



**PSYCHOLOGY GRADUATE PROGRAMS
HANDBOOK**

WICHITA STATE UNIVERSITY

Introduction

The Department of Psychology Graduate Programs Handbook is intended to be a compilation and/or summary of relevant policies, requirements, procedures, and practices relating to the doctoral programs of the Psychology Department at Wichita State University. In case of conflict between the Handbook and an actual policy statement – whether of the Board of Regents, the University, the Graduate School, the College of Liberal Arts and Sciences, or the Psychology Department – the specific policy statement should be considered controlling. This Handbook, and the policies cited in it, may be revised or changed at any time. Students and applicants bear responsibility for being familiar and complying with all applicable and controlling policies, requirements, procedures, and practices.

This Handbook consists of four sections. The first presents policies and procedures that are similarly applicable across all three doctoral programs within the Department of Psychology. This is followed by three sections that summarize relevant policies and procedures that are more specific and unique to each of the three programs.

Table of Contents

Introduction.....	2
General Program Information.....	6
Admission Requirement.....	6
Departmental Orientation.....	6
Coordinators.....	6
Role of the Faculty Advisor.....	7-8
How a Student’s Faculty Advisor is Selected	
Formal Responsibilities	
Informal Responsibilities	
Graduate Plan of Study.....	8
Time Limits.....	9
Admission to Candidacy.....	9
Transfer Credit.....	9-10
Relevant Graduate School Policies	
Departmental Procedures	
Course Work	
Thesis/Research Project	
Exceptions.....	10
Master’s Degree.....	10-11
Shared Curriculum.....	11
Research Methods (8 Hrs)	
Teaching of Psychology (PSY 911, 3 hrs)	
Research (22-30 hrs)	
Second Year Research Project.....	11-12
Pre-Existing Master’s Degree.....	12
Role of Psychology 901 and the 901 Faculty Advisor.....	12
Role of Second Reader.....	12
Criteria for Completion of the Second-Year Project.....	12
Monitoring Progress and Incentives to Complete Second-Year Project.....	13
Year 1	
Year 2	
Year 3, Beginning of Fall Semester	
Year 3, End of Spring Semester	
Exceptions	
Dissertations.....	13
Dissertation Supervisory Committee.....	14
Dissertation Proposal Guidelines.....	14-15
Support for the Dissertation.....	15
Style Guide.....	15
Dissertation Defense.....	15-16

Assistantships.....	16
Eligibility.....	16
Graduate Teaching Assistants.....	16-18
Tuition Waivers	
The Psychology Graduate Student Organization	
Special Awards and Fellowships for Graduate Students	
Graduate Student Resources.....	18
Health Insurance	
Graduate School Catalog	
Travel Awards	
Academic Professional Performance Standards.....	18-19
Co-authorship of papers with Faculty.....	19
Academic Requirements.....	19
Graduate Assistant Evaluation.....	19-20
Professional Behavior of Students.....	20
Definition of Problem Behavior.....	20
Department Assessment.....	20-21
Department Action.....	21-22
Warnings.....	22
Leave of Absence.....	23
Dropping Out.....	23
Grievance Procedures for Graduate Students.....	23
Limitations.....	23
Steps in the Process.....	23-24
Role of the Graduate Dean.....	24
Role of Graduate Council.....	24
Clinical Program.....	25
Categories of Discipline-Specific Knowledge.....	25-26
Domains of Profession-Wide Competencies.....	26-27
Clinical Curriculum.....	27-28
Core Curriculum (42 credit hrs)	
Required Clinical Core Courses (38 credit hrs)	
Clinical Elective Courses (12 credit hrs)	
Master's Degree.....	28-29
Licensed Master's Level Psychologist Application	
Examination for Professional Practice in Psychology.....	29
Practicum.....	29
Internship.....	30
Annual Competency Review.....	30
Monthly Town Halls.....	30
Clinical Program Blackboard.....	30
Community Psychology Program.....	31-32
Community Curriculum	
Community Core Courses (18 credit hrs)	
Community Practicum (9 credit hrs)	

Electives	
Community Psychology Qualifying Exam.....	32
Human Factors Program.....	33
Human Factors Curriculum.....	33-34
Human Factors Core Courses (15 credit hrs)	
Electives	
Internship	
Human Factors Qualifying Exam.....	34-36
HF Exam Committee	
Summary of Faculty Responsibilities	
Psychology Department Events and Awards.....	37
Graduate Student of the Year Award.....	37
Research Roundup.....	37
Appendices.....	38
Policy Prohibiting Sexual Harassment.....	47-50
Transfer Credits for Incoming Graduate Students.....	51
Competency Review Form- Revised.....	52-55
Practicum in Clinical Psychology (PSY 963) Competency Evaluation Form.....	56-58
Practicum in Clinical Psychology (PSY 963) Observational Evaluation Form.....	59-60
Practicum in Community Psychology (PSY 944) Competency Form.....	61-62

SECTION I

GENERAL PROGRAM INFORMATION

The Department of Psychology offers the Ph.D. degree in Psychology with three programs: Clinical Psychology, Community Psychology, and Human Factors Psychology. The Clinical Program is accredited by the American Psychological Association (APA) and the Human Factors Program is accredited by Human Factors and Ergonomics Society (HFES). The discipline of Community Psychology does not have an accrediting body, therefore there is no relevant accreditation for the Community Program.

Admission Requirements

Admission to a doctoral program at Wichita State University requires a grade point average of at least 3.00 in the last 60 hours or most recent two years of undergraduate work. Applicants who have a master's degree or have otherwise completed graduate course work must have attained at least a 3.25 grade point average in such work and submit three letters of recommendation.

All applicants must submit, as part of their application, scores on the general aptitude tests of the Graduate Record Examinations (GRE). Scores cannot be older than five years. Additionally, applicants to our doctoral programs must complete the Graduate School application [form](#).

Admission to all programs is competitive. Thus, meeting the above requirements does NOT guarantee admission. Typically, students are admitted only for the following Fall Semester.

Departmental Orientation

The week before classes start in the Fall Semester, an orientation is conducted for all graduate students in the department. This orientation is planned by a committee of graduate students and faculty appointed by the Department Chair. Attendance at this orientation is mandatory for all students not on internship or on Academic Absence.

Coordinators

The Department has five faculty coordinators: the Graduate Coordinator, three Program Coordinators, and an Undergraduate Program Coordinator. The Graduate Coordinator is the principal liaison with the Graduate School. The Program Coordinators are responsible for day-to-day issues in their respective programs. The Undergraduate Program Coordinator supervises graduate students who have a direct teaching responsibility and is responsible for other undergraduate issues.

Role of the Faculty Advisor

Faculty advisors have formal and informal responsibilities in working with students. The primary formal responsibility involves helping students to develop their plan of study, leading to the completion of their graduate degree. Additional responsibilities include mentorship related to research, teaching, clinical work, and/or community engagement.

How a Student's Faculty Advisor is Selected

Upon admission, each student is assigned a faculty advisor primarily based upon shared research interests. As students progress through their program, they are free to seek out a change in faculty advisor based on personal comfort, changing interests, and/or other important factors. Students should contact the faculty member who they would like to be their new advisor and inquire if they are able to take them on as an advisee. When possible, students looking to change faculty advisors should discuss the proposed change with their current advisor, as well. If the new potential advisor agrees to take the student on as an advisee, the student should provide written notification of the change to the departmental administrative specialist and the student's program coordinator. Additionally, if a Plan of Study is submitted with the WSU Graduate School, this documentation will need to be updated to reflect the change in advisor.

Students are urged to have regular contact with their faculty advisors, especially during their first year in the program, as well as at crucial points in their academic careers (i.e., in choosing second year projects, planning qualifying exams, selecting dissertation topics, and in making decisions about applied learning experiences, such as practica and internships). Generally speaking, a student's faculty advisor is also the faculty member with whom they work most closely on research after the first year.

Formal Responsibilities

The faculty advisor's formal responsibilities include, but are not necessarily limited to, the following:

- Monitoring and facilitating academic progress of graduate students.
- Assisting students in navigation of the curriculum.
- Knowing the university policies, procedures, and campus resources available to students.
- Responding to student requests for appointments in a timely manner.
- Maintaining the highest standards of professional conduct.
- Assisting students in setting long-term academic and career goals, while recognizing the limitations of their authority.
- Advising students about course selection and scheduling.
- Overseeing transfer courses and, if students have a master's degree, overseeing the process of determining whether their thesis will replace the second-year research project.
- Helping students choose faculty to serve as a second reader on their second-year project and to serve as members of their dissertation committees.

- For the Community program, aiding students in the choice of specialty and subspecialty areas for their qualifying exams.
- For the Human Factors program, aiding students in timely progress and completion of the requirements of the qualifying exam requirements.
- Evaluating students annually.
- Helping students identify matches between their interests and skills and required applied learning experiences, such as practica and internships.
- Supervising and guiding student research programs.
- Overseeing and managing a research lab and/or applied learning group.
- Evaluating students' milestones for readiness to distribute to the 2YP second reader or dissertation committee.

Informal Responsibilities

The faculty advisor's informal responsibilities include: orienting students into the program; helping them get familiar with how the department works; acquainting them with general expectations about the level of commitment required for success in graduate school; and being a sounding board for exploring options and possible interests. The following are examples of more specific student issues and concerns typically addressed by faculty advisors as part of their informal responsibilities:

- Which courses to enroll in
- Access to lab space
- Expected work hours
- Which conferences to think about attending
- Work-life balance
- Building a professional network
- Developing a mutually agreed upon research plan with well-defined expectations and goals
- Potential sources of funding (grants, scholarships, etc.)

Graduate Plan of Study

The [Plan of Study](#) serves as the student's contract with the Graduate School in specifying which courses and other degree requirements must be completed in order to be awarded a graduate degree. Students are responsible in meeting the requirements in place at the time their Plan of Study was filed; students will not be held to graduate school or departmental requirements that were changed after their Plan of Study was filed. It is to the advantage of students to complete the plan (for both M.A. and Ph.D. degrees) early, preferably in the first year of study. Otherwise, students may be subject to any new requirements added to the program after admission. The Plan of Study must be approved by the student's advisor, Graduate Coordinator or Department Chair, and the Graduate School.

Time Limits

Students should be aware that degrees must be completed within 10 years following admission into a graduate program. The Psychology Department expects all degree-bound students to make continual satisfactory progress toward the completion of their programs.

