

**Policy Manual
for the
M.S. Degree Program
in
PSYCHOLOGICAL SCIENCES

Augusta University**



**A Unit of the University System of Georgia
2019-2020**

POLICY MANUAL FOR THE M.S. PROGRAM IN PSYCHOLOGY
TABLE OF CONTENTS

I.	Introduction	4
II.	Admission Requirements and Procedures	5
	A. Admission Criteria	5
	B. Admission Procedures	6
	C. Dismissal and Re-Admittance	7
	D. Fees and Financial Assistance	7
	E. Assistantship Guidelines	7
III.	Degree Requirements and Procedures	9
	A. Advisor and Professional Guidance	9
	B. Plan of Study	9
	C. Required Hours	10
	D. Grade Policy	10
	E. Evaluation of Student Progress	11
	F. Residence Requirements	11
	G. Time Limit	12
	H. Internships	12
	I. Thesis	13
	J. Summer Semester Attendance	15
	K. Comprehensive Examinations	15
	1. Written Examination	16
	2. Oral Examination	17
	L. Academic Expectancies and Professional Standards	18
	M. Graduation Policy	20
	N. Forms Summary	20
IV.	Curriculum Summary	21
	A. Clinical / Counseling Track Course Requirements	22
	1. Clinical / Counseling Track, Non-Thesis Option	22
	2. Clinical / Counseling Track, Thesis Option	23
	B. Experimental Track Course Requirements	24
	1. General Experimental Track	25
	2. Applied Experimental Track	26
V.	Typical Plan of Study / Clinical	28
VI.	Typical Plan of Study / General Experimental	29
VII.	Typical Plan of Study / Applied General Experimental	30
VIII.	Course Descriptions	31
IX.	Faculty	37
X.	Thesis FAQ's	39
XI.	Program Learning Objectives	42
	A. Program Outcomes – Clinical Track	42
	B. Program Outcomes – General Experimental Track	42
	C. Program Outcomes – Applied Experimental Track	42
XII	Forms, Checklists, and Rubrics	43

THE RIGHT TO ADD, TO DELETE, OR OTHERWISE MODIFY ANY OF THESE PROVISIONS REMAINS WITH THE APPROPRIATE FACULTY AND ADMINISTRATIVE BODIES OF AUGUSTA UNIVERSITY AND THE UNIVERSITY SYSTEM OF GEORGIA.

AUGUSTA UNIVERSITY IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION. NO PERSON SHALL, ON THE GROUNDS OF RACE, COLOR, SEX, CREED, NATIONAL ORIGIN, OR HANDICAP, BE EXCLUDED FROM PARTICIPATION IN OR BE OTHERWISE SUBJECTED TO DISCRIMINATION BY AN EDUCATIONAL PROGRAMS' ACTIVITY OR FACILITY.

I. Introduction

The graduate program in psychology at Augusta University provides intensive master's level education and training in clinical/counseling and experimental psychology. The M.S. program is, for most students, a two-year program containing both advanced foundation courses (e.g., learning, social, research methods), applied course work (e.g., assessment, therapy, psychopathology, research practicum) and supervised internship experience in treatment facilities or research laboratories. The department has assessment and clinical training facilities and animal and human research laboratories. Internship assignments are made at a variety of local agencies including a Veterans Administration Medical Center, a regional state psychiatric hospital, the Augusta University Medical Center, and a number of private practices.

Augusta University is accredited by the Southern Association of Colleges and Schools and recognized by the Council for Higher Education Accreditation (CHEA). We are often asked if our program is accredited by the American Psychological Association (APA). Although APA does accredit applied doctoral programs, they do not accredit any program at the master's level. As a result, the Masters in Psychology and Counseling Accreditation Council (MPCAC) was formed, and in 2017 the clinical/counseling track was reaccredited for a full 10 years. Additionally, the psychological sciences department and its faculty members maintain active relationships with the discipline's various governing and professional bodies, such as the American Psychological Association (APA), Southeastern Psychological Association (SEPA), Association of Psychological Science (APS), and the Council of Graduate Departments of Psychology (COGDOP)

The deadline for submitting applications to the M.S. program is April 1. Application review generally begins in early spring semester and continues until all slots are filled. Please note that there are a limited number of positions for each fall entering class; the program can fill sooner than the deadline. Applicants are strongly encouraged to submit their complete application early to assure full consideration of admittance to the program. A final decision regarding acceptance into the graduate program can be made only upon receipt of *official* GRE scores, *official* transcripts from all institutions attended, good letters of reference, and a personal statement of educational and professional goals. Applicants who are accepted into the program may be asked for a nonrefundable deposit to hold their place in the program.

Inquiries are encouraged especially from members of minority groups. We also accept applications from individuals who did not major in psychology and from persons possessing otherwise excellent credentials, but who may have a deficit in a single credential (e.g., a grade point average lower than 3.0 or low scores on a single section of the GRE). In such cases, the department may use other information in the admission decision.

II. Admission Requirements and Procedures

A. Admission Criteria

Admission to the program is competitive, and students admitted in regular status are likely to have *exceeded* the criteria listed below.

1. Completed requirements for the bachelor's degree at a regionally accredited college/university.
2. A minimum grade point average equivalent to 3.0 on a 4.0 scale.
3. Have taken the Graduate Record Examination (GRE) within the past five years. The Graduate School at Augusta University has a stated minimum GRE score of 290 on the verbal plus quantitative sections. In general, a 4 or higher on the analytical section is competitive for admission.
4. Official transcripts from all schools and institutions of higher education attended and three satisfactory letters of recommendation. At least two letters should be from faculty members knowledgeable about the applicant as a student.
5. A statement regarding personal and professional goals with respect to graduate study at Augusta University.
6. For students whose native language is other than English, the examination scores of the Test of English as a Foreign Language (TOEFL). An oral expression and comprehension evaluation may also be required. The institution sets the acceptable cutoff scores for admittance.
7. For foreign students, a financial form provided by the Office of Admissions.

Successful applicants for regular graduate status will, at a minimum, have satisfactorily completed undergraduate courses in introductory psychology, behavioral statistics, and research methods in psychology. Clinical/Counseling applicants should have completed a course in abnormal psychology.

B. Admission Procedures

The Office of Admissions will provide the prospective applicant with information concerning admission procedures. Applications from persons interested in taking graduate courses in psychology should be sent to the Augusta University Office of Admissions. All questions about the program should be directed to the Director of Graduate Studies in the Department of Psychological Sciences. After all required information has been received, the Graduate Admissions Committee, consisting of the Director of Graduate Studies in Psychological Sciences and at least two other members of the faculty of Psychological Sciences appointed by the Department Chair, will make an admission decision. Admission decisions are subject to final approval of the Department Chair, Dean of the College of Science and Mathematics and the Dean of The Graduate School. The official final notification regarding admission will come from the Office of Admissions. The Director of Graduate Studies in Psychological Sciences will contact the applicant after the official acceptance has been transmitted. Any appeals of this decision should be addressed to the Dean of The Graduate School.

A criminal background check is required for all students on the clinical/counseling track before final admission into the program. Applicants may be required to pay an additional fee for the background check. If the criminal background check reveals events of concern, the applicant will be asked to interview with members of the Graduate Admissions Committee to review the events. After review of all of the information gathered, the Graduate Admissions Committee will decide whether the applicant is allowed to matriculate into the program.

Persons admitted to the program who meet all admission requirements will normally be granted **regular** graduate student status. Students deficient in one area of the admission prerequisites, but who otherwise show promise, *may* be awarded **provisional** status.

Provisional graduate students must take at least 9 hours of admissible graduate work in the Department of Psychological Sciences and earn at least a 3.0 grade point average to be considered for regular graduate status. *Students are responsible for petitioning the faculty for regular student status by submitting a letter requesting this change to the departmental Director of Graduate Studies.* The faculty will consider the student's academic performance, professional demeanor, and ethical behavior in granting regular student status. Students will normally not be allowed to carry provisional status for more than one semester. Students with provisional status will be able to count up to 12 hours of course credit earned in the program toward their graduate degree.

No more than 9 hours of graduate credit may be transferred in from another graduate program or post baccalaureate studies. This includes graduate courses taken at Augusta University before acceptance into the program. The Director of Graduate Studies will review any submitted coursework to determine its

equivalency to existing graduate course(s) and make a recommendation to the Department Chair regarding any transfer of credit.

C. Dismissal and Re-admittance

Students who have earned two Cs in any graduate courses will be dismissed from the program. Dismissal may also occur when students display unethical and unprofessional behavior, failure to pass comprehensive exams, unsatisfactory first or second year reviews, or when students in provisional status have deficient academic records (i.e., grades lower than a B while on provisional status). Students who are dismissed from the program can appeal the decision by following the procedure outlined in the dismissal policy of The Graduate School.

D. Fees and Financial Assistance

Fees are determined by the University System of Georgia and are posted on the Augusta University website each year. Students are expected to arrange their own means of paying tuition and other fees. Persons requiring financial assistance should first contact the Office of Financial Aid to inquire about funding alternatives, including the Work Study Program and low interest loans. Part-time employment, often in psychology-related positions, is found by some students, but care must be taken that this does not interfere with academic obligations.

The department offers a limited number of graduate assistantships which pay for tuition and provide a small monthly stipend in return for services to the department (e.g., grading tests, conducting literature searches, collecting research data, tutoring students). All assistantships must be approved by The Graduate School each semester. After approval, assistantships are assigned by the Director of Graduate Studies in the Department of Psychological Sciences from among those students applying or recommended by the faculty. Some of the factors which contribute to award decision are: academic potential and performance, financial need, residency status, work performance in previous assistantships, and possession of skills needed by the department. Faculty supervisors evaluate their assistants at midterm and at the end of the semester. A poor evaluation will likely result in the loss of future assistantship awards. Faculty/staff are encouraged to request those students they would particularly like to have assigned to them.

E. Assistantship Guidelines

Graduate assistants are required to carry an academic load of at least nine (9) semester hours (6 hours in the summer) with no more than four (4) hours of internship. The Board of Regents of the University System of Georgia requires that all graduate assistants provide proof of adequate health insurance coverage. Assistants will receive letters each semester specifying the conditions of the assistantship. Additionally, individual contracts between the assistant and the faculty supervisor will be drafted that will outline responsibilities and tasks expected over the course of the semester.

Those students granted assistantships are expected to report to the university to begin their assistantships on the date provided by the Director of Graduate Studies. This date may be a week before the first day of class in fall semester and two to three days before classes begin for spring semester. Please note faculty members depend on graduate student assistance and need help during the first week. Those who are unable to be here for this week face the possibility of losing their assistantship for that semester. Assistantships are typically awarded for no more than four semesters. The award of an assistantship one semester is not a guarantee of future awards, and the university and department reserves the right to modify the number and conditions of awards as necessary. Only a small number of assistantships are typically awarded for the summer term.

Graduate assistants are required to attend departmental meetings and trainings each semester which outline the general requirements for assistantships. Students are required to log their hours on paper and in the university time management system. Faculty supervisors are required to verify those hours each week. Students are encouraged to accrue 10 hours of work each week. They are not allowed to work more than 15 hours in a single week. Those students who are behind on reported hours will be flagged. Assistants who fall behind on more than 10 hours should contact the Director of Graduate Studies to obtain work to make up those hours. Students who are consistently late in handing in their verified time sheets are at risk for losing their assistantship.

Assistants are encouraged to remember that their assistantship is a job. While students should not be expected to complete tasks during their own class times, **internship hours** should conform to a schedule agreed upon with your assistantship supervisor.

The award of a graduate assistantship carries with it high expectations of helpfulness, responsibility, professionalism, and ethical standards. Graduate assistants must be above reproach when dealing with sensitive and confidential information throughout the course of their assignments.

- Weekly work hours vary by assistantship, but typically account for 10 hours per week through the week of end-of-semester exams (150 hours each for fall and spring semesters, 80 hours for summer semester).
- *All assistants are expected to be available for their assistantship assignment when faculty members return for each semester (a week before classes begin in the fall and two to three days before classes begin in the spring).* Failure to be available at this time can result in losing the assistantship for that semester and in the future.
- **Assistantship duties are to be considered a priority over other nonacademic work or internship duties.**
- Assistants are expected to be available at the convenience of their assigned supervisors and are expected to notify their supervisor as soon as possible if illness or other conflicts interfere with normal work expectancies in any way.

- Assistants may be assigned to other faculty or staff members when appropriate. Students whose schedules are not flexible enough to meet the time requirements of the assistantship should decline an assistantship offer.
- An individual contract should be established between the assistant and supervisor at the beginning of the semester.
- Office resources (copier, telephones, fax machine, mail, supplies, etc.) are to be used only when directed by a faculty or staff member for business purposes. Graduate assistants, as any student, must bear the cost for any course assignments (photocopying, interlibrary loans, etc.) and the university provides access to such resources in the library and elsewhere.
- Assistantships may be terminated at any time due to such things as poor academic or work performance, general unavailability of the student to complete assistantship hours in a satisfactory manner, violations of policy, and unethical or inappropriate behavior.
- **It should be noted that students who withdraw from an assistantship or who are terminated from an assistantship are responsible for paying their full tuition for the semester at the point of withdrawal.**

III. Degree Requirements and Procedures

A. Advisor and Professional Guidance

The Director of Graduate Studies will serve as the official advisor for all graduate students for the duration of the program. As advisor, the Director of Graduate Studies will meet with each student to discuss course selections and complete the plans of study. The initial plan of study must be completed by the end of the first semester of full-time course work or its equivalent. Graduate students will be matched with a tenure track faculty mentor by the end of the first semester in the graduate program. The faculty mentor is available to discuss topics such as career directions, progress in courses, and adjustment to graduate school. The mentor should meet with each mentee at least twice per semester. The mentor also provides feedback from the first and second year reviews and serves as the chair of the student's comprehensive exam panel. Each faculty mentor will have no more than five mentees from any given cohort. Faculty members generally have an open door policy and students are encouraged to approach additional faculty members for program or career advice.

B. Plan of Study

Based on program track and career goals, students develop a plan of study for the courses they intend to take. The initial plan of study will list **classroom courses only**, not internship or thesis plans.

A few courses (PSYC 6115, 6165, 6168, and/or 6181) may be dual listed with the undergraduate section of the course if the graduate enrollment is not large enough to justify a graduate only section. In these cases, a graduate student who completed such a course as an undergraduate at Augusta University may not take

the same course as a graduate student. The Director of Graduate Studies will work with the student to develop alternative course options.

After the student has completed 18-24 hours of class work, he or she must petition the graduate faculty for permission to pursue a thesis and internship. (occurs during departmental first year review in spring semester of the first year). See Section III I. Thesis, Section X Thesis FAQs, and Section XII First Year Review Self Evaluation Forms for more details. Each faculty mentor will present their student mentee's petition for departmental review. In considering the student's petition, the faculty will take into account grade point average, mastery of content, writing skill, oral competency, dependability, integrity, motivation, and personal suitability. The faculty may determine that the student's preferred internship or thesis request is not within the student's demonstrated ability. If so, the faculty will designate which options are permissible, *if any*. Students may subsequently register only for the options which have been approved on the plan of study. All students will receive feedback on this review in a timely manner from their mentors. A sample plan is provided in Section V. Since the department uses these plans for course scheduling, plans should be developed carefully and may be altered **only** with the full and *prior* approval of the Director of Graduate Studies, and Department Chair. **After-the-fact plan of study modifications may result in an increase in the minimum number of hours for graduation.**

C. Required Hours

For thesis students in the general experimental track, the minimum number of classroom credits for graduation is 30 semester hours plus nine (9) semester hours of credit for thesis and two (2) semester hours of research internship. Thirty-four classroom hours plus six (6) internship hours are required for the students in the applied experimental track. For those in the clinical/ counseling tracks, the minimum number of classroom credits for graduation is 52 semester hours plus eight (8) semester hours of internship (a total of 600 hours of supervised internship experience). For clinical/counseling students who pursue the thesis option, the minimum number of classroom credits for graduation is 49 semester hours plus three (3) semester hours of credit for thesis and eight (8) semester hours credit for internship. For all tracks, one approved graduate course with a designation other than PSYC may count in the plan of study.

D. Grade Policy

Students must maintain a B average in the program. Only courses that have earned a grade of B or higher may count in the plan of study. Therefore, courses in which students have earned a grade of C or lower must be repeated. Courses may be repeated once. A grade of less than B in a course in the Learned Bases of Behavior or Biological Bases of Behavior categories may be substituted by a satisfactory grade in the other courses in those categories. For example, a student who earns a C in PSYC 6181 Behavioral Neuroscience may opt to complete the

PSYC 6182 Psychopharmacology course to fulfill the Biological Bases of Behavior requirement for the plan of study. Please note that repeating a course is likely to impact the student's graduation date. Students who earn two or more grades of C or below will be dismissed from the program.

E. Evaluation of Student Progress

Toward the end of spring semester of the first year, graduate students will complete a self-evaluation form (see Section XII) and meet with their faculty mentors to review the self-evaluation. At that time, students will indicate their request to complete a thesis and/or specific internships. Faculty will meet to conduct a comprehensive first year student review. As part of the review, the faculty will consider the student's request for thesis and/or internship experiences. Evaluation of these requests will be based on the student's academic and ethical performance over their time in the department. In addition, the faculty will provide feedback on the student's progress toward meeting the competencies specified in the program. These competencies can be found in Section XI of this manual. Students will receive feedback in a scheduled meeting with their faculty mentor. After the first year review, students will also meet with the Director of Graduate Studies to complete the final plan of study. The final plan of study must then be approved by the Department Chair.

Students also will be evaluated at the end of the fall semester of their second year. There are three possible outcomes for the second year review: admission to candidacy, remediation, or dismissal from the program. Again, students will be asked to self-evaluate, and meet with their faculty mentors to review the self-evaluation. Faculty will then provide an evaluation of progress toward meeting the competencies outlined by the program. Faculty will review the student's performance in their classes, progress toward successfully addressing any points of remediation, and thesis and/or internship experiences in their evaluation. If the faculty members perceive the student to be performing at an acceptable level, the student will be officially admitted for candidacy for the master's degree. Students who are not evaluated positively will be provided feedback on how to improve. Set goals and timelines will be provided to the student to help with remediation. Students with multiple deficiencies or lack of progress toward remediation may be dismissed from the program. Students must be admitted to candidacy to take comprehensive exams.

F. Residence Requirements

No more than 9 semester hours of credits may be transferred into the course of study from either another institution or Augusta University. Transfer of credit should be initiated as soon as possible after admission and must be reviewed by the Director of Graduate Studies and approved by the Department Chair. Students must be registered in the university during the semester in which requirements for graduation are completed, including the semester in which comprehensive examinations are taken. Registration for the singular purpose of

taking the comprehensive exam may be accomplished by enrollment in one semester hour of PSYC 6950, Comprehensive Exams.

G. Time Limit

Only that course work completed within the five calendar years prior to completion of degree requirements will apply toward graduation. The age of a course will be calculated from the date when the course would be expected to have been completed, normally the last day of class of the term in which registration for the course occurred.

H. Internships (PSYC 6940, 6960, 6970, 6980)

The internship is a transitional step between classroom learning and professional application of knowledge. For that reason, it is undertaken later in the student's career. Each academic credit for internship equals 75 clock hours onsite.

Those in the clinical/counseling track are training to work in public or private agencies where direct intervention with clients on a one-to-one basis would be their primary assignment. Their clientele are typically persons diagnosed with psychological disorders who are in need of assessment and/or counseling. Internships are also a necessity for students expecting to seek professional licensure at the master's level. Please note that at least 600 clock hours of internship are required by most states that grant licensure to master's level graduates. Some states require more hours. Students who have departmental approval to pursue a clinical internship must meet with the Graduate Internship Coordinator to discuss internship placement sites. The Graduate Internship Coordinator must approve the student's internship placement before hours can accrue.

Students in the applied experimental track are similarly training to work in public or private agencies where they might be employed as psychometricians, research assistants, or project directors.

There are the four types of internship available:

- PSYC 6940 Industrial/Organizational Internship is designed for students on the experimental track who plan to seek employment in a human resources position. Options for this internship include staffing agencies where students gain exposure in areas such as interviewing, benefits, and workforce training.
- PSYC 6960, Clinical Internship, is designed for students in the Clinical/Counseling track. Students engage in assessments, and individual and group therapies under the supervision of a licensed mental health professional. At least 40% of internship time must consist of direct client contact.

- PSYC 6980, Research Internship, is especially suited for students in the experimental track who will seek employment as research technicians, grant writers, project managers, or technical/pharmaceutical salespeople. It is also appropriate for persons who foresee enrollment in a doctoral program, clinical or otherwise, or who would like to apprentice with a person whose primary mission is to conduct scientific studies and publish the results in professional journals. The Augusta area is rich in opportunities to do psychological and medical research with highly-regarded and nationally-prominent investigators. PSYC 6980 is required for students on the applied experimental track.
- PSYC 6970, Teaching Internship, is offered to our master's students in any track and allows the student a thorough exposure to college-level instruction in psychology. This option is useful to those who wish to teach full- or part-time in a technical school, college, or commercial setting, as well as to those who plan to pursue a PhD and seek a teaching assistantship. Students who select this option serve in an apprentice relationship with a member of the psychology faculty at AU. The mentor and student discuss classroom issues, ethics, and related readings. The student observes instructional techniques, writes syllabi and test items, scores exams, tutors individuals, provides test feedback, and ultimately teaches under the supervision of the faculty mentor.

Performance: Performance on internships is assessed in terms of 1) meeting the appropriate number of internship hours (5 clock hours per week per credit hour on a 15 week term), 2) experiences in assigned internship activities, e.g., client contacts, readings, etc., 3) experiences with an agency supervisor – a *minimum* of one hour per week of direct supervision per week, and 4) experiences with a faculty supervisor – a *minimum* of one scheduled contact hour per week. Clinical/counseling students should refer to the Clinical Internship Manual for more specific information regarding supervision requirements.

Following receipt of a report from the agency supervisor, the faculty supervisor will assess the adequacy of each intern's performance and experience and assign a grade of "S" (Satisfactory, or a passing grade) or "U" (Unsatisfactory, or a failing grade). At the faculty supervisor's discretion, remedial tasks may be assigned which must be completed before the final grade is issued.

Health and Liability Insurance: Participating students must show evidence of health and liability insurance as needed in amounts satisfactory to the internship facility. All medical or health care (emergency or otherwise) that a student receives in conjunction with his or her internship with the agency will be at the expense of the individual involved.

I. Thesis

The thesis is expected to demonstrate thoroughness of research, keenness of analysis, and effectiveness of expression. A student interested in pursuing the thesis option must petition for approval from the psychology faculty at their first

year review. In order to receive approval, a faculty member with graduate faculty status must agree to be the thesis advisor. Students should first discuss their interest in doing a thesis with their mentor. In consultation with their mentor, the student should then approach the faculty member(s) they are interested in working with before the first year review to secure a thesis advisor. Once a faculty member has told the student he/she will be the advisor, the student should share this information with their mentor. The mentor will in turn present the request and the thesis advisor to the faculty. If given approval, the thesis hours should be reflected in the completed plan of study completed with the Director of Graduate Studies after the first year review. Experimental students pursuing theses must register for a minimum of 9 hours of PSYC 6990 Thesis Research. Clinical/counseling students pursuing a thesis must register for a minimum of 3 hours of PSYC 6990. It is expected that students will register for PSYC 6990 during summer, fall, and spring semesters of their second year, completing the thesis *no later than* the following summer. **A grade of “I” or “IP” will not typically be given for thesis hours.** If students continue to work on the thesis after they have completed nine hours of PSYC 6990, they are expected to enroll for one hour of thesis credit each semester they continue to work on the project. Thesis hours are assigned grades of “S” for satisfactory work and “U” for unsatisfactory work.

Thesis work requires close supervision by the thesis committee, especially the thesis advisor. The thesis committee will consist of the thesis advisor and two other faculty members approved by the thesis advisor and Director of Graduate Studies. The thesis committee may include an ex-officio member outside the Augusta University Department of Psychological Sciences. This individual should have appropriate academic qualifications and demonstrated expertise in the area of research pertaining to the thesis. The thesis committee should be set by June 30 of the first year.

All students pursuing the thesis option must complete a thesis proposal. The thesis proposal is viewed as a contract between the student and the thesis committee. The proposal should include rationale, hypotheses, method, proposed analyses, and references all conforming to APA style. Thesis students are expected to write their thesis proposals during the summer of their first year of graduate study. The **initial** thesis proposal meeting should be held no later than the end of the third week after the beginning of the fall semester of the second year. The primary purpose of this meeting is to approve the student’s method and to allow the student to submit the study for approval by the AU Institutional Review Board. No data collection may begin until after this approval is must be obtained.

The full thesis proposal must occur by **midterm** of fall semester of the student’s second year. The thesis must conform to the current American Psychological Association Publication Manual and the templates provided by The Graduate School. **Students who do not meet this deadline will be withdrawn from the PSYC 6990 course and will not likely be allowed to proceed with the thesis process.**

Students should plan to collect data during fall and spring semesters, and complete analyses and write-up during spring semester, with a thesis defense meeting scheduled no later than two weeks prior to planned graduation. With the approval of the thesis committee, the student may complete the thesis and have the thesis meeting during the second summer. Any other extensions will require the approval of the Director of Graduate Studies. After obtaining the thesis advisor's approval, the student will schedule a thesis defense meeting with the members of the thesis committee. Copies of the thesis should be given to the committee members no later than one week before the thesis defense meeting.

The student must follow the most recent thesis submission guidelines posted by The Graduate School. It is the student's responsibility to familiarize themselves with The Graduate School thesis templates and requirements.

It is possible for clinical/counseling students to complete both the thesis and internship tracks with approval from the faculty during first year review and after a review of the student's performance in the program. **Due to the time constraints of pursuing both thesis and internship tracks, clinical/counseling students choosing this route should consider remaining in the program longer than the usual six semesters for full-time graduate students.**

Thesis checklists and additional information can be found in Section XII.

J. Summer Semester Attendance

The M.S. program is scheduled on a year-round basis and students are typically expected to attend the summer term as full-time students. Exceptions to this policy may be granted only by successful written petition to the Director of Graduate Studies.

K. Comprehensive Examinations

Comprehensive examinations are an integral part of each candidate's program of study. They are designed to measure the candidate's knowledge of and competency in the field of psychology. Comprehensive exams will include a written product that will be evaluated by a committee of three faculty members. This product will vary by the chosen track of the student. Candidates must meet the following criteria to submit the comprehensive examination, along with any other requirements which are in effect at the time a date is set for the examination:

- a. Faculty approval for admission to candidacy, usually granted during the second year review (see section E).
- b. *Successful* completion (i.e., grades of B or better) of at least 32 semester hours of the plan of study

- c. Achievement of an overall GPA of 3.00 or higher on a 4.00 scale for all courses creditable toward satisfying the degree requirements,

Students must be enrolled in the University the semester they wish to graduate. For those students who have completed all coursework but not comprehensive exams, enrollment in a one-hour course, PSYC 6950 Comprehensive Exams is required.

The due date for the comprehensive examination paper will be disseminated to students in early fall of the second year. Typically, the due date is in early February. Comprehensive exam papers must be emailed to the exam committee members by the due date and time. Other portions of the exam such as the comps checklist, plan of study, and any protocols must be delivered to the exam committee by the due date and time. **Late papers will not normally be accepted.** Any extension to the due date must be made in writing to the Director of Graduate Studies with compelling evidence for the delay. The Graduate Director will present the evidence to the department for a vote on whether an extension is permitted. The department will determine the length of any extension.

Examination committees will be formed by the Director of Graduate Studies. The candidate's mentor will serve as the chair of the committee. Other members of the committee will include faculty appropriate to assess the competence of the student. The Director of Graduate Studies will disseminate information on the committees to the students and faculty at the beginning of spring semester. Dates and times of examinations also will be determined by the Director of Graduate Studies. Committees will be given approximately two weeks to read the documents before the examinations begin.

There are three possible outcomes of Comprehensive Examinations: Pass (including Pass with Distinction), Remediation, Continuance, and Fail. If all examiners rate the student as meeting or exceeding expectations on all dimensions, the student will be passed. A student who far exceeds expectations may be awarded a Pass with Distinction. Such an award should be a rare occurrence and indicate that the written and oral examination are both exceptional. If a comprehensive exam committee wishes to award a student a Pass with Distinction, the student's mentor should forward the nomination to the Graduate Committee along with the rationale for the award. The Graduate Committee will consider the recommendation and may seek additional information (e.g., a copy of the written report) to arrive at a decision. The Director of Graduate Studies is responsible for notifying the student of the award. If the comprehensive exam committee determines that a student is deficient in an area that can be remediated, the committee has the freedom to assign remedial work or to grant a continuance. Those students asked to remediate work must have their remediation changes to their committee **no later** than three weeks following the initial testing session. Those granted a continuance must re-examine **no sooner** than three weeks after the initial testing session. Only one continuance may be granted. Students, whose work is judged so poor that it

cannot be remediated, will be failed. Students who fail their initial attempt must choose a new case, and will be allowed to retest no sooner than five weeks after the initial testing session. Students, who fail a second time, are required to petition the faculty for permission to test again. Faculty may deny the student permission to submit a third comprehensive exam paper and recommend dismissal for the student. In any case, students who fail comprehensive exams a third time will be dismissed from the program.

Additional information on comprehensive examinations including grading checklists and grading rubrics can be found in Section XII.

1. Clinical/Counseling Students

Clinical students will submit a paper/report based on an actual clinical case the student had while on internship. The student may discuss the case with clinical faculty and on-site supervisors, but the student cannot ask that faculty or supervisors read and comment on drafts of the paper. If a student is using a report handed in during supervision, the majority of the work must be that of the student. Note: The client's identity must be disguised throughout the report and during the oral examination. Clinical sites will be asked to confirm that the case presented was one supervised by the site while on the student was on internship at that site. **Students who present on a case for which they did not either personally assess or provide therapy, will be charged with plagiarism and will be dismissed from the program for unethical conduct.**

The report should include information such as: reason for referral; presenting problem and its history; psychosocial history (broken into subheadings as necessary); behavioral observations; test results (including profiles); theory based case conceptualization; DSM diagnosis; rationale for treatment chosen; treatment techniques used; treatment progress/trajectory/outcome; ethical and diversity issues, and how the case relates to biological, learned, and social bases. Checklists and rubrics for the examination are in Section XII.

Some clinical students will not have an opportunity to use personality or cognitive assessments with their clients. For these students, a protocol from a cognitive and/or personality test will be presented to them at the beginning of their defense. They will be allowed 30-45 minutes to study and interpret them. The students will discuss their interpretation with their committee who will judge their proficiency. The interpretation will be in the format of a consultation. They will then present their prepared case to the committee. For those students who provided assessment but not therapy for their case, a detailed proposed therapeutic plan tailored to the client is appropriate.

2. Applied Experimental Students

Applied experimental students will propose a study to their committee based on research from their practicum or their internship site. The proposal must include a literature review (at the level expected in a manuscript), a method (with proposed measures), and a plan for analyzing the data (including an expectation of what their results should look like should the hypotheses be supported). Students will be asked to include information regarding biological, learned, and social bases of behavior as they relate to the case. They should also address diversity issues as they relate to the case.

The student may discuss the study with faculty and on-site supervisors, but the student cannot ask that faculty or supervisors read and comment on drafts of the paper.

3. General Experimental Students

General experimental students will complete a thesis project. Their thesis defense will serve as their comprehensive exam. As part of the oral defense, students will be asked to include information regarding biological, learned, and social bases of behavior as they relate to the general area of the research. Students must also address diversity issues in the oral defense meeting. A rubric will be provided that will be used to assess competence. This rubric can be found in Section XII.

For the oral thesis defense meeting, the student will do a short presentation of the project (no more than 15 minutes), keeping in mind that the committee will have read the thesis document. A question and answer session will follow. The meeting is likely to take approximately 90 minutes. Additional details on the thesis can be found above in sections I, X, and XII.

L. Academic Expectancies and Professional Standards

Students are expected to pass all courses in their plan of study with at least a grade of B. If a student earns a C or lower in a course, the student must remediate that course. Remediation can be accomplished by either retaking the course and earning a B or better in the class OR by taking another course in the curriculum which meets the requirements of the program in which the student earns at least a grade of B or better. The “substitute” course must come from the same content area as the one the student hopes to replace. In addition, the student must maintain a GPA of at least 3.00 across all courses attempted in the M.S. degree program. Students who earn two or more C’s in the program will be dismissed from the program. Dismissal may also occur when students display unethical behavior such as plagiarism, failure to pass comprehensive exams, unsatisfactory first or second year reviews, or when students in provisional status have deficient

academic records. Work with a grade of “U” may be repeated once with departmental approval.

In addition to the usual academic challenges, students must demonstrate personal maturity, emotional stability, social competence, ethical standards, and demeanor befitting a psychologist. These dimensions are assessed formally during a departmental review of first year graduate students, when the faculty vote to admit the student into candidacy, during each internship, and during each semester as a graduate assistant (if applicable). Failure to remediate any deficits noted during the first or second year review precludes admission to candidacy or assignment to internship. Unacceptable performance on an internship or an assistantship may also be grounds for termination at the discretion of the faculty.

Because, relative to undergraduate education, graduate school is a closer approximation to psychology as a profession, students are expected to conduct themselves in a professional manner while enrolled in the program. Attention is called especially to the following:

1. Students are to attend all class sessions in each course in which they are enrolled. While college policy permits the equivalent of one week of absence during the semester, this should be viewed as a provision for emergencies and not as a privilege to be used capriciously. Attendance will be monitored beginning with the first scheduled class period.
2. On-time behavior is an important professional attribute. Consequently, students are expected to be in the classroom, prepared for class and ready to work at the beginning of each class period. At the discretion of the individual instructor, late arrival to class may be recorded as an absence.
3. When, due to uncontrollable circumstances, a student will be late or absent from class, it is the responsibility of the student to notify the instructor prior to the event. When prior notification is not feasible, the student will discuss the tardiness or absence with the instructor as soon as possible following the event.
4. Students are expected to perform in a professional manner while in the classroom. Inattention, apparent boredom or apathy, and behaviors inconsistent with the operation of the class will be considered to be unprofessional within the context of this program (e.g., use of laptop or other electronic devices for purposes other than those directly related to the course topic).
5. Assignments are to be submitted promptly when due. All work is to be completed in accordance with professional standards and in keeping with principles of academic honesty.

6. In interactions with others, including faculty, staff, other students, clients, or subjects, students are expected to observe the ethical standards applicable to the profession of psychology. In internship assignments, students are expected to dress and comport themselves as would psychologists working within that setting or agency.

The psychology department has outlined a set of competencies that all students are expected to meet. The competencies for each track reflect the intention behind the curricular requirements in that track. Students are expected to demonstrate their attainment of these competencies through their grades in their classes, their internship evaluations, their personal conduct, and their passing of comprehensive exams. The competencies associated with each track can be found in Section XI.

M. Graduation Policy

The department follows the graduation policy published by The Graduate School.

N. Forms Summary

Current forms should be obtained from the department website and/or the Director of Graduate Studies. The following forms are to be initiated by the student, and completed and filed with the department:

1. **Preliminary Plan of Study.** No later than the end of the first full-time semester or its equivalent.
2. **Proposed Final Plan of Study.** Completed after first year review and feedback meeting with the student's mentor. This form is to be completed with the Director of Graduate studies.
3. **First and Second Year Reviews.** Self- evaluations to be completed by the deadline provided by the Director of Graduate Studies. Student should meet with their faculty mentor to discuss the self-evaluation.
4. **Application for Graduation.** No later than the midterm of the semester *preceding* the semester in which all course work will be completed. For example, for spring graduation the application for graduation will normally be completed by midterm the previous fall semester. This form must be filed with the Registrar.
5. **Exit Survey.** Submitted online at the end of the final semester and prior to graduation. An exit interview with the Director of Graduate Studies or Department Chair is optional.

IV. Curriculum Summary

The following list of graduate courses indicates the semester(s) each course is projected to be offered.

NO.	NAME	HRS	SEMESTER(S) OFFERED
6115	History and Systems of Psychology	3	Spring
6121	Research Methods I	3	Fall
6921	Research Methods Lab I	1	Fall
6122	Research Methods II	3	Spring
6922	Research Methods Lab II	1	Spring
6126	Cognitive Assessment	3	Spring
6926	Cognitive Assessment Practicum	1	Spring
6127	Personality Assessment	3	Fall
6927	Personality Assessment Practicum	1	Fall
6130	Developmental Psychology	3	Fall or Summer
6143	Behavior Pathology	3	Fall
6145	Therapeutic Interventions I	3	Spring
6945	Therapeutic Interventions Practicum I	1	Spring
6146	Therapeutic Interventions II	3	Fall
6946	Therapeutic Interventions Practicum II	1	Fall
6147	Seminar in Group Process	3	Summer
6165	Learning Principles and Applications	3	Spring
6168	Cognitive Psychology	3	Fall
6173	Social Psychology	3	Spring
6181	Behavioral Neuroscience	3	Fall or Spring
6182	Clinical & Addictive Psychopharmacology	3	Spring or Summer
6190	Professional Issues in Psychology	1	Fall
6191	Ethical Issues in Psychology	3	Summer
6930	Research Practicum I	3	Fall
6931	Research Practicum II	3	Spring
6950	Special Topics	Var	Fall, Spring, Summer
6940	Industrial/Organizational Internship	Var	Fall, Spring, Summer
6960	Clinical Internship	Var	Fall, Spring, Summer
6970	Teaching Internship	Var	Fall, Spring, Summer
6980	Research Internship	Var	Fall, Spring, Summer
6990	Thesis Research	Var	Fall, Spring, Summer

A. Clinical/Counseling Track Course Requirements

The clinical/counseling track offers a thesis or a non-thesis (internship) option. Students will be given formal permission by the faculty to pursue a thesis or internship at the end of the spring semester of their first year of graduate studies. The faculty will review the student's professional goals, academic performance, proposed final plan of study, and professional and ethical behavior to determine whether the student will be eligible for either the thesis or internship tracks.

1. Clinical/Counseling Track, Non-Thesis Option

The non-thesis option requires the satisfactory completion of a minimum of 60 semester hours of graduate course as detailed below. All Clinical/Counseling Students will need to complete at least 8 hours of PSYC 6960 Clinical Internship (600 clock hours). **All clinical/counseling students are strongly encouraged to carefully study the license requirements in the states where they may be employed in the future.** For this track, at least 57 of the total hours required must be earned in the major field; no more than 8 of the 57 hours may be earned in PYSC 6940, 6960, 6970, 6980, and/or 6990. Students may take additional coursework beyond the 60 hour minimum with permission of the Director of Graduate Studies.

a.) Clinical/Counseling Non-Thesis Track Courses (60 hours)

Research Foundations (Required)

PSYC 6121 Research Methods I (3 hours)

PSYC 6921 Research Methods Lab I (1 hour)

PSYC 6122 Research Methods II (3 hours)

PSYC 6922 Research Methods Lab II (1 hour)

Assessment Foundations (Required)

PSYC 6126 Cognitive Assessment (3 hours)

PSYC 6926 Cognitive Assessment Practicum (1 hour)

PSYC 6127 Personality Assessment (3 hours)

PSYC 6927 Personality Assessment Practicum (1 hour)

Therapy Foundations (Required)

PSYC 6143 Behavior Pathology (3 hours)

PSYC 6145 Therapeutic Interventions I (3 hours)

PSYC 6945 Therapeutic Interventions Practicum I (1 hour)

PSYC 6146 Therapeutic Interventions II (3 hours)

PSYC 6946 Therapeutic Interventions Practicum II (1 hour)

PSYC 6147 Seminar in Group Process (3 hours)

PSYC 6149 Career Counseling

Social/Cultural/Systemic Bases of Behavior (Required)
PSYC 6173 Social Psychology and Human Diversity (3 hours)
PSYC 6175 Diversity Issues in Counseling

Learned Bases of Behavior (Required)
PSYC 6130 Developmental Psychology (3 hours)

Biological Bases of Behavior (Choose One)
PSYC 6181 Behavioral Neuroscience (3 hours)
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)
PSYC 6190 Professional Issues in Psychology (1 hour)
PSYC 6191 Ethical Issues in Psychology (3 hours)

Internship Requirements (Required)
PSYC 6960 Clinical Internship (8 hours). Additional internship hours may be selected from PSYC 6940, 6970, or 6980.

