

**CLINICAL PSYCHOLOGY DOCTORAL
TRAINING PROGRAM HANDBOOK**

Texas A&M University

Department of Psychological & Brain Studies

College of Liberal Arts

Revised: November, 2021

Table of Contents

Requirements for the Doctoral Degree in Clinical Psychology	4
Overview.....	6
Program Curriculum	6
Overview.....	8
Key Areas of Clinical Program Curriculum.....	10
Specific Coursework Required.....	10
Requirements by Texas A&M University.....	10
Requirements by Department of Psychological & Brain Sciences.....	10
Requirements by the Clinical Psychology Doctoral Training Program.....	12
Requirements of the APA and/or State Licensing Boards.....	15
Doctoral Preliminary Examination.....	15
Clinical Doctoral Training Program Typical Curriculum Sequence.....	17
Example of PSYC 614/613 Distributed Across Four Years.....	18
The Predoctoral Clinical Internship.....	19
Student Difficulties and Standards of Professional Conduct	20
General Comments.....	20
Leaves of Absence.....	20
Unsatisfactory Progress.....	20
Impaired Students Policy.....	21
Compliance with Ethical Standards.....	21
Involvement in Delivery of Clinical Services.....	21
Grievance Procedures.....	21
Information for Students Who Have Completed a Master’s Degree at Another University	22
Students Admitted with Prior Completion of a Research-Based MS Thesis.....	22
Students Admitted without Prior Completion of a Research-Based MS Thesis.....	22
Additional Graduate Student Issues	23
Transfer of Graduate Credits.....	23
Graduation.....	24
Grades.....	24

	3
Full-Time Status and Assistantships/Fellowships.....	24
Continuous Registration.....	24
Tuition and Required Fees Table.....	25
Requirements for the Master of Science Degree.....	25
Requirements for the Doctor of Philosophy Degree.....	26
APPENDIX A: Department Leadership.....	28
APPENDIX B: Curriculum Worksheet.....	39
APPENDIX C: Preliminary Examination Questions Example.....	40
APPENDIX D: Links to Other Clinical Student Forms.....	41

Information Regarding Requirements for the Doctoral Degree in Clinical Psychology

I. Overview

The doctoral program in clinical psychology at Texas A&M University (TAMU) historically has adhered to a scientist-practitioner model of training. This model emphasizes that integrated skills in science and practice serve as the foundation for generating the knowledge base and applications to practice that psychology requires to continue to develop and contribute to human welfare. Scientist-practitioner psychologists embody a practice relevance in their research and a research orientation in their practice. Although adhering to the basic tenets of the scientist-practitioner model, since the mid-2000s our training program has focused predominantly on recruiting students who have primary interests in research-oriented career paths and directing graduates of our program toward careers in academic or research settings rather than direct clinical service delivery. The majority of our graduates pursue research positions in academic or medical settings, or clinical training or administrative positions in medical centers or community or governmental agencies. As such, following the conclusion of the American Psychological Association (APA) Commission on Accreditation (CoA) site visit in 2008, the clinical program adopted a modest revision to the description of our training model to more accurately reflect this emphasis. We now describe the clinical program as a blend of the scientist-practitioner and clinical-scientist models, noting that our graduates acquire the foundation for pursuing a strong clinical scientist career in an academic or research setting, as well as a robust scientist-practitioner career in a medical or other training institution or serving in an administrative role in a service delivery agency.

This *Clinical Psychology Graduate Handbook* provides a summary of curriculum requirements as they relate to the identified core foundation in psychological science. The clinical training program at TAMU subscribes to the importance of broad training that prepares its graduates to work with diverse clinical phenomena and populations in diverse settings. Consequently, we have historically eschewed specializations that restrict breadth of didactic or clinical experiences. At the same time, we recognize the importance of providing more intensive, focused training experiences in specific domains and seek to retain sufficient flexibility to respond to both substantive areas of collective expertise reflected in our faculty and training/service needs of the discipline and consumer population. All our students are expected to acquire understanding and competence in the conduct and interpretation of clinical research methods, as well as assessment and intervention of emotional and behavioral disorders.

The clinical training curriculum reflects the program's stance that each student should develop a program of coherent educational and training experiences tailored to his or her specific professional goals, in consultation with the research advisor, doctoral advisory committee and, where appropriate, the clinical program faculty. The clinical program strives to provide a structured series of experiences that help students achieve an integrated professional identity. The curriculum integrates methodology, the data base of psychology, and attention to individual clinical cases throughout. Each semester during the first through the fourth years involves course work, research experience under the guidance of a mentor, and clinical exposure.

Every clinical doctoral student is required to complete the core clinical and department curricula to facilitate satisfaction of APA accreditation guidelines and state licensure requirements. All students are expected to develop competence in both research and clinical skills in a manner consistent with the program's training model. In addition, every student is expected to acquire competence in the assessment and treatment of emotional and behavioral disorders across the lifespan, although the relative balance of emphasis on adult versus child or adolescent clients may vary. In rare cases, students may request limited exemptions from certain non-clinical

courses based on graduate coursework at other institutions after consultation with their major advisor, the Director of Training, the instructor of the required course in this department, and the Director of Graduate Studies.

Students are responsible for matching their degree plans with APA accreditation, university, departmental, and clinical program requirements, as well as with their career plans and plans for licensure as a psychologist. Please be advised that, according to the Association of State and Provincial Psychology Boards (ASPPB), if a substantive content area for a given student's degree transcript is covered in more than a single 3-credit hour course or in a course with a title that is not indicative of that content, supporting documents (e.g., a course syllabus, University course catalog, official course numbers and titles), may be required for licensure or other credentials.

Requirements regarding the thesis and dissertation research, doctoral preliminary examination, dissertation defense, predoctoral internship, and other university policies and procedures are also articulated in this handbook.

II. Program Curriculum

Ila. Overview

Students must confirm directly with the Graduate and Professional School (GPS) and the Department of Psychological & Brain Studies Associate Head of Graduate Studies, and the Clinical Program Director of Clinical Training (DCT) regarding registration requirements unique to their own situation that may differ from what is described here.

Students are strongly encouraged to regularly consult with the Graduate and Professional School <https://grad.tamu.edu/>, the Department of Psychological & Brain Studies Associate Head of Graduate Studies, and the Clinical Program Director of Clinical Training to ensure that University, Departmental, and Program requirements and deadlines are complied with, so as to promote timely progress toward completion of degree requirements.

Clinical Psychology Doctoral Training Program structure and curriculum flow from a blend of the **clinical-scientist model** and the **scientist-practitioner model**. Specifically the clinical program strives to fully integrate the range of research, teaching, and applied skills in training doctoral students. This approach views research and applied skills as interwoven rather than as two discrete sets of skills. As a result, successful graduates should have the options of a strong **clinical scientist** career, such as joining the faculty of a major research university or being a researcher for a government agency, as well as a robust **scientist-practitioner** career, such as joining the faculty of a medical school or teaching institution or serving in an administrative role in a service delivery agency.

APA Accreditation Requirements. *The following narrative is adopted from the University of North Carolina (UNC-Chapel Hill) Clinical Psychology Graduate Program Handbook <https://clinicalpsych.unc.edu/clinical-program-handbook>, which provides a careful and thorough discussion of these requirements.*

The American Psychological Association (APA) stipulates that students in accredited clinical programs should demonstrate competence in:

1. **Profession-wide competencies (PWC)**, including: a) research, b) ethical and legal standards, c) individual and cultural diversity, d) professional values, attitudes, and behaviors, e) communication and interpersonal skills, f) assessment, g) intervention, h) supervision, and i) consultation and interprofessional/interdisciplinary skills.
2. **Discipline-specific knowledge (DSK)**, including: a) affective aspects of behavior, b) biological aspects of behavior, c) cognitive aspects of behavior, d) developmental aspects of behavior, e) social aspects of behavior, f) history and systems of psychology, g) research methods, h) statistical analysis, and i) psychometrics.

Students must also demonstrate **advanced integrative knowledge of at least 2 of the discipline specific areas listed above in a-e**. This is typically done via a graduate-level course that serves as “an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.” These areas of competence and knowledge may be demonstrated through students’ participation in coursework (full courses or parts of courses), independent study, research experiences, or clinical practica. For the DSK areas (and for “advanced integrative knowledge”), APA requires that knowledge be demonstrated via an “evaluated educational experience” (EEE), defined as “a learning experience (e.g., course, parts of courses, or independent study) the outcome of which is assessed by a person recognized as having current knowledge and expertise in the area of the learning experience.”

Students often have questions regarding courses that fulfill the DSK requirements listed above. The purpose of this requirement, as specified by APA in the Standards of Accreditation, is to ensure that students “acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.”

Foundational knowledge is required for DSK areas a-f above and may be acquired prior to beginning the doctoral program. For example, the foundational requirement could be met by successful completion (B-/80% or higher) of an undergraduate course at a 4-year accredited institution in the relevant topic (e.g., undergraduate course in cognitive psychology). For an undergraduate course that you think may satisfy foundational knowledge but are not sure, **please provide the DCT with the course syllabus and the transcript that documents course completion and grade; this will be reviewed with the Clinical Curriculum Committee.** For DSK areas where a student has not acquired foundational knowledge prior to matriculation in our program, this can be obtained at the undergraduate or through graduate-level training via a graduate course. For the latter, the expectation is that the graduate course includes foundational readings relevant to that course topic and that the evaluation of your work in the course assumes mastery of this foundational knowledge. If you are uncertain as to whether a graduate course will provide foundational knowledge, please consult with the DCT.

Graduate-level knowledge is required for areas a-e and g-i; this is most commonly achieved via graduate-level courses in our Department. There are some courses that will satisfy foundational and graduate-level knowledge for 2 areas at once, as well as provide integration of these areas, and thus could meet both the DSK requirements and the “advanced integrative knowledge” requirement.

The sole DSK requirement that only needs to be met at the foundational level is history and systems of psychology. Students meet this requirement by having taken a course on this topic as an undergraduate at a 4-year accredited institution (grade of B-/80% or higher). History and systems is also infused throughout our graduate courses, which can satisfy the requirement.

To help you select courses in the program, a worksheet has been developed with each of these requirements listed (see Appendix B).

NOTE: Following graduation, you may wish to earn a license to practice clinical psychology in one or more North American states or provinces. The licensure application (for some states in particular) similarly will require you to demonstrate competence in the areas above; in most cases, obtaining a doctoral degree from an APA-accredited doctoral program suffices. However, licensure applications in some states sometimes require courses, while other states are more flexible in the procedures used to help you obtain a sufficient level of competence. You can find links to every state and province psychology licensing board at <https://www.asppb.net/>, and the licensure applications and requirements for most states/provinces are available online.

IIb. Key Areas of Clinical Program Curriculum

Issues of **Professional Ethics, Diversity/Culture, and History and Systems** are infused into each clinical core course and clinical elective course. These issues are clearly described in each course listing and in each course syllabus. Certainly, these three topics are germane to the entire field of clinical psychology and are integral to both the academic and applied aspects of doctoral training.

Each graduate student entering the program is required to join one or more **faculty-led research teams** during their first year in the program. By doing so, students receive the opportunity to collaborate with team members in developing research questions, designing empirical studies, collecting and analyzing data, writing manuscripts and presenting results at national and regional conferences. Students also are required to complete a number of research, measurement, and statistics courses by the completion of their second year of study, so that they have the knowledge and skills to participate meaningfully in research activities. As early as prior to the start of the first Fall semester and no later than the end of the first Fall semester, students must identify a department faculty member who will serve as their graduate faculty advisor and master’s thesis committee chair.

Fall incoming students in the Department are required to begin work on a **First Year Research Project** very early in their first semester. The results of that work will be presented the following September at a department-wide research colloquium. The goal of this requirement is for students to begin building research and publication skills as quickly as possible. Thus, for many students, this will be a project largely designed by the graduate faculty advisor, as part of his/her research program. This will ordinarily be a project that can be published if it is successful and the student's involvement would merit authorship. This project would not be identical to the master's thesis, because the goal is to produce additional research and additional publications.

Attendance in the Fall and Spring semesters is required at the bi-weekly **Clinical Research Seminar** by all students until they leave campus for their full-time professional internship. Original research, research proposals, grant proposals, and research/grant issue topics are presented by clinical faculty and students in this bi-weekly seminar. In addition, speakers from the department, university, and region regularly make research presentations. At least once per year a speaker of national prominence presents her/his research. Issues presented may include research design, degree plan development, research ethics, the IRB process, preparation for thesis/dissertation proposals/defenses, grantsmanship, "telling your professional story," clinical internship and post-doctoral fellowship training, and other relevant topics are covered via discussion, readings, and presentations.

By the end of the Fall semester of their second year in the program, students are strongly encouraged to develop **one or two OPTIONAL specialty emphases for their training**. This decision is made in careful consultation with the student's faculty advisor and advisory committee. Specific credits to support training in specialty emphases typically is not begun until after the Spring semester of the second year. Once declared, specialty emphases made be changed, deleted, or added, but only after careful consultation with a student's faculty advisor and other faculty members. Special emphasis training may be acquired through courses, focused research, and focused practica experiences, as approved by the student's faculty advisor and advisory committee. At present, the following are special emphases that have the faculty, coursework and other training experiences to support a student's specialized training. Additional special emphasis areas must be approved by the clinical faculty.

Behavior Therapy
Couples/Family Psychology
Gender Issues
OCD-spectrum Disorders
Psychological Assessment

Clinical Child and Adolescent Psychology
Diversity/Cultural Issues
Geropsychology
Personality/ Interpersonal Processes
Quantitative Methods

Clinical Neuroscience
Forensic Psychology
Health Psychology
Prevention Science

Practicum (PSYC 614 and PSYC 613) includes a bi-weekly **Clinical Practicum Seminar** designed to integrate research, coursework, and applied training and weekly supervisory instruction from a faculty supervisor. First year students, any student who is seeing clients (PSYC 614 and/or PSYC 613), and faculty currently supervising in the Clinic are required to attend this seminar every other Wednesday in Fall and Spring semesters. PSYC 614/613 instructors typically are assigned a group of 3-7 trainees by the Director of Clinical Training and Associate Director of Clinical Training, in consultation with the clinical faculty, Department Head and Associate Head, and based on input from graduate students.

Students are required to complete 12 credits of PSYC 614 (**Clinical Interventions Practicum**) and/or PSYC 613 (**Clinical Assessment Practicum**) on their degree plan before leaving for internship. Typically, 1 credit of PSYC 614 is taken each semester starting the Fall semester of a student's second year in the program. Typically, PSYC 613 credits are started the Summer semester of a student's second year in the program, after completing Assessment 2 (PSYC 624). It is acceptable for a student to take only PSYC 613 credit and no PSYC 614 credit in a given semester if training includes only Assessment Practicum and no therapy/interventions cases are active on a student's caseload (and vice versa). At least 5 of the 12 required credits must include both PSYC 614 and PSYC 613 (e.g., 7 credits PSYC 614 and 5 credits PSYC 613; or 5 credits PSYC 614 and 7 credits PSYC 613; or any combination summing to 12 credits total between both, with minimum 5 credits in either).

The **Clinic caseload expectation** for a student taking 1 credit of PSYC 614 is 5 active cases at any given time. The actual contact hours with clients on a student's caseload and other information from Interventions Practicum Supervisors is used to adjust up or down the actual number of active cases a given student is expected to manage. Clinic caseload expectations for students in Assessment Practicum (PSYC 613) is determined by the Assessment Practicum Supervisor, but often is 2 to 4 active evaluation cases at any given time. When a student has completed the 12 credits of PSYC 614 and/or PSYC 613 required on his/her degree plan, she/he may opt to continue with practicum training. Under these circumstances, if a student opts to continue to receive PSYC 614 training, he/she may request a change in caseload expectation to less than 5 active cases. This request must be in writing to the Clinic Director and a written endorsement of the request must be received by the student's current Clinic Supervisor and Research Supervisor. Written email requests are acceptable. Alterations in caseload expectations for PSYC 613 are much less likely due to the time-demand nature of this training experience. Of course, students before or after completion of the required 12 credits of PSYC 614 or PSYC 613 may request to be assigned more than the typical caseload expectations, if such a request is supported by the current Clinic Supervisors and Research Advisor as being conducive to the training goals of that student.

Summary of Clinical Program Coursework Requirements	
Course Type	Required Credits
Statistics and Research Design	6
Psychopathology	3
Psychological Assessment	6
Clinical Interventions	9
Practicum (includes Clinical Interventions Practicum & Psychological Assessment Practicum)	12
Research (includes Research, Clinical Research Seminar, & Directed Studies)	24
Electives	24
Professional Internship (typically NOT on degree plan)	1 credit per Fall and Spring semester
TOTAL	96

Students should inquire with the [Office of Graduate and Professional Studies](#) about State regulations that the University collect nonresident tuition from all doctoral students who enroll in 100 or more semester credits of doctoral course work.

IIc. Specific Coursework Required for the Doctoral Degree in Clinical Psychology

Note: All required clinical and departmental credits must be passed with a grade of A or B.

IIci. Requirements by Texas A&M University:

Total credits

A minimum of 32 semester credits of approved courses and research are required for the master of science degree.

A minimum of 96 credits beyond the baccalaureate degree or 64 credits beyond the master's degree are required for the doctoral degree.

A minimum of 64 credits at Texas A&M are required of students who are admitted with a master's degree from another university. (Completion of clinical program requirements for such students would typically exceed this university requirement.)

In sections B and C that follow, 75 credits in specific courses (including research credits) are required for clinical doctoral students (master of science degree and doctoral degree credits combined). An additional 21 credits must be taken from elective courses determined by the student in conjunction with his/her advisory committee.

IIcii. Requirements by the Department of Psychology:

Statistics and Research Design (6 credits required)

PSYC 607	Experimental Psychology	3 credits
PSYC 671	Experimental Design for Behavioral Scientists	3 credits

The clinical program encourages students to complete at least two additional Statistics and Research Design courses that may be chosen, in conjunction with a student's advisory committee, based on students' training needs. A *sample* of such courses includes:

EPSY 625	Advanced Behavioral Measurement	3 credits
EPSY 642	Meta-Analysis of Behavioral Research	3 credits
EPSY 643	Applied Multivariate Methods	3 credits
EPSY 651	Theory of Structural Equation Modeling	3 credits
EPSY 652	Theory of Hierarchical Linear Models	3 credits
EPSY 653	Advanced Structural Equation Modeling	3 credits
EPSY 654	Longitudinal Data Analysis	3 credits

Other statistics/methodology courses may be chosen as electives, as determined by the student in conjunction with his/her advisory committee. Consideration may be given to earning a Graduate Certificate in [Education & Social Sciences Advanced Research Methods](#), which is extended to clinical PSYC graduate students by CEHD.

Students may request substitution of related courses (such as *PSYC 689 Special Topics in...*) for the courses listed above in some circumstances. Such petitions should be initiated through the student's graduate faculty advisor and must be approved by the Director of Clinical Training in consultation with the Director of Graduate Studies and the program area for which the substitution is being requested. Students should be advised, however, that [Implementing Regulation C-16](#) of the APA CoA indicates that training in core areas of science must be "broad and general" rather than overly specialized or applied. For example, coursework in neuropsychological assessment and psychopharmacology can be included in the category of biological bases of behavior, but they do not by themselves fulfill training requirements in this category.

IIciii. Requirements by the Clinical Psychology Doctoral Training Program:

Psychopathology (3 credits required)

1. The following is required:

PSYC 626	Psychopathology	3 credits
----------	-----------------	-----------

2. The following is a *sample* of elective courses that may be chosen based on students' training needs:

Assessment and Psychometrics (6 credits required)

1. The following are required:

PSYC 623	Assessment 1—Psychometrics & Personality Assessment	3 credits
PSYC 624	Assessment 2—Intellectual & Cognitive Assessment	3 credits

2. The following us a *sample* of elective courses that may be chosen based on students' training needs:

PSYC 627	Psychological Assessment of Children & Adolescents	3 credits
EPSY 621	Clinical Neuropsychology	3 credits
EPSY 628	Rorschach Technique with Children and Adolescents	3 credits
SPSY 615	Individual Assessment of Preschool Children	3 credits
SPSY 617	Diagnosis of Emotionally Disturbed Children	3 credits
SPSY 642	Behavioral Assessment and Intervention	3 credits
SPSY 657	Bilingual Psychoeducational Assessment	3 credits

Clinical Interventions (9 credits required)

1. The following are required:

PSYC 608	Introduction to Clinical Ethics & Techniques	3 credits
PSYC 637	Clinical Interventions 1	3 credits
PSYC 638	Clinical Interventions 2	3 credits

2. The following is a *sample* of elective courses that may be chosen based on students' training needs:

PSYC 616	Treatment of Problem Behavior in Children and Families	3 credits
PSYC 630	Health Psychology and Behavioral Medicine	3 credits
PSYC 639	Pediatric Psychology	3 credits
PSYC 678	Couples Therapy	3 credits
PSYC 689	Special Topics in Clinical Psychology	3 credits
SPSY 628	Consultation Theory and Techniques	3 credits
SPSY 641	Child Therapy for School Behavior Problems	3 credits
SPSY 642	Behavioral Assessment and Intervention	3 credits

Additional clinical intervention elective courses may be available in the Department of Educational Psychology.

Practicum (12 credits required)

1. The following are required:

PSYC 613/614	Practicum in Clinical Psychology	12 credits
	At least 5 <i>credits</i> of Psychological Assessment Practicum (PSYC 613)	
	At least 5 <i>credits</i> of Clinical Interventions Practicum (PSYC 614)	

2. Students may request additional practicum through the Counseling and Assessment Clinic (Department of Educational Psychology), the campus Student Counseling Services, or off campus sites. Such petitions should be initiated through the student's graduate advisor and must be approved by the Director of Clinical Training.

Research (24 credits required)

1. The following are required:

PSYC 691	Research (or PSYC 685 Directed Studies)	24 credits
----------	---	------------

2. The following *may be* substituted for some of the required 24 credits of PSYC 691 or PSYC 685.

PSYC 677	Clinical Research Seminar	1-2 credits
----------	---------------------------	-------------

3. The Graduate Catalog states that the degree plan for the doctoral degree must carry "... a reasonable amount of 691 (Research)". The Graduate Catalog also states that the degree plan for the master of science degree may include "a maximum of 8 credits of 691 (Research), or 485 and/or 685 (Directed Studies), and up to 3 credits of 690 (Theory of Research) or 695 (Frontiers in Research)—no more than 12 credits of any combination of these."

Elective Courses (24 credits required)

The following is a *sample* of other elective courses— *other examples have already been listed in other course categories*—that may be chosen, in conjunction with a student’s advisory committee, based on students’ training needs:

PSYC 610	Organizational Psychology	3 credits
PSYC 611	Personnel Psychology	3 credits
PSYC 613	Psychological Assessment Practicum	1+ credits
PSYC 614	Clinical Interventions Practicum	1+ credits
PSYC 633	Gender and Minority Issues in Clinical Psychology	3 credits
PSYC 682	Seminar in Personnel Selection and Placement	3 credits
PSYC 680	Seminar in Organizational Psychology	3 credits
PSYC 685	Directed Studies	1+ credits
PSYC 691	Research	1+ credits
PSYC 697	Seminar in the Teaching of Introductory Psychology	3 credits

Professional Internship (required, but typically not on degree plan)

PSYC 684	Professional Internship	3-6 credits
----------	-------------------------	-------------

Credits for PSYC 684 *may or may not* be included on a student’s doctoral degree plan. Inclusion or exclusion of these credits should be thoroughly discussed with a student’s research advisor and the Director of Clinical Training and the Associate Director of Clinical Training, in consultation with OGAPS and the Department of Psychology Director of Graduate Studies.

Students may register for 1 credit per semester [3 credits total for 12 months] of **Professional Internship** (PSYC 684) **if** their **Final Examination/Dissertation Defense** is completed and the final edited version of their dissertation is approved by their doctoral chair and committee. Students must register for 2 credits of PSYC 684 per semester [6 credits total for 12 months] prior to these events. The DCT writes a memo to notify OGAPS regarding the full-time status of students during the internship year, although they are registered for only 1-2 credits per semester. OGAPS requires continuous registration (at least 1 credit per semester) until students graduate. Students who have not completed their Final Examination/Dissertation Defense must register for 1-2 credits of PSYC 691 (after internship), which may be *in absentia* for each semester they are not actually in residence on campus.

Students must confirm directly with OGAPS and the Department of Psychology Director of Graduate Studies registration requirements unique to their own situation that may differ from what is described here.

IIciv. Requirements of the American Psychological Association and/or State Licensing Boards:

Current clinical program and departmental course requirements for the doctoral degree in clinical psychology are designed to meet curriculum guidelines and principles of APA accreditation or requirements common to state licensing boards. For example, APA principles require breadth of knowledge in the science of psychology. Completion of the program and departmental core courses will satisfy these guidelines. APA also requires instruction in (a) scientific and professional ethics and standards, and (b) gender and minority issues. The clinical program addresses this guideline in a variety of specific ways including required readings and classroom instruction in PSYC 608 (Introduction to Clinical Ethics and Techniques), PSYC 637 and PSYC 638 (Clinical Interventions I and II), PSYC 623 and PSYC 624 (Assessment I and II), PSYC 626 (Psychopathology), and PSYC 613/614 (Practicum and associated Clinical Seminar case conferences). APA also requires that doctoral students in clinical psychology be familiar with the history and systems of psychology. The clinical program pursues satisfaction of this criterion through required readings and classroom instruction in the required clinical and department curricula. Students should develop their degree plans, in consultation with their advisory committee, based on desired career options, APA accreditation requirements, and in anticipation of state licensure requirements as a psychologist. Although these requirements vary across U.S. states and Canadian provinces, the Association of State and Provincial Psychology Boards (ASPPB) has provided [guidance](#) to assist individuals in understanding and documenting educational and supervised experiences.

IIId. Doctoral Preliminary Examination

Effective July 1, 2003, the following policies were adopted concerning the Doctoral Preliminary Examination:

1. Preparing for the Preliminary Examination: OGAPS will not authorize scheduling the Preliminary Examination unless a doctoral degree plan has been submitted 90 days prior to the requested date for the Preliminary Examination.

Timing Issues: Students will prepare a reading list for their Preliminary Examination and distribute this to their committee along with a 2-page summary of their proposed dissertation project no later than six weeks prior to the date of the Preliminary Examination meeting. The members of the committee will have up to two weeks to either approve of the list or suggest additions to the list. This allows students a minimum of four weeks to read the recommended additions and, if necessary, incorporate them into the written portion of the Preliminary Examination/Dissertation Proposal. The final written product (the Dissertation Proposal) must be submitted to committee members no later than two weeks prior to a scheduled oral portion of the Preliminary Examination.

Given the deadlines for the Thesis defense (September 30th of 3rd year) this allows eight months between thesis defense and dissertation proposal. If the exam is not conducted and passed by May 31, the student may only sign up for research hours (meaning clinic privileges are also suspended) until the exam is completed. If the exam is not passed by Aug 31, the student may not apply for internship that fall.

Another timing-related issue is the submission and approval of the final reading list. The reading list is potentially broader than the reference list. This step is to verify (in the opinion of the committee) that a student has not left out significant areas of research or other background. No later than four weeks prior to submitting the written proposal (six weeks prior to a potentially scheduled oral exam), the student's reading list for the project and a 2-page summary of the background and proposed study need to be submitted to each member of the committee. The members of the committee will have up to two weeks to either approve of the list or suggest additions to the list. This would allow students a minimum of two weeks to read the recommended additions and if necessary incorporate them into the written document. The final written product (the dissertation proposal) must be submitted to committee members two weeks prior to a scheduled oral exam.

To conduct the preliminary examination by the end of May date, the reading list would need to be submitted to the doctoral committee by April 15th.

An example of the timing of the exam/events follows:

- April 1: Submit reading list and summary to committee
- April 10: Reading list approved by committee
- May 1: Submit written proposal to committee
- May 15: Oral preliminary examination

2. Structure of the Preliminary Examination: The Preliminary Examination has written and oral components.

The written component will be the written literature review and proposed methods for the dissertation (i.e., the Dissertation Proposal). The structure of this document is determined by the research advisor, the doctoral committee and any constraints imposed by the graduate school (e.g., page limits).

The oral component will be conducted by the student's graduate training committee. The structure of that meeting should be determined by a particular committee. Typically, approximately the first half of the meeting will be devoted to background and the second half will be devoted to the proposed research project. Students will orally present the background and methods and should work with their advisors to make this presentation concise. Structure beyond this depends on the committee. Questions will come from the student's written proposal, the reading list used to write the proposal and any course work on the student's degree plan. Students should be prepared for general questions, based on their previous course work and academic experiences, and questions more specific to their proposed research project.

At the conclusion of the Preliminary Examination, committee members will first vote on the student having passed (or not) the Preliminary Examination (written and oral components). OGAPS paperwork states that a positive vote by all members of the graduate committee with at most one dissension is required to pass. If the student passes, each committee member then decides to approve (i.e., sign) or not approve (not sign) the current draft of the Dissertation Proposal. If one or more committee members do not approve the Dissertation Proposal, required changes in the document are then discussed and a plan for corrective steps is outlined for the student.

Ile. Clinical Doctoral Training Program Typical Curriculum Sequence (Not all courses listed are required)

First Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
Psychopathology (PSYC 626)	3	Intro. to Clinical Ethics & Techniques (PSYC 608)	3	Department Breadth Course	3
Assessment 1 (PSYC 623)	3	Clinical Interventions 1 (PSYC 637)	3	or Research (PSYC 691)	1 to 6
Experimental Psychology (PSYC 607)	3	Exp. Design for Behavioral Scientists (PSYC 671)	3	or Elective	3
First Year Colloquium Series (PSYC 691-600) w/ DGS	1				
		Submit M.S. degree plan to OGAPS: mid-Spring		6 credits total across combination of SS1, SS2, and/or	
	10	(include only 8 credits of PSYC 691 Research and only 12 credits combined of PSYC 685 & PSYC 691)	9	10-week Sessions—if receiving full Summer dept. funding	6

Second Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
Clinical Interventions 2 (PSYC 638)	3	Assessment 2 (PSYC 624)	3	Assessment Practicum (PSYC 613)	1
Department Breadth Course or Elective	3	Department Breadth Course or Elective	3	Intervention Practicum (PSYC 614)	1
Interventions Practicum (PSYC 614)	1	Interventions Practicum (PSYC 614)	1	Directed Studies (PSYC 685)	1 or 4
32 credits here and above go on M.S. degree plan *		Directed Studies (PSYC 685)	2	or Department Breadth Course or Elective	3
Directed Studies (PSYC 685) *	2				
Complete 1st Year Project: early Oct.					
Complete Thesis Proposal: Sept. 30th				6 credits total across combination of SS1, SS2, and/or	
(or delay seeing Clinic clients)	9		9	10-week Sessions—if receiving full Summer dept. funding	6

*after 32 credits on M.S. degree plan (but before defending Thesis), take only PSYC 685 (which can “roll over” to Ph.D. degree plan) rather than PSYC 691

Third Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
Elective or Department Breadth Course	3	Elective or Department Breadth Course	3	Assessment Practicum (PSYC 613)	1
Elective	3	Elective	3	Intervention Practicum (PSYC 614)	1
Interventions Practicum (PSYC 614)	1	Interventions Practicum (PSYC 614)	1	Research (PSYC 691)	1 or 4
Assessment Practicum (PSYC 613)	1	Assessment Practicum (PSYC 613)	1	or Department Breadth Course or Elective	3
Research (PSYC 691)	1	Research (PSYC 691)	1	6 credits total across combination of SS1, SS2, and/or	
Complete Thesis Defense: Sept. 30th		Submit Ph.D. degree plan to OGAPS: mid-Feb.		10-week Sessions—if receiving full Summer dept. funding	6
(or suspend seeing Clinic clients)	9	Complete Preliminary Exam: May 31st	9	Complete Preliminary Exam: Aug. 31st	
		(or only research hours until completed)		(to apply for internship)	

Fourth Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
Elective	3	Elective	3	Research (PSYC 691)	3-6
Elective	3	Interventions Practicum (PSYC 614)	1	or None	0
Interventions Practicum (PSYC 614)	1	Research (PSYC 691)	5	or Professional Internship (PSYC 684)	1-2 *
Assessment Practicum (PSYC 613)	1				
Research (PSYC 691)	1	Complete Final Exam/Dissertation Defense:		6 credits total across combination of SS1, SS2, and/or	
		May 31st or in June		10-week Sessions—ONLY if receiving full Summer dept.	
	9	(strongly preferred)	9	funding AND in-residence / on-campus	0-6

Fifth Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
Professional Internship (PSYC 684)	1-2 *	Professional Internship (PSYC 684)	1-2 *	Professional Internship (PSYC 684) or None	1-2 * 0

* Students may register for 1 credit per semester [3 credits total for 12 months] of Professional Internship (PSYC 684) if their Final Examination/Dissertation Defense is completed and the final edited version of their dissertation is approved by their doctoral chair and committee. Students must register for 2 credits of PSYC 684 per semester [6 credits total for 12 months] prior to these events. The DCT writes a memo to notify OGAPS regarding the full-time status of students during the internship year, although they are registered for only 1-2 credits per semester. OGAPS requires continuous registration (at least 1 credit per semester) until students graduate. Based on TAMU policy, students from out-of-State who no longer are employed by TAMU do not qualify for an out-of-State tuition waiver <http://registrar.tamu.edu/general/resguide.aspx>. Students who have not completed their Final Examination/Dissertation Defense must register for 1-2 credits of PSYC 684 or 691 (after internship), which may be in absentia for each semester they are not actually in residence on campus.

IIf. Example of PSYC 614 (Interventions) and PSYC 613 (Assessment) Distributed Across Four Years

First Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
PSYC 614	0	PSYC 614	0	PSYC 614	0
PSYC 613	0	PSYC 613	0	PSYC 613	0
	0		0		0

Second Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
PSYC 614	1	PSYC 614	1	PSYC 614	1
PSYC 613	0	PSYC 613	0	PSYC 613	1
	1		1		2

Third Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
PSYC 614	1	PSYC 614	1	PSYC 614	1
PSYC 613	1	PSYC 613	1	PSYC 613	1
	2		2		2

Fourth Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
PSYC 614	1	PSYC 614	1	PSYC 614	0
PSYC 613	1	PSYC 613	0	PSYC 613	0
	2		1	or Professional Internship (PSYC 684)	1-2

Fifth Year

Fall Semester	credits	Spring Semester	credits	Summer Sessions	credits
Professional Internship (PSYC 684)	1-2	Professional Internship (PSYC 684)	1-2	Professional Internship (PSYC 684) or None	1-2 0

Students are required to complete 12 credits of PSYC 614 (Clinical Interventions Practicum) and/or PSYC 613 (Assessment Practicum) on their degree plan before leaving for internship. Typically, 1 credit of PSYC 614 is taken each semester starting the FALL of a student's second year in the program. Typically, PSYC 613 credits are started SUMMER of a student's second year in the program, after completing Assessment 2 (PSYC 624). It is acceptable for a student to take only PSYC 613 credit and no PSYC 614 credit in a given semester if training includes only Assessment Practicum and no therapy/interventions cases are active on a student's caseload (and vice versa). At least 5 of the 12 required credits must include both PSYC 614 and PSYC 613 (e.g., 7 credits PSYC 614 and 5 credits PSYC 613; or 5 credits PSYC 614 and 7 credits PSYC 613; or any combination summing to 12 credits total between both, with minimum 5 credits in either).

Ilg. The Predoctoral Clinical Internship

1. The following policy states the program's requirement of an internship accredited by the American Psychological Association:

The clinical psychology program at Texas A&M requires its students to complete an APA-accredited internship prior to the awarding of a doctoral degree. By policy, non-APA accredited internships will not be accepted as fulfilling this requirement. Exceptions to this will only be granted by a vote of the clinical faculty. Criteria for exceptions will include: (a) clear relevance of unique aspects of the training experience to the student's interests; (b) the student establishes an interest in the non-accredited site early in the application process; and (c) the student demonstrates that the proposed site offers unique opportunities which are not available elsewhere.

2. The internship must include a full-time experience for one calendar year, or half-time experience for two years. The minimum hours satisfying the internship requirement is 2,000 hours.

3. Students enrolled in PSYC 684 - Professional Internship qualify for In Absentia registration and are required to register each subsequent fall and spring semester for a minimum of one and maximum of four credit hours (691, 684, 685 or 692). Grades for PSYC 684 will be assigned by the Director of Training based on letters of evaluation from the internship site. After the internship is completed, students who have not completed their Final Examination/Dissertation Defense are required to be in continuous registration until all requirements for the degree have been completed. The continuous registration requirement may be satisfied by registering either In Absentia or In Residence. However, unlike In Absentia registration that requires registration for at least one credit in each subsequent fall and spring semester, a student who is subject to In Residence registration (i.e., on campus) is required to register each subsequent fall and spring semester and each 10-week summer semester for at least one credit hour. NOTE: Students on financial aid and international students may have additional registration requirements.

4. The following deadline pertains to application to internship and acceptance of internship offers:

a. Students intending to apply for internship must successfully complete the Doctoral Preliminary Examination and propose the dissertation by August 31 of the year in which they intend to apply.

b. Students are strongly encouraged to complete all data collection for the dissertation prior to the internship. Defense of the dissertation prior to the internship is also encouraged.

III. Student Difficulties and Standards of Professional Conduct

IIIa. General Comments

The clinical training program does not require by policy that doctoral students engage in individual psychotherapy. However, on some occasions individual therapy may be required of students whose clinical effectiveness is viewed by the faculty as being hindered by personal emotional or behavioral difficulties. In addition, the clinical training program strongly supports students who seek out experiences in individual therapy to enhance their understanding of the therapeutic process and promote their own skills as a clinician.

Although provisions for psychotherapy may be included in the insurance benefits available to students on departmental assistantship, not all students may opt for these benefits and, among those who do, eligible providers may not meet the student's specific needs. In an effort to support students' efforts to obtain personal therapy, some members of the counseling faculty at TAMU have agreed to make one or two therapy "slots" available on a sliding fee basis for students in training. These services are provided under the following conditions:

- a. Faculty will not provide services to students in their own training program.
- b. Other dual relationships will be avoided. Students should not enter treatment with someone on their master's or doctoral committee, or with someone whom they anticipate having as a course instructor in the future.
- c. Fee arrangements will be negotiated between the student and therapist.
- d. Students who would like a referral or who have any other questions regarding personal therapy should address these issues with the Associate Director of Clinical Training.

IIIb. Leaves of Absence

Students who have personal difficulties (e.g., serious illness) that prevent them from participating in the program for a given period of time may request a leave of absence from the program. In most cases, a leave of absence is granted for no more than one year. To obtain a leave of absence, the student must write a letter of petition to the Clinical Faculty through the Director of Clinical Training. Upon approval of the Clinical Faculty, the request is forwarded to the Director of Graduate Studies and Department Head, and then to OGAPS.

IIIc. Unsatisfactory Progress

Students who are determined by a consensus of the clinical faculty to be making unsatisfactory progress academically, in their research, or in other areas will be informed personally by the Director of Clinical Training as well as in writing as significant problems become visible. Depending on the nature of the difficulties, additional supervised practica, an extended period of time for requirements to be completed, or additional course requirements may be advised, and personal therapy with a professional outside the program may be suggested. Students who continue to experience difficulties may be placed on probation or may be required to take a leave of absence by action of a majority vote of the clinical faculty, until the clinical faculty determine that the student is prepared to resume clinical training activities unencumbered by emotional or behavioral difficulties. Students who continue to exhibit unsatisfactory progress after one year's probation may be dismissed from the program.

IIId. Impaired Students Policy

A student will not be continued in active status in the program when the competency of the student to perform in the program is or could reasonably be expected to be impaired due to an apparent mental, emotional, physiologic, pharmacologic, or substance abuse condition. If the performance of a student suggests that the student may be impaired, then the clinical faculty may require the student to submit to a psychological and/or physical examination by an appropriate licensed practitioner. In this case, the faculty will provide a choice of practitioners designated by the faculty. In addition, the faculty may require the student to produce, or authorize the faculty to obtain, any and all records relating to the alleged mental and/or physical condition, including that individual's personal psychiatric and psychological records.

If sufficient evidence supports the diagnosis of impairment, the faculty may (a) require the student to take a leave of absence until the student is no longer impaired, or (b) dismiss the student from the program. If the student is required to take a leave of absence, the faculty may further require that the student undertake a rehabilitation program to address the impairment. To determine the student's fitness to re-enter the program, the faculty may require the student to submit to a second examination. If, at any point during the process of evaluation or rehabilitation, the student refuses or fails to comply with this procedure, the student may be dismissed from the program.

IIIe. Compliance with Ethical Standards

Students are required to act in accordance with the American Psychological Association's [Ethical Principles of Psychologists and Code of Conduct](#). Violations of these principles and standards may constitute grounds for dismissal from the program.

IIIf. Involvement in Delivery of Clinical Services

Students are not permitted to engage in delivery of clinical services other than those arranged under the auspices of the Clinical Program, without prior approval of the Director of Clinical Training. Under no conditions are students permitted to treat clients privately without supervision. Students may provide professional services under the supervision of a qualified mental health professional, given the approval of the Director of Clinical Training in consultation with the clinical program faculty. Students must obtain approval before agreeing to provide services of any kind. Failure to do so may jeopardize the student's standing in the program.

IIIg. Grievance Procedures

In the event that a student has a grievance regarding a departmental policy, departmental personnel, or an action that is taken by the graduate committee or Director of Clinical Training, that student may choose to bring the grievance to the Department Head. The Department Head may then consult an ad hoc faculty committee regarding the disposition of that grievance. However, these committees are advisory to the Department Head who retains final authority at the departmental level.

If dissatisfied with the outcome of attempts to resolve any conflicts at the department level, procedures are described on the university website for pursuing [conflict resolution](#) and [grievances](#). Although a student may seek clarification and advice regarding grievance procedures from any faculty member, Student Assistance Services (Cain C217, 979-845-3113) has staff members trained to help students who have grievances.

IV. Information for Students Who Have Completed a Master's Degree at Another University

IVa. Students Admitted to the Clinical Program with Prior Completion of a Research-Based Master's Thesis

Students who have completed a master's degree in psychology or closely related field that includes a research-based thesis prior to admission to the clinical psychology program at Texas A&M University may request that the prior thesis be evaluated for its potential to satisfy this department's thesis requirement.

1. The student should verify that their status as a post-master's degree student has been confirmed with OGAPS. An official transcript from the university previously awarding the master's degree must be sent directly to the Office of Admissions and Records.
2. The student should discuss with his/her major advisor and the Director of Clinical Training the student's intention to submit their previous master's thesis for approval by this department. The thesis must be data-based and must include a review of the relevant literature; a statement of the research problem and clearly defined hypotheses; a description of the methods including subjects, measures, and procedures; a summary of results with appropriate statistical analyses; and a discussion of findings and their implications.
3. The student should initiate evaluation of the previously completed thesis in a letter accompanying the thesis to the Director of Clinical Training. The Director of Training will identify a faculty committee to review the thesis including: (a) the Director of Clinical Training; (b) the student's major advisor; and (c) at least one other member of the departmental graduate faculty. This committee may act on behalf of the clinical program or, at the discretion of any committee member, may seek additional consultation from other faculty.
4. Approval of the previous master's thesis as satisfying this department's thesis requirements will be conveyed in a letter to the student by the Director of Clinical Training with copies to the student's major advisor and the Director of Graduate Studies.
5. Approval of the previous thesis does not alter course requirements for the doctoral degree, with the exception that the student may elect to apply fewer hours of PSYC 691 (Research) toward the degree (e.g., 6 credits rather than 12).
6. Upon approval of the prior thesis by this department, the student should proceed to identify a doctoral advisory committee and formulate plans for the Preliminary Examination.

IVb. Students Admitted to the Clinical Program without Prior Completion of a Research-Based Master's Thesis

Students who have completed a master's degree in psychology that that did *not* include a research-based thesis prior to admission to the clinical psychology program at Texas A&M University are required to complete the equivalent of a research based thesis (termed a 'pre-doctoral research project') following completion of the first year project.

1. The purpose of the pre-doctoral research project requirement is to ensure that students exhibit acceptable levels of research competence prior to beginning work on a dissertation proposal.
2. All timelines and clinical area/departmental requirements for the pre-doctoral research project are identical to that of the master's thesis. The only difference in this process is that students do not submit the proposal or the final defended project to OGAPS.

V. Additional Graduate School Issues

Va. Transfer of Graduate Credits

There are several policies applicable to students having completed graduate work in psychology prior to admission to the clinical psychology program at Texas A&M University:

1. First is a constraint imposed by the Graduate School. A maximum of six (6) credits of transfer course work with grades of B or better taken in residence at another accredited university may be considered for transfer credit. These courses cannot have been applied toward a previous degree.
2. Second is a constraint imposed by the clinical program. Specifically, all students admitted to the clinical program at Texas A&M are expected to take all of this program's clinical core courses as well as the 12 hours of supervised practica expected of all clinical students.
3. Students seeking transfer of graduate credits for nonclinical required courses (e.g., statistics/design, history and systems, learning/cognition) should do the following:
 - a. Discuss with your major advisor and with the Director of Clinical Training your intention to seek transfer of credits for the specific course involved.
 - b. Consult with the current faculty member responsible for teaching that graduate course. Be prepared to present your previous text, syllabus, copies of papers and previous exams so the faculty instructor can evaluate whether your previous coursework was comparable to the course offered at Texas A&M.
 - c. If the faculty instructor for the course in this department determines that your prior coursework satisfies the requirements of this department's course, he/she should so indicate in a memorandum copied to the student's major advisor, the Director of Clinical Training, and the Director of Graduate Studies.
 - d. Prior coursework approved for transfer (up to 6 hrs.) should be listed on your degree plan. At the time the degree plan is filed, OGAPS will verify that an official copy of your transcript is on record with the Registrar's Office. Actual credit from the prior coursework toward your degree at Texas A&M will not be "posted" until after the degree plan has been filed and all verifications and approval of prior coursework have been completed.
4. As an alternative to transfer of credits, students may request an exemption from enrollment in specific required nonclinical courses. Such an exemption, while not resulting in transfer of credits (and not reducing the required 96 hours for the doctoral degree), would free the student to enroll in alternative courses not duplicating previous coursework (e.g., taking an advanced seminar in Psychology of Persuasion in place of the Seminar in Social Psychology). Students seeking such exemptions on the basis of previous graduate coursework should consult with their major advisor and the Director of Clinical Training and should then pursue steps 2 and 3 outlined above.

Vb. Graduation

Deadline: Graduate degrees are conferred at the close of each regular semester and the summer session. Candidates for advanced degrees who expect to complete their work at the end of a given semester must apply for graduation by submitting the appropriate forms to OGAPS and paying the required fee at the Fiscal Department no later than 90 days prior to the end of the semester or 30 days prior to the end of the summer term.

Vc. Grades

Graduate students must maintain a minimum grade point ratio (GPR) of 3.00 in all course work. Grades D, F, or U for courses on the degree plan must be absolved by repeating the courses and achieving grades of C or above (or S). (Note: All required clinical courses and department core courses must be passed with a grade of B or better.)

Vd. Full-Time Status and Assistantships/Fellowships

1. Graduate students must maintain full-time status during any semester or summer term in which they hold an assistantship. A graduate student is considered full-time if he or she is registered for a minimum of 9 credits during Fall or Spring semester, 3 credits during a 10-week Summer semester, or 3 credits during a 5-week Summer term.
2. Graduate students on fellowship must register for a minimum of 9 credits during Fall or Spring semester, 6 credits during a 10-week Summer semester, and 3 credits during a 5-week Summer term.
3. Unless specifically excluded by the conditions of the fellowship award, students holding fellowships administered through OGAPS may concurrently hold assistantships requiring service up to 20 hours per week.
4. Graduate students concurrently holding a fellowship with a one-quarter time assistantship normally have the same registration requirements as students holding one-half time assistantships.

Ve. Continuous Registration

1. Students in graduate degree programs requiring a thesis, dissertation, internship, or record of study, who have completed all course work on their degree plans other than 691 (research), 684 (internship), or 692 (professional study) are required to be in continuous registration until all requirements for the degree have been completed. The continuous registration requirement may be satisfied by registering either in absentia or in residence.
2. Students who qualify for in absentia registration are required to register each subsequent Fall and Spring semester for a minimum of one and maximum of four credits of 684, 691, or 692. Students who qualify for in residence registration are required to register each subsequent Fall and Spring semester, and each 10-week Summer session for at least one credit.
3. The registrar's office is occasionally asked to certify full-time enrollment status for purposes such as financial aid, insurance coverage, loan deferments, and so forth. As of Spring, 1995, written approval from the student's dean is required for establishing full-time status while the

student is on work-related experience (e.g., internships). Requests from students related to such purposes should be directed through the Director of Clinical Training to the Dean prior to the semester during which such work-related experience occurs.

4. Students must confirm directly with OGAPS and the Department of Psychology Graduate Advisor any registration requirements unique to their own situation that may differ from what is described here.

Vf. Tuition and Required Fees Table: For current information see page 2 of the [Student Admissions, Outcomes, and Other Data](#) on-line pdf.

Vg. Requirements for the Master of Science Degree

1. Student's advisory committee:

The master's student advisory committee will consist of no fewer than three members of the graduate faculty where the chair or co-chair of the committee must be from the student's department and one of the members must be from a department other than the student's major department.

2. Student's degree plan:

- a) The proposed degree plan should be completed, filed, and approved by OGAPS no later than the 12th class day of the Fall/Spring semester (or fourth class day of the 10-week Summer semester) in which the final oral examination or thesis defense will be scheduled.
- b) A minimum of 32 credits of approved courses and research is required for the thesis option master of science degree.

3. Limitations on the Use of Transfer Courses

A maximum of six credits of transfer course work with grades of B or better taken in residence at an institution other than Texas A&M University will be considered for transfer credit.

4. Additional limitations on application of courses toward the master's degree:

- a) A maximum of 12 credits of 689 (special topics)
- b) A maximum of 12 credits in combination of transfer courses plus 689 (special topics)
- c) A maximum of 8 hours each of 691 (Research) and 685 (Directed Studies) and no more than 12 credits in combination of 691 plus 685.

5. Thesis requirement

- a) Proposal: The thesis proposal must be submitted to OGAPS at least 14 weeks prior to the close of the semester or Summer session in which the student expects to receive the degree. Please note that this does not apply to the 'pre-doctoral research project' completed by students who entered the program with a master's degree but without having completed a research-based thesis.

- b) Thesis: The format for the thesis should be consistent with that used on scholarly journals in the candidate's field. The thesis must also comply with format instructions obtained from the [TAMU Thesis Office](#) within OGAPS. The thesis is submitted electronically with the thesis clerk of OGAPS after approval by the student's advisory committee and the head of the student's major department. Deadline dates are announced by OGAPS each semester. Please note that OGAPS requirements do not apply to the 'pre-doctoral research project' completed by students who entered the program with a master's degree but without having completed a research-based thesis.

6. Time Limit

All degree requirements for the master's degree must be completed within a period of seven consecutive years.

7. Final Examination

The candidate must pass a final examination by dates announced by the Office of Graduate School each semester. The final examination covers the thesis and all work taken on the degree plan and at the option of the committee may be written or oral or both. A student shall be given only one opportunity to repeat the final examination for the master's degree and that shall be within a time period that does not extend beyond the end of the next regular semester (Summer terms are excluded).

8. A summary of major steps to fulfill requirements for the master's degree are described [here](#).

Vh. Requirements for the Doctor of Philosophy Degree

1. Time Limit

- a) All requirements for the degree must be completed within a period of ten consecutive calendar years. Final corrected copies of the dissertation must be accepted by the thesis clerk no later than one year after the final examination or within the ten year time limit, whichever occurs first.
- b) A minimum of 96 credits beyond the baccalaureate degree or 64 hours beyond the master's degree are normally required for the doctoral degree.

2. Student's Advisory Committee

The advisory committee consists of no fewer than four members of the graduate faculty representative of the student's several fields of study and research, where the chair or co-chair must be from the student's department, and one of the members must be from a department other than the student's major department.

Note: The doctoral advisory committee conducts the Doctoral Preliminary Exam as well as evaluates the proposal and defense of the dissertation.

3. Degree Plan

The degree plan constitutes the basic requirements for the degree. It must be filed with OGAPS no later than 90 days prior to the Preliminary Examination.

4. Admission to Candidacy

To be admitted to candidacy for a doctoral degree, a student must have (1) satisfied the residency requirements, (2) passed the Preliminary Examination, (3) completed all formal course work, and (4) filed with OGAPS the approved dissertation proposal.

5. A summary of major steps to fulfill requirements for the doctoral degree are listed [here](#).

6. Format and Filing of the Dissertation

Similar to the master's thesis, the format for the dissertation should be consistent with that used on scholarly journals in the candidate's field. The dissertation must also comply with format instructions obtained from the [TAMU Thesis Office](#) within OGAPS. The dissertation is submitted electronically with the thesis clerk at OGAPS after approval by the student's advisory committee and the head of the student's major department. Deadline dates are announced by OGAPS each semester.

DEPARTMENT LEADERSHIP

Heather Lench

Department Head; Professor

Phone: (979) 845-0377

Email: hlench@tamu.edu

Office: Psychology 232A

Research Interests: Emotion and cognition, forecasting, optimism. The underlying premise of our research is that emotional processes are the foundation of behavior and thought. We examine the role of affective reactions and emotions in how people think about the future and what they think will happen to them in the future. We are also investigating when and why particular emotions might improve functioning and decision making

Sherecce Fields

Associate Department Head; Associate Professor

Phone: (979) 845-3774

Email: safields@tamu.edu

Office: Psychology 233

Research Interests: My current research focuses on behavioral decision-making (with an emphasis on impulsivity) as a trans-disease process in health risk behaviors. My research draws attention to self-regulatory and self-control pathways to behavior, modeling both their causes and consequences in order to better inform intervention efforts. Specifically, I am interested in how behavioral decision-making and other family, process and psychosocial factors interact to affect prevention and treatment outcomes for health behaviors. My primary research examines factors related to the initiation and maintenance of addictive behaviors (specifically in children and adolescents). My secondary research line extends the knowledge gained from addiction research to eating behavior, obesity, and subsequent diabetes risk. In both areas of research, I am also studying the neural mechanisms that underlie performance on laboratory behavioral tasks modeling impulsive behaviors in order to better inform prevention and treatment interventions.

In addition, I have an interest in information and communication technologies that might influence behavioral decision making, with a particular focus on the prediction, prevention, and treatment of addiction and eating behavior. Recent work explores novel applications of remote-health technology, 'serious' video games, and other computer-mediated technologies that can inform and influence behavioral decision making.

In addition to my own lines of research, students in my lab are examining the role of behavioral decision-making in the initiation and maintenance of other behaviors such as risky sexual behavior, disordered eating, video game and smart phone use, and recovery after chronic illness.

Our laboratory is the Health Behavior Research Group (HBRG). HBRG is a 4-room, state-of-the-art, community-based clinical research laboratory. HBRG is uniquely organized to support the full spectrum of clinical research, from human laboratory models to large-scale treatment-outcome studies. HBRG faculty, staff, graduate students, and undergraduate research assistants are actively engaged in collaborative research projects with local schools, health agencies, and medical specialists.

Joshua Hicks

Associate Head of Psychology Undergraduate Studies and Honors Program; Associate Professor

Phone: (979) 845-2097

Email: joshua.hicks@tamu.edu

Office: Milner 212

Research Interests: My research aims to understand how people answer the “big” questions in life and how people’s answers to those questions influence their attitudes and behavior. Our lab formulates and tests a wide range of hypotheses related to many types of existential concerns focusing on the antecedents and consequences of the experience of meaning in life, authenticity, self-alienation, perceptions of free-will, and mortality awareness.

Takashi Yamauchi

Associate Head of Graduate Studies; Associate Professor

Phone: (979) 845-2503

Email: takashi-yamauchi@tamu.edu

Office: Psychology 267

Research Interests:

- Emotion and cognition / Computational Psychiatry & Cognitive Modeling / Unconscious semantic processing / Cognitive Science of Decision Making
- Brain-computer interface / Affective computing / Human Computer Interaction

How are our emotions, moods, and other tacit knowledge (including propensity, inclination, personality and beliefs) that meshed into our brains influence our behavior consciously and unconsciously? For sure, newly acquired knowledge influences our behavior. But how? Does it affect the way we move or hit a keyboard? Does it manifest not only inside the brain but also in our overt behavior, such as the way we talk, move, sit and speak? If so, can we develop a computer program that can detect people’s feelings, moods, and propensities? My research has addressed these fundamental questions of knowledge formation / representation by focusing on the issues relevant to emotion and cognition, brain-computer interface, affective computing, and unconscious semantic processing.

CORE FACULTY:

Gerianne Alexander

Director of Clinical Training; Professor

Phone: (979) 845-2567

E-mail: galexander@tamu.edu

Office: Psychology 206

Research Interests: The development of human sex differences in social and cognitive behavior; Hormonal influences on typical and atypical behavior across the lifespan; Reproductive endocrinology and behavior

Robert Heffer

Clinical Professor

Phone: (979) 862-2228

Email: rob-heffer@tamu.edu

Office: Milner 113

Research Interests: My research area may be subsumed under the broad rubric of clinical child and adolescent psychology, which is concerned with both typical and aberrant behavior and development among children and adolescents and emphasizes the myriad family, interpersonal,

biological/medical, and socio-ecological contexts in which young persons are embedded. Significant overlap exists among clinical child/adolescent, developmental, school, and family psychology. Pediatric psychology, or child health psychology, is another research area akin to clinical child and adolescent psychology with sub-specialization applications in health, wellness, medical illness and injury, and developmental disabilities. Clarifying processes involved in individual and family adaptation to pediatric chronic illness and disability or promotion of health and wellness appeals to me as a scientist and a practitioner. Some of my scholarly activities emphasize evidenced-based psychological assessment and some accentuate evidenced-based systems interventions. The link among all this work is an understanding of family and child functioning within developmental and bioecological contexts and a priority on practical application. A more recent secondary line of scholarly activity involves professional issues in education/training in applied psychology. This work is an out-growth of my role as Clinic Director and Associate Director of Clinical Training and my long-standing active participation in the Association of Psychology Training Clinics.

John Edens

Professor

Phone: (979) 845-6097

Email: johnedens@tamu.edu

Office: Psychology 207

Research Interests:

- Forensic Psychology
- Personality Assessment
- Psychopathy and Antisocial Conduct
- Risk Assessment

My research interests broadly span the interaction between psychology and the legal system (which is sometimes referred to as forensic psychology). Mostly this research addresses the utility of psychological data (e.g., tests, evaluation procedures) to answer or inform important mental health and legal questions within the criminal justice system (e.g., violence risk assessment, adjudicative competence, personality assessment within correctional settings). My research also focuses on the development and improvement of psychological assessment techniques and instruments, particularly those focusing on personality measurement in forensic and correctional settings. More specifically in relation to personality variables, of particular interest to me is the construct of psychopathy (also termed psychopathic personality disorder) and its growing impact in forensic and correctional decision-making around the world. My research along these lines has focused on more basic issues related to the assessment and measurement of psychopathic traits, as well as more applied issues such as its appropriate role in evaluating various populations within forensic and correctional settings (e.g., children, minorities) and the potentially stigmatizing effects of the label psychopath. I also conduct research on human aggression, particularly related to the assessment and management of violence risk. This research interest cuts across several areas noted above (e.g., forensic assessment, psychopathy, legal decision-making) and has focused primarily on the clinical utility of various violence risk factors in identifying those most (or least) at risk for engaging in aggressive behavior.

Idia Thurston

Associate Professor

Phone: (979) 845-3794

Email: idiathurston@tamu.edu

Office: Psychology 256

Research Interests: My research aims to understand why certain groups of people experience a greater health and disease burden and to promote health equity among youth and families. Our CHANGE* lab engages with communities to understand individual, familial, community, and cultural risk and protective factors among marginalized and underserved populations. We develop strength-based, culturally-responsive programs

and interventions that consider intersectional identities of race, ethnicity, gender, class, and sexuality to enhance well-being, reduce stigma, and promote self-empowerment.

*Challenging Health disparities in Adolescents and Nurturing Global Empowerment

Noni Gaylord-Harden

Professor

Phone: N/A

Email: N/A

Office: Psychology 286

Research Interests: My primary research interest has been in the investigation of stress, coping, and psychosocial functioning in African American adolescents. I examine the effects of stressors in multiple contexts on depression and anxiety in urban, ethnic minority youth. My research has also examined the role of modifiable protective factors, such as coping strategies and parent-child relationships, among youth in high-risk contexts. My recent work focuses on exposure to community violence as a stressor for youth in urban communities. I am interested in examining the variability in community violence exposure, understanding the longitudinal impact of violence exposure on subsequent adolescent functioning, identifying coping strategies that may be both adaptive for community violence exposure, and understanding the process of desensitization to community violence and how it may be linked to subsequent emotional and behavioral functioning. We are using findings of this research to advocate for strengths-based, trauma-responsive services and interventions for adolescents exposed to violence. The goal of our community- and school-based research is to enhance the well-being of African American youth and families.

Annamarie MacNamara

Assistant Professor

Phone: N/A

Email: amacnamara@tamu.edu

Office: Psychology 291

Research Interests: Emotions convey important information about events and people in our environment. They motivate us and are essential to survival (e.g., fear motivates a fight or flight response). However, when an emotional response is not well-matched to the situation (e.g., the sound of a car backfiring elicits fear), it ceases to be adaptive, and may hinder a person's ability to function effectively in society. People with anxiety and depression struggle with emotional responses more than others. Why is this and how can we best help these individuals?

Work in the Multimethod Affect and Cognition (MAC) lab uses brain and psychophysiological measures such as event-related potentials (ERPs), functional magnetic resonance imaging (fMRI), eyeblink startle and skin conductance response to investigate emotions in psychiatric health and disease. One aim of this work to characterize the parameters of emotional response and the cognitive factors that can affect this in healthy individuals. Another aim of this work is to better understand how these factors go awry in psychiatric disorders. The long-term goal of this research is to reduce the cost and suffering associated with emotional disorders (e.g., anxiety, depression) by improving diagnosis and guiding new treatments.

Mary Meagher

Professor

Phone: (979) 845-2564

Email: m-meagher@tamu.edu

Office: Psychology 282

Research Interests:

- Biobehavioral mechanisms that influence pain
- Stress and Disease
- Psychoneuroimmunology
- Health Psychology

Leslie Morey*George T. and Gladys H. Abell Professor*

Phone: (979) 845-2575

Email: morey@tamu.edu

Office: Psychology 210

Research Interests:

- Assessment, diagnosis, and classification of personality and psychopathology
- Personality disorders
- Alcoholism

Douglas Snyder*Professor*

Phone: N/A

Email: d-snyder@tamu.edu

Office: N/A

Research Interests:

- Assessment and interventions with couples and families
- Psychotherapy process and outcome research
- Objective personality assessment and test development

Dr. Snyder's research emphasizes the assessment, treatment, and prevention of couple relationship distress. Assessment research has centered on the Marital Satisfaction Inventory, a multidimensional measure of relationship accord now published in several languages and used worldwide. Dr. Snyder's treatment research emphasizes approaches to tailoring therapy to specific partner and relationship characteristics, integrating strengths of cognitive, behavioral, emotion-focused, and insight-oriented interventions. Dr. Snyder's specific clinical and research interests focus on treating difficult couples with emotional, behavioral, and health problems that complicate relationship distress.

AFFILIATED FACULTY:**Adrienne Carter-Sowell***Associate Professor*

Phone: (979) 845-0378

E-mail: acsowell@tamu.edu

Office: Psychology 271

Research Interests: My research interests primarily involve group processes and social influence. Specifically, I work on topics related to ostracism-being ignored and excluded-and how it affects the psychological, cognitive, and behavioral responses of individuals and groups across three temporal reaction stages (immediate, delayed, and long-term). Some immediate interests include:

- Distinctions among ostracized targets, including individual differences, grouped individuals, and individuals who belong to stigmatized or marginalized groups
- Links between perceived “out of the loop” experiences in the workplace and the recruitment, retention, and promotion of women and racial minorities in science, technology, engineering, and math (STEM) fields
- Measurement and effects of chronic/prolonged ostracism experiences, specifically responses across the three temporal reaction stages (immediate, delayed, and long-term)

Vani Mathur

Assistant Professor

Phone: N/A

Email: vmathur@tamu.edu

Office: Psychology 218

Research Interests: Dr. Mathur’s work focuses on understanding the sources of disparities in pain, and the specific mechanisms by which social and cultural factors alter pain experience and pain physiology. Her research targets the problem of pain disparities from two directions – investigating the different ways social factors may influence one’s own pain, and also alter pain perception and empathy for others. To tackle these problems, her lab utilizes behavioral, psychophysical, and neuroimaging methodologies. In addition to her work on pain disparities, Dr. Mathur is also interested in individual differences in chronic pain and pain modulation, cross-cultural examinations of pain and empathy, and social environmental effects on health broadly defined.

Rachel Smallman

Associate Professor

Phone: (979) 845-3976

Email: rsmallman@tamu.edu

Office: Psychology 243

Research Interests: My research focuses on the conscious and non-conscious processes involved in everyday decision-making. One line of research focuses on counterfactual thinking, or thoughts of “what might have been”. Imagining how events might have turned out differently is a typical feature of the mental landscape; research shows that these counterfactual thoughts can be both dysfunctional and functional, depending on the situation. Although it can bias blame and responsibility judgments, it can also help us learn from past mistakes. My research examines both sides of this counterfactual coin. This research has broader interdisciplinary connections to both mental health and health behavior domains. A second line of research focuses on various factors (e.g., affect and mindset) that impact decision-making and categorization processes. Of particular interest is how affective information can influence our decision-making strategies. An applied line of this research focuses on decision-making in engineering. In general, my research integrates traditional social and cognitive methodology with decision-making research.

Jyotsna Vaid

Professor

Phone: N/A

Email: jvaid@tamu.edu

Office: Psychology 246

Research Interests:

- Bilingualism – cognitive and neurocognitive aspects
- Reading processes and writing systems
- Directional biases in spatial cognition
- Creative thinking and language
- Gender and race in psychological inquiry

PSYCHOLOGY DEPARTMENT COMMITTEES:**Advisory Commitee**

Winfred Arthur (I/O; CHAIR)
 Gerianne Alexander (Clinical)
 Matt Vess (S/P)
 Rachel Smith (BCN)
 Becky Brooker (CCN)
 Adrienne Carter-Sowell (AH-DEI, Non Voting)
 Becca Schlegel (AH-UGS, Non-voting)
 Takashi Yamauchi (AH-GS-Non Voting)
 Sherecce Fields (Assoc. Head, non-voting)

Graduate Studies

Takashi Yamauchi (CHAIR)
 Stephanie Payne (I/O)
 Brandon Schmeichel (S/P)
 Joseph Orr (CCN)
 Justin Moscarello (BCN)
 Ming-Ray Liao (Grad Rep)
 Annmarie MacNamara (Clinical)

DEI Core Committee

Adrienne Carter-Sowell (Chair)
 Mindy Bergman (I/O)
 Josh Hicks (S/P)
 Rachel Smith (BCN)
 Jyotsna Vaid (CCN)
 Idia Thurston (Clinical)
 Bisi Atoba (fall); Pam Edens (spring) (APTF)
 Isaac Sabat (D&I Liaison)

Undergraduate Studies

Becca Schlegel (CHAIR)
 Rachel Smallman (S/P)

Jessica Bernard (CCN)
 Bo Zhang (I/O)
 Mark Packard (BCN)
 Les Morey (Clinical)
 Shoshy Eitan (BCN)

Faculty Development & Awards Committee

Sherecce Fields (Clinical; CHAIR)
 Steve Rholes (S/P)
 Darrell Worthy (CCN)
 Winfred Arthur (I/O)
 Jim Grau (BCN)
 Adrienne Carter-Sowell (postdoc focus)

Faculty Evaluation

Steve Rholes (appointed)
 Stephanie Payne (elected)
 Becca Schlegel (elected)

Human Participant Pool

Brandon Schmeichel (CHAIR)
 Cassandra Baldwin (Student)

PSI CHI/Psychology Club

Takashi Yamauchi (Faculty Advisor)

Promotion and Tenure

Steve Maren (CHAIR)
 Associate & Full Professors

Diversity & Inclusion Department Task Force (membership determined by committee)

Vani Mathur (S/P)
 Isaac Sabat (I/O; Student Comm; CHAIR)
 Carlos Bolaños (BCN)
 Brian Anderson (CCN)
 Mary Meagher (Clinical; Chair)
 Lisa Bowden (Staff)
 Becca Schlegel (S/P)
 Doug Snyder (Clinical)

CLINICAL SUPPORT STAFF:

Brandi Mathis*Administrative Associate V*

Phone: (979) 845-8017

Email: mathisb@tam.u.edu

Office: N/A

Responsibilities: Provides front desk assistance and oversight to the TAMU Psychology Clinic.**GRADUATE ADVISING:****Peggy Brigmann***Administrative Coordinator I*

Phone: (979) 458-1710

Email: brigman@tam.u.edu

Office: Psychology 258

Responsibilities: Provides support and oversight for graduate student development, scheduling, and degree progress.**ADMINISTRATIVE SUPPORT STAFF:****Audra Boedeker Garcia***Administrative Associate V*

Phone: (979) 845-2581

Email: amgarcia@tam.u.edu

Office: Psychology 230

Responsibilities: Provides front desk assistance, copies, equipment inventory.**Jeannine Scambray***Executive Assistant I*

Phone: (979) 845-0475

Email: jscambray@tam.u.edu

Office: Psychology 232

Responsibilities: Provides support to the department head.**BUSINESS STAFF:****Fritzie Freeman***Business Associate III*

Phone: (979) 845-1872

Email: ffreeman@tam.u.edu

Office: Psychology 244B

Responsibilities: Provides support for purchasing and travel reimbursements.

Alex Guess

Business Coordinator II

Phone: (979) 862-3429

Email: aguess22@tamu.edu

Office: Psychology 260

Responsibilities: Grant support and assistance, including account balances, time and effort, working funds, and budgets.

Brooklynn Smith

Business Coordinator III

Phone: (979) 845-2554

Email: smithb@tamu.edu

Office: Psychology 254

Responsibilities: Provides support for hiring and payroll.

Lorie Tubbs

Business Administrator II

Phone: (979) 845-2563

Email: ltubbs@tamu.edu

Office: Psychology 255

Responsibilities: Provides oversight for business functions, including personnel files, contract development, and budget planning.

INFORMATION TECHNOLOGY STAFF:

Troyce Wilson

IT Generalist II

Phone: (979) 845-7296

Email: LiberalArtsIT@tamu.edu

Office: Psychology 293

Hugh McCann

End User Support Specialist I

Phone: (979) 845-0473

Email: LiberalArtsIT@tamu.edu

Office: Psychology 259

OMBUDS:

Linda Castillo

Ombuds Officer

Phone: (979) 845-3631

Email: ombuds@tamu.edu

Office: 712 Harrington Office Building

APPENDIX B: Curriculum Worksheet

Name: _____

Advisor: _____

Co-Advisor: _____

Semester _____

Student (sig/date): _____

DCT (sig/date) _____

Research Requirements		Requirements/Deadlines		Date Completed		Clinical Internship Requirements			
Master's Thesis Proposal		DUE Sept 30 of 2 nd Yr				Number of Direct Intervention + Assessment Hours to Date (aim: #)			
Competency Requirements		Foundational (F) Knowledge		Graduate (G) Level Knowledge		Date Completed		Typical Ways of Meeting Requirements	
Master's Thesis Defense		DUE Sept 30 of 3 rd Yr (typically: undergrad class from 4-year accredited school with grade ≥ B- OR Psych GRE subscore > 70 %ile)		(Categ 2: can cover 2 content areas in 1 course; Categ 3: can come from a Categ 2 course; can be accomplished with courses or other ELES)		Number of Supervision Hours to Date		Number of Assessment Batteries (as defined by APPIC) with Adults	
1 st -Year Project Poster		DUE start of 2 nd Yr				Number of Supervision Hours to Date		Number of Assessment Batteries (as defined by APPIC) with Youth	
Oral Research Presentation		DUE start of 2 nd - 3 rd Yr				Prac(s) in Yr 3			
Oral Didactic Case Presentation		DUE start of 2 nd - 3 rd Yr				Prac(s) in Yr 4			
Prelim Exam/Dissertation Proposal		DUE Aug 31 st before apply internship				Prac(s) in Yr 5+			
Discipline Specific Knowledge									
Dissertation Defense		DUE before move for internship						Psych major or ≥ B- in Psych 101 @ 4 year accredited ugrad	
Category 1: History and Systems									
Category 2: Basic Content Areas									
2a:	Affective Aspects of Behavior							PSYC 626 (requires supplementation)	
2b:	Biological Aspects of Behavior							PSYC 609	
2c:	Cognitive Aspects of Behavior							PSYC 603/606	
2d:	Developmental Aspects of Behavior							readings/questions on Prelim Exam	
2e:	Social Aspects of Behavior							PSYC 620	
Category 3: Advanced Integrative Knowledge									
Category 4: Methods of Inquiry/Research									
4a.	Research Methods							research methods electives	
4b.	Statistical Analysis							PSYC 607, 671	
4c.	Psychometrics							PSYC 623, 624	
Profession-Wide Competencies									
(Not listed by APA) Psychopathology								PSYC 626	
1.	Research							PSYC 691, 685	
2.	Ethical and Legal Standards							PSYC 608; integrated in core courses	
3.	Individual and Cultural Diversity							Integrated in core courses	
4.	Professional values/attitudes/behaviors							PSYC 608; integrated in core courses	
5.	Communication/Interpersonal Skills							PSYC 608, PSYC 614, PSYC 613	
6.	Assessment							PSYC 623, 624	
7.	Intervention							PSYC 637, 638	
8.	Supervision							Summer PSYC 613 Papers	
9.	Consultation & Interprof/Interdiscip Skills							Summer PSYC 613 Papers	

APPENDIX C:

Preliminary Examination Questions Example

Discipline Specific Knowledge, Category 2: Developmental Aspects of Behavior

Evaluated educational experience

As part of a student's preliminary exam, s/he is asked to address a subset of the following questions based on the readings above. S/he may elaborate based on information from other resources, including professional experience. Question 1 is required.

- (1) Discuss the developmental aspects of behavior.
- (2) What developmental influences may play a role in the manifestation of [insert mental health concept] during adolescence?
- (3) What developmental influences may play a role in the manifestation of [insert mental health concept] during later life?
- (4) Describe the phenomenology of [insert mental health concept] in adolescence, middle-age, and later life?
- (5) Describe the epidemiology of [insert mental health concept] across the lifespan?
- (6) Talk about the importance of age norms when assessing [insert mental health concept].

The set of responses is graded by the student's primary research mentor as PASS (has demonstrated graduate level knowledge of developmental aspects of behavior) or FAIL (has not demonstrated graduate level knowledge of developmental aspects of behavior).

Links to Other Clinical Student Forms

Please follow the hyperlinks to access the following forms:

- [Student Progress/Annual Form](#)
- [Discipline Specific Knowledge Approval Request](#)