Admission to Candidacy

Students are officially recognized as doctoral candidates and authorized to enroll in dissertation credit hours upon successful completion of each program's Qualifying Examination. As is detailed in the sections of this Handbook specific to each program, the nature of the examination varies considerably across the three programs. From the point of passing the Qualifying Exam through the successful oral defense of the dissertation, students must be continuously enrolled each fall and spring semester for a minimum of two credit hours of dissertation research. This credit hour requirement may also extend to the summer depending on the degree to which university resources, including faculty supervision of the dissertation, are utilized. Students must be enrolled in dissertation credit hours during the semester, including summers, in which the oral defense occurs.

Residency in the Program

Students are required to spend at least two continuous semesters (summer excluded) enrolled full-time.

Transfer Credit

Relevant Graduate School Policies

Graduate credit work at another university is not transferred and entered on a Wichita State University transcript except in degree programs, and only then after completion of all work for the degree, as defined on an approved Plan of Study. Students may transfer, with departmental approval, graduate credit from an accredited graduate school under the following conditions:

- The credit-offering institution is accredited by the regional accrediting association to offer graduate degree programs appropriate to the level of credit to be transferred, the credit is fully acceptable to the credit-offering institution in satisfaction of its advanced degree requirement, and the credit is applicable in terms of content to the student's program of study at Wichita State University.
- If approved by the department, up to one third of the required doctoral course work hours may be transferred exclusive of acceptable hours in the master's degree.
- Students assume responsibility for initiating the request for transfer of graduate credit on a Plan of Study. An official transcript containing the requested transfer work must be on file in the Graduate School. If such work is shown on the transcripts provided in support of the original admission to the graduate school, no new record needs to be provided. Approval by the major department is necessary to ensure that the course work has been accepted as an integral part of the candidate's program.

- Courses considered for transfer must have been completed at an accredited graduate school and must carry a minimum grade value of 3.00 on a 4.00 scale. Grades lower than B, including B-, will not be accepted.
- Transfer credit that is accepted must have been in courses started six years or fewer before the semester in which the degree work is completed.

Departmental Procedures

At the beginning of the first semester, students who enter the program having completed previous graduate coursework should meet with their advisor and, in consultation with the advisor, select course work for which transfer credit will be requested. Similarly, the students and advisors will consult regarding student requests to count a completed thesis in place of the second-year research project.

Course Work

Students should submit materials describing their desired transfer course work to the faculty member who teaches the comparable course or, lacking such a course, to their advisor. Supporting materials may include syllabi, catalog descriptions, textbooks, student work, etc. This should be undertaken during the student's first semester in the WSU doctoral program. The designated faculty member may consult with other faculty members before approving or disapproving the transfer credit and communicating the decision to the student's faculty advisor.

Thesis/Research Project

Students should submit an official, signed copy of their master's thesis to their advisor. This should be done during their first semester in the WSU doctoral program. The advisor, in consultation with one or more faculty members whose expertise is most relevant to the topic of the thesis, either approves or disapproves the request.

The advisor completes and signs Transfer Credit Form (see appendices) and discusses the disposition with students, who sign the form. The advisor then forwards the form to the coordinator of the student's program who reviews it, signs it, and places the completed form in the student's official record.

Exceptions

On occasion, exceptions to departmental or Graduate School Policies may be necessary. All exceptions require the approval of the faculty advisor, Graduate Coordinator, and the Graduate School. Exceptions to Graduate School policies commonly arise because of enrollment in too few credit hours or students holding an assistantship of more than 20 hours per week. Any requests for exceptions must be submitted by completion of a form under the advisement of the faculty advisor and Graduate Coordinator. [Please see link to form.](#)

Master's Degree

The department does not offer a terminal master's degree in psychology, nor does it admit students to a master's program. However, when a student successfully completes: (1) the

foundation courses required by their program, (2) the research methods courses, PSY 902 and PSY 903; (3) predoctoral research hours, including a second-year research project; and (4) any additional hours within the program that total 36, the degree of Master of Arts in General Psychology will be awarded. An approved Plan of Study for the degree must be submitted to the Graduate school in accordance with the Plan of Study guidelines.

Shared Curriculum

The following courses must be successfully completed by students across all three doctoral programs:

Research Methods (8 hours)

902	Advanced Research Methods I	4
903	Advanced Research Methods II	4

Teaching of Psychology (PSY 911, 3 hours)

Research (22–30 hours)

901	Predocutorial Research	10 –18*
909	Dissertation Preproposal Research**	
908	Dissertation	12

*Students in the Clinical and Community programs complete 10 credit hours of 901. Students in the Human Factors Program complete 18 hours.

**Students in all three programs are required to be continuously enrolled in research credit hours. Following the completion of their second-year research project and until the Qualifying Examination is passed, students enroll in at least 1 credit hour of PSY 909 for each fall and spring semester. Students who receive transfer credit for a thesis similarly also enroll in at least 1 credit hour of PSY 909 each semester until the Qualifying Examination is passed. After passing the Qualifying Examination, all students must enroll in research (PSY 908) each semester, with the possible exception of summers, until the dissertation is completed. Research hours (PSY 901, 908, or 909) may not be used as electives.

Second Year Research Project

The second-year research project entails empirical research that can be reasonably started, conducted, and written up during the first two years of a student’s time in the department’s graduate programs. It is substantially smaller in scope than a dissertation and is similar to that of a master’s thesis. It does not represent the level of independence required to complete a dissertation, but may serve as a pilot for a dissertation. The second-year project needs to be finished in a timely manner and is reported as a research article in accordance with the most recent

edition of the publication manual of the American Psychological Association. Students are required to be enrolled in credit hours of PSY 901, except during summers, from their first semester in their programs until the completion of the project. Students may not apply to take qualifying exams until the project is completed, approved by a second reader, and submitted to the department.

Pre-Existing Master's Degree

Students who enter any of the department's three doctoral programs with an earned master's degree and completion of an empirical master's thesis may not be required to complete a second-year project. Such students should submit their thesis to their advisor when discussing transferring courses from their master's program. Advisors who judge that a thesis is equivalent to the department's second-year research project will indicate this on the same form used for other transfer credits. Under such circumstances, students should not enroll in PSY 901, but PSY 909 (dissertation preproposal research) instead. Further details on the policies and procedures of enrollment in 900-level credit hours vary across the three doctoral programs and are provided on page 9.

Role of Psychology 901 and the 901 Faculty Advisor

All students enroll in one credit hour of PSY 901 in the first semester of their first year. Student faculty advisors most often also serve as advisors for second-year research projects. However, it is permissible for students to enroll in PSY 901 with a different professor during their first year while determining the best match of research interests and working relationships. Note that PSY 901, as well as PSY 908 and PSY 909, is graded satisfactory, unsatisfactory, or incomplete.

Role of Second Reader

Typically, the second reader will be another departmental faculty member who serves as a resource for students and their advisors. Occasionally, individuals outside the department or the university may serve as the second reader if they have proper credentials/expertise as determined by the department.

Criteria for Completion of the Second-Year Project

The final report of the second-year project must be approved by the faculty advisor and second reader as indicated by their signatures on the cover page. Following their approval, a copy of this cover page is added to the student's file in the departmental office. If deemed appropriate by their faculty advisor, students are strongly encouraged to submit the final report for publication review to a refereed journal. Any related authorship issues should be clarified early in the research process, in accordance with the APA guidelines. It is also understood that submission to a journal for publication may not be reasonable at times (e.g., unsupported hypotheses, more data being needed, etc.).

Monitoring Progress and Incentives to Complete Second-Year Project

Year 1

Students should determine which faculty member they wish to supervise their second-year project, given considerations of shared research interests and aspects of an optimal working relationship. The faculty advisor ideally should be selected by the end of the fall semester, and in any case, by no later than the end of spring semester of year 1.

Year 2

Projects must be completed no later than end of the summer of a student's second year.

Year 3, Beginning of Fall Semester

If the project has not been completed prior to the beginning of the third year, students will receive a letter from the Graduate Coordinator to be placed in their files warning them of the consequences of failing to complete the project by the start of the next (spring) semester.

Year 3, Beginning of Spring Semester

If the project is not completed prior to the first day of the spring semester of the third year, no further course enrollment will be allowed except PSY 911 and community or clinical practica until it is completed.

Year 3, End of Spring Semester

If the project has not been completed by the conclusion of the spring semester of year 3, all funding, assistantships, course enrollment (including practica) will be suspended until it is completed.

Exceptions

On recommendation of the student's faculty advisor and approval of the student's program coordinator, the above consequences may be delayed if incompleteness of the project is attributable to reasons beyond the student's control, or if the delay will increase the possibility of the project being published.

Dissertations

Doctoral candidates are required to complete an original research project that will be presented and evaluated at the dissertation defense. The purpose of the dissertation is to demonstrate the student's ability to conduct an independent research project that makes a substantial contribution to the psychological literature.

Dissertation Supervisory Committee

The primary responsibility of the dissertation supervisory committee, and particularly the dissertation supervisory committee chair, is to guide students in completing the dissertation, including the final dissertation defense.

The dissertation supervisory committee is officially appointed by the Dean of the Graduate School upon the recommendation of the department's Chair or Graduate Coordinator. The committee must be identified upon submission of the request to schedule the proposal meeting. The dissertation supervisory committee is comprised of a minimum of five members, with at least four having graduate faculty status. At least one member, the Graduate Dean's representative, must be from outside the Psychology Department. It is encouraged, but not required, that faculty within the department, but outside of the student's program serve on the committee.

Typically, the initial choice of the dissertation supervisory committee chair is a mutual one between students and their faculty advisor. This decision should be made prior to the selection of any other committee members. Notification of the composition of the dissertation supervisory committee will be conveyed to the Graduate School when the formal request to schedule the dissertation proposal meeting is submitted. For the official Committee form: [Follow link.](#)

Dissertation Proposal Guidelines

The primary goal of the proposal meeting is for students to obtain advice and suggestions from the committee members on how to improve and strengthen the proposed research. Students who are proposing may, with their advisor's permission, invite other students and/or faculty to the meeting. The involvement of such individuals not on the dissertation supervisory committee is at the discretion of the committee. All matters pertaining to the final design and plan of the dissertation must be reviewed by the committee prior to approval. A dissertation design approval form must be signed by the dissertation supervisory committee members and submitted to the Graduate School, with a copy placed in the student's file.

A written proposal, approved by the dissertation supervisory committee chair, will be provided to committee members at least two weeks prior to the proposal meeting. This proposal must be written in APA style and will include:

- An introduction section that thoroughly reviews the relevant theory and research related to the topic, leading to hypotheses and/or research questions.
- A detailed method section including questionnaires, instruments, etc., to be included and administered.
- A proposed analysis section that describes how the data will be analyzed.
- A complete reference list.

If changes occur in research conditions that in the judgment of the committee chair necessitate significant revisions in the research as approved, committee members should be notified as soon

as possible for students to obtain advice on how to best proceed with the project pending the approval of any such changes. In the absence of any such approved revisions following the committee's approval of the proposal, students are expected to adhere to the procedures and conditions specified in the proposal in conducting the research and in analyzing and reporting its findings.

Support for the Dissertation

If funds are available, the department will provide students with a small stipend for research expenses related to the dissertation. To obtain this funding, a short description stating how the funds are to be used should be submitted to the department Chair. The funds may not be used to prepare a final draft of the dissertation for presentation to the committee or submission to the Graduate School.

Style Guide

The dissertation itself should follow APA style as specified in the current edition of the *Publication Manual* unless superseded by guidelines and requirements specified within the current guide to the preparation of theses and dissertations available at the website of the Graduate School. [Follow link.](#)

Dissertation Defense

An oral dissertation defense is required of all candidates for doctoral degrees. This defense is a formal proceeding, normally lasting about two hours. The defense consists of an oral presentation of the research, open to the public, followed by committee questions, limited to the student and the committee. The defense must be held on or before the published deadline for the semester of graduation.

An invitation to attend the dissertation defense, written by students and the committee chair, should be distributed to all departmental faculty and graduate students, all departmental chairs and directors on campus, the Dean of Liberal Arts and Sciences, the Dean of the Graduate School, as well as to all members of the graduate faculty at least two weeks prior to the scheduled date. The form for this invitation should be obtained from the departmental administrative assistant. The invitation must include a biographical statement about the defending student and a project abstract. Additionally, a *Request to Defend* form must be filed with the Graduate School according to this schedule. [Follow link.](#)

The final draft of the dissertation (understanding that the dissertation supervisory committee will likely provide suggestions at the dissertation defense for further changes) should be distributed to all members of the dissertation supervisory committee no later than ten days prior to the scheduled date of the defense.

While the form of the dissertation defense will vary from committee to committee, each defense will include:

- Student public presentations of their research in a professional manner similar to a professional meeting presentation.
- Sufficient time for public questions and discussion from the dissertation supervisory committee and others attending the dissertation defense.
- Sufficient time for the dissertation committee to question students privately.
- Sufficient time for the dissertation supervisory committee to deliberate and vote privately on whether students passed the defense, and if any further changes to the document itself are required.
- Informing students of the committee's vote on both matters. One negative vote from a committee member with the exception of the chair may occur for the examination to still be considered passed. A failed examination may be repeated once, per departmental guidelines. The committee as a whole and/or individual members reserve the right to reconvene to approve any revisions to be made to the dissertation that emerge from the oral defense. If such revisions are more minor than substantive in nature, committees will often defer to the committee chair to verify that they have been successfully made prior to certifying that the document is ready for final copy.

It should be note that the above is simply a suggested order. The actual structure, as long as it includes the above elements, is at the discretion of the dissertation supervisory committee.

Assistantships

Eligibility

- Only students in good standing are eligible for an assistantship.
- The graduate school requires students to (a) be enrolled in a minimum of nine credit hours to hold an assistantship or (b) be enrolled in six credit hours after successfully requesting that the department Chair waive three hours.
- Priority is given to junior-level students in awarding state funding, with the cut-off occurring when the funds are expended. Depending upon funding the department receives, students can typically expect state funding for at least three years if they have maintained a satisfactory academic record and have performed satisfactorily in meeting their assistantship duties. On occasion, there may be exceptions to the priority funding based upon departmental need.
- There are other sources of funding for students such as paid practica, through grants as a graduate research assistant, and external appointments outside of the department.

Graduate Teaching Assistants

There are two types of graduate teaching assistantships (GTAs) - those that are focused on 10 hours per week of indirect instruction and others that provide the same amount of direct instruction. Each GTA normally includes 20 hours per week and can consist entirely of indirect instruction, direct instruction, or a combination (10 hours per week) of each. Indirect instruction GTAs assist faculty members in their teaching or assume other supportive educational activities as assigned by the departmental Chair. Such assistance may include grading papers and exams,

conducting laboratory sections in undergraduate research methods, conducting tutorial sections for students enrolled in psychology courses, and/or supervision of undergraduate assistants within the student's faculty research lab or group. Students are limited to indirect GTA assignments until the start of their second year and the successful completion of PSY 911. At this point, most students hold 10 hours of indirect GTA and are also assigned to provide direct instruction for an additional 10 hours of GTA, most often a section of general psychology. Following this first semester of direct teaching, students may also teach sections of other courses.

All students who teach are required to have the S.P.T.E. course evaluation instrument administered in all such classes. A copy of the standardized results is reproduced by the departmental administrative assistant before the results are returned to students.

Tuition Waivers

Nonresident GTAs working sixteen hours or more per week are charged the tuition of a Kansas resident, which is typically about one-third of that for out-of-state students. Students holding two indirect teaching assignments, receive a 75% reduction in tuition. Those with one indirect and one direct teaching assignment receive an 85% reduction, and students providing direct instruction pay no tuition. These reductions, however, do not apply to any fees.

Students with a GTA of any kind for both the fall and spring semesters are charged tuition at in-state rates for any summer classes, even if they do not hold a GTA during summer school. For students with a summer GTA, any additional tuition reductions follow the same rules as during a fall or spring semester.

The Psychology Graduate Student Organization

The Psychology Graduate Student Organization (PGSO) has been formed specifically for the graduate students within the Psychology Department, and it is strongly supported by it. Membership is automatic and participation in organizational activities is encouraged, but voluntary. There are no fees charged to be a member of PGSO. Each year a committee is elected by students to maintain primary responsibility for operating and maintaining the mission of PGSO. The committee consists of a president, a vice-president, a treasurer, and a newsletter editor. To promote participation in PGSO, one in-coming student from each doctoral program is appointed to serve on the committee for that year.

PGSO was formed in 1972 for the purpose of promoting excellence in psychology graduate programs at Wichita State University. Since then, the organization has focused its attention on two main goals: 1) to promote professional advancement, and 2) to provide a support network for graduate students within the department. To meet the goal of professional advancement, the organization encourages involvement in research, invites professionals to speak about issues relevant to psychology, and encourages students to attend professional conferences. More specifically, with assistance from the Student Government Association and other funding sources, PGSO helps fund guest speakers within related fields to speak during departmental colloquia.

With the recent establishment of the Dr. Charlie Burdsal Research Grant, PGSO annually oversees awarding funds to a student applicant from each of the three doctoral programs to

subsidize expenses related to presenting their research at professional conferences. When additional funds are available, PGSO further promotes the professional advancement of students by providing support for a maximum of two conferences per student each year.

PGSO also serves as a support network by uniting and strengthening the comradery among students within the department. Towards this end, the organization hosts several events throughout the year for students to socialize with one another as well as enjoy a break from the stress of graduate school. Additionally, PGSO serves as a liaison between students and faculty in promoting informal relationships between them.

Special Awards and Fellowships for Graduate Students

Departmental Awards

Faculty nominated. Please see department for more details.

Graduate School Scholarships/Awards

<https://www.wichita.edu/academics/gradschool/Forms/GraduateSchoolAwards.php#awards-grants>

Graduate Student Resources

Health Insurance

All students, regardless of funding status, are eligible for medical, dental, and vision health insurance through WSU and the Kansas Board of Regents (KBOR). Students are encouraged to review the policies and compare them to other available options to determine the best course of action. For information about Graduate Assistant health insurance ([see link](#)) and student health insurance ([see link](#)).

Graduate School Catalog

[See link](#)

Travel Awards

Several graduate student conference travel awards are sponsored by the Student Government Association (SGA) and the Graduate School. Students interested in applying for conference travel support should review funding guidelines well in advance of their trip. Typically, competitive conference travel applicants are authors on an accepted poster or talk at a conference. For additional details, please see the funding guidelines documented on the SGA () and Graduate School ([see link](#)) websites.

Academic and Professional Performance Standards

Faculty have a responsibility to support and maintain student adherence to appropriate academic, ethical, and professional standards by:

- Providing students with access to the necessary academic knowledge base.
- Providing educational opportunities in specific skill areas.

- Helping students develop the interpersonal competence required to work with others in an effective manner.
- Monitoring academic performance in formal course work and research projects.
- Evaluating the ability of students to work with others.
- Evaluating the ability of students to behave appropriately in all situations that may be professionally sensitive and complex, including assistantships, the classroom, practica, internships and any other applied learning placements.

Knowledge of professional standards and the development of competencies in following them are acquired in the classroom, the laboratory, and in practicum, internship or research experiences intended to provide practice in integrating academic foundations with application. Further applied experiences are typically also gained in actual field settings. Throughout, it is the faculty's responsibility to enable graduate students to engage in activities which reflect the current best ethical practices within psychology and cause no harm to students, consultees, clients, research participants, agencies, and organizations.

Co-authorship of Papers with Faculty

The department adheres to guidelines outlined in the *APA Publication Manual* concerning publications co-authored by faculty and students. When students collaborate with faculty on publications and presentations (including second-year projects and dissertations), it is expected that these guidelines will be respected.

Academic Requirements

Students must maintain an overall grade point average of at least 3.00 (B) to remain in good academic standing in the department. Students whose GPA drops below 3.00, will be placed on academic probation by the Graduate School. Such students will have one semester to increase the average to 3.00 or better. Failure to do so may constitute grounds for a departmental recommendation to the Graduate School of dismissal for inadequate academic progress.

A letter grade of "B-" or lower indicates unsatisfactory work for graduate students and is not acceptable. Should a grade of "B-" be received in any of the foundations courses (PSY 904, PSY 905, or PSY 906) or either of the advanced research methods courses (PSY 902 and PSY 903), students are required to retake the course and earn a grade of "B" or better. This policy also applies to several courses within the Clinical program curriculum. Please see that section of this Handbook for further details. Failure to earn grades of "B" or better in courses for which this is a requirement may constitute grounds for a departmental recommendation to the Graduate School of dismissal for inadequate academic progress even if such grades do not lower the overall GPA below the 3.00 threshold. The overall academic record of students being considered for recommended dismissal will first be reviewed by their program faculty, who will make a recommendation to the full faculty. A majority vote of the full faculty will result in a dismissal recommendation to the Graduate School which makes the final decision in the matter.

Graduate Assistant Evaluation

Students holding GTAs will have their performance in their assistantship evaluated towards the end of both the fall and the spring semesters. Each student's performance in their assistantship activities will be evaluated as either satisfactory or unsatisfactory. If the result is unsatisfactory, the student will either be given a formal warning, as described in the subsequent section specific to them, or if their poor performance is chronic, have their assistantship offer terminated.

Professional Behavior of Students

Appropriate standards of conduct are addressed within several courses (e.g., PSY 911) within the curricula of each of the graduate programs. It is, however, the responsibility of students to know the standards and apply them; "ignorance of the law" is no excuse.

Definition of Problem Behavior

Although not limited to them, students fail to exhibit standards appropriate to the role of a doctoral level psychology student by engaging in any of the following behaviors:

- Unethical behavior as specified by the current code of ethics of the APA. This ethical code extends to everyone in the department, including faculty, regardless of membership status in APA.
- Displaying a lack of tolerance for diversity, such that they are unable and/or unwilling to interact with diverse people, or with a particular group of people, without exhibiting punishing, denigrating, or otherwise harmful behavior.
- Demonstrating an inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency.
- Failing to demonstrate acceptance and understanding of the responsibilities of a psychologist.
- An inability to exercise prudent judgment with regard to clients, consultees, research participants, or students in classes they teach.
- Actions that interfere with their ability to work with clients, consultees, research participants, or students in classes they teach.
- Acting in ways that indicate they do not recognize the power imbalance between psychologists and their clients, consultees, research participants, or students in classes they teach.
- Acting in ways that indicate a lack of recognition and respect for the boundaries between professional and personal roles. Such actions may include, but are not limited to, sexual harassment and involvement in inappropriate, dual relationships.
- Acting in ways that show an ongoing lack of respect for colleagues in the department or within the wider university community, including undergraduate students, graduate students, faculty, and staff.

Departmental Assessment

In cases in which students exhibit any of the above characteristics, the following questions are considered:

- Does the behavior occur in the context of professional work and/or the graduate student role?

Faculty do not evaluate student behaviors as they manifest themselves within their personal lives, unless these matters are relevant to student conduct as a psychologist as articulated by the ethical standards of APA. Ordinarily, personal issues become a concern for the department only if they affect professional behavior and relationships.

- What is the duration of the inappropriate behavior?

Ordinarily, only behavior that displays a pattern by continuing for a period of time or reoccurring periodically is considered to be a problem. A single incident usually does not warrant action, or more response than a discussion with students, unless it is considered to be particularly serious.

- Have attempts been made to counsel, educate, or otherwise assist students to eliminate the behaviors that prevent them from functioning as a psychologist?

Faculty should ensure that students are given opportunities to identify and alter harmful behaviors. Students may be suspended from various activities until such remediation is completed.

- Can students be expected to improve in the time available before graduation and assuming a professional position?

Students whose problems appear or become apparent late in their academic career do not have as much time for remedial work as do those for whom concerns are identified earlier in their studies. The responsibility of the faculty, however, is to protect the public by ensuring that those who graduate from the program are capable of performing their professional duties ethically and effectively.

- Are students able and agreeable to cooperatively collaborate in the design and implementation of any possible remediation plan?

The success of any remediation plan designed to address identified problems and concerns is dependent upon the active and cooperative participation in the plan by affected students. A recommendation of dismissal from their program may become more probable for students who opt to limit their engagement in any remediation plan.

Departmental Action

The faculty are in agreement with the APA that “students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations should be counseled early, made aware of career alternatives, and if necessary, dropped from the program.”

Reasonable efforts will be made to help students overcome any problems that impair their ability to develop into competent, ethical psychologists. While these efforts are underway, the department may restrict student activities or grant an academic absence. Efforts to address problematic student behavior as part of a remediation plan may include, but are not limited to the following:

- A warning as described below.
- Discussions/counseling including counseling on career alternatives (within and outside of psychology).
- An unsatisfactory grade in practicum/research courses, with the requirement that the course be repeated, whether it was an elective or required, until a satisfactory grade is attained.
- Reduced practicum, teaching, and/or research loads.
- Encouragement to obtain appropriate therapy or counseling.
- Academic absence.
- Required additional practicum, research, and/or course work.
- Increased supervision.
- Placement on probation.

If reasonable means of ameliorating the problem have been explored and exhausted without acceptable progress, the faculty will recommend to the Graduate Dean that the student be terminated from the program.

- An advanced degree (e.g., master's degree) will not be awarded if the majority of the program faculty are not reasonably confident that students will be able to function competently and ethically at the master's professional level.
- The faculty shall counsel students, assisting them in understanding their decision and in making future plans.

Warnings

There may be cases where the department has concerns (about progress, ethical matters, academic or applied performance, research, etc.) sufficient to justify issuing a written warning to students which is also placed in their file. This should occur only after consultation with students concerning the issue.

Written feedback will:

- Include an identifier that it is a warning.
- Identify and specify the nature of the problem.
- Detail the necessary steps to satisfactorily address the problem.
- Indicate an interval of time during which acceptable progress is expected, which may include successful completion of any remediation plan.
- Specify the consequences if insufficient progress is made in remediating the problem.

A warning is recommended to the departmental faculty by the student's program faculty. Upon approval by the departmental faculty, the warning is communicated to the student by the Graduate Coordinator.

Leave of Absence

Academic absence up to one calendar year may be granted by the department as part of a remediation plan as well as under other circumstances, such as for health-related or personal reasons. If not part of a remediation plan, a written request in the form of a signed application by the student, the student's faculty advisor and the student's program coordinator is to be submitted to the departmental Student Affairs Committee. The request must include the reason for the academic absence and when the student wishes to return. A record of the approval of the leave request is placed in the student's file. It should be noted that time on leave "counts" towards the time limit for completion of the doctoral degree.

Under unusual circumstances and upon application to the Student Affairs Committee, the academic absence may be renewed.

Dropping Out

Graduate students who fail to enroll in a course approved by their faculty advisor for a semester without written permission of the department will be considered to have "dropped out" and will be so notified of this in writing. Students who "drop out" must formally reapply for admittance to graduate work in the department.

Grievance Procedures for Graduate Students

Grievance procedures are designed to provide guidance to graduate students in protesting actual or perceived circumstances in which they feel they have been wronged.

Limitations

Conflicts eligible for resolution under these procedures are restricted to academic matters other than grades. Disputes about grades are resolved through the Student Court of Academic Appeals. Grievances can be initiated up to one year from the time of the event(s) in question.

Steps in the Process

- Grievances or appeals must be presented in writing.
- Students with a grievance should first consult with the faculty member or administrative official perceived to be the cause of the grievance in an attempt to resolve it at that level.
- Failure to resolve the conflict in this first step may lead to an appeal to the departmental Chair or the College of Liberal Arts Dean, if the Chair is the faculty member with whom there is a conflict. If this is not the case, students should attempt to resolve the grievance through

discussions with the departmental Chair who may refer the matter to the departmental Student Affairs Committee.

- If students have exhausted the remedies provided in the first two steps without satisfaction, they should schedule a meeting with the Dean of the Graduate School or their designee (see role of the graduate dean below).

Role of the Graduate Dean

The Dean of the Graduate School or their designee receives complaints or protests from graduate students and decides whether to take direct administrative action to resolve the conflict or refer the grievance to the Graduate Council. A decision of the Graduate Dean may be appealed to the Graduate Council (see below) whose judgment is considered final.

Role of the Graduate Council

In addition to being the elected representative of the graduate faculty, the Graduate Council serves as the Committee on Exceptions in an advisory capacity to the Dean of the Graduate School. This responsibility may be discharged by the council acting as a committee of the whole, through subcommittees, or ad hoc committees consisting of selected members of the graduate faculty and graduate student body. Conclusions reached by the Graduate Council will be transmitted as recommendations to the Dean of the Graduate School.

As noted above, the Graduate Council also serves as a committee of appeals if students are dissatisfied with direct administrative action taken by the graduate dean.

SECTION II

CLINICAL PROGRAM

The American Psychological Association requires that all accredited training programs in health service psychology verify that students demonstrate both (a) the acquisition of sufficient discipline-specific knowledge while completing the program, as well as (b) the adequate development of certain profession-wide competencies by the time of program completion. The curriculum of the Clinical program and related requirements related to it are designed to meet these two training objectives.

Categories of Discipline-Specific Knowledge

All clinical training programs are expected to impart knowledge in the discipline of psychology to students within four categories. How these expectations are met are documented individually for each student as they progress through the program.

Category 1: History and Systems of Psychology

This is the only category of discipline-specific knowledge that can be satisfied prior to admission into the program by completion of an undergraduate three-credit hour course with a grade of B- or better. Otherwise, students may meet this requirement after matriculation into the program by completing an undergraduate course offered by the department (PSY 327) with a grade of B- or better, or by completing a self-paced course approved by the program faculty with a comparable grade. Completion of this requirement must occur by the end of students' second year in the program for those receiving transfer credit for their second-year research project. Otherwise, it must be satisfied by the completion of the project. Failure to meet these deadlines will be regarded as evidence of a failure to make adequate academic progress and will be treated as any other such instances would.

Category 2: Basic Content Areas in Scientific Psychology

This category concerns five aspects of behavior and is primarily addressed by the three foundation courses within the clinical curriculum complemented by graded assignments in other required courses as well. Minimum levels of achievement are grades of B or better in foundational courses and of B- or better in graded assignments specified with the syllabi of other courses. Courses and/or assignments must be repeated if necessary until these criteria are met. Not doing so within a reasonable span of time will be viewed as a failure to make sufficient academic progress.

Affective Aspects of Behavior

Because the curriculum does not include a foundational course in this content area, student knowledge is demonstrated by completion of related assignments with grades of B- or better within the following courses: PSY 904: Biological and Philosophical Foundations of Behavior, PSY 907: Social and Developmental Foundations of Behavior, PSY 961: Seminar in Cognitive-Behavioral Assessment, PSY 962: Seminar in Cognitive-Behavioral Therapy, and PSY 976: Advanced Psychopathology.

Biological Aspects of Behavior

A grade of B or better in PSY 904: Biological and Philosophical Foundations of Behavior is required.

Cognitive Aspects of Behavior

A grade of B or better in PSY 905: Cognitive/Learning Foundations of Behavior is required.

Developmental Aspects of Behavior

Because the curriculum does not include a foundational course in this content area, student knowledge is demonstrated by completion of related assignments with grades of B- or better within PSY 907: Social and Developmental Foundations of Behavior.

Social Aspects of Behavior

Because the curriculum does not include a foundational course in this content area, student knowledge is demonstrated by completion of related assignments with grades of B- or better within PSY 907: Social and Developmental Foundations of Behavior.

Category 3: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

This category requires the integration of at least two of the basic content areas within Category 2. Because the curriculum does not include a foundational course devoted exclusively to integrative knowledge, student knowledge is demonstrated by completion of related assignments with grades of B- or better within PSY 907: Social and Developmental Foundations of Behavior.

Category 4: Research Methods, Statistical Analysis, and Psychometrics

The three topical areas subsumed within this category are collectively covered within PSY 902: Advanced Research Methods I and PSY 903: Advanced Research Methods II, and in the case of psychometrics, also within PSY 979: Seminar in Personality Assessment. Student knowledge of the topical areas within this category is demonstrated by completion of assignments specific to each of the three areas within the three mentioned courses.

Domains of Profession-Wide Competencies

APA specifies the following nine domains in which students are expected to demonstrate increasing levels of competencies as they progress through accredited clinical programs: (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. Clinical program faculty accordingly track the progress of students within each of these domains from the time of their admission into the program until their graduation by compiling a checklist for each student. Such progress is evaluated in a number of ways, including the completion each spring of a Competency Review Form for each student. Any ratings of “below expectations” are discussed by program faculty and shared with students. Deficits in competencies are addressed in a variety of ways depending upon their depth and breadth, ranging from a formal warning to students to the formulation of and

completion of detailed remediation plan. A reasonable time frame in which students are expected to remove any deficits by receiving ratings of “meets expectations” will be established. Not doing so will be regarded as failure to demonstrate adequate progress in the program and could result in recommending dismissal to the graduate school.

Other ways of monitoring the accumulation of professional skills, apart from compilation of the annual Competency Review Form, are provided by the ongoing evaluation of students as they complete the clinical program curriculum. As seen in the attached checklist, these means include but are not limited to grades in some courses as well as specific assignments within others, the timely and successful completion of required research projects, and the formal evaluations and direct observations of practicum supervisors.

Clinical Curriculum

As detailed in the attached document, a minimum of 101 credit hours is required to successfully complete the program. The overall curriculum consists of four major components.

Core Curriculum (42 credit hours)

Included within this component are 8 credit hours in research methods (i.e., PSY 902 and PSY 903) and 3 hours in PSY 911: Teaching of Psychology, which are part of the curriculum shared across all three programs. Also included are 9 hours in the Foundations of Psychology:

PSY 904: Biological and Philosophical Foundations of Psychology (3)

PSY 905: Cognitive/Learning Foundations of Behavior (3)

PSY 907: Social and Developmental Foundations of Behavior (3)

The remaining 22 hours of the core curriculum are comprised of 10 hours of PSY 901: Graduate Research and 12 hours of PSY 908: Doctoral Dissertation.

Required Clinical Core Courses (38 credit hours)

Clinical students are required to complete all of the following courses within the program. No transfer credits are accepted for any of them.

PSY 912: Seminar in Cultural Diversity (3)

PSY 940: Seminar in Community-Clinical Psychology (3)

PSY 960: Ethical and Professional Issues in Clinical Psychology (3)

PSY 961: Seminar in Cognitive-Behavioral Assessment (3)

PSY 961L: Cognitive-Behavioral Assessment Lab (1)

PSY 962: Seminar in Cognitive-Behavioral Therapy (3)

PSY 962L: Cognitive-Behavioral Therapy Lab (1)

PSY 963: Practicum in Clinical Psychology (9)

PSY 975: Seminar in Psychotherapy (3)

PSY 976: Advanced Psychopathology (3)

PSY 977: Internship in Clinical Psychology (3)

PSY 979: Seminar in Personality Assessment (3)

Clinical Elective Courses (12 credit hours)

Students are required to complete 6 credit hours in assessment electives and 6 credit hours in intervention electives. Students should consult with their faculty advisor on how these electives will be completed as there are a number of options available in doing so. These include, but are not limited to, completing credit hours in either PSY 965: Special Issues in Psychological Assessment and PSY 966: Special Issues in Psychotherapeutic Interventions which are typically offered during the summer, courses with the curriculum within the Community program beyond those that are required (see below), or by advanced clinical practicum hours beyond the 9 that are required.

Required Community Courses (9 credit hours)

Students are required to complete PSY 944: Practicum in Community Psychology for 3 credit hours in addition to any two of the following five courses that typically serve as prerequisites for PSY 944.

PSY 941: Applied Research Methods in Community Settings (3)

PSY 942: Seminar in Community and Organizational Intervention (3)

PSY 943: Seminar in Prevention (3)

PSY 948: Seminar in Community Leadership (3)

PSY 949: Seminar in Community Advocacy and Social Policy (3)

Master's Degree

All students are required to be awarded a master's degree (MA) because it is linked to eligibility to sit for the qualifying examination within the Clinical program. The Graduate School requires the completion of 36 credit hours for receipt of the MA, which consists of 10 hours of PSY 901 as part of the second-year research project as well as 26 additional hours as specified within each student's Plan of Study. The second-year project ideally is completed by the start of the fall semester of the third year and normally no later than the end of that semester. However, because at least one of the foundations courses typically is not completed until the fall of the third year, most students do not formally receive the MA degree until December graduation of the third year.

Licensed Master's Level Psychologist Application

Receipt of an MA degree is necessary, but not sufficient to apply to the Behavioral Sciences Regulatory Board (BSRB) to obtain Licensure as a Master's Level Psychologist (LMLP). Additional requirements include 750 clock hours of supervised practicum and 60 total credit hours, which most students do not accumulate until the completion of the spring semester of the third year. Students are encouraged to make application for LMLP as soon as all of the eligibility requirements have been met in order expedite timely completion of the Examination for Professional Practice in Psychology. Ideally this will occur prior to the start of the fall semester during year four in the program.

Examination for Professional Practice in Psychology (EPPP)

Permission to take the EPPP is granted by the BSRB upon verification that all of the other eligibility requirements for LMLP have been met. The EPPP serves as the qualifying examination for clinical students and also as the national exam for licensing of psychologists at all levels. Students are required to pass at the level required for master's level licensure, and thereby be formally advanced to doctoral candidacy and be permitted to formally enroll in dissertation credit hours. If the EPPP score meets that required for doctoral level licensure, it is unlikely that the test will ever have to be retaken. Any students who initially fail to pass the EPPP at the master's level, will be granted a second attempt. Failure to pass the exam a second time will result in filing a recommendation for dismissal with the Graduate School.

Practicum

Students complete a minimum of three semesters (9 credit hours) of PSY 963: Clinical Practicum as well as 3 credit hours of PSY 944: Practicum in Community Psychology. Students typically complete their first semester of PSY 963 in the departmental training clinic during the spring semester of their second year in the program. Subsequent clinical practicum placements normally include the accumulation of supervised clinical hours in the training clinic as well as external sites that are selected based on a consideration of the different skill sets, interests, and professional aspirations of students. More advanced students may complete a practicum limited to an external placement, some of which may be paid. PSY 944 is typically completed in one semester and involves placement in a community agency. Because completion of the two required Community courses within the curriculum may serve as prerequisites for PSY 944, it is normally not completed until the fourth year within the program. Both PSY 963 and PSY 944 are graded S/U with this determination in part based upon the completion of competency evaluation forms by supervisors for both practica. APA requires that the competency evaluation of students in PSY 963 also include direct observations of their delivery of clinical services to clients. These observations can be conducted in a number of ways including but not limited to review of audio and/or video recordings and viewing the service delivery in real time either in-person or via a one-way mirror.

Internship

The three required credit hours of PSY 977: Internship in Clinical Psychology are completed over the course of a calendar year, with most internships beginning in mid to late summer and concluding one year later. Students typically submit applications for internship by November 1 to programs that are required to be accredited by APA or the Canadian Psychological Association. Students eligible to apply for internship must have a formally approved dissertation proposal and be evaluated as “internship ready” by the Director of Clinical Training (DCT) in consultation with program faculty. Students who anticipate applying for internships within a given year are strongly encouraged to make their plans known to their faculty advisor and DCT as soon as possible to ensure that optimal guidance and preparation can be offered.

Annual Competency Review

Every student is formally evaluated each spring on overall progress in the program, and more specifically, with respect to skill levels within each of the profession-wide competency domains. As part of this process, faculty review the completed Competency Review Form as well as any other assessments and evaluations that have been conducted since the previous year. Faculty advisors are responsible for summarizing the review in a one-page document that is shared with students that are signed off on by both parties. The document summarizes the overall status of each student in the program, their notable accomplishments over the year since that last review, the degree to which they successfully met goals set from the previous year, and lists goals set for the upcoming year.

Monthly Town Halls

A Town Hall attended by Clinical students and faculty is held monthly during both fall and spring semesters of each academic year. These meetings provide a forum within which to air student concerns and provide updates on any relevant policy and/or procedural changes as well as other current events that impact the operation and functioning of the Clinical program.

Clinical Program Blackboard

All Clinical students and faculty have access to an organizational Blackboard for the program through myWSU (https://blackboard.wichita.edu/ultra/organizations/_58533_1/cl/outline). Copies of all forms and documents referenced in this section of the Handbook are posted there as well as Town Hall minutes and other program-relevant materials and information. Students are encouraged to check it for announcements and new postings on a regular basis.

Community Psychology Program

Community Psychology graduates gain theoretical foundations in psychology which provide the basis for community research and practice including the social, developmental, biological and cognitive foundations of psychology. Students can expect to gain community-based skills in the 18 Competencies of Community Psychology that include:

- Ecological Perspectives
- Prevention & Health Promotion
- Program Evaluation
- Sociocultural & Cross-Cultural Competence
- Empowerment
- Community Inclusion & Partnership
- Ethical, Reflective Practice
- Program Development, Implementation & Management
- Community Leadership & Mentoring
- Small & Large Group Process
- Consultation & Organizational Development
- Collaboration & Coalition Development
- Community Development
- Community Organizing & Community Advocacy
- Public Policy Analysis, Development & Advocacy
- Community Education, Information Dissemination & Building Public Awareness
- Participatory Community Research
- Resource Development

Community Curriculum

Community Core Courses (18 hours)

940	Seminar in community-clinical psychology	3
941	Applied research methods in community settings	3
942	Seminar in community/organizational intervention	3
943	Seminar in prevention	3
948	Seminar in community leadership	3
949	Seminar in advocacy & social policy	3

Community Practicum (9 hours)

Community students must complete one year (9 credit hours) of community practicum (PSY 944). This does not have to be one continuous year, rather a total of three semesters, nor does it have to be at a single practicum site.

Electives

Community students must take additional electives so that they complete at least 90 graduate hours.

Elective courses can be taken inside and outside the psychology department in consultation with advisor. Two electives must be related to research methods and/or statistics.

Community Psychology Qualifying Exam

Type and Extent:

The qualifying exams are closed book exams taken in the department. The exams are taken on a departmentally provided computer with a word processor. The exams are scheduled for 12 to 16 hours over a period of one and half days.

Nature of Areas and Questions

The number of questions and nature of areas covered are recommended by the student and faculty advisor in the request to take qualifying exams form. Thus there is no predetermined number of areas or of questions in the qualifying exams.

Program Specific Areas

Program specific areas are covered, but again, not simply as repeated questions from program required courses. Instead, program specific questions integrate course material with broader human factors or community-clinical topics and/or topics in the specialty areas of the student.

Concentrated Specialty

Every student will have at least one area of concentrated specialty which is covered by the exam. These questions will usually be written by the student's faculty advisor and other faculty directly related to the specialty area(s).

Appropriate Faculty for Questions

The content areas of each exam primarily dictate who writes questions. Faculty from outside the department, who are involved in designated exam areas, may be asked to write questions. Care will be taken to assure that the faculty providing and grading questions meet with the approval of the student's program faculty.

Grading of Qualifying Exams

Each question is graded by individual(s) designated by the student's program coordinator. The following five-point scale will act as a guideline in scoring individual questions:

1. Low Fail
2. Fail
3. Marginal Pass
4. Pass
5. High Pass

The student's program coordinator collects graded questions and makes a recommendation to the student's program faculty regarding pass/fail. The final judgement of pass/fail is determined by the student's program faculty. Only pass/fail is reported to the student.

Human Factors Program

Human Factors psychologists conduct research to broaden the base of knowledge about human performance capabilities and limitations. They apply that knowledge to the design, operation and maintenance of machines, systems and environments so that optimum performance can be achieved. Among the goals of the human factors psychologist are: to make it easier for people to use machines such as computers, airplanes, and automobiles and to improve work and leisure environments.

The Program at WSU

The program, which is accredited by the Human Factors and Ergonomics Society, is designed around the belief that the best way to train people to function in an applied environment is to provide training as an experimental psychologist with training in specific areas of human factors. Accordingly, our program provides a strong foundation in the basics of psychology, experimental design and analysis while at the same time empowering students to research and apply this knowledge to advanced technologies, systems, and contexts. Students are expected to have interdisciplinary strengths in the sciences, mathematics, computer sciences and other fields. Course work in the core areas of psychology will normally be completed in the first two years of study (for additional details on these courses see below. Following the core courses, students complete additional courses and electives specific to human factors and students' applied areas of interest. All students must enroll in research hours each semester and complete an internship. Together, this course work must total no fewer than 90 hours. All doctoral candidates must demonstrate professional competence in major areas of their specialty by completing all requirements of the comprehensive qualifying exam before beginning work on the doctoral dissertation.

Human Factors Curriculum

Human factors core courses (15 hours)

920	Psychological Principles of Human Factors	3
921	Seminar in Human Factors psychology	3
922	Seminar in Software Psychology	3
905	Cognitive/Learning Foundations of Behavior	3
925	Seminar in Perception	3

Electives

Ninety hours of course work are required for graduation. The student should take sufficient elective courses (909, 908 or 901 may not be used for such electives) to attain this total. At least 12 hours of these electives, selected in consultation with the advisor, should be taken outside of the human factors program. The elective credit hours should lead to one or more specialties.

Internship

926 Internship

Students enrolled in the human factors program are required to complete an internship which lasts a minimum of two months. The purpose of the internship is to provide students with experience which is relevant to their overall career objectives, and which could not normally be obtained on campus. It is expected that students on an internship will start the process of integrating their academic course work and experience within a practical setting similar to where they will work upon completion of their graduate training. It is not uncommon for students to develop dissertation ideas while on an internship.

While every effort is made to be flexible and satisfy the unique needs of each student, there are certain requirements that an internship site must meet to be approved. Each site should:

- Offer applied experience appropriate to the particular student's career goals.
- Provide an educational experience rather than simply a work experience. Ordinarily, this means that those responsible for supervision of the internship understand that the primary purpose is to provide a learning experience for the student.
- Have someone at the internship site who is responsible and capable of directing the internship and willing to provide a review of the student's performance at the halfway point and at the conclusion of the internship
- Have someone, preferably the internship supervisor, who is knowledgeable about human factors.

Human Factors Qualifying Exam Structure

Goal: Candidacy requirements are intended to document/ensure that students have:

- 1) A minimum level of competence in core human-factors concepts and models, and
- 2) Strong research-methods and statistical-analysis skills.

Candidates must successfully complete each of the following:

- 1) Core concepts
 - Completed 2nd Year Research Project
 - Must be empirical.
 - First-author, manuscript-style document that is publishable—or published—in a peer-reviewed journal or conference proceedings.
 - 2nd Year Research Project Oral Presentation (20 min presentation/15 min question period with some required questions) at Human Factors Tea Time, or similar forum.
 - Published or publishable (under review) manuscript in a peer-reviewed journal to which a student has made substantial contribution
 - Substantial contribution is defined as:

- First author, and/or
 - Major contribution to at least the Introduction and Discussion sections of the manuscript
 - Can be separate from, or a product of, the 2nd Year Research Project
 - Review articles are acceptable
 - Publications submitted prior to filing the request to take Qualifying Exam form may be considered for this component.
 - Present research at a National or International Conference (e.g., submitting a first author published Proceeding article or abstract)
 - Could be an oral paper or poster
 - Cannot be a university or regional conference
- 2) Research Methods and Statistics
- HF Issue assignment (a unique, general Human Factors issue randomly selected from a pool developed by the HF faculty will be provided).
 - i) Each student is given a problem statement/issue and has 4 weeks to document how they would address the issue. This includes describing and justifying the research methods / statistical designs they would use.
 - (1) Each student must submit a written report with details of the research protocol, analysis, and anticipated results.
 - (2) Students must demonstrate knowledge of the content area of the HF issue sufficient to describing the research methods to be used and interpretation of anticipated results. However, emphasis is placed on the appropriateness of the proposed methods and statistical analysis plan.
 - Dataset assignment: Each student will be given a dataset and will have 4 weeks to clean and analyze it.
 - i) Students may use any of the major analysis program (e.g., R, SPSS, SAS, Jamovi) that would allow their analysis to be replicated. If a student plans to use a statistical analysis program other than SPSS, R, or Jamovi, they must first obtain written permission from their Qualifying Committee to ensure that faculty have access to the program.
 - ii) Students are required to submit the syntax, R-code, etc. used for analyses sufficient to allow their analysis to be reproduced.
- Note: The HF issue assignment and Dataset assignment do not need to be completed in parallel. Students may request each set separately or at the same time.
- 3) Submit an up-to-date Academic Style CV and 1–2-page Industry Style CV.

HF Qualifying Exam Committee

Students must form a Qualifying Exam Committee which shall consist of the student's advisor (who must be in HF), one additional HF faculty member selected by the student in consultation with his or her advisor and a 3rd HF faculty member chosen by the HF Program Coordinator (rotating among the HF faculty). The first two members of the Qualifying Exam Committee will have primary scoring/evaluation responsibilities. The 3rd, appointed member will grade on an as-needed basis to handle disputes in scores and to maintain quality control.

All Qualifying Exam items will be assessed on a scale from 1 (strong fail) to 5 (strong pass). Each item will be scored independently by the student's Qualifying Exam Committee, and the student must obtain a score of 3 or higher on all items in order to pass.

Summary of Faculty Responsibilities:

Role of the Qualifying Exam Committee

- Submit HF Issue assignments and dataset assignments to the Program Coordinator.
- Submit graded HF Issue and dataset assignments with substantive comments to the Program Coordinator.
- Provide detailed feedback, as appropriate, on results of the HF Issue and dataset assignment to the student.

Role of Program Coordinator

- Receives requests for take qualifying exams form.
- Reviews and evaluates student requests to take qualifying exams.
- Selects a 3rd member of the HF faculty to serve on the Qualifying Exam Committee.
- Reviews HF Issue and dataset assignments submitted by the student's Qualifying Exam Committee.
- Distributes the HF Issue and dataset assignments to student.
- Receives the graded HF Issue and dataset assignments from faculty and determines whether the 3rd committee should be assigned to grade either of the items.
- Communicates the primary results (pass/no pass) of the HF Issue and dataset to the student and the Qualifying Exam Committee.

Psychology Department Events and Awards

Graduate Student of the Year Award

The purpose of the Graduate Student of the Year Award is to recognize a psychology graduate student in each of the programs (Community/Clinical, Community and Human Factors) who has been an outstanding departmental citizen and who has made a significant contribution to the psychology department through outstanding teaching or service.

Candidates must be students in good standing in the psychology department to be nominated for the award. The student is recommended by each program.

- Nomination Deadline is February of each year
- Award announcement is made in March of each year
- Awards ceremony is in April of each year

Research Round Up

Each spring, the department holds Research Round Up. Undergraduate and graduate students present research across various research domains of community, clinical and human-factors psychology. Graduate students who present a talk at Research Round Up are eligible for one of three area presentation awards: the Steve Pratt Award (Community Psychology), the James Snyder Award (Clinical Psychology), or the Chuck Halcomb Award (Human Factors Psychology). Current information for all graduate school awards may be found at:

<https://www.wichita.edu/academics/gradschool/Forms/GraduateSchoolAwards.php#awards-grants>

Appendices

Academic performance and progress evaluation	-39-
2 nd year project cover page.....	-40-
2 nd year project signature page.....	-41-
Request to take qualifying exams.....	-42-
Design approval examination form.....	-43-
Recommendation for degree form.....	-45-
Sample title page for a dissertation.....	-46-
Selections from policy statement on sexual harassment of students.....	-47-
Transfer credits for incoming graduate students.....	-51-

Academic Performance and Progress Evaluation

Student: _____ Advisor: _____ Date: _____

Course Work: Satisfactory Unsatisfactory _____ Current GPA

Progress on 2nd Year Project: Satisfactory Unsatisfactory Completed

Professional Development: Satisfactory Unsatisfactory

HF Internship/CC Practica: Satisfactory Unsatisfactory Completed

On schedule for Quals: yes no Completed

Dissertation Research: Satisfactory Unsatisfactory Not yet applicable

Overall Academic Progress: Satisfactory Unsatisfactory

Professional Behavior: Satisfactory Unsatisfactory

Recommendation: Full Standing Warning Dismissal

Comments: _____

2nd Year Project Cover Page

The Title of the 2nd Year Project Should
Be Placed About Here

The Author's Name Here

The Department of Psychology
Wichita State University

Month, Year

Submitted to the Department of Psychology of Wichita State University
In partial Fulfillment of the Requirements for the degree of
Doctor of Philosophy in Psychology

2nd Year Project Signature Page

The Title of the 2nd Year Project Should
Be Placed About Here

BY

Author's Name Here

Author's Degrees Here, Institution

I have examined the final copy of the 2nd Year Project and recommendation that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Psychology.

2nd Year Research Project Faculty Advisor

I have read this 2nd year project and recommend its acceptance.

Second Reader

Request to Take Qualifying Exams

Name of Student _____ Name of Advisor _____

Program Clinical Community Human Factors

At least one Specialty Area must be specified.

Specialty Area #1 _____

Brief Description

Specialty Area #2 _____

Brief Description

Specialty Area #3 _____

Brief Description

Signature of Student _____

Signature of Advisor _____

**attached List of courses completed with grades

Graduate School
WICHITA STATE UNIVERSITY

Dissertation Proposal/Design Approval Form

Candidate's Name: _____ Date _____ Exam Location _____

Candidate's *myWSU* ID number: _____

Title Proposed for Dissertation: _____

Dissertation Chair/Supervisor: _____

**COMMITTEE
ACTION**

Approve (Print Name)	Approve with Conditions Noted on the Reverse Side (Print Name)	Do Not Approve Reasons Noted on Reverse Side (Print Name)

The undersigned members of the Dissertation Proposal/Design Examination Committee

Signature, Dissertation Chair

Signature, Member

Signature, Member

Signature, Member

Signature, Member

certify that they have reviewed the proposal for the dissertation and have examined this student over his/her ability to carry out the necessary research and writing. The signatures below indicate Committee approval, disapproval, or conditions as noted relative to the research as proposed leading to an acceptable dissertation and the perceived ability of the candidate to carry out this research. Signatures do not pertain to substantive changes in the research design, which may arise in the course of the research, nor do they preempt the privilege of normal interrogation during the candidate's oral final defense of the completed study.

Recommendation for Degree Form

A recommendation for Degree form must be requested and received from the graduate school by the student's advisor before the oral examination. It should be filed immediately after the defense.

Sample Title Page for a Dissertation

FULL TITLE OF THESIS/DISSERTATION

I have examined the final copy of this (thesis/dissertation) form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of (degree), with a major in (major). (See the list of majors and degrees in the graduate bulletin. The major is often different than the name of the department).

(Name of Professor), Major Professor

We have read this (thesis/dissertation)

And recommend its acceptance:

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

Accepted for the (Academic College of Department):

*(dissertation and English/creative writing only)

(College Dean or Department chairperson)

*(dissertation only) Accepted for the graduate school:

Dean of the Graduate School

Selections from Policy Statement on Sexual Harassment of Students

Policy Prohibiting Sexual Harassment

I. Introduction

It is the policy of Wichita State University to prohibit discrimination against individuals or groups of individuals based on race, sex, religion, national origin, age or disability in all aspects of university life. To prevent discrimination, the university has adopted a variety of policy statements to educate and advise university constituencies. In addition, the university has adopted a comprehensive affirmative action plan which outlines procedures that are aimed at eliminating discrimination.

In addition to being illegal, sexual harassment runs counter to the objectives of this university. When people, whether student, faculty, unclassified professional or classified staff feel coerced, threatened, intimidated, or otherwise pressured by others into granting sexual favors, their academic and work performance is likely to suffer. In addition, such actions violate not only the dignity of the individual, but also the integrity of the university as an institution for learning. Academic freedom flourishes when all are free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment is thus harmful not only to persons involved, but also to the entire university community.

With the adoption of this policy on sexual harassment, Wichita State University reaffirms its commitment to maintain an environment free of intimidation, fear, reprisal and coercion—one in which students, faculty, unclassified professionals and classified staff can develop intellectually, professionally, personally and socially.

II. Responsibilities

All members of the university community are responsible for promoting a positive working and learning environment where all persons are free to discuss any problems or questions they may have concerning sexual harassment at the university, without fear of intimidation or retaliation. To that end, the university administration shall widely disseminate this policy and procedures prohibiting sexual harassment so that all members of the university community are fully informed of their rights and responsibilities.

- University officials are committed to contributing to a positive learning and working environment by acting in a manner which is fair, by attempting to resolve complaints, and by educating members of the university community to eliminate prohibited activities and any acts of retaliation.
- It is the obligation of administrators and supervisors who become aware of sexual harassment in their area of responsibility to take steps to prevent its continuation. Failure to do so is a violation of this policy.

- Persons experiencing unwelcome, harmful, or offensive behavior are encouraged to communicate directly with the person whose behavior is perceived or experienced as sexually harassing. Communicating directly that such behavior is unwelcome, harmful, or offensive will often result in the resolution of the complaint prior to restoring to the university's stated informal and/or formal complaint procedures.
- This policy is not intended and will not be implemented in such way as to censor or punish students, faculty, or staff members for exercise of their first amendment right to express their individual ideas and viewpoints on any topic. This policy is also not intended and will not be implemented in a way that infringes on academic freedom.
- University employees are cautioned against entering romantic/or sexual relationships with any individual where a professional power differential exists even if a relationship is consensual one. The potential for harassment claims arising out of such relationships makes them unwise. Examples of professional power differentials include romantic and/or sexual relationships between a faculty member and a student over whom the faculty member has a supervisory role, a classified supervisor and an employee who reports to the supervisor, or an unclassified professional supervisor and a student assistant/employee who reports to the supervisor. When a charge of sexual harassment is made, in this context, it may be difficult to show immunity on the grounds that the relationship was consensual.
- Claims of sexual harassment that are frivolous, vindictive and without support or merit may constitute a form of sexual harassment.

III. Definition

Sexual harassment involves behaviors which interfere with an individual's work or the learning environment through unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct which unreasonably interferes with an individual's work performance or educational experience, or creates an intimidating, hostile or offensive working or learning environment. To the extent that individuals are protected from a "hostile environment" it must be understood that the university cannot protect its constituents from verbal conduct which is upsetting, rude, or uncivil. A hostile environment complaint which is severe and/or pervasive enough that the conditions of such person's work or educational environment are altered.

In determining whether alleged conduct constitutes sexual harassment, it is necessary to look at the entire context and pattern of behavior. The clearest example of sexual harassment is an attempt to coerce an unwilling person into a sexual relationship by using an employment or educational relationship. However, any behavior, whether verbal or physical, constitutes sexual harassment if:

- A person is intimidated by the threat, overt or implicit, that any educational or employment decision may be affected by unwillingness to tolerate or accept sexual attentions.
- A person is required to tolerate or accept sexual attentions as a condition of employment or learning.

- Any educational or employment decision has been affected by a person's refusal to comply with or tolerate inappropriate sexual behavior.
- The behavior creates an environment that a reasonable person of ordinary sensitivity would find intimidating, hostile, or offensive on the basis of sex, and which interferes with that person's ability to work or learn.
- Any reprisals are taken for reporting or objecting to sexual harassment.

IV. Procedures

The procedures for dealing with sexual harassment issues and complaints are essentially similar for all persons at Wichita state university. The levels or types of procedures, namely counsel and advice, informal procedure and formal procedure, are consistent across all employment categories. An intent of this policy is to have the procedures of this policy compatible with existing related policies such as grievance procedures. Therefore, some differences in procedures exist among the major employment categories of classified, faculty, and unclassified professional. For students existing established procedures are also recognized and utilized in this policy. The counsel and advice procedures are exactly the same for all categories. The informal and formal procedures for classified staff, unclassified professionals and students are presented with a combined set of procedures. The faculty procedures, while essentially.

V. Counsel and Advice

Regardless of an individual's personal responsibility to deal with grievances directly and informally, this is not always practical in cases of perceived sexual harassment. The person may fear retaliation from the perceived harasser. Further, the perceived harassment may be of such a nature that engaging in such conduct violates not only reasonable standards of personal conduct, but the standards of professional conduct that the university expects and requires its professional employees to observe.

Individuals may, therefore, seek counsel and advice from various campus offices, such as the counseling center, or from trusted individuals in order to clarify in their own mind the situation they find themselves in, or to explore various means available for redressing their grievance.

When seeking counsel and advice, person should keep in mind that:

- Managerial employees of the university, such as department chairpersons, office supervisors, deans etc. may be required by law or university policy on the prudent exercise of supervisory responsibilities to report even informal complaints of sexual harassment that come to them.
- Managerial employees who are required by virtue of their position to report sexual harassment complaints to higher university authorities should so inform potential complainants and advise them where they can go for unofficial discussions if that is what the potential complaint is seeking.
- Person who want to pursue unofficial discussions should visit the counseling center, or speak to others in the university who do not have supervisory responsibilities.

- Potential complaints should keep it in mind that neither the affirmative action officer nor other university officers are permitted to be advocates for complaints in developing or pursuing a complaint. While these officers are obligated to enforce and implement university policy, they must seek to assure fairness to both parties and to protect the university's interests. The university's interest is in the fair treatment of all those involved in the process, while complying with its legal obligations as an employer.

Transfer Credits for Incoming Graduate Students

This document is to be completed for all incoming students and placed in the student's official file.

Name: _____ Date entered program: _____

Does the student have a Master's degree in psychology or an allied field? Yes No

Does the student have graduate credit in psychology, or allied field? Yes No

If student is not requesting either transfer credit or replacement of 2nd Year project, proceed to item 6.

Please list all courses for which transfer credit is requested, and accompanying information. Course(s) cannot be more than six years old and student must have received a B or better (no B-).

Courses	Institution	Grade	Approved?	Replaces-Course Or elective	Who Approved
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____

If the student is requesting that Master's thesis or research project completed at another institution be accepted for our second year project requirement, fill out the following:

Thesis/Project Title: _____

Institution at which research was completed: _____

Professor(s) evaluating the thesis: _____

Accepted as substitute for second year project? Yes No

I am the student's first year advisor and declare that the evaluation of this student's transfer credit status is complete.

Advisor: _____ Date: _____

I have reviewed and I approve the decisions described above.

Program Coordinator: _____ Date: _____

I have been advised of the disposition on my request(s) and had the opportunity to discuss it.

Student: _____ Date: _____

COMPETENCY REVIEW FORM – REVISED

Student: _____ **Year:** _____ **Date:** _____ **Rater:** _____

The purpose of the Competency Review is to assess the student's current level of profession-wide competencies in each of the nine domains indicated below. This assessment will provide faculty, the Clinic Director, and other supervisors with data from which to design training opportunities that will optimize individual student learning in the clinical setting as well as identify any areas that may require remediation.

Data to be considered in arriving at an assessment of the student's current skill level include, but are not necessarily limited to: performance in practicum; successful completion of coursework; performance of graduate teaching and/or research assistant duties; performance in research labs; responsiveness to mentoring and supervision; and observations of interactions and relationships with peers, faculty, and in some instances, clients and members of the community.

Students are expected to demonstrate each domain of profession-wide competencies with increasing levels of independence and complexity as they progress through the program. Accordingly, the set of expectations against which students who are just completing their first year in the program are evaluated should be lower than those used to assess students who are finishing their fourth year, for example.

Indicate student status on the lines below:

NA = Not Applicable B = Below expectations M = Meets expectations E = Exceeds expectations

I. Research

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

_____ Conduct research or other scholarly activities.

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

_____ Demonstrate knowledge of models and practices related to participatory action research and program evaluation.

II. Ethical and Legal Standards

_____ Be knowledgeable of and act in accordance with each of the following:

- a. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
- b. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
- c. relevant professional standards and guidelines.

_____ Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

_____ Conduct self in an ethical manner in all professional activities.

_____ Recognize ethical issues that may be unique to the practice of community psychology.

III. Individual and Cultural Diversity

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

_____ Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to address diversity in all professional activities including research, training, supervision/consultation, and service.

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

_____ Articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in professional work.

_____ Demonstrate knowledge of cultural competencies when working with community members from diverse backgrounds.

IV. Professional Values and Attitudes

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

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

_____ Actively seek and demonstrate openness and responsiveness to feedback and supervision.

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

V. Communication and Interpersonal Skills

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

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

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

VI. Assessment

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

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

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

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

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

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

VII. Intervention

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

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

_____ Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

_____ Demonstrate the ability to apply the relevant research literature to clinical decision making.

_____ Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

_____ Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

_____ Demonstrate knowledge of supervision models and practices.

IX. Consultation

_____ Demonstrate knowledge and respect for the roles and perspectives of other professions.

_____ Demonstrate knowledge of consultation models and practices.

Practicum in Clinical Psychology (PSY 963) Competency Evaluation Form

Student Name: _____ Year in Program: 2 3 4 5
Semester: _____ Date: _____
Practicum Site: _____ Supervisor: _____

Type of Client(s) (*Circle all that apply*): Child Adolescent Adult Couple Family

Type of Services(s) (*Circle all that apply*): Therapy: Individual Group Couple
Family

Assessment Consultation

Please rate the Practicum Student's performance in the competencies listed below, taking into account her/his developmental level/year in the program. If necessary, supplement the ratings with brief comments.

1 = Below expectations

2 = Meets expectations

3 = Exceeds expectations

NA = Insufficient information on which to base a rating

I. Ethical and Legal Standards

_____ 1. Recognizes and appropriately responds to ethical dilemmas when they arise.

_____ 2. Conducts herself/himself in an ethical manner in practicum activities.

II. Individual and Cultural Diversity

_____ 1. Demonstrates an ability to work effectively with clients representing individual and cultural diversity.

_____ 2. Articulates and effectively applies a theoretical or empirically informed approach to working effectively with diverse individuals and groups.

III. Professional Values

- _____ 1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- _____ 2. Engages in self-reflection regarding one's personal and professional functioning.
- _____ 3. Engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- _____ 4. Responds professionally to complex clinical situations with a degree of independence commensurate with her or his level of training and experience.

IV. Communication and Interpersonal Skills

- _____ 1. Develops and maintains effective relationships with those receiving professional services.
- _____ 2. Produces and comprehends oral, nonverbal, and written clinical communication that is informative and well-integrated.
- _____ 3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

V. Assessment

- _____ 1. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).
- _____ 2. Applies knowledge of functional and dysfunctional behaviors to the assessment and/or diagnostic process.
- _____ 3. Selects and applies assessment methods that draw from the best available empirical literature to conduct a comprehensive and culturally relevant assessment.
- _____ 4. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization.
- _____ 5. Communicates both orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VI. Intervention

- _____ 1. Develops evidence-based intervention plans consistent with the goals of therapy.
- _____ 2. Implements interventions that are informed by the scientific literature, assessment findings, diversity characteristics, and contextual variables.
- _____ 3. Applies the research literature to clinical decision making.
- _____ 4. Modifies and adapts evidence-based approaches effectively to meet the needs of clients when a clear evidence-base is lacking.
- _____ 5. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

VII. Supervision

- _____ 1. Develops and maintains effective relationships with supervisors.
- _____ 2. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

VIII. Consultation

- _____ 1. Demonstrates knowledge of and respect for perspectives of other professions.
- _____ 2. Works effectively in a consulting role.

Please provide a brief narrative summary of the student’s practicum performance, including qualitative feedback regarding any items rated as below expectations.

Signature of Supervisor

Signature of Student

Practicum in Clinical Psychology (PSY 963) Observational Evaluation Form

Student Name: _____ Year in Program: 2 3 4 5

Semester: _____ Date: _____

Practicum Site: _____ Supervisor: _____

Type of Observation (*Circle all that apply*):

In-room Via one-way mirror Video recording Audio recording

Type of Services(s) Observed (*Circle all that apply*):

Assessment: _____
(Please specify type)

Intervention: _____
(Please specify type)

Consultation: _____
(Please specify type)

Service Recipient(s) (*Circle all that apply*):

Child Adolescent Adult Couple Family Group

Please rate the Practicum Student's performance in the two competency domains listed below, taking into account that (name of student) is in the process of completing her/his (year) in the program. If necessary, supplement the ratings with brief comments.

1 = Below expectations

2 = Meets expectations

3 = Exceeds expectations

NA = Insufficient information on which to base a rating

1. Nonspecific Competencies. The following are relationship building/enhancement and communication skills integral in providing psychological services to a diverse range of clients and recipients.

_____ 1. Effectively used validation skills.

_____ 2. Effectively directed the session.

- _____ 3. Effectively used active listening skills.
- _____ 4. Conveyed respect to the client/service recipient.
- _____ 5. Used appropriate and inclusive language.
- _____ 6. Appropriately attended to issues of diversity.
- _____ 7. Responded appropriately to service recipient affect.
- _____ 8. Maintains appropriate boundaries.

2. Specific Competencies. The following are more technical skills inherent in effectively delivering or providing a range of psychological service, and thus may vary considerably, depending upon the particular service involved. Examples include correctly administering a standardized assessment, effectively cognitively restructuring a dysfunctional thought, or sufficiently addressing concerns of a consultee.

- _____ 1. Recognized session objectives and pursued related goals.
- _____ 2. Selected an evidence-based means of addressing session objectives.
- _____ 3. Effectively implemented the chosen service.
- _____ 4. Stayed on task and focused.
- _____ 5. Flexibly adjusted and modified service delivery based on response of recipient.

Please provide a brief narrative summary of the student’s performance, including qualitative feedback regarding any items rated as below expectations.

Signature of Supervisor

Signature of Student

Practicum in Community Psychology (PSY 944) Competency Evaluation Form

Student Name: _____ Year in Program: 2 3 4 5

Semester: _____ Date: _____

Practicum Site: _____ Supervisor: _____

Please rate the Practicum Student's performance in the competencies listed below, taking into account her/his developmental level/year in the program. If necessary, supplement the ratings with brief comments.

1 = Below expectations

2 = Meets expectations

3 = Exceeds expectations

NA = Insufficient information on which to base a rating

I. Ethical and Legal Standards

- _____ 1. Recognizes and appropriately responds to ethical issues that may be unique to the practice of community psychology,
- _____ 2. Conducts herself/himself in an ethical manner in practicum activities.

II. Individual and Cultural Diversity

- _____ 1. Demonstrates an ability to work effectively with community members representing individual and cultural diversity.
- _____ 2. Articulates and effectively applies a theoretical or empirically informed approach to working effectively with diverse individuals and groups.

III. Professional Values

- _____ 1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- _____ 2. Engages in self-reflection regarding one's personal and professional functioning.

- _____3. Engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- _____4. Responds professionally to complex situations with a degree of independence commensurate with her or his level of training and experience.

IV. Communication and Interpersonal Skills

- _____1. Develops and maintains effective relationships with others, including colleagues, communities, and organizations.
- _____2. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

V. Supervision

- _____1. Develops and maintains effective relationships with supervisors.
- _____2. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

VIII. Consultation

- _____1. Demonstrates knowledge of and respect for perspectives of other professions.
- _____2. Works effectively in a consulting role.

Please provide a brief narrative summary of the student’s practicum performance, including qualitative feedback regarding any items rated as below expectations.

Signature of Supervisor

Signature of Student