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 2019

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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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

I. 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 Catalogue 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 2019, 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 life long 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 reflects 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.
2. To produce graduates who have specialized knowledge and entry-level practice skills 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 practice of health service psychology and a knowledge and sensitivity to individual and cultural diversity.

Guidelines and Regulations for Students and Interns:

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

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 a number of 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 W drive, 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. The Graduate School of Biomedical Sciences Policy on Students with Disabilities is available in **Appendix Q**. 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. These guidelines are included at the end of this handbook as an Addendum.

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 on-line 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 of 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.

II. 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
- Individuals who devote at least 50% of their professional time to program related activities

Associated Program 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 to teach a course, supervise, 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 activities of Division faculty and mentors. The Committee meets monthly and members are selected by the research committee awards the grade in the research apprenticeship for each semester in the third and fourth year of the program.

Committee for Recruitment and Retention of Minority Students and Faculty

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 Committee for the Recruitment and Retention of Culturally Diverse Students and Faculty 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.

III. ACADEMIC POLICIES

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 of time 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 the Appendix R.

The receipt of a C grade will trigger any one of a number of actions. Depending on such circumstances including the student's previous academic record, the nature of the course and the manner in which 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 option of the instructor and the program. Instructors are responsible for informing students of the grading policy in a given 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 at 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 particular 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 actually 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).

Leave of Absence

If personal circumstances may 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 a 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 of 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.

Students should take note of the fact that the graduate school has a statute of limitation of eight years to complete the PhD degree. 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 Catalogue, page 17). If not resolved the student must submit the grievance in writing within 5 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 5 business days. If the grievance is not satisfactorily resolved by the Dean, the decision may be appealed within 5 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."

IV. REGISTRATION

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 9 credit hours each Fall and Spring semesters and 6 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. 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 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 need determined by the Curriculum Committee.

In addition to the elective seminars provided by the Program, students are encouraged to use the academic resources of other departments/programs of UT Southwestern and of neighboring universities (e.g., University of Texas at Dallas, University of Texas at Arlington, Southern Methodist University, and University of North Texas). All offer a wide variety of educational experiences that are relevant to our students' education and training.

Monthly Activity Report

A redcap link will be sent to students to input their clinical activity for each month. The redcap link is sent at 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 at 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 at 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.

- **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 Coordinatorso the didacticcan 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 of 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 3 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 at 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 2 didactics in each competency area, and there will be at least 3 didactics for each competency.

Course Evaluations

In the last 2 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 and require a password to access. 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**.

V. 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 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 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 6 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. This time period corresponds to the half-time internship and is "set" to assure that each student obtains 1000 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).

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 3rd 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 placements 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 of 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.

VI. 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 the area of supervision.

One-on-One Mentorship

The focus of the peer mentorship program is to provide basic supervision skills to the 3rd year graduate students in the experience and practice of supervision, as well as to train the 2nd 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 3rd 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 3rd-year students are paired with an upcoming 2nd-year student. The 3rd years serve as individual mentors to the 2nd year students during their first year of clinical training at SWC.

The areas of focus for each PMP 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 note 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:
    - Supervisory relationship
    - What is supervision?
    - Models of supervision
    - Methods of supervision
    - Ethical considerations
    - 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.

VII. 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 student and faculty on the W drive.

<u>General Research Requirements</u>

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.

VIII. 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 opportunity to give program feedback.

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.

In the event that 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 of 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).

IX. 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 Education Coordinator who forwards the information to the Research Committee. The official appointment of a dissertation committee is approved by the Research Committee.

In matters of form, the Graduate School Catalogue 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.

Proposal Summary

The proposal summary is a two-page document that helps to ensure successful initiation of a dissertation project. The summary will be reviewed by a Sub-Committee of the Research Committee and will either be: a) approved with no, or minor, recommendations or b) asked to be revised and resubmitted.

Please limit your summary to two pages and include the following:

1. **Student Name and Mentor**
2. **Date Mentor Approved and Date Submitted**
3. **Title**

4. Path Option

- OPTION 1: "Traditional" dissertation – comprehensive literature review, methods, results, discussion, in addition to a journal-ready article due prior to time of graduation.

- OPTION 2: A journal-ready article that can be submitted for publication, supplemented by additional chapters and/or appendices that include the components of the more traditional dissertation:
  a) A comprehensive "Background" or "Introduction" section may be presented as a companion to the article in an initial chapter or in a detailed appendix. Demonstration of mastery of the literature may occur through a table listing all relevant studies and their key characteristics and findings, through an annotated bibliography, etc.
  b) Detailed information about results and discussion of findings that is not included in the journal-ready article is reported in appendices (i.e., full reports of major analyses; supplemental tables and findings).
  c) Full results of all analyses are included in appendices and discussed in the defense, even if not included in the final article.

- OPTION 3: a) Two or more related publications (at least one first-authored by student), possibly one as literature review, and a second one containing the primary results.
  b) Written overview with sections that tie the papers together (e.g., Background, Study 1, Study 2, General Discussion).
  c) Appendix for studies reviewed, additional references, analyses, etc.
  Aims, hypotheses, method sections are required for each proposed manuscript and proposal summary may be three pages.

5. Background/Rationale

Reviewers will be asked to evaluate this component of the dissertation summary with the following item:
Does the student provide a clear rationale/justification for the project? *(Will the research add to scientific knowledge or clinical practice? Will the research address a knowledge gap in the area? If successful, is there a reasonable chance that the results can be published?)*

Please be sure to include one to two sentences describing how your project fills a unique gap in the literature.

6. Primary Aims/Hypotheses

7. Methods/Primary Planned Analyses

Reviewers will be asked to evaluate this component of the dissertation summary with the following item:
Is the scope of the proposed research commensurate with a doctoral dissertation*? (Are the aims, data collection, and analyses achievable in the stated time frame? Will the completion of this project result in a strong foundation for the student with regard to the planning and conducting of research projects, including the development of advanced knowledge of the topic of interest, research design and statistical analyses?)*

8. Proposed Committee

Reviewers will be asked to evaluate this component of the dissertation summary with the following item:

Does the dissertation committee possess the needed expertise to assist the student in the successful completion of the dissertation? *(Are the appropriate content experts included? Is there a need for a statistician?)*

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 three 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 on line 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.

In addition to the electronic submission of the dissertation required by the graduate school, the student will be encouraged to provide a bound copy for the dissertation chairperson, a bound copy for the Division of Psychology, and other bound copies (either hard or softbound) to the other members of the committee and to any other institution which played a significant part in the dissertation research, for example, a hospital at which the data were collected.

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

1. Electronic submission **of the dissertation document in PDF format on line 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 the J3 of Appendix.
2. Original, completed, and signed in ink **Report of Final Oral Examination** form**.**
3. **Survey of Earned Documents** questionnaire for the National Research Council Study**.**
4. **Copyright disclaimer form.**
5. Receipt for **$120.00** graduation/diploma fee .

X. 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.

XI. 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 a 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 particular 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, high sense of responsibility, ethics, and approachability. A primary duty of the position is to facilitate communication between the student body and administrative faculty. 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 student FOCUS 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 in order 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, which includes video productions involving students and trainees. 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 two elected representatives (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 three 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. We meet monthly to discuss diversity as it relates to the practice of clinical psychology.

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 under-served 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 3 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.

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.

Photocopying facilities are available for students in the Division, along with a limited number of free copies per student (see **Appendix O**). There is a student computer lab within the Division of Psychology that houses multiple PCs and various popular software programs used by graduate students (e.g., Microsoft products and statistics software) in addition to 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.

XII. 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 in 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 most meritorious in these areas. The criteria for this scholarship can be found in **Appendix K**.

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

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.

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 M** 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 GSO has travel funds available to offset costs to students 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.

XIII. HISTORY OF GRADUATE TRAINING IN PSYCHOLOGY AT UT SOUTHWESTERN MEDICAL CENTER

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 affiliated pre-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

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 students progress, to tailor clinical training for individual students, 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.

>>Texas Psychologist, June 1990

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 texted 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

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APPENDIX A

PROGRAM FACULTY AND ADMINISTRATION

A1. CORE FACULTY

Munro Cullum, Ph.D., ABPP	Beth Kennard, Psy.D., ABPP	Richard C. Robinson, Ph.D.
Aleksandra Foxwell, Ph.D.	Laura Lacritz, Ph.D., ABPP	Shawn McClintock, Ph.D.

A2. ASSOCIATED PROGRAM FACULTY

Ted Asay, Ph.D.	Charlotte Haley, Ph.D.	Kimberly Roaten, Ph.D.
Joel R. Baskin, M.D.	Lana Harder, Ph.D., ABPP	Reed Robinson, Ph.D., ABPP
Katherine Bellone, Ph.D.	Laura Howe-Martin, Ph.D.	Heidi Rossetti, Ph.D., ABPP
Mary Bonsu, Psy.D.	Robin Jarrett, Ph.D., ABPP	Robert Ruchinskas, Psy.D., ABPP
Karen Brewer-Mixon, Ph.D.	James LePage, Ph.D.	Michael Selders, Ph.D.
David Denney, Ph.D.	Ben Lippe, Ph.D	Cheryl Silver, Ph.D.
Martin Deschner, Ph.D.	Deanna Liss-Clarke, Ph.D.	Sunita Stewart, Ph.D., ABPP
Suzanne Farmer, Ph.D.	Carlos Marques de la Plata, Ph.D.	Holly Stovall, Ph.D.
Michael Gottlieb, Ph.D., ABPP	Anushka Pai, Ph.D.	

A3. ADJUNCT FACULTY

Robert Aberg, Ph.D.	Clair Gioia, Ph.D.	Kristen Ohlenforst, Ph.D.
K. Chase Bailey, Ph.D.,	Brittany Hall, Ph.D.	John Pita, Ph.D.
Marie Bannister, Ph.D.	Celia Heppner, Psy.D.	Sara Pollard, Ph.D.
Laurie Bass-Wagner, Ph.D.	Leilani Hinton, Ph.D.	Radu Pop, Ph.D.
Jamie Becker, Ph.D.	Juli Hobdy, Ph.D.	Randall Price, Ph.D., ABPP
Katherine Bellone, Ph.D.	Alice Ann Holland, Ph.D., ABPP	Timothy Proctor, Ph.D., ABPP
Joan Berger, Ph.D.	Jennifer Hughes, Ph.D., MPH	Marc Rathbun, Ph.D.
Malcolm Bonnheim, Ph.D.	Robert Hughes, Ph.D.	Neil Ravella, Ph.D.
Anna Brandon, Ph.D.	Linda Hynan, Ph.D.	Wendy Ringe, Ph.D.
Sherwood Brown, M.D., Ph.D.	Lily Iteld, Ph.D.	Mona Robbins, Ph.D.
W. David Brown, Ph.D.	Berit Johnson, Ph.D.	Leslie Rosenstein, Ph.D.
Angela Canas, Ph.D.	Robert Kinney, Ph.D.	Eileen Santa-Sosa, Ph.D.
Thomas Carmody, Ph.D	Maurice Korman, Ph.D., ABPP	Lisa Schuster, Ph.D.
Gerald Casenave, Ph.D.	Laura Lamminen, Ph.D., ABPP	Celette Skinner, Ph.D
Cynthia Claassen, Ph.D.	Mary Anne Little, Ph. D.	Eric Smernoff, Ph.D.
Alexis Clyde, Ph.D., ABPP	Martin Lumpkin, Ph.D.	Carol Tamminga, M.D.
Carlos Davis, Ph.D.	Jaya Mathew, Ph.D.	Donna Tarver, M.S.S.W
Nyaz Didehbani, Ph.D.	Gayle Marshall, LCSW	Hillary Thomas, Ph.D.
Veronica Edgar, Ph.D., ABPP	Rycke Marshall, Ph.D.	Frank Trimboli, Ph.D., ABPP
Graham Emslie, M.D.	Dailyn Martinez, Ph.D.	Madhukar Trivedi, M.D.
H.M. Evans, Ph.D.	Kristine McCaslin, Psy.D.	Joseph Trombello, Ph.D.
Melissa Faith, Ph.D.	Andrew McGarrahan, Ph. D.	Mary Turner, Ph.D.
Noelle Fischer, Ph.D.	Toni McGarrahan, Ph.D.	Robrina Walker, Ph.D.
Alan Frol, Ph.D.	Rupa Naidu, Ph.D.	Nicholas Westers, Psy.D.
Julie Germann, Ph.D., ABPP	Carol North, M.D.	Alison Wilkinson-Smith, Ph.D., ABPP
		Kenneth Wise, Psy.D.

A4. STEERING COMMITTEE MEMBERS

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

** Indicates Committee Chairperson

A5. CLINICAL TRAINING COMMITTEE

Olufunke Awosogba, Ph.D.	Lana Harder, Ph.D., ABPP	Timothy Proctor, Ph.D, ABPP
K. Chase Bailey, Ph.D.	Celia Heppner, Psy.D.	Kimberly Roaten, Ph.D.
Marie Bannister, Ph.D.	Juli Hobdy, Ph.D.	Richard C. Robinson, Ph.D.**
Angela Canas, Ph.D	Beth Kennard, Psy.D., ABPP	Leslie Rosenstein, Ph.D.
C. Munro Cullum, Ph.D., ABPP	Laura Lacritz, Ph.D., ABPP	Robert Ruchinskas, Psy.D., ABPP
David Denney, Ph.D.	Deanna Liss-Clarke, Ph.D.	Michael Selders, Ph.D.
Martin Deschner, Ph.D.	Christian LoBue, Ph.D.	Sunita Stewart, Ph.D.
H.M. "Monty" Evans, Ph.D.	Kristine McCaslin, Psy.D.	Abbey Valvano, Ph.D.
Aleksandra Foxwell, Ph.D.		

A6. RESEARCH COMMITTEE

C. Munro Cullum, Ph.D., ABPP	Alice Ann Holland, Ph.D., ABPP	Shawn McClintock, Ph.D.**
Nyaz Didehbani, Ph.D.	Jennifer Hughes, Ph.D.	Richard C. Robinson, Ph.D.
H.M. Evans, Ph.D	Robin Jarrett, Ph.D., ABPP	Heidi Rossetti, Ph.D., ABPP
Julie Germann, Ph.D., ABPP	Beth Kennard, Psy.D., ABPP	Sunita Stewart, Ph.D., ABPP
Tracy Greer, Ph.D.	Laura Lacritz, Ph.D., ABPP	Kelli Triplett, Ph.D.
Lana Harder, Ph.D., ABPP	Carlos Marquez de la Plata, Ph.D.	Robrina Walker, Ph.D.

A7. COMMITTEE FOR THE RETENTION AND RECRUITMENT OF DIVERSE STUDENTS AND FACULTY
FACULTY COMMITTEE MEMBERS

Corinne Anton, Ph.D.	Beth Kennard, Psy.D., ABPP	Richard C. Robinson, Ph.D.
Olufunke Awosogba, Ph.D.	Laura Lacritz, Ph.D., ABPP	Eileen Santa-Sosa, Ph.D
Mary Bonsu, Psy.D.**	Andrew McGarrahan, Ph.D.	Michael Selders, Ph.D.
Veronica Edgar, Ph.D., ABPP	Mona Robbins, Ph.D.	Joseph Trombello, Ph.D., ABPP
Aleksandra Foxwell, Ph.D.	Robert Ruchinskas, Psy.D., ABPP**	

Committee includes student representatives

A8. CURRICULUM COMMITTEE

Dailyn Acosta, Ph.D.	Aleksandra Foxwell, Ph.D.	Sarah Reiner, Ph.D.
Jamie Becker, Ph.D.	Laura Howe-Martin, Ph.D. **	Richard C. Robinson, Ph.D.
Martin Deschner, Ph.D.	Beth Kennard, Psy.D., ABPP	

Committee includes student representatives

A9. INTERNSHIP SELECTION COMMITTEE

Aleksandra Foxwell, Ph.D.
Beth Kennard, Psy.D., ABPP
Laura Lacritz, Ph.D., ABPP
Richard C. Robinson, Ph.D.

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.

_____

_____

_____

_____

_____

_____

_____

Reviewed by: _____ Date: _____

UT Southwestern Medical Center

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

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 2019-2020

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	2	
		CLP 5354	Biological Aspects of Behavior	3	Semester Total: 16
	Spring	CLP 5462	Clinical Methods II & Laboratory	4	
		CLP	Developmental Aspects of Behavior Across the Lifespan	3	
		CLP 5358	Health Psychology	3	
		CLP	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	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	Elective TBA	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	3	Semester Total: 8
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	Elective TBA	3	
		CLP 5094	Research in Psychology	3	
		CLP 5091	Internship in Clinical Psychology	3	Semester Total: 9
	Summer	CLP	*Internship 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	**117**	

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 5255	Social Aspects of Behavior
CLP 5201	Clinical Assessment and Treatment of Substance Use Disorders
CLP 5281	Theories and Methods of Consultation, Supervision, and Program Development
CLP 5284	Cultural Diversity
CLP 5285-01	Evidence-Based Therapies*
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 5265	History and Systems of Psychology
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
CLP	Internship Research Project
CLP	Cognitive and Affective Aspects of Behavior
CLP	Developmental Aspects of Behavior Across the Lifespan

Electives

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 2020: Motivational Interviewing/Seeking Safety

Summer 2021: Cognitive Processing Therapy/Prolonged Exposure Therapy

Summer 2022: Dialectical Behavior Therapy/Integrative Behavioral Couples Therapy

Summer 2013: Interpersonal Therapy for Depression/Acceptance and Commitment Therapy

G1. CLINICAL PSYCHOLOGY COURSE EVALUATION FORM

UT Southwestern Medical Center

Graduate Program in Clinical Psychology
COURSE EVALUATION

Course:

- **CLP 5083 Clinical Conference**
- **CLP 5096 Directed Study**
- **CLP 5301 Independent Study**

Year/Instructor:

	Excellent	Good	Fair	Poor
The texts & readings for this course were:				
How interesting was this course to you?				
The amount you learned in this course was:				
Your overall rating of this course is:				

	Excellent	Good	Fair	Poor
The Instructor's mastery of the subject was:				
The Instructor's enthusiasm for the course (as shown by preparation for class, etc.) was:				
The Instructor's ability to communicate was:				
The Instructor's attitude toward students (reflected by willingness to answer questions, etc.) was:				
Your overall rating of the Instructor is:				

What aspects of this course were best or most helpful?

What aspects of this course were worst or least helpful?

What suggestions do you have that might improve this course?

Comments:

Submit

G2. MONTHLY CLINICAL 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: _____

Monthly Activity Report

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 Actvity Reports are due on the 10th of each month.

Name	_____
Year in the program	◯ 1 ◯ 2 ◯ 3 ◯ 4
Month completing activity report for	◯ September ◯ October ◯ November ◯ December ◯ January ◯ February ◯ March ◯ April ◯ May ◯ June ◯ July ◯ August
Academic Year	◯ 2017-2018 ◯ 2018-2019 ◯ 2019-2020 ◯ 2020-2021 ◯ 2021-2022 ◯ 2022-2023

Practicum/ Internship Activities (Primary Training Site)

Practicum/ Internship Training Site	_____
Primary Site Supervisior	_____

Please enter the hours of assessment you did with each population at your primary training site this month (DO NOT include Southwest Clinic).

Administration of test hours:	
Children	_____
Adults	_____
Scoring Interpretation/ Report Writing/ Feedback Hours:	
Children	_____

Adults

_____

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

_____

Adults

_____

Groups

_____

Families

_____

Couples

_____

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

_____

Group Supervision Hours

_____

Other Received Supervision Hours

_____
((unscheduled supervision included here))

Hours of consultations TO a member of treatment team, other providers, etc.

_____

Hours of consultations FROM a member of treatment team, other providers, etc.

_____

Southwestern Psychotherapy Clinic (SWC)

Primary SWC Supervisor

_____

Number of SWC clients you have seen this month (NOT including groups)

_____

Number of Individual Interventions (individual therapy sessions)

_____

Number of Group Interventions

_____

Please enter the hours of individual, scheduled supervision through SWC this month.

(Over the course of the year, you are required to obtain at least 50 hours of weekly individual, scheduled supervision for the SWC.)

Attended Scheduled Individual Supervision Hours

_____

((also includes testing supervision))

Group Supervision Hours

_____

Other Received Supervision Hours

_____

((unscheduled supervision included here))

Hours of consultations TO a member of treatment team, other providers, etc.

_____

Hours of consultations FROM a member of treatment team, other providers, etc.

_____

Administration of TESTING Hours:

Adults

_____

Scoring Interpretation/ Report Writing/ Feedback Hours:

Adults

_____

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

_____

Collateral Interviews

_____

1-on-1 interviews

_____

Individual Supervision Hours

_____

Group Supervision Hours

_____

Additional Practicum/Clinical Details/Comments

_____

Academic training activities for this month

_____
((Teacher Assisting, supervising other students, etc.))

Non-Internship Didactics you have attended this month
*Please include:
1) Host organization 2) Date 3) Presenter 4) Topic 5) Hours received

_____
(Do not include the Clinical Psychology Didactics Series on Thursday nights)

Confidential

Didactic Login Code

Please complete this Didactic registration to receive your attendance credit.

Thank you!

Psychology Didactic

Today's code

_____
(This field is case-sensitive)

Today's date and time

_____
(Select "Now" to autopopulate response)

Didactic Attendance

Please complete this Didactic registration to receive your attendance credit.

Thank you!

Psychology Didactic	
Last name	_____
First name	_____
Year in the program	○ 1 ○ 2 ○ 3 ○ 4
Your email adress	_____ (Please use UTSW email)
Competency of the Didactic you are attending today	○ 1. Research/Scientific Knowledge and Methods (Res) ○ 2. Ethical and Legal Standards (Eth) ○ 3. Individual and Cultural Diversity (Div) ○ 4. Professional Values and Attitudes (Prof) ○ 5. Communication and Interpersonal Skills (Comm) ○ 6. Assessment (Asmt) ○ 7. Intervention (Int) ○ 8. Supervision (Sup) ○ 9. Consultation and Inter-Professional/Interdisciplinary Skills (Cons)
Title of the Didactic you are attending today	○ What They Don't Teach You in Grad School: Developing and Marketing a Private Practice in Psychology ○ Psychology and Aging: Working with Older Adults ○ Working with Asian Americans: Stereotypes and Non-verbal Communication ○ Effective Leadership and Involvement in National Organizations ○ Advocacy for Psychologists ○ Quality vs. Quantity: An Intro to Qualitative Research for Psychology ○ Won't You Be My Research Mentor ○ Updates on the 2019 Texas Legislative Session ○ Feminist Supervision: An Integrative Approach to Supervision Theory ○ Research: Balancing Productivity and Sanity

UTSW Clinical Psychology Didactics Series Evaluation

Please complete the evaluation for the presentation you've just attended.

YOU WILL NOT RECEIVE DIDACTIC CREDIT IF YOU DO NOT COMPLETE THE EVAL.

Thank you!

1) Session date

_____ (M-D-Y)

2) Presenter Name(s)

- ○ Grant Holland, Ph.D. & Katie Croft-Caderao, Ph.D.
- ○ Daniela Vela, Ph.D.
- ○ Cressy Wang, Ph.D.
- ○ Laura Lacritz, Ph.D., ABPP
- ○ Andrew McGarrahan, Ph.D. & Ana El-Behadli, MA
- ○ Simon Lee, Ph.D.
- ○ Shawn McClintock, Ph.D.
- ○ Alice Ann Holland, Ph.D., ABPP
- ○ Ellen Greenwald, Ph.D.
- ○ K. Chase Bailey, Ph.D.

3) Title of Presentation

- ○ What They Don't Teach You in Grad School: Developing and Marketing a Private Practice in Psychology
- ○ Psychology and Aging: Working with Older Adults
- ○ Working with Asian Americans: Stereotypes and Non-verbal Communication
- ○ Effective Leadership and Involvement in National Organizations
- ○ Advocacy for Psychologists
- ○ Quality vs. Quantity: An Intro to Qualitative Research for Psychology
- ○ Won't You Be My Research Mentor
- ○ Updates on the 2019 Texas Legislative Session
- ○ Feminist Supervision: An Integrative Approach to Supervision Theory
- ○ Research: Balancing Productivity and Sanity

	Please rate how well the lecturer did the following:	Excellent	Good	Fair	Poor
4)	Relevance	○	○	○	○
5)	Specific to the competency	○	○	○	○
6)	Clarity of presentation	○	○	○	○
7)	Content of presentation	○	○	○	○
8)	Adequate time for questions and discussion	○	○	○	○
9)	Adequate time for questions and discussion Overall quality of session	○	○	○	○

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

11) Additional comments

Evaluation of Intern Competencies

Please complete the survey below.

Thank you!

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.

Your Intern's First Name	_____
Your Intern's Last Name	_____
Semester of Supervision	◯ Spring 2019 ◯ Summer 2019 ◯ Fall 2019 ◯ Spring 2020 ◯ Summer 2020 ◯ Fall 2020
Year in the Program	◯ 3 ◯ 4
Internship Site Name	_____
Supervisor Name	_____
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 = Exceeds what is expected of a trainee at this point in the program

4 = Consistently meets what is expected of a trainee at this point in the program

3 (MLA) = An area of growth that is developmental in nature and expected to improve with additional training and experience

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

At Mid-Internship (end of 3rd year) - require minimal guidance and structure in each competency.
At End-Internship (end of 4th year) - demonstrate substantially independent ability in each competency.

_____

I. Research/Scientific Knowledge and Methods

Goal: Demonstrates knowledge and competence in the ability to critically evaluate, apply, and disseminate research or other scholarly activities.

Mid-Internship - Minimal guidance and structure needed to critically evaluate and clinically apply research as well as to engage in scholarly activities.
End-Internship - Substantially independent ability to critically evaluate and clinically apply research as well as to engage in scholarly activities.

Objective: Knowledge base in research methods that are applicable to the clinical setting.

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

Objective: Ability to integrate science in the practice of psychology and evaluation of programs and outcomes

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

Objective: Disseminates scientific research in the internship site setting (e.g. case conference, presentation and or publication).

3. Demonstrates independent ability to critically evaluate and disseminate research or other scholarly activities.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

II. Ethical and Legal Standards

Goal: To produce graduates who have knowledge of and adhere to the APA ethical guidelines and principles, relevant legal and professional standards, and policies governing health service psychology at the local, state, regional, and federal levels.

Mid-Internship - Knowledge of relevant ethical, legal and professional standards and guidelines, but minimal guidance and structure required for ethical decision making.
End-Internship - Knowledge of relevant ethical, legal and professional standards and guidelines, and substantially independent ability to recognize and problem solve complex ethical dilemmas.

Objective: Knowledge of ethical, legal and professional standards and guidelines

4. Demonstrates knowledge and understanding of ethical principles and guidelines.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Objective: Ethical decision making and conduct

5. Integrates ethical and legal standards and values into clinical work, applies understanding of ethics and law to dilemmas, consistently follows through with plans developed in supervision related to legal issues.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

III. Individual and Cultural Diversity

Goal: Awareness, sensitivity and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics.

Mid-Internship - Minimal guidance and structure needed for awareness, sensitivity and skills in working with diverse populations.
End-Internship - Substantially independent regarding awareness, sensitivity and skills in working with diverse populations.

Objective: Understanding of current theoretical and empirical knowledge bases as they relate to addressing diversity in all professional activities

6. Recognizes the importance of cultural diversity in client/patient care, consultation services, and staff/team relationships and incorporates recognition and knowledge into practice.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Objective: Awareness of self and others as shaped by individual and cultural diversity and context

7. Demonstrates self-awareness and sensitivity to the perception of others toward his/her behavior. Able to appropriately understand and effectively interact with clients, peers, supervisors, and staff.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

IV. Professional values and attitudes

Goal: Demonstrates behavior and conduct that reflect the values and attitudes of psychology.

Mid-Internship - Behavior reflects integrity, professional deportment, accountability and welfare for others. Minimal guidance and structure needed to respond professionally in complex situations.
End-Internship - Behavior reflects integrity, professional deportment, accountability and welfare for others. Substantially independent ability to respond professionally in complex situations.

Objective: Behavior consistent with professional values of psychology

8. Readily accepts and performs assigned duties; seeks out opportunities to improve skills and knowledge base.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
9. Presents self in a professional manner through appearance/dress, composure, organization, and confidence, consistent with level of training.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
10. Demonstrates awareness of personal limitations and freedom from dysfunctional characteristics that have the potential to interfere with professional performance and/or ability to interact appropriately with clients, peers, supervisors, and staff.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
11. Seeks supervision when appropriate, arrives prepared for supervision and uses supervision time effectively.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
12. Accepts feedback in a non-defensive manner and implements feedback to make improvement in clinical practice.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

V. Communication and interpersonal skills

Goal: Demonstrates effective communication and interpersonal skills that are necessary for service delivery/activity/interaction.

Mid-Internship - Ability to develop and maintain effective relationships with a wide range of individuals. Minimal guidance and structure required to a) produce and comprehend communications that are informative, well-integrated and effectively utilize professional language and concepts as well as to b) manage difficult communications.
End-Internship - Ability to develop and maintain effective relationships with a wide range of individuals. Substantially independent ability to a) produce and comprehend communications that are informative, well-integrated and effectively utilize professional language and concepts as well as to b) manage difficult communications.

Objective: Effective communication and interactions with other professionals

13. Oral Communication: Communicates effectively with clients, peers, supervisors, staff, and referral sources.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
14. Written Communication: shows ability to write in a professional style that is clear and succinct.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

15. Interacts appropriately and shows respect for clients, peers, supervisors, and staff.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
16. Contributes appropriately and effectively in meetings and/or interdisciplinary staffing.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

VI. Assessment

Goal: Demonstrates competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology.

Mid-Internship - Ability to demonstrate knowledge of diagnostic classification systems, functional/dysfunctional behavior and conceptualize behavior within its social/cultural context. Minimal guidance and structure needed to select and apply assessment methods, interpretation of assessment results and communication of findings.
End-Internship - Ability to demonstrate knowledge of diagnostic classification systems, functional/dysfunctional behavior and conceptualize behavior within its social/cultural context. Substantially independent ability to select and apply assessment methods, interpretation of assessment results and communication of findings.

Objective: Knowledge of assessment methods

17. Demonstrates an understanding of assessment and relevant theories and research.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

Objective: Application of assessment methods

18. Makes defensible choice of evidence-based assessment instruments; administers and scores correctly.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
19. Interprets data accurately, demonstrating appropriate awareness for client demographic variables, including education, cultural status, etc.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

Objective: Accurate diagnostic skills

20. Clinical Interview: conducts clinical interviews in a manner consistent with training and experience.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
21. Diagnosis: demonstrates good knowledge of DSM criteria for diagnosis.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5
22. Formulation: able to incorporate multiple courses of data in order to formulate case conceptualization.	◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

Objective: Communication of assessment findings: report writing and feedback	
23. Reports are written clearly and succinctly. Referral questions and client needs are adequately addressed.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
24. Communicates assessment findings effectively to patient (or parent) in feedback session.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

VII. Intervention

Goal: Demonstrates competence in evidence-based intervention consistent with the scope of Health Service Psychology.

Mid-Internship - Ability to establish and maintain effective relationships with clients. Minimal guidance and structure needed to develop and implement evidence based intervention plans, apply relevant literature, modify approaches and evaluate effectiveness to adapt interventions.
End-Internship - Ability to establish and maintain effective relationships with clients. Substantially independent ability to develop and implement evidence based intervention plans, apply relevant literature, modify approaches and evaluate effectiveness to adapt interventions.

Objective: Knowledge of evidence based practice	
25. Demonstrates an understanding of evidence based interventions and relevant theories and research.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Objective: Intervention planning skills	
26. Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
27. Uses collaborative goal setting with patient to guide treatment planning.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5
28. Demonstrates adequate clinical judgment for level of training.	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Objective: Evidence based intervention implementation					
29. Establishes and maintains a working alliance with clients and families, communicates interest, caring and helpfulness in a professional manner.	○ 1	○ 2	○ 3	○ 4	○ 5
30. Shows flexibility using a variety of evidence-based treatment strategies to help clients work toward identified goals.	○ 1	○ 2	○ 3	○ 4	○ 5
31. Demonstrates both fidelity to and flexibility within empirical model.	○ 1	○ 2	○ 3	○ 4	○ 5
32. Crisis management: recognizes and effectively handles crises and emergencies; promptly seeks appropriate supervision.	○ 1	○ 2	○ 3	○ 4	○ 5

Objective: Progress evaluation/measurement based care					
33. Uses outcome measures therapeutically provides psycho-education on progress and collaborates with patient on modifications to treatment plan.	○ 1	○ 2	○ 3	○ 4	○ 5

VIII. Supervision

Goal: Demonstrates knowledge and ability to apply models and practices of supervision.

Mid-Internship - Demonstrate knowledge of supervision models and practices. Ability to apply this knowledge in direct or simulated practice with guidance.
End-Internship - Demonstrate knowledge of supervision models and practices. Ability to apply this knowledge in direct or simulated practice with minimal guidance.

Objective: Knowledge of roles and procedures					
34. Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise.	○ 1	○ 2	○ 3	○ 4	○ 5

Objective: Supervision skills development					
35. Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting.	○ 1	○ 2	○ 3	○ 4	○ 5
36. Sensitive to one's own supervisory style and its impact on the supervisee and patient care.	○ 1	○ 2	○ 3	○ 4	○ 5

IX. Consultation and interprofessional/interdisciplinary skills

Goal: Knowledge and application of consultation models and practices.

Mid-Internship - Demonstrate knowledge and respect for the roles and perspectives of other professionals and demonstrate knowledge of consultation models and practices. Minimal guidance and structure needed to apply this knowledge with individuals, families, other health care professionals or systems.
End-Internship - Demonstrate knowledge and respect for the roles and perspectives of other professionals and demonstrate knowledge of consultation models and practices. Substantially independent ability to apply this knowledge with individuals, families, other health care professionals or systems.

Objectives: Understanding of the role of the consultant

37. Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Objective: Skills in consultation

38. Effectively collects data (e.g. observation, interview), communicates recommendations, and is an effective member of the multidisciplinary team.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Free Text

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.)

PRIOR TO PRESSING SUBMIT, PLEASE BE SURE TO PRINT A COPY OF THE EVALUATIONS. IF ONE OF THE COMMENT FIELDS NEED TO BE EXPANDED, PLEASE EXPAND BEFORE PRINTING SO THAT ALL YOUR COMMENTS ARE VISIBLE. BOTH THE SUPERVISOR AND STUDENT SHOULD SIGN THE FORM ONCE PRINTED.

Supervisor's Signature

_____

Date Supervisor Signed

_____

Intern's Comments/Response:

_____

Intern Signature (Hand Written Signature Required)

_____

Intern Signed

_____

Reviewed by Clinical Training Committee
Signature and Date

_____

Form Status

Form Status

◯ Complete
◯ Not Completed

G6. GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY
RESEARCH EVALUATION BY MENTOR

Confidential

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.

1) Student Name _____

2) Semester
- ☐ Spring 2014
- ☐ Summer 2014
- ☐ Fall 2014
- ☐ Spring 2015
- ☐ Summer 2015
- ☐ Fall 2015
- ☐ Spring 2016
- ☐ Summer 2016
- ☐ Fall 2016
- ☐ Spring 2017
- ☐ Summer 2017
- ☐ Fall 2017
- ☐ Spring 2018
- ☐ Summer 2018
- ☐ Fall 2018

3) Research Mentor Name _____

4) Year in Program
- ☐ 3
- ☐ 4
- ☐ ABD

5) On average, how many hours per week do you and your mentee meet together (include individual and team meetings)? _____

6) On average, how many hours per week does your mentee spend in research activities? (General: On-site in Laboratory Activities/Research Team Meetings) _____

7) On average, how many hours per week does your mentee spend in research activities? (Dissertation: Writing, Literature searches) _____

8) 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.

[Inline Image: "Recommended Timeline_Research - crop.jpg"]

Progress to Date

	Complete	Working steadily	Working sporadically	Not yet started	Goal for next semester
9)					

projectredcap.org REDCap

	Identify Topic	☐	☐	☐	☐	☐
10)	Written Literature Review	☐	☐	☐	☐	☐
11)	Dissertation Committee Selected	☐	☐	☐	☐	☐
12)	Methods: Identify Sample & Design	☐	☐	☐	☐	☐
13)	Written Methods Section	☐	☐	☐	☐	☐
14)	Proposal Summary Submitted	☐	☐	☐	☐	☐
15)	Oral Proposal	☐	☐	☐	☐	☐
16)	Data Collection	☐	☐	☐	☐	☐
17)	Statistical Analyses	☐	☐	☐	☐	☐
18)	Results and Discussion	☐	☐	☐	☐	☐
19)	Oral Defense	☐	☐	☐	☐	☐
20)	Submission-Ready Manuscript (based on dissertation)	☐	☐	☐	☐	☐
21)	Poster Presentation (1st author)	☐	☐	☐	☐	☐
22)	Co-author on Manuscript/Grant	☐	☐	☐	☐	☐

23) Please list dissertation topic, if identified: _____

24) 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.

EVALUATION OF PROFESSIONALISM, ABILITY TO COLLABORATE, AND BASIC SKILLS.

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY	N/A
25) Work ethic and motivation	☐	☐	☐	☐	☐	☐
26) Professional integrity	☐	☐	☐	☐	☐	☐
27) Receptive to suggestions; responds well to feedback	☐	☐	☐	☐	☐	☐
28) Incorporates constructive and useful critiques into their work	☐	☐	☐	☐	☐	☐
29) Knowledge base in area of interest	☐	☐	☐	☐	☐	☐
30) Critical thinking skills; ability to evaluate and integrate the literature	☐	☐	☐	☐	☐	☐
31) Research methodology and analysis skills	☐	☐	☐	☐	☐	☐
32) Oral communication skills	☐	☐	☐	☐	☐	☐
33) Written communication skills	☐	☐	☐	☐	☐	☐
34) Ability to work well with research team	☐	☐	☐	☐	☐	☐

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

	Acceptable for level of training	Not acceptable for level of training
35) Demonstrates an understanding of application of research tools and design	☐	☐
36) Demonstrates competency in oral and written presentations in the science of psychology	☐	☐

37) Additional Comments: _____

38) Remediation Plan (if necessary): _____

39) Student comments (if desired): _____

[Inline Image: "stop1.jpg"]

PRIOR TO PRESSING SUBMIT, PLEASE BE SURE TO PRINT A COPY OF THE EVALUATIONS. IF ONE OF THE COMMENT FIELDS NEED TO BE EXPANDED, PLEASE EXPAND BEFORE PRINTING SO THAT ALL YOUR COMMENTS ARE VISIBLE. BOTH THE SUPERVISOR AND STUDENT SHOULD SIGN THE FORM ONCE PRINTED.

40) Research Supervisor Signature/Date _____

41) Student Signature/Date _____

42) Reviewed by Research Committee Signature _____

43) Date Reviewed by Research Committee _____

Clinical Supervisor Evaluation Form

Page 1 of 2

UT SOUTHWESTERN MEDICAL CENTER

Graduate Program and Internship in Clinical Psychology

CLINICAL SUPERVISOR EVALUATION

Supervisor to be evaluated:

Rating Period (Academic Year):

Student Level:

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

PROFESSIONAL ROLE MODEL

	Excellent	Very Good	Good	Fair	Poor	Unacceptable
1. Displays Positive Professional Interaction: respectful, tactful, honest, team approach, open communication.	○	○	○	○	○	○
2. Demonstrates Appropriate Clinical Attitudes: emphasizes importance of patient care including concern for whole patient, sympathetic detachment, respect for patient, interdisciplinary team approach.	○	○	○	○	○	○
3. Is Readily Available: sufficient time provided for supervision, appointments kept, calls returned and available in emergencies.	○	○	○	○	○	○

Comments:

SUPERVISORY TECHNIQUE

	Excellent	Very Good	Good	Fair	Poor	Unacceptable
4. Sets Clear Goals and Expectations: for written records (including progress reports), clinical presentations and therapeutic interventions.	○	○	○	○	○	○
5. Displays Positive Supervisory Attitudes: interested, takes teaching seriously, is constructive, demonstrates enthusiasm, interested in teaching.	○	○	○	○	○	○
6. Teaches Clinical Problem Solving: discusses differential diagnosis and evaluative issues, case formulation, treatment strategies, crisis management and ethical issues.	○	○	○	○	○	○
7. Uses Effective Supervisory Style: emphasizes important points, tailor's to student's level, translation of theoretical conceptualizations into specific procedures enhanced.	○	○	○	○	○	○
8. Stimulates Learning: responds to questions, directs to appropriate resources, encourages active discussions, interested in and responsive to student feedback.	○	○	○	○	○	○
9. Provides Feedback: tailors feedback to trainee's expertise, focuses on strengths and weaknesses, provides concrete suggestions for improvement or remediation.	○	○	○	○	○	○
10. Encourages Appropriate Degree of Independence: facilitates discussion of diverse viewpoints of case material, supports autonomy.	○	○	○	○	○	○

Comments:

CLINICAL APPROACH

	Excellent	Very Good	Good	Fair	Poor	Unacceptable

http://www4.utsouthwestern.edu/cgi-bin-iis/remark5/rws5.pl?FORM=clinical_supervisor_eval&UID=ffffffff152ddfef 2/9/2018

Clinical Supervisor Evaluation Form

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11. Demonstrates up-to-date knowledge in Clinical Psychology and related disciplines.	○	○	○	○	○	○
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	○	○	○	○	○	○
13. Is readily available: sufficient time provided for supervision, appointments kept, calls returned and available in emergencies.	○	○	○	○	○	○

Comments:

Discussion

Was there a problem between you and your supervisor?

If "yes" describe the problem:

Did you address the problem with the supervisor?

If addressed with the supervisor, how satisfied were you with the way it was handled?

Comments

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

Please list ways in which this Supervisor could have enhanced the training experience.

Reset Submit

If you have any questions or problems please email psychtrng@utsouthwestern.edu

http://www4.utsouthwestern.edu/cgi-bin-iis/remark5/rws5.pl?FORM=clinical_supervisor_eval&UID=ffffffff152ddfef 2/9/2018

G8. GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY
STUDENT EVALUATION OF RESEARCH MENTOR

Mentor Name:

I. On average, how many times per month do you meet in-person with your mentor?
0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6+□

II. On average, how many times per month do you communicate (e.g. phone, e-mail) with your mentor?
0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6+□

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

Comments

1. Were there any issues between you and the mentor? If yes, please explain:

2. Did you address any issues with the mentor? If yes, how satisfied were you with the result?

3. Please list ways in which your mentor was most helpful:

4. Please list ways in which your mentor could have enhanced the research experience:

5. Do you have any additional comments?

G9 STUDENT EVALUATION OF CLINICAL PLACEMENT SITE

CLINICAL PLACEMENT EVALUATION

Please complete an evaluation for each clinical placement that you have been assigned during this year.

Clinical Placement Location:
Year:
Description of Responsibilities (total must equal 100):

1. What percentage of your time was spent doing assessments?	
2. What percentage of your time was spent performing interventions?	
3. What percentage of your time was spent in consultation?	
4. What percentage of your time was spent on training/supervision?	
5. What percentage of your time was spent on other activities?	
6. What percentage of the population that you serviced were children?	
7. Please provide a brief description of your responsibilities?	

Ratings of Placement

Please rate the following on a scale from 1 to 10. (Place an "X" in the appropriate box). "1" equals extremely unsatisfactory and "10"equals extremely satisfactory.

1. Time spent in supervision at this placement.

1	2	3	4	5	6	7	8	9	10

2. Availability of placement supervisors.

1	2	3	4	5	6	7	8	9	10

3. Expectations and responsibilities of placement made clear.

1	2	3	4	5	6	7	8	9	10

4. Clinical knowledge and skills conveyed and taught at an appropriate level.

1	2	3	4	5	6	7	8	9	10

5. Ethical problems addressed and handled appropriately.

1	2	3	4	5	6	7	8	9	10

6. Rationale and underlying principles for procedures clearly explained.

1	2	3	4	5	6	7	8	9	10

7. Theoretical perspective influenced/impacted clinical work.

1	2	3	4	5	6	7	8	9	10

8. Appropriate balance of structure and autonomy given current level of training.

1	2	3	4	5	6	7	8	9	10

9. Flexibility of placement considering alternative viewpoints.

1	2	3	4	5	6	7	8	9	10

10. Regular and useful feedback provided about student's performance.

1	2	3	4	5	6	7	8	9	10

11. Training of student taken seriously.

1	2	3	4	5	6	7	8	9	10

12. The placement encourages student enthusiasm about training.

1	2	3	4	5	6	7	8	9	10

13. Conflicts or problems of student handled appropriately.

1	2	3	4	5	6	7	8	9	10

14. Sense of contribution to population being served.

1	2	3	4	5	6	7	8	9	10

15. Integration as member of staff/treatment team.

1	2	3	4	5	6	7	8	9	10

16. Overall impression of placement.

1	2	3	4	5	6	7	8	9	10

17. Please provide additional comments about your experience at this placement.

Rating of program

1. **At this placement, did you experience what you would consider a significant problem?**

   If yes, what kind?

2. **If yes to item #1, did the program become involved?**

3. **If yes to item #2, were you satisfied by the program's response?**

1	2	3	4	5	6	7	8	9	10

Confidential

Placement and Supervisor Preference Form

Please complete the survey below.

Thank you!

1)	Name (First Last)	_____
2)	Today's date	_____ (Select "Today" from right side)
3)	Current Year in Program	◯ 1st (applying for practicum) ◯ 2nd (applying for internship, year 1) ◯ 3rd (applying for internship, year 2)
4)	Current Practicum/Internship Site (N/A if not applicable)	_____
5)	Past Practicum/Internship Site (N/A if not applicable)	_____
	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)	☐ Community Mental Health Center ☐ Forensic/Justice Setting, Adult ☐ Forensic/Justice Setting, Child ☐ Department Clinic ☐ Inpatient PsychiatricHospital, 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 Specificy

_____

12) Training Interests (check all that apply)

- ☐ Community Mental Health Center
- ☐ Forensic/Justice Setting, Adult
- ☐ Forensic/Justice Setting, Child
- ☐ Department Clinic
- ☐ Inpatient PsychiatricHospital, 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)

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

14) If other, please specifiy:

_____

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

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

16) If other, please specify:

_____

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

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

18) If other, please specify:

_____

19) Please list specific training goals:

_____

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

20) Placement 1: _____

21) Placement 2: _____

22) Placement 3: _____

Please rank your top THREE preferences for SWC supervisor:

23) Supervisor 1: _____

24) Supervisor 2: _____

25) Supervisor 3: _____

G11. GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY
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

G12. ANNUAL ADVISORY REVIEW

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 _____

_____

_____

_____

_____

_____

_____

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.

_____

_____

_____

_____

_____

_____

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

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 (2-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.

<u>Recruitment of Subjects</u>
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.

<u>Availability of Necessary Resources</u>
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.

<u>Time Frame of the Project</u>
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 3rd, 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: W:\Graduate School\Division of Clinical Science\DCS_Clinical Psychology\Research

• OPTION 2: A journal-ready article that can be submitted for publication, supplemented by additional chapters and/or appendices that include the components of the more traditional dissertation. As of July 1st, 2015, the article is required to be first-authored by the student unless approved by the Research Committee.
a) A comprehensive Background section is presented as a companion to the article in an initial chapter. Demonstration of mastery of the literature may occur through a table listing all relevant studies and their key characteristics and findings, through an annotated bibliography, etc.
b) Full results of all analyses are included in appendices and discussed in the oral dissertation defense, even if not included in the final article (i.e., full reports of major analyses, supplemental tables and findings).
c) This option requires the proposal summary, oral proposal meeting and oral dissertation defense.
d) 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

• OPTION 3:
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

H2. PROPOSED DISSERTATION PROJECT SUMMARY: OVERVIEW AND COMMITTEE

Presented to the Psychology Research Committee by:_____
Date: _____

Title of Project:

Background/ Rationale:

Primary Aims:

Methods

Subjects (source, N, prospective/retrospective, etc):

Primary planned analyses

Main hypotheses:

Proposed Committee (indicate role of each on committee):

1. (Chair)
2.
3.
4.
5.

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)
[name]

_____
[name]

_____
[name]

_____
[name]

_____
[name]

ENDORSED _____
Betsy D. Kennard, Psy.D.
Chairman

H4. 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 5 official members on your dissertation committee. 4 of the 5 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 6 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 submitted **electronically** on **on-line**. 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 **$120.00** 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)

_____ $120 for diploma students

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

Student ID# Number		*Today's Date*
Print name as documented in Registrar record		*Personal Email Address (Yahoo, Hotmail, Gmail, etc.)*
Address after graduation		**Permanent Address**

Degree sought (Ph.D./MD/PhD/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 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)

_____
(typed name)

_____
(typed name)

_____
(typed name)

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

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

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_____
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 UTSWMC 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		
	Reduced-fee psychotherapy by community providers for students (available upon request)	Student Health Service
		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
	Individual voicemail boxes	Libraries on North and South Campus with computer facilities and training available
		Dept of Clinical Sciences Statisticians
Financial Support		
	Dean's Competitive Scholarship Research and Teaching apprenticeships available.	Financial Aid Office

Recreation		
	Psychology Student Faculty Fall Social	Bryan Williams MD Student Center
	Psychiatry Department Holiday Social	Intramural Sports
	Family Field Day	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	EEOC Office
		Student Assistance Committee in Graduate School
Consultation		
	Didactic Seminars (Master Clinician Case Conferences)	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)
	Annual Children's Medical Center Cultural Diversity Fellowship (1st year students applicable)	Graduate Student Organization (GSO) Travel Scholarships

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 21st)
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 07, 2018. 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

CastleBranch

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

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, when 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 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): ___One (traditional) ___Two (journal-ready article supplemented by additional chapters) ___Three (two related journal-ready articles supplemented by background and general discussion sections)			
Source of dissertation data	___EXISTING DATABASE$_1$	___COLLECTED OWN DATA$_3$	___COMBINATION$_2$
In general, how would you describe the statistical approach?	___BASIC$_1$ (e.g., t-test, anova)	___INTERMEDIATE$_2$ (e.g., moderator analysis)	___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?	___NO$_1$	___YES$_2$	
Level of independence in statistical analysis (i.e., consider degree of involvement from a statistician, etc).	___Adequate1	___Good2	___Exceptional3
Rate your impression of this student's overall initiative, independence, and mastery of the study.	___Adequate1	___Good2	___Exceptional3

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.	___Inadequate0 ___Adequate1 ___Good2 ___Exceptional3	
Research questions relate to background and are clearly stated.	___YES$_1$	___NO$_0$
Hypotheses specified.	___YES$_1$	___NO$_0$
Participants clearly described.	___YES$_1$	___NO$_0$
Methods clearly described.	___YES$_1$	___NO$_0$
Key data relevant to research questions clearly presented.	___YES$_1$	___NO$_0$
Limitations noted.	___YES$_1$	___NO$_0$
Implications of results are stated and emphasize how study findings are clinically meaningful.	___Inadequate0 ___Adequate1 ___Good2 ___Exceptional3	
Innovation/complexity	___Inadequate0 ___Adequate1 ___Good2 ___Exceptional3	
Clarity of writing	___Inadequate0 ___Adequate1 ___Good2 ___Exceptional3	

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

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.

APPENDIX N

University of Texas Southwestern Medical Center

Graduate School of Biomedical Sciences

Policy on Students with Disabilities

Introduction

Purpose:

This policy details procedures related to graduate students with disabilities at the University of Texas Southwestern Medical Center. The policy:

- Defines key terms related to disabilities
- Describes guidelines to assess a student for a disability
- Details student, administrator, and support personnel responsibilities regarding the policy
- Notes categories of reasonable accommodations and their rationales
- Describes how students, faculty, and administrators will be informed of this policy

The policy affirms Southwestern's commitment to meet the needs of competitive and qualified candidates who are disabled without sacrificing the standards required by the school and its graduate school curriculum. The policy is designed to enhance collaboration among students with disabilities, faculty, administrators, and support personnel to insure that these students have the opportunity to attain their academic and professional goals.

Background

The Americans with Disabilities Act (ADA), enacted in July 1990, prohibits discrimination against a qualified individual with a disability on the basis of that disability. Title III of the ADA has elements that apply to the relationship between a student with a disability and educational institutions. To be considered qualified as a graduate student, the individual must have the necessary prerequisites and must be able to perform the essential functions (see Section III, Essential Functions). In addition, the individual may not have characteristics that pose a direct threat to the safety of him/her self or others. This also applies to a person who has a history of or is regarded as having such an impairment.

Definition of Terms

a. Disability: According to the Americans with Disabilities Act of 1990 (ADA), an individual has a disability if she/he has a physical or mental impairment that substantially limits a major life activity, has a record of such impairment, or is regarded as having such impairment. While some disabilities (e.g., spinal cord injury or blindness) may be readily observable, other disabilities may not be as obvious. For example, a psychologist must perform a specialized assessment to identify a learning disability, a type of disability that may specifically interfere with activities related to academic pursuits.
b. Learning Disability (as defined by the Rehabilitation Services Administration): "A disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken) or written language or nonverbal means" (RSA PPD-85-7, 1985, p.2). Learning disabilities may commonly be manifested in difficulties with reading, spelling, expression of ideas in writing, or performing mathematical problems.
c. Essential Functions: Basic abilities that a student must have to be able to complete the graduate school curriculum. Section III, below, contains the essential functions required for students entering UT Southwestern Graduate School of Biomedical Sciences.
d. Reasonable Accommodation: An adjustment or modification that allows the student with a disability equal access to participate in activities of a student in a graduate school program. Examples of reasonable accommodations include constructing ramps at the entrance of a building, installing amplification devices in a lecture hall, and providing additional time to complete examinations. Any reasonable accommodation should not cause undue hardship, financial or otherwise, to the graduate school.
e. Diagnostic Professional. An individual who possesses the skills, knowledge, and professional credentials to assess and diagnose a specific disability and make reasonable accommodations based on a specific disability.

Essential Functions:

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 student must be able to do to complete a graduate program curriculum. No student 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 do the following with respect to 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.

Accommodations

Accommodations are individually determined to fit the specific needs of a student with a disability. The documentation that a student provides to the graduate school to confirm a disability must contain specific recommendations designed to address that individual's needs related to the identified disability. Each recommended accommodation will be assessed by the graduate school and the institution's ADA Coordinator to insure it can be provided without undue hardship or excessive cost to the institution. Some general categories of accommodations and a rationale for each are presented below:

a. Accommodations that allow equal access to information presented in lecture format. *Rationale*: A student with a disability should have equal access to information that an instructor provides during class. A student needs to be able to obtain this information through some modality that circumvents the limitation created by his/her disability.
b. Accommodations that allow equal access to reference materials required for class. *Rationale*: A student with a disability should have equal access to books, periodicals, and other study materials that an instructor requires or assigns. A student needs to access this information through some modality that circumvents the limitation created by his/her disability.
c. Accommodations that allow equal opportunity to comprehend instructional material. *Rationale*: A student with a disability should have equal opportunity to understand the information that is presented. If a disability limits understanding when material is presented in the usual manner, alternative ways to impart the information and monitor comprehension should be offered.
d. Accommodations that allow equal opportunity to demonstrate what has been learned. *Rationale*: A student with a disability should have equal opportunity to demonstrate that he/she has learned the instructional material. If a disability limits the manner in which the student can communicate his/her knowledge, adjustments to the usual format should be made or other mechanisms that facilitate this communication should be available.

Responsibilities

a. Students with a disability will:
    i. Read this policy and follow its guidelines.
    ii. Provide to the graduate school a formal request for accommodation due to a disability and documentation of their disability from a qualified diagnostic professional. These materials should be provided to the Director of Graduate and Postdoctoral Affairs prior to enrollment or within 10 working days after being diagnosed with a disability to insure that their materials can be assessed and accommodations coordinated. The documentation must specify the disability, describe who determined the disability status, how the status was determined, and recommend reasonable ways to accommodate that student's disability within the context of the curriculum.
    iii. Inform the course director of the approved accommodation within the first week of a course so that the student and course director can coordinate the specified accommodation. The student will inform the course director using the Memo from the Graduate School to Course Director Verifying Disability and Listing Recommended Accommodation (See Appendix A.)
    iv. Meet with the Director of Graduate and Postdoctoral Affairs at least two weeks before their first/next course examination to verify that the recommended accommodation is implemented.
    v. Notify the Director of Graduate and Postdoctoral Affairs in writing within 24 hours of any problem/concern relating to the implementation of any recommended accommodation based on a disability. This time period allows the graduate school to investigate and deal with the situation.
b. The Director of Graduate and Postdoctoral Affairs will:
    i. Serve as the point of contact/referral for all matters related to students with disabilities.
    ii. Render the official decision about the appropriateness of an accommodation in writing to the student with copies provided to the other campus officials involved in the review process. This will be done after consultation with the campus professional who reviews the diagnosis and requested accommodation, the campus ADA coordinator, the Dean of the graduate school, and/or whoever else the Dean designates.
    iii. Provide admissions committee members with information about the Americans with Disabilities Act (ADA) as it relates to the admissions process, including the "dos" and "don'ts" relating to interviewing and selection of applicants.
    iv. As needed, coordinate training session for course directors pertaining to students with disabilities.
    v. Distribute copies of the policy to program chairs and for distribution to their course directors.
    vi. Seek appropriate campus resources to assess and validate each student’s documentation of a disability.
    vii. Use input from an entering student with a disability to identify additional activities, such as focused orientation sessions, that would help the student.
    viii. Send any materials related to a student's disability to the Registrar to be placed in the student's file. To insure confidentiality, strict adherence to the institutional policies regarding access to a student's file will be followed. The following specific items will be added to the file of a student with a disability:
        - A letter from the student specifying his/her disability and requesting accommodation due to that disability.
        - The student's evaluation for a disability from a qualified diagnostic professional.

- A memorandum from a qualified campus resource who assessed and validated a student's documentation of a disability.
- A record of accommodations made in courses.

c. Each course director will:
   i. As needed, brief faculty participating in the course on the policy pertaining to disabled students.
   ii. Discuss implementation of the recommended accommodations with the student. The student will initiate this discussion within the first week of a course to allow the coordination of the suggested accommodation.
   iii. Discuss any concerns related to the student's disability and recommended accommodations with the Dean of the graduate school.
   iv. Insure that recommended accommodation be implemented.

d. Campus professionals who review disability documentation for the institution will:
   i. Review the documents submitted by the student to verify a disability. Insure that a qualified professional, as judged by the professional's curriculum vitae, has assessed the student using the means accepted by professionals in that area. The documentation from the professional who assessed the student must specify the disability, describe how it was assessed, and suggested accommodations which meet the needs of the student and can be reasonably accommodated by the institution.
   ii. Respond to questions regarding assessment of disabilities and appropriateness of recommendations from the student with disabilities, the graduate school and course directors.
   iii. Write a letter describing the acceptability of the evaluation and the appropriateness of the recommendations to the Dean of the graduate school.

e. The University of Texas Southwestern Medical Center ADA Coordinator will:
   i. Communicate changes in law or institutional policy to the graduate school.
   ii. Review this policy annually to insure that it complies with the law and institutional policies.
   iii. Assess recommended accommodations for students with disabilities with the graduate school to insure that the accommodations can be made without undue hardship or financial strain upon the institution.

Assessment Guidelines for a Specific Learning Disability

a. Students who seek accommodations based on a specific learning disability must submit documentation to verify their eligibility for those accommodations under Section 504 of the Rehabilitation Act of 1973. Students are responsible for any and all costs associated with the assessment.

b. Students who are to be assessed for a specific learning disability after enrollment at UT Southwestern must review the guidelines below with the professional who will assess them. The guidelines are provided to help insure that the student's documentation of a specific learning disability meets the institution's and the National Board of Medical Examiner's requirements.
   i. Comprehensive Assessment. More than one test must be administered for the purpose of diagnosis. Minimally, domains to be addressed must include aptitude, achievement, and information processing. Other helpful areas, such as vocational interests and aptitudes, may be included in the assessment. The information related to each domain that is reported below is neither intended to be an exhaustive list, nor aimed to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.
      1. Aptitude. The Wechsler Adult Intelligence Scale - Revised (WAIS- R) with subtest scores is preferred. The Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale--Fourth Edition are acceptable.
      2. Achievement. Current levels of functioning in reading, mathematics, and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery - Revised; Tests of Achievement; Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults; or specific achievement tests such as the Test of Written Language -2(TOWL-2), Woodcock Reading Mastery Tests - Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test - Revised is NOT a comprehensive measure of achievement, and therefore, is not acceptable.
      3. Information Processing. Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; and processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.
   ii. Assessments must be current. In most cases assessments must be within the past three years, because it is in the student's best interest to have recent and appropriate documentation to serve as the basis of decision-making about specific accommodation needs in the fast-paced and information-rich graduate school learning environment. Exceptions to the three-year criterion will be decided on a case-by-case basis after consultation with a licensed psychologist.
   iii. Identification of a learning disability. There must be clear and specific evidence and identification of a learning disability. While individual "learning styles" and "learning differences" are important variables in learning, they in and of themselves do not constitute a learning disability.
   iv. Information required on diagnostic reports. All diagnostic reports must include the following specific information:
   - The assessor's name, degree, title, address, telephone number
   - The date(s) of assessment
   - The names and results of tests (i.e., scores)
   - The nature and effect of the learning disability
   - The student's academic strengths and weaknesses, and
   - Recommended compensation strategies and accommodations.
   v. Handling of the diagnostic report. The student must bring a photocopy of the diagnostic report to the graduate school. The diagnostic report is considered confidential information.

vi. Qualifications of Assessors. A licensed psychologist or learning disabilities diagnostician with experience in assessing adults must conduct the assessment.

c. If needed, the student and/or the professional should contact the Director of Graduate and Postdoctoral Affairs about questions concerning the guidelines. The Director may refer the diagnostician to the school's consulting psychologist or learning skills consultant.

Evaluation and Feedback

This policy addresses specific issues related to students with disabilities. Input from students, faculty, administrators, and support personnel is desired to improve the policy. Any person can discuss concerns/questions about or recommendations regarding the policy with the Dean of the Graduate School at any time. If there is a problem with the implementation of the policy, the Dean of the Graduate School can investigate the situation, identify the problem, and specify changes (including policy changes) to prevent the same problem from happening again.

Responsibility for Dissemination and Enforcement of this Policy

a. Prospective and current students are informed of the University's general policy against discrimination in the graduate school catalogue as follows:

> To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by The University of Texas System of any of its component institutions on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.
>
> It is the goal of The University of Texas Southwestern Medical Center that its campus be accessible to people with physical disabilities and free from unnecessary physical barriers. Individual requests for accommodations in the graduate school should be directed to the Director of Graduate and Postdoctoral Affairs.

b. The Director of Graduate and Postdoctoral Affairs will be responsible for addressing specific student, faculty, or administrator questions regarding students with disabilities.

c. The individual designated as the institution's ADA coordinator will inform the graduate school about any changes in the ADA so that appropriate changes in this policy can occur.

Attachment A

Sample Memo from Graduate School to Course Director Verifying Disability and Listing Recommended Accommodation

M E M O R A N D U M

FROM:

TO: {Student's Name}

DATE:

SUBJECT: Instructions for Students with Disabilities

The accommodation requested for your learning disability has been approved. Each of your course directors for each academic term will be informed that you have a disability and have been approved for the specific accommodation noted below. The directors will also be told not to disclose any information about your disability to anyone unless you specifically request it.

Nature of Disability	Approved Accommodation
Learning disability	Double-time on written examinations

Give a copy of this memo to the course director on the first day of that course. About one week before the examination the course director will give you a memorandum stating:

1. The accommodation that you will be provided,
2. The location at which the examination will be administered,
3. The date and time you are to report to the examination site,
4. The starting and ending times for the examination, and
5. Any prearranged special details.

If you have questions about the accommodations you are to receive contact Nancy McKinney, Director of Graduate and Postdoctoral Affairs at 214-648-8099.

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, 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.

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

University of Texas Southwestern Medical Center
Graduate School of Biomedical Sciences

Policy on Students with Disabilities

Introduction

Purpose:

This policy details procedures related to graduate students with disabilities at the University of Texas Southwestern Medical Center. The policy:

- Defines key terms related to disabilities
- Describes guidelines to assess a student for a disability
- Details student, administrator, and support personnel responsibilities regarding the policy
- Notes categories of reasonable accommodations and their rationales
- Describes how students, faculty, and administrators will be informed of this policy

The policy affirms Southwestern's commitment to meet the needs of competitive and qualified candidates who are disabled without sacrificing the standards required by the school and its graduate school curriculum. The policy is designed to enhance collaboration among students with disabilities, faculty, administrators, and support personnel to insure that these students have the opportunity to attain their academic and professional goals.

Background

The Americans with Disabilities Act (ADA), enacted in July 1990, prohibits discrimination against a qualified individual with a disability on the basis of that disability. Title III of the ADA has elements that apply to the relationship between a student with a disability and educational institutions. To be considered qualified as a graduate student, the individual must have the necessary prerequisites and must be able to perform the essential functions (see Section III, Essential Functions). In addition, the individual may not have characteristics that pose a direct threat to the safety of him/her self or others. This also applies to a person who has a history of or is regarded as having such an impairment.

Definition of Terms

f. Disability: According to the Americans with Disabilities Act of 1990 (ADA), an individual has a disability if she/he has a physical or mental impairment that substantially limits a major life activity, has a record of such impairment, or is regarded as having such impairment. While some disabilities (e.g., spinal cord injury or blindness) may be readily observable, other disabilities may not be as obvious. For example, a psychologist must perform a specialized assessment to identify a learning disability, a type of disability that may specifically interfere with activities related to academic pursuits.

g. Learning Disability (as defined by the Rehabilitation Services Administration): "A disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken) or written language or nonverbal means" (RSA PPD-85-7, 1985, p.2). Learning disabilities may commonly be manifested in difficulties with reading, spelling, expression of ideas in writing, or performing mathematical problems.

h. Essential Functions: Basic abilities that a student must have to be able to complete the graduate school curriculum. Section III, below, contains the essential functions required for students entering UT Southwestern Graduate School of Biomedical Sciences.

i. Reasonable Accommodation: An adjustment or modification that allows the student with a disability equal access to participate in activities of a student in a graduate school program. Examples of reasonable accommodations include constructing ramps at the entrance of a building, installing amplification devices in a lecture hall, and providing additional time to complete examinations. Any reasonable accommodation should not cause undue hardship, financial or otherwise, to the graduate school.

j. Diagnostic Professional. An individual who possesses the skills, knowledge, and professional credentials to assess and diagnose a specific disability and make reasonable accommodations based on a specific disability.

Essential Functions:

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 student must be able to do to complete a graduate program curriculum. No student 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 do the following with respect to these functions:

g. *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.

h. *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.

i. *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.

j. *Intellectual and Cognitive Abilities*: Candidates must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information.
k. *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.
l. *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.

Accommodations

Accommodations are individually determined to fit the specific needs of a student with a disability. The documentation that a student provides to the graduate school to confirm a disability must contain specific recommendations designed to address that individual's needs related to the identified disability. Each recommended accommodation will be assessed by the graduate school and the institution's ADA Coordinator to insure it can be provided without undue hardship or excessive cost to the institution. Some general categories of accommodations and a rationale for each are presented below:

e. Accommodations that allow equal access to information presented in lecture format. *Rationale*: A student with a disability should have equal access to information that an instructor provides during class. A student needs to be able to obtain this information through some modality that circumvents the limitation created by his/her disability.
f. Accommodations that allow equal access to reference materials required for class. *Rationale*: A student with a disability should have equal access to books, periodicals, and other study materials that an instructor requires or assigns. A student needs to access this information through some modality that circumvents the limitation created by his/her disability.
g. Accommodations that allow equal opportunity to comprehend instructional material. *Rationale*: A student with a disability should have equal opportunity to understand the information that is presented. If a disability limits understanding when material is presented in the usual manner, alternative ways to impart the information and monitor comprehension should be offered.
h. Accommodations that allow equal opportunity to demonstrate what has been learned. *Rationale*: A student with a disability should have equal opportunity to demonstrate that he/she has learned the instructional material. If a disability limits the manner in which the student can communicate his/her knowledge, adjustments to the usual format should be made or other mechanisms that facilitate this communication should be available.

Responsibilities

b. Students with a disability will:
    i. Read this policy and follow its guidelines.
    ii. Provide to the graduate school a formal request for accommodation due to a disability and documentation of their disability from a qualified diagnostic professional. These materials should be provided to the Director of Graduate and Postdoctoral Affairs prior to enrollment or within 10 working days after being diagnosed with a disability to insure that their materials can be assessed and accommodations coordinated. The documentation must specify the disability, describe who determined the disability status, how the status was determined, and recommend reasonable ways to accommodate that student's disability within the context of the curriculum.
    iii. Inform the course director of the approved accommodation within the first week of a course so that the student and course director can coordinate the specified accommodation. The student will inform the course director using the Memo from the Graduate School to Course Director Verifying Disability and Listing Recommended Accommodation (See Appendix A.)
    iv. Meet with the Director of Graduate and Postdoctoral Affairs at least two weeks before their first/next course examination to verify that the recommended accommodation is implemented.
    v. Notify the Director of Graduate and Postdoctoral Affairs in writing within 24 hours of any problem/concern relating to the implementation of any recommended accommodation based on a disability. This time period allows the graduate school to investigate and deal with the situation.
b. The Director of Graduate and Postdoctoral Affairs will:
    i. Serve as the point of contact/referral for all matters related to students with disabilities.
    ii. Render the official decision about the appropriateness of an accommodation in writing to the student with copies provided to the other campus officials involved in the review process. This will be done after consultation with the campus professional who reviews the diagnosis and requested accommodation, the campus ADA coordinator, the Dean of the graduate school, and/or whoever else the Dean designates.
    iii. Provide admissions committee members with information about the Americans with Disabilities Act (ADA) as it relates to the admissions process, including the "dos" and "don'ts" relating to interviewing and selection of applicants.
    iv. As needed, coordinate training session for course directors pertaining to students with disabilities.
    v. Distribute copies of the policy to program chairs and for distribution to their course directors.
    vi. Seek appropriate campus resources to assess and validate each student’s documentation of a disability.
    vii. Use input from an entering student with a disability to identify additional activities, such as focused orientation sessions, that would help the student.
    viii. Send any materials related to a student's disability to the Registrar to be placed in the student's file. To insure confidentiality, strict adherence to the institutional policies regarding access to a student's file will be followed. The following specific items will be added to the file of a student with a disability:
        - A letter from the student specifying his/her disability and requesting accommodation due to that disability.
        - The student's evaluation for a disability from a qualified diagnostic professional.

- A memorandum from a qualified campus resource who assessed and validated a student's documentation of a disability.
- A record of accommodations made in courses.

c. Each course director will:
   i. As needed, brief faculty participating in the course on the policy pertaining to disabled students.
   ii. Discuss implementation of the recommended accommodations with the student. The student will initiate this discussion within the first week of a course to allow the coordination of the suggested accommodation.
   iii. Discuss any concerns related to the student's disability and recommended accommodations with the Dean of the graduate school.
   iv. Insure that recommended accommodation be implemented.

d. Campus professionals who review disability documentation for the institution will:
   i. Review the documents submitted by the student to verify a disability. Insure that a qualified professional, as judged by the professional's curriculum vitae, has assessed the student using the means accepted by professionals in that area. The documentation from the professional who assessed the student must specify the disability, describe how it was assessed, and suggested accommodations which meet the needs of the student and can be reasonably accommodated by the institution.
   ii. Respond to questions regarding assessment of disabilities and appropriateness of recommendations from the student with disabilities, the graduate school and course directors.
   iii. Write a letter describing the acceptability of the evaluation and the appropriateness of the recommendations to the Dean of the graduate school.

e. The University of Texas Southwestern Medical Center ADA Coordinator will:
   i. Communicate changes in law or institutional policy to the graduate school.
   ii. Review this policy annually to insure that it complies with the law and institutional policies.
   iii. Assess recommended accommodations for students with disabilities with the graduate school to insure that the accommodations can be made without undue hardship or financial strain upon the institution.

Assessment Guidelines for a Specific Learning Disability

d. Students who seek accommodations based on a specific learning disability must submit documentation to verify their eligibility for those accommodations under Section 504 of the Rehabilitation Act of 1973. Students are responsible for any and all costs associated with the assessment.

e. Students who are to be assessed for a specific learning disability after enrollment at UT Southwestern must review the guidelines below with the professional who will assess them. The guidelines are provided to help insure that the student's documentation of a specific learning disability meets the institution's and the National Board of Medical Examiner's requirements.
   i. Comprehensive Assessment. More than one test must be administered for the purpose of diagnosis. Minimally, domains to be addressed must include aptitude, achievement, and information processing. Other helpful areas, such as vocational interests and aptitudes, may be included in the assessment. The information related to each domain that is reported below is neither intended to be an exhaustive list, nor aimed to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.
      1. Aptitude. The Wechsler Adult Intelligence Scale - Revised (WAIS- R) with subtest scores is preferred. The Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale--Fourth Edition are acceptable.
      2. Achievement. Current levels of functioning in reading, mathematics, and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery - Revised; Tests of Achievement; Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults; or specific achievement tests such as the Test of Written Language -2(TOWL-2), Woodcock Reading Mastery Tests - Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test - Revised is NOT a comprehensive measure of achievement, and therefore, is not acceptable.
      3. Information Processing. Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; and processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.
   ii. Assessments must be current. In most cases assessments must be within the past three years, because it is in the student's best interest to have recent and appropriate documentation to serve as the basis of decision-making about specific accommodation needs in the fast-paced and information-rich graduate school learning environment. Exceptions to the three-year criterion will be decided on a case-by-case basis after consultation with a licensed psychologist.
   iii. Identification of a learning disability. There must be clear and specific evidence and identification of a learning disability. While individual "learning styles" and "learning differences" are important variables in learning, they in and of themselves do not constitute a learning disability.
   iv. Information required on diagnostic reports. All diagnostic reports must include the following specific information:
   - The assessor's name, degree, title, address, telephone number
   - The date(s) of assessment
   - The names and results of tests (i.e., scores)
   - The nature and effect of the learning disability
   - The student's academic strengths and weaknesses, and
   - Recommended compensation strategies and accommodations.
   v. Handling of the diagnostic report. The student must bring a photocopy of the diagnostic report to the graduate school. The diagnostic report is considered confidential information.

vi. Qualifications of Assessors. A licensed psychologist or learning disabilities diagnostician with experience in assessing adults must conduct the assessment.

f. If needed, the student and/or the professional should contact the Director of Graduate and Postdoctoral Affairs about questions concerning the guidelines. The Director may refer the diagnostician to the school's consulting psychologist or learning skills consultant.

Evaluation and Feedback

This policy addresses specific issues related to students with disabilities. Input from students, faculty, administrators, and support personnel is desired to improve the policy. Any person can discuss concerns/questions about or recommendations regarding the policy with the Dean of the Graduate School at any time. If there is a problem with the implementation of the policy, the Dean of the Graduate School can investigate the situation, identify the problem, and specify changes (including policy changes) to prevent the same problem from happening again.

Responsibility for Dissemination and Enforcement of this Policy

d. Prospective and current students are informed of the University's general policy against discrimination in the graduate school catalogue as follows:

> To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by The University of Texas System of any of its component institutions on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.
>
> It is the goal of The University of Texas Southwestern Medical Center that its campus be accessible to people with physical disabilities and free from unnecessary physical barriers. Individual requests for accommodations in the graduate school should be directed to the Director of Graduate and Postdoctoral Affairs.

e. The Director of Graduate and Postdoctoral Affairs will be responsible for addressing specific student, faculty, or administrator questions regarding students with disabilities.

f. The individual designated as the institution's ADA coordinator will inform the graduate school about any changes in the ADA so that appropriate changes in this policy can occur.