Select at least one additional course to include:
PSYC 6115 History and Systems of Psychology (3 hours)
PSYC 6165 Learning Principles and Applications (3 hours)
PSYC 6148 Marriage and Couples Therapy (3 hours)
PSYC 6168 Cognitive Psychology (3 hours)
PSYC 6181 Behavioral Neuroscience
PSYC 6182 Clinical and Addictive Psychopharmacology
PSYC 6950 Special Topics (3 hours)
One course with a non-PSYC designation

2. Clinical/Counseling Thesis Track Courses (60 hours)

Research Foundations (Required)
PSYC 6121 Research Methods I (3 hours)
PSYC 6921 Research Methods Lab I (1 hour)
PSYC 6122 Research Methods II (3 hours)
PSYC 6922 Research Methods Lab II (1 hour)

Assessment Foundations (Required)
PSYC 6126 Cognitive Assessment (3 hours)
PSYC 6926 Cognitive Assessment Practicum (1 hour)
PSYC 6127 Personality Assessment (3 hours)
PSYC 6927 Personality Assessment Practicum (1 hour)

Therapy Foundations (Required)
PSYC 6143 Behavior Pathology (3 hours)
PSYC 6145 Therapeutic Interventions I (3 hours)
PSYC 6945 Therapeutic Interventions Practicum I (1 hour)

PSYC 6146 Therapeutic Interventions II (3 hours)
PSYC 6946 Therapeutic Interventions Practicum II (1 hour)
PSYC 6147 Seminar in Group Process (3 hours)
PSYC 6149 Career Counseling

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)
PSYC 6175 Diversity Issues in Counseling

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional Issues in Psychology (1 hour)
PSYC 6191 Ethical Issues in Psychology (3 hours)

Internship Requirements (Required)

PSYC 6990 Thesis (3 hours)
PSYC 6960 Clinical Internship (8 hours). Additional internship hours may be selected from PSYC 6940, 6970, or 6980.

B. Experimental Track Course Requirements

The experimental track is divided into two sub-tracks: the general experimental track and the applied experimental track. Students who seek to pursue a doctoral degree are advised to complete the general experimental track. Those individuals who wish to work in more applied settings after graduation, such as in a medical research environment, technical college, or community agencies are advised to choose the applied experimental track.

The program objectives for the general and applied experimental tracks suggest that students will be proficient in the following areas: methodology, learned bases of behavior, biological bases of behavior, and social/diversity bases of behavior. Applied experimental students are also expected to have competency in assessment. To ensure that all experimental students have the background to meet these objectives, experimental students will be required to take courses from each category outlined below.

1. **General Experimental Track**

The general experimental track requires the satisfactory completion of a minimum of 41 semester hours of graduate work including nine semester hours of Thesis Research (PSYC 6990). Students must be given formal permission by the graduate faculty to pursue a thesis and internship at the end of the spring semester of their first year of graduate studies. The faculty will review the student's professional goals, academic performance, and professional and ethical behavior to determine whether the student will be eligible for the thesis track. For this track, at least 38 of 41 required hours must be earned in the major field; no more than nine of the 41 total hours may be earned in PSYC 6990. If the thesis completion is delayed, the student will need to take more thesis credits above and beyond the 41 required hours.

Research Foundations (All Required)

PSYC 6121 Research Methods I (3 hours)
PSYC 6921 Research Methods Lab I (1 hour)
PSYC 6122 Research Methods II (3 hours)
PSYC 6922 Research Methods Lab II (1 hour)
PSYC 6930 Research Practicum I (3 hours)
PSYC 6931 Research Practicum II (3 hours)

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)
PSYC 6165 Learning Principles and Applications (3 hours)
PSYC 6168 Cognitive Psychology (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional Issues in Psychology (1 hour)

Thesis (9 hours required)

PSYC 6990 Thesis (General Experimental)

Internship (2 hours)

PSYC 6980 Research Internship

Electives (6 hours)

PSYC 6115 History and Systems of Psychology (3 hours)
PSYC 6126 Cognitive Assessment (3 hours)

PSYC 6127 Personality Assessment (3 hours)
PSYC 6130 Developmental Psychology (3 hours)
PSYC 6143 Behavior Pathology (3 hours)
PSYC 6148 Marriage and Couples Therapy (3 hours)
PSYC 6165 Learning Principles and Applications (3 hours)
PSYC 6168 Cognitive Psychology (3 hours)
PSYC 6181 Behavioral Neuroscience (3 hours)
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)
PSYC 6191 Ethical Issues in Psychology (3 hours)
PSYC 6950 Special Topics (3 hours)
One approved course outside of Psychology

2. Applied Experimental Track

The applied experimental track requires the satisfactory completion of a minimum of 40 semester hours of graduate work including six semester hours of Internship (PSYC 6940, 6970 and/or 6980). Students will be given formal permission by the faculty to pursue a thesis or internship at the end of the spring semester of their first year of graduate studies. The faculty will review the student's professional goals, academic performance, and professional and ethical behavior to determine whether the student will be eligible for the internship track. For this track, at least 37 of the 40 total hours required must be earned in the major field; no more than six of the 40 total hours may be earned in PSYC 6940, 6970, and/or 6980. A student may take additional courses above and beyond the plan of study with permission of the Director of Graduate Studies.

Research Foundations (All Required)

PSYC 6121 Research Methods I (3 hours)
PSYC 6921 Research Methods Lab I (1 hour)
PSYC 6122 Research Methods II (3 hours)
PSYC 6922 Research Methods Lab II (1 hour)
PSYC 6930 Research Practicum I (3 hours)
PSYC 6931 Research Practicum II (3 hours)

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)
PSYC 6165 Learning Principles and Applications (3 hours)
PSYC 6168 Cognitive Psychology (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional Issues in Psychology (1 hour)

Assessment Foundations (Required)

PSYC 6126 Cognitive Assessment I (3 hours)

PSYC 6926 Cognitive Assessment Practicum I (1 hour)

Internship (6 hours required)

PSYC 6940, 6970 and/or 6980

Electives (6 hours)

PSYC 6115 History and Systems of Psychology (3 hours)

PSYC 6127 Personality Assessment (3 hours)

PSYC 6130 Developmental Psychology (3 hours)

PSYC 6143 Behavior Pathology (3 hours)

PSYC 6148 Marriage and Couples Therapy (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)

PSYC 6168 Cognitive Psychology (3 hours)

PSYC 6181 Behavioral Neuroscience (3 hours)

PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

PSYC 6191 Ethical Issues in Psychology (3 hours)

PSYC 6950 Special Topics (3 hours)

One approved course outside of Psychology

V. Sample Plan of Study: Clinical/Counseling

The following plan of study may be considered representative, but by no means universal, of a clinically-focused student completing the program with 60 semester hours in six consecutive semesters. The semester courses are offered may change due to a number of departmental factors.

YEAR I

FALL (12 hours):	Professional Issues in Psychology	(PSYC 6190) (1 hrs)
	Personality Assessment	(PSYC 6127) (3 hrs)
	Personality Assessment Practicum	(PSYC 6927) (1 hr)
	Research Methods I	(PSYC 6121) (3 hrs)
	Research Methods Lab I	(PSYC 6921) (1 hr)
	Behavior Pathology	(PSYC 6143) (3 hrs)

- * Match with Faculty Mentor
- * File Preliminary Plan of Study

SPRING (11 hours):	Cognitive Assessment	(PSYC 6126) (3 hrs)
	Cognitive Assessment Practicum	(PSYC 6926) (1 hr)
	Research Methods II	(PSYC 6122) (3 hrs)
	Therapeutic Interventions I	(PSYC 6145) (3 hrs)
	Therapy I Practicum	(PSYC 6945) (1 hr)

- * 1st Year Evaluation
- * File Complete Plan of Study
- * Meet with Graduate Clinical Internship Coordinator for Internship Placement

SUMMER (9 hours):	Diversity Issues in Counseling	(PSYC 6175) (3 hrs)
	Seminar in Group Process	(PSYC 6147) (3 hrs)
	Ethical Issues in Psychology	(PSYC 6191) (3 hrs)

YEAR II

FALL (11 hours)	Therapeutic Interventions II	(PSYC 6146) (3 hrs)
	Therapy II Practicum	(PSYC 6946) (1 hr)
	Developmental Psychology	(PSYC 6130) (3 hrs)
	Research Methods Lab II	(PSYC 6922) (1 hr)
	Internship	(PSYC 6960) (3 hrs)

- * Submit Application for Spring Graduation by Midterm
- * 2nd Year Evaluation/Admission to Candidacy

SPRING (9 hours)	Career Counseling	(PSYC 6149) (3 hrs)
	Social Psychology & Human Diversity	(PSYC 6173) (3 hrs)
	Elective	(3 hrs)
	Internship	(PSYC 6960) (3 hrs)

- * Comprehensive Exams

* Submit Application for Summer Graduation by Midterm

SUMMER (5 hours) Clinical & Addictive Psychopharmacology (PSYC 6182) (3 hrs)
Internship (PSYC 6960) (2 hrs)

* Complete exit survey

VI. Typical Plan of Study: General Experimental

Course sequences vary somewhat among students depending on a number of factors. *The following plan of study may be considered representative, but by no means universal, of an experimentally focused student on the general track completing the program with 41 semester hours in five semesters.* Many students develop plans of study with more than the minimum number of hours.

YEAR I

FALL (11 hours) Professional Foundations (PSYC 6190) (1 hrs)
Research Practicum I (PSYC 6930) (3 hrs)
Research Methods I (PSYC 6121) (3 hrs)
Research Methods Lab I (PSYC 6921) (1 hr)
Elective or other required course (PSYC 6127, 6143, 6168, 6181) (3 hrs)

* Match with Faculty Mentor
* File Preliminary Plan of Study

SPRING (19 hours) Research Methods II (PSYC 6122) (3 hrs)
Research Practicum II (PSYC 6931) (3 hrs)
Elective or other required course (PSYC 6115, 6165, 6173) (3 hrs)

* 1st Year Evaluation
* File Complete Plan of Study
* Start to develop thesis idea

SUMMER (8 hours): Elective (3 hours)
Research Internship (PSYC 6980) (2 hrs)
Thesis (PSYC 6990) (3 hrs)

YEAR II

FALL (6 hours) Elective or other required course (PSYC 6127, 6143, 6168, 6181) (3 hrs)
Research Methods Lab II (PSYC 6922) (1 hr)
Thesis (PSYC 6990) (3 hrs)

* Submit Application for Graduation by Midterm

* 2nd Year Evaluation/ Admission to Candidacy

SPRING (6 hours)	Elective or other required course	(PSYC 6115, 6165, 6173, 6182) (3 hrs)
	Thesis	(PSYC 6990) (3hrs)
	* Thesis Defense/Comprehensive Exams	
	* Complete exit survey	

VII. Typical Plan of Study: Applied Experimental

Course sequences vary somewhat among students depending on a number of factors. *The following plan of study may be considered representative, but by no means universal, of an experimentally focused student on the general track completing the program with 40 semester hours in five semesters.* Many students develop plans of study with more than the minimum number of hours.

YEAR I

FALL (11 hours)	Professional Foundations	(PSYC 6190) (1 hrs)
	Research Practicum I	(PSYC 6930) (3 hrs)
	Research Methods I	(PSYC 6121) (3 hrs)
	Research Methods Lab I	(PSYC 6921) (1 hr)
	Elective or other required course	(PSYC 6127, 6143, 6168, 6181) (3 hrs)
	* Match with Faculty Mentor	
	* File Preliminary Plan of Study	
SPRING (11 hours)	Research Methods II	(PSYC 6122) (3 hrs)
	Research Practicum II	(PSYC 6931) (3 hrs)
	Cognitive Assessment	(PSYC 6126) (3 hrs)
	Cognitive Assessment Practicum	(PSYC 6926) (1 hr)
	* 1st Year Evaluation	
	* File Complete Plan of Study	
	* Meet with Graduate Internship Coordinator for Internship Placement	
SUMMER (6 hours):	Elective or other required course	(3 hours)
	Elective or internship	(3 hours)

YEAR II

FALL (6 hours)	Elective or other required course	(PSYC 6127, 6143, 6168, 6181) (3 hrs)
	Research Methods Lab II	(PSYC 6922) (1 hr)

	Internship	(PSYC 6940, 6970, 6980) (3 hrs)
	* Submit Application for Graduation by Midterm	
	* 2nd Year Evaluation/ Admission to Candidacy	
SPRING (6 hours)	Social Psychology and Human Diversity	(PSYC 6173) (3 hrs)
	Elective other required course, or internship	(PSYC 6115, 6165, 6182) (3 hrs)
	* Comprehensive Exams	
	* Complete exit survey	

VIII. Course Descriptions

Psychology courses at the graduate level are not generally available to students in other programs at Augusta University. A minimum grade of “B” must be earned in any prerequisite listed below. Most graduate courses are taught only once a year, and some may be offered less frequently than that.

PSYC 6115 History and Systems of Psychology

The scientific and philosophical antecedents influencing psychology, and the development of psychology’s principal theoretical schools. Emphasis will be placed on understanding current psychological trends from an historical perspective.

PSYC 6121 Research Methods I

This course covers theory and application of experimental design in psychology. Topics include but are not limited to controlling confounding variables, hypothesis testing, APA style guidelines, and univariate statistics. The use of computers in psychological research will also be covered.

PSYC 6122 Research Methods II

A continuation of PSYC 6121 in examining the theory and application of experimental and correlational designs in psychological research. Focus is placed particularly on multivariate designs and analysis, with other topics including qualitative analyses, research ethics, and APA style guidelines. Computer application of course material will be emphasized. *Prerequisite(s): PSYC 6121, with a grade of B or better.*

PSYC 6126 Cognitive Assessment

Review of theory and application as related to psychological tests of intellectual and cognitive functioning. The application part of the course focuses on supervised practice in the individual administration and scoring of widely used, psychometrically sound cognitive tests. Moreover, emphasis is placed on interpretation of test results through, for example, multiple reports and feedback of written communication.

PSYC 6127 Personality Assessment

Examination of the theoretical and practical issues in personality and diagnostic assessment, with an emphasis on reliability, validity, and test construction, and an emphasis on diagnosis using the current Diagnostic and Statistical Manual.

PSYC 6130 Developmental Psychology

A study of biological, cognitive, psychosocial and ecological changes in life span development. The evolution of developmental theory is examined with emphasis on current research in the field.

PSYC 6143 Behavior Pathology

The study of the etiology, explanatory models, and terminology associated with diagnosis of disorders described in the current Diagnostic and Statistical Manual. Students will have extensive practice at diagnosing from video clips.

PSYC 6145 Therapeutic Interventions in Clinical and Counseling Psychology I

A critical comparison of therapeutic approaches to behavior disorders and problems of daily living, including psychodynamic behavioral, humanistic and cognitive-behavioral models. Practical training in interviewing and therapy is provided.

Prerequisite(s): PSYC 6143, with a grade of B or better.

PSYC 6146 Therapeutic Interventions in Clinical and Counseling Psychology II

A continuation of PSYC 6145, with critical comparison of therapeutic approaches to behavior disorders and problems of daily living, including psychodynamic behavioral, humanistic and cognitive-behavioral models. Practical training in interviewing and therapy is provided. *Prerequisite(s): PSYC 6143 and PSYC 6145, each with a grade of B or better.*

PSYC 6147 Seminar in Group Process

The application of theory to group intervention. Group interactions are used to explore feelings, attitudes, and interpersonal impact upon others. Techniques of group facilitation and personal explorations are emphasized.

PSYC 6149 Career Counseling

An overview of theories of career development and approaches to career counseling in a variety of contexts and populations. Students will become familiar with career counseling assessments, counseling techniques, career development across the lifespan, and ethical issues related to practice.

PSYC 6165 Learning Principles and Applications

The course will focus on the theory and methods of empirically-derived principles of conditioning and learning on human and animal subjects. Special attention will be given to clinical and personal applications of the material.

PSYC 6168 Cognitive Psychology

This course will examine the scientific study of human mental processes, including language, memory, problem solving, concept formation and attention. The course will emphasize thinking critically about issues central to cognition, grasping the logic of research design and understanding how to weigh evidence in evaluating explanations.

PSYC 6173 Social Psychology and Human Diversity

An advanced survey of the traditional areas of research in social psychology including social cognition, the self, attitudes, social influence, prejudice, prosocial behavior, aggression, and groups. Emphasis will be placed on relationship of diversity (e.g., gender, ethnicity, sexual orientation, religion, disability) with these topic areas.

PSYC 6175 Diversity Issues in Counseling

Emphasis on developing knowledge, attitudes, and skills related to assessment and psychotherapeutic interventions with individuals different from the student including characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference.

PSYC 6181 Behavioral Neuroscience

Consideration of the biological bases of behavior, particularly the role of forebrain structures on sensation and perception, learning and memory, language and cognition, emotion and motivation, and psychological disorders. Clinical neuropsychology will receive special focus. An undergraduate course in biological psychology is recommended, but not required.

PSYC 6182 Clinical and Addictive Psychopharmacology

A critical examination of contemporary chemical-based therapies for psychological disorders, and a survey of the theoretical, etiological and treatment aspects of drug abuse and (especially) drug addiction. Undergraduate preparation in biological psychology and/or psychopharmacology is preferred but not required.

PSYC 6190 Professional Issues in Psychology

The course will address multiple professional issues, including licensing, professionalism, the scope of psychology, and specializations in the field. In addition, the course will serve as an orientation to the program. All students will be required to demonstrate competency in their knowledge of the discipline of psychology.

PSYC 6191 Ethical Issues in Psychology

A critical evaluation of the ethical issues associated with the practice of psychology. Students will learn about the APA code of ethics associated with both treatment and research in the discipline. Students will be provided with information to help make informed ethical decisions in their profession.

PSYC 6921 Research Methods Lab I

Designed to be taken concurrently with PSYC 6121 Research Methods I. Provides in-depth experience with design of independent research projects. Other topics include writing APA-style manuscripts and statistical analysis using computer software.

PSYC 6922 Research Methods Lab II

Designed to be taken concurrently with PSYC 6122 Research Methods II. Provides in-depth experience with data collection and analysis of independent research projects. Other topics include writing APA-style manuscripts and statistical analysis using computer software. *Prerequisite(s): PSYC 6921 with a B or better.*

PSYC 6926 Cognitive Assessment Lab

Designed to be taken concurrently with PSYC 6126 Psychological Assessment I. Provides in-depth supervised experience with administration, scoring, and summarizing the results of cognitive assessments applicable to professional psychology.

PSYC 6927 Personality Assessment Lab

Designed to be taken concurrently with PSYC 6127 Psychological Assessment II. Provides in-depth supervised experience with administration, scoring, and summarizing the results of personality assessments applicable to professional psychology.

PSYC 6930 Research Practicum I

In-depth research experience under the supervision of a faculty member. Readings will focus on research ethics and diversity issues in psychological science. *Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.*

PSYC 6931 Research Practicum II

In-depth research experience under the supervision of a faculty member. An emphasis will be placed on writing, professional issues, and philosophy of science. *Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.*

PSYC 6940 Industrial/Organizational Internship

Individually-supervised field work in the area of industrial/organizational psychology relevant to the student's professional goals. One semester credit is earned for each 75 hours of field work. May be repeated for credit. *Prerequisites: Completion of a minimum of 18 hours of graduate hours in Psychology with a B average or better, and approval of the student's academic advisory committee.*

PSYC 6945 Therapeutic Interventions Practicum I

Designed to be taken concurrently with PSYC 6145 Therapeutic Interventions I. Provides in-depth supervised experience with individual psychotherapy. Topics include initial interview and assessments, therapy micro skills, and therapeutic techniques to include humanistic, gestalt, behavioral, and cognitive modalities.

PSYC 6946 Therapeutic Interventions Practicum II

Designed to be taken concurrently with PSYC 6146 Therapeutic Interventions II. Provides in-depth supervised experience with individual psychotherapy. Topics include initial interview and assessments, therapy micro skills, and empirically based therapy techniques.

Prerequisite(s): PSYC 6945 with a B or better.

PSYC 6950 Special Topics

Supervised independent study or seminars on topics chosen to meet the needs and interests of graduate students which make use of the expertise of the faculty and consultants. May be repeated for credit.

Prerequisites: Graduate status and prior approval by the faculty instructor or advisor.

PSYC 6960 Clinical Internship

Individually-supervised clinical or counseling field work in an applied setting relevant to the student's professional goals. One semester credit hour is earned for each 75 hours of field work. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.

PSYC 6970 Teaching Internship

Individually-supervised field work in a teaching or educational setting relevant to the student's professional goals. One semester credit hour is earned for each 75 hours of field work. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.

PSYC 6980 Research Internship

Individually-supervised fieldwork of a research nature relevant to the student's professional goals. One semester credit hour is earned for each 75 hours of field work. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.

PSYC 6990 Thesis Research

The thesis is an independent research project conducted under the supervision of a faculty supervisor. All students pursuing the thesis option must complete a thesis proposal before data collection and defend their completed thesis to a faculty committee. Most thesis students will enroll in PSYC 6990 during the semester they write their thesis proposal and again during the semester they collect data and finish writing the thesis. May be repeated for credit. Only six hours of credit count toward the Master in Science degree.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the thesis option on the student's plan of study.

PSYC 6995 Independent Research

Independent research conducted under the supervision of a faculty supervisor. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's faculty advisor.

IX. Faculty

Candace Best, Ph.D.*

Associate Professor/Director of Clinical Internships

Purdue University

Clinical Psychology, Adolescent sexuality/sexual behaviors, STIs, HIV, HPV, Sexual health disparities

Georgina Hammock, Ph.D.*

Professor/Director of Research Internships

University of Georgia

Social Psychology, Interpersonal Aggression and Conflict

Scholarship of Teaching and Learning

Jennifer Headrick, Psy.D

Lecturer

Georgia Southern University

Clinical Psychology

Michael Hoane, Ph.D.*

Professor, Department Chair

Texas Christian University

Behavioral Neuroscience, Traumatic Brain Injury, Recovery of Function, Vitamin Therapies, Rehabilitation

Michelle Johnson, Ph.D

Lecturer

University of Georgia

Aging and Health

Laurence Miller, Ph.D.*

Assistant Professor

University of North Carolina

at Chapel Hill

Behavioral Pharmacology, Pain, Drug Abuse, CNS Systems Mediating Motivated Behavior

Tadd Patton, Ph.D.*

Associate Professor/Assistant Chair/Director of Undergraduate Studies

University of South Florida

Physiological, Learning, Brain Evolution, Comparative Neuroanatomy, Anxiety

Deborah Richardson, Ph.D.*

Professor/Associate Dean for Graduate Programs and Research

Kent State University

Teaching and Learning, Interpersonal Aggression

Jenelle Slavin-Mulford, Ph.D.*

Associate Professor

Adelphi University

Personality assessment, Training/supervision, and Psychotherapy process and outcome

Richard Topolski, Ph.D.*

Professor

Binghamton University

Experimental, Cognitive, Visual, Information Processing, Psychology of Reading

Sabina Widner, Ph.D.*

Professor/Assistant Chair/ Director of Graduate Studies)

University of Georgia

Clinical Psychology, Geropsychology, Behavior Change, Master's level issues

***These faculty members currently have Graduate Faculty status. This status is required for a faculty member to chair a thesis.**

Faculty Outside of Psychology
Department

J. Quentin Davis, Ph.D.*
**(Director of Center for Undergraduate
Research and Scholarship)**
University of Nevada Reno
*Teaching and Learning, Child Language
Development*

J. Aaron Johnson, Ph.D.*
**Director, Institute of Public and
Preventive Health**
University of Georgia
Substance-Related Disorders

X. Thesis FAQs

Why should I consider doing a thesis?

It would be hard to find another activity that would as effectively help build functional independence and skills in all aspects of the scientific process. The thesis option is chosen by students who intend to seek a research position following completion of the master's degree, or those seeking admission to a doctoral program in psychology. Students should be aware that doctoral programs vary with respect to this requirement. Some may be just as positively impressed by a publication or even multiple conference presentations. Some may only require a dissertation as part of the doctoral program. Others may require a master's thesis after doctoral admission regardless if one was completed in the master's program. We recommend that students carefully consider their long-term goals, seek information from potential doctoral institutions, and thoroughly discuss the pros and cons of doing a thesis with the major advisor and others.

What types of research are acceptable/unacceptable for a thesis?

Any type of empirical research that includes study design and analysis is seen as acceptable thesis material. This may include qualitative or archival research as approved by the thesis advisor. Purely theoretical or review papers are not acceptable thesis projects.

My thesis idea stems from something I did as an undergraduate (or in PSYC 6121/6122, etc.). Is that OK?

As long as the thesis stems from previous research and is not simply a replication of previous research, it is acceptable. For example, if you completed a research project in the area of stress and memory, it is acceptable to improve upon the original research design in a thesis. However, it is not acceptable to use the same data for a thesis as was used for the class project. Again, the research topic and design should receive approval from the thesis advisor and include empirical research.

How do I go about choosing a thesis advisor? Other committee members?

Students should first discuss their interest in doing a thesis with their mentor. In consultation with their mentor, the student should then approach the faculty member(s) they are interested in working with before the first year review to secure a thesis advisor. Once a faculty member has told the student he/she will be the advisor, the student should share this information with their mentor. The mentor will in turn present the request and the thesis advisor to the faculty.

The thesis chair must have graduate faculty status. An outside member may sit on the committee if this person has demonstrated expertise and appropriate academic qualifications and is approved by the Director of Graduate Studies. Please note that

approval to pursue a thesis will not be granted during the first year review process without a thesis advisor in place.

For what is my thesis advisor responsible? Other members of the committee?

The thesis advisor is responsible for guiding the student in formulation, design, and analysis of the project. The thesis advisor also is responsible for reviewing and editing a thesis draft (for both the proposal and final manuscript) before it goes to the committee. The committee members are responsible for reviewing the thesis proposal and final manuscript and providing feedback to the student. The thesis advisor and committee members also are present for the thesis proposal and defense.

What thesis costs are covered by the department and what costs must I bear? If I wish to do a thesis using animals, will the department pay for the cost of purchasing and maintaining the animals?

Students should expect to pay for interlibrary loans, photocopying, printing and binding the thesis, and research materials. The department and/or university typically provide research support through its library and library connections, computer time and equipment, office and research space, animal maintenance, and the like. If the thesis project requires more extensive funding (for example, the use of animals, considerable long distance telephoning, or special equipment), the student should work with the thesis advisor in seeking assistance through grants, the department, the university, and other possible funding sources.

If I finish all my courses here, can I finish doing my thesis after moving out of town?

The graduate student may continue and complete the thesis away from the university; however, the student must return to the department for the thesis defense (oral comprehensive exam) and the student must be enrolled in at least one credit hour of PSYC 6990 Thesis during each semester that they work on the thesis.

If I publish my thesis, under what circumstances should my thesis advisor or committee members be coauthors?

The department follows the APA ethical guidelines and encourages the student to review the code section including authorship (section 8.12 of the 2002 code).

Must I use APA style for my thesis?

Students should use APA style for their thesis proposal and final paper. The Graduate School requires theses to be copied into a standardized template available on The Graduate School's website. Students should contact The Graduate School directly for questions related to the template format and binding of the thesis.

What's the difference between the thesis course (PSYC 6990) and the independent research course (PSYC 6995)?

PSYC 6990 is for students who have permission to pursue a thesis on their plans of study and who are actively working on their thesis research. Most thesis students will enroll in PSYC 6990 (for 3 hours) during the semester they write their thesis proposal and again (for 3 hours) during the semester they finish writing the thesis. It should be noted that thesis students must be enrolled in PSYC 6990 during the semester in which they defend their thesis work. Enrolling in PSYC 6995 is intended for any student who wishes to engage in independent research under the direction of a faculty member. Non-thesis independent research could be done within a single semester's course, whereas the thesis would typically require enrolling in the course for at least two consecutive semesters. Only thesis students would be required to have their project proposal approved by a thesis committee and defend their thesis upon completion.

What's the difference between PSYC 6980 Research Internship, PSYC 6995 Independent Research, and PSYC 6990 Thesis Research?

A Research Internship (PSYC 6980) involves active participation in an ongoing research program either on campus or at another facility. Students learn about psychological research, but do not initiate and conduct their own research projects. Like other internships, credit is based on hours of onsite work. PSYC 6995 involves an independent research project conducted under the supervision of a faculty member. Generally the student initiates the project and works with the faculty supervisor on research design, data collection, data analysis, and manuscript preparation. The thesis (PSYC 6990) is also conducted under the supervision of a faculty member, but requires a formal thesis proposal before data collection occurs and a thesis defense of the final project to a faculty committee.

XI. Program Learning Objectives

A. Program Outcomes – Clinical/Counseling Track

1. **Knowledge Base:** Graduates will apply research findings and appropriate theories of social, learning, and biological bases of behavior to clinical practices.
2. **Research Competencies:** Graduates will design, conduct, analyze, and interpret the results of psychological research.
3. **Language Competencies:** Graduates will effectively express themselves in written and oral form.
4. **Assessment Competencies:** Graduates will conduct and interpret cognitive and personality assessments using best practices.
5. **Therapy Competencies:** Graduates will effectively conduct evidence based therapeutic interventions appropriate to client needs.
6. **Multicultural and Diversity Competencies:** Graduates will explain the role of diversity in a clinical context and employ skills to work effectively with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.
7. **Ethical and Professional Competencies:** Graduates will adhere to and apply codes of professional and ethical conduct.

B. Program Outcomes – General Experimental Track

1. **Knowledge Base:** Graduates will apply research and appropriate theories of social, learning, and biological bases of behavior to a real life situation (e.g., research, program evaluation, or real world issue).
2. **Research Competencies:** Graduates will design, conduct, analyze, and interpret the results of psychological research.
3. **Language Competencies:** Graduates will effectively express themselves in written and oral form.
4. **Multicultural and Diversity Competencies:** Graduates will explain the role of diversity in research with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.
5. **Ethical and Professional Competencies:** Graduates will adhere to and apply codes of professional and ethical conduct.

C. Program Outcomes – Applied Experimental Track

1. **Knowledge Base:** Graduates will apply research and appropriate theories of social, learning, and biological bases of behavior to a real life situation (e.g., research, program evaluation, or real world issue).
2. **Research Competencies:** Graduates will be able to design, conduct, analyze, and interpret the results of psychological research.
3. **Language Competencies:** Graduates will effectively express themselves in written and oral form.

4. **Assessment Competencies:** Graduates will conduct and interpret cognitive assessments using best practices.
5. **Multicultural and Diversity Competencies:** Graduates will explain the role of diversity in research with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.
6. **Ethical and Professional Competencies:** Graduates will adhere to and apply codes of professional and ethical conduct.

XII. Forms, Rubrics and Checklists

Please note that all forms and rubrics are subject to changes with notice.

1. Thesis Check Sheet
2. Thesis Proposal Rubric
3. Clinical/Counseling Track Comps Checklist
4. Clinical/Counseling Comps Rubric
5. Applied Experimental Track Comps Checklist
6. Applied Experimental Comps Rubric
7. Clinical/Counseling First Year Review Self-Evaluation Form
8. Experimental First Year Review Self-Evaluation Form

Thesis Check Sheet

FALL/EARLY SPRING FIRST YEAR

1. Discuss thesis interests and possible thesis advisors with mentor.
2. Meet with potential thesis advisors to discuss thesis ideas.
3. Let mentor know if and when a thesis advisor has been secured.

SUMMER OF FIRST YEAR

1. Enroll in 3 thesis hours in summer between first and second year of study. (It is the responsibility of the student to make sure the permission for the course is in the Banner system and that the student has successfully enrolled in the proper course).
2. Confirm two other thesis committee members by June 30 and communicate names to Director of Graduate Studies.
3. Discuss major milestones with thesis advisor (e.g., initial committee meeting, data collection begins, etc.).
4. Work on Intro, Methods, and Proposed Analyses sections – goal is to complete these sections during summer.
5. Draft a 1-2 page overview of thesis project to include general research approach, conceptual variables, hypotheses, measures, and proposed sample to share during initial thesis meeting.

FALL OF SECOND YEAR

1. Hold an initial thesis committee meeting by the third week of the fall semester of the second year of study. Ideally, the initial meeting will be scheduled *before* this date. Any deviation from this plan should be approved by the Director of Graduate Studies based on a written explanation of why the deadline cannot be met.
2. Submit full thesis proposal to committee members at least one full week before proposal meeting date. Length of sections may correspond to an **APA style** manuscript submitted to a peer reviewed professional journal in the discipline. Proposal must include:
 - a. Introduction section (literature review, hypotheses)
 - b. Method
 - i. Participants/Subjects
Include power analysis
 - ii. Measures/Apparatus
Psychometric data for all measures
 - iii. Procedure
 - c. Proposed analyses
 - d. References
 - e. Copies of all measures (if applicable)
3. Defend thesis proposal by midterm of the fall semester of the second year of study. **Not meeting this deadline will result in termination of the thesis process. The student will be withdrawn from the PSYC 6990 Thesis course.**
4. The IRB/IACUC materials should be submitted or ready to submit by the time of the proposal meeting.

SPRING OF SECOND YEAR

1. Finish collecting data, write Results and Discussion sections using **APA style** and The Graduate School template/guidelines.
2. Schedule final defense meeting at least two weeks before the end of spring semester (final exam time).
3. Submit full thesis to committee members at least one full week before proposal date.
4. Students who complete their thesis after the spring of their second year must be enrolled in thesis credit (1 hour is sufficient) in the semester they defend their thesis.

Rubric for Evaluating Master of Psychology Thesis Proposal

Attribute for WRITTEN Proposal	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each attribute selected in this category.</i>
Completeness of report		<input type="checkbox"/> Literature review included <input type="checkbox"/> Hypotheses included <input type="checkbox"/> Method included <ul style="list-style-type: none"> <input type="checkbox"/> Participants/Subjects <input type="checkbox"/> Measures <ul style="list-style-type: none"> <input type="checkbox"/> Reliability/validity for each measure <input type="checkbox"/> Operational def. of measures <input type="checkbox"/> Procedure <input type="checkbox"/> Proposed analyses for each hypothesis incl. <input type="checkbox"/> All references included <input type="checkbox"/> Copies of all measures included	<input type="checkbox"/> Sections missing (list below)
Quality of the writing	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent <ul style="list-style-type: none"> <input type="checkbox"/> APA Style <input type="checkbox"/> Quality of sources <input type="checkbox"/> Accuracy of sources 	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Few grammatical or spelling errors <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate <ul style="list-style-type: none"> <input type="checkbox"/> APA Style <input type="checkbox"/> Quality of sources <input type="checkbox"/> Accuracy of sources 	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical or spelling errors <input type="checkbox"/> Organization poor and hard to follow <input type="checkbox"/> Concerns about documentation <ul style="list-style-type: none"> <input type="checkbox"/> APA Style <input type="checkbox"/> Quality of sources <input type="checkbox"/> Accuracy of sources
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does not meet expectations
<p>The student excelled at:</p> <p>The student struggled with:</p>			

Attribute for ORAL portion of proposal	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each attribute selected in this category.</i>
Overall quality of presentation	<input type="checkbox"/> Well organized <input type="checkbox"/> Professional Presentation <input type="checkbox"/> Excellent communication skills <input type="checkbox"/> Slides and handouts outstanding	<input type="checkbox"/> Adequately organized <input type="checkbox"/> Adequate presentation <input type="checkbox"/> Good communication skills <input type="checkbox"/> Slides and handouts Adequate	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor presentation <input type="checkbox"/> Poor communication skills <input type="checkbox"/> Slides and handouts difficult to follow
Quality of response to questions	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Responses exhibit superior knowledge <input type="checkbox"/> Responses exceed level expected of master's degree	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Responses exhibit adequate knowledge <input type="checkbox"/> Responses meet level expected of master's degree	<input type="checkbox"/> Responses are incomplete or require prompting <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Responses exhibit lack of knowledge or understanding <input type="checkbox"/> Responses do not meet level expected of master's degree
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does not meet expectations
<p>The student excelled at:</p> <p>The student struggled with:</p>			

Attribute for THESIS PROPOSAL	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each of attribute selected in this category.</i>
Quality of Literature Review/ Rationale	<input type="checkbox"/> High quality literature review <input type="checkbox"/> Superior rationale <input type="checkbox"/> Logic behind rationale demonstrates sophisticated understanding of theories proposed <input type="checkbox"/> Hypotheses well defined and documentation demonstrates exceptional understanding	<input type="checkbox"/> Thorough review of literature that is in line with what would be expected of a master's student <input type="checkbox"/> Rationale is clear and easy to follow <input type="checkbox"/> Logical flow of rationale from the literature review <input type="checkbox"/> Hypotheses clearly stated <input type="checkbox"/> Hypotheses consistent with rationale	<input type="checkbox"/> Incomplete review of literature <input type="checkbox"/> Rationale is unclear and hard to follow <input type="checkbox"/> No logical flow of rationale from the literature review <input type="checkbox"/> Hypotheses not clearly stated <input type="checkbox"/> Hypotheses inconsistent with rationale <input type="checkbox"/> Conceptual and operational definitions unclear or missing

	<input type="checkbox"/> Superior understanding of conceptual and operational definitions	<input type="checkbox"/> Conceptual and operational definitions clear	
Quality of Design	<input type="checkbox"/> Rationale behind design choice demonstrates excellent understanding <input type="checkbox"/> Excellent understanding of ethical standards such as risk/benefit ratio	<input type="checkbox"/> Rationale behind design choice demonstrates adequate understanding <input type="checkbox"/> Design adheres to ethical standards related to design	<input type="checkbox"/> Rationale behind design choice demonstrates inadequate understanding <input type="checkbox"/> Inadequate understanding of ethical standards related to design
Quality of Methods	<input type="checkbox"/> Excellent understanding of sample issues <input type="checkbox"/> Adequate power to find results <input type="checkbox"/> Outstanding understanding of ethical problems and good attempts to handle them <input type="checkbox"/> Demonstrate superior understanding of the reliability and validity of measures included <input type="checkbox"/> Superior understanding of internal and external validity issues <input type="checkbox"/> Excellent understanding of ethical standards related to issues such as informed consent, debriefing, participant risk, etc.	<input type="checkbox"/> Adequate understanding of sample issues <input type="checkbox"/> Adequate power to find results <input type="checkbox"/> Adequate understanding of ethical problems and adequate attempts to handle them <input type="checkbox"/> Demonstrate adequate understanding of the reliability and validity of measures included <input type="checkbox"/> Adequate understanding of internal and external validity issues <input type="checkbox"/> Adequate understanding of ethical issues related to methods	<input type="checkbox"/> Proposed sample is inadequate to test hypotheses <input type="checkbox"/> Proposed power is inadequate <input type="checkbox"/> Inadequate understanding of potential ethical problems and ineffective attempts made to handle them <input type="checkbox"/> Inadequate understanding of the reliability and validity of measures <input type="checkbox"/> Inadequate understanding of internal and external validity issues <input type="checkbox"/> Inadequate understanding of ethical issues related to methods
Quality of Statistical Procedures	<input type="checkbox"/> Outstanding rationale for statistical procedures used	<input type="checkbox"/> Good rationale for statistical procedures used	<input type="checkbox"/> Poor rationale for statistical procedures proposed
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does not meet expectations
<p>The student excelled at:</p> <p>The student struggled with:</p> <p>If this proposal were a graded assignment, what grade would you give it (0-100) _____</p>			

Rubric for Evaluating Mastery of Psychology Thesis – Thesis Defense

Attribute for ORAL	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each of attribute that you select in this category.</i>
Overall quality of presentation	<input type="checkbox"/> Well organized <input type="checkbox"/> Professional Presentation <input type="checkbox"/> Excellent communication skills <input type="checkbox"/> Slides outstanding (if used)	<input type="checkbox"/> Adequately organized <input type="checkbox"/> Adequate presentation <input type="checkbox"/> Good communication skills <input type="checkbox"/> Slides Adequate (if used) <input type="checkbox"/> Presentation was timed well (no more than 15 minutes)	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor presentation <input type="checkbox"/> Poor communication skills <input type="checkbox"/> Slides difficult to follow (if used) <input type="checkbox"/> Presentation ran too long or was too brief
Quality of response to questions	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Responses exhibit superior knowledge <input type="checkbox"/> Responses exceed level expected of master's degree	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Responses exhibit adequate knowledge <input type="checkbox"/> Responses meet level expected of master's degree	<input type="checkbox"/> Responses are incomplete or require prompting <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Responses exhibit lack of knowledge or understanding <input type="checkbox"/> Responses do not meet level expected of master's degree
Evidence of Knowledge Base	<input type="checkbox"/> Superior understanding of how topic relates to biological bases of behavior <input type="checkbox"/> Superior understanding of how topic relates to learned bases of behavior <input type="checkbox"/> Superior understanding of how topic relates to social bases of behavior <input type="checkbox"/> Superior understanding of diversity related issues as they pertain to thesis project	<input type="checkbox"/> Good understanding of how topic relates to biological bases of behavior <input type="checkbox"/> Good understanding of how topic relates to learned bases of behavior <input type="checkbox"/> Good understanding of how topic relates to social bases of behavior <input type="checkbox"/> Good understanding of diversity related issues as they pertain to thesis project	<input type="checkbox"/> Inadequate understanding of how topic relates to biological bases of behavior <input type="checkbox"/> Inadequate understanding of how topic relates to learned bases of behavior <input type="checkbox"/> Inadequate understanding of how topic relates to social bases of behavior <input type="checkbox"/> Inadequate understanding of diversity related issues as they pertain to thesis project
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does not meet expectations
The student excelled at:			
The student struggled with:			

Attribute for THESIS PAPER	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Quality of the writing	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is publication quality using APA style. <input type="checkbox"/> No grammatical or spelling errors <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent to include APA Style Quality of sources Accuracy of sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is adequate using APA style. <input type="checkbox"/> Few grammatical or spelling errors <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate to include APA Style Quality of sources Accuracy of sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is weak <input type="checkbox"/> APA style not consistently evident <input type="checkbox"/> Numerous grammatical or spelling errors <input type="checkbox"/> Organization poor and hard to follow <input type="checkbox"/> Concerns about documentation APA Style Quality of sources Accuracy of sources
Quality of Literature Review/ Rationale	<ul style="list-style-type: none"> <input type="checkbox"/> High quality literature review <input type="checkbox"/> Superior rationale <input type="checkbox"/> Logic behind rationale demonstrates sophisticated understanding of theories proposed <input type="checkbox"/> Hypotheses well defined and documentation demonstrates exceptional understanding <input type="checkbox"/> Superior understanding of conceptual and operational definitions 	<ul style="list-style-type: none"> <input type="checkbox"/> Thorough review of literature that is in line with what would be expected of a master's student <input type="checkbox"/> Rationale is clear and easy to follow <input type="checkbox"/> Logical flow of rationale from the literature review <input type="checkbox"/> Hypotheses clearly stated <input type="checkbox"/> Hypotheses consistent with rationale <input type="checkbox"/> Conceptual and operational definitions clear 	<ul style="list-style-type: none"> <input type="checkbox"/> Incomplete review of literature <input type="checkbox"/> Rationale is unclear and hard to follow <input type="checkbox"/> No logical flow of rationale from the literature review <input type="checkbox"/> Hypotheses not clearly stated <input type="checkbox"/> Hypotheses inconsistent with rationale <input type="checkbox"/> Conceptual and operational definitions unclear or missing
Quality of Design	<ul style="list-style-type: none"> <input type="checkbox"/> Rationale behind design choice demonstrates excellent understanding <input type="checkbox"/> Excellent understanding of ethical standards such as risk/benefit ratio 	<ul style="list-style-type: none"> <input type="checkbox"/> Rationale behind design choice demonstrates adequate understanding <input type="checkbox"/> Design adheres to ethical standards related to design 	<ul style="list-style-type: none"> <input type="checkbox"/> Rationale behind design choice demonstrates inadequate understanding <input type="checkbox"/> Inadequate understanding of ethical standards related to design
Quality of Methods	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent understanding of sample issues <input type="checkbox"/> Adequate power to find results <input type="checkbox"/> Outstanding understanding of ethical problems and 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate understanding of sample issues <input type="checkbox"/> Adequate power to find results <input type="checkbox"/> Adequate understanding of ethical problems and 	<ul style="list-style-type: none"> <input type="checkbox"/> Proposed sample is inadequate to test hypotheses <input type="checkbox"/> Proposed power is inadequate <input type="checkbox"/> Inadequate understanding of potential ethical problems and

	<p>good attempts to handle them</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates superior understanding of the reliability and validity of measures included <input type="checkbox"/> Superior understanding of internal and external validity issues <input type="checkbox"/> Excellent understanding of ethical standards related to issues such as informed consent, debriefing, participant risk, etc. 	<p>adequate attempts to handle them</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates adequate understanding of the reliability and validity of measures included <input type="checkbox"/> Adequate understanding of internal and external validity issues <input type="checkbox"/> Adequate understanding of ethical issues related to methods 	<p>ineffective attempts made to handle them</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inadequate understanding of the reliability and validity of measures <input type="checkbox"/> Inadequate understanding of internal and external validity issues <input type="checkbox"/> Inadequate understanding of ethical issues related to methods
Quality of Statistical Procedures	<ul style="list-style-type: none"> <input type="checkbox"/> Results section reflects superior understanding of statistical procedures used <input type="checkbox"/> Tables are of professional quality and ready to be submitted for publication <input type="checkbox"/> Tables reflect essential information in the results section 	<ul style="list-style-type: none"> <input type="checkbox"/> Good understanding of statistical procedures used <input type="checkbox"/> Tables are clearly formatted <input type="checkbox"/> Tables complement the narrative in the results section 	<ul style="list-style-type: none"> <input type="checkbox"/> Major gaps in knowledge of statistical procedures used. <input type="checkbox"/> Tables are poorly designed <input type="checkbox"/> Tables are not helpful in aiding understanding of statistical procedures
Quality of Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> High quality summary of results <input type="checkbox"/> Excellent summary of limitations for study <input type="checkbox"/> Superior discussion of how results relate to previous literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Good summary of results <input type="checkbox"/> Good summary of limitations for study <input type="checkbox"/> Good discussion of how results relate to previous literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Incomplete or poor summary of results <input type="checkbox"/> Discussion of limitations is inadequate or hard to follow <input type="checkbox"/> Inadequate discussion of how results relate to previous literature
Overall assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds Expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets Expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not meet expectations <input type="checkbox"/>
<p>The student excelled at:</p> <p>The student struggled with:</p> <p>If this paper were a graded assignment, what grade would you give it (0-100) _____</p>			

Clinical Comps Checklist

The following checklist should be used by clinical/counseling students when completing their paper for the comprehensive exams to ensure that all relevant points are addressed in the report. The completed checklist should be submitted along with all written materials provided to each member of the committee. Please note that by checking off each item, you are acknowledging that you have addressed that point in your report. Include empirical citations as appropriate.

Your committee expects that you have reviewed your previous reports in your Assessment and Therapy courses for constructive comments.

As with real life assessment and therapy reports any typo or grammar error can affect your professional reputation. Proofread your report carefully. It is likely that your report will still need some revisions after your comps meeting. That is, you may receive an enthusiastic passing grade from your comps committee and still have to work on some revisions. A final copy of your comps paper will be placed in your departmental file.

The following items should be submitted to all the members of your committee.

- This checklist
- A copy of the case report (including your testing profiles if applicable)
- A copy of your program of study
- A signed Academic Honesty Sheet (provided to you by Graduate Director)
- Number your pages!**

The following information should be included in your report

- De-identified client information
 - Reason for referral
 - Relevant socio-demographic information
- Presenting problem
 - Current symptoms
 - History of symptoms (including treatment)
- Psychosocial history
 - Formative influences (i.e., family system, educational background)
 - Situational influences (i.e., occupation, relationships, environmental context)
- Medical history
 - Biological, genetic, and medical factors
 - Current medications
- Substance/Alcohol Use (or that they abstain)
- Strengths/assets
 - Protective factors
- Behavioral observations (mental status)
 - Physical description
 - Affect, mood
 - Cognitive functioning
 - Behavior
- Testing (If applicable and **with profiles attached**)
 - Description of cognitive or personality test
 - Test results

- ❑ Biological, Developmental, Social, and Diversity-Related Bases of Behavior
 - ❑ At least one **detailed** paragraph for each of these areas as they relate to the client.
 - ❑ It should be clear to the reader that information from appropriate courses is included in these sections. Use correct terms.
 - ❑ Include citations.
- ❑ Case conceptualization
 - ❑ A detailed formulation that **integrates** information about the client using a **theoretical framework**. *For a passing paper, the treatment should correspond to the same theoretical framework.*
 - ❑ Interpretation of testing results should be included in this working hypothesis. If you did not conduct cognitive and/or personality assessments, be prepared to describe what you believe the cognitive and/or personality profile would be for this client during your oral comps meeting.
 - ❑ Synthesize any actual testing results with client history and presentation.
- ❑ DSM diagnosis or diagnoses
- ❑ Treatment recommendations
 - ❑ Treatment goals
 - ❑ Treatment rationale
 - An **evidence-based** explanation for the treatment you chose. Include citations here.
 - ❑ If you conducted therapy, include detailed information about the therapy process with **your client**. In separate paragraphs reflect on what you would have done differently in hindsight with this client. This section should not simply be regurgitation of a manualized treatment where you list out what the manual says.
 - ❑ If you did not engage in psychotherapy with the client, provide a **detailed** account of how therapy would have proceeded with your client. You must **personalize this section to YOUR client**. Consider your case conceptualization along with your client's strengths, issues, and concerns. A generic account of therapy with your client will result in a fail for this section.
- ❑ Ethical Considerations, such as
 - Risk assessment
 - Potential dual relationships
 - Competence
 - Confidentiality
 - Other as applicable
- ❑ APA formatted reference page
 - All citations should have a reference.
 - All references on this page should also be included in the paper.

Rubric for Evaluating Master of Psychology Comprehensive Exams – Clinical/Counseling

Attribute for Overall WRITTEN	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each attribute that you select in this category.</i>
Completeness of report		<input type="checkbox"/> All portions included	<input type="checkbox"/> Sections missing (list below)
Quality of the writing	<input type="checkbox"/> Writing is excellent <input type="checkbox"/> No grammatical or spelling errors <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Nogrammatical or spelling errors <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Any grammatical or spelling errors <input type="checkbox"/> Organization poor and hard to follow <input type="checkbox"/> Documentation is poor or missing
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does Not Meet Expectations
Student excelled at:			
Student struggled with:			
Attribute for Overall ORAL	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each of attribute that you select in this category.</i>
Overall quality of presentation	<input type="checkbox"/> Well organized <input type="checkbox"/> Professional Presentation <input type="checkbox"/> Excellent communication skills	<input type="checkbox"/> Clearly organized <input type="checkbox"/> Clear presentation <input type="checkbox"/> Good communication skills	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor presentation <input type="checkbox"/> Poor communication skills
Quality of response to questions	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Responses exhibit superior knowledge <input type="checkbox"/> Responses exceed level expected of master's degree	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Responses exhibit adequate knowledge <input type="checkbox"/> Responses meet level expected of master's degree	<input type="checkbox"/> Responses are incomplete or require prompting <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Responses exhibit lack of knowledge or understanding <input type="checkbox"/> Responses do not meet level expected of master's degree
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does Not Meet Expectations
Student excelled at:			
Student struggled with:			

Attribute for CASE Report and presentation	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each attribute that you select in this category.</i>
Overall quality of diagnosis & assessments	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent interviewing documented <input type="checkbox"/> Excellent understanding of the appropriate assessments to use <input type="checkbox"/> Excellent interpretation of the assessment data <input type="checkbox"/> Excellent synthesis of the interviewing and assessment information <input type="checkbox"/> Appropriate diagnosis for a complicated case 	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate interviewing documented <input type="checkbox"/> Clear understanding of the appropriate assessments to use <input type="checkbox"/> Good interpretation of the assessment data <input type="checkbox"/> Demonstrated synthesis of the interviewing and assessment information <input type="checkbox"/> Appropriate diagnosis 	<ul style="list-style-type: none"> <input type="checkbox"/> Poor interviewing with missing information <input type="checkbox"/> Poor understanding of the appropriate assessments to use <input type="checkbox"/> Inadequate interpretation of the assessment data <input type="checkbox"/> Little synthesis of the interviewing and assessment information <input type="checkbox"/> Inappropriate diagnosis
Quality of Case Conceptualization	<ul style="list-style-type: none"> <input type="checkbox"/> Detailed, theory driven explanation of each of client's presenting issues. <input type="checkbox"/> Logical and coherent synthesis of complicated client presentation. <input type="checkbox"/> Excellent use of theory related terminology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Detailed, theory driven explanation of client's predominant presenting issues. <input type="checkbox"/> Logical and coherent synthesis of client presentation. <input type="checkbox"/> Appropriate use of theory related terminology 	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation of client presentation is not theory driven. <input type="checkbox"/> Theory driven explanation of predominant client issues is vague or incomplete. <input type="checkbox"/> Appropriate terminology is lacking. <input type="checkbox"/> Terminology is used incorrectly.
Quality of treatment plan/treatment progression	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent understanding of theory behind chosen treatment <input type="checkbox"/> Rationale for treatment choice clear for a complicated case <input type="checkbox"/> Treatment choice appropriate for a complicated case <input type="checkbox"/> Therapy personalized for client's presenting issues (e.g., client strengths/ weaknesses thoughtfully considered) <input type="checkbox"/> Therapy progression is logical and has excellent detail. 	<ul style="list-style-type: none"> <input type="checkbox"/> Good understanding of the theory behind chosen treatment <input type="checkbox"/> Rationale for treatment choice clear <input type="checkbox"/> Treatment choice appropriate <input type="checkbox"/> Therapy personalized for client's presenting issues (e.g., client strengths/weaknesses thoughtfully considered) <input type="checkbox"/> Therapy progression is logical and has good detail. <input type="checkbox"/> If case included actual therapy, included good detail on what would have done differently in therapy <input type="checkbox"/> Therapy choice is evidence based 	<ul style="list-style-type: none"> <input type="checkbox"/> Poor understanding of the theory behind chosen treatment <input type="checkbox"/> Rationale for treatment choice in adequate <input type="checkbox"/> Treatment choice inappropriate <input type="checkbox"/> Therapy lacks personalization for client's presenting issues <input type="checkbox"/> Client's strengths or weaknesses not considered <input type="checkbox"/> Therapy progression is not logical. <input type="checkbox"/> Therapy progression lacks expected detail. <input type="checkbox"/> If case included actual therapy, paper lacks detail on what would have done differently in therapy <input type="checkbox"/> Therapy choice is not evidence based

	<input type="checkbox"/> If case included actual therapy, Included excellent and thoughtful detail on what would have done differently in therapy <input type="checkbox"/> Therapy choice is evidence based		
Knowledge of Ethical Issues	<input type="checkbox"/> Information suggests excellent ethical behavior <input type="checkbox"/> Excellent understanding of ethical issues surrounding case	<input type="checkbox"/> Information suggests appropriate ethical behavior <input type="checkbox"/> Adequate understanding of ethical issues surrounding case	<input type="checkbox"/> Information suggests unethical behavior <input type="checkbox"/> Poor understanding of ethical issues surrounding case
Bases of Behavior	<input type="checkbox"/> Excellent discussion of biological bases of behavior as they relate to client <input type="checkbox"/> Excellent discussion of developmental bases of behavior as they relate to client <input type="checkbox"/> Excellent discussion of social bases of behavior as they relate to client <input type="checkbox"/> Excellent discussion of diversity issues as they relate to client	<input type="checkbox"/> Adequate discussion of biological bases of behavior as they relate to client <input type="checkbox"/> Adequate discussion of developmental bases of behavior as they relate to client <input type="checkbox"/> Adequate discussion of social bases of behavior as they relate to client <input type="checkbox"/> Adequate discussion of diversity issues as they relate to client	<input type="checkbox"/> Poor understanding of biological bases of behavior as they relate to the client <input type="checkbox"/> Poor understanding of developmental bases of behavior as they relate to the client <input type="checkbox"/> Poor understanding of social bases of behavior as they relate to the client <input type="checkbox"/> Poor understanding of diversity issues as they relate to the client
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does Not Meet Expectations
Student excelled at:			
Student struggled with:			
If this paper were a graded assignment, what grade would you give it (0-100) _____			

Applied Experimental Comps Checklist

The following checklist should be used by applied experimental students when completing their report for the comprehensive exams to ensure that all relevant points are addressed in the report. The completed checklist should be submitted along with all written materials provided to each member of the committee. Please note that by checking off each item, you are acknowledging that you have addressed that point in your report.

The following items should be submitted to all the members of your committee.

- This checklist
- A copy of your written comps paper
- A copy of your program of study
- A signed Academic Honesty Sheet (provided to you by Graduate Director)

The following information should be included in your report:

- Literature review (at the level expected in a manuscript)
 - Rationale for hypotheses
 - Precise, clear testable hypotheses
- Method
 - Participants including proposed participant numbers with rationale.
 - Measures (include any measures with your paper as appendices)
 - Procedures

* Your method will be evaluated on how it adheres to appropriate ethical standards, e.g., informed consent, appropriate debriefing, etc.
- Plans for Analyses
 - Include each statistic to be used to test hypotheses
 - Include what data would look like if the hypotheses are supported
 - Include what would it would mean if the data did not show support for the hypothesis
- Limitations of the study/method
- At least one detailed paragraph each on how your research topic relates to the areas listed below. Include pertinent citations and pay attention to appropriate theories and terminology.
 - Social bases of behavior
 - Learned bases of behavior
 - Biological bases of behavior
 - Professional ethics
 - Diversity Issues

Be prepared to present an overview of your proposed research study that should last no more than 10 minutes.

Rubric for Evaluating Master of Psychology Comprehensive Exams – Applied Experimental

Attribute for Overall WRITTEN	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each of attribute that you select in this category.</i>
Completeness of report	<input type="checkbox"/> All portions included and appropriate additional information provided	<input type="checkbox"/> All portions included	<input type="checkbox"/> Sections missing (list below)
Quality of the writing	<input type="checkbox"/> Writing is publication quality <input type="checkbox"/> No grammatical or spelling errors <input type="checkbox"/> Organization is excellent <input type="checkbox"/> Documentation is excellent	<input type="checkbox"/> Writing is adequate <input type="checkbox"/> Few grammatical or spelling errors <input type="checkbox"/> Organization is logical <input type="checkbox"/> Documentation is adequate	<input type="checkbox"/> Writing is weak <input type="checkbox"/> Numerous grammatical or spelling errors <input type="checkbox"/> Organization poor and hard to follow <input type="checkbox"/> Documentation is poor or missing
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does not meet expectations
Comments:			

Attribute for Overall ORAL	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each of attribute that you select in this category.</i>
Overall quality of presentation	<input type="checkbox"/> Well organized <input type="checkbox"/> Professional Presentation <input type="checkbox"/> Excellent communication skills	<input type="checkbox"/> Clearly organized <input type="checkbox"/> Clear presentation <input type="checkbox"/> Good communication skills	<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor presentation <input type="checkbox"/> Poor communication skills
Quality of response to questions	<input type="checkbox"/> Responses are eloquent <input type="checkbox"/> Arguments are skillfully presented <input type="checkbox"/> Responses exhibit superior knowledge <input type="checkbox"/> Responses exceed level expected of master's degree	<input type="checkbox"/> Responses are complete <input type="checkbox"/> Arguments are well organized <input type="checkbox"/> Responses exhibit adequate knowledge <input type="checkbox"/> Responses meet level expected of master's degree	<input type="checkbox"/> Responses are incomplete or require prompting <input type="checkbox"/> Arguments are poorly presented <input type="checkbox"/> Responses exhibit lack of knowledge or understanding <input type="checkbox"/> Responses do not meet level expected of master's degree

Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does not meet expectations
Comments:			

Attribute for research proposal	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations <i>Provide a short explanation for each of attribute that you select in this category.</i>
Quality of Literature Review/ Rationale	<input type="checkbox"/> Manuscript has a high quality literature review <input type="checkbox"/> Superior rationale <input type="checkbox"/> Logical flow of rationale from the literature review <input type="checkbox"/> Hypotheses well defined and documented <input type="checkbox"/> Superior understanding of conceptual and operational definitions	<input type="checkbox"/> Complete and thorough review of literature <input type="checkbox"/> Rationale is clear and easy to follow <input type="checkbox"/> Logical flow of rationale from the literature review <input type="checkbox"/> Hypotheses clear and consistent with rationale <input type="checkbox"/> Conceptual and operational definitions clear	<input type="checkbox"/> Incomplete review of literature <input type="checkbox"/> Rationale is unclear and hard to follow <input type="checkbox"/> Lacks logical flow of rationale from the literature review <input type="checkbox"/> Hypotheses unclear and inconsistent with rationale <input type="checkbox"/> Conceptual and operational definitions unclear or missing
Quality of Design	<input type="checkbox"/> Rationale behind design choice demonstrates excellent understanding <input type="checkbox"/> Excellent understanding of ethical standards such as risk/benefit ratio	<input type="checkbox"/> Rationale behind design choice demonstrates adequate understanding <input type="checkbox"/> Design adheres to ethical standards related to design	<input type="checkbox"/> Rationale behind design choice demonstrates poor understanding <input type="checkbox"/> Inadequate understanding of ethical standards related to design
Quality of Methods	<input type="checkbox"/> Excellent understanding of sample issues <input type="checkbox"/> Outstanding understanding of potential ethical problems and proposals made to handle these issues <input type="checkbox"/> Demonstrate superior understanding of the reliability and validity of measures included <input type="checkbox"/> Superior understanding of internal and external validity issues <input type="checkbox"/> Excellent understanding of ethical standards related to issues such as informed consent, debriefing, participant risk, etc.	<input type="checkbox"/> Appropriate sample proposed <input type="checkbox"/> Adequate understanding of potential ethical problems and proposals made to handle these issues <input type="checkbox"/> Demonstrate adequate understanding of the reliability and validity of measures included <input type="checkbox"/> Adequate understanding of internal and external validity issues <input type="checkbox"/> Adequate understanding of	<input type="checkbox"/> Inappropriate sample proposed <input type="checkbox"/> Inadequate understanding of potential ethical problems and proposals made to handle these issues <input type="checkbox"/> Inadequate understanding of the reliability and validity of measures <input type="checkbox"/> Inadequate understanding of internal and external validity issues <input type="checkbox"/> Inadequate understanding of ethical issues related to method

		ethical issues related to method	
Quality of Statistical Procedures	<input type="checkbox"/> Outstanding rationale for statistical procedures proposed <input type="checkbox"/> Proposed pattern of results integrates understanding of statistical results and rationale of hypotheses	<input type="checkbox"/> Good rationale for statistical procedures proposed <input type="checkbox"/> Proposed pattern of results supporting hypotheses clear	<input type="checkbox"/> Poor rationale for statistical procedures proposed <input type="checkbox"/> Proposed pattern of results supporting hypotheses unclear
Quality of Data Interpretation	<input type="checkbox"/> Superior understanding of the impact of supporting the hypotheses <input type="checkbox"/> Excellent understanding of the impact of not supporting the hypotheses	<input type="checkbox"/> Adequate understanding of the impact of supporting the hypotheses <input type="checkbox"/> Adequate understanding of the impact of not supporting the hypotheses	<input type="checkbox"/> Inadequate understanding of the impact of supporting the hypotheses <input type="checkbox"/> Poor understanding of the impact of not supporting the hypotheses
Evidence of Knowledge Base (SLO)	<input type="checkbox"/> Superior understanding of how topic relates to biological bases of behavior <input type="checkbox"/> Superior understanding of how topic relates to learned bases of behavior <input type="checkbox"/> Superior understanding of how topic relates to social bases of behavior <input type="checkbox"/> Superior understanding of how topic relates to diversity issues	<input type="checkbox"/> Adequate understanding of how topic relates to biological bases of behavior <input type="checkbox"/> Adequate understanding of how topic relates to learned bases of behavior <input type="checkbox"/> Adequate understanding of how topic relates to social bases of behavior <input type="checkbox"/> Adequate understanding of how topic relates to diversity issues	<input type="checkbox"/> Inadequate understanding of how topic relates to biological bases of behavior <input type="checkbox"/> Inadequate understanding of how topic relates to learned bases of behavior <input type="checkbox"/> Inadequate understanding of how topic relates to social bases of behavior <input type="checkbox"/> Inadequate understanding of how topic relates to diversity issues
Overall assessment	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Does not meet expectations
Student excelled at: Student struggled with: If this paper were a graded assignment, what grade would you give it (0-100) _____			

First/Second Year Review Self-Evaluation Forms – CLINICAL/COUNSELING

Student _____ Date Started Program Fall 2019

Faculty Mentor _____

Semester/Year Planning to Complete Program _____

Submit to your Mentor and Graduate Director by XXX. *You will want to discuss your goals with your Mentor. Make sure that you have those meetings by XXX.*

The department has 7 areas of competency we consider essential in our clinical/counseling graduates. Look back on your progress over the last academic year and **detail** your perceived progress in attaining each of the competencies below. Potential ways of demonstrating your competency in an area might include grades in a course, projects completed, research studies in which you are involved, presentation at conferences, publications, awards and honors, and professional memberships.

Knowledge Competencies: Graduates will apply research findings and appropriate theories of social, learning, and biological bases of behavior to clinical practices.

My Progress:

Research Competencies: Graduates will design, conduct, analyze, and interpret the results of psychological research.

My Progress:

Language Competencies: Graduates will effectively express themselves in written and oral form.

My Progress:

Assessment Competencies: Graduates will conduct and interpret cognitive and personality assessments using best practices.

My Progress:

Therapy Competencies: Graduates will effectively conduct evidence based therapeutic interventions appropriate to client needs.

My Progress:

Multicultural and Diversity Competencies: Graduates will explain the role of diversity in a clinical context and employ skills to work effectively with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

My Progress:

Ethical and Professional Competencies: Graduates will adhere to and apply codes of professional and ethical conduct.

My Progress:

ASSISTANTSHIPS: Describe your assistantship duties and experiences.

First year: GOALS FOR NEXT ACADEMIC YEAR:

CAREER AND FURTHER EDUCATION GOALS:

ANTICIPATED SEMESTER/YEAR FOR COMPLETION OF COMPREHENSIVE EXAMINATIONS:

First year: THESIS/ INTERNSHIP (i.e., clinical, research and/or teaching) PREFERENCES:

You will need to meet with your faculty mentor before the departmental first year review meeting. Give careful attention to this document. More detail and elaboration is generally preferred.

First/Second Year Review Self-Evaluation Forms - EXPERIMENTAL

Student _____

Date Started Program Fall 2019

Faculty Mentor _____ Semester/Year Planning to Complete Program _____

Submit to your Mentor and Graduate Director by XXX. You will want to discuss your goals with your Mentor. Make sure that you have those meetings by **XXX**

The department has 5 areas of competency we consider essential in our experimental graduates. Look back on your progress over the last academic year and **detail** your perceived progress in attaining each of the competencies below. Potential ways of demonstrating your competency in an area might include grades in a course, projects completed, research studies in which you are involved, presentation at conferences, publications, awards and honors, and professional memberships.

Knowledge Competencies: Graduates will apply research findings and appropriate theories of social, learning, and biological bases of behavior to clinical practices.

My Progress:

Research Competencies: Graduates will design, conduct, analyze, and interpret the results of psychological research.

My Progress:

Language Competencies: Graduates will effectively express themselves in written and oral form.

My Progress:

Multicultural and Diversity Competencies: Graduates will explain the role of diversity in research and employ skills to work effectively with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

My Progress:

Ethical and Professional Competencies: Graduates will adhere to and apply codes of professional and ethical conduct.

My Progress:

ASSISTANTSHIPS: Describe your assistantship duties and experiences.

First year: GOALS FOR NEXT ACADEMIC YEAR:

CAREER AND FURTHER EDUCATION GOALS:

ANTICIPATED SEMESTER/YEAR FOR COMPLETION OF COMPREHENSIVE EXAMINATIONS:

First year: THESIS/ INTERNSHIP (i.e., research I/O, and/or teaching) PREFERENCES:

You will need to meet with your faculty mentor before the departmental first year review meeting. Give careful attention to this document. More detail and elaboration is generally preferred.