



THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER
SOUTHWESTERN GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY
AND
DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

GUIDELINES FOR STUDENTS AND INTERNS

Revised Fall 2023

This publication is for general information only. It is neither intended to, nor does it contain, all regulations that relate to students.

These guidelines, although revised periodically, cannot always reflect up-to-the minute changes or developments in the Clinical Psychology Program or the Southwestern Graduate School. The guidelines are, therefore, subject to revision without notice. Changes will become effective whenever the proper authority so determines and will apply to both prospective students and those already enrolled.

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[Clinical Psychology Graduate Program – UT Southwestern, Dallas, TX](#)

Table of Contents

GENERAL INFORMATION	5
American Psychological Association (APA) Accreditation Status	5
Program Mission and Goals	5
Guidelines and Regulations for Students and Interns	6
Students with Disabilities	6
Ethical and Professional Guidelines	6
Essential Functions	6
PROGRAM OVERSIGHT	7
Graduate Studies Committee (GSC)	7
Steering Committee	8
Clinical Training Committee	8
Research Committee	8
Diversity and Inclusion Committee in Clinical Psychology	8
Curriculum Committee	8
Clinical Psychology Accommodations/Leave of Absence Committee	8
Admissions Committee	8
Faculty Advisors	8
ACADEMIC POLICES	10
Grades	10
Retention, Probation and Dismissal	10
Appeals	11
Outside Employment	11
Leave of Absence	11
In Absentia Registration	12
Statute of Limitations	13
General Grievance Policy	13
REGISTRATION	13
Course Waivers	13
Electives	13
Monthly Activity Report	14
Didactic Series	14
Course Evaluations	15
Class Attendance Policy	15
CLINICAL TRAINING	15
Time Off From Clinical Practicum and Internship Placements	16
Criminal Background Check	16
Drug Testing	17
Student Health Requirements	17
Professional Behavior	17
Clinical Supervisors	17
PEER MENTORSHIP PROGRAM	18
Program Goals and Objectives	18
Rationale for Peer Mentorship Program	18
One-on-One Mentorship	18
RESEARCH APPRENTICESHIP	19
General Research Requirements	19
Computer Requirements	19
MILESTONES	20
Annual Advisory Review	20
Admission to Candidacy and Research Competency Exam	20
Clinical Competency Examination	20
DISSERTATION	21
Dissertation Committee	21
Dissertation Plan	21
The Dissertation Proposal	21
Dissertation Oral Defense	22

Filing Requirements for Doctoral Students	22
GRADUATION	22
STUDENT LIFE.....	23
"Family" Advising System	23
Chief Resident and Class Representatives	23
Student/Faculty Social Interactions	23
Student Organizations	23
Equipment	24
SCHOLARSHIPS, ASSISTANTSHIPS AND AWARDS	24
The Carmen Miller Michael Scholarship	25
CMC Cultural Diversity Fellowship	25
Teaching Assistantships.....	25
Dean's Competitive Scholarship.....	25
Outstanding Dissertation Award	25
Outstanding Intern Award.....	25
FOCUS Research Awards.....	25
Travel Awards	25
Ida M. Green Award	26
Rush C. Williams Award for Diversity and Inclusion	26
HISTORY OF GRADUATE TRAINING IN PSYCHOLOGY AT UTSW.....	27
APPENDICES	31
Appendix A - Program Faculty and Administration	31
A1. Core Faculty	31
A2. Associated Program Faculty	31
A3. Adjunct Faculty	31
A4. Steering Committee.....	32
A5. Clinical Training Committee	32
A6. Research Committee.....	32
A7. Diversity and Inclusion Committee in Clinical Psychology.....	32
A8. Curriculum Committee.....	32
A9. Practicum/Internship Selection Committee.....	33
A10. Clinical Psychology Accommodations and Leave Of Absence Committee	33
A11. Admissions Committee.....	33
Appendix B – Request for Outside Employment	34
Appendix C – Request for Leave of Absence.....	34
C1. Request for Leave of Absence.....	35
C2. Clinical Psychology Accommodations And LOA Policy and Form	38
Appendix D – Request for Registering in Absentia Form	42
Appendix E – Clinical Psychology Degree Plan	43
Appendix F – Core and elective Course Listing.....	44
Appendix G - Evaluation and Reporting Forms	45
G1. Clinical Psychology Course Evaluation Form	45
G2. Monthly Activity Report	47
G3. Monthly Activity Survey.....	50
G4. Didactic Survey	54
G5. Evaluation Of Clinical Performance	56
G6. Research Evaluation by Mentor	71
G7. Student Evaluation of Clinical Supervisor	75
G8. Student Evaluation of Research Mentor	79
G9. Student Evaluation of Clinical Placement Site	82
G10. Placement and Supervisor Preference Form	85
G11. Independent Study Evaluation Form.....	88
G12. Annual Advisory Review	90
Appendix H – Research Apprenticeship	94
H1. Dissertation Expectations and Milestone Form	99
H2. Dissertation Plan.....	100
H3. Proposal Signature Page	102
H4. Forms and Procedures - Dissertation.....	103
H5. Report of Final Oral Examination	107

H6. Copyright Disclaimer	108
Appendix I – Resources for Students	109
Appendix J – Procedure for Criminal Background Check.....	111
Appendix K – UTSW Disability Policy.....	113
Appendix L – Incomplete Grade Notification Form	120
Appendix M – Copier Guidelines	121
Appendix N – Awards Criteria	122
N1. Carmen Miller Michael Scholarship Criteria	122
N2. Outstanding Dissertation Award Criteria	123
N3. Outstanding Intern Award Criteria.....	125
N4. Rush C. Williams Award For Diversity and Inclusion Criteria	126

**The University of Texas Southwestern Medical Center
Southwestern Graduate School of Biomedical Sciences
Graduate Program and Internship in Clinical Psychology**

Guidelines for Students and Interns

GENERAL INFORMATION

This document is for the guidance of students already admitted to the Graduate Program and exclusively affiliated Doctoral Internship in Clinical Psychology. Students who have been accepted and enrolled should be familiar with the goals of the program and its qualifications for admission. That information is contained in the Catalog of the Southwestern Graduate School of Biomedical Sciences and in the information contained on the website of the Clinical Psychology Program.

American Psychological Association (APA) Accreditation Status

The APA has fully accredited the graduate program and exclusively affiliated Doctoral Internship in Clinical Psychology at UT Southwestern. The internship and graduate program were most recently re-accredited in 2016. The Commission on Accreditation (COA) has scheduled the next site visit for the exclusively affiliated Doctoral Internship to be held in 2029, and 2023 for the doctoral program. Anyone wishing to contact the APA Office of Program Consultation and Accreditation may contact:

750 First Street, NE,
Washington, D.C. 20002-4242.
202-336-5979
Website: <http://www.apa.org>

Program Mission and Goals

UT Southwestern's mission is to educate the next generation of leaders in patient care, biomedical science, and disease prevention, and to educate health professionals whose lifelong career objectives will be to provide the best possible care, apply the most appropriate treatment modalities, and continue to seek information fundamental to the treatment and prevention of disease. The goal of UT Southwestern Graduate School of Biomedical Sciences is to give outstanding students the opportunity and the encouragement to investigate rigorously and to solve significant problems creatively in the biological, physical, and behavioral sciences. Therefore, the operation of the Graduate Program in Clinical Psychology is not only consistent with the educational missions of both the Southwestern Graduate School of Biomedical Sciences and UT Southwestern, but also strives to integrate the two with a focus on behavioral health care, informed and enhanced through research endeavors.

The Program is governed by the Program Director, the Director of Clinical Training (DCT), in close coordination with the Graduate Studies Committee (GSC) and the Steering Committee (SC), which is composed of core faculty selected by the Program Chair.

The Doctoral Program's mission is to produce competent clinician-researchers at the entry level of postdoctoral fellowship training. We use a clinician-researcher model of training that prepares individuals for the practice of clinical psychology, broadly conceived. The exposure of students to both clinical and research settings reflect the Program's clinician-researcher philosophy. The Program's curriculum provides coursework in the science and practice of clinical psychology and offers training experiences in both clinical settings and research rotations.

The Program includes a separately APA-accredited, exclusively affiliated Doctoral Internship in Clinical Psychology.

Specifically, the aims of our doctoral program include the following:

1. To produce graduates who have a broad and general knowledge of scientific psychology in the Discipline Specific Knowledge areas outlined by the Standards of Accreditation.
2. To produce graduates who have specialized knowledge and entry-level practice skills in the nine Profession Wide Competencies in health service psychology.

3. To produce graduates who have the ability to develop, disseminate, and/or evaluate scientific knowledge directed toward understanding and improving human functioning.

4. To produce graduates who have knowledge of and adhere to the ethical and culturally sensitive practice of professional psychology.

Guidelines and Regulations for Students and Interns

Students are responsible for knowing and abiding by the contents of these instructions, the graduate Catalog (<http://www.utsouthwestern.edu/education/graduate-school/about-us/catalog.html>), and the American Psychological Association *Ethical Principles and Code of Conduct* (<https://www.apa.org/ethics/code>).

The APA *Ethical Principles and Code of Conduct* may be found as an addendum after the appendices. These documents are revised periodically, and students are advised to consult each new version for changes.

This document includes several important appendices. In addition to these, there are procedural manuals for various services or clinics (e.g., Southwestern Psychotherapy Clinic, Parkland Hospital Psychiatric Emergency Room, and Children's Medical Center) that are not included herewith, but with which students are expected to be familiar if they have any assignments relevant to a particular service or clinic. These manuals are available at the sites of the particular services. It is the responsibility of the trainee to be knowledgeable of their contents.

There is a separate handbook for the exclusively affiliated Doctoral Internship that can be found on the Clinical Psych Student Resources SharePoint site and will be given to incoming interns prior to the beginning of their internship.

Students are advised and expected to maintain regular email contact during their enrollment to ensure that they receive program announcements and requests. Accordingly, students are required to check their UT Southwestern issued Outlook email address since alternative email addresses will not be used.

Students with Disabilities

Students who have a disability or condition that may impact their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. Students are advised to identify themselves and the type of assistance needed at the time of registration for their first semester or at the beginning of the semester in which a specific accommodation may be indicated. Students may contact University services for students with disabilities for information and auxiliary aid. UT Southwestern Medical Center's disability policy is available online: [EDU-103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities](#). For a snapshot of the policy, please see **Appendix K**. It is the responsibility of students to notify the Program Director prior to any performance problems that may develop.

Ethical and Professional Guidelines

The Division of Psychology expects both faculty and students to conduct academic, therapeutic, and research pursuits according to the American Psychological Association Ethical Code of Conduct.

The University adheres to the guidelines of the National Institutes of Health with regard to the involvement of human subjects in research. Any graduate student proposing to do research involving human subjects must first receive approval from the University's Human Subjects Institutional Review Board (IRB). All students are required to complete training regarding the Health Insurance Portability and Accountability Act (HIPAA). The Office of Extramural Research (OER) also requires student researchers to complete the on-line tutorial Protecting Human Research Participants (<http://phrp.nihtraining.com>). The OER tutorial is a free, web-based course that presents information about protections for human participants in research. The tutorial is designed for the conduct of research involving human participants. The tutorial presents common concepts, principles, and issues related to the protection of human research participants, including principles of bioethics and basic legal standards.

Upon completion of the online tutorial, a certificate of completion should be printed by the user and a copy sent to the IRB office, mail code 8843 or fax 214.648.2171.

Essential Functions

All students who enroll in the UT Southwestern Graduate School Doctoral Program and affiliated Internship in Clinical

Psychology must be able to perform specific essential functions. Essential functions are the basic activities that a student must be able to do to complete the clinical psychology doctoral curriculum. No applicant who can perform these essential functions (either with or without reasonable accommodations) will be denied consideration for admission. A candidate for the PhD degree in clinical psychology must be able to perform the essential functions below:

1. *Communication*: Students must be able to effectively communicate orally and in writing with the program, its faculty, patients and members of the health care team. Students must also be able to read and comprehend written material.
2. *Intellectual and Cognitive Abilities*: Students must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information. Problem-solving, a clinical skill required of psychologists, requires all these intellectual abilities.
3. *Behavioral and Social Attributes*: Students must possess the emotional health required to fully use their intellectual abilities, such as exercising good judgment, promptly completing all responsibilities required by the program or attendant to the diagnosis and care of patients, and be able to develop mature, sensitive, and effective relationships. Students must be able to tolerate demanding workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients.
4. *Ethical Standards*: Students must demonstrate professional demeanor and behavior and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients.

PROGRAM OVERSIGHT

Graduate Studies Committee (GSC)

The Graduate Studies Committee in Psychology has been vested by the Graduate School with the general responsibility for the Graduate Program in Clinical Psychology. The GSC is composed of those faculty members of The University of Texas Southwestern Medical Center (and neighboring universities) who hold Graduate Faculty appointments and who have demonstrated a continuing interest and active teaching, supervisory, and advisory involvement in the Clinical Psychology Program.

It should be noted that many faculty of UT Southwestern Medical Center who are not members of the Graduate Studies Committee in Psychology also contribute significantly to the education of our graduate students. As appropriate, these faculty members will be consulted by the GSC regarding both policy matters and the progress of specific students.

The Standards of Accreditation (SOA) for the Accreditation of Programs in Health Service Psychology for the American Psychological Association specify the classification of faculty as: Core Program Faculty, Associated Program Faculty, and Other Contributors. The SOA articulates the need for Core Program Faculty as follows:

The program has identifiable core faculty responsible for its leadership who:

1. Function as an integral part of the academic unit of which the program is an element.
2. Are sufficient in number for their academic and professional responsibilities.
3. Have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives.
4. Demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals, and
5. Are available to and function as appropriate role models for students in their learning and socialization into the discipline and profession.

Core Faculty must (See **Appendix A1** for a listing of Core Faculty):

- Be consistent with the SOA as quoted above,
- Be individuals whose education, training, and/or experience is consistent with his/her role in the Clinical Psychology Program,
- Be individuals identified with the program and centrally involved in program development, decision-making, and student training, and
- Individuals who devote at least 50% of their professional time to program related activities.

Associated Faculty are faculty who do not meet the criteria for Core Faculty but make a substantial contribution to the program and often take on some of the tasks associated with Core Faculty. -See **Appendix A2** for a listing of Associated Faculty.

Other Contributors are faculty used on an *ad hoc* basis for didactics supervision, etc. See **Appendix A3** for a listing of Adjunct Faculty.

In addition to these classifications of Graduate Faculty, the Program is fortunate to have available a large and diverse **Volunteer Faculty**. These individuals may supervise or provide various expertise to the Program and Internship.

Steering Committee

In 1976, the GSC created a subcommittee composed of those GSC members who have undertaken major responsibilities in the program and internship. This committee, known as the Steering Committee (SC), represents the GSC in carrying out its academic responsibilities (see **Appendix A4** for a current listing of SC members). Implementation of the Graduate School Program and Internship policies are the responsibility of the Program Director.

Clinical Training Committee

The Clinical Training Committee meets after each semester and as needed to consider issues related to the clinical experiences of the graduate students and interns. It includes members of the full-time, part-time, and adjunct faculties. The members of this committee are listed in **Appendix A5**. This committee awards the grade for the practicum and internship for each semester in the program.

Research Committee

The Research Committee's purpose is to facilitate, administer, and evaluate the research training of graduate students, and to promote the research committee chair at the recommendation of the Program Director and Internship Director. Please see **Appendix A6** for a listing of the current members. The Committee meets monthly, and members are selected by the Research Director. The research committee awards the grade in the research apprenticeship for each semester in the third and fourth year of the program.

Recruitment & Retention Enhancement Committee in Clinical Psychology

The Committee's mission is to facilitate and maintain the Program's commitment to promote sensitivity to diversity in the areas of teaching, research, and clinical service. The Recruitment & Retention Enhancement Committee works to develop policies that increase minority representation in psychology and serves as a support system for minority students and faculty. One outgrowth of this Committee is a student-initiated Diversity Club, composed of students and faculty who meet monthly to discuss issues related to individual and cultural diversity. The Program also integrates aspects of diversity in courses such as those involving assessment and intervention. Core faculty members and students serve on this committee which meets regularly to review and develop strategies for recruiting diverse faculty and students. Committee members are recommended by the Program Director, Internship Director, and the committee Chairperson. Please see **Appendix A7** for a listing of current members.

Curriculum Committee

The Curriculum Committee reviews the syllabi submitted by all course instructors each semester. In addition, they review course descriptions and catalog updates, as well as consider the sequence of courses and course content. The Curriculum Committee is responsible for verifying that the curriculum content meets APA accreditation requirements. See **Appendix A8** for a listing of the current Curriculum Committee members.

Admissions Committee

The Admissions Committee is responsible for conducting interviews and activities related to selecting students for admission to the program. These members review applications and determine which applicants to invite to the group interview. Following the interviews, the committee selects the applicants who will be offered admission into the program. The committee reviews procedures and identifies opportunities for improving the admissions process annually. See **Appendix A11** for listing of the current committee members.

Faculty Advisors

Beginning August 10, 2020, the Doctoral Program and Internship in Clinical Psychology re-implemented the Faculty Advisor position to aid in promoting an inclusive environment and learning atmosphere that is welcoming, respectful,

and affirming of students' and trainees' multiple identities, and in providing high quality, safe, and supportive education, and training.

The role of the Faculty Advisor is to help students and trainees navigate difficulties and opportunities with administration, supervisors, instructors, staff, and peers from a non-evaluative position. Faculty advisors will also provide information regarding formal and informal means of resolving academic, research, and clinical training issues and liaise with administration when appropriate.

The Faculty Advisor will balance communication of concerns to the Psychology Administration with the confidentiality of the students and trainees. Students and trainees can expect for their conversations with Faculty Advisors to remain confidential, unless they share information that falls outside of the following limits of confidentiality: situations that fall under Title IX (information received regarding sexual harassment, sexual assault, domestic/dating violence, and stalking committed by or against a student, trainee, or employee) and behavior inconsistent with APA Ethical Principles of Psychologists and Code of Conduct guidelines that places clients, peers, or the student and trainee at risk.

To speak with a faculty advisor please contact Drs. Charlotte Haley or Hillary Kimbley. They will release/post office hours and contact information by the first date of the Fall semester courses.

ACADEMIC POLICES

Grades

Grades are defined as follows:

- A: Outstanding or exceptional performance
- B: Acceptable work at a level expected from an average graduate student
- C: Some mastery of the subject but less than that deemed adequate for the average graduate student
- F: Seriously inadequate performance in the subject area
- Incomplete (I): Incomplete grades are to be made up within six weeks of the end of the semester in which they occur; however, instructors may, upon request by the student, extend this period if given adequate evidence that the six weeks' limitation presents a major obstacle. Under any circumstances, it is the student's responsibility to actively pursue whatever actions are necessary to complete the course requirements and see to it that the grade is appropriately changed and must do so no later than at the end of 12 months after receiving an Incomplete. If a student fails to follow through on the necessary remediation of an Incomplete, an F may be awarded for that course. Incomplete grades are to be documented by the instructor and signed by the student using the form located in **Appendix L**.

The receipt of a C grade will trigger any one of several actions. Depending on such circumstances including the student's previous academic record, the nature of the course and the way the student earned the C, the student's year in the program and other relevant variables, a decision ranging from requiring that the course be retaken to a specific remediation plan related to addressing the deficits demonstrated by the student in the course. A student receiving more than one C in a semester will be reviewed by the Steering Committee and asked to meet with the Program Director and/or Internship Director and review the situation. Potential consequences of receiving more than one C in a semester include academic probation, additional remediation and/or repetition of the courses(s), and possible recommendation for dismissal from the program.

Required courses are evaluated with letter grades. Electives may receive letter grades or Satisfactory/Unsatisfactory at the discretion of the instructor and the program. Instructors are responsible for informing students of the grading policy in each course.

Practicum and Internship placements are evaluated by the following:

- Satisfactory (S): Abilities are at or above an acceptable level.
- Unsatisfactory (U): Abilities are below the level expected at the current stage of training and/or experience.
- Incomplete (I): Abilities are below the level expected at the current stage of training and/or experience but can be remediated.

Practicum and internship placement grades are determined by the Evaluations of Practicum Student/Intern Competencies. Students and interns are rated must receive a minimum level of achievement (MLA) in all 9 profession wide competency areas. These include: -a) Research/Scientific Knowledge and Methods, b) Ethical and Legal Standards, c) Individual and Cultural Diversity, d) Professional Values and Attitudes, e) Communication and Interpersonal Skills, f) Assessment, g) Intervention, h) Supervision, and i) Consultation and interprofessional/interdisciplinary skills.

All Clinical Placement Ratings (to include UT Southwestern Psychotherapy Clinic and ER Rotation) are reviewed by the Clinical Training Committee to determine the final semester grade. A remediation plan will be provided by the Program Director for all "Unsatisfactory" and/or "Incomplete" grades. If the proposed remediation plan is not met, possible consequences include academic probation, repetition of rotation(s) and/or other remedial work, and potentially a recommendation for dismissal from the program.

If a student accumulates two or more "U" grades the Steering Committee will review the student's progress in the program. Possible consequences include academic probation, repetition of rotation(s) and/or other remedial work, and potentially a recommendation for dismissal from the program.

Retention, Probation and Dismissal

The program follows the general policies and procedures of the Graduate School of Biomedical Sciences (see *Catalog*, page 15).

The Graduate Studies Committee (GSC) may recommend to the Dean of the Graduate School that a student be placed

on probation for the following reasons:

1. Failure of any course,
2. Unsatisfactory performance in any clinical rotation/placement,
3. Failure to maintain a graduate school GPA of 3.0 or better,
4. Failure to meet the requirements for the doctoral degree in the time periods specified by the graduate school,
5. Failure to make satisfactory academic progress toward the completion of the degree.

The GSC may recommend to the Dean of the Graduate School that a student be dismissed from the program for the following reasons:

1. Any violation of conditions of probation while a student is on probation,
2. Failure of any course,
3. Unsatisfactory performance in any clinical placement,
4. Failure of a student to resolve academic deficiencies within the time period required by the Dean,
5. Failure to pass the Research Competency Qualifying examination,
6. Failure to pass the defense of his/her dissertation,
7. Failure to register for two consecutive semesters after beginning graduate studies without requesting a leave of absence,
8. Violation of ethical or professional standards.

Appeals

The program follows the general policies and procedures of the Graduate School of Biomedical Sciences (see *Catalog*, page 16). Appeals of a Clinical Training Committee decision can be made to the Steering Committee and, if still unresolved, to the Program Director. It is recommended that a student pursue all appeals initially within the Program. A student may appeal academic probation or dismissal from the Program by submitting a written appeal to the Dean of the Graduate School, requesting reconsideration, and stating in clear and concise language the reasons why academic probation or dismissal is inappropriate. The appeal must be received by the Dean within 10 business days of the student's receipt of the notification of academic probation or dismissal. The Dean will review the written appeal and meet with the student to discuss the student's grounds for appeal. To the extent possible, within 10 business days the Dean will forward a written response to the student as soon as the evidence is evaluated. The Dean's decision on the appeal is final.

Outside Employment

This is a full-time Program demanding major investments of student time and energy. During the time that students are fulfilling the four-year academic and clinical training requirements of the Program, they are not permitted to engage in any work of a psychological nature that has not been assigned by the Program. In the instance where an additional "outside" psychological activity may enhance a student's clinical experience, the student's participation must be approved by the Program, and the activity must be supervised by an appropriate supervisor. A student must request this approval in advance from the Program Director (see form in **Appendix B**).

"ABDs," i.e., students who have completed all degree requirements except the dissertation, are in a somewhat different situation regarding outside employment. While prior approval by the Program Director is not necessary, they (ABD students) must file with the Education Coordinator a description of any position they are planning to hold prior to graduation before they begin such activity.

"ABD" students are strongly cautioned not to undertake more than 50%-time employment while they are still engaged in dissertation research (see Statute of Limitations section).

Medical Leave of Absence/Accommodations

Medical leave of absence (including parental leave, leave for medical illness, or medical illness of family members) is requested through the university Student Academic Support Services (SASS) office.

Leave of Absence

If personal circumstances interfere with a student's capacity to continue successfully in the Program, a leave of absence may be requested. A leave of absence, if granted by the Dean upon recommendation of the Program Director, provides for the student to suspend and resume educational activities in the program at a specified time and in a specified manner (see procedures below).

Graduate School Policy for Leave of Absence

If a situation arises where a student must set aside their graduate studies for a period of time, a leave of absence (LOA) may be appropriate. LOA may be requested for up to three semesters. If additional leave is needed, a new request must be submitted. The maximum amount of LOA is six semesters (two academic years). A student on LOA cannot receive funding as a graduate student. -LOA status may affect student loans. Graduate programs are expected to monitor their students on LOA.

Procedures

The student initiates the request by completing the form (i.e., Request for Leave of Absence, see **Appendix C**), obtaining approval from his or her mentor, and submitting it to the Program Director. Upon approval by the Program Director, the Education Coordinator submits the form to the Dean's Office. Upon approval by the Dean, the form is forwarded to the Registrar's Office for final processing and an approved copy is sent to the graduate program office for their records.

Toward the end of a period of approved LOA, the student must take steps to resume studies at the beginning of the next semester, extend the LOA, or withdraw from the graduate school. To resume studies the student obtains approval from the mentor and Program chair who write a reinstatement request to the Dean. To extend an LOA the student completes and submits a new LOA form. To withdraw from the graduate school the student submits a signed letter to the mentor and Program Director for approval. Upon approval by the Program Director, the Education Coordinator submits the letter to the Dean's Office for final approval. The approved request (reinstatement, extension, or withdrawal) is forwarded to the Registrar for final processing and an approved copy is sent to the graduate program office.

In addition, permission to defer certain course work or for a leave of short duration may be granted as needed for reasons that the Program deems to be important. Such requests can be directed to the Program Director. The Program generally expects students to move through the curriculum with their entering class.

In Absentia Registration

The rationale for *In Absentia* (IA) registration is to provide reduced tuition and fees to the student who is no longer on campus to use the facilities and resources at UT Southwestern while finishing his or her degree. In concordance with the intention of IA registration, clinical psychology students will be allowed to register IA only after completing all Internship and other coursework requirements such that they will be generally absent from campus and enrolled in dissertation hours only. Furthermore, **students will be limited to a one-time request for IA registration.**

In general, the Graduate School will allow us to request IA registration only in unusual circumstances, and not simply to allow students an extra semester to finish a project that is taking longer than anticipated or to save on tuition. As such, requests for IA registration must be accompanied by a detailed explanation of the circumstances under which the request is being made and must be supported by the Chair of the student's dissertation committee prior to submission to the Program Director. IA requests from students who do not already have an approved dissertation committee or have not been making significant progress on the dissertation will be denied by the Program Director.

Students may request IA registration, which provides for reduced tuition and fees, if he or she will defend and complete all degree requirements within the first six weeks of the semester. If a student fails to complete all degree requirements within the first six weeks, he or she will be required to pay regular tuition and fees for each subsequent semester until all degree requirements are met. Students who move with their mentor to another institution but still intend to earn a degree from UT Southwestern retain contact with their graduate program via IA enrollment every semester until all degree requirements are met.

Procedures

The student initiates the request for IA enrollment by completing the form in **Appendix D** obtaining approval from his or her mentor and submitting the form to the Education Coordinator. Upon approval by the graduate program, the form is submitted to Dean's Office. Upon approval by the Dean's Office, the form is forwarded to the Registrar's Office for final processing and an approved copy of the form is sent to the graduate program office for their records. Students should consult the Student Financial Aid Office to determine whether their financial aid might be affected by *in absentia* status.

During the semester you are registered *in absentia*, be aware that you will not be able to utilize student services such as the Student Activity Center, Student Health, and others because you will not be paying the fees for these services. This is what allows your tuition bill to be reduced substantially.

Statute of Limitations

It is the Program's goal that students will complete all the requirements for the PhD degree within four years after admission to the program. Students may petition for an extension of this deadline one year at a time. Non-graduating fourth year students must petition the program for an extension of this deadline prior to June 1 of that year. Students who fail to petition the SC for an extension prior to June 1 of a given year, or whose petition is filed but denied, will have a terminal year in which to graduate. Failure to complete the program in **an eight-year period** will be viewed as evidence of failure to make adequate progress toward completion of the degree requirements and will place the student in jeopardy of dismissal from the graduate school.

General Grievance Policy

Grievance related to matters other than academic matters, disciplinary action and discrimination must be initiated by attempting to resolve the matter through discussion (Graduate Catalog, page 17). If not resolved the student must submit the grievance in writing within five business days to the Program Director. If the student is not satisfied with the resolution proposed by the Program Director, the decision may be appealed to the Dean of the Graduate school within five business days. If the grievance is not satisfactorily resolved by the Dean, the decision may be appealed within five business days to the University President, who will render a final decision. Please see the Graduate School Catalog (pages 16-17) for additional information on the "Appropriate Treatment of Students" and "Policy Against Discrimination."

REGISTRATION

The Education Coordinator registers the students for all coursework, including practicum, internship, and dissertation research. All students are required to be registered "full-time" in consecutive semesters from the time of admission to graduation. Should a student have completed all requirements except the dissertation, he/she will still be expected to register full time in dissertation credits while actively engaged in dissertation research. Full time enrollment is currently defined by the University as nine credit hours each Fall and Spring semesters and six credit hours in the summer semester. The Education Coordinator registers each student for their required classes each semester.

The Program has a clear and coherent curriculum plan with which all students can acquire and demonstrate understanding of and competence in the following areas: biological aspects of behavior; cognitive/affective/social aspects of behavior; history and systems of psychology; psychological measurement; research methodology and techniques of data analysis; individual differences in behavior; human development; dysfunctional behavior or psychopathology; professional standards and ethics; theories and methods of assessment or diagnosis; intervention, consultation and supervision; evaluating the efficacy of interventions; issues of cultural and individual diversity, and developing attitudes for life-long learning, scholarly inquiry, and professional problem solving. The table in **Appendix E** outlines an example course sequence. Syllabi for all courses can be found in the office of the Education Coordinator. A listing of core courses can be found in **Appendix F**.

With the approval of the Program Director, students occasionally take courses (usually electives) at other institutions. The students are responsible for knowing about and complying with the registration policies and procedures of those institutions and for paying appropriate matriculation costs.

Course Waivers

A student may believe that he or she already possesses the requisite knowledge and skills (e.g., the course was taken during a master's program) which would otherwise be acquired through participation in a particular course. Should the student desire to omit the course, he or she must request a waiver in writing to the program director and course instructor. The student will then provide the instructor with a transcript and syllabus from a master's level or higher course and meet to discuss the reasons for waiving the course. The instructor will make a recommendation to the Program Director who may decide to: (1) modify the course on an individual basis; or (2) substitute a specialized or advanced course preferably in the same general area with the same credit hours. The course grade will be awarded by the faculty member responsible for the course and/or independent study. The instructor will complete a form which outlines the student's activities and level of performance for the course. The form can be found in **Appendix G11**.

Electives

Electives are offered each year, and students are surveyed to identify topics of special interest. During the year, typically in the summer, elective seminars are offered which correspond to those topics most frequently requested by students. In addition, elective courses may be offered by the Program based on needs determined by the Curriculum Committee.

Monthly Activity Report

A redcap link will be sent to students to input their clinical activity for each month. The redcap link is sent on the 1st of each month to each student. The student will answer the Monthly Activity Survey questions for the prior month's activity (see **Appendix G3**). The completed survey is due on the 10th of each month. For example, June's activity is due on July 10th. The data from the Monthly Activity Survey in Redcap is exported and imported into the Monthly Activity Report (see **Appendix G2**).

Didactic Series

In the Fall, Spring, and Summer Semesters, a weekly Didactic Series is presented for the graduate students and interns (currently held on Thursdays from 5:30pm to 6:30pm). This Didactic Series typically includes lectures related to the nine clinical competencies in the program.

Students are required to attend didactics as follows:

- **1st & 2nd year students:** Per Fall & Spring semesters, 10 lectures are required (20 total). Student-faculty meetings and lecture substitutions can count, as well as summer term didactics.
- **3rd & 4th year students/interns:**
 - Per academic year, 26 lectures with 2 lectures in each competency are required.
 - Student-faculty meetings do not count.
 - ***Two ANST lectures, per year, that qualify for CE credit and two Cultural Diversity Club sponsored events, per year, that qualify for CE credit can count toward didactic requirements. No approval is needed for these substitutions but inform the Education Coordinator so the didactic can be reflected in your didactic attendance count.***

Didactic attendance is tracked via a redcap survey that is sent prior to the beginning of each didactic. This consists of three redcap didactic surveys (see **Appendix G4**). The first survey is the "Didactic Login Code" the student enters the code and the date of the didactic. The second survey is the "Didactic Attendance" the student enters name, year in program, email address, competency, and title of the didactic for that day. Once the student completes the second survey the student is sent the "Didactic Evaluation" survey, so the student may evaluate the presentation and presenter. A backup sign-in sheet will also be present at each didactic. The student may contact the administrative staff for inquiries about didactic attendance. Administrative staff will send out the didactic attendance count at mid-semester and end of each semester. However, it is the responsibility of each student to keep track of their didactic attendance and count.

For Interns, we will plan to hold approximately 30 didactics (12 in the fall and spring - 6 in the summer). There will be at least three didactics per competency area: a) Research/Scientific Knowledge and Methods, b) Ethical and Legal Standards, c) Individual and Cultural Diversity, d) Professional Values and Attitudes, e) Communication and Interpersonal Skills, f) Assessment, g) Intervention, h) Supervision and i) Consultation and interprofessional/interdisciplinary skills. Each intern is expected to attend a total of 26 didactics per academic year and attend at least 2 didactics in each of the 9 competencies per academic year.

Students also attend teaching/clinical case conferences held in connection with the clinical service to which they are assigned or conjointly with training programs in psychiatry. The Department of Psychiatry Grand Rounds, colloquium speakers, and the various local and regional psychological societies and associations are additional sources of educational experiences available to students. Grand Rounds and special topics presentations in other departments at UT Southwestern are also open to students in the Program.

Requirements for 3rd and 4th year Interns

1. Attendance at the Division of Psychology Didactics is a requirement of the Internship.
2. Psychiatry Grand Rounds, student organization lectures, clinical site didactics and conferences are strongly encouraged and promote a high-level of professional development, but do not qualify as a Division of Psychology Internship Didactic.
3. **Two Cultural Diversity Club lectures per year and two Association for Neuropsychology Students in Training lectures per year** can be counted toward the didactic requirement, that qualify for CE credit. Approval is not needed for these substitutions, but please let the Education coordinator know so they can be reflected in your didactic count.

4. Interns are required to attend 26 didactics per academic year.
5. Attendance is required for two didactics in each competency area, and there will be at least three didactics for each competency.

Course Evaluations

In the last two weeks of each semester, the Education Coordinator emails each student a web link to complete course evaluations for that semester. All course evaluations are anonymous. All students are strongly encouraged to provide their constructive feedback through this online evaluation system because the Program Director and Internship Director carefully review the data gathered and respond to student concerns. If any students have not completed the requested evaluations, it may result in the delay of grades being posted for the entire class and a possible Incomplete grade on the course record. An example of the Course Evaluation form is in **Appendix G1**.

Class Attendance Policy

All courses unless otherwise specified will be held in person. Students are expected to attend all classes in person. Students should follow the attendance policy specified by each course instructor. Students cannot attend virtually for in person classes unless a documented medical illness is provided, and the Student Academic Support Services Accommodations/Leave of Absence committee approves accommodations (documentation should be sent to Dr. Robinson, and cc the Education Coordinator).

In the case of COVID-19, please follow guidance from Occupational Health, and provide documentation to the Accommodations Committee for any necessary accommodations. For example, if occupational health states you need to quarantine due to a positive COVID test, please send that information to Dr. Robinson, and cc the Education Coordinator.

CLINICAL TRAINING

Clinical assignments are made by the Internship/Practicum Placement Committee, comprised of the Program Director, Director and Assistant Director of Clinical Training, and Admissions Chair. There are three variables taken into consideration when these assignments are made: 1) faculty judgment about students' training needs; 2) student and placement site preferences; and 3) contractual or other arrangements between the division and various training settings. These three factors carry different weights at different times in a student's career.

Practicum assignments are most influenced by faculty judgment of the student's training needs. Internship assignments are typically weighted heavily by the student's and clinical placement preference. The internship placement process is as follows:

Step 1: Internship Fair

When: January

Who: All 2nd and 3rd year students

Where: Psychology Suite

What: Tables will be set up for each internship site faculty members; handouts with training information for each site will be available for students; students may prepare CVs (Curriculum Vita) to provide to each internship site.

Step 2: List of potential placement sites will be sent out in early January each year. Practicum students can informally talk with interns or gather more information from sites if need.

Step 3: The intern will complete the Placement and Supervisor Preference Form (see **Appendix G10**) within 10 days of receipt of the list of rotations.

Step 4: The Internship Selection Committee (comprised by the Program Director, Director of Clinical Training, Assistant Director of Clinical Training, and Admissions Chair, see **Appendix A9**) will assign formal interviews of the rotation sites based on the preference rating form provided by the intern.

Step 5: The intern will complete site interviews and re-rank sites by the end of February/early March.

Step 6: Internship Selection Committee will match students by early April.

Internship placements are made by the Internship Selection Committee, chaired by the Director of Clinical Training. There are three variables taken into consideration when these assignments are made: 1) program's assessment about interns' training needs; 2) intern preference; and 3) internship site rankings based on interviews. These three factors carry different weights at different times in a student's career. Internship assignments are typically weighted heavily by the intern's preference their last year.

Because of the various administrative and contractual issues that are involved, it is not acceptable for students to attempt to make their own arrangements for clinical placements although they are welcome to suggest placements to the Internship Director.

The third- and fourth-year half-time internships equal a traditional full-time one-year Doctoral Internship. All interns are fully funded. Please note that the program does not pay for internship time that must be re-taken because of an Unsatisfactory performance grade (U) on any semester. If an intern is asked to leave a rotation by the clinical site because of unsatisfactory performance, the program will determine if the student meets the essential functions to be sent to an alternative training site. However, the program is not obligated to pay the stipend for the alternative placement.

In addition to the clinical responsibilities at their assigned internship rotations, all students are required to provide intervention/therapy services to clients from the UT Southwestern Psychotherapy Clinic (see UT Southwestern Psychotherapy Clinic Manual). Beginning in the fall of their second year, students are expected to carry no less than two such outpatient clients at any given time (they may carry more, depending on their other responsibilities and with the concurrence of the appropriate supervisor). There is also an opportunity to enhance evidence-based treatment training through the Dialectical Behavioral Therapy (DBT) Skills Group where four interns facilitate a DBT group under the supervision of two faculty members. In addition, students are required to participate in a rotation schedule for coverage in the Parkland Hospital Psychiatric Emergency Room for a total of 75 hours along with group supervision by the faculty coordinator of this training experience. These rotations will take place for six months during the 1st year of internship.

Time Off From Clinical Practicum and Internship Placements

Practicum students and interns are allowed to take 40 hours off per academic year from their clinical placements provided that the timing of the leave taken has been approved by their on-site supervisor. Leave cannot be taken during the first or last week of either training year. This time period corresponds to the half-time internship and is "set" to assure that each student obtains 1,000 hours per academic year and the duration of 24 months in their clinical placement.

Some assignments take place some distance from the UT Southwestern Medical Center. When possible, the program attempts to defray students' travel costs to more distant training sites (i.e., those over 25 miles from the campus). We hope to be able to continue this practice, but it is not guaranteed by the program.

It is the policy of the program to issue an internship certificate after all requirements for the internship have been completed. Certificates are issued once a year, at the end of August. Once issued, certificates cannot be replaced or reissued (although a letter stating successful completion of internship can be forwarded upon request). Each year the program hosts a celebratory lunch for intern graduates that is held on the last day of the internship.

In addition to the clinical responsibilities at their assigned practicum or internship settings, all students are required to provide intervention/therapy services to clients from the Southwestern Psychotherapy Clinic. Beginning in the fall of their second year, students are expected to carry no less than two such outpatient clients at any given time (they may carry more, depending on their other responsibilities and with the concurrence of the appropriate supervisor). In addition, students are required to participate in a rotation schedule for coverage in the Parkland Hospital Psychiatric Emergency Room. These rotations will take place in the third year of the program (first year of the internship).

Criminal Background Check

Effective April 6, 2006, applicants and students enrolled in an educational program that includes or may include at a future date assignment to a clinical health care facility must submit to and satisfactorily complete a background check. Students who refuse to submit to a background check or do not pass a background check may be dismissed from the program. Students who are dismissed may seek admission into another educational program that does not have a clinical component requirement in its curriculum.

UT Southwestern has designated an approved company to conduct the background checks and issue reports directly to UT Southwestern. Results from another company will not be accepted. Students will submit payment and appropriate authorization documents to the designated company. The scope of the background check will be sufficient to meet standards established by the Joint Commission on Accreditation of Healthcare Organizations and the Dallas-Fort Worth Hospital Council. Students have the right to review the information reported by the designated company for accuracy and completeness and request that the designated company verify that the information provided is correct. Prior to making a final determination that will adversely affect the student, UT Southwestern will provide the student a copy of or access to the background check report and inform them of their rights and how to contact the designated company to challenge the accuracy of the report. The background checks are processed through Castle Branch. Fees must be paid by the student directly. The procedure for obtaining the background check is available in **Appendix J**.

Effective 2018, each student must undergo an additional background check within 30 days of starting their first clinical rotation (Summer Semester of the first year).

Drug Testing

Effective 2018, each student must undergo additional drug testing within 30 days of starting their first clinical rotation (Summer Semester of the first year).

Some of the clinical placement sites, especially those of a forensic nature, require that a student submit to and satisfactorily pass a drug screening. This screening is done only as required for a student to be placed in a specific training site. Students will be notified, and testing arrangements made as needed.

Student Health Requirements

Once admitted to the program the University will provide you with a list of immunizations required prior to enrollment. To obtain current information on these requirements, students can contact the student health service at 214.645.8690.

Professional Behavior

Students are expected to exercise good judgment on any specific service or in any agency where they are assigned and adhere to the Code of Ethics of the American Psychological Association (<http://www.apa.org>). The rules of decorum and the expectations of responsible behavior that apply to professional psychologists apply to all our students.

Students are members of this institution, The University of Texas Southwestern Medical Center. As such, their professional and quasi-professional activities may be viewed by the community at large as a reflection on UT Southwestern. As professional psychologists, the faculty supports the letter and the spirit of the laws and codes of ethics promulgated for psychology.

Clinical Supervisors

Supervisory assignments are made at the time that Practicum and Internship placements are scheduled. The designated primary supervisor is that person who is most directly involved with and/or responsible for the student's work on the assigned Practicum or Internship site. The secondary supervisors have somewhat less responsibility for the student's activities away from his or her assignment. For example, the student assigned to Parkland Consult-Liaison Service will have a supervisor who is responsible for the student's activities on that service. At the same time, he or she will be carrying cases through the UT Southwestern Psychotherapy Clinic and have these cases supervised by a primary psychotherapy supervisor. Using the Monthly Activity Report forms (see **Appendix G2**), each student will report the number of hours per month of supervision received from each supervisor.

We recognize that there are situations in which it may be advisable for a student to seek out specialized or additional supervision. Although this is sometimes possible on a case-by-case basis, it must be understood that the overall demands of the program may make it difficult to assign a specifically requested supervisor. Any modifications in supervisor assignment must be approved in advance by the Director of Clinical Training or Director of the Southwestern Clinic.

Each of the student's supervisors is expected to evaluate the student's clinical performance at the end of each grading period in order that grades may be assigned. The student's written acknowledgment that he or she has seen the evaluation is required, and his or her comments are invited on the evaluation form. See **Appendix G5** for Practicum and Internship Evaluation of Student Performance forms.

By the same token, every student on a practicum or internship assignment is expected to evaluate the quality of all

their supervision experiences. Annually, or at the end of the placement, the student rates significant aspects of the supervisory process. These evaluations are anonymous and returned to the Education Coordinator. The Education Coordinator summarizes the information and provides it to the Program Director and Director of Clinical Training. See **Appendix G7** for the Student Evaluation of Clinical Supervisor form. In addition, practicum students and interns annually evaluate their placement site rotations. Again, these evaluations are anonymous and are returned to the Education Coordinator who summarizes the information and provides it to the Program Director and Internship Director. See **Appendix G9** for student evaluation of placement form.

PEER MENTORSHIP PROGRAM

Program Goals and Objectives

The Peer Mentorship program provides a reciprocal opportunity for students to gain support, knowledge, and skills while developing their understanding and practice of supervision. The program allows peer mentors to develop their skills as supervisors/mentors and gain additional practice in clinical consultation. Mentees will benefit from the perspective of their fellow classmates, specifically on administrative tasks and supervision related issues. The goal of this training opportunity is to enhance the PhD program in Clinical Psychology by increasing students' professionalism and encouraging inter-class collaboration.

The program's specific objectives are as follows:

1. Increase in knowledge of the best practices literature in supervision,
2. Application of best practices in supervision,
3. Understanding of professional roles and expectations of supervisor and supervisee,
4. Attain knowledge in the legal/ethical parameters of supervision,
5. Increase expertise in ability to give concise, constructive, and supportive feedback,
6. Production of a training manual for early supervisors.

Rationale for Peer Mentorship Program

The doctoral Program and Internship in clinical psychology at UT Southwestern Medical Center are accredited by the American Psychological Association Commission on Accreditation. As part of the guidelines and principles for program accreditation, students and interns must attain a basic competency in knowledge and practice of supervision. In 2013, we surveyed three cohorts of former graduates of the Clinical Psychology PhD program on all components of the training program. The purpose of the survey was to determine how well prepared they were for post-doctoral fellowship positions upon completion of their PhD. While the results of most training content areas (assessment, research, intervention) received favorable ratings (average of 3.5 or higher on a 1-to-5-point scale, with 1 = poorly prepared and 5 = very well prepared), the area on teaching/supervision was considerably lower (average of 2.3). Sixty-two percent of those who responded rated the teaching/supervision training in the clinical psychology program as "fair" or "poor." Graduates indicated the need for more courses and experiences related to the process of supervision and teaching. Historically, graduate students and interns have received little formal training in supervision, with the expectation that they will learn supervision through "on the job training." However, once graduated, opportunities to be trained as a supervisor may be lacking with little chance for feedback to improve these supervision skills.

This program capitalizes on the opportunities within the clinical training program to address deficits in supervision training and develop basic skills in supervision.

One-on-One Mentorship

The focus of the peer mentorship program is to provide basic supervision skills to the third-year graduate students in the experience and practice of supervision, as well as to train the second-year students in fundamental clinical skills. **The clinical care of patients continues to remain under the supervision of a licensed faculty member.** The supervision of the third-year mentor is provided through meetings with core faculty and/or the Director of Southwest Psychotherapy Clinic (SWC). In addition, the student mentors are assigned faculty supervisors for their SWC activities who are available for ongoing consultation to the student mentors.

To this end, at the beginning of each academic year, upcoming third-year students are paired with an upcoming second-year student. The third year serve as individual mentors to the second-year students during their first year of clinical training at SWC.

The areas of focus for each Peer Mentorship Program meeting are informed by literature on supervision and supervisory skills. These topics include:

- Completing SWC paperwork and managing protected health information
- Setting up voicemail and pager services, including out-of-town pager coverage
- Practicing phone contact or in-person contact with clients
- Preparing for supervision
- Treatment outcome data
- Managing supervisory relationship
- Practicing case presentation
- Progress notes and treatment plan development
- Maintaining self-care during clinical training
- Reviewing and discussing readings related to supervision and the supervisory relationship. Examples of topics include:
 - o Supervisory relationship
 - o What is supervision?
 - o Models of supervision
 - o Methods of supervision
 - o Ethical considerations
 - o Cultural issues

Although students are responsible for coordinating their schedules, the duration and frequency of these meetings are a mandatory requirement. Students document the dates, times, and content/topics of peer mentorship meetings in a monthly checklist. The Peer Mentorship Program is part of the Consultation, Supervision, and Program Evaluation Course.

RESEARCH APPRENTICESHIP

In keeping with the Program's commitment to the requirements of the PhD degree and the philosophy of the clinician-researcher model, all students enter into a research apprenticeship starting in their third year. It is expected that the close association with an established investigator and immersion in ongoing research activities will provide the launching platform for the student's dissertation work. The research apprenticeship is described in detail in **Appendix H**. The research mentor evaluates the student each semester of the research apprenticeship using the Research Evaluation Form (see **Appendix G6**). The student has an opportunity to evaluate his or her research mentor at the end of the third and fourth year (see **Appendix G8**). A Research Handbook is available to students and faculty on the W drive.

General Research Requirements

The following requirements must be met prior to obtaining the Program Director's signature on the final copy of the dissertation.

- 1. Students are required to produce a journal-quality mentor-approved article that is related to their dissertation.** The format, inclusiveness of results and quality of the article are to be determined by the student and their research supervisor. This article may be derived from any aspect of the dissertation (e.g. literature review, related results, primary results), as long as the manuscript is submission-ready for a relevant journal.
- 2. Students must be first-author on a poster or abstract presented at a local or national conference.**
- 3. Students must be a co-author on a submitted journal article, book chapter, or grant application at some point during doctoral training.**

To ensure students are on track for graduation, all documentation of meeting these requirements should be provided to the Education Coordinator at least two weeks in advance of the Graduate School deadline for filing dissertations (the Research and Dissertation guidelines for completion are provided in **Appendix H4**).

Computer Requirements

Students are expected to demonstrate competence with computers for data management and analysis. The facilities of the Division of Biostatistics in the Department of Clinical Sciences for both consultation and computing are readily

available to all UT Southwestern graduate students.

MILESTONES

Annual Advisory Review

Each student will meet annually with a core program faculty member to review progress on the milestones obtained and to determine future training goals and plans for meeting these goals. This annual meeting is an opportunity for the student to consult with faculty on their individual skill attainment, professional development, and career goals. It also provides students with the opportunity to give program feedback. The Annual Advisory Review form is provided in **Appendix G12**.

Admission to Candidacy and Research Competency Exam

A student is eligible to be formally considered for candidacy for the PhD following completion of course work and clinical assignments after the fall semester of the second year. At that time, a Research Competency Qualifying Examination is administered. In general, the examination assesses the student's ability to evaluate psychological research literature critically. The Steering Committee reviews the student's academic record, practicum performance to date, and performance on the Research Competency Qualifying Examination to determine whether the student should be admitted to candidacy. A recommendation regarding admission to candidacy is forwarded to the Dean of the Graduate School.

If candidacy is not recommended, the Steering Committee will either assign the student probationary status and specify methods whereby deficiencies may be corrected, or recommend dismissal from the Program if, in the judgment of the faculty, the student does not show sufficient potential to justify probationary status.

The student may appeal such action to the Program Director for reconsideration and may appeal further to the Dean of the Southwestern Graduate School of Biomedical Sciences. Appeal procedures are detailed in the regulations of Southwestern Graduate School of Biomedical Sciences, The University of Texas Southwestern Medical Center and The University of Texas System.

Clinical Competency Examination

The Clinical Competency Examination is one of the requirements that must be completed in earning the PhD in clinical psychology at UT Southwestern. The examination typically is taken at the end of the spring semester of the student's third year.

This exam has multiple purposes. First, it examines and assesses the student's minimal competency in the skills and concepts of professional practice. Second, as with all the assessment procedures in this program, it is a point at which the Program must exercise its responsibility in making a judgment about the suitability of the student for a career in professional psychology and his or her capacity to successfully complete the program. Third, it provides an opportunity for the student and faculty to plan appropriate and relevant educational experiences for the remainder of the graduate program.

The examination will explore the student's knowledge and skills in the nine profession-wide competencies: a) Research/Scientific Knowledge and Methods, b) Ethical and Legal Standards, c) Individual and Cultural Diversity, d) Professional Values and Attitudes, e) Communication and Interpersonal Skills, f) Assessment, g) Intervention, h) Supervision, and i) Consultation and interprofessional/interdisciplinary skills.

Students should understand that the spirit and intent is to provide an opportunity for them to display his or her current grasp and appreciation of clinical psychology as a scientific and professional discipline.

The exam will be digitally recorded for review if necessary. All tapes will be destroyed after one year. Each student's performance will be evaluated by two faculty members, one of whom is designated the chair of the examining committee. Committee appointments are made by the Program Director or her designee. As noted, this examination is designed to assess minimal competency for students at their current stage of training. Examiners are instructed to keep in mind that examinees are students who are at the very beginning of their professional careers.

Each of the components of the examination is scored as "pass" or "fail" by each examiner independently. The examiners then come to an agreement on a pass or fail for each of the areas of competency. Each of the examining committees submit a report to the Program Director and Steering Committee recommending their results and specifying in detail

any deficiencies and the recommendations to the Steering Committee for the student's remediation or improvement. Should a student not pass a component of the exam, the audio recording of the exam will be reviewed by two independent faculty members to confirm the final grade of pass/fail for that portion. It is important to note that the examining committee's report on the student's performance serves as a recommendation to the Steering Committee. However, the Steering Committee makes the final determination of pass or fail. Informal, i.e., unofficial, general feedback from the examiners is provided immediately to the student. The official notification of a pass or fail will come from the Program Director after review by the Steering Committee.

Should a student fail a particular section or the entire competency examination, the Program Director will assign an external review of the exam tape to confirm the failure. The Program Director may assign specific remediation tasks based on the area of deficit and further recommendations from the Steering Committee. Upon completion of these specific tasks, the student will notify the Program Director and a date will be set for a reexamination of the competency exam (if determined necessary by the Steering Committee).

DISSERTATION

Dissertation Committee

As delineated in **Appendix H** of this document, the mentor of the student's research apprenticeship program will generally serve as the chairperson of that student's dissertation committee. Only members of the graduate faculty of Southwestern Graduate School of Biomedical Sciences are eligible to chair dissertation committees. Additional consultation with various faculty members will help to subsequently ascertain which other faculty members might wish to serve on the committee. A committee is made up of five members, and four of the five must be on the graduate faculty. There must be an appropriate rationale for nominating individuals to membership on such committees, based on particular knowledge and expertise or specific technical contributions, etc. This list, submitted in writing along with a brief summary of the intended dissertation project (see **Appendix H2**), should then be submitted via e-mail to the Research Training Director and the Education Coordinator who will then review the information with the Research Training Committee. The official appointment of a dissertation committee is approved by the Research Training Committee.

In matters of form, the Graduate School Catalog [entitled](#) *Instructions for Preparation of Master's Theses, Doctoral Dissertation Abstracts* is the guiding document. In matters of style, the *APA Publication Manual* is the guiding document. These documents are available from the library and the office of the Education Coordinator.

Dissertation Plan

Overview

The Dissertation Plan is intended to help ensure successful initiation of the dissertation project and outlines the working plan for the dissertation project including a draft of the 1) aims and hypotheses, 2) methods, 3) proposed dissertation committee members, and 4) proposed timeline.

The Dissertation Plan is submitted to the Psychology Research Training Committee, who will review the proposed plan, provide recommendations as needed, confirm the dissertation committee members, and confirm that the proposed working plan is acceptable as outlined or will provide recommended adjustments.

Instructions

Download and complete the Dissertation Plan template (located on the Clinical Psych Students Resources SharePoint). <https://365utsouthwestern.sharepoint.com/sites/ClinPsychStudentResources>

The Dissertation Plan document has a limit of two pages. See Dissertation Plan example document (see **Appendix H2**).

When the Dissertation Plan document is complete and approved by your research mentor, it should be sent via email to the Psychology Research Training Director (Dr. Shawn McClintock; shawn.mcclintock@utsouthwestern.edu). In the email, carbon copy (CC) the Education Coordinator and your mentor. The Dissertation Plan will be reviewed by the Research Training Committee and feedback will be emailed to the student and mentor.

The Dissertation Proposal

The dissertation proposal serves to provide specific input regarding the details of the student's dissertation project. The dissertation committee must give their approval to the student's dissertation proposal and give the student sanction to

proceed with this particular research. The two dissertation options can be found in **Appendix H1**. Some of the elements which a written proposal may include are: (1) title, (2) consent forms (including consent forms for human subjects, if applicable), (3) introduction to the dissertation problem, (4) purposes and objectives of the study, (5) literature review (this may be very brief or extensive depending on the wishes of the student and the dissertation chairperson), (6) major hypotheses (this may be only a statement of the experimental hypotheses to be investigated, or it may also include a list of null hypotheses to be statistically evaluated), (7) description of participants, (8) description of methods and procedures, (9) any limitations of the study, (10) data analyses (methods to be used), (11) bibliography, (12) appendices (which may include all tests or other research instruments to be utilized). The committee may require more than one meeting in the process of developing an appropriate plan of research and granting its approval for the research. The committee's approval will be indicated by a signature sheet (see **Appendix H3**) to be attached to the proposal as submitted and/or revised and forwarded to the Education Coordinator. Approval of the research objectives and research plan, however, does not necessarily ensure that the completed research and dissertation will be approved.

The time and place for the dissertation proposal are arranged by the student after consultation with the chairperson and other members. It is the student's responsibility to see that the notice of the meeting is sent by email to the committee members in advance of the proposal meeting. At least two weeks before the meeting, the student should inform the Education Coordinator of the meeting date and obtain the required proposal sheet (**Appendix H3**). It is recommended that the student maintain regular communication to provide updates and seek consultation about the project with all committee members, as needed, throughout the dissertation process.

Dissertation Oral Defense

The dissertation must be submitted to each of the committee members no less than two weeks prior to the scheduled final oral defense unless other arrangements are agreed upon, in advance, by the dissertation committee. The time and place for the final oral defense are arranged by the student, in consultation with the chairperson and the other members. A memo concerning these details must be received by the Education Coordinator, who will in turn notify the Dean's office, not less than two weeks prior to the final oral examination. An announcement will then be officially posted, and any graduate faculty member or graduate student is welcome to attend. It is the student's responsibility to ensure that committee members are notified in writing about the time and place of the exam.

The Graduate School requires students to submit their dissertation **electronically through the online via the Vireo On-Line ETD Submission System**. For the greatest ease in producing an ETD (Electronic Thesis/Dissertation), it is suggested that students obtain the Microsoft Word master document, or style template, from library consultants. This template is also available on the Library's ETD Web site (<http://www4.utsouthwestern.edu/library/ETD/gradDownload.cfm>) and has been developed to streamline the conversion of the Word document into an Adobe Postscript Document Format (PDF) file. In addition, there are ETD workstations at both the North and South campus libraries, where library staff members are also available to assist with this task.

Filing Requirements for Doctoral Students (see **Appendix H4**)

1. Electronic submission **of the dissertation document in PDF format online via the Vireo On-Line ETD Submission System**. Including a copy of the signature page, or "title fly," with names of committee members but no signatures. An example of the "title fly" is included in **Appendix J3**.
2. Original, completed, and signed in ink **Report of Final Oral Examination** form (see **Appendix H5**).
3. **Survey of Earned Documents** questionnaire for the National Research Council Study.
4. **Copyright disclaimer form**.
5. Receipt for **\$120.00** graduation/diploma fee.

GRADUATION

Graduation exercises at the University of Texas Southwestern Medical Center are held in May or June of each year. All students completing the requirements for the PhD in Clinical Psychology during the previous 12 months are invited to participate in the May or early June ceremony.

STUDENT LIFE

"Family" Advising System

The Program and Internship have adopted a "family" system for our student-faculty mentorship/advisory program. This style of advising places incoming students in "families" consisting of senior and junior faculty members and members from each class. The purpose of this system is to provide advisement to students from faculty and upper-class members in the program, as well as to foster a sense of connection and camaraderie among students and faculty, aid in professional development, and provide support and guidance for students at all stages of the program. The senior student "family" members are able to guide the new student through various administrative routines and provide information about academic and other matters. All faculty members are also available to all students as needed.

Chief Resident and Class Representatives

The position of Chief Resident is held by an outstanding third- or fourth-year student. The Program may elect to have more than one person in this role, depending on the program needs in an academic year. Faculty and students are invited to nominate individuals that exhibit qualities deemed necessary for the position. The Chief Resident is selected during the spring prior to the student's third or fourth year in the program through an interview process that typically includes the Division Chief, Program Director, and Internship Director, in addition to others with administrative roles in the Division.

The primary role of the Chief Resident is to serve as a liaison between the psychology graduate student body and the faculty. Qualities necessary for the role include excellent communication skills, a high sense of responsibility, ethics, and approachability. The Chief Resident meets with faculty regularly, including individual meetings with the Program Director and Internship Director, as well as participating in the Clinical Training Committee as the student representative. Additionally, the Chief Resident will meet with representatives of the student body, such as class representatives and the [Faculty-Student Organization of Clinical Psychology at UT Southwestern group, regularly to discuss issues as they arise](#). The Chief Resident works to problem solve with faculty and students as issues arise within the student body, by bringing issues forward early, and working to facilitate appropriate solutions. The Chief Resident also carries out special projects as assigned by the Program Director and Internship Director. The Chief Resident position is one of leadership among the students. As such, s/he should demonstrate professionalism and trustworthiness, and be sensitive to boundaries of confidentiality among peers and faculty. The role of Chief Resident requires significant responsibility as well as assertiveness, organization, political sensitivity, and delegation to manage the various duties entailed by the position.

Class Representatives are selected each year by their classmates to represent each class on issues they choose of importance. Class representatives along with the Chief Resident meet once per semester with the Program Director and Internship Director to receive new information and discuss student issues as they arise.

Student/Faculty Social Interactions

Student input on program matters is highly valued and encouraged. As a means of maintaining regular dialogue with students, Student/Faculty meetings are scheduled every even numbered month of the year. Student/Faculty meetings provide an open forum for discussion and announcements and are open to all students and Psychology Division faculty.

The Program also has a tradition of sponsoring a fall social held in the UT Southwestern Faculty Club, to which students, faculty, supervisors, and alumni are invited. In addition, an annual "Family Fun Night" is held for students and faculty in September to welcome new students and to "kick off" the new academic year. Students and faculty are also invited to the Department of Psychiatry's annual holiday party. Additional student/faculty interactions occur via the organizations described below.

Student Organizations

Graduate Student Organization (GSO)

The Graduate School of Biomedical Sciences supports a campus-wide Graduate Student Organization (GSO). Clinical Psychology students have one elected representative (selected by the program based on student volunteers/nominations) in that body and are encouraged to participate in its activities. GSO participation offers many benefits, one of which is annual travel scholarships. Students interested in participating in the GSO should contact the Psychology Chief Resident for more information.

Faculty-Student Organization of Clinical Psychology at UT Southwestern (FOCUS)

FOCUS was developed to promote faculty-student collaboration and camaraderie through community service,

fellowship, and alumni outreach. FOCUS hosts several social events throughout the year, including a Welcome Happy Hour for new and returning students, as well as social activities before and after Interview Day. FOCUS also organizes community service projects throughout the year.

Diversity Club

The Clinical Psychology Diversity Club was founded in February 2008 by clinical psychology graduate students. This group welcomes the membership of interested faculty, PhD/Masters/Post-doctoral students, and staff. The Diversity Club believes that diversity encompasses all of the features that make individual clients unique, which include, but are not limited to race, ethnicity, religious affiliation, sexual orientation, gender, and country of origin/regional location.

Discussions are based on relevant literature, clinical experience, and guest speakers from various organizations in the community. In addition, the Diversity Club aims to provide volunteer opportunities for underserved and under-represented populations in the community and to compile resources for client referrals.

Student Research Committee (SRC)

The SRC is a student-run organization that aims to enrich students' research experiences by providing resources to facilitate student research, offering didactic opportunities, and broadening research collaborations through a team-based science approach.

Association of Neuropsychology Students in Training (ANST)

ANST is a national organization for students interested in the field of neuropsychology. This organization promotes three values: knowledge, community, and leadership. The ANST chapter at UT Southwestern focuses on knowledge through neuropsychology-related lectures & fact-finding seminars, community through outreach opportunities & social events, and leadership through opportunities to serve as ANST officers. We emphasize both adult and pediatric neuropsychology and welcome all students and faculty to our events.

Mindfulness Student Association (MSA)

The MSA provides opportunities for graduate students to learn about mindfulness and how to utilize it as a therapeutic intervention in both individual and group settings. The MSA seeks to educate the larger Dallas community about the practice of mindfulness through accessible and affordable mindfulness education groups.

BIPOC Collective

The Black, Indigenous, and People of Color (BIPOC) Collective is a registered student organization at UT Southwestern and a community of BIPOC women and gender diverse people of color. The purpose is to provide a mentoring and networking space that honors the identities of this intersection between psychology students and psychology professionals. The focus is for the community to share their training and academic experiences in psychology. Events have a purpose to connect students with peers and faculty members from the BIPOC women and gender-diverse psychology community at UT Southwestern. This is an opportunity to establish relationships with mentors/mentees/peers that can continue to develop throughout their psychology careers. All BIPOC women and gender-diverse students, faculty, and post-docs within the UT Southwestern psychology division are invited to join the community and attend events.

Equipment

Testing materials, manuals, and audio/video recorders are available to students as part of their training. These items may be checked out with the recognition that these resources are shared with classmates. Borrowed items not returned will be charged to the student, and students are responsible for repairs resulting from mishandling of equipment.

Access to photocopies is available for students in the copy room within the psychology suite. Note that students have a limited number of free copies per student (see **Appendix M**). Students can also print directly to the student printer located outside the student lounge. The computers alongside the student collaboration area house various popular software programs used by graduate students (e.g., Microsoft products and statistics software) in addition to the computer facilities in the library on South campus. University computing facilities are also available to graduate students under the regulations of Information Resources and students are encouraged to take advantage of the campus wireless connectivity for their personal computers.

SCHOLARSHIPS, ASSISTANTSHIPS, AND AWARDS

The Carmen Miller Michael Scholarship

In 1998, the late Dr. Carmen Miller Michael created an endowment to make possible an annual award to an outstanding student in clinical psychology at UT Southwestern. Based upon excellence in scholarship and citizenship, third- and fourth-year clinical psychology students are eligible for nomination.

Dr. Michael, a former Professor Emeritus of Psychiatry, received her PhD in Clinical Psychology from Case Western Reserve. She joined the medical school faculty in 1951, becoming the first psychologist in what was then known as the Department of Neuropsychiatry. She served as Chief Psychologist until 1958 and was continuously active in the psychology program until her death in 2013.

Dr. Michael served as a role model and mentor in the areas of scholarship and citizenship, and we honor her achievements as well as those of students who are seen as the most meritorious in these areas. The criteria for this scholarship can be found in **Appendix N1**.

CMC Cultural Diversity Fellowship

Children's Medical Center of Dallas and the Clinical Psychology Graduate Program at UT Southwestern have joined to create the CMC Cultural Diversity Fellowship. This fellowship funds one first year student who is interested in the psychiatric needs of children from ethnic minority groups and other underserved populations. This scholarship aims to promote understanding and elimination of racial and ethnic health disparities, as well as culturally sensitive care through clinical and research activities in clinical psychology at Children's Medical Center.

This scholarship provides a full stipend for the first year of the student's enrollment and is awarded competitively during the admissions process. Any incoming applicant interested in this scholarship should contact the Admissions Committee Chairperson(s) or Program Director.

Teaching Assistantships (TA)

A limited number of teaching assistantships are available each year on a competitive basis. Based on the recommendations of the instructors, the Internship Director usually selects upper class students to TA the Advanced Statistics, Abnormal Psychology, and Clinical Methods I and II courses, and others as requested by the instructors. Teaching Assistantships are also available in the Rehabilitation Counseling Psychology Program and at the University of Texas at Dallas. To find out about their availability, interested students may contact the Internship Director and the Rehabilitation Counseling Training Director.

Dean's Competitive Scholarship

Subject to availability, the Admission Committee Chairperson(s) may award a one-year scholarship award of \$1,000 to an incoming student. This award has the extra benefit of allowing the student to qualify for in-state tuition rates in the first two semesters of the program.

Outstanding Dissertation Award

Students who successfully defend their dissertation during the school year are eligible for consideration for the annual Outstanding Dissertation Award. In September, the Research Committee reviews each graduate's dissertation abstract to determine the top three candidates from that academic year. A subcommittee of the Research Committee reviews the publication-ready manuscripts of these top three candidates. The winner is announced at the annual Fall Social held at the Faculty Club. See **Appendix N2** for specific criteria.

Outstanding Intern Award

This award is given to a clinical psychology intern who has demonstrated excellence in the areas of clinical acumen, collaboration with team members, and professional integrity and ethical behavior. The recipient of this award is chosen based on clinical skill, collaboration, and integrity. Internship site supervisors are asked to submit nominations based on these criteria. Steering Committee members review nominations and select the recipient. See **Appendix N3** for specific criteria.

FOCUS Research Awards

Each year the FOCUS club requests abstracts for a competitive review and award process. Cash awards are provided to the winners at the Fall Social each year.

Travel Awards

The Graduate Student Organization (GSO) has travel funds available to offset students' costs to present at professional conferences. This is a competitive award and is handled through the GSO.

Ida M. Green Award

This award is given annually to a female graduate student who excels in citizenship and service to the community. Nominations are from faculty to the Graduate School Committee.

Rush C. Williams Award for Diversity and Inclusion

Through the generous support of Michael Heaston, the UT Southwestern Medical Center Division of Psychology established the Rush C. Williams Award for Diversity and Inclusion in 2019. This annual award is bestowed upon a graduate student from the clinical psychology doctoral program.

Dr. Rush C. Williams received his PhD in clinical psychology in 2015 at UT Southwestern Medical Center, where he served as Co-Chief Resident in his last year of the program. His dissertation examined the effect of military sexual trauma and PTSD on quality of life and psychiatric comorbidity in US veterans. He completed postdoctoral fellowship training at the VA Medical Center in Washington DC, where he focused on clinical health psychology and HIV. Upon completion of his fellowship, he joined the faculty at Columbia University where he continued working with veterans as well as LGBT individuals. Dr. Williams died from cancer on December 21, 2018, at the age of 41, but his indelible impact remains and lives on in multiple ways. One such way is the Rush C. Williams Award for Diversity and Inclusion.

The awardee will exhibit understanding, commitment, and passion for diversity and inclusiveness as demonstrated through clinical and research interests, building bridges between persons of different backgrounds, and engaging with the graduate student body and the community at large to promote a healthy dialogue about inclusiveness, equity, and compassion for all individuals. The criteria for this award can be found in **Appendix N4**.

HISTORY OF GRADUATE TRAINING IN PSYCHOLOGY AT UTSW

The training program in psychology at UT Southwestern Medical Center began as an internship program in 1952 by Dr. Carmen Miller Michael. From this start the program has evolved into a clinical PhD program with an exclusively affiliated doctoral internship. The history of the program as told by Dr. Martin Gluck, Dr. Carmen Michael, and Dr. Harold Crasilneck can be found on the following pages.

A BRIEF HISTORY OF PSYCHOLOGY TRAINING AT THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER

Martin R Gluck, Ph.D.

*Associate Professor and Coordinator of Internship Training
Graduate Program in Clinical Psychology
Southwestern Graduate School of Biomedical Sciences
University of Texas Southwestern Medical Center
From the [Texas Psychologist](#), June 1990*

The Southwestern Medical Center evolved from the Southwestern Medical College, itself a successor to Baylor Medical School, when that organization moved to Houston in the late 1940s.

Psychology at the new medical school began with the employment of Carmen Miller Michael, Ph.D. as the psychologist in the Department of Neuropsychiatry. In 1952, Dr. Michael started a psychology internship program; the first intern was Dr. Harold B. Crasilneck. By 1953, APA approval of the internship as well as funding from the medical school for psychology interns had been secured.

Dr. Michael stepped down from the chief psychologist's position because of motherhood in 1958. (It should be noted that Dr. Michael's association with Psychology at Southwestern has continued to the present.) At the same time Dr. Jay Knopf became the chief psychologist and among others, brought Dr. Maurice Korman to Dallas and to the medical school.

Several rather consequential events occurred during 1963-64. Most notably the Division of Psychology, with Korman as chair, was created by the Board of Regents. The Graduate Program in Clinical Psychology, in the Graduate School (then a component of the Medical School), got underway that year. The Graduate Program was initially established as a joint program with the Department of Psychology at U.T. Austin. The selections for admission had to be approved by the Austin department; the Southwestern students spent their first year in residence at Austin and took the core curriculum there; all of the subsequent didactic work was completed in Dallas. Lastly the dissertation committees were composed of both Austin and Dallas faculty. The program gained its independence in 1969. Approval by APA for the program and its integrated "captive" internship was not sought until the mid-1980s; full approval was granted on the first evaluation in 1986.

While all of these developments were occurring, it should be noted that the Division of Psychology continued the APA approved exclusively affiliated Doctoral Internship program for students from other programs. This program was, and is, separate from the graduate program although they both use some training facilities in common. Since 1980 this traditional internship has been structured as a consortium with the

psychology group at Terrell State Hospital.

The basic philosophy that prompted the creation of the clinical psychology graduate program in a medical setting was that academic education and clinical training ought to be more coordinated than was the case in the typical university-based program. Put another way, why not have the student applying immediately what they are learning in the classroom? This desire to tether didactic and clinical learning remains the core idea of the graduate program.

The program is scheduled for four full time calendar years; the typical student has needed another year to complete the dissertation research. The first two semesters are devoted entirely to classroom studies in the core curriculum; after that, classroom instruction occupies about half of the student's educational week. Starting with the first summer session and continuing on through the remaining three years, students are engaged in clinical training at the practicum level and then (third and fourth years) at the internship level. Thus, when the student has graduated, he/she has completed more than 3000 hours of graded experiential training. All of this clinical work is carried out in settings that are formally affiliated with the graduate program's training network; the administration of the practicum and internship are within the graduate program. This arrangement allows the Program to monitor quite closely students' progress, to tailor clinical training for individuals and to coordinate education and training roles smoothly with the training sites.

Also, during the third and fourth years, each student is in a two day per week research apprenticeship. These are with established investigators, in settings with on-going research activities that the student and the program have selected. It is expected that this activity will eventuate in the student's dissertation research and will promote earlier culmination of the student's research project.

The Program accepts students once each year at the Fall semester. Entering classes typically have eight to ten persons in them. Selection criteria include grade point averages, Graduate Record Examination scores, work, research activities, and other relevant experiences and personal suitability for professional psychology.

Clinical Psychology at the University of Texas Southwestern Medical School

CARMEN MILLER MICHAEL, PhD

(Written in 1992)

In 1951, when I returned from graduate school (in clinical psychology) to resume living in Dallas and to seek employment, I called the University of Texas Southwestern Medical School Neuropsychiatry Department and got an appointment with Dr. Don P. Morris. He was the psychiatrist who managed the department, although the titular, but mostly absentee, head was Dr. Guy Witt.

Don's office was, of course, in the "shacks." He told me that Southwestern had never had a psychologist on the faculty, but that he would like to hire me if Dr. Witt would give approval. A few days later, Don informed me that Dr. Witt said he had never met a woman or a psychologist worth hiring, but that if Don wanted to he could employ me! That's how clinical psychology got started at Southwestern.

In 1953, we began an internship program in clinical psychology in the Neuropsychiatry Department (a year of internship is required for the PhD in clinical psychology). Although there were no funds for a stipend, an applicant, Harold B. Crasilneck, was interested in joining us anyway. We arranged the situation for him to receive some compensation from several schools and agencies in town by rendering psychological services to them a few hours a week. The internship program was soon given approval by the American Psychological Association.

By 1955 clinical psychologists were doing well at Southwestern, staff having grown to three full-time faculty members and two (paid) interns. On the other hand, the rest of the Psychiatry Department, as it was known by then, was declining. Dr. Witt had died, and no permanent chairman had been appointed. Consequently, several psychiatrists left the department. In 1956, Dean A. J. Gill appointed a "temporary executive committee for the administration of the Department of Psychiatry", with me as chairman. It was an unusual, if not unheard of, position for a psychologist.

Dean Gill's positive approach to psychology did not, however, seem to extend so far as to permit my continuation as a member and chairman of the Texas Psychological Association Committee on Legislation. The committee was engaged in developing standards and encouraging legislation for certification to regulate the practice of psychology in Texas. Since a psychologist in a medical school setting was not an empowered person, at least not 35 years ago, I resigned from the Texas Psychological Association Committee, as requested. Eventually, 14 years later, the Psychologist Certification and Licensing Act was

passed by the Texas Legislature.

In 1957, Dr. Robert L. Stubblefield was selected to chair the Psychiatry Department. He thus became the first permanent, on-site, full-time chairman of Psychiatry.

In 1958, with the advent of motherhood, I resigned my position as chief psychologist in the Psychiatry Department, and Dr. Stubblefield appointed Dr. Irwin Jay Knopf to be the new chief. Jay's associate, Dr. Maurice Korman, came with him. By 1962, the Board of Regents approved the establishment of a program at Southwestern leading to a PhD in clinical psychology. In the beginning, the graduate program was to be a joint endeavor with The University of Texas Psychology Department in Austin. By 1969, the Southwestern program became independent. One-year internships were still offered to students coming from other university doctoral programs.

In 1964, when Jay Knopf departed to become chairman of the Psychology Department at Emory University, Maurice Korman was appointed and continues to be chief of the Division of Psychology in the Department of Psychiatry at Southwestern. Eventually, in 1972, when the medical school was restructured as a Health Science Center, the administration of the graduate program in clinical psychology was transferred from the Division of Psychology Department of Psychiatry to the Graduate School of Biomedical Sciences. Many of the clinical psychology faculty hold appointments in both the graduate school and in the medical school.

Clinical Psychology has flourished at Southwestern. The American Psychological Association has not only continued to approve of internship training but has also endorsed the doctoral program. Clinical psychology graduate students carry out their clinical work in almost every inpatient and outpatient medical setting on campus and in numerous Dallas hospitals, clinics, schools, and social agencies affiliated with the psychology training program. Thirty years ago, there were only two students enrolled in the PhD program. At this writing (1992) there are 53 graduate students and 5 interns (now called fellows) in the clinical psychology program at Southwestern.

>>>Selected Recollections of the University of Texas Southwestern Medical School, Dallas, Texas. Compiled by George J. Race, MD, PhD, 1997. A project of the Office of Student and Alumni Affairs, The University of Texas Southwestern Medical Center.

Hypnotherapy at the University of Texas Health Science Center from 1953 to 1993

HAROLD B. CRASILNECK, PhD

(Written in 1993)

I was the first intern in clinical psychology in the Department of Psychiatry at Southwestern Medical School, University of Texas Health Science Center in Dallas, from 1953 to 1954. Prior to my internship I studied hypnotherapy under the aegis of Dr. Louis Walberg, one of the world's leading authorities in hypnosis.

At the time of my interview at the medical school, this information was presented to Drs. Carmen Michael, Don Morris, and James McCraney. Later, during the early part of my internship, I was encouraged not only to teach the use of hypnosis to medical students, but to present techniques of some patient's problems to the various departments within the medical school.

During the ensuing 40 years, I was a full-time faculty member and later a clinical faculty member. I rose from the rank of Instructor to clinical professor of psychiatry and clinical professor of anesthesiology. During that time, I taught thousands of medical students, residents, and faculty members in the multitude of hypnotherapy applications in such specialties as general surgery, anesthesiology, obstetrics, neurosurgery, internal medicine, pediatrics, psychiatry, and urology.

I was responsible for initiating a series of studies in the use of hypnotherapy. Perhaps one of the most famous original works was the application of hypnosis in the treatment of thermal injuries. Through the combined efforts of the Department of General Surgery, Anesthesiology, and Psychiatry, the problems of pain, nutritional deficit, frequent anesthetics for debridement, and exercise and ambulation were brought under control through the use of hypnotherapy. These reports were presented in such journals as *Journal of the American Medical Association*, *Lancet*, and several issues of the *Journal of the American Society of Clinical Hypnosis*. Sixty papers have been presented since that quotes this original work. Throughout the world there are many others who have treated thermal injuries using Crasilneck's method.

One of the most exciting events occurred during neurosurgery when hypnosis was combined with local anesthesia and used during a surgical procedure for epilepsy. After the neurosurgeon had been working in the brain for several hours, he inadvertently touched the hippocampus, and the patient spontaneously awakened from hypnotic trance. Following immediate induction, the neurosurgeon decided to gently touch the hippocampus purposely, and moments later, the same response occurred – the patient awakened from the hypnotic trance.

When I reported the incident in a research paper, it was published and spread throughout the world. Though it had been postulated that there could be a neurophysiological basis for why one can go into a hypnotic state, the hippocampus incident made it evident that a strong possibility for an etiological basis of hypnosis had been found. The published research paper piqued the interest of many European neurosurgeons. Many duplicated touching the hippocampus over the years, and the same conclusions were drawn. As late as 1988, two Italian surgeons duplicated the work of the group and reported the exact same results, thus substantiating the original findings for the basic etiological causes of positive response to hypnosis.

During my tenure, I wrote 50 major publications as well as a text titled *Clinical Hypnosis: Principles and Applications* which is considered a standard in the field. My coauthor for the text was Dr. James A. Hall. Ms. Sherry Knopf was the research associate and consultant in the preparation of not only the text, but of all my papers published since 1964.

My lectures to the entire medical school class of juniors and sophomores elicited a tremendously positive response from the students. Many of them are now professional administrators and professors at the university. Many of my former students now practice hypnosis.

In 1987, the Raymond and Ellen Willie Distinguished Chair was established in the Department of Neuropharmacology in my honor for my work in the field of hypnosis and pain. On the night of the meeting, Dr. Charles Sprague stated that as long as The University of Texas is in existence, Dr. Crasilneck's name would be associated with the Chair, in perpetuity.

The teaching program in hypnotherapy developed at The University of Texas Southwestern Medical School Health Science Center is considered one of the finest in the world. It is not uncommon for people to come to the medical school to observe the program at work.

In closing, I give my grateful thanks to those professors who became interested in my work in hypnosis in the early years since 1953. These men were giants in their fields, such as Brackets, Seldin, Mengert, Gregory, Jenkins, Michael, McCraney, Fogleman, Wilson, and Kemp Clark. Throughout the early history of the use of hypnosis at Southwestern Medical School, all of these individuals participated actively, using hypnosis in their specialties, under my guidance.

>>>Selected Recollections of the University of Texas Southwestern Medical School, Dallas, Texas. Compiled by George J. Race, MD, PhD, 1997. A project of the Office of Student and Alumni Affairs, The University of Texas Southwestern Medical Center

APPENDICES

Appendix A - Program Faculty and Administration

A1. Core Faculty

Munro Cullum, PhD, ABPP	Beth Kennard, PsyD, ABPP	Richard C. Robinson, PhD
Aleksandra Foxwell, PhD	Laura Lacritz, PhD, ABPP	Shawn McClintock, PhD

A2. Associated Faculty

Ted Asay, PhD	Lana Harder, PhD, ABPP	Leslie Rosenstein, PhD, ABPP
Olufunke Awosogba, PhD	Celia Heppner, PsyD	Heidi Rossetti, PhD, ABPP
Katherine Bellone, PhD	Laura Howe-Martin, PhD	Michael Selders, PhD
Veronica Bordes Edgar, PhD, ABPP	Jamylah Jackson, PhD, ABPP	Cheryl Silver, PhD
Alexander Cole, MD	Heidi Koehler, PhD, ABPP	LaDonna Saxon, PhD
David Denney, PhD	Danni Lanaway, PhD	Julia Smith, PsyD
Wyatt Evans, PhD, ABPP	James LePage, PhD	Anubha Sood, PhD
Suzanne Farmer, PhD	Ben Lippe, PhD	Sarah Spain, PhD, ABPP
Julie Germann, PhD, ABPP	Deanna Liss-Clarke, PhD	Sunita Stewart, PhD, ABPP
Christopher Glowacki, PhD	Carlos Marquez de la Plata, PhD	Holly Stovall, PhD
Michael Gottlieb, PhD, ABPP		Vishal Thakkar, PhD
Ellie Hakim, PhD	Andy McGarrahan, PhD	Lisa Thoman, PhD
Charlotte Haley, PhD	Kimberly Roaten, PhD	Willa Vo, PhD
Brittany Hall, PhD	Reed Robinson, PhD, ABPP	

A3. Other Contributors

Dailyn Acosta, PhD	Sinclair Gioia, PhD	Stevie Puckett-Perez, PhD
Mary Anise, PhD	Christian Goans, PhD	Carla Pulliam, PhD
Corinne Anton, PhD, ABPP	Ellen Greenwald, PhD	Marc Rathbun, PhD
Laura Austin, PhD	Tracy Greer, PhD	Caitlin Reese, PhD
Marie Bannister, PhD	Yu Harumi, PhD	Wendy Ringe, PhD
Jamie Becker, PhD	Jessica Heerschap, PhD	Mona Robbins, PhD, ABPP
Karen Brewer-Mixon, PhD	Alice Ann Holland, PhD, ABPP	Emmanuel Rosario Nieves, PhD
Malcolm Bonnheim, PhD	Suzanne Holm, PhD	Robert Ruchinkas, PsyD, ABPP
Anna Brandon, PhD	Daniel Horton, PhD, ABPP	David Salisbury, PhD
Sherwood Brown, MD, PhD	Jennifer Hughes, PhD, MPH	Eileen Santa-Sosa, PhD
W. David Brown, PhD	Linda Hynan, PhD	Katie Sardone, PhD
Dennis Burchette, PhD	Robin Jarrett, PhD, ABPP	Lisa Schuster, PhD
Angela Canas, PhD	Berit Johnson, PhD	Kristin Scott, PhD
Thomas Carmody, PhD	Anitha Joseph, PhD	Geetha Shivakumar, MD
Julia Cartwright, PhD	Hillary Kimbley, PhD	Clinton Smith, PsyD
Tabatha Chansard, PhD	Laura Kuper, PhD	Jason Smith, PhD
Cynthia Claassen, PhD	Jessica Klement, PhD	Ashton Steele, PhD
Matthew Clem, PhD	Laura Lamminen, PhD, ABPP	Carol Tamminga, MD
Alexis Clyde, PhD, ABPP	Mary Anne Little, PhD	Megan Tierney, PsyD, ABPP
Jordan Constance, PhD	Valerie Loehr, PhD	Abel Tomatis, PhD, LP, LSSP
Erin Cox, PsyD	Jaya Mathew, PhD	Frank Trimboli, PhD, ABPP
Jamie Crowley, PhD	Wade McDonald, PhD	Kelli Triplett, PhD
Carlos Davis, PhD	Antoinette McGarrahan, PhD	Madhukar Trivedi, MD
Martin Deschner, PhD	Jill McLeigh, PhD	Joseph Trombello, PhD

Nyaz Didehbani, PhD	Katherine Meredith-McKenzie, PhD	Daniela Vela, PhD
Kadie Dooley, PhD	Adrianna Miu, PhD	Andrea Wahlberg, PhD
Mary Dryden, PhD	Rupa Naidu, PhD	Ann Marie Warren, PhD, ABPP
Graham Emslie, MD	Joy Neumann, PsyD	Nicholas Westers, PsyD
Harry M. Evans, PhD	Kristen Ohlenforst, PhD	Alison Wilkinson-Smith, PhD, ABPP
Chelsea Fiduccia, PhD	Jenna Oppenheim, PsyD	Kristin Wilmoth, PhD
Noelle Fischer, PhD	Kipp Pietrantonio, PhD	Kenneth Wise, PsyD
Candace Genest, PhD	Radu Pop, PhD	
Jasmine Ghannadpour, PhD	Timothy Proctor, PhD, ABPP	

** Indicates Committee Chairperson

A4. Steering Committee

C. Munro Cullum, PhD, ABPP – Division Chief
Richard C. Robinson, PhD – Director of Clinical Training
Aleksandra Foxwell, PhD – Assistant Director of Clinical Training
Beth Kennard, PsyD, ABPP – Program Director and Committee Chair **
Laura Lacritz, PhD, ABPP– Admissions Chair
Shawn McClintock, PhD – Director of Research Training
Reed Robinson, PhD
Michael Selders, PhD
Cheryl Silver, PhD
Sunita Stewart, PhD, ABPP

A5. Clinical Training Committee

Olufunke Awosogba, PhD	Aleksandra Foxwell, PhD	Timothy Proctor, PhD, ABPP
Marie Bannister, PhD	Lana Harder, PhD, ABPP	Kimberly Roaten, PhD
Angela Canas, PhD	Celia Heppner, PsyD	Richard C. Robinson, PhD**
Matthew Clem, PhD	Beth Kennard, PsyD, ABPP	Leslie Rosenstein, PhD, ABPP
C. Munro Cullum, PhD, ABPP	Laura Lacritz, PhD, ABPP	Robert Ruchinkas, PsyD, ABPP
David Denney, PhD	Deanna Liss-Clarke, PhD	Michael Selders, PhD
Martin Deschner, PhD	Christian LoBue, PhD	Molin Shi, PhD
H.M. "Monty" Evans, PhD	Kristine McCaslin, PsyD	Sunita Stewart, PhD, ABPP

A6. Research Committee

C. Munro Cullum, PhD, ABPP	Lana Harder, PhD, ABPP	Carlos Marquez de la Plata, PhD
Nyaz Didehbani, PhD	Alice Ann Holland, PhD, ABPP	Shawn McClintock, PhD**
H.M. Evans, PhD	Robin Jarrett, PhD, ABPP	Richard C. Robinson, PhD
Julie Germann, PhD, ABPP	Beth Kennard, PsyD, ABPP	Sunita Stewart, PhD, ABPP
Tracy Greer, PhD	Laura Lacritz, PhD, ABPP	Kelli Triplett, PhD

A7. Diversity and Inclusion Committee in Clinical Psychology

Corinne Anton, PhD	Aleksandra Foxwell, PhD	Robert Ruchinkas, PsyD, ABPP
Olufunke Awosogba, PhD	Ellen Greenwald, PhD	Richard C. Robinson, PhD
Dennis Burchette, PhD**	Beth Kennard, PsyD, ABPP	Eileen Santa-Sosa, PhD
Natalia David, PsyD**	Laura Lacritz, PhD, ABPP	Michael Selders, PhD
Veronica Edgar, PhD, ABPP	Andrew McGarrahan, PhD	

Committee includes student representatives

A8. Curriculum Committee

Julia Cartwright, PhD**	Ellen Greenwald, PhD	Richard C. Robinson, PhD**
Wyatt Evans, PhD	Beth Kennard, PsyD, ABPP	Leslie Rosenstein, PhD, ABPP
	Hillary Kimbley, PhD	Kristin Wolfe, PhD
Christopher Glowacki, PsyD	Laura Kuper, PhD	Andrea Zartman, PhD

Committee includes student representatives

A9. Practicum/Internship Selection Committee

Danni Lanaway, PhD
Laura Lacritz, PhD, ABPP
Richard C. Robinson, PhD

A10. Clinical Psychology Accommodations and Leave Of Absence Committee

Jamie Becker, PhD	Beth Kennard, PsyD, ABPP	Heidi Rossetti, PhD, ABPP
Aleksandra Foxwell, PhD**	Richard C. Robinson, PhD	

A11. Admissions Committee

Aleksandra Foxwell, PhD	Celia Heppner, PsyD	
Charlotte Haley, PhD	Beth Kennard, PsyD, ABPP	Carlos Marquez de la Plata, PhD
Lana Harder, PhD, ABPP	Laura Lacritz, PhD, ABPP	Richard C. Robinson, PhD

**UT SOUTHWESTERN MEDICAL CENTER
CLINICAL PSYCHOLOGY PROGRAM**

REQUEST FOR OUTSIDE EMPLOYMENT

Name: _____ Date: _____

Prospective

Employer: _____

Address of Prospective Employer: _____

Who will supervise your psychological work? (Please provide name, business address, email address, telephone number, and staff/institutional title if any.)

Describe in precise detail the psychological work for which you are being employed. Include job title, specific tasks, clientele, and number of hours per week. If work is of a non-psychological nature, describe it briefly.

C1. Request for Leave of Absence



LEAVE OF ABSENCE FORM

Please print:

Name: _____ EMPLID: _____
 Permanent _____
 Address: _____
 Phone: _____ E-mail: _____

I formally request a non-medical leave of absence starting: ____/____/____

Reason for leave: Educational*
 Personal
 Other _____

**For education leave requests, please attach proof of acceptance into another degree program, research fellowship, etc.*

Name of institution: _____
 Dates of attendance: _____

I have have been approved for a medical leave of absence by the Academic Accommodation Committee starting: ____/____/____

**For approved accommodated leaves, please attach Appendix D: EDU-103*

I anticipate I will return to the UT Southwestern Medical School on: ____/____/____
 as an: MS1(PC1/PC2) MS2(PC3/C1) MS3(C2/C3) MS4(PostClerkship)

I anticipate I will return to the UT Southwestern School of Health Professions on: ____/____/____ in the following degree program: _____

I anticipate I will return to the UT Southwestern Graduate School of Biomedical Sciences on: ____/____/____ in the following degree program: _____

In submitting this signed Leave Request Form, I understand and acknowledge the following:

1. Requests for leave and processing of an approved medical leave must be submitted in writing using this form.
2. Because all required courses are not offered every semester, I will discuss the effect a period of leave may have on degree progress with my Associate Dean, Department Chair, or Program Director prior to requesting a leave of absence.
3. My last date of attendance may have an impact on current financial aid already disbursed to me. I will discuss with the Financial Aid Office whether leaving the University will require a reduction in my current year's financial aid. Any financial aid that must be reduced, in accordance with federal, state, and institutional guidelines, could create a balance due on my part, payable to the University. I understand that any balance due must be paid before I will be allowed to return from leave.
4. A leave of absence may impact the visa status of certain international students; therefore, all international students are encouraged to seek assistance from the Office of International Affairs.
5. I am responsible for meeting all requirements to return from leave, e.g., undergoing a new background check (see [EDU-114 Background Checks](#)), updating my immunizations (see [EDU-107 Immunization and Infectious Disease Prevention](#)), etc. I will work with the Office of Enrollment Services to ensure I have met all requirements.
6. During an approved leave of absence, I am required to remain in regular communication with UT Southwestern and must promptly respond to all communications received from the Office of Enrollment Services and school administrators. I am responsible for communicating with the Office of Enrollment Services and appropriate school administrators regarding my anticipated date of return, any change in leave status, and any change to my mailing address or contact information. I understand that, if I do not remain in communication as required by this section, I may be deemed to have voluntarily withdrawn from UT Southwestern and will be required to reapply for admission, in competition with other applicants.
7. I must submit any request for an extension of an approved leave of absence to the Office of Enrollment Services and the appropriate school administrator(s) OR to the Academic Accommodations Committee in the case of a medical leave. Extension requests must be in writing and must be received prior to expiration of my initial approved leave period. Once the request to extend the leave of absence is approved, the Office of Enrollment Services will be notified of the decision and the approved end date, and will then notify the student of the decision. If the decision to extend the leave of absence is approved, the new end date for the leave period will be communicated to the student by the Office of Enrollment Services. I understand that I am not eligible to receive financial aid while I am not attending UT Southwestern during my leave of absence.

UT Southwestern Medical Center

8. Since I am leaving the University (even temporarily), I will be required to complete Loan Exit Counseling for any loans I have received. These loans may enter repayment during my leave of absence (since I will not be enrolled), and I understand I will be delinquent if I do not make payments as required by my lender/ servicer. Becoming delinquent or defaulting on certain student loans could impact my future eligibility for financial aid.
9. During an approved leave of absence, I will not be enrolled at UT Southwestern Medical Center. I will retain access to my UT Southwestern email account and/or other access to UT Southwestern systems during my period of approved leave, as appropriate. It is my responsibility to determine how any change in enrollment status affects my health insurance coverage.
10. Depending on when I return from a leave of absence, I may need to submit a new FAFSA to apply for financial aid. I understand that I must contact the financial aid office at UT Southwestern (financialaid@utsouthwestern.edu) at least 90 days in advance of my return date in order to ensure that my financial aid is available when I re-enter the University. Medical students who are returning in a new Medical School year are advised to notify the Offices of Financial Aid and Enrollment Services of plans to return no later than March 1.
11. I will not be required to reapply for admission if I return from an approved leave of absence as scheduled, but I must complete all coursework and meet all program or degree requirements prior to graduation.
12. If I do not return from an approved leave of absence as scheduled, I may be deemed to have voluntarily withdrawn from UT Southwestern and will be required to reapply for admission, in competition with other applicants.

To submit this Leave Request Form:

- **Medical School students** must submit the signed Leave Form to the Associate Deans for Student Affairs. Medical School students who are not in good academic standing at the time of the request must also obtain approval from the Student Promotions Committee. *Please note:* MS1(PC1/PC2) or MS2(PC3/C1) requesting a leave of absence **MUST** turn in lab carrel keys prior to the start of the leave. **All USMLE Step exam completion requirements remain in effect while on leave unless otherwise approved.**
- **School of Health Professions students** in good academic standing must submit the signed Leave Form to their Program Director or Department Chair. Students who are not in good academic standing must notify their Program Director or Department Chair and submit the Leave Request Form to the Academic Affairs Committee. All Leave Request Forms must also be approved by the Associate Dean.
- **Graduate School students** must submit the signed Leave Form to their graduate program director and the Dean (or designee). Graduate School students who are not in good academic standing at the time of the request are not eligible to take a leave of absence under this policy.

In the case of non-medical leave, the school will forward the decision for the leave request to the Office of Enrollment Services. The Office of Enrollment Services will inform the student in writing whether the request for leave has been approved or denied. If approved, the notification will include the start and end dates of the approved leave period, as well as any other terms and conditions or instructions regarding the leave.

A request for leave or processing of a medical leave will not be considered unless submitted on this Leave Form.

Terms and Conditions Required for Leave:
To be completed by the School Administrator Approving Leave

The School Administrator who approves your leave of absence will indicate any specific requirements you will need to meet during your leave, including but not limited to, checking in with your UT Southwestern School; checking in with the Office of Enrollment Services; checking in with the Office of Financial Aid; etc. In addition to the specific requirements identified below, you are required to adhere to Items 1-9 above, as well as the UT Southwestern policy governing Nonmedical Leaves of Absence, EDU-120.

Student Signature: _____ Date: _____

UT Southwestern Medical Center

NOTE: Leave Forms that are not signed will not be considered or processed.

Medical School - Associate Dean for Student Affairs (Required)

Approved By: _____ Date: _____

Associate Dean for Student Affairs

Required for Processing:

List student's last date of attendance, or last date of participation in an academically-related activity: _____

School of Health Professions - Program Director or Department Chair or Academic Affairs Committee Chair; and Associate Dean (Required)

Approved By: _____ Date: _____

Program Director or Department Chair or Academic Affairs Committee Chair

Approved By: _____ Date: _____

Associate Dean

Required for Processing:

List student's last date of attendance, or last date of participation in an academically-related activity: _____

Graduate School of Biomedical Sciences - Graduate Program Director and Graduate School Dean or designee (Required)

Approved By: _____ Date: _____

Graduate Program Director

Approved By: _____ Date: _____

Graduate School Dean

Required for Processing:

List student's last date of attendance, or last date of participation in an academically-related activity: _____

A leave of absence will not be processed and finalized until you have received counseling by the Office of Financial Aid and the Office of Enrollment Services. Please obtain the necessary signatures as noted below and then submit the form to the Office of Enrollment Services.

Counseled By: _____

Director, Student Financial Aid

Counseled By: _____

Associate Registrar, Office of Enrollment Services

Memo: Internship Program Leave of Absence Policy 2019-2020

Leave of Absence Committee: Alex Foxwell, PhD (chair), Jamie Becker, PhD, Lily Iteld, PhD, Betsy Kennard, PsyD, Richard Robinson, PhD, and Heidi Rossetti, PhD

The Division of Psychology has formed a Leave of Absence (LOA) Committee to review current leave policies, recommend potential policy changes, and implement adopted changes for the Doctoral and Internship Programs in Clinical Psychology. The aim of the committee is to ensure the quality of training is maintained while also considering student/intern needs.

2019-2020 Policy:

The program supports an intern taking any amount of time that is needed to care for themselves or their family. The current recommended changes refer primarily to the impact on date of degree conferral.

The policy is primarily for, but not limited to, parental leave (birth, foster or adoption of a child), medical illness, death of an immediate family member, or catastrophic life event.

All interns are allowed two-weeks per academic year of personal time off (vacation or sick leave; 40¹ hours total per academic year) which must be cleared with internship site supervisors but is not required to be reviewed and approved by the LOA committee. This is in addition to sanctioned university and placement site holidays. Further, an additional one-week (20² hours) of internship time off per academic year may be allowed with a written plan and prior approval from the LOA Committee without delay of degree conferral. Please note that leave time does not have to be consecutive. Please see below:

- 1. The intern must first submit a request detailing the leave plan to the Accommodations and LOA Committee for review and approval.*
- 2. The intern must first take the two weeks paid time off per year (vacation/sick leave) allocated by the program before a leave of absence begins*
- 3. The intern must complete all training requirements in their leave of absence plan as set forth by the program, university, and the APA for conferral of their degree. Failure to do so could result in delayed graduation.*
- 4. The plan for completion of the program will be signed by the internship site supervisor and internship training director.*

Additional leave beyond three -weeks (two weeks of regular paid time off plus one week of approved leave of absence) will result in an extension of the internship and subsequent delay of degree conferral. Degree conferral will be delayed to the end of the semester following the student's previous anticipated degree conferral date. Extended or recurrent leaves of absence impacting a student's ability to meet all training requirements in one additional semester will result in further delay of degree conferral to the end of subsequent semesters.

1. Two-weeks of half-time internship (20 hrs per week/40 hours for two weeks) or 5 full-workdays or 10 half-days

Note: All request for leave of absence will be reviewed on an individual basis by the committee. If you have any questions about an upcoming leave of absence, please contact Dr. Alex Foxwell (aleksandra.foxwell@utsouthwestern.edu)

Accommodations and Leave of Absence Request Form:

As set forth by the UTSW Department of Psychology training policy, all students requesting time off that goes beyond the allotted two-weeks per academic year of unapproved personal time off (vacation or sick leave; 40 hours) must submit a Leave of Absence Plan (LOAP). The LOAP will be submitted for approval by the standing leave of absence committee.

Instructions:

The LOAP must include a specified and operationalized plan that details the dates of absence, training requirements that will be missed, and a detailed plan that outlines how each training requirement will be made up. If a training requirement is unable to be made up directly, an approved equivalent training activity that meets the department, university, and APA SOA requirements must be submitted for prior approval.

Name of Student: _____ **Year in Program**_____

Current placements for practicum or internship:

Reason for Request (briefly describe):

- Parental Leave Personal Illness/Event Family Illness/Event
- Other (specify below)

Leave Time Request Information:

Total days of leave available: _____

Dates vacation/sick leave will be used/was used: _____

Requested additional leave of absence dates: _____

Date of return to training activities: _____

Training Activities that will be missed (please list total hours):

Clinical: _____ Supervision: _____ Providing Supervision: _____

Assessment: _____ Administrative time: _____ Consultation: _____

Research: _____ Other: _____

Structured Learning Activities (e.g. didactics, courses) Hours: _____

Please list all didactics that would be missed:

Would this require that you extend your training year: Y N

How many internship workdays would your extended leave include?

Dates for extension of training year: _____

Please describe the plan to make up the hours missed. Each hour missed should be accounted

Student Signature:

Date Submitted:

Site Supervisor Signature:

Date reviewed by LOA Committee:

Clarification Needed (provide clarification in space below)

LOA Decision: Approve Approve with the following changes Deny

REQUEST FOR REGISTERING IN ABSENTIA

NAME: _____ SID#: _____
 (LAST) (FIRST) (M.I.)

GRADUATE PROGRAM: _____ MENTOR: _____

YEAR AND SEMESTER REQUESTING TO REGISTER *IN ABSENTIA*:

Term : Year: Expected Graduation Term : Year:

Policy for Registering In Absentia

1. **On-site:** Students may request in absentia (IA) registration, which provides for reduced tuition and fees, if he or she will defend and complete all degree requirements during that semester. Approval of IA enrollment will be granted once. IA registration results in a student being ineligible to access the student center, student health and student mental health services. IA registration is generally not allowed for DBS program students.

2. **Off-site:** Students who moved with their mentor to another institution but still intend to earn a degree from UT Southwestern retain contact with their graduate program via in absentia enrollment every semester until all degree requirements are met. Progress of such students is monitored by the graduate program. A program chair/ and or the dean has the authority to set a time limit by which the off-site student must complete degree requirements.

NOTE: If a student fails to complete all degree requirements, he or she will be required to pay regular tuition and fees for each subsequent semester until all degree requirements are met. (Regular tuition rates are charged at either in-state or out-of-state rates, depending on the student’s original residency status.)

Procedures

The student initiates the request for IA enrollment by completing this form, obtaining approval from his or her mentor, and submitting the form to the graduate program. Upon approval by the graduate program, the form is submitted to SGS Dean’s Office. Upon approval by the Dean’s Office, the form is forwarded to the Registrar’s Office for final processing and an approved copy of the form is sent to the graduate program office for their records.

Briefly state the reason for this *in absentia* request. (Use an additional sheet if necessary.)

Briefly describe your plan for completing your degree requirements. (Use an additional sheet if necessary.)

Student Signature Date Mentor’s Approval Date Program Chair’s Approval Date

SGS Dean’s Office Approval Date

Updated
06/18/07

Clinical Psychology Degree Plan 2023-2024

Year	Term	Course Number	Title	Credit Hours	Total Credit Hrs./Term
First Year	Fall	CLP 5385	Advanced Statistics	3	
		CLP 5456	Advanced Abnormal Psychology and Lab	4	
		CLP 5461	Clinical Methods I and Laboratory	4	
		CLP 5265	History and Systems of Psychology	2	
		CLP 5354	Biological Aspects of Behavior	3	Semester Total: 16
	Spring	CLP 5462	Clinical Methods II & Laboratory	4	
		CLP 5302	Developmental Aspects of Behavior Across the Lifespan	3	
		CLP 5358	Health Psychology	3	
		CLP 5303	Cognitive and Affective Aspects of Behavior	3	
		CLP 5372	Theories and Techniques of Individual Psychotherapy	3	Semester Total: 16
	Summer	CLP 5285	Evidenced Based Therapies: Motivational Interviewing/Seeking Safety	2	
		CLP 5284	Cultural Diversity	2	
		CLP 5101	Basics of Neuroanatomy	1	
		CLP 5102	Fundamentals of Clinical Management	1	
CLP 5090		Practicum in Clinical Psychology	2	Semester Total: 8	
Second Year	Fall	CLP 5350	Clinical Neuropsychology	3	
		CLP 5392	Research Design and Multivariate Statistics	3	
		CLP 5373	Theories and Methods of Cognitive-Behavioral Theory	3	
		CLP 5090	Practicum in Clinical Psychology	2	Semester Total: 11
	Spring	CLP 5363	Professional Ethics and Issues	3	
		CLP 5357	Psychopharmacology	3	
		CLP 5205	Clinical Sleep Medicine	2	
		CLP 5090	Practicum in Clinical Psychology	2	Semester Total: 10
	Summer	CLP 5364	Psychometric Theory	3	
		CLP 5255	Social Aspects of Behavior	2	
		CLP 5090	Practicum in Clinical Psychology	2	Semester Total: 7
	Third Year	Fall	CLP 5281	Theories and Methods of Consultation, Supervision, and Program Development	2
CLP 5094			Research in Psychology	3	
CLP 5091			Internship in Clinical Psychology	4	Semester Total: 9
Spring		CLP 5205	Clinical Sleep Medicine	2	
		CLP 5094	Research in Psychology	3	
		CLP 5091	Internship in Clinical Psychology	4	Semester Total: 9
Summer		CLP 5204	Intern Research Project	2	
		CLP 5094	Research in Psychology	2	
		CLP 5091	Internship in Clinical Psychology	2	Semester Total: 6
Fourth Year and Beyond	Fall	CLP 5099	Dissertation Research	3	
		CLP 5091	Internship in Clinical Psychology	6	Semester Total: 9
	Spring	CLP 5099	Dissertation Research	3	
		CLP 5091	Internship in Clinical Psychology	6	Semester Total: 9
	Summer	CLP 5099	Dissertation Research	3	
		CLP 5091	Internship in Clinical Psychology	3	Semester Total: 6
Minimum Credit Hours for PhD				116	

Core and Elective Course Listing

Required/Core

CLP 5090	Practicum in Clinical Psychology
CLP 5091	Internship in Clinical Psychology
CLP 5091	Internship in Clinical Psychology
CLP 5094	Research in Psychology
CLP 5099	Dissertation Research
CLP 5101	Basics of Neuroanatomy
CLP 5102	Fundamentals of Clinical Management
CLP 5204	Internship Research Project
CLP 5255	Social Aspects of Behavior
CLP 5265	History and Systems of Psychology
CLP 5281	Theories and Methods of Consultation, Supervision, and Program Development
CLP 5284	Cultural Diversity
CLP 5285	Evidence-Based Therapies*
CLP 5302	Developmental Aspects of Behavior Across the Lifespan
CLP 5303	Cognitive and Affective Aspects of Behavior
CLP 5350	Clinical Neuropsychology
CLP 5354	Biological Aspects of Behavior
CLP 5357	Psychopharmacology
CLP 5358	Health Psychology
CLP 5363	Professional Ethics & Issues
CLP 5364	Psychometric Theory
CLP 5372	Theories and Techniques of Individual Psychotherapy
CLP 5373	Theories and Methods of Cognitive-Behavioral Theory
CLP 5385	Advanced Statistics
CLP 5392	Research Design and Multivariate Statistics
CLP 5456	Advanced Abnormal Psychology Advanced Abnormal Psychology Laboratory
CLP 5461	Clinical Methods I Clinical Methods I Laboratory
CLP 5462	Clinical Methods II Clinical Methods II Laboratory

Electives

CLP 5201	Clinical Assessment and Treatment of Substance Use Disorders
CLP 5203	Couple and Family Dynamics: A Systemic Perspective
CLP 5205	Clinical Sleep Medicine
CLP 5250	Advanced Neuropsychology
CLP 5252	Child and Family Interventions
CLP 5254	Theories and Techniques of Group Psychotherapy
CLP 5256	Forensic Psychology
CLP 5285	Evidence-Based Therapies*
CLP 5310	Psychodynamic Psychotherapy

*This course is required for all first-year students but is an elective for all other class years. The content is rotated every four years to give all students the opportunity for exposure to all evidenced-based therapies. See below for content areas by year:


Summer 2024: Motivational Interviewing/Seeking Safety

Summer 2025: Cognitive Processing Therapy/Prolonged Exposure Therapy

Summer 2026: Dialectical Behavior Therapy/Integrative Behavioral Couples Therapy

Summer 2027: Interpersonal Therapy for Depression/Acceptance and Commitment Therapy

G1. Clinical Psychology Course Evaluation Form

Resize font: 

UT Southwestern Medical Center

Course Evaluation - Cultural Diversity

Please confirm the year, term, course and instructor by clicking each box.

* must provide value	Year: <input type="checkbox"/> 2021
* must provide value	Term: <input type="checkbox"/> Summer
* must provide value	Course: <input type="checkbox"/> CLP 5284-01 Cultural Diversity
* must provide value	Instructor: <input type="checkbox"/> Laura Howe-Martin, Ph.D., ABPP

Please rate the following items based on the descriptions below:

1 = Poor
2 = Fair
3 = Good
4 = Excellent

	1	2	3	4	
The texts and readings for this course were: * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					reset
Rate your interest level of this course: * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					reset
The amount you learned in this course was: * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					reset
Your overall rating of this course is: * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					reset

	1	2	3	4	
The instructor's mastery of the subject was: <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
The instructor's enthusiasm for the course (as shown by preparation for class, etc.) was: <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
The instructor's ability to communicate was: <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
The instructor's attitude toward students (reflected by willingness to answer questions, etc.) was: <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
Your overall rating of the instructor is: <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset

What aspects of this course were best or most helpful?

Expand

What aspects of this course were worst or least helpful?

Expand

What suggestions do you have that might improve this course?

Expand

Comments:

Expand

Submit

Save & Return Later

G2. Monthly Activity Report

**UT Southwestern Medical Center
Clinical Psychology Program and Internship
STUDENT ACTIVITY - First Year**

Academic Year

CLINICAL TRAINING

PRACTICUM

Training Site: N/A

	Children			Adults			Groups	Families	Couples
	Administration & Scoring hrs:	Interpretation, Report Writing & Feedback hrs:	Number of Interventions:	Administration & Scoring hrs:	Interpretation, Report Writing & Feedback hrs:	Number of Interventions:	Number of Interventions:	Number of Interventions:	Number of Interventions:
Aug.									
Sep.									
Oct.									
Nov.									
Dec.									
Jan.									
Feb.									
Mar.									
Apr.									
May									
Jun.									
Jul.									
Aug.									
TOTAL	0	0	0	0	0	0	0	0	0

Practicum Supervisor(s): N/A

	Fall	Spring	Summer	Total
Individual Scheduled Supervision:	0	0	0	0
Supervision in a group:	0	0	0	0
Other Unscheduled Supervision:	0	0	0	0
Hours of Consultation To:	0	0	0	0
Hours of Consultation From:	0	0	0	0

**UT Southwestern Medical Center
Clinical Psychology Program and Internship
STUDENT ACTIVITY - First Year**

SOUTHWESTERN PSYCHOTHERAPY CLINIC (SWC)

	Fall	Spring	Summer	Total
Average Number of Clients Seen:	0	0	0	0
Number of Individual Intervention Hours:	0	0	0	0
Number of Group Intervention Hours:	0	0	0	0

SWC Supervisor: N/A

	Fall	Spring	Summer	Total
Individual Scheduled Supervision:	0	0	0	0
Supervision in a Group:	0	0	0	0
Other Unscheduled Supervision:	0	0	0	0
Hours of Consultation To:	0	0	0	0
Hours of Consultation From:	0	0	0	0
Administration of Testing Hours:	0	0	0	0
Scoring Interpretation/Report Writing/Feedback Hours:	0	0	0	0

PSYCHIATRIC EMERGENCY ROOM

Number of Patients Seen:	0
Number of Collateral Interviews:	0
Number of 1-on-1 interactions (interview, crisis mgmt, psycho-ed., etc.):	0
Individual Supervision:	0
Group Supervision:	0

Additional Clinical Details/ Comments

Aug.	
Sep.	
Oct.	
Nov.	
Dec.	
Jan.	
Feb.	
Mar.	
Apr.	
May	
Jun.	
Jul.	
Aug.	

UT Southwestern Medical Center
 Clinical Psychology Program and Internship
 STUDENT ACTIVITY - First Year

DIDACTICS

Additional Didactics (Does not include Fridays or ANST)

Aug.	
Sept.	
Oct.	
Nov.	
Dec.	
Jan.	
Feb.	
Mar.	
Apr.	
May	
Jun.	
Jul.	
Aug.	

Academic Training Activities (Teaching Assistantship, Supervising other students, etc.)

Aug.	
Sep.	
Oct.	
Nov.	
Dec.	
Jan.	
Feb.	
Mar.	
Apr.	
May	
Jun.	
Jul.	
Aug.	

Reviewed:

Student _____

Date: _____

UT Southwestern

Medical Center

Monthly Activity Survey

Hello Students,

Please provide information on your activities for the month selected.

Leave blank any fields (or insert a "0" or "N/A" on required fields) which have no activity.

Monthly Activity Reports are due on the 10th of each month.

Name

* must provide value

Year in the program

* must provide value

Month completing activity report for

* must provide value

Academic Year

* must provide value

Practicum/ Internship Activities (Primary Training Site)

Practicum/ Internship Training Site

* must provide value

Primary Site Supervisor

* must provide value

Please enter the hours of assessment you did with each population at your primary training site this month. Include diagnostic interviews under "Administration of Test Hours" and time spent in write up of diagnostic interview in "Scoring Interpretation/Report Writing/Feedback Hours" (DO NOT include Southwest Clinic).

Administration of Test Hours:

Children

Adults

Scoring Interpretation/ Report Writing/ Feedback Hours:	
Children	<input type="text"/>
Adults	<input type="text"/>
Please enter the number of interventions (therapy session count) you did with each population at your primary training site this month (DO NOT include Southwest Clinic).	
Number of Interventions (number of therapy sessions):	
Children	<input type="text"/>
Adults	<input type="text"/>
Groups	<input type="text"/>
Families	<input type="text"/>
Couples	<input type="text"/>
Please enter the hours of individual, scheduled supervision at your primary training site this month. (Over the course of the year, you are required to obtain at least 50 hours of weekly individual, scheduled supervision at your primary training site.)	
Attended Scheduled Individual Supervision Hours <small>* must provide value</small>	<input type="text"/>
Group Supervision Hours	<input type="text"/>
Other Received Supervision Hours <small>(unscheduled supervision included here)</small>	<input type="text"/>
Hours of consultations TO a member of treatment team, other providers, etc.	<input type="text"/>
Hours of consultations FROM a member of treatment team, other providers, etc.	<input type="text"/>
Southwestern Psychotherapy Clinic (SWC)	
Primary SWC Supervisor <small>* must provide value</small>	<input type="text"/>
Number of SWC clients you have seen this month (NOT including groups) <small>* must provide value</small>	<input type="text"/>

Number of Individual Interventions (individual therapy sessions) <small>* must provide value</small>	<input type="text"/>
Number of Group Interventions	<input type="text"/>
<p>Please enter the hours of individual, scheduled supervision through SWC this month. Also, diagnostic interviews should be listed under "Administration of TESTING Hours" and time spent in diagnostic interview write-up should be recorded under "Scoring Interpretation/Report Writing/Feedback Hours".</p> <p>(Over the course of the year, you are required to obtain at least 50 hours of weekly individual, scheduled supervision for the SWC.)</p>	
Attended Scheduled Individual Supervision Hours <small>* must provide value</small>	<input type="text"/> <small>(also includes testing supervision)</small>
Group Supervision Hours	<input type="text"/>
Other Received Supervision Hours	<input type="text"/> <small>(unscheduled supervision included here)</small>
Hours of consultations TO a member of treatment team, other providers, etc.	<input type="text"/>
Hours of consultations FROM a member of treatment team, other providers, etc.	<input type="text"/>
Administration of TESTING Hours:	
Adults	<input type="text"/>
Scoring Interpretation/ Report Writing/ Feedback Hours:	
Adults	<input type="text"/>
Psychiatric Emergency Room Please enter the number of patients, collateral interviews and number of patient interactions (interview, crisis interventions, psycho-ed) you conducted in the psychiatric ER this month.	
Number of Patients Seen	<input type="text"/>
Collateral Interviews	<input type="text"/>
1-on-1 interviews	<input type="text"/>
Individual Supervision Hours	<input type="text"/>
Group Supervision Hours	<input type="text"/>

Additional Practicum/Clinical Details/Comments

Expand

Academic training activities for this month

Expand

(Teacher Assisting, supervising other students, etc.)

Non-Internship Didactics you have attended this month

***Please include:**

Host organization, Date, Presenter, Topic, Hours received.

Expand

Do not include the Clinical Psychology Didactics Series on Thursday nights

Submit

G4. Didactic Survey

Resize font:
⊕ | ⊞


UT Southwestern Medical Center

Didactic Login Code


Please complete this Didactic registration to receive your attendance credit.

Thank you!

Psychology Didactic

Today's code <small>* must provide value</small>	<input type="text"/> <small>This field is case-sensitive</small>
Today's date and time <small>* must provide value</small>	<input type="text"/>  <input type="button" value="Now"/> M-D-Y:HM <small>Select "Now" to autopopulate response</small>

Resize font:
⊕ | ⊞

 Survey Queue

UT Southwestern Medical Center

Didactic Attendance

Please complete this Didactic registration to receive your attendance credit.

Thank you!

Psychology Didactic

Your First name <small>* must provide value</small>	<input type="text"/>
Your Last name <small>* must provide value</small>	<input type="text"/>
Your email address <small>* must provide value</small>	<input type="text"/> <small>Please use UTSW email</small>
Are you a student or faculty? <small>* must provide value</small>	<input type="radio"/> Student <input type="radio"/> Faculty <small>reset</small>
Didactic Title <small>* must provide value</small>	<input type="text"/>

UT Southwestern Medical Center

UTSW Clinical Psychology Didactics Series Evaluation

Please complete the evaluation for the presentation in order to receive didactic credit.

Thank you!

1) Didactic Date	<input type="text"/> Today M-D-Y
* must provide value	
2) Didactic Term	<input type="radio"/> 2020 Fall <input type="radio"/> 2021 Spring <input type="radio"/> 2021 Summer
* must provide value	reset
3) Presenter's Name(s)	<input type="text"/>
* must provide value	
4) Title of presentation	<input type="text"/>
* must provide value	

Please rate how well the lecturer did the following:

	Excellent	Good	Fair	Poor	
5) Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
* must provide value					
6) Specific to the competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
* must provide value					
7) Clarity of presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
* must provide value					
8) Content of presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
* must provide value					
9) Adequate time for questions and discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
* must provide value					
10) Overall quality of the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
* must provide value					

11) What did you find most applicable/relevant about this didactic?

Expand

12) Additional comments

Expand

Evaluation of Practicum Student Competencies

Guidelines:

This evaluation form is intended to help assess each Practicum Student's progress, as well as to highlight areas of relative strength and weakness in a constructive manner. Moreover, it will hopefully serve as a vehicle to generate or reformulate ongoing training goals.

Thank you for your time and cooperation.

Your Practicum Student's First Name _____

Your Practicum Student's Last Name _____

Semester of Supervision

- Spring 2019
 Summer 2019
 Fall 2019
 Spring 2020
 Summer 2020
 Fall 2020
 Spring 2021
 Summer 2021
 Fall 2021
 Spring 2022
 Summer 2022

Year in the Program

- 1
 2

Practicum Site Name _____

Supervisor'S First Name _____

Supervisor's Last Name _____

Supervisor's e-mail _____

Was there at least an instance of direct observation this semester? (Direct observation can be in person or an audio or video recording.)

- Yes
 No

If no, please engage in at least an instance of direct observation prior to submitting this form.

Directions for Supervisors: Evaluations should be based on the trainee's current level of progress and ability in his/her practicum/SWC/clinical assignment/rotation.

Mark the rating that best describes the trainee's level of functioning as given in the descriptions below. Rate each category independently.

It is required when giving a rating of 2 (Minimal Satisfaction) or 1 (Unsatisfactory) for the supervisor to provide behavioral descriptors which might be useful to the trainee and to the training program in identifying areas for improvement. Please provide specific comments in the comment box titled "Opportunities for Improvement" at the end of the evaluation.

Description of Ratings:

5 = Consistently exceeds what is expected of a trainee at this point in the program

4 = Frequently exceeds what is expected of a trainee at this point in the program

3 (MLA) = Satisfactory

2 = Minimally satisfactory, some improvement needed to remain in good standing

1 = Unsatisfactory, needs significant improvement to remain in good standing

Expectations for achievement of competency:

A Minimum Level of Achievement (MLA) is defined as a rating of "3" for each individual competency item.

The trainee is expected to demonstrate competency in nine profession-wide competencies with increasing levels of independence and complexity. In general, trainees:

At Mid-Practicum -still requires guidance and structure to demonstrate competency.

At End-Practicum -requires continued guidance, but less structure to demonstrate competency.

At Mid-Internship (end of 3rd year) - requires minimal guidance and structure in each competency.

At End-Internship (end of 4th year) - demonstrates substantially independent ability in each competency.

 Research

1. Demonstrates advanced knowledge of biological, cognitive-affective, and social bases of behavior. 1 2 3 4
 5

2. Demonstrates solid understanding of research methodology and is able to apply knowledge to clinical care and evaluation of programs and outcomes. 1 2 3 4
 5

3. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including host institution), regional, or national level. (For practicum, this includes evaluating and discussion of research related to the populations being served.) 1 2 3 4
 5

 Ethical and Legal Standards

4. Is knowledgeable of and acts in accordance with each of the following: 1 2 3 4
 5
 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.

5. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas. 1 2 3 4
 5

6. Conducts self in an ethical manner in all professional activities. 1 2 3 4
 5

 Individual and Cultural Diversity

7. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. 1 2 3 4
 5

8. Is knowledgeable of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. 1 2 3 4
 5

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

1 2 3 4
 5

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

1 2 3 4
 5

Professional Values, Attitudes and Behaviors

11. 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

1 2 3 4
 5

12. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

1 2 3 4
 5

13. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

1 2 3 4
 5

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

1 2 3 4
 5

Communication and Interpersonal Skills

15. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

1 2 3 4
 5

16. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

1 2 3 4
 5

17. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

1 2 3 4
 5

Assessment

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

1 2 3 4
 5

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

1 2 3 4
 5

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

1 2 3 4
 5

21. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects 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.

1 2 3 4
 5

22. Interprets 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.

1 2 3 4
 5

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

1 2 3 4
 5

Intervention

24. Establishes and maintains effective relationships with the recipients of psychological services.

1 2 3 4
 5

25. Develops evidence-based intervention plans specific to the service delivery goals.

1 2 3 4
 5

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

1 2 3 4
 5

27. Demonstrates the ability to apply the relevant research literature to clinical decision making.

1 2 3 4
 5

28. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.

1 2 3 4
 5

29. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

1 2 3 4
 5

Supervision

30. Demonstrates knowledge of supervision models and practices. 1 2 3 4
 5

31. Demonstrates knowledge of ethical considerations regarding supervision. 1 2 3 4
 5

32. Demonstrates knowledge of cultural and diversity considerations regarding supervision. 1 2 3 4
 5

Consultation and Interprofessional/Interdisciplinary Skills

33. Demonstrates knowledge and respect for the roles and perspectives of other professions. 1 2 3 4
 5

34. Demonstrates knowledge of consultation models and practices. 1 2 3 4
 5

Please list Practicum Student's strengths:

Opportunities for improvement:

Other Comments:

 (If you have given a score of 2 or below on any of the above items, then you must explain your reasoning here.)

Supervisor's Signature

Date Supervisor Signed

Practicum Student's Comments/Response:

Practicum Student's Signature (Hand written or digital)

Practicum Date Student Signed

If complete, please click the Submit button below. You will have the option to save the PDF and will also receive an e-mail confirmation with the evaluation attached and further instructions.

If not complete, please click Save & Return Later. You will be taken to the next page to obtain a code to return by a later time utilizing the original link sent to you. Please save the code.

Thank you.

For Clinical Training Committee Only

Reviewed by Clinical Training Committee
Signature

Date

Evaluation of Intern Competencies

Guidelines:

This evaluation form is intended to help assess each Intern's progress, as well as to highlight areas of relative strength and weakness in a constructive manner. Moreover, it will hopefully serve as a vehicle to generate or reformulate ongoing training goals.

Thank you for your time and cooperation.

Intern's First Name _____

Intern's Last Name _____

Semester of Supervision

- 2020 Fall
 2021 Spring
 2021 Summer
 2021 Fall
 2022 Spring
 2022 Summer

Year in the Program

- 1st Yr. Intern
 2nd Yr. Intern

Internship Site Name _____

Supervisor's First Name _____

Supervisor's Last Name _____

Supervisor's E-mail _____

(Please enter only one e-mail address)

Was there at least an instance of direct observation this semester? (Direct observation can be in person or an audio or video recording.)

- Yes
 No

If no, please engage in at least an instance of direct observation prior to submitting this form.

Directions for Supervisors:

Evaluations should be based on the trainee's current level of progress and ability in his/her internship/SWC/clinical assignment/rotation.

The Minimum Level of Achievement (MLA) = "Satisfactory":

1st year internship - Satisfactory is defined as minimal guidance and structure required by the end of 1st year of internship in each competency.

2n year internship - Satisfactory is defined as substantially independent ability in each competency by the end of internship.

Mark the rating that best describes the trainee's level of functioning as given in the descriptions below. Rate each category independently.

It is required when giving a rating of 2 (Minimally satisfactory) or 1 (Unsatisfactory) for the supervisor to provide behavioral descriptors which might be useful to the trainee and to the training program in identifying areas for improvement. Please provide specific comments in the comment box titled "Opportunities for Improvement".

end of the evaluation.

Description of Ratings:

5 = Consistently exceeds what is expected of a trainee at this point in the program

4 = Frequently exceeds what is expected of a trainee at this point in the program

3 MLA = Satisfactory

2 = Minimally satisfactory, some improvement needed to remain in good standing

1 = Unsatisfactory, needs significant improvement to remain in good standing

Research

	1	2	3	4	5
1. Demonstrates the substantially independent ability to critically evaluate research, including articulating the strengths and weaknesses of scholarly articles related to internship and/or clinical activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrates the ability to apply knowledge of research methodology to clinical care and program outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ethical and Legal Standards

	1	2	3	4	5
3. Demonstrates knowledge of and acts in accordance with each of the following: 1) The current version of the APA Ethical Principles of Psychologists and Code of Conduct; 2) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and 3) Relevant professional standards and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Conducts self in an ethical manner in all professional activities.

Individual and Cultural Diversity

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

1 2 3 4 5

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

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

9. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Professional Values, Attitudes and Behaviors

10. 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

1 2 3 4 5

11. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

12. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

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

Communication and Interpersonal Skills

14. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

1 2 3 4 5

15. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

16. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Assessment

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

1 **2** **3** **4** **5**

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

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

20. Selects and applies 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.

21. Interprets 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.

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

Intervention

	1	2	3	4	5
23. Establishes and maintains effective relationships with the recipients of psychological services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Develops evidence-based intervention plans specific to the service delivery goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Demonstrates the ability to apply the relevant research literature to clinical decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Evaluates intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Supervision

29. Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

1 2 3 4 5

30. Intern can articulate knowledge of supervisory models and discuss how to apply these models in real world settings.

31. The intern demonstrates the ability to provide mentorship to others on internship sites either through group consultation or specific supervision tasks as assigned by supervisors.

Consultation and Interprofessional/Interdisciplinary Skills

32. Demonstrates knowledge and respect for the roles and perspectives of other professions.

1 2 3 4 5

33. Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Please list Intern's strengths:

Opportunities for improvement:

Other Comments:

(If you have given a score of 2 or below on any of the above items, then you must explain your reasoning here.)

Supervisor's Signature

Date Supervisor Signed

Intern's Comments/Response:

Intern Signature (Hand Written Signature Required)

Intern Signed

If complete, please click the Submit button below. You will have the option to save the PDF and will also receive an e-mail confirmation with the evaluation attached and further instructions.

If not complete, please click Save & Return Later. You will be taken to the next page to obtain a code to return by a later time utilizing the original link sent to you. Please save the code.

Thank you.

For Clinical Training Committee Only

Reviewed by Clinical Training Committee
Signature

Date

Research Evaluation by Mentor

TO THE RESEARCH MENTOR:

To monitor the progress of the doctoral students on their research clerkship, we request that you complete this form.

Student First Name _____

Student Last Name _____

Year in Program

- 1
- 2
- 3
- 4
- ABD

Semester

- Fall 2019
- Spring 2020
- Summer 2020
- Fall 2020
- Spring 2021
- Summer 2021
- Fall 2021
- Spring 2022
- Summer 2022

Research Mentor Name _____

1. On average, how many hours per week does the student spend in:

1a. Dissertation activities (writing, literature search, data collection, data analysis, etc.): _____

1b. Non-dissertation activities (general laboratory activities, research meetings, etc.): _____

1c. Research mentoring/supervision: _____

Total Time: _____

(AUTO-TABULATION)

2. Briefly describe your mentee's primary activities and accomplishments this semester: _____

EVALUATION AND COMPLETION OF RESEARCH REQUIREMENTS

Place a check in the box that represents your mentee's progress on his/her dissertation. Please keep in mind that the goal is to stay on the recommended timeline.

Recommended Timeline													
FALL Year 3	FALL Year 3	FALL Year 3	FALL/SPRING Year 3	SPRING Year 3	SPRING Year 3	SUMMER Year 3	FALL Year 4	FALL Year 4	SPRING Year 4	SUMMER Year 4	BEFORE DEGREE CONFERRAL		
Identify Topic	Committee Selected	Proposal Summary Submitted	Written Literature Review	Methods: Identify Sample & Design	Written Methods Section	Oral Proposal	Data Collection	Statistical Analyses	Results and Discussion	Oral Defense	Submission-ready Manuscript	Poster Presentation	Co-author on Publication/Grant

Progress to Date

	Complete	Working steadily	Working sporadically	Not yet started	Goal for next semester
3. Identify Topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Dissertation Committee Selected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Dissertation Proposal Summary Submitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Written Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Methods: Identify Sample & Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Written Methods Section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Oral Proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Data Collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Statistical Analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Results and Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Oral Defense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Mentor Approved Manuscript (based on dissertation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Poster Presentation (1st author)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Co-author on Publication/Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please list dissertation topic, if identified:

18. Please list goals for next semester:

EVALUATION OF PROFESSIONALISM, ABILITY TO COLLABORATE, AND BASIC SKILLS

Indicate the student's performance in relation to level of experience (e.g., third or fourth year):

A description of the ratings is given below:

- EXCELLENT- exceeds expectation
- ABOVE AVERAGE- requires minimal supervision
- AVERAGE- meets minimum expectations
- BELOW AVERAGE/EXPECTATION- requires significant supervision
- UNSATISFACTORY- is unable to perform

NOTE: Most students are expected to be average. Rate student above average or excellent only if they exceed expectation for their level of training.

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY	N/A
19. Work ethic and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Professional integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Receptive to suggestions; responds well to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Incorporates constructive and useful critiques into their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Knowledge base in area of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Critical thinking skills; ability to evaluate and integrate the literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Research methodology and analysis skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Ability to work well with research team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please evaluate the trainee's overall competence in each of the following areas:

	Acceptable for level of training	Not acceptable for level of training
29. Demonstrates an understanding of application of research tools and design	<input type="radio"/>	<input type="radio"/>
30.		

Demonstrates competency in oral and written presentations in the science of psychology

31. Demonstrates competency in research ethics and integrity

32. Additional Comments:

33. Remediation Plan (if necessary):

34. Student comments (if desired):

Research Supervisor Signature/Date

Student Signature/Date

Reviewed by Research Committee Signature

Date Reviewed by Research Committee

If complete, please click the Submit button below. You will have the option to save the PDF and will also receive an e-mail confirmation with the evaluation attached and further instructions.

If not complete, please click Save & Return Later. You will be taken to the next page to obtain a code to return by a later time utilizing the original link sent to you. Please save the code.

Thank you.

UT Southwestern Medical Center

Graduate Program and Internship in Clinical Psychology CLINICAL SUPERVISOR EVALUATION

Supervisor to be evaluated: (First Name, Last Name, Credentials)

* must provide value

[Example: John Doe, Ph.D.]

Rating Period (Academic Year):

Student level:

* must provide value

The following ratings identify how a supervisor compares to the following descriptive expectations. Ratings of Excellent, Poor and Unacceptable should be accompanied by comments.

PROFESSIONAL ROLE MODEL

Please rate the following items based on the descriptions below:

- 0 = Unacceptable
- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Very Good
- 5 = Excellent

	0	1	2	3	4	5
1. Displays Positive Professional Interaction: respectful, tactful, honest, team approach, open communication. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrates Appropriate Clinical Attitudes: emphasizes importance of patient care including concern for whole patient, sympathetic detachment, respect for patient, interdisciplinary team approach. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

reset

3. Is Readily Available: sufficient time provided for supervision, appointments kept, calls returned and available in emergencies.

* must provide value

reset

Comments:

Expand

SUPERVISORY TECHNIQUE

Please rate the following items based on the descriptions below:

0 = Unacceptable

1 = Poor

2 = Fair

3 = Good

4 = Very Good

5 = Excellent

0 1 2 3 4 5

4. Sets Clear Goals and Expectations: for written records (including progress reports), clinical presentations and therapeutic interventions.

* must provide value

reset

5. Displays Positive Supervisory Attitudes: interested, takes teaching seriously, is constructive, demonstrates enthusiasm, interested in teaching.

* must provide value

reset

6. Teaches Clinical Problem Solving: discuss differential diagnosis and evaluation issues, case formulation, treatment strategies, crisis management and ethical issues.

* must provide value

reset

7. Uses Effective Supervisory Style: emphasizes important points, tailors to student's level, translation of theoretical conceptualizations into specific procedures enhanced.

* must provide value

<p>8. Stimulates Learning: responds to questions, directs to appropriate resources, encourages active discussions, interested in and responsive to student feedback. * must provide value</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
<p>9. Provides Feedback: tailors feedback to trainee's expertise, focuses on strengths and weaknesses, provides concrete suggestions for improvement or remediation. * must provide value</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
<p>10. Encourages Appropriate Degree of Independence: facilitates discussion of diverse viewpoints of case material, supports autonomy. * must provide value</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
<p>Comments:</p> <div data-bbox="232 716 1507 894" style="border: 1px solid black; height: 85px; width: 100%;"></div> <p style="text-align: right;">Expand</p>							
<p>CLINICAL APPROACH</p>							
<p>Please rate the following items based on the descriptions below: 0 = Unacceptable 1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent</p>							
<p>0 1 2 3 4 5</p>							
<p>11. Demonstrates up-to-date knowledge in Clinical Psychology and related disciplines. * must provide value</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
<p>12. Is a good model for sound clinical judgment: differentiates major from minor disorders, changes diagnostic or therapeutic course when appropriate, interprets test data appropriately, makes appropriate decisions, seeks consultation and additional information in difficult cases, ethical * must provide value</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset

13. Is readily available: sufficient time provided for supervision, appointments kept, calls returned and available in emergencies.

* must provide value

reset

Comments:

Expand

Discussion

Was there a problem between you and your supervisor?

* must provide value

- Yes
 No

reset

Comments

Please list the way in which this Supervisor was MOST helpful:

* must provide value

Expand

Please list the way in which this Supervisor could have enhanced the training experience:

* must provide value

Expand

Submit

UT Southwestern Medical Center

Graduate Program and Internship in Clinical Psychology RESEARCH MENTOR EVALUATION

Research Mentor to be evaluated: (Please enter First Name, Last Name and Credentials)

* must provide value

[Example: John Doe, Ph.D.]

Rating Period (Academic Year):

* must provide value

Please respond to the following items based on the descriptions below:

- 1= One hour
- 2= Two hours
- 3= Three hours
- 4= Four hours
- 5= Five hours
- 6= Six or more hours

	1	2	3	4	5	6	
On average, how many times per month do you meet in-person with your mentor? * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
On average, how many times per month do you communicate (e.g., phone, email) with your mentor? * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset

Comments:

Expand

MENTOR RATINGS

Please rate the following items based on the descriptions below:

- 0 = N/A
- 1 = Strongly disagree
- 2 = Disagree
- 3 = Slightly disagree
- 4 = Slightly agree
- 5 = Agree
- 6 = Strongly agree

	1	2	3	4	5	6
1. My Mentor is accessible. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
2. My Mentor demonstrates professional integrity. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
3. My Mentor demonstrates content expertise in my area of need. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
4. My Mentor is approachable. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
5. My Mentor is supportive and encouraging. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
6. My Mentor provides constructive and useful critiques of my work. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
7. My Mentor motivates me to improve my work product. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
8. My Mentor is helpful in providing direction and guidance on professional issues. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
9. My Mentor answers my questions satisfactorily (e.g., timely response, clear, comprehensive). * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
10. My Mentor acknowledges my contributions appropriately (e.g., committee contributions, awards). * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
11. My Mentor suggests appropriate resources (e.g., experts, electronic contacts, source materials). * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
12. My Mentor challenges me to extend my abilities (e.g. risk-taking, trying a new professional activity). * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
13. My Mentor sets clear goals and expectations for all steps of the research process. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
14. My Mentor encourages an appropriate degree of independence. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
15. My Mentor teaches problem-solving in research. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
16. My Mentor uses an effective supervisory style. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset
17. I would recommend this mentor to other students. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						reset

18. I would recommend this research site to other students.

* must provide value

reset

DISCUSSION

Where there any problems between you and your research Mentor?

* must provide value

- Yes
- No

reset

COMMENTS

Please list the ways in which this Mentor was MOST helpful:

* must provide value

Expand

Please list ways in which this Mentor could have enhanced the research experience:

* must provide value

Expand

Additional comments:

Expand

Submit

UT Southwestern Medical Center

Graduate Program and Internship in Clinical Psychology

CLINICAL PLACEMENT SITE EVALUATION

Clinical Training Site:

* must provide value

Rating Period:

3 month = Summer Only

12 month = Fall to Summer

15 month = Summer to Summer

* must provide value

Academic Year:

* must provide value

Student Level:

* must provide value

Description of Responsibilities

01. What percentage of your time was spent:

* must provide value

Doing assessments?

* must provide value

Performing interventions?

* must provide value

On consultation?

* must provide value

On training/supervision?

* must provide value

On other activities?

Must equal 100 percent:

AUTOMATICALLY CALCULATED

Please specify other activities:

* must provide value

Expand

02. What percentage of the following populations did you serve?

* must provide value

Children:

* must provide value

Adolescents:

* must provide value

Adults:

Must equal 100 percent:

AUTOMATICALLY CALCULATED

03. Please provide a brief description of your responsibilities:

* must provide value

Expand

Ratings of Placement

Please rate the following items on a scale of:

10= Extremely Satisfactory to

1 = Extremely Unsatisfactory

	1	2	3	4	5	6	7	8	9	10
04. Time spent in supervision at placement * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	reset									
05. Availability of placement supervisors (s) * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	reset									
06. Expectations and responsibilities of placement made clear * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	reset									
07. Clinical knowledge and skills conveyed and taught at appropriate level * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	reset									
08. Ethical problems addressed and handled appropriately * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

09. Rational and underlying principles for procedures clearly explained * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
10. Theoretical perspective influenced/impacted clinical work * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
11. Appropriate balance of structure and autonomy given current level of training * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
12. Flexibility of placement in considering alternative viewpoints * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
13. Regular and useful feedback provided about student's performance * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
14. Training of student taken seriously * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
15. Placement encouraged student enthusiasm about training * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
16. Conflicts or problems of student handled appropriately * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
17. Sense of contribution to population served * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
18. Integration as a member of staff/treatment team * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
19. Overall impression of placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reset
20. Please provide additional comments about your experience at this placement:											
<div style="border: 1px solid black; height: 60px; width: 100%;"></div>											Expand
<div style="border: 1px solid gray; padding: 5px; display: inline-block; margin: 10px auto; width: 100px;">Submit</div>											

G10. Placement and Supervisor Preference Form

Placement and Supervisor Preference Form


Resize font:
[+] [-]

Please complete the survey below.

Thank you!

1) Name (First Last)
** must provide value*

2) Today's date

  Today M-D-Y
Select "Today" from right side

3) Current Year in Program
** must provide value*

4) Current Practicum/Internship Site (N/A if not applicable)
** must provide value*

5) Past Practicum/Internship Site (N/A if not applicable)
** must provide value*

Supervisors- list current and prior SWC supervisors

6) Supervisor 1

7) Supervisor 2

8) Supervisor 3

9) Supervisor 4

10) Prior Training (Check all that apply)
** must provide value*

- Community Mental Health Center
- Forensic/Justice Setting, Adult
- Forensic/Justice Setting, Child
- Department Clinic
- Inpatient Psychiatric Hospital, Adult
- Inpatient Psychiatric Hospital, Child
- Medical Clinic/Hospital, Adult
- Medical Clinic/Hospital, Child
- Outpatient Psychiatric Clinic / Hospital, Adult Assessment
- Outpatient Psychiatric Clinic / Hospital, Child
- University Counseling Center
- Neuropsychology Clinic, Adult
- Neuropsychology Clinic, Child
- Other

11) If Other, Please Specify

Expand

12) Training Interests (check all that apply)

* must provide value

- Community Mental Health Center
- Forensic/Justice Setting, Adult
- Forensic/Justice Setting, Child
- Department Clinic
- Inpatient Psychiatric Hospital, Adult
- Inpatient Psychiatric Hospital, Child
- Medical Clinic/Hospital, Adult
- Medical Clinic/Hospital, Child
- Outpatient Psychiatric Clinic / Hospital, Adult Assessment
- Outpatient Psychiatric Clinic / Hospital, Child
- University Counseling Center
- Neuropsychology Clinic, Adult
- Neuropsychology Clinic, Child
- Other

Theoretical Orientation

13) Primary Theoretical Orientation (check all that apply)

* must provide value

- CBT
- Psychodynamic
- Eclectic
- Interpersonal
- Systems
- Other

14) If other, please specify:

Expand

15) I've had experience working with the following minority populations (check all that apply):

* must provide value

- Race/ethnicity
- Sexual orientation
- Gender expression
- Age
- Individuals with disabilities
- Other

16) If other, please specify:

Expand

17) I'm interested in working with the following diverse populations (check all that apply):

* must provide value

- Race/ethnicity
- Sexual orientation
- Gender expression
- Age
- Individuals with disabilities
- Other

18) If other, please specify:

Expand

19) Please list specific training goals:

* must provide value

Expand

Please rank your top THREE interests for clinical placements (internship or practicum):

20) Placement 1:

* must provide value

21) Placement 2:

22) Placement 3:

Please rank your top THREE preferences for SWC supervisor:

23) Supervisor 1:

* must provide value

24) Supervisor 2:

25) Supervisor 3:

* must provide value

Submit

G11. Independent Study Evaluation Form

Grade and Progress Report

To be completed by the Independent Study Mentor and Student before the beginning of the semester:

Student's Name:
Year in Program:
Semester:
Independent Study Instructor:

This document is considered a contract between the instructor (advisor/mentor) and the student. Deviations from this contract should be updated and documented to the extent possible by the instructor and student. Students are expected to devote at least two or three hours (based on the credit hours of the course they are replacing) of independent study per week.

COURSE REQUIREMENTS

a) Meeting requirements with the instructor (e.g., individual meetings, clinical work, research work, etc.). Include day/time of weekly or bi-weekly meetings.

b) Readings (and due dates, if relevant): _____

c) Written assignments (length and due dates, if relevant): _____

d) Other assignments (please describe): _____

e) Assessment (e.g., % of course grade based on each requirement) including final examination (or alternate format): _____

f) Ind. Study Outcomes/Products (e.g. manuscript, presentation, increased competencies and how measured)_____

g) Other information: _____

h) Describe the work plan (100 words maximum) or attach a syllabus:

Mentor's name and signature

Date

Student's name and signature

Date

To be completed by the Independent Study Mentor as the semester progresses:

Student's Name:			
Independent Study Instructor:			
Semester:			
GRADE: (please indicate with an X)	Satisfactory	Incomplete	Unsatisfactory

Progress Report (Student's activities/duties, knowledge obtained, and student strengths/weaknesses):

Accomplishments/final products:

Mentor's name and signature

Date

Annual Advisory Review

Student Name: _____ **Date:** _____

Milestones

1. *Coursework* – Review and discussion of coursework including overall class performance and progress toward remediating incompletes if any.

2. *Research* – Review and discussion of research including overall performance and progress toward milestones.

- a. Research area _____
- b. Dissertation topic _____
- c. Proposal _____
- d. Defense _____
- e. Research Competency Qualifying Exam _____
- f. First author on a poster or abstract _____
- g. Co-author on a submitted article, etc. _____
- h. Mentor approved dissertation-based manuscript _____

Annual Advisory Review

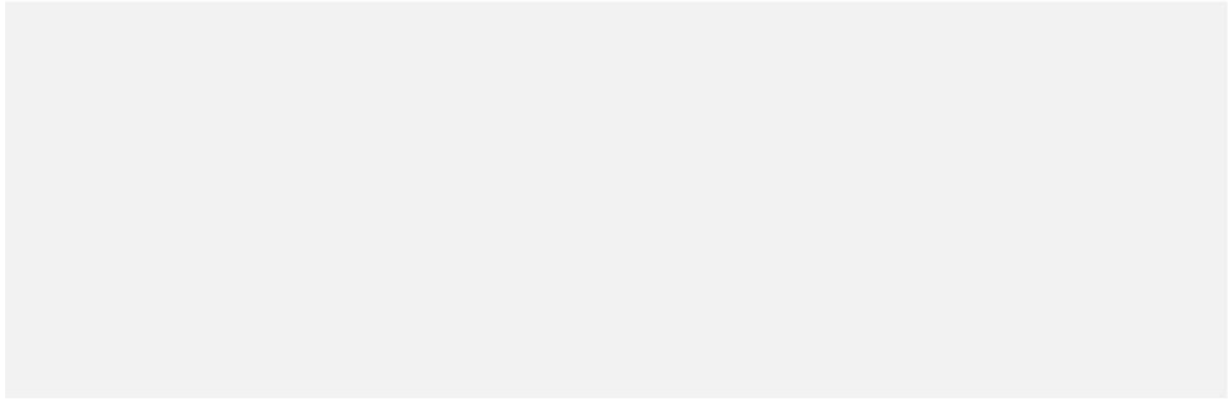
3. Clinical – Review and discussion of clinical skills development including overall performance/supervisor ratings, progress toward milestones and remediation plan if applicable.

- a. Area of interest(s)
- b. Placements
- c. Clinical Competency Exam

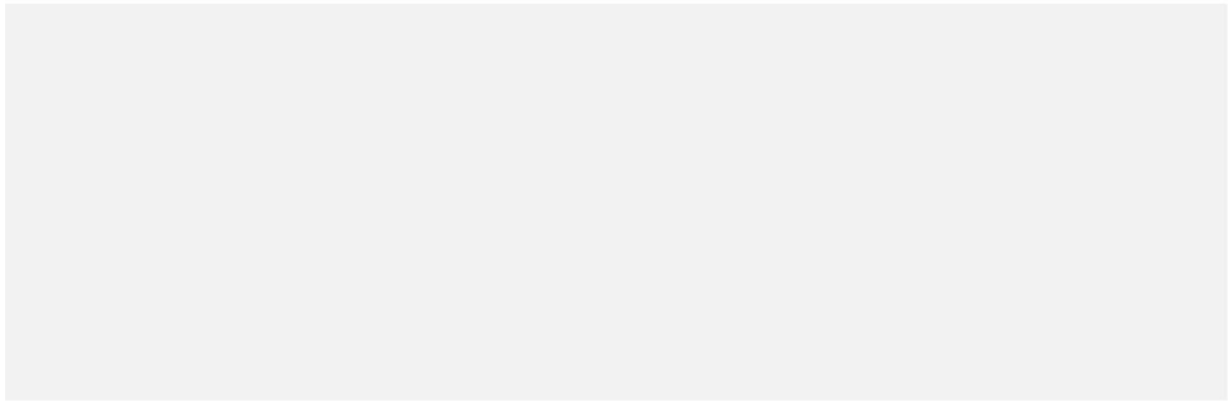
4. Professional/Administrative – Review and discussion of professional and administrative issues, e.g., supervision hours, responsiveness to email requests, didactic attendance, etc.

Annual Advisory Review

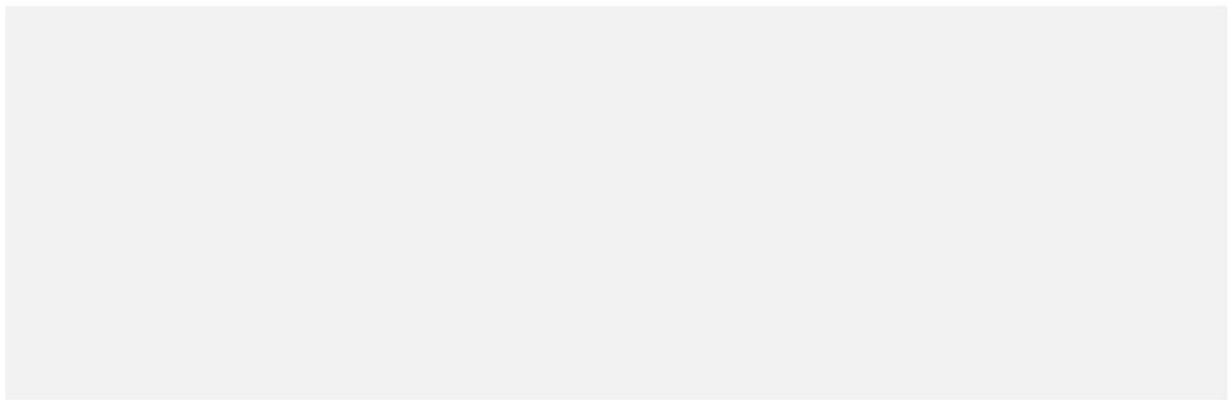
5. Student's or Intern's Personal Goals and Objectives



6. Student's or Intern's Perception of Learning Climate Regarding Individual and Cultural Diversity Issues and in General

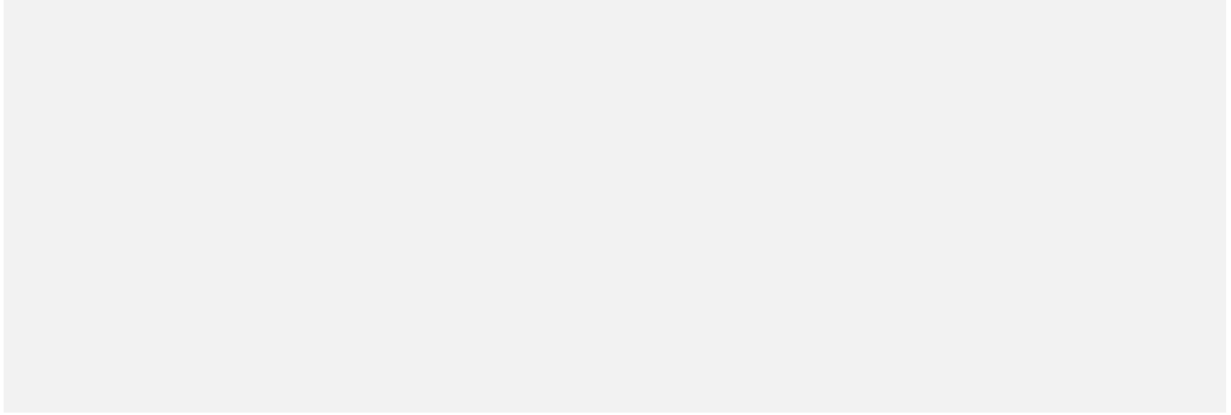


7. Student's or Intern's Perception of Program/Internship Strengths Over the Last Year

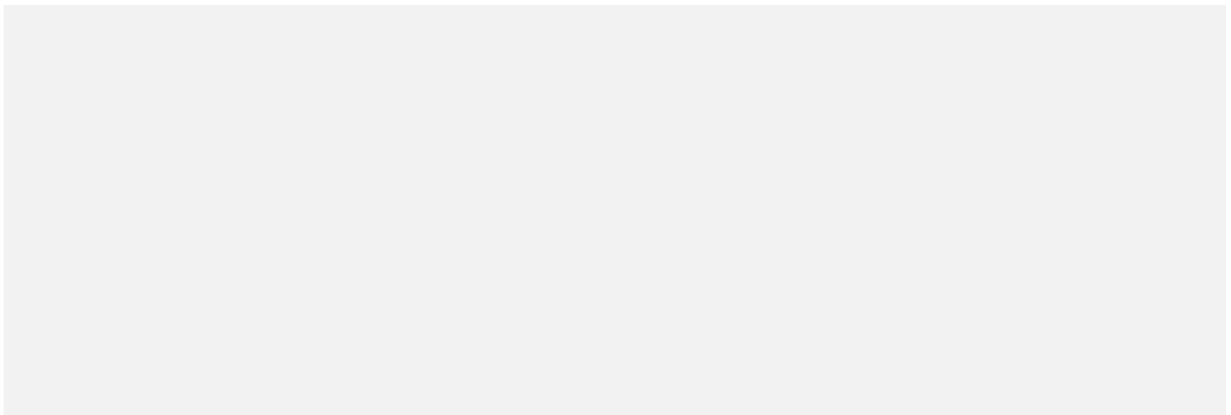


Annual Advisory Review

8. Student's or Intern's Perception of Program/Internship Areas for Improvement Over the Last Year



9. Summary of Discussion



Student Signature

Date



Faculty Signature(s)

Date

**UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER
SOUTHWESTERN GRADUATE SCHOOL OF BIOMEDICAL SCIENCES**

GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

THE RESEARCH APPRENTICESHIP (Also see Research Guidebook for Students and Mentors)

The Clinical Psychology Graduate Program and Internship at The University of Texas Southwestern Medical Center instituted a research apprenticeship sequence in 1983 for the purpose of strengthening the scientific preparation of its graduate students, enlarging their repertoire of professional skills and providing a framework for the timely completion of the dissertation. The research apprenticeship has been in place continuously since this time, with consistent efforts to improve the training experience. In 2007, the Program implemented additional research requirements as part of our ongoing program-improvement efforts: a) students are required to produce a submission-ready article based on their dissertation; students are required to be senior author on a poster or abstract presented at a local or national conference; and c) students are required to be co-author on a submitted journal article, book chapter, or grant application during their graduate training.

Objectives

The objectives of the research apprenticeship are:

- Offer the student the opportunity to prepare for all phases of the dissertation (a proposal summary, dissertation proposal, an implementation phase, data analysis, write-up, and defense).
- Expose students to research methodology and provide the students the opportunity to develop their ability to critically evaluate research designs.
- Make hands-on experience available by exposing the student to how research is actually done.
- Expose the student to as many aspects of the research enterprise as possible (e.g., library research, producing a design, running subjects, analyzing data, writing, being supervised, supervising others, the clinical aspects of clinical research, and doing the necessary "detail work").
- Offer the students the opportunity to develop expertise in a focused research content area.
- Offer the students the opportunity to learn specific laboratory or field techniques which may have research and/or clinical value.
- Offer the students the opportunity to complete a dissertation in a relatively unhurried yet timely fashion.
- Provide the students the opportunity to develop an appreciation for the relevance of research activity to clinical activity, and vice versa.

Caveats

It would be useful for students and supervisors to note a number of caveats that have emerged from our collective experiences to date:

1. It is very easy to “waste” the earliest parts of the research apprenticeship. We have found that it is important to launch oneself energetically on a number of fronts simultaneously if at all possible. For example, one might take on needed library research while at the same time participating in the implementation of some ongoing research, and beginning to outline a possible project.
2. Graduate students have varied levels of research experience, with some having minimal hands-on experience when they reach the beginning of the third year. The student comes to take the opportunity to learn research from the supervisor and may not initially contribute significantly to the programmatic research being carried out at the research site.
3. Similarly, students' academic backgrounds are often limited to experimental design, statistics, and psychometric theory which have mostly been taken in the first year. Students will be well-advised to refresh themselves on the content of those courses prior to starting their research apprenticeship. Supervisors should keep these limitations in mind.
4. Sites and supervisors have different needs and vary in how students are expected to spend their apprenticeship hours. As a general rule, however, time dedicated early in the apprenticeship to efforts less clearly related to the

student's eventual project must give way increasingly to the student's independent utilization of resources as he or she progresses across the six semesters (including two summers) of the research apprenticeship.

5. Ideally, supervisors will be used increasingly as consultants as students become more capable of guiding and structuring their own efforts.
6. Overall planning of the project, the anticipated steps in this progression and whatever salient issues arise should be fully discussed between supervisor and student. Explicit agreements for each semester should be reached as early as possible, and agreements (preferably written) should emerge from these discussions. Issues such as frequency of meetings with supervisors and what is to be accomplished when should be decided.
7. Increasingly, research activity should be narrowed to a level that simultaneously affords significant scope and breadth to be of dissertation quality while being sufficiently focused to be feasible and responsive to the specific questions being asked.
8. Both the student and the research mentor must remember that clinical activity continues in the Program while the student is in his or her research apprenticeship. In addition, the Clinical Competency Examination must be taken during May/June of the third year. Both the research assignment and the clinical responsibilities must be carried out simultaneously and must not intrude on each other's territory.

Apprenticeship Program

A. Selection of Mentors

Only members of the graduate faculty of Southwestern Graduate School of Biomedical Sciences are eligible to be mentor/dissertation chairpersons. These include individuals who are full-time faculty of Southwestern Medical School or Southwestern Allied Health Sciences School, who are nominated to and approved by the Graduate Executive Council and by the Dean of the Graduate School, or persons from other institutions who have been granted appointments as special members of the graduate school faculty. The Research Committee in July of 2010 added an additional requirement that a psychologist serve as either the chair or co-chair of the dissertation committee.

The supervisor must have experience in carrying out a program of research that began before student involvement and will continue after student involvement ceases. This mentor must be willing and able to provide ongoing supervision and support of the student. In addition, the mentor must have the time, energy, resources, and motivation to do so.

The supervisor should have sufficient experience in mentoring so that there is a good likelihood that students will reach their goal in a timely fashion with little chance of a serious disruption in the progress of the research apprenticeship.

Selection of mentors must be in harmony with the overall policies and procedures of the graduate program, such as faculty work distribution, statute of limitations, efficient utilization of existing resources and the maintenance of high morale in the student and faculty groups. In addition, all applicable APA guidelines, particularly those dealing with research issues, will apply.

Final assignment will be made by the Research Director, with the help of the Research Committee, and with due respect for the salient areas of research and clinical interests of the student.

Mentors will be designated prior to the Fall semester of the third year, and preferably before the Summer session. This will facilitate the earlier involvement of those students who wish to spend part of their summer reading in their research area. During the Spring of the second year, information, verbal and/or written, will be conveyed to the second year class regarding those research programs most likely to be available to them.

B. The Apprenticeship: First Year (third year of the graduate program)

The research apprenticeship starts in the fall of the student's third year in the program. At this stage, the student's research skills are likely to be limited. As part of the mentor role, the research supervisor assumes the responsibility of training, orienting, and guiding the apprentice's progress. During this first year of supervised research experience, every effort should be made to develop an adequate and clear training and research program that can serve both the student's learning and developmental needs and the mentor's research goals. The apprentice also assumes important responsibilities upon entering into a research program. Intellectual and practical contributions provided by the trainee may be critical to the timely completion of the research activities.

Each semester, the student will register for five hours of research apprenticeship credit. This translates into 16 hours per week to be devoted to activity under the research apprenticeship program. Much effort has been devoted to liberating this

time from other worthy graduate education activities, and this time should be considered to be inviolate as far as other demands or activities might be concerned.

At the end of every semester, each mentor will be requested to fill out an evaluation sheet assigning a satisfactory, unsatisfactory, or incomplete grade to the semester's work. Similarly, students will be requested to indicate their evaluation of the apprenticeship annually.

On occasion, a supervisor and student have found that they do not work well together. If this does happen, it is of course desirable to address the problem as soon as possible. If it appears after discussion with the Internship Director and Research Director that the situation cannot be modified, the student and the Internship/Research Director will arrange for a transfer to another mentor.

C. The Apprenticeship: Second Year (fourth year of the graduate program)

By no later than the fall of the fourth year (earlier if practical), each student will submit to the Psychology Steering Committee a brief (two-page, single-spaced) proposal summarizing the dissertation research project. This description will include the objectives, rationale and background information, methods, analyses and hypotheses, and the proposed dissertation committee. The Steering Committee will evaluate the proposal to ensure the project is of doctoral quality, feasible, and within all specified guidelines. Any concerns about the brief proposal will be conveyed in writing to the student and the research mentor. Once the brief proposal is approved by the Steering Committee, the student will begin writing the official dissertation proposal.

D. The Dissertation: Proposal Meeting

In accordance with guidelines already existing in the Student Guidelines, each student is required to prepare a proposal for the dissertation project and receive approval from their dissertation committee prior to initiating the study. This proposal consists of both a written document describing the research and an oral defense of the proposed research. It is expected that the chairperson of the committee will be the research sponsor with whom the student has been working. Certain committee members may be chosen because they have specific expertise that relates to the project and have agreed to assist the student with those aspects. Other members should be included who are "generalists" and bring greater breadth to the committee. The specific roles and types of assistance expected should be discussed in general terms with each committee member prior to presenting their names to the Steering Committee.

The written proposal is to be constructed with guidance primarily from the dissertation chairperson with whom the student is working. Arrangements may be made for input from other committee members if their specific expertise is called for. It should consist of a comprehensive literature review relevant to the research area, delineation of a problem to be investigated, statement of hypotheses for the proposed study, outline of methodology for the study (including plans for recruiting research participants), description of the statistical analyses to be carried out, and discussion of possible results. Often, it is useful to include a tentative schedule for completion of different stages of the study (e.g., data collection, data analyses, writing and rewriting oral defense, submission of completed dissertation to graduate office). The written proposal should be distributed to the dissertation committee ten (10) working days prior to the oral proposal meeting. The oral proposal meeting is the forum in which the basic contract for the dissertation study is negotiated. Agreement should be reached on all aspects of design, and the committee should evaluate the potential of the plan for completion in a reasonable length of time.

The committee should specify which changes, if any, in the proposal are obligatory as distinct from merely recommended for consideration. If there are such changes, the student should submit an amended proposal for final approval by the committee.

E. Running of the Dissertation Project

After the preparation of the dissertation proposal and successful completion of the preliminary orals, the next major task facing the student is the carrying through to completion of the proposed research project. There are a number of important factors/issues the student and the supervisor need to carefully consider before embarking on the project. Such consideration can save a significant amount of time and undue delay. These factors/issues are presented below.

Recruitment of Subjects

It is crucial to consider whether students can effectively recruit the required number and type of subjects needed for their study. Be aware ahead of time of potential problems in the recruitment of the desired sample, as well as obtaining the

cooperation of key personnel who can expedite the recruitment process, can be quite important in avoiding problems that might impede the progress of the study.

Availability of Necessary Resources

Planning is also required to ensure that resources necessary to complete the research project are on hand. Such resources may include necessary office/laboratory space needed to conduct the study, as well as the availability of funds for such items as photocopying and mailing costs, laboratory test costs, and subject payment costs.

Time Frame of the Project

Another factor that should be carefully evaluated by the student and supervisor is the time frame for successfully completing the project. Factors such as seasonal influences on the availability of subjects and holiday/vacation times that might interfere need to be considered.

Communication Between Student and Supervisor

Of course, a major qualification of a good supervisor is the careful guidance of the student through the conceptualization, development, and completion of the research project. It is essential that there be close supervision during the running of the project in order to immediately deal with any unexpected problems that may arise. Without such close supervision, a sudden problem that is not immediately dealt with, or a modification of methodology that may be called for, may seriously jeopardize the completion of the project. Other committee members should be kept informed of developing situations.

Data Collection and Statistical Analysis

Another task which should be carefully planned is how the data collected in the research project will be organized, collated, and analyzed. This, of course, should be clearly delineated in the dissertation proposal. Developing appropriate computer skills to aid in this data reduction and analysis process is essential.

The student and supervisor will need to determine whether the planned statistical analyses are so complex as to require some expert consultation. Developing personal skills in this area needs to be planned for early in the dissertation process. If so, timely consultation is advisable.

Interpretation and Write-Up of Final Results

Once all of the data are analyzed, the interpretation of results and integration with the experimental hypotheses are the next major tasks facing the student. This will lead directly into the development of the results and discussion sections of the final dissertation. During this time, a major responsibility assumed by the research mentor is the careful guidance of the final product to a level that is acceptable enough to be presented to the entire committee. This will require the careful editing and proofreading of material written by the student. It is not the responsibility of the student's dissertation committee to get involved in this process unless there is a specific issue or area that a particular committee member may have agreed to review and appropriate arrangements have been made. Basically, the student and supervisor share this task, with the student always bearing the ultimate responsibility for what is finally accomplished.

The timing of the final defense should be determined principally by the student's readiness to present and defend a quality product and not by the student's wish to meet a deadline for graduation.

Preparation for Final Defense

After the writing, editing, and proofreading process is completed, the typing of the manuscript and distribution to committee members are the next steps. Distribution to the committee members two weeks before the final defense date is an expected courtesy. Students should also be aware of the fact that post-final defense rewriting is common and should arrange the time frame so that this is taken into account.

Finally, in addition to the dissertation, students are also required to submit a complete journal-appropriate article based upon the dissertation. The intention is to not simply add another requirement on top of the traditional dissertation but to build the essential core findings of the dissertation around such a publication-ready paper. The exact format will vary depending on the particular dissertation topic and will, of necessity, be negotiated between the student and his or her dissertation supervisor.

A Final Caveat

If any problem arises with the interpretation of these guidelines, or it is the view of either the mentor or the trainee that there exists significant departure from their intent and spirit, it is the responsibility of one or both of these individuals to bring this matter to the attention of the Research Committee and/or Program Director.

Conclusions

The student is encouraged to meet regularly/as needed with the mentor to update committee members before the proposal and defense. Additional research opportunities are encouraged if a student is interested. For example, a student might want to start research in his/her first year rather than the third, and work with multiple PI's.

H1. Dissertation Expectations and Milestone Form

The current Research Apprenticeship involves approximately a half-time commitment to research training in the third and fourth years. As part of the apprenticeship, students are expected to complete a dissertation project under the mentorship of the supervisor. Below we provide guidelines for students and mentors regarding expectations for the timing and format of the dissertation. Please refer to Research Training Guidebook for Students and Mentors.

Tasks and Suggested Timeline for Dissertation Progress*

Semester	Primary Tasks to Complete
Year 3	
Fall	Develop dissertation idea; Select committee; Submit Proposal Summary
Spring	Develop proposal; Approval of idea/committee by Steering Committee
Summer	Dissertation proposal
Year 4	
Fall	Data collection & analysis; Submit dissertation progress report to committee
Spring	Data collection & analysis
Summer	Dissertation defense; Submission of manuscript

*Graduate School Deadlines must be factored into this process by students; Students with a research emphasis or following untraditional options (see below) may have a different timeline; Students collecting original data may need to allow more time for data collection.

Dissertation Options

There are different options for completing the dissertation (which will affect the rate at which milestones are completed). Students and mentors should discuss and mutually agree upon the best option as a function of preferences, student experiences/goals and the nature of the project. The written proposal of the dissertation is generally not affected by these options. Rather, the chosen option primarily affects the manner in which the final dissertation document (including results and conclusions) is written.

- OPTION 1: “Traditional” dissertation – comprehensive literature review, methods, results, discussion, in addition to a mentor-approved article due prior to time of graduation.
 - a) This option requires the proposal summary, oral proposal meeting, and oral dissertation defense.
 - b) The final dissertation manuscript must conform to the Graduate School template.

[For a template, please see: ClinPsychStudentResources SharePoint](#)

• OPTION 2:

- a) Two or more related journal-ready articles that represent a programmatic line of research, e.g., possibly one as literature review and a second one containing the primary results. As of July 1st, 2015, both articles are required to be first-authored by the student unless approved by the Research Committee.
- b) Written overview with sections that tie together the papers, including a Background section, Study 1, Study 2, and General Discussion section.
- c) Appendix for studies reviewed, additional references, analyses, etc.
- d) This option requires the Proposal Summary, Oral Proposal Meeting, and Oral Dissertation Defense.
- e) The final dissertation manuscript must conform to the Graduate School template.

For a template, please see: W:\Graduate School\Division of Clinical Science\DCS_Clinical Psychology\Research

Dissertation Plan Form and Instructions

Version Date: 5-18-2020

Overview

The Dissertation Plan is intended to help ensure successful initiation of the dissertation project, and outlines the working plan for the dissertation project including a draft of the 1) aims and hypotheses, 2) methods, 3) proposed dissertation committee members, and 4) proposed timeline.

The Dissertation Plan is submitted to the Psychology Research Training Committee, who will review the proposed plan, provide recommendations as needed, confirm the dissertation committee members, and confirm that the proposed working plan is acceptable as outlined or will provide recommended adjustments.

Instructions

Students Access from Clin Psych Student Resources SharePoint
<https://365utsouthwestern.sharepoint.com/sites/ClinPsychStudentResources>

The Dissertation Plan document has a limit of two (2) pages. See Dissertation Plan example document.

When the Dissertation Plan document is complete and approved by your research mentor, it should be sent via email to the Psychology Research Training Director (Dr. Shawn McClintock; shawn.mcclintock@utsouthwestern.edu). In the email, carbon copy Khomeka Webb (<mailto:khomeka.Webb@utsouthwestern.edu>) and your mentor. The Dissertation Plan will be reviewed by the Research Training Committee and feedback will be emailed to the student and mentor.

Dissertation Plan Sections

Date Submitted to Research Training Committee:

Student Name:

Mentor Name:

Date Mentor Approved Dissertation Plan:

Planned Dissertation Path Option:

[check applicable box]

- Option 1 - Traditional
- Option 3 – Two or more related journal ready articles

Working Dissertation Title:

Background/ Rationale:

Provide a maximum of six (6) bullet points. Be concise. Include essential references as needed in the text, but a reference section is not required.

Specify the Gap in Science Addressed by this Research:

Provide a maximum of two to three (2-3) bullet points. Be concise.

Working Aims and Hypotheses:

Include primary aims and hypotheses

Proposed Methods and Analyses:

Provide concise information for the following items (if an item is not applicable, then state “not applicable”):

Study cohort

Sample size estimate

Measures

Intervention

Data source

Data collection

[check applicable box]

- Data have already been collected and are available
- Data are in process of being collected
- Data need to be collected

Proposed statistical analysis plan

Institutional Review Board (IRB) plan/status

Proposed Committee Members:

List the name, degree, title, affiliation, and expertise for each proposed committee member. Please note that the proposed committee members will be official dissertation committee members only after the Dissertation Plan is approved by the Research Training Committee. If needed, the Research Training Committee can provide recommendations for committee members.

Proposed Timeline:

- semester and year for dissertation official oral proposal
- semester and year for dissertation official oral defense

Recommended Timeline													
FALL Year 3	FALL Year 3	FALL Year 3	FALL/SPRING Year 3	SPRING Year 3	SPRING Year 3	SUMMER Year 3	FALL Year 4	FALL Year 4	SPRING Year 4	SUMMER Year 4	BEFORE DEGREE CONFERRAL		
<i>Identify Topic</i>	<i>Committee Selected</i>	<i>Proposal Summary Submitted</i>	<i>Written Literature Review</i>	<i>Methods: Identify Sample & Design</i>	<i>Written Methods Section</i>	<i>Oral Proposal</i>	<i>Data Collection</i>	<i>Statistical Analyses</i>	<i>Results and Discussion</i>	<i>Oral Defense</i>	<i>Submission-ready Manuscript</i>	<i>Poster Presentation</i>	<i>Co-author on Publication/Grant</i>

H3. Proposal Signature Page

University of Texas Southwestern Medical Center
Division of Clinical Psychology

DISSERTATION PROPOSAL

PROPOSED BY:

PROPOSED ON:

TITLE:

We the committee members accept this dissertation proposal as presented on the above date:

_____ (Chair)
[input name and credentials]

[input name and credentials]

[input name and credentials]

[input name and credentials]

[input name and credentials]

ENDORSED _____
Chairman

ACCEPTED PROPOSAL MUST ACCOMPANY SIGNATURE SHEET

PROPOSING, DEFENDING, AND FILING YOUR DISSERTATION: FORMS AND PROCEDURES FOR CLINICAL PSYCHOLOGY STUDENTS

Please request all forms and documents referenced below from the Education Coordinator.

Committee Members

You must have five official members on your dissertation committee. Four of the five members must have an appointment with the Graduate School. If you have questions about whether or not someone meets that criteria please check with the Education Coordinator. It is possible to have six members on a committee, with one unofficial member who will be unlisted on the Graduated School forms.

Proposal and Declaration of Committee

Once you have a dissertation committee and project in mind, you need to send this information to the Education Coordinator in the form of a summary (See **Proposed Dissertation Project: Overview and Committee form**). The Steering Committee will review this summary and approve or request that you make changes.

Once the Steering Committee approves your proposal summary, please turn in the “**Declaration of Committee**” form to the Education Coordinator. This form requires the signatures of your committee members and the Program Chair’s signature.

Scheduling the date and location of your proposal meeting

If you are planning to have your proposal in the Psychology Division office suite, please contact the Education Coordinator to reserve a room for you. Also let the Education Coordinator know if you will need any special equipment (i.e. LCD projector, laptop computer). If you are planning to propose in a different location, you will need to make room **and** equipment arrangements there.

Upon completion of your proposal, have all committee members and the Program Chair sign your “**Dissertation Proposal**” form. You also need to provide the Education Coordinator an electronic copy of your proposal. This will be placed in your student file.

Diploma Card

Complete and email the **Diploma Card to the Graduate School** approximately mid-semester during the semester in which you plan to graduate. The Education Coordinator will send out e-mail notices regarding the Diploma Card deadline.

Formatting the Dissertation

For Graduate School requirements regarding the format of your dissertation, check the “**Instructions for the Preparation of Masters Theses and Doctoral Dissertations**” on the Graduate School web page. This document provides general guidelines for your dissertation format required by the Graduate School. The Graduate School requires electronic submission. You are no longer allowed to submit paper copies of your dissertation to the Graduate School (with the exception of one page of your dissertation—see below).

Regarding the electronic format of your dissertation, the instructions state: “For the greatest ease in producing an ETD (Electronic Thesis/Dissertation), it is suggested that students obtain the Microsoft Word master document, or style template, from the Library consultants and install it on their computer. This template is also available on the Library’s ETD Web site (<http://www4.utsouthwestern.edu/library/ETD/gradDownload.cfm>) and has been developed to streamline the conversion of the Word document into an Adobe Postscript Document Format (PDF) file.” In addition, there are ETD workstations at both the North and South campus libraries, where you can convert your Word document. Library staff members are also available to assist you with this task.

In addition to following the Graduate School formatting guidelines, you must follow the Program guideline that requires your dissertation to be in **APA style**.

Final Defense Forms

After you complete your final defense, have all of your committee members sign the “**Report of Final Oral Examination**” form (**see Appendix H5**). This form requires the signatures of your committee members and the Program Chair’s signature.

Filing the Dissertation and Graduation

Each semester, the Graduate School sets a “filing” deadline for dissertations. This date occurs near the end of each semester. “Filing” your dissertation with the Graduate School, means that you must submit your final electronic copy of your dissertation to the Graduate School, as well as these completed forms:

Filing Requirements for Doctoral Students (all Graduate School documents can be found on the W drive)

1. Online Submission of Dissertation: The student must complete online submission of the dissertation via our Library’s Vireo System at the following link. <https://utswmed-etd.tdl.org/>
2. Original, completed, and signed in ink **Report of Final Oral Examination** form [**see Appendix H5**].
3. **Survey of Earned Documents** questionnaire for the National Research Council Study.
4. Graduation Exit Survey <https://ais.swmed.edu/redcap/surveys/?s=RHTH9L8XKA>
5. **Copyright disclaimer form** [**see Appendix H6**].
6. Receipt for **\$185.00** graduation fee payment.

If you have any questions about any of the forms, Graduate School procedures, or Division procedures, please do not hesitate to ask your Education Coordinator.

Dissertation Filing Checklist

- _____ Diploma Card
- _____ Report of Final Oral Examination
- _____ ETD checklist (on-line form)
- _____ Title Fly Page
- _____ Copyright Disclaimer
- _____ Survey of Earned Doctorates (on-line form)
- _____ Graduation Exit Survey (on-line form)
- _____ \$185 for diploma students

**The University of Texas Southwestern Medical Center
Southwestern Graduate School of Biomedical Sciences
Diploma Card**

<i>Student ID# Number</i>				<i>Today's Date</i>	
<i>Print name as documented in Registrar record</i>				<i>Personal Email Address (Yahoo, Hotmail, Gmail, etc.)</i>	
Address after graduation				Permanent Address	
Degree sought (Ph.D./MDPhD/MS, MA)	Graduate Program	Mentor (M.D., Ph.D.)	Area of Specialization (if applicable)	Conferral date (date of graduating semester)	
Exact Title of Thesis or Dissertation					
If known, indicate your employment after graduation					
Title/Position			Employer		
Mailing Address					

Check all that apply:

- I will attend graduate school commencement exercises Yes _ No_
- Mail diploma to address after graduation
- Mail diploma to permanent address

(For Office Use Only)

Thesis/dissertation submitted to Graduate School office:

Supplementary forms submitted to Graduate School office:

Remarks:

The University of Texas Southwestern Medical Center
SOUTHWESTERN GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

REPORT OF FINAL ORAL EXAMINATION

Date

We, the undersigned, as the examining committee for the thesis/dissertation of:

(Student name)

Report that we have examined this student on his/her thesis/dissertation entitled:

(Insert your Dissertation title here)

The student named above has completed a thesis/dissertation that gives evidence of ability to do independent investigation and which constitutes a contribution of new knowledge in his/her major field.

Comments:

Chair, Examining Committee

(typed name and credentials)

(typed name and credentials)

(typed name and credentials)

(typed name and credentials)

This student has completed all work and passed all examinations required by the graduate program. We recommend the student named above be granted the degree of

(Degree earned)

(Graduate Program)

Signature of Graduate Program Chair

H6. Copyright Disclaimer

The University of Texas Southwestern Medical Center
SOUTHWESTERN GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

Copyright Disclaimer

I hereby certify that any extensive copyrighted material that I have utilized in the manuscript of my dissertation/thesis is with written permission of the copyright owner. I hereby agree to indemnify and save harmless the University of Texas from any and all claims that may be asserted or that may arise from any copyright violation.

Signature

Date

Appendix I – Resources for Students

	In House	University Wide
Student Advisement		
	Family Advisement Structure	Career Services Office
		Women in Science and Medicine Advisory Committee (WISMAC); various activities and symposia available
	FOCUS (Faculty-Student Organization of Clinical Psychology at UT Southwestern)	Library Services (to include advanced search engines and publication support)
	Diversity Club	
Academic Opportunities and Support		
		Academic Support Services at UT Southwestern Office of Diversity, Inclusion, and Equal Opportunity
	Additional formal mentorship available upon request	Graduate Student Organization (GSO)
	Psychiatry Clinical Research Infrastructure	Weekly Division of Clinical Sciences Seminars and Lectures
		Monthly University Lecture Series
	Psychiatry Grand Rounds	University Grand Rounds
	Psychology Didactic Series	Ethics in Science and Medicine Seminars
Health and Family		
		Student Health Service
	Reduced-fee psychotherapy by community providers for students (available upon request)	Student Wellness and Counseling Center 214-645-8680
		No-cost Flu Vaccine
		On-Campus Child Care
		Student Housing
Equipment, Computer, and Statistical Support		
	Computer lab with SPSS capabilities provided on all equipment	Computer Support and Training
	Psychological Test Materials	Medical Television Center
	A/V equipment (video cameras, laptops, projectors, etc.)	Biomedical Art Services (Assistance in poster preparation)
	Psychotherapy Rooms	Bioinstrumentation Resource Center
	Dept of Clinical Sciences Statisticians	Libraries on North and South Campus with computer facilities and training available
Financial Support		
	Dean's Competitive Scholarship Research and Teaching apprenticeships available.	Financial Aid Office
	Annual Children's Medical Center Cultural Diversity Fellowship (1st year students applicable)	Graduate Student Organization (GSO) Travel Scholarships

Recreation		
	Psychology Student Faculty Fall Social	Bryan Williams MD Student Center
	Psychiatry Department Holiday Social	Intramural Sports
	Family Systems Event	Graduate Student Organization (GSO) Events
	FOCUS-organized events (community service, food drives, etc.)	Outdoor tennis and basketball courts; Sports field
Disability Support		
	Specialized tutoring and mentorship available upon request	Student Academic Support Services
		Student Assistance Committee in Graduate School
Consultation		
	Didactic Seminars	Dept of Legal Affairs and Risk Management Services
		Institutional Review Board
	Specialized consultation available as needed	Statistical Consulting
		International Office (Eugene McDermott Academic Administration Building)

Procedure Regarding the Requirement of Students in Clinical Programs to Pass a Criminal Background Check

Subject: BACKGROUND CHECK & DRUG TEST REQUIREMENT

UT Southwestern, along with other schools in the UT System and an increasing number of schools across the country, require a background check and drug test for any student entering a program that includes patient contact. You are currently admitted to one of these UT Southwestern programs and are being contacted for one of the following reasons:

1. You are within 30 days of your 1st clinical Rotation (May 15, 2023)
2. You are a newly admitted student.
3. You are a student returning from a leave of absence.

WHEN MUST YOU DO THIS?

Must be completed as soon as possible but BEFORE MAY 15, 2023. You will NOT be allowed to start school until a background check and drug test are completed.

HOW TO COMPLY WITH THIS REQUIREMENT?

Attached are the instructions from the company, Castle Branch, that will perform the check. The process is a simple one:

- Visit the website provided in the Castle Branch attachment. Enter the package code that corresponds to the program you were admitted to and proceed with creating your myCB account. You will be asked to enter your student information, please make note of the information located at the top of this email.
- At the end of the online order process, you will be prompted for your payment information.
- UT Southwestern will contact you if there are findings and you will have the opportunity to refute the accuracy of the findings. We will not be able to answer hypothetical questions such as - What if the check reveals "____"?

HOW DO I MONITOR MY STATUS?

Castle Branch will post your results directly to your myCB account. Although 95% of results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety.

UT Southwestern will add these checklist items to your Student Self-Service "To Do List". Once both the background check and drug test are complete and we verify that there were no findings, we will remove these items from your "To Do List". The URL to access your Student Self Service is <http://my.swmed.org>

If you should have questions, please contact the Office of Enrollment Services at stuinfo@utsouthwestern.eu



University of Texas – Southwestern Medical Center
Instructions for Order Placement

Welcome to myCB!

When you place your initial order, you will be prompted to create your secure myCB account. From within your myCB, you will be able to:

- ✓ View your order results
- ✓ Manage requirements specific to your programs
- ✓ Complete tasks as directed to meet deadlines
- ✓ Upload and store important documents and records
- ✓ Place additional orders as needed.

To place an order, go to mycb.castlebranch.com

In the “Place Order” field (*located at the top of the webpage*), enter the following package code specific to your organization:

Packages:

Clinical Nutrition MCN UG88 – Background + Drug Test	Clinical Psychology PHD UG89 – Background + Drug Test	Clinical Rehabilitation Counseling MRC UG91 – Background + Drug Test
Graduate (Division of Basic Science) PHD UK49 – Background + Drug Test	Medical Doctor & Master of Public Health MD/MPH UG92 – Background + Drug Test	Medical Doctor MD UG93 – Background + Drug Test
Medical Scientist MD/PHD UG94 – Background + Drug Test	Physical Therapy DPT UG95 – Background + Drug Test	Physician Assistant MPA UG96 – Background + Drug Test
Prosthetics & Orthotics MPO UG97 – Background + Drug Test	Radiation Therapy CER UG98 – Background + Drug Test	

During order placement you will be asked for personal identifying information needed for security or compliance purposes. Supplying accurate and comprehensive information is important to the speed in which your order is completed.

The email address you use when placing your order will become your username for your myCB and will be the primary form of communication for alerts and messages. Payment methods include: MasterCard, Visa, debit card, electronic check, money order, and installment payment.

TO-DO LISTS

You can respond to any active alerts or To-Do List items now, or return later by logging into your myCB. You will receive alerts if information is needed to process your order. Access your myCB anytime to view order status and completed results. Authorized users at your organization will have access to view your compliance status from a separate CastleBranch portal.

Your myCB Service Desk is available to assist you via phone, chat and email
Monday-Friday 8am-8pm & Sunday 10am- 6:30pm EST
888-914-7279 or servicedesk.cu@castlebranch.com

UT SOUTHWESTERN POLICY HANDBOOK

EDU-103 REASONABLE ACCOMMODATIONS FOR QUALIFIED APPLICANTS AND LEARNERS WITH DISABILITIES

CHAPTER 10: STUDENTS, POSTDOCTORAL SCHOLARS, RESIDENTS, AND FELLOWS

CONTENTS

Policy Rationale and Text
Scope
Procedures
Definitions
Related Statutes
Appendices
Contacts/For Further Information
Policy History

ADMINISTRATIVE INFORMATION

Responsible Office: Dean's Office
Executive Sponsor: Provost
Effective Date: 01/31/1998
Last Updated: 06/01/2022
Contact: policyoffice@utsouthwestern.edu

POLICY RATIONALE AND TEXT

Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), and the Americans with Disabilities Act of 1990, as amended (ADA), prohibit discrimination against qualified individuals with a disability. In accordance with these and other federal and state laws, UT Southwestern is committed to providing equal opportunities for qualified applicants for admission and qualified learners with disabilities.

It is the policy of UT Southwestern that no qualified individual shall, based upon disability, be denied admission to, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity at UT Southwestern. All qualified applicants who can perform the essential functions of the desired academic program, with or without reasonable accommodation, will be given equal consideration for admission without regard to disability.

This policy is intended to enhance collaboration among individuals with disabilities, faculty, administrators, and support personnel to ensure that all qualified individuals have an equal opportunity to pursue academic and professional goals at UT Southwestern, free from discrimination. Reasonable accommodations will be provided to enable an individual to participate in UT Southwestern's academic programs, services, or activities, unless doing so would cause undue hardship to the operations of UT Southwestern, cause an alteration or modification to a course or program to the extent it changes the fundamental nature of that course or program, or constitute a direct threat to health or safety.

All offices and individuals responsible for reviewing and analyzing medical or disability-related records as a part of the accommodations process will maintain the confidentiality of the information on a need-to-know basis to the extent required by law. These records must be maintained separately from other records and must be accessible only to authorized personnel. Medical and disability-related records information may be shared with faculty, administrators, staff, or other authorized individuals, as necessary, for UT Southwestern to (1) determine whether an applicant or learner is otherwise qualified for a program, (2) assess the applicant or learner's records, and (3) determine what accommodations are reasonable. First aid and

safety personnel may be informed, when appropriate, if the disability might require emergency treatment or if any specific procedures are needed in the case of fire or other evacuations. Government officials investigating compliance with applicable laws may also be provided relevant information as requested. Completed requests and forms will be maintained by the Learning Specialist in a confidential manner, in accordance with applicable federal and state law and UT Southwestern's records retention policy.

Learners and applicants may initiate complaints alleging violation of this policy by contacting the Dean of the applicable school in accordance with the procedure outlined in the Policy Against Discrimination section of the General Catalog. The resources of Student Academic Support Services and the Office of Institutional Equity & Access are also available to learners and applicants with disability-related concerns.

UT Southwestern prohibits retaliation against individuals who request reasonable accommodations or who submit a complaint or participate in an investigation regarding a violation of this policy. Individuals who engage in conduct prohibited by this policy are subject to disciplinary action, up to and including dismissal or non-renewal of appointment.

SCOPE

This policy applies to all UT Southwestern learners and applicants to the UT Southwestern Medical School, the UT Southwestern Graduate School of Biomedical Sciences, and the UT Southwestern School of Health Professions. Employees and applicants for employment at UT Southwestern may request reasonable accommodations due to disability in accordance with [ETH-152 Reasonable Accommodations for Qualified Applicants and Employees with Disabilities](#). Residents, fellows, and applicants for acceptance in any UT Southwestern graduate medical education training program may request reasonable accommodations due to disability by contacting the Program Director and the Office of Graduate Medical Education. Members of the public may request reasonable accommodations associated with UT Southwestern services, programs, or activities in accordance with [ETH-151 Equal Opportunity](#).

PROCEDURES

Accommodations in the Application Process

1. All applicants are expected to read and follow this policy as well as carefully review the essential functions required of students in the program to which the applicant seeks admission (Appendix A). Both this policy and each program's essential functions may be accessed on UT Southwestern's website.
2. Applicants who wish to request reasonable accommodations in connection with required testing for application to a particular program (e.g., Medical College Admissions Test, Graduate Record Examination, etc.) may directly contact the organization administering the particular test.
3. Applicants who wish to request reasonable accommodations unrelated to any required testing in the admissions process must submit a written request to the Learning Specialist as soon as practical and prior to the time an accommodation may be needed. The availability of accommodations, if any, may be affected by the timing of the request and the necessary coordination of efforts. It is the applicant's responsibility to provide any required documentation requested by the Learning Specialist.
4. The Learning Specialist will facilitate any accommodations to be provided to the applicant by UT Southwestern during the admissions process.
5. Programs that receive requests for accommodations directly must forward those requests to the Learning Specialist and refer the applicant to the Learning Specialist and this policy.

Requests for Accommodations – Accepted Applicants and Currently Enrolled Learners

1. Applicants accepted for admission will be provided a list of essential functions that all learners in their program must be able to perform, with or without reasonable accommodation, with their acceptance letters (Appendix A). Accepted applicants are expected to carefully review this list of essential functions and complete the Acknowledgement of Essential Functions (Appendix B). The completed Acknowledgement of Essential Functions is required as a part of the admissions process.
2. Accepted applicants who wish to request reasonable accommodations prior to enrollment should indicate their intention on the Acknowledgement of Essential Functions at the time they accept the offer of admission. Upon receipt of the completed Acknowledgement of Essential Functions, the Learning Specialist will send accepted applicants who indicate that they want to request reasonable accommodations a copy of this policy, a copy of a Formal Request for Accommodation Due to Disability, and further instructions regarding how to submit a complete request. Accepted applicants may contact the Learning Specialist for information regarding how to request reasonable accommodations.
3. Accepted applicants are encouraged to complete and return all necessary forms and have their Health Care Professional return all supporting medical documentation to the Learning Specialist at least 30 calendar days prior to the date of anticipated enrollment.
4. Currently enrolled learners may obtain a copy of this policy, a copy of a Formal Request for Accommodation due to Disability, and instructions regarding how to submit a complete request from the Office of the Registrar, the Learning Specialist, the Office of Institutional Equity & Access, or the Dean's office. This information is also available online.
5. Currently enrolled learners are encouraged to complete and return all necessary forms and have their Health Care Professional return all supporting medical documentation to the Learning Specialist as soon as practicable after the learner first becomes aware an accommodation may be needed. If a learner is unable to submit a request for accommodation due to unexpected illness or incapacity, a request may be submitted on the learner's behalf.
6. All requests for accommodation must be accompanied by sufficient supporting medical documentation from a Health Care Professional. In order to enable UT Southwestern to evaluate the request, medical documentation must include a description of the nature of physical or mental impairment; the manner in which the impairment limits one or more major life activities; the expected duration of the impairment; and specific recommended accommodations. Applicants and learners are responsible for any costs associated with obtaining the necessary supporting medical documentation.
7. Supporting medical documentation must be current and based upon an evaluation no more than three (3) years old. Depending on the circumstances, UT Southwestern may require a more recent evaluation.
8. Supporting medical documentation must also contain sufficient information for UT Southwestern to determine that it was completed by an appropriate Health Care Professional, e.g., the professional's name and signature, basic credentials, and contact information.
9. In the event medical documentation is incomplete or insufficient, UT Southwestern may request additional information. UT Southwestern may also request that the accepted applicant or learner undergo a second evaluation or assessment.
10. The process for accepted applicants or learners to request reasonable accommodations is meant to be collaborative. All questions regarding the policy, procedure, necessary forms, sufficiency of medical documentation, etc., should be promptly directed to the Learning Specialist. Failure to submit all necessary forms and sufficient medical documentation, or to participate in the accommodations process, may result in delay or denial of the request.

Evaluation of Requests for Accommodations from Accepted Applicants and Currently Enrolled Learners

1. Upon receipt of a completed request for accommodations, including all necessary forms and supporting medical documentation, the Learning Specialist will contact the accepted applicant or learner to confirm a request has been

received and will serve as the accepted applicant or learner's primary point of contact throughout the accommodations review process. If the request is incomplete, the Learning Specialist will work with the accepted applicant or learner to obtain additional information or forms, as necessary.

2. The Learning Specialist will promptly provide a copy of the completed request to the Academic Accommodations Advisory Committee (AAAC) for review. The primary purpose of the AAAC is to make recommendations to the Learning Specialist regarding reasonable accommodations in light of the specific essential functions of the accepted applicant or learner's program. The Learning Specialist will serve as the accepted applicant or learner's liaison with the AAAC.
3. The AAAC may recommend accommodations that differ from the specific approaches suggested by the accepted applicant or learner or the Health Care Professional(s) providing documentation in support of the request, as long as the accommodations achieve the objective of nondiscrimination as required by law.
4. The AAAC will promptly review the request and provide its recommendations in writing to the Learning Specialist. All meetings, communications, and deliberations by AAAC are considered confidential.
5. As soon as possible and within 30 calendar days after receipt of a completed request, the Learning Specialist will notify the accepted applicant or learner in writing whether the request for accommodation has been approved or denied.
6. If the request for accommodation has been approved, the notice will contain a description of the nature of the accommodations the accepted applicant or learner will receive. The Learning Specialist will notify appropriate program personnel of the accommodations an accepted applicant or learner is to receive. Accepted applicants or learners should notify the Learning Specialist if their accommodation needs change.

Medical Leaves of Absence

1. This policy applies to learners who must interrupt study temporarily because of their own disability and want to take a medical leave of absence. Learners may request a medical leave of absence using the accommodation request procedures in this policy. Only the Learning Specialist, in consultation with the AAAC, may approve a medical leave of absence. No one may approve a medical leave of absence for a learner outside of the procedures in this policy.
2. Learners who are approved for a medical leave of absence must complete a Leave Request Form, which their school will provide, for leave processing purposes only. The school will forward the Leave Request Form to the Office of the Registrar so that the Office of the Registrar can update the learner's enrollment status.
3. During an approved leave of absence under this policy, a learner is not enrolled and does not pay tuition. Learners may retain UT Southwestern email accounts or other access to UT Southwestern systems as appropriate during an approved leave of absence.
4. A leave of absence may impact the visa status of certain international learners; therefore, all international learners are encouraged to seek assistance from the Office of International Affairs.
5. A leave of absence may impact financial aid eligibility, loan deferment, or repayment terms; therefore, all learners are encouraged to consult the Office of Financial Aid to discuss their specific situation.
6. The Learning Specialist is responsible for tracking approved medical leaves of absence. Learners approved for a medical leave of absence must periodically update the Learning Specialist regarding their plans regarding resuming their studies at UT Southwestern and comply with all requirements outlined in the notice approving their medical leave of absence. Learners must notify the Office of the Registrar, appropriate school administrators, and the Learning Specialist of any change in their contact information during their medical leave of absence.
7. Learners returning from a medical leave of absence must contact the Learning Specialist at least 30 calendar days prior to their estimated return date. Before returning from a medical leave of absence, learners must verify that they can perform

the essential functions of their program, with or without reasonable accommodation, which may require certification from a Health Care Professional. The Office of the Registrar is responsible for notifying learners of other generally applicable requirements that they must meet in order to return from leave, e.g., undergoing a new background check (see [EDU-114 Background Checks](#)).

8. A learner who timely returns from a leave of absence approved under this policy is not required to reapply for admission but must complete all coursework and meet all program or degree requirements prior to graduation, with or without reasonable accommodation.
9. A learner who does not timely return from an approved leave of absence may be deemed to have voluntarily withdrawn from UT Southwestern and may be required to reapply for admission, in competition with other applicants. Learners may request to extend a medical leave of absence using the accommodation request procedures in this policy. Extension requests must be received prior to the end of the approved leave period. If a learner is unable to submit an extension request due to unexpected illness or incapacity, a request may be submitted on the learner's behalf.

DEFINITIONS

Academic Accommodations Advisory Committee – a committee of qualified faculty, staff, and administrators with the appropriate experience and training that will review accommodation requests submitted by accepted applicants and learners and make recommendations to the Learning Specialist.

Essential Functions – the cognitive, physical, educational, clinical, training, and other tasks that a student must be able to perform, with or without reasonable accommodation, in order to satisfactorily complete the curriculum of an academic program. Appendix A sets forth the specific essential functions for individuals in the UT Southwestern Medical School, the UT Southwestern Graduate School of Biomedical Sciences, and the UT Southwestern School of Health Professions.

Health Care Professional – an individual who possesses the skills, knowledge, and professional credentials to assess whether an individual has a physical or mental impairment that limits one or more major life activities and to recommend reasonable accommodations. The term “Health Care Professional” may include physicians, psychiatrists, psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists, and licensed mental health professionals.

Learning Specialist – the individual at UT Southwestern charged with ensuring requests for accommodations from applicants and learners with disabilities are handled in accordance with this policy. The Learning Specialist will also serve as a member of the Academic Accommodations Advisory Committee.

Learner – for the purposes of this policy, an individual enrolled in UT Southwestern Medical School, the UT Southwestern Graduate School of Biomedical Sciences, or the UT Southwestern School of Health Professions or a postdoctoral scholar appointed to an academic training position.

Qualified Individual with a Disability – an individual with a physical or mental impairment that substantially limits a major life activity, an individual with a record of such impairment, or an individual who is regarded as having such impairment, who otherwise meets the qualifications or eligibility requirements for admission and participation in the desired school, program, or activity, and who can perform the essential functions of the school, program, or activity, with or without reasonable accommodation.

Reasonable Accommodation – an adjustment, modification, or auxiliary aid that allows the individual with a disability equal access to, participation in, or benefits of the desired school, program, or activity. An accommodation is not reasonable if it will cause undue hardship, financial or otherwise, to the institution; fundamentally alter the curriculum or educational experience;

or pose a direct threat to health or safety. Accommodations may not be reasonable with respect to certain academic requirements that are essential to the instruction being pursued by the student or to any directly related licensing requirements.

RELATED STATUTES, POLICIES, OR STANDARDS

[EDU-120 Nonmedical Leaves of Absence](#)

[ETH-151 Equal Opportunity](#)

[ETH-152 Reasonable Accommodations for Qualified Applicants and Employees with Disabilities](#)

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794(a), and its implementing regulations

The Americans with Disabilities Act of 1990, as amended, 42 U.S.C. §12101, et seq., and its implementing regulations

APPENDICES

[EDU-103A Appendix A Technical Standards and Essential Functions](#)

[EDU-103B Appendix B Acknowledgement of Essential Functions and Acceptance of Admission Form](#)

CONTACTS/FOR FURTHER INFORMATION

Learning Specialist / Director, Student Academic Support Services 214-648-9590

Office of Institutional Equity & Access 214-648-4343

Office of the Registrar 214-648-3606

POLICY HISTORY

June 1, 2022: Revised to align the process to take a medical leave of absence with the process in EDU-120 Nonmedical Leaves of Absence.

December 27, 2019: Completed schedule review; updated the policy as necessary.

December 27, 2018: Updated references to Office of Diversity & Inclusion and Equal Opportunity to the department's new name: Office of Institutional Equity & Access.

November 22, 2016: Revised the Scope so that the policy applies specifically to learners, as defined in the policy, and refers employees and all other individuals to other appropriate offices and policies. Revised the Procedure to streamline the process for learners to obtain accommodations by working primarily through the Learning Specialist.

May 24, 2016: Added provision allowing accommodation requests to be submitted on behalf of a student who is unable to do so due to unexpected illness or incapacity.

February 7, 2014: Reviewed, revised, and published as EDU-103 Learners with Disabilities

January 1998: Published as 3.1.4.2 Students with Disabilities.

APPENDIX A-3

Essential Functions for UT Southwestern Graduate School of Biomedical Sciences

Degree Candidates

All individuals, including persons with disabilities, who apply for admission to UT Southwestern Graduate School of Biomedical Sciences must be able to perform specific essential functions. Essential functions are the basic activities that a degree candidate must be able to perform to complete a graduate program curriculum. No applicant who has the ability to perform the graduate school's essential functions – either with or without reasonable accommodations – will be denied consideration for admission.

A candidate for a graduate degree at UT Southwestern must be able to perform these functions:

- a. *Observation:* Candidates must be able to accurately observe demonstrations close at hand and at a distance to learn skills and to gather data. Candidates must also possess functional use of the sense of vision.
- b. *Communication:* Applicants must be able to communicate in English orally and in writing, and must be able to read and comprehend written material in English.
- c. *Psychomotor Skills:* Candidates must have sufficient motor function to obtain experimental data using tactile, auditory, and visual maneuvers. Candidates must be able to execute motor movements to perform experiments that are reasonably required of biomedical researchers.
- d. *Intellectual and Cognitive Abilities:* Candidates must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information.
- e. *Behavioral and Social Attributes:* Candidates must possess the emotional health required to use their intellectual abilities fully. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. Integrity, interest, and motivation are all personal qualities that should be assessed during the admissions and education processes.
- f. *Ethical Standards:* A candidate must demonstrate professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, and staff.

Incomplete Grade Notification

A student may receive a grade of Incomplete (I) if the majority of the course requirements have been completed with passing grades but for some justifiable reason, acceptable to the instructor, the student is unable to complete the full requirements of the course.

In accordance with University policy, at the time an Incomplete is given the instructor must stipulate in writing, to the student and the Program Office, the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade is 12 months. If the Incomplete grade is not cleared by the date set below or by the end of the 12-month deadline, the Incomplete will be changed to the grade provided below by the instructor or to an F if no alternate grade is provided.

STUDENT NAME:	_____	PROGRAM:	PhD
COURSE:	_____	SEMESTER:	_____
INSTRUCTOR:	_____	DATE:	_____
	_____		_____

Instructor's deadline for completion: _____

Nature of work to be completed (e.g., if a paper, length and topic; if an examination, type and material to be covered):

Grade To Be Assigned If No Additional Work Is Done: _____

Additional comments:

Student Signature _____

Instructor Signature _____

.....
Upon satisfactory completion of the listed course the course instructor should complete the following and forward to the Program Office.

The Incomplete grade for the course should be changed to: _____

Instructor Signature _____ **Date:** _____

**This form MUST be sent via interoffice mail or .pdf file to the
Education Coordinator-MC 9044**

Copy Machine Protocol

Purpose: To reduce the amount of copying in the department and avoid the wear and tear on the current copy machine, the following procedures need to be followed.

1. Separate copy codes for each class representative and for the chief residents are provided by the program. Class representatives will have the ability to make copies for their classmates. We encourage strict confidentiality for these codes. Based on class needs the numbers of copies are tapered per year.
 - 1st year class: 4,000 copies per semester
 - 2nd year class: 2,000 copies per semester
 - 3rd year class: 1,000 copies per semester
 - Chief Residents: 1,000 copies per semester
2. Copy codes for each individual student are comprised of the last four digits of the student ID. Due to the limited number of copies, please note that large documents (e.g. study materials for clinical exams and dissertation documents) should be printed elsewhere.
 - Individual students: 500 copies per student per year
3. Copy codes are also provided for teaching assistants for use in labs. The codes are reset in January of each year.
 - CM I Lab: 500 copies
 - CM II Lab: 500 copies
4. Student organizations, i.e., cultural diversity and FOCUS, should take advantage of free copies to be made at the student center on south campus.
 - Requests for exemptions can be made through the Program Director.

N1. Carmen Miller Michael Scholarship Criteria

Division of Psychology
Carmen Miller Michael Award Criteria

In 1998 the late Dr. Carmen Miller Michael created an endowment to make possible an annual award to an outstanding student in clinical psychology at UT Southwestern. Based upon excellence in scholarship and citizenship, third- and fourth-year students in the doctoral program are eligible for nomination. The award was first given in 2000.

Dr. Michael received her PhD in Clinical Psychology from Case Western Reserve. She joined the medical school faculty in 1951, becoming the first psychologist in what was then known as the Department of Neuropsychiatry. She served as Chief Psychologist until 1958, with the advent of motherhood, she resigned her position. Since then and up until her death in 2013 she was continuously active in the psychology program on a part-time basis. Aside from her professional work in psychology, she was especially recognized for contributing her organizational skills to community projects in the fields of health, education, and welfare.

Dr. Michael served as a role model and mentor in the areas of scholarship and citizenship, and we honor her achievements as well as those of students who are seen as the most meritorious in these areas. Your nomination is solicited according to the criteria as described below.

Scholarship: As a student, the nominee consistently surpasses basic scholarship standards. The student completes academic assignments and seeks additional educational opportunities. The student pursues avenues of independent study and academic requirements are met with high quality results. Consider the following attributes: knowledge, originality, responsibility, planning, organization, dependability, initiative, flexibility, clarity of written and verbal communication.

Citizenship: The student is recognized for development of positive relationships and highest levels of ethical behavior in the graduate program. The student readily assists or mentors other students and demonstrates exemplary commitment to service in the field of psychology. The student consistently interacts in a responsive and supportive manner with classmates; treats faculty with courtesy and respect; is considerate of different cultures and beliefs; is caring and respectful toward patients; and observes appropriate demeanor. Consider the following attributes: positive morale, cooperativeness, leadership, loyalty, enhancing the school and the community.

Clinical Psychology Outstanding Dissertation Award

- **Requirements for consideration:**
 - All students who successfully defended their dissertation within the past academic year are considered (e.g., for the 2015 award, must have defended in the 2014-15 academic year).
 - Students must be in good standing with the program in order to be considered.
- **Process:**
 - During student evaluations at the end of Summer term, the committee will identify all students who successfully defended their dissertations in the past academic year (September 1 – August 31).
 - The abstracts of these students' dissertations will be evaluated for clarity of purpose, quality of research method and design, and potential for research and/or clinical implications. Abstracts will be rank-ordered based on this initial review.
 - Students with the top three abstracts will be asked to submit the journal-ready manuscript(s) of their dissertation (which is already part of the program's graduation requirements) for review. The student must be first author on this manuscript. If a student does not provide the submission-ready manuscript, the brief manuscript from the next highest ranked abstract will be solicited until three students with submission ready manuscripts have been identified.
 - The journal-ready manuscript will be evaluated by a subcommittee of the Research Committee. The subcommittee:
 - Will consist of individuals with no conflict of interest (e.g. serving on a nominated dissertation committee); and
 - Will ideally involve early-career individuals as a way for them to become familiar with our program's approach to dissertations.
 - Submissions will be rated on the following (see Rating Form for more detail):
 - Clarity of purpose and rationale, quality of method and research design, appropriateness of statistics and results, and potential contribution of conclusions, implications and/or applications; and
 - Evidence of student independence and initiative
 - The submission with the highest rating will win. The winner will be announced at Fall Social (October or November).
- **Award:**
 - Certificate
 - Monetary award (The award includes a donated cash award of up to \$500, pending available funds)
- **Benefits:**
 - Provides opportunity to recognize research excellence
 - Provides additional motivation to students to carry out a high-quality project and to complete the journal-ready manuscript in a timely manner
 - Provides the winning student with an additional way to distinguish themselves during the early-career job search
 - Allows opportunities for additional faculty involvement
 - Allows junior faculty the opportunity to evaluate research and become familiar with the dissertation process, which may be helpful as they begin to mentor research students
 - Allows for recognition of the contribution of the mentor and committee involved in the winning dissertation

Outstanding Dissertation Award – Abstract Review

Outstanding Dissertation Award Abstract Review

Student: _____ Chair: _____

Section A (to be completed by dissertation chair)

Dissertation Option (for complete descriptions, please see W:\Clinical Psychology Courses\Dissertation Resources):			
<input type="checkbox"/> One (traditional)			
<input type="checkbox"/> Two (journal-ready article supplemented by additional chapters)			
<input type="checkbox"/> Three (two related journal-ready articles supplemented by background and general discussion sections)			
Source of dissertation data	<input type="checkbox"/> EXISTING DATABASE ₁	<input type="checkbox"/> COLLECTED OWN DATA ₃	<input type="checkbox"/> COMBINATION ₂
In general, how would you describe the statistical approach?	<input type="checkbox"/> BASIC ₁ (e.g., t-test, anova)	<input type="checkbox"/> INTERMEDIATE ₂ (e.g., moderator analysis)	<input type="checkbox"/> ADVANCED ₃ (e.g., path analysis)
Did the student obtain his/her own funding or assist in the grant submission to fund his/her own study?	<input type="checkbox"/> NO ₁	<input type="checkbox"/> YES ₂	
Level of independence in statistical analysis (i.e., consider degree of involvement from a statistician, etc).	<input type="checkbox"/> Adequate ₁	<input type="checkbox"/> Good ₂	<input type="checkbox"/> Exceptional ₃
Rate your impression of this student's overall initiative, independence, and mastery of the study.	<input type="checkbox"/> Adequate ₁	<input type="checkbox"/> Good ₂	<input type="checkbox"/> Exceptional ₃

Abstract Criteria: Submissions must include an APA-style abstract (word limit=300). Abstracts lacking sufficient information with which to judge the following criteria will not be considered.

Note: Students with Option 3 may choose to a) select one of their two studies for award consideration or b) submit an abstract that combines the two studies (word limit=375).

Section B (to be completed by Research Committee)

Background describes relevance of study and conveys a clear rationale or persuasive argument.	<input type="checkbox"/> Inadequate ₀ <input type="checkbox"/> Adequate ₁ <input type="checkbox"/> Good ₂ <input type="checkbox"/> Exceptional ₃		
Research questions relate to background and are clearly stated.	<input type="checkbox"/> YES ₁		<input type="checkbox"/> NO ₀
Hypotheses specified.	<input type="checkbox"/> YES ₁		<input type="checkbox"/> NO ₀
Participants clearly described.	<input type="checkbox"/> YES ₁		<input type="checkbox"/> NO ₀
Methods clearly described.	<input type="checkbox"/> YES ₁		<input type="checkbox"/> NO ₀
Key data relevant to research questions clearly presented.	<input type="checkbox"/> YES ₁		<input type="checkbox"/> NO ₀
Limitations noted.	<input type="checkbox"/> YES ₁		<input type="checkbox"/> NO ₀
Implications of results are stated and emphasize how study findings are clinically meaningful.	<input type="checkbox"/> Inadequate ₀ <input type="checkbox"/> Adequate ₁ <input type="checkbox"/> Good ₂ <input type="checkbox"/> Exceptional ₃		
Innovation/complexity	<input type="checkbox"/> Inadequate ₀ <input type="checkbox"/> Adequate ₁ <input type="checkbox"/> Good ₂ <input type="checkbox"/> Exceptional ₃		
Clarity of writing	<input type="checkbox"/> Inadequate ₀ <input type="checkbox"/> Adequate ₁ <input type="checkbox"/> Good ₂ <input type="checkbox"/> Exceptional ₃		

Score: Section A: ___/14 Section B: ___/18

N3. Outstanding Intern Award Criteria

Division of Psychology Outstanding Intern Award Criteria

In 2012, the Division of Psychology established the Outstanding Intern Award to be awarded annually. This award will be given to a clinical psychology intern who has demonstrated excellence in the areas of clinical acumen, collaboration with team members, and professional integrity and ethical behavior.

The recipient of this award will be chosen based on the following criteria:

Clinical Skill:

Excellence in clinical assessment and diagnosis.

Excellence in psychological interventions.

Excellence in knowledge and sensitivity to issues of individual and cultural diversity.

Collaboration:

Significant contributions to the agency's service mission.

Outstanding ability to work with others from all levels and disciplines within the organization.

Integrity:

Demonstrates respect for and sensitivity to others.

Shows reliability and trustworthiness in all clinical responsibilities.

Award process:

Internship site supervisors will be asked to submit nominations based on the above criteria. Steering Committee members will review nominations and materials submitted and select the recipient.

N4. Rush C. Williams Award For Diversity and Inclusion Criteria

Division of Psychology
Rush C. Williams Award for Diversity and Inclusion

Dr. Rush C. Williams received his PhD in clinical psychology in 2015 at UT Southwestern Medical Center, where he served as Co-Chief Resident in his last year of the program. His dissertation examined the effect of military sexual trauma and PTSD on quality of life and psychiatric comorbidity in US veterans. He completed postdoctoral fellowship training at the VA Medical Center in Washington DC, where he focused on clinical health psychology and HIV. Upon completion of his fellowship, he joined the faculty at Columbia University where he continued working with veterans as well as LGBT individuals.

Dr. Williams was a talented vocalist, with a Bachelor of Music degree at Illinois Wesleyan University and Master of Music degree at the University of Minnesota. He was an accomplished opera singer prior to shifting his career to psychology, which began in New York City working in the area of HIV risk reduction, stigma, and coping. Dr. Williams had a passion for making everyone he encountered feel included and valued, a trait that he brought to Dallas and endeared him to those around him. His compassion and conviction for inclusiveness fostered an atmosphere of hospitality, safety, and respect that undoubtedly facilitated his work as a therapist. He possessed a keen wit, which he generously shared for timely levity that brightened every room he entered.

Despite his approachability, Dr. Williams did not shy from uncomfortable issues and was often the proponent of change in unjust situations. Ever willing to push boundaries, he was not satisfied with the status quo and challenged those around him to be better in the face of inequality. He concerned himself with making a difference in people's lives and served as a natural role model for other students, particularly related to acceptance, cultural diversity, and leadership.

In Dr. Williams' own words to his colleagues, friends, and family:

"I wonder if today you might take a moment (or 20) to reflect on how you might share your generosity of spirit; share your love with the world. Help an old lady cross the street, sign a petition, stand up for the rights of your brothers and sisters in this world (human or otherwise), buy a cup of coffee for a stranger, smile at someone on the train (I know that's a big ask). It would mean a lot to me today, and I will promise to do the same. Peace and love, always."

Dr. Williams died from cancer on December 21, 2018 at the age of 41, but his indelible impact remains and lives on in multiple ways. One such way is the Rush C. Williams Award for Diversity and Inclusion.

The UT Southwestern Medical Center Division of Psychology established the Rush C. Williams Award for Diversity and Inclusion. This annual award will be bestowed upon a graduate student from the clinical psychology doctoral program. The awardee will exhibit understanding, commitment, and passion for diversity and inclusiveness as demonstrated through clinical and research interests, building bridges between persons of different backgrounds, and engaging with the graduate student body and the community at large to promote a healthy dialogue about inclusiveness, equity, and compassion for all individuals.*

**Description of Dr. Williams composed by the graduating class of 2015*

Division of Psychology
Rush C. Williams Award for Diversity and Inclusion

The recipient of this award will be chosen based on the following criteria and should exhibit the following general description including an “Understanding, commitment and passion for diversity and inclusiveness as demonstrated through clinical activities and/or research.” Specifically the student should meet these specific criteria:

- **Advocacy** for diversity and inclusion:
 - The student demonstrates a commitment to raise awareness, promote health and access to care/services, and improve the lives of the underserved, diverse, and minority populations

- **Service** to others, including but not limited to
 - The Student body.
 - The UTSW Community and community at large.
 - Active in multicultural research or efforts that reduce stigma and improve health outcomes in underserved, diverse, and minority populations

- **Leadership** qualities which include:
 - Solid academic standing and scholarship.
 - Efforts to bring others together through collaborative projects to promote inclusiveness and build bridges between people from different backgrounds.

Note: Only include items that were accomplished while at UTSW.

Award process:

Nominations will be submitted for 3rd and 4th year graduate students. Nominations will be accepted from faculty, students, or self-nomination, based on the above criteria (see form attached). The Rush C. Williams Award for Diversity and Inclusion --ad hoc award committee members will review nominations and materials submitted and select the recipient.

Division of Psychology
Rush C. Williams Award for Diversity and Inclusion

Nomination Form

1. Name of nominee (3rd or 4th year student):

2. Name of person(s) making nomination:

Please discuss the graduate student's qualifications for the award based on the following criteria. Only include items that were accomplished while at UTSW:

Advocacy for diversity and inclusion:

The student demonstrates a commitment to raise awareness, promote health and access to care/services, and improve the lives of the underserved, diverse, and minority populations

Service to others, including but not limited to:

The Student body. The UTSW Community and community at large. Active in multicultural research or efforts that reduce stigma and improve health outcomes in underserved, diverse, and minority populations

Leadership qualities which include:

Solid academic standing and scholarship. Efforts to bring others together through collaborative projects to promote inclusiveness and build bridges between people from different backgrounds. Only include items that were accomplished while at UTSW.

Other comments: