final oral examination is failed, the Clinical Program Committee should be notified in writing. The Clinical Program Committee will evaluate the student's record and determine if a second final oral examination should be authorized. If the Clinical Program Committee authorizes a second final oral examination, the dissertation, when deemed ready by student and chair should be re-evaluated by the doctoral committee for readiness for defense. In the event that the Clinical Program Committee does not authorize a second final oral, or in the event of a second failed final oral, the Clinical Program Committee will consider a motion to recommend that the Graduate Dean dismiss the student from the Program.

15.0. Practicum and Field Work

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

15.2. 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, teach the practicum class, oversee evaluation and documentation of practicum training, attend Clinical Program Committee student evaluation meetings, be responsible for the Practicum Manual, and foster communication between the program and the training sites. The Coordinator will assure that student practicum experiences are conducted in a manner consistent with the training aims and competencies set forth by the CPC.

15.5. Clinic Director. The Chair of the Department of the Psychology in consultation with the CPC shall appoint a licensed psychologist, highly experienced in supervision, and committed to the scientist-practitioner model to serve as the Clinic Director. The Clinic Director will oversee all behavioral health services, clinic budgets and facilities to assure that both the provision of services and the training of students is ethical and professional. The Clinic Director is expected to oversee implementation, evaluation, and documentation of clinic training and services, attend Clinical Program Committee student evaluation meetings, be responsible for maintaining the Clinic Manual, and foster communication between the program and the clinic. The Clinic Director will assure that student practicum experiences are conducted in a manner consistent with the training 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 criticism and supervision, manifest a professional demeanor (including dress), and develop effective rapport with clients. Because practicum meetings play a critical role in the integration of science and practice, **students are expected to attend practicum 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 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 program DCT. 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 until the summer after their 4th year, assuming they are meeting expected levels of progress for the program. For students in their 3rd and 4th years, they will be expected to carry at least one active case at TBN-BHC and participate in weekly group supervision.

Starting in their third year in the program, students are able to pursue external practicum experiences. During the spring semester of the 2nd year, students will work with the Coordinator

of Practicum Training to determine a student's placement, with the Coordinator making the final placement decision. 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. The Coordinator must approve the placement. Students enrolling in Practicum and Field Work are encouraged to arrange to meet with the Coordinator well in advance of the beginning of classes so that the placement can be confirmed as early as possible. 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 clinical program may be counted as practicum hours on the AAPI. Students must petition the CPC for non-practicum clinical experiences to be sanctioned and provide documentation as outlined below. Petitions must be submitted within the first two weeks of a semester to be considered for that semester.

Students must be enrolled in practicum hours, supervised by a licensed clinical psychologist 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 on the AAPI. 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, *you might not be eligible for a license* without an accredited internship.

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

16.2.e.I. Length: 2000 hours

16.2.e.II. Supervision: at least one-half of total internship supervision time consists of face-to-face individual supervision by one or more licensed psychologists (100 hours)

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

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

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

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

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

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

16.3. Readiness to Apply for Internships

16.3.a. Before applying for internship, registering for the APPIC Match, or enrolling in the National Clearinghouse, students must successfully: a) complete a pre-candidacy project; b) 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 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 turn in to their advisor the following: near complete draft of all essays, APPIC hours, site list, current CV, and verification of any hours being submitted from a non-TU Master's program [see 16.3.e]. Once you have been approved to apply for internship by the CPC, you may register for the match. If a student in good standing has not completed all of the above requirements, he or she can petition the program committee for a waiver. In the case of several courses in progress or a single practicum, given good reports from the Professors or supervisor, a waiver may be granted. Waivers can be requested on the general petition form, and progress reports from Professors or supervisors should be appended so the committee can make an informed decision.

16.3.c. Once approved by the CPC, the student must submit their APPIC hours, site list, current CV, verification of any hours being submitted from a non-TU Master's program, responses to DCT questions, and the Request for DCT Statement for Internship [in the Forms Appendix] to the DCT by 10/1. 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 10/20.

16.3.e. Students who will be including hours obtained in a non-TU Masters program need to provide to their advisor and the DCT verification of those hours from their Master's program DCT. The verification 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. It costs \$53 per year if students pre-pay multiple years.

Sample time2track currently located at

<https://www.appic.org/Portals/0/downloads/AAPIT2T%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 doctoral chair and program director can advise the student on the selection of sites and the application process. Students should understand that acceptable internships draw from a national pool, that they are extremely competitive, and that the norm is to rank *many internship sites* and to relocate to another city to complete the internship. *Because the percentage of students who match with an internship is an important indicator of program success, the training program has a tremendous investment in students' success at matching. We strongly advise students to work collaboratively with the advisor and the Director of Clinical Training to maximize possibilities for matching. In addition, the students are expected to submit a copy of internship rankings to the advisor and the DCT.* For internship application, students should count hours only for which they received formal academic training and credit or which were program-sanctioned training or program-sanctioned work experiences (e.g. VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). You can place outside work etc. elsewhere on the form.

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

degree). Prior to sending documentation to the state licensure board the Director of Clinical Training must be in receipt of the intern's final evaluation from the site.

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

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 obtain funding for students, but students should be highly proactive in searching out and applying for funding both inside and outside of the University. Several sources of help are possible. Assistantships, for which students work for the University in exchange for a modest stipend and tuition waivers, are especially attractive because the work usually becomes an important source of graduate training. Because so many students apply for the limited number of assistantships, they are difficult to obtain. 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 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 highly 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. Please also refer to the Graduate School Holiday policy in the Forms Appendix.

17.5. Faculty Responsibilities. Faculty members assigned a graduate assistant will provide the assistant, as much as possible, with tasks that will enhance the student's development, while at the same time utilizing the student's efforts to accomplish the mission of the University, the academic unit, and the training programs. Assistantship recipients will frequently have a mixture of didactic, research, and administrative responsibilities. The faculty member should be considerate of the student's time and other obligations; that is, heavy demands on time should not be made on short notice and without the agreement of the student, and as much as possible time commitments should be evenly spread across the semester.

17.6. Resolution of Difficulties. In the event that disagreements or dissatisfactions arise between a faculty member and a graduate assistant, they should make reasonable efforts together to resolve those differences. The DCT, Department Chair, or a member of the 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.

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

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

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

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

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

faculty) should approach online blogs, social media, and websites that include personal information very carefully. Consider content you share regarding the Program, your clinical, research, and service activities, and comments about colleagues, faculty, and supervisors. **Be professional and ethical at all times.**

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

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

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

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

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

19.7. Petitions and Grievances.

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

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

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

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

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

- Title IX Coordinator 918-631-4602
- Office of Violence Prevention 918-631-2324

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

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

Forms Appendix

**CLINICAL PROGRAM COMMITTEE FILE
DOCTORAL STUDENT FILE CONTENTS**

TAB 1

1. **STUDENT FILE CONTENTS LIST**
2. Graduate Check Form
3. Tracking Form
4. APA Competency Tracking Form
5. Most Current Balance Sheet
6. Most Recent Transcript
7. Request for Doctoral Committee
8. Statement of familiarity with program materials & compliance
8. Misc. Signed Statements

TAB 2

1. Program Committee Evaluations
2. Self Evaluations
3. Any Program modifications, transfers, waivers, petitions
4. All letters and correspondence to and from student
5. All assignments that are evidence of meeting an APA DSK or PWC

TAB 3

1. Internship / Residency Letters
2. Internship / Residency Evaluations
3. DCT Request for letters to Internships
4. Practicum Evaluations in Sequence
5. Practicum Placement Self Evaluations
6. Practicum Papers
7. Affiliation Agreements

LOOSE BETWEEN TABS 3 and 4

1. Milestones: pre-candidacy paper, memos on exams, admit to candidacy, etc.

TAB 4

1. Graduate student questionnaires / surveys / vitas
2. Awards, achievements, assistantships, funding, Bellwether
3. Acceptance Letters
4. Qualification Summary / Applicant ratings / Face Sheets
5. Graduate School Route Sheet
6. Application

Graduate Training Programs In Clinical Psychology

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

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

_____ *2022 Handbook for Graduate Programs in Clinical Psychology At University of Tulsa*

_____ *Professional Training in Clinical Psychology (Practicum Manual - 2022)*

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

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

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

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

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

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

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

 Print or Type Name

 Signature

 Date

Voluntary Adoption of 2023 Handbook By a Student Not in The 2023 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 2023 edition.

In signing this form, I _____ voluntarily exercise the option to switch to the 2023 *Handbook For Graduate Programs in Clinical Psychology At The University of Tulsa*. I have read the 2023 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 2023 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

Date

Clinical Ph.D. Competencies Tracking Form
 (Spring 2022 revision)
 STUDENT FILE COPY TO BE UPDATED
 AT EACH ANNUAL EVALUATION

Student Name _____

Date of Evaluation _____

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

- _____ B or higher in PSY6483 Neuroscience and Pharmacology
- _____ B or higher in PSY7073 Human Development
- _____ B or higher in PSY7043 Social Psychology
- _____ B or higher in PSY6113 Cognitive and Affective Psychology
- _____ B or higher in PSY6413 History and Systems
- _____ B or higher on Integrated Term Paper in PSY7073 Human Development
- _____ B or higher on Integrated Term Paper in PSY6113 Cognitive and Affective Psychology
- _____ Pass Clinical Written Examination

Additional Training in competency above the minimum threshold:

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

Additional Training in competency above the minimum threshold:

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

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 the dilemmas.

- _____ 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

Additional Training in competency above the minimum threshold:

- _____ 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)

Additional Training in competency above the minimum threshold:

_____ 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 (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 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)

Additional Training in competency above the minimum threshold:

_____ 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

- 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)

- 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

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

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

Additional Training in competency above the minimum threshold:

-
-
- _____ 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

Additional Training in competency above the minimum threshold:

- _____ 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)

Additional Training in competency above the minimum threshold:

- _____ 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)

Additional Training in competency above the minimum threshold:

- _____ 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)

Additional Training in competency above the minimum threshold:

- _____ 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

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_:

Additional Comments:

Signed for the committee:

I have received a copy of my evaluation on _____

Joanne Davis, PhD
Director of Clinical Training

Student signature

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 Or Proposal Meeting
(Revised June 2015)

Name of Student _____

This document reports the results of a(n):

___ Written General Comprehensive Examination

___ Oral Clinical Comprehensive Examination

___ Dissertation Proposal

___ Final Oral Defense of Doctoral Dissertation

Date of Examination or Proposal Meeting _____

Persons scoring examination or proposal:

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

Members: _____

Results of examination:

Comments (attach additional comments as needed):

Signature of chair of examination committee:

Date of report: _____

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

UNIVERSITY OF TULSA
CLINICAL PSYCHOLOGY TRAINING PROGRAM
Report of Advanced Integrated Knowledge Term Paper
(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
PETITION FOR PROGRAM CHANGE**

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

Please type or print

Name of Student _____ Date _____

Describe requested change of program:

Describe reasons for making request:

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

Please do not write below this line

Date petition received by CPC _____

ACTION:

Approved as proposed _____

Approved with changes noted below _____

Petition not approved _____

Final vote of program committee:

Vote FOR _____ Vote AGAINST _____

Approved with the following changes:

Signed for the Clinical Program Committee: _____

Date of Action _____

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

APPROVAL OF THESIS OR DISSERTATION COMMITTEE FORM

STUDENT'S NAME: _____

I.D.# _____

Please check the appropriate degree program:

Ph.D

M.S. M.S.E.

M.A. M.F.A.

J.D./M.A.

J.D./M.S.

Other

- | | | | | | | | |
|--|--|---|---------------------------------------|-----------------------------------|--|--------------------------------------|--------------------------------|
| <input type="checkbox"/> English Language & Literature | <input type="checkbox"/> Speech/Language Pathology | <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Anthropology | <input type="checkbox"/> Fine Art | <input type="checkbox"/> Anthropology | <input type="checkbox"/> Geosciences | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clinical Psychology | <input type="checkbox"/> Applied Mathematics | <input type="checkbox"/> Electrical Engineering | <input type="checkbox"/> Art | | <input type="checkbox"/> Clinical Psychology | | |
| <input type="checkbox"/> Industrial/Organizational | <input type="checkbox"/> Biological Science | <input type="checkbox"/> Mechanical Engineering | <input type="checkbox"/> Education | | <input type="checkbox"/> History | | |
| <input type="checkbox"/> Biological Science | <input type="checkbox"/> Computer Sciences | <input type="checkbox"/> Petroleum Engineering | <input type="checkbox"/> History | | | | |
| <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Geosciences | | | | | | |
| <input type="checkbox"/> Computer Sciences | | | | | | | |
| <input type="checkbox"/> Geosciences | | | | | | | |
| <input type="checkbox"/> Mechanical Engineering | | | | | | | |
| <input type="checkbox"/> Petroleum Engineering | | | | | | | |

Is this request a modification of the committee? ☐ Yes ☐ No

COMMITTEE MEMBERS:

Print NameSignature 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 turned in to the Graduate Psychology Office – LH 210.

Date: _____

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

Title of Proposed Research:

Anticipated completion date of data collection:

Anticipated 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

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 Meningococcal vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

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

_____ A signed formal declination of the Meningococcal 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.

Signature	Date	Student
-----------	------	---------

Signature	Date	Supervisor
-----------	------	------------

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.

Signature Date Student

Signature Date Supervisor

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 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

[illegible]

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
 (45 Hours Minimum)
 (Fall 2021, Revision)

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

PSY 7223	Theory & Practice: Clinical Psychology	Fal-Spr-Sum _____	A B C D
PSY 8063	Intervention Techniques	Fal-Spr-Sum _____	A B C D
PSY 7153	Psychopathology	Fal-Spr-Sum _____	A B C D
PSY 7113	Clinical Assessment: Intellectual	Fal-Spr-Sum _____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum _____	A B C D
PSY 7543	Diversity, Ethics, Law, and Clinical Practice	Fal-Spr-Sum _____	A B C D

Methods (3 Hours Minimum)

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

Practicum (7 Hours Minimum/10 Hours Maximum Must include minimum of 1 hour of Pre-Practicum 7351)

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

General Psychology Core (12 Hours Minimum)**

PSY 6483	Neuroscience and Pharmacology	Fal-Spr-Sum _____	A B C D
PSY 7703	Human Development	Fal-Spr-Sum _____	A B C D
PSY 6113	Cognitive and Affective Psychology	Fal-Spr-Sum _____	A B C D
PSY 6413	History and Systems of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7043	Social Psychology	Fal Spr Sum _____	A B C D

** Masters students are required to complete four of the preceding five courses. Other cross listed equivalents designated as fulfilling a psychology core course are determined by the clinical graduate program director. The Clinical Program Committee recommends that Masters students complete one course pertaining to each of the following four class categories: Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, and Individual Differences.

Electives ** (9 Hours Maximum)

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

** Electives include approved transfer courses, other general psychology courses, or independent study. MA students may transfer a maximum of six credits from another program subject to approval from the graduate program director and the graduate school.

Semester Entered Program: Fall Spring Summer Year: _____

Semester Graduated: Fall Spring Summer Year: _____

University of Tulsa

Suggested Course Distribution for Oklahoma LPC Requirements

(2019 Revision)

Course Prefix	Title	Semester/Year	Grade
Clinical Psychology Core (at least 3 credits in each area)			
<i>Human Growth and Development (1 course minimum)</i>			
PSY 7703	Human Development	Fal-Spr-Sum ____	A B C D
<i>Abnormal Human Behavior (1 course minimum)</i>			
PSY 7153	Psychopathology	Fal-Spr-Sum ____	A B C D
PSY 7973	Child Psychopathology	Fal-Spr-Sum ____	A B C D
PSY 7733	Traumatic Stress Studies	Fal-Spr-Sum ____	A B C D
<i>Appraisal/Assessment Techniques (2 course minimum)</i>			
PSY 7053	Psychometrics	Fal-Spr-Sum ____	A B C D
PSY 7113	Clinical Assessment: Intellectual	Fal-Spr-Sum ____	A B C D
PSY 7193	Clinical Assessment: Personality	Fal-Spr-Sum ____	A B C D
PSY 8053	Clinical Neuropsychology	Fal-Spr-Sum ____	A B C D
<i>Counseling Theories/Methods (2 course minimum)</i>			
PSY 7223	Theory & Practice: Clinical Psychology	Fal-Spr-Sum ____	A B C D
PSY 8063	Intervention Techniques	Fal-Spr-Sum ____	A B C D
<i>Professional Orientation/Ethics (1 course minimum)</i>			
PSY 7543	Diversity, Ethics, Law, and Clinical Practice	Fal-Spr-Sum ____	A B C D
<i>Methods/Research (1 course minimum)</i>			
PSY 7343	Research Methods in Clinical Psychology	Fal-Spr-Sum ____	A B C D
PSY 7283	Statistical Methods for Research II	Fal-Spr-Sum ____	A B C D
<i>Practicum (1 course with 300 clock hours minimum)</i>			
<i>Elective Courses (15 hours; 3 credits in at least 5 areas)</i>			
<i>Social/Cultural Foundations</i>			
PSY 6463	Multicultural Community Psychology	Fal-Spr-Sum ____	A B C D
PSY 7043	Social Psychology	Fal-Spr-Sum ____	A B C D
PSY 6423	Psychology of Women	Fal-Spr-Sum ____	A B C D
<i>Personality Theories</i>			
PSY 6403	Psychology of Personality	Fal-Spr-Sum ____	A B C D
PSY 7033	Systems and Theories of Personality	Fal-Spr-Sum ____	A B C D
<i>Counseling Children/Adolescents</i>			
PSY ____	Child Therapy	Fal-Spr-Sum ____	A B C D

Psychopharmacology

PSY 6483

Behavioral Neurosciences &
Psychopharmacology

Fal-Spr-Sum _____ A B C D

Clinical Supervision or Consultation

PSY 7613

Supervision and Consultation

Fal-Spr-Sum _____ A B C D

University of Tulsa
Balance Sheet for Clinical Ph.D. Program
 (90 Hours Minimum)
 (Fall 2021 Revision)

Student Name _____

Course Prefix	Title	Semester/Year	Grade
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Clinical Psychology Core (21 Hours Minimum)

PSY 7223	Theory & Practice: 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	Fal-Spr-Sum _____	A B C D
PSY ____	_____	Fal-Spr-Sum _____	A B C D

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

General Psychology Core (15 Hours Minimum)

PSY 6413	History and Systems of Psychology	Fal-Spr-Sum _____	A B C D
PSY 7073	Human Development	Fal-Spr-Sum _____	A B C D
PSY 6483	Neuroscience and Pharmacology I	Fal-Spr-Sum _____	A B C D
PSY 6113	Cognitive and Affective Psychology	Fal-Spr-Sum _____	A B C D
PSY 7043	Social Psychology	Fal-Spr-Sum _____	A B C D

Electives (18 Hours Minimum)*

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

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

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

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

PRE-DISSERTATION RESEARCH

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

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

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

Semester Entered Ph.D. Program: Fall Other_____ Year:_____

Semester Graduated Ph.D. Program: Fall Spring Summer Year:_____

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

Time off from your regularly scheduled workweek to study for final exams needs to be made up. When the University is officially closed for Thanksgiving, energy conservation (usually between Christmas and New Year's Day), and other official University holidays, you are not required to work in the office; please be aware that this does not necessarily coincide with the times that classes are not in session. When the University is officially open, you are expected to be in the office. The amount of time you are expected in the office is proportional to the number of days that the University is officially open. For example, if the University is open for three days of a five-day work week, then you are only expected to work 3/5 of your weekly hours noted in your award notification. Therefore, if your award includes a work obligation of 20 hours per week, you would work 60% of that time or 12 hours. Obviously there will need to be an adjusted schedule for that week, and this should be cleared with your Supervisor.

During the break between the fall and spring semesters, although classes are not in session, your Supervisor may need your assistance during the time when the University is officially open. If you would like to take vacation during that time, it can be accommodated. If you would like to continue to perform your duties, please let your Supervisor know.

Only if there are significant tasks with immediate deadlines will graduate assistants be permitted to work more than 20 hours/week. Approval is required and you must have an assigned task. The extra hours worked may be used for: 1) hours lost during fall semester because of illness or exams, 2) as approved release time when your duties are covered and do not jeopardize the work flow in the office, or 3) additional pay (at your present hourly rate), if our budget permits.

If you have a summer award, please be aware that during a portion of the summer, the University may choose to create a policy of officially closing on Friday afternoons; If the University grants this policy (it has varied over the years), the reduced hours are a privilege extended only to full-time University employees. Hence, the hours marked on your Award Notification are not prorated during the summer. Therefore, any hours worked during the summer weeks will need to be scheduled with your Supervisor.

Scheduling Appendix

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

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

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

Supervisor Appreciation Reception is held once a year.

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

Doctoral Committee Meetings are arranged in consultation with members of your committee. Committee members are generally on nine-month contracts; they are usually not paid, except for teaching specific courses and specific administrative duties, during the summer months so many are not required to be in residence at all during the summer. 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 first graduation ceremony FOLLOWING successful completion of all requirements. Graduation should be a celebration of successful completion of all requirements. Participating in the graduation ceremony prior to the completion of all requirements is not recommended. No diploma is issued and a formal waiver from the graduate school is required.

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

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

Pre-Candidacy Timeline

First Year

Fall:

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

Spring:

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

Summer:

1. Make necessary community contacts
2. Write IRB, get advisor approval and turn in to research office
3. Submit application for research funds

Second Year

Fall:

1. Turn in your full proposal to your advisor (including introduction, methodology, data analysis plan, bibliography); the initial proposal must be turned in prior to the beginning of data collection; expect to go through *numerous* revisions of this proposal)
2. Collect data
3. Set up the data base, enter data

Spring:

1. Analyze data
2. Write up paper and obtain final approval of advisor
3. Do presentation in April
4. Consider submission to conference and/or journal

MAJOR MILESTONES IN THE CLINICAL PH.D. PROGRAM

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

The Research Informed Practice/Practice Informed Research Award

A. Description.

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

B. Nominations.

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

C. Award

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