The University of Texas Rio Grande Valley

Ph.D. in Clinical Psychology
Policy and Procedural Manual

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INTRODUCTION

This handbook provides information about the major policies and procedures pertaining to the doctoral training program in clinical psychology provided by the Psychological Science Department at The University of Texas Rio Grande Valley. Other important sources of information about the University and the Department can be found on the UTRGV and Psychological Science Department web sites. All department policies and procedures are consistent with the University guidelines and policies. In some instances, department policies and procedures have been detailed further to reflect specific goals/objectives of the Department of Psychological Science and the Clinical Psychology Ph.D. Program. All students must also comply with the Policy & Procedures of the College of Liberal Arts. Every effort has been made to ensure the accuracy of information in this publication. The University of Texas Rio Grande Valley reserves the right to make changes regarding admission requirements, requirements for granting a degree, curriculum, courses, teaching personnel, rules and regulations, tuition, fees and any other information contained herein.

PROGRAM FACULTY

Arthur Cantos, Ph.D.
Director of Clinical Training & Associate Professor, arthur.cantos@utrgv.edu
Clinical Psychology: Family Violence/Intimate Partner Violence

Dr. Cantos' area of research is family violence in general and more specifically, characteristics of perpetrators of intimate partner violence and their treatment. Dr. Cantos has been a strong critic of current mandated one size fits all interventions for perpetrators of intimate partner violence and a strong proponent of developing interventions that address the needs of the perpetrators following Gordon Paul's Epic Question: 'What treatment, by whom, is most effective, for this individual, with that specific problem and under which set of circumstances?' (Paul, 1967).

Ruby Charak, Ph.D.
Assistant Professor, ruby.charak@utrgv.edu
Clinical Psychology: Adversities in Childhood; interpersonal violence; sibling aggression; trauma; PTSD

Dr. Charak's program of research is aimed at understanding the cumulative effect of childhood adversities, including child abuse and neglect in the development of traumatic stress reactions, such as PTSD and substance use, and revictimization across the lifespan. She has examined the same in samples from geographically diverse regions, namely, India, Burundi, the United States, Netherlands, Denmark, and Northern Ireland. A recent focus of the lab has been on the interpersonal violence among sexual minorities, and the intergenerational transmission of violence from parent(s) to the sibling dyad.

Po-Yi Chen, Ph.D.
Assistant Professor, poyi.chen@utrgv.edu
Quantitative Psychology

Dr. Chen's methodological research focuses on impacts of ordinal missing data in structural equation modeling. His research also uses different multivariate and longitudinal methods to examine efficacy of psychological interventions and validity of psychological measures. His research has used different quantitative methods on psychological data, including multilevel modeling, propensity scores matching, survival analyses and various latent variable modeling techniques.

Philip Gasquoine, Ph.D.
Professor philip.gasquoine@utrgv.edu
Clinical Neuropsychology

Effects of Spanish/English bilingualism on cognition; Causation in Alzheimer disease and other age-related neurodegenerative processes; Anosognosia; Organization of emotion within the brain, especially concerning the function of anterior cingulate and insula cortices; History of neuropsychology.

Mario Gil, Ph.D.
Assistant Professor mario.gil@utrgv.edu
Neuroscience: Behavioral Neuroendocrinology; Neurobiology of Learning and Neuropsychiatric Disorders; Neural Development and Plasticity

Research on the role of different neural systems in the regulation of social behavior, learning, and motivation, with a focus on identifying the genetic and physiological factors that underlie individual differences in behavior and disease susceptibility.

Juventino Hernandez, Ph.D.
Assistant Professor juventino.hernandezrodriguez@utrgv.edu

His program of research largely focuses on developing, implementing, and evaluating community-based (e.g., schools, primary care clinics) prevention and intervention programs that target problem behaviors and foster resiliency among at-risk, underserved youth.

Alfonso Mercado, Ph.D.
Associate Professor alfonso.mercado@utrgv.edu
Clinical Psychology: Latinx Mental Health

Dr. Mercado's research lab focuses on a myriad of issues pertinent to the Latino population. Of special research interest are trauma, cultural values, and health in recent immigrants and refugees. The lab also examines personality, acculturation, and substance use within the Latino population. The effectiveness of empirically supported mental health treatments, such as Dialectical Behavior Therapy, in Latino groups are explored. Dr. Mercado also studies the development of ADHD and IDD in Latino children and support for their families.

Cecilia Montiel-Nava, Ph.D.
Associate Professor cecilia.montielnava@utrgv.edu

Dr. Montiel-Nava's research focuses on four topics: 1) Understanding ethnic disparities among children with autism spectrum and neurodevelopmental disorders, 2) ADHD and its comorbid disorders, 3) Evidence-based interventions that can be carried out by parents of children with developmental delays in underserved populations, and 4) Validity and acculturation of diagnostic instruments. Her research has as an ultimate goal to reduce the gap in access to services that identify and treat neurodevelopmental disorders to improve the quality of life of RGV residents.

Bianca Villalobos, Ph.D.
Assistant Professor bianca.villalobos@utrgv.edu

Dr. Villalobos's research focuses on utilizing novel service delivery models, like telehealth, integrated behavioral health care (IBHC), and community outreach, to increase access to mental health care for underserved populations. In addition, her research aims to eliminate health disparities and delays to treatment by understanding the structural and attitudinal barriers that impede mental health help-seeking. Her goal is to increase the dissemination of evidence-based interventions that are culturally- and linguistically-appropriate for the Latinx population.

APPLICATION REQUIREMENTS

UNDERGRADUATE PSYCHOLOGY COURSEWORK
A minimum of 18 credit hours of undergraduate psychology, including courses covering Statistics, Research Methods, Developmental Psychology, Abnormal Psychology, Personality Theories, Cognition and Emotion, and Biological Psychology.

GPA
A minimum overall GPA of 3.0 on a 4.0 scale for all undergraduate coursework is required. Applicants who have completed graduate courses must also have a 3.0 on a 4.0 scale.

BACHELOR'S DEGREE
Prior to matriculation, students must earn a bachelor's degree from an accredited institution.

APPLICATION
The University of Texas Rio Grande Valley Graduate College requires an online submission of the UTRGV Graduate Application for the Ph.D. in Clinical Psychology by December 1st with all required documentation. There is an application fee of $85 for Domestic Applicants and $100 for International Applicants.

GRE & GRE SUBJECT TEST
The Graduate Record Examination and the Advanced Psychology GRE Subject Test scores are required. GRE scores must include Verbal, Quantitative, and Analytical Writing. Scores must be sent directly to the Department of Psychological Science University of Texas Rio Grande Valley.

LETTERS OF RECOMMENDATION
Three letters of recommendation from former professors, or employers, familiar with the applicant's professional or educational capabilities directly submitted by the references. Two of these letters should come from faculty who have taught you in a class.

PERSONAL STATEMENT
A personal statement of purpose including why they are interested in pursuing a Ph.D. in Clinical Psychology and what interests them about our program. Applicants should clearly identify which faculty members they are interested in working with, and why, and submit a rank order of their top three faculty members.

RESUME/CURRICULUM VITAE
Copies of theses, paper presentations, publications, or other evidence of scholarly or professional work (optional).

TRANSCRIPTS
Candidates who wish to have their application review expedited may submit unofficial transcripts. However, official transcripts are required from all colleges, universities, and community colleges previously attended prior to matriculation. The student is advised to request that the transcript(s) be sent directly to the Graduate College at:

UTRGV Edinburg Campus
Graduate College
1201 West University Dr., MASS 1.158
Edinburg, TX 78539
Email Address: gradcollege@utrgv.edu

TRANSCRIPTS FOR STUDENTS WHO STUDIED OUTSIDE THE U.S.
Students must submit a notarized English translation of the transcript to be included to allow for accurate interpretations. In addition to providing a translated transcript, students must have their official transcript(s) evaluated by Foreign Credentials Service of American (FCSA) or World Educations Services (WES). Students may send copies of their transcript(s) directly to FCSA or WES. The student must bring the original copy of the transcript to the Graduate College and a copy will be placed in the student's file. This can be done at any point after the application is submitted or during the student's first semester but must be done before the student registers for the second semester. Students not complying with this requirement will not be able to register for future semesters. Failure to submit a complete/correct application and official transcripts from all institutions attended will result in one of the following: rejection of application, withdrawal of admission offer or disciplinary action including expulsion if the student is enrolled.

ENGLISH PROFICIENCY EXAM
Applicants whose native language is not English or who studied at a university outside the U.S. are required to submit test scores for either the Test of English as a Foreign Language (TOEFL or the International English Language Testing System (IELTS). Official records must be sent directly from Educational Testing Services (ETS) to UTRGV. Test scores are only valid for 2 years.

- **Test of English as a Foreign Language (TOEFL)**
  The university does not accept residual TOEFL scores from exams taken at another institution. The minimum acceptable total score is 550 for paper/pencil tests or 213 for computer-based tests or 79 for internet-based tests.

or

- **International English Language Testing System (IELTS)**
  The minimum acceptable score is 6.5, students scoring below the minimum will not be eligible for admission.

EXCEPTIONS TO THE ENGLISH PROFICIENCY EXAM

• Lifetime residents of Australia, Canada (other than Quebec), New Zealand, United Kingdom, or the United States (other than Puerto Rico). • Students who have recently and successfully completed at least 30 hours from an accredited U.S. university or in one of the countries listed.

PROGRAM -SPECIFIC ADMISSION STANDARDS

The program considers undergraduate grade point average (minimum of 3.0 or above on a 4.0 scale for all undergraduate coursework), GRE scores (Verbal and Quantitative, typically successful candidates will have scores at or above the 50% percentile; scores on the Advanced Psychology GRE subject test to be used to test out on discipline specific knowledge, specifically on biological, cognitive, social and developmental aspects of behavior), letters of recommendation, and a personal statement from applicants for making admission decisions. The program also considers the applicant's research experience and "fit" with faculty program research when making admission decisions. The quality of the applicant's writing samples, the degree of difficulty in undergraduate course selection, work or professional experience, volunteer experience, phone and personal interviews, and the reputation of the undergraduate institution are also taken into consideration. In addition, the program considers whether the applicant's research interests and goals are compatible to those the program offers and whether they will enhance the doctoral training program.

Among the factors described above, the program places emphasis on the applicant's research interests and capacity when making admission decisions. The Student Recruitment Committee members review the application materials. Faculty members of the Clinical Psychology Doctoral Program closely evaluate applicants who expressed interests in working with her/him and demonstrate a good match with the faculty member's research interests.

Selected applicants will undergo an on-campus interview. Applicants who are unable to attend an on-campus interview may be offered a phone/video interview. This is at the discretion of the faculty and only for candidates who have adverse circumstances which prevent them from attending an on-campus interview.

Application Deadline: January 6th

Students may apply at The University of Texas Rio Grande Valley Graduate College at:

http://www.utrgv.edu/graduate/for-future-students/graduate-programs/program-requirements/clinical-psychology-phd/index.htm

**Please contact Director of Clinical Training: Dr. Arthur Cantos*, arthur.cantos@utrgv.edu

PROGRAM PHILOSOPHY AND AIMS

The Clinical Psychology training program offers the Doctor of Philosophy degree through integrated academic, scientific, and professional training. The program provides students with intensive instruction in the theoretical framework of psychology and broad experience in methods of practice in clinical psychology.

Our program is defined by the scientist-practitioner model. The scientist-practitioner model is defined as a training model which integrates science and practice in psychology, where each must constantly inform the other (O'Gorman, 2001). We believe that clinical psychologists should be both scientists – knowledgeable in formulating and solving scientific problems – and practitioners – experienced in the use of empirically supported clinical techniques. To this end,

the core courses are organized as integrated theory-research-practice units with a problem-solving emphasis.

Our program develops bilingual clinical psychologists' experts in research and mental health assessment and treatment with Hispanic/Mexican American populations and caters to the needs of the population of the Rio Grande Valley which is 91% Hispanic.

Within the context of a general clinical psychology program, the Department of Psychological Science offers focused training in neuropsychology, integrated primary care and trauma/violence. The training emphasis of the program involves both a biological and a cognitive behavioral evidence-based approach to the understanding and treatment of abnormal behavior and its relationship to normal behavior. The focused training prepares students for teaching and research of a psychological nature in medical, mental health, and academic settings, as well as for clinical service. Students receive training in a broad range of assessment procedures and intervention approaches with an emphasis on empirically supported interventions. Students gain experience with a range of medical, neurological, psychological, and neuropsychological populations through clinical and research activities. Our graduates will be well-prepared clinicians and researchers, thanks to their solid grounding in theory, practice, and research. The training ensures the development of broad-based clinical skills and encourages close, cooperative work with other healthcare specialists, such as pediatricians, internists, neurologists, neurosurgeons, geriatricians, and psychiatrists.

The clinical psychology program plans to seek accreditation on contingency status from the American Psychological Association (APA) in its second year. Once the program receives accreditation on contingency all students graduating from the program will be considered to have graduated from an APA accredited program. We strive to maintain a balance between academic course work, research training, and supervised clinical practice. In designing the core curriculum, the department follows the recommendations of the APA's Commission on Accreditation as described in the Standards for Health Service Psychology. The course curriculum includes a sequence of required courses that address Discipline Specific Knowledge and Profession wide competencies as required by the APA, ensuring students develop competencies in these areas:

- Biological aspects of behavior
- Cognitive and affective aspects of behavior
- Social aspects of behavior
- History and systems of psychology
- Psychological measurement
- Research methodology
- Techniques of data analysis
- Ethics and legal standards
- Individual and cultural diversity
- Professional values attitudes and behavior

- Communication and interpersonal skills
- Assessment
- Intervention
- Consultation
- Supervision

Students interested in the major program areas of integrated primary care, trauma/violence and neuropsychology are required to take additional courses and electives. A sequence of clinical practice and participation in research, round out the pre-internship years.

HOW THIS PROGRAM IS DIFFERENT

- Generous student support: all students admitted into the program receive a graduate or teaching assistantship and a tuition scholarship.
- Seamless integration of research and clinical practice.
- Evidence-based scientist practitioner curriculum.
- Development of mental health specialists in Hispanic/Mexican American culture.
- Training provided in an In-House clinic by bilingual supervisors.
- Learn to provide therapy in Spanish and English.
- Broad array of highest quality practicum experiences.
- In-step with the changing landscape of healthcare services.
- Smooth transition of licensure and entry into workplace.
- Low student-faculty ratio.
- Train in an underserved community and make a difference.

EDUCATIONAL GOALS AND OBJECTIVES

The program, based on the scientist-practitioner model of clinical psychology training, will produce clinical scientists. The program will be committed to providing all students with educational opportunities to acquire knowledge and skills essential to perform quality research and practice. The program will also be dedicated to training that fosters sensitivity to cultural and individual differences throughout the curriculum. A unique aspect of this training will be its focus on Hispanic American cultural sensitivity and the needs of this rapidly growing population in the Rio Grande Valley, Texas, and the United States. As part of that focus, the program will graduate bilingual psychologists trained to meet the needs of the Hispanic community. Additionally, this program will have an Integrated Behavioral Health Care (IBHC) option for

those students who want to pursue training in the integration of behavioral health care with medical care provided in primary care settings. IBHC can increase access to services for Hispanic individuals with behavioral and mental health difficulties.

The primary goal of the Clinical Psychology Doctoral Program at UTRGV is to educate students to acquire depth and breadth of knowledge in the clinical science of psychology and produce graduates who are skilled and competent clinical research scientists. Graduates will be experts in research and teaching with essential ethical, legal, and professional standards in academic settings. Another goal is to train students to gain clinical knowledge and skills, including knowledge of ethical, legal, and professional standards essential to practitioners working in applied settings. Graduates will have clinical competencies as professionals in applied settings. The program also focuses on diversity and multiculturalism. Graduates will be able to conduct research and provide assessment and interventions relevant to diverse populations.

These goals translate into the following educational objectives:

Objective 1

To produce graduates who will be experts in research in academic settings.

Students in the Clinical Psychology Doctoral Program will be trained to design, conduct, and evaluate research contributing to the advancement of scientific knowledge in psychopathology, assessments, and interventions for both adults and children. Students in the program will become familiarized with theoretical and empirical literature relevant to clinical psychology and ethical and legal issues associated with the field. The curriculum of the program is designed to educate all students in advanced research skills in a sequential and cumulative manner. All students are expected to engage in research from their first semester in the program and continue active research projects (second-year thesis project, dissertation) throughout their years in the program. The program applies a mentorship model to facilitate students' research experience. Specifically, as detailed earlier, each student will apply to work with a faculty advisor whose research and clinical interests match the student's interests. This faculty advisor serves as the chair of the student's second-year thesis project committee, preliminary examination, and dissertation committee; the student will typically become involved in additional research activities under the supervision of the student's mentor. It is also possible that students will become involved in research projects conducted by other faculty members. In addition, changing advisors during their time in the program is possible.

Students will demonstrate the following competencies as a result of the program's model of training.:

- Successful completion of coursework on psychological measurements, research methodology, and statistical data analyses.
- Successful completion of an empirical second-year thesis project.
- Successful completion of a preliminary examination or paper.
- Successful completion of an empirical dissertation.

Objective 2

To produce graduates who will become competent clinical professionals in applied settings.

Students in the Clinical Psychology Doctoral program will be trained to acquire knowledge and skills for performing competent practice of clinical psychology. The Clinical Psychology Doctoral Program places an emphasis on the cognitive-behavioral paradigm. In addition, students will be exposed to a broader range of theoretical paradigms, including behavioral and social-cognitive approaches. Students will experience a broad range of psychological and behavioral disorders at the Psychology Training Clinic, in- and outpatient facilities, and residential settings in the community. These supervised clinical training opportunities are designed for students to acquire competence in assessment and treatment approaches supported by theory, empirical evidence, and ethical and legal issues relevant to clinical practice.

Students will demonstrate the following competencies as a result of the program's model of training.:

- Successful completion of coursework on psychopathology, individual differences in behavior, cognition, emotion, learning, human development, social aspects of behavior, biological basis of behavior, history and systems of psychology, and professional standards and ethics.
- Successful completion of coursework on assessment and diagnosis of dysfunctional behavior, emotional issues, personality, and intellectual functioning.
- Successful completion of coursework on treatment design, implementation, and evaluation of psychological interventions for dysfunctional behaviors.
- Satisfactory ratings for applications of theoretically sound and empirically validated assessment and intervention techniques across practicum training and externship sites.
- Satisfactory ratings in these areas from pre-doctoral internship sites.

The Clinical Psychology Doctoral Program provides academic courses necessary for students to become eligible for the Texas State Board of Examiners of Psychologists examination for licensure as a psychologist and for similar licensure exams in all other states and Canadian provinces.

Objective 3

To produce graduates who will demonstrate knowledge and skills of clinical research and practice sensitive to diverse and especially Hispanic populations.

The Clinical Psychology Doctoral Program includes a strong emphasis on diversity and multiculturalism, involving the diverse psychological health and service needs of ethnic minority populations. The location of the program in the Rio Grande Valley region of Texas allows it to focus on the psychology of Hispanic Americans. The program trains all students to be informed

of mental health issues, cultural factors relevant to this ethnic group, and to be able to perform culturally sensitive research and practice. Students will be exposed to various research and clinical training opportunities to work with Hispanic adults and children and become knowledgeable about the impact of multiculturalism related to Hispanic Americans in professional psychology. With these basic preparations, students will become able to pursue postdoctoral specialty training and clinical psychology research relevant to diversity and multiculturalism.

Students will demonstrate the following competencies as a result of the program's model of training.:

- Successful completion of coursework on multicultural issues, psychology of Hispanic Americans, and related areas.
- Satisfactory ratings in this area across practicum training and externship sites.
- Satisfactory ratings in this area from pre-doctoral internship sites that offer multicultural training.

CURRICULUM

Year 1

A sequence of required courses is taken during the first year (See the ensuing Curriculum Table). Clinical Practica also begins during the first year. It is anticipated that students will begin active participation in a research program with their advisor beginning the first semester. During the spring, students will take an evidence-based intervention course with adults and children, which will prepare them for clinical work in the second year. Students are also advised to participate in Research and Clinical Practica over the summer; however, this is optional.

Year 2

A series of required general courses are offered during the second year. Students may choose between taking the Advanced Statistics course and taking the other course in evidence-based interventions, which they did not take the previous summer. Continuation of Clinical Practica and research participation occur during this year. A student must enroll in a thesis course during the semester that the second-year thesis project is submitted.

Year 3 and Year 4

Required courses, electives, clinical practicum, and research activities continue during the third year. In the fall of the fourth year, students complete a supervision and consultation course. Upon satisfactory completion of the comprehensive examinations, students may develop their dissertation proposal. The dissertation proposal must be approved by August 15th, of the fourth year for the student to be eligible to apply for internship the following year.

Additional didactic activities in which students may participate include: department sponsored colloquia (Visiting Speaker Series and individual case conferences), training conferences, and special lectures and presentations sponsored by UTRGV and/or the School of Medicine.

Internship

Students are required to complete a one-year, full-time, APA accredited clinical internship, after having completed formal course work and a dissertation proposal. Students work with the Director of Clinical Training to ensure that they are applying to national sites which reflect their career goals. Students are required to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) national match. During internship, students function under supervision as clinical psychologists. The internship facility must comply with the American Psychological Association accreditation standards and must be approved by the Director of Training.

Clinical Psychology Doctoral Program

Year 1

Fall

- PSYC 8363 Professional Issues and Ethics in Psychology (3)
- PSYC 6312 Child Psychopathology (3)
- PSYC 6301 Psychological Statistics (3)
- PSYC 6332 Research Design (3)
- PSYC 8164 Clinical Practicum (1)
- PSYC 7100 Research/Thesis (1)

Spring

- PSYC 6302 Statistics for Psychological Research II (3)
- PSYC 6309 Adult Psychopathology (3)
- PSYC 6353 Individual Therapy/Clinical Fundamentals (3)
- PSYC 8361 Empirically Supported Treatment with Adults and Children (3)
- PSYC 8164 Clinical Practicum (1)
- PSYC 7100 Research/Thesis (1)

Summer

- PSYC 8164 Clinical Practicum (1) Optional
- PSYC 7100 Research/Thesis (1) Optional

Year 2

Fall

- PSYC 8320 Neuropsychological Models of Cognition and Emotion (3)
- PSYC 6347 Assessment and Measurement in Children and Families (3)
- PSYC 6346 Assessment and Measurement in Adults (3)
- PSYC 8364 Clinical Practicum (3)
- PSYC 7100 Research/Thesis (1-3)

Spring

- PSYC 8303 Advanced Statistics for Psychological Research III
- PSYC 8341 Assessment and Treatment in Mexican American Cultural Contexts (3)
- PSYC 8364 Clinical Practicum (3)
- PSYC 7100 Research/Thesis (1-3)

Summer

- PSYC 8164 Clinical Practicum (1) Optional
- PSYC 7100 Research/Thesis (1) Optional

Year 3

Fall

- PSYC 8340 Cross Cultural Psychology with an Emphasis on Studies of Hispanic/Mexican American Cultural Contexts (3)
- Elective 1 (3)
- PSYC 8365 Advanced Clinical Practicum (3)
- PSYC 7100 Research/Thesis (1-3)

Spring

- PSYC 8330 Emotions and Cognitions: A developmental Perspective (3)
- Elective 2 (3)
- PSYC 8365 Advanced Clinical Practicum (3)
- PSYC 7100 Research/Thesis (1-3)

Summer

- PSYC 8165 Advanced Clinical Practicum (1) Optional
- PSYC 7100 Research Practicum (1) Optional

Year 4

Fall

- PSYC 8372 Supervision and Consultation (3)
- PSYC 8365 Advanced Clinical Practicum (3)
- PSYC 9300 Dissertation Research (3)

Spring

- PSYC 8365 Advanced Clinical Practicum (3)
- PSYC 9300 Dissertation Research (3)

Summer

- PSYC 8165 Advanced Clinical Practicum (1) Optional
- PSYC 9300 Dissertation Research (3) Optional

Year 5

Fall

- PSYC 8365 Advanced Clinical Practicum (1-3)
- PSYC 9300 Dissertation Research (3)

Spring

- PSYC 8365 Advanced Clinical Practicum (1-3)
- PSYC 9300 Dissertation Research (3)

Year 6

- PSYC 8100 Required 12 month12-month Clinical Internship (2 credits)

*Course schedules are tentative and are subject to change. Publication in this document is not a guarantee that a course will be offered in any given semester.

MAJOR AREAS OF EMPHASIS

The program offers three major areas of emphasis **Neuropsychology, Integrated Behavior Healthcare, and Trauma/Family Violence**. The program offers three courses in each area of emphasis. Students are required to take two courses from their selected area and complete two area related clinical practica. In addition, they are to complete a master's thesis second-year thesis project and a dissertation on a topic of their selected area. Students from outside the selected area can take these courses as electives but do not have to complete the area related clinical practica requirement. For all students the additional courses meet elective course requirements. Students do not receive additional certificates or diplomas in these areas; completion of these area requirements allows students to apply for area related internships and makes them more competitive candidates for these internships.

RESEARCH TRAINING

The Clinical Psychology PhD program's research training is a series of doctoral research practicum that include a core member of the program faculty and students at various levels in the program addressing research questions within the faculty member's areas of research interest and expertise. All students enroll in a research practicum during the first semester of their first year and continue in the seminar at least until they complete a second-year thesis project and dissertation proposal. In these courses, students work initially on research activities with a research mentor, a second-year thesis project, and subsequently on a PhD Dissertation.

Consent of the instructor is required to enter a research practicum class; and matching of new students to research advisors is done during the application process and Fall of the first year. Students have an opportunity to meet core faculty during orientation and may visit seminars and have individual appointments with instructors before making their selections. Assignments are made based on students' interests and preferences and their match with faculty preferences and expertise. We cannot guarantee that you will be paired with your first choice. Students may ask to change to a different research advisor if they realize they do not want to continue working with their advisor due to changing interests or having unresolvable problems with their advisor. In order to do so, students must bring this up to the Director of Clinical Training who will meet with the student and the research advisor and present the issue to the full faculty at which point a decision will be made. The student must have an alternative research advisor from the core Ph.D. faculty who has agreed to be the advisor in order to be able to make the change.

CLINICAL TRAINING

Clinical training is considered an integral part of the doctoral program in clinical psychology. Clinical practica are organized to ensure a progression of clinical training experiences that correspond with the sequence of the course curriculum. Clinical practicum training plays an important role in the integration of theory, research and practice. Clinical practice provides opportunities for students to integrate critical thinking and hypotheses testing into their clinical activities and to assimilate an empirical, scientifically informed approach to clinical practice. The department has a training clinic in Edinburg, Texas where students will at a minimum complete their first two years of clinical training, closely supervised by members of the clinical psychology faculty and clinic staff. Clinical training will begin in the very first semester when incoming students will shadow advanced students, clinical faculty, and clinic staff. The department also works collaboratively with several off-site practicum training sites in the Rio Grande Valley area where students will be able to complete advanced clinical practica in their chosen major area of emphasis. These settings include but are not limited to hospitals, medical

centers, community mental health centers, and the Department of Probation. The Director of Clinical Training will work closely with these outside clinics to make sure the students' practicum training is consistent with the program's goals and consistent with the students' individual training needs. In the first two years, students gain experience in general therapy and assessment skills in the Ph.D. program's training clinic. Subsequently they receive training in their chosen area of emphasis, neuropsychology, trauma/family violence, and integrated healthcare. Although the department has a cognitive-behavioral orientation, the practicum training at the different sites exposes students to multiple theoretical orientations and evidence-based intervention techniques.

Beginning in the first year, each student begins a series of practicum experiences that will total a minimum of 1000 hours of clinical training by the time they apply for internships (Appendix I). These will typically consist of face-to-face intervention, assessment, and supervision hours. Ideally, a student obtains a breadth of clinical experiences including diagnostic interviewing skills, assessment and intervention skills. Clinical practica in Years 1 and 2 are designed to provide students clinical training in general fundamental intervention and assessment skills. Training in the first two years is expected to prepare students for more advanced clinical training in years 3, 4, & 5 and eventually for internship in one of the three major program areas available.

First year students will be placed in the department clinic. The objective of first year practicum training is to introduce students to a setting providing clinical services so that a student is able to understand the roles and functions of clinical psychologists. First year students are typically expected to spend 6-8 hours per week in clinical practicum training. In the first semester they will shadow advanced students, clinical psychology faculty, and clinic staff. In the second semester they will be assigned 2 to 4 clients who they will provide therapy for under close supervision. All sessions will be video recorded and made available for the student's clinical supervisor to enhance the supervision process.

Second year students will also be placed in the department clinic and be expected to spend 8 – 10 hours a week in clinical training including assessment, intervention, and supervision. They will be assigned a caseload of six clients including assessment and intervention under close supervision from a clinical faculty or staff member. In addition and coinciding with the completion of the two assessment courses (PSYC 6346 & PSYC 6347) in the fall semester of the second year, students will be required to complete 6 to 8 full psychological assessment batteries. Students will see a combination of child and adult clients presenting with different problems. The goal being for students to have received generalized training with both adults and children and to prepare them for the more advanced practica in years three and four.

After the second year, students may choose a clinical placement in one of the three major areas of study: neuropsychology, trauma/anxiety, and integrated primary care. This coincides with the students taking an elective in their chosen area in the fall and another in the spring semester of the third year. After approval of the second-year thesis project proposal, students may spend a maximum of 12- 15 hours per week in practicum training. Students at this level

typically choose practicum placements that are more intensive and closely match their area of interest. These practicum placements will usually be at external practicum sites although students could opt to continue seeing clients at the clinic if for example, they chose the anxiety/trauma major area of study or a combination of both clinic and specialty placement. The Director of Clinical Training works with the student to facilitate specific placements. It would be beneficial for students to obtain some experience during their training in a placement other than the program's training clinic since this would help them develop communication and multidisciplinary skills.

During the fifth year of training, while the students are applying for a full time APA accredited internship in their 6th year, students will be encouraged to pursue their clinical training by continuing to see a small number of clients in a setting of their own choosing. Additionally, if they so choose, they will be able to supervise one first year student, under close supervision from a faculty or staff supervisor. The goal is to allow students to obtain some experience with supervision of other professionals, which will be a requirement of their internship training. Again, the Director of Clinical Training will work closely with students in both options.

Clinical training philosophy: Students first meet with the DCT and their respective advisor to discuss training and career goals to determine the appropriate and required training experiences to ensure that clinical training meets the needs of each individual student and will prepare them for their internship training. This meeting will occur on an annual basis until the student starts the internship.

The program places a very strong emphasis on the acquisition of evidence-based knowledge and practice in both assessment and intervention. As such, students will be required to learn to monitor their client's treatment progress with respect to the chosen goals. In addition, clinical training will emphasize the application of evidence-based principles in both assessment and intervention from a comprehensive understanding of the individual client. All sessions will be held in either English or Spanish as per the patient's preferred language.

All clinical training will be closely supervised by clinical faculty and staff following a 4:1 client contact: hours of supervision ratio, to ensure that students are receiving adequate supervision. All in house supervision will, in addition, be based on audiovisual recordings of all sessions. For external practica, primary supervision will be provided on-site; however, a secondary supervisor will be assigned from the faculty to assist if necessary. External practicum sites will be required to base their evaluation of the supervisee on at least one direct observation session with a client as required by APA. From year one on, each cohort will meet with the Director of Clinical Training on a once-a-week basis to discuss and monitor their clinical placement and training experiences.

CLINICAL INTERNSHIP

The final requirement for graduation from the program will be completion of a pre-doctoral internship placement in an applied clinical setting for a full year under the supervision of a licensed clinical psychologist. This is a requirement for all clinical psychology doctoral training programs. APA approved sites are required (If students are unable to complete an APA accredited internship, they will need prior approval from the Director of Clinical Training and the program core faculty to complete an internship in a non-APA accredited site). Thus, students are required to register for the Association of Psychology Postdoctoral and Internship Centers (AAPIC) Match online and complete its application documents. To apply for an Internship, students must have completed all the coursework, including acceptance of a dissertation proposal, except completion of dissertation prior to August 15th of the year they are applying to internship, typically the end of the fourth year. Application to pre-doctoral internships must be approved by the Director of Clinical Training (DCT).

To apply for internship the student must meet the following requirements:

1. Successful completion of a second-year thesis project and Comprehensive Exams.
   - Successful completion of a second-year thesis project and Comprehensive Exams includes submission of the second-year thesis project to a journal for publication. The second-year thesis project must be submitted to a journal for publication before internship applications are submitted.

2. The dissertation proposal meeting must be scheduled by **August 1st** and the proposal must be approved by **August 15th.**

3. Successful completion of 1000 practicum hours. The student will be apprised of any negative feedback from practicum sites that might indicate the need for additional training experiences prior to applying for internship.

4. Completion of all course work (including electives) prior to start of internship.

5. Students are required to attend all internship preparation meetings with the Director of Clinical Training when applying for internship. These meetings are typically held beginning in May of the year the student is applying for internship and will be held at least once a month until the student has formally submitted all applications. The purpose of these meetings is to facilitate the internship application process for the student and make sure that the student's application meets APPIC standards.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 96 credits (required courses, research, practicum, electives, dissertation, and internship).
2. A minimum GPA of 3.0 in courses and research and a passing grade in Practicum.
3. Completion of a second year/thesis project and be submitted for publication in a peer reviewed journal.
4. Completion of Comprehensive Exams.
5. Completion of Dissertation project.
6. Completion of a one-year pre-doctoral internship.

COMPREHENSIVE EXAMINATION

All students will be required to complete and pass a comprehensive examination in the Fall of the fourth year. This must be completed prior to students being able to present their dissertation proposal. Comprehensive Exam Portfolio Components:

1. **Competency in the Empirical Analysis of Behavior (pick one of the three)**
    i. Submission of a research-based manuscript for publication consideration in a peer-reviewed journal.

    ii. Submission of a research-based grant proposal to an extramural funding agency.

    iii. A systematic review of the literature underlying the student's planned dissertation project submitted for publication in a peer reviewed journal.

2. **Competency in Communication of Psych. Knowledge (complete A & B)**
    A. Present the findings from their second-year thesis project, or a research project of similar scope, at a Psychology Department Colloquium meeting or at UTRGV.

    B. Provide two different professional presentations at non-university conferences (regional, state, national, international) or non-university community forums. Poster presentations, paper presentations, and community lectures may satisfy this requirement. At least one presentation must be research-based and include data and/or research findings.

3. **Competency in Applied Clinical Work**

   Each student will prepare and deliver a written and oral case conceptualization/presentation for both (1) a psychological evaluation and (2) a therapy case.

DISSERTATION REQUIREMENTS

All students in the program will complete a doctoral dissertation. The doctoral dissertation will be initiated as part of the research apprenticeship that is required by all students. Typically, the dissertation chair is the student's primary advisor. Students in the program must successfully defend their dissertation to a five-member dissertation committee that includes their advisor.

Committee members will be chosen by the student in consultation with his/her advisor. The dissertation must be empirical in nature and based on sound research methodology. All guidelines and requirements for dissertation approval by the University of Texas Rio Grande Valley will apply.

Dissertation Proposal and Dissertation Thesis

The dissertation involves the development of a specific research study under the supervision of a full-time Department faculty member, the student's research mentor. The process includes a formal dissertation proposal meeting and a final oral defense of the dissertation thesis. The guidelines and procedures for the proposal meeting, Dissertation Committee composition, and the final defense is provided below.

Policy for the Doctoral Dissertation.

1. The student will structure a Dissertation Committee with the guidance of her/his advisor. All members of the committee must be approved by the student's advisor. The committee must be composed of at least five individuals, three of whom must be full members or associate members of the university faculty. Three of the five-committee members must have a Ph.D. degree. All members must have a doctoral level or medical degree consonant with their faculty appointment and professional training. At least two members of the committee, in addition to the committee chair, must hold full academic rank in the Department of Psychological Science. At least one member should have his or her major affiliation in another department of the University or be a person

unaffiliated with the University. The chairperson of the committee must hold full academic rank in the Psychological Science Department and be a full member of the CLA faculty.

2. In consultation with the advisor, the student will identify specific aims for the research project and a series of hypotheses.

3. The Dissertation Proposal will include a critical review of relevant research that leads to a theoretical rationale for the project. Specific aims and detailed hypotheses are to be provided and are related to the critical literature review presented. Students may use the forms and format required for a National Institute of Health (NIH R01) application for their proposal or use another format specified by their committee chair. The proposal document will minimally include an Introduction and Method section followed by References. The statistical tests proposed to evaluate specific hypotheses and an analysis of statistical power are presented in the Method section. When appropriate, a Preliminary Studies section may be added to the document that can include earlier work including analyses of pilot data. Doctoral students are expected to complete the dissertation proposal process no later than December 1st of their 5th year in the program. The Dissertation Proposal document cannot be sent to the Dissertation Committee until the advisor provides her/his approval. All members of the dissertation committee need to receive a final copy of the proposal a minimum of two weeks before the scheduled dissertation proposal date.

4. In general, students are expected to collect data for their dissertation research. If a student wishes to propose a dissertation based on existing data, approval must **first** be obtained from the student's dissertation committee. This committee will evaluate the project's appropriateness **before the dissertation proposal is written**. The student will submit an outline of the project to his/her committee that includes:

    a) study aims and hypotheses;
    b) brief overview of study design including data source and whether they already have permission to access/analyze the data
    c) the unique skill(s) the student will gain by using this existing dataset (e.g., complex analytic technique);
    d) their experience with data collection in graduate school, either with the existing dataset the student wants to use or a different one. (Students are expected to have previous experience during graduate school with data collection if they want to use an existing dataset for their dissertation).
    e) The committee will review the outline and make a recommendation for or against moving forward with the proposed dissertation project. If approval is granted, the student will then write a formal Dissertation Proposal, as described above.
    f) Students should be aware that many large datasets require formal approval prior to gaining access to data. Students are strongly encouraged to fully research the

process of permission from the data source prior to submitting their outline to their Dissertation Committee.

5. The student will orally defend the proposal in a formal meeting with Dissertation Committee members.

6. Once approval of the proposal is obtained from committee members, the student will collect the data (if applicable) and later complete data analyses.

   For the final dissertation defense, the student will write a Results and Discussion section with content consistent with the study proposal. Students may generate a final dissertation document in a form appropriate for submission to a referred journal (three papers), if approved by the dissertation chair, or prepare an extended Results and Discussion section traditional for a dissertation report. The committee chair will consult with committee members regarding their preferences for the final defense document.

7. With the advisor's approval, a penultimate draft of the report is submitted to the dissertation committee. The student is expected to complete this report by the spring of their 6th year in the program. The student will orally defend the report in a formal meeting with the dissertation committee. It is recommended that the student complete all dissertation requirements prior to leaving for internship.

8. **Final defense.** A minimum of two weeks public notice must be provided to all UTRGV faculty members. Students are required to provide a hard (paper) copy of their dissertation document to all committee members and to the Department of Psychological Science Program Specialist at least two weeks before the scheduled dissertation defense meeting. The dissertation defense meeting will be open to all members of the Department and of the University.

9. The final dissertation examination can be wide ranging in nature. In the defense, the student is expected to demonstrate a scholarly understanding of the specific topics related to the dissertation study and research area, and the significance of their study findings for the field. In the defense, the student will be expected to address methodology, results, and study implications, and the limitations of their study. The committee might also pose other questions to assess students' knowledge, knowledge reasonable to expect of an advanced doctoral student.

10. The final examination for the Ph.D. degree is oral and is open to all members of the university community. Because the defense is an examination and involves a systematic evaluation of the doctoral student's knowledge, the meeting is not open to the public including the family members of students. The decision to pass or fail the student rests exclusively with the dissertation committee, and their deliberations are conducted privately. Dissertation committee members can request changes in the presentation or dissertation document and withhold their passing of the student until such changes are

completed. If more than one dissertation committee member judges the student's performance to be unsatisfactory, the examination will be failed. Students who fail this examination might be terminated from the program. In some cases, a remediation plan might be proposed by the dissertation committee with specific recommendations made to the department faculty. The faculty can accept, modify, or reject a remediation plan and make recommendations for such action to the department chair. The dissertation committee will submit the results of the examination, in writing, to the Department Chair and Dean.

11. Once all dissertation committee members have approved a final dissertation report, a recommendation for awarding the Doctoral Degree is made to the Department Chair and the Dean. All other Department and College requirements must have also been met (e.g., internship completion) before the degree is awarded.

To receive a diploma during the university's June commencement ceremony, the student must complete the following:

a) The final oral examination must be scheduled by **May** 1 and must be satisfactorily completed no later than **May 15**;
b) The Dean's Office must receive the final, signed examination forms;
c) The student must complete the "Submission of Thesis Online" https://www.etdadmin.com/cgi-bin/main/submitting?siteId=44 requirement and complete the national "Survey of Earned Doctorates" https://sed.norc.org/doctorate/showRegister.do
d) The student must have successfully completed the internship.

Guidelines for the Final Dissertation Oral Examination and Final Dissertation Document

1. At least two weeks before the final orals are scheduled, a final draft (**hard copy**) of the dissertation document should be distributed to all committee members **and** the department's Program Specialist. If this deadline is not met, the meeting will be cancelled and will have to be rescheduled. The submitted document should be in the form of a final copy but some minor changes (e.g., typing corrections) might be made. A hard copy form of the dissertation document must be provided to all committee members.

2. Approximately **two weeks** before final orals, the student will provide the names of the committee members, the date of the meeting and the title of his/her second-year thesis project to the department Program Specialist. The advisor/committee chair, via the Program Specialist, will provide copies of "Report of Final Examination for the Degree of Doctor of Philosophy" to the Chairman of the committee for signature by all committee members after final approval of the committee occurs.

3. Required Format for the dissertation document:
   Use American Psychological Association (APA) format ---Publication Manual of APA, *6th ed. 2001*---except that a 1 1/2 inch margin must be used on the left and all tables and figures should be included on the page following the reference to the table or figure. Make sure all tables and figures are fully labeled as directed in the Publication Manual.

4. Dissertation Abstracts
   A copy of the approved final thesis of the dissertation must be submitted to UMI Dissertation Publishing. The website is: https://www.proquest.com/products-services/dissertations/

POLICY ON EVALUATION OF STUDENT PROGRESS

Grading System and Academic Standards: All grades for academic courses will be recorded as pass, fail, or with the grade designations that follow:

A = Outstanding academic performance.

B = Good to Satisfactory academic performance for graduate school.

C = Below expected academic performance for graduate school. See details below.

F = Unsatisfactory academic performance. See details below.

I = Incomplete. Evidence required for a grade has not yet been submitted, but arrangements have been made with the instructor to do so. The privilege of completing the work required to change a grade of "I" cannot be extended beyond the end of the quarter after this grade is received. Personal exigencies, such as continued health problems, may provide the student with a modest extension in time. An "F" will be entered if the work is not completed by the end of the semester after an "I" is awarded. No credit hours will be awarded until a permanent grade is entered.

W = Withdrawn.

A grade of "C", "F", or "W" in any course will result in a formal review of the student's record by the faculty. The faculty will review the student's academic, research, and clinical performance to date, and based on this review, can make a recommendation to the Dean of the College of Liberal Arts and the Dean of the Graduate College regarding continuation in the program,

academic probation, or termination from the program. Students earning a "C" may be required to repeat a course or complete some other remedial activity (see below for details). Students receiving a second "C" grade elicit review for dismissal from the program.

STUDENT PERFORMANCE EVALUATION AND FEEDBACK

Students' performance in four areas is evaluated: 1) course work, 2) clinical training, 3) research training, and 4) professionalism and ethical behavior.

COURSE WORK

Letter grades will be assigned to student's performance in courses. Students are encouraged to discuss their course performance with the instructor at any time during the duration of the course should they experience difficulties. Students' performance in courses will be discussed at the end of each semester in a faculty meeting. Students also evaluate each course experience by completing a Student Course Evaluation Form (Appendix A). The student course evaluation provides feedback to the course instructor concerning multiple aspects of the training experiences. Student course evaluations are evaluated by the DCT and Department Chair.

CLINICAL TRAINING

A Practicum Evaluation Form (Appendix B) is prepared at the end of each semester at least twice a year by the supervisor of the clinical practicum. An additional In Vivo Supervision Form (Appendix C) needs to be completed by the supervisor at least once a semester. The evaluation provides detailed information about the student's performance in the clinical setting. In addition to these evaluations, a clinical supervisor may contact the DCT at any time should there be concerns regarding a student's performance in the practicum. Students also evaluate each of their clinical practicums twice a year by competing the Student Practicum Evaluation Form (Appendix D). The DCT reviews these evaluations and takes steps as necessary to address any clinical training issues. Students in years 1 and 2 will also meet once a week with the DCT for group supervision of clinical practica training. In the third year, students will meet twice a month for clinical supervision and didactic training focused on training major area of emphasis. Advanced students and professors from their specialty area participate in this clinical seminar.

In fourth year clinical training, students will complete a course in consultation and supervision with the DCT focused on consultation and providing clinical supervision to others.

RESEARCH TRAINING

Each student is expected to be actively involved in research and to develop high-level research skills. As such, students work closely with a faculty advisor and receive regular feedback about their performance. Faculty will complete a Research Contract (Appendix E) with the student at the beginning of each term. Student's performance in research is evaluated each semester with

a Research Training Evaluation Form (Appendix F) and a grade assigned. Additionally, students also complete a Student Evaluation of Research Training Form (Appendix G), an evaluation of their research training experience in the program on an annual basis. Summary data from these evaluations are made available to advisors by the DCT. Students can request to change their research mentoring and transfer to a different faculty member's laboratory. Requests for such a change should be made in writing to the DCT, and the request should explain the rationale for the requested change. The DCT will then consult with the student and faculty members involved, and other faculty as necessary.

PROFESSIONAL AND ETHICAL CONDUCT

Professional and ethical conduct is critical to the development of a competent clinician. Students are evaluated regarding their professional conduct and understanding of and adherence to ethical standards throughout graduate training. Examples of issues that could be related to professional behavior include attendance, professional dress, and interpersonal demeanor. If, in the judgment of a faculty member, a student's behavior is deemed significantly unprofessional or unethical in some manner, a faculty review committee would be convened to evaluate the issue, provide feedback to the student, and to make recommendations to the Department Chair.

ANNUAL STUDENT REVIEW

Additionally, each student's progress is reviewed annually, typically in August, by the entire faculty. The objective of the annual review is to assess the student's overall progress in the program including academic, clinical training, and research progress. Following this evaluation, a brief written summary is provided to the student, and more detailed feedback is available from the student's advisor. If student progress in training is judged problematic, a faculty review committee can be convened to further evaluate issues and make recommendations. Annual student feedback should most often emphasize and summarize the graduate student's many positive accomplishments. Such positive accomplishments can include outstanding clinical training evaluations, significant research training successes (e.g., co-authorship on a publication; receipt of a grant or fellowship), timely completion of important program milestones (e.g., completion of the second-year thesis project).

STUDENT PROGRESS INDICATORS AND THE STUDENT SPECIAL REVIEW PROCESS

Student performance or progress issues occur infrequently. When these issues do occur, it is important to determine causes and remediate problems whenever possible. Whenever significant student progress or performance issues do occur, a review of the situation is conducted by a faculty committee, which includes the student's advisor.

Examples of significant student progress or performance issues are as follows:

a. "C" grade or lower in a course

b. "C" grade or lower in research
c. A failing grade in clinical practicum
d. An ethical/professional behavior problem
e. Entry into the third year of the program without an approved thesis proposal
f. Failure to complete the second-year thesis project by the start of the fourth year (Fall semester)
g. Failure to pass the comprehensive exam by the Spring semester of the fourth year.

The Student Special Review Process is as follows:

a. A review of the student's progress or performance issues will take place by a faculty review committee (i.e., alert meeting).

b. The faculty review committee will be comprised of the student's advisor and two other faculty members selected by the DCT.

c. The student's advisor will chair the review committee meeting and will take primary responsibility for coordination of the review and documentation of the review process.

d. The process will include a meeting between the review committee and the student.

e. The faculty review committee will present their findings and recommendations to the DCT and input from the full faculty will be sought as needed.

f. A letter summarizing the conclusions and recommendations for action of the faculty review committee will be provided to the student.

Student special review outcomes and faculty review committee recommendations will vary depending on evaluation of the student's overall progress in the program. Recommendation could include any of the following: specific remediation training; limitations on advanced clinical training; a terminal Master's degree; or dismissal from the program. When specific remediation is required of the student, the student will be required to prepare and submit a remediation written plan and time line. If a student has not successfully completed his/her second-year thesis project by the start of the fourth year (fall semester), the Department will automatically review the student's progress and standing in the program. Failure to complete the second-year thesis project by the start of the fourth year, will result in limitations being imposed on the student's continued participation in advanced clinical training. Failure to pass the comprehensive exam by the Spring of the fourth year will result in limitations being imposed on the student's participation in advanced clinical training until this has been remediated.

STUDENTS RIGHTS, DUE PROCESS, AND GRIEVANCE PROCEDURES

Below are department specific guidelines. For additional information, please refer to the UTRGV Student Handbook.

ACADEMIC APPEALS POLICY AND PROCEDURES

The following procedures are outlined to provide guidance for students when there is a grievance or when conditions may warrant an appeal or review of a decision made by a faculty member, practicum supervisor, or departmental committee. Students have access to a variety of different administrative officials should they have trouble or have specific concerns (e.g., grading decision in a course; comprehensive exam outcomes; conflicts with advisors or other faculty) during the course of training in the program.

Students who wish to appeal a decision or seek action on a matter of grievance are encouraged to seek clarification and review through informal avenues before initiating formal actions. Specifically, a student is encouraged to discuss any concerns they have first with the person they have the problem with and if unresolved then with their advisor. If this is not sufficient, the student is encouraged to meet with the DCT to discuss their concerns. If still unresolved the student can bring the matter up with the department chair. Informal discussions with a faculty member or chair shall be treated as confidential and will not be discussed with other parties until the complainant grants permission. Neither will a corrective action that would reveal the identity of the complainant be undertaken without permission from the complainant.

If the student(s) has concerns that they feel cannot be addressed within the department, the student(s) may see the CLA Associate Dean for Graduate Studies or the university Dean of Students, depending on whether the issue is academic or behavioral), and file an informal or formal complaint. The Dean for Student Affairs provides planning, leadership, direction and review of student development for the variety of professional training programs housed in the university. The role of student affairs is to support, complement and enhance the university's mission by providing students with programs, activities, and assistance that contribute to their personal, academic, and professional development and well-being.
If the student(s) has any concerns or suggestions that they feel are less serious or more general, the student(s) may submit their concerns or suggestions on the anonymous webform here. Concerns or suggestions from this webform will be kept confidential and upon review, brought to the attention of the department as a concern or suggestion.

TIME FRAME FOR APPEALS

Students wishing to appeal final grades or decisions regarding academic standards should first discuss the matter with the instructor of the class. If no resolution occurs, and the student wishes to pursue the matter further, an appeal should be made in writing to the DCT within 14 calendar days (excluding holidays) after the disputed grade or decision is issued. The DCT has 14 calendar days (excluding holidays) from the receipt of the written appeal, to provide a written response to the student.

If the student wishes to pursue the matter further, an appeal should be made in writing to the department chair within 14 calendar days (excluding holidays) from the written response of the DCT. The department chair has 14 calendar days (excluding holidays) from the receipt of the written appeal, to provide a written response to the student.

Pursuant appeals should be written delivered within 14 calendar days (excluding holidays) from the receipt of the department chair's response to the CLA Associate Dean for Graduate Studies. The CLA Associate Dean for Graduate Studies will convene an appeals committee consisting of three faculty members, two of which must be from an outside department. The CLA Associate Dean for Graduate Studies will notify the student in writing of the date, time, location, and names of committee members for the hearing.

The appeals committee will issue their written response to the student within three class days of the close of the hearing. The student may appeal the committee response in writing within 14 calendar days (excluding holidays) to the CLA Associate Dean for Graduate Studies. The CLA Associate Dean for Graduate Studies decision will be final, and it must be mailed or delivered in person to the student within 14 calendar days (excluding holidays) of the receipt of the student's written appeal.

GRADES

Questions concerning grade changes (course work, clinical training, research or comprehensive exams) or related issues are to be handled intra-departmentally by the student, course instructor, his/her advisor, DCT, and the Department Chair (Please refer to "Policy on Evaluation of Student Progress", pages 29 - 32 of this manual). Specifically, if the student and course instructor fails to resolve the question under discussion satisfactorily, the student and instructor should contact the student's advisor in an attempt to resolve the issue. If this step does not successfully resolve the concern, the DCT first and then the Chair should be notified. If the student is not satisfied by the results of departmental intervention, he/she has the right to discuss the situation with the CLA Associate Dean for Graduate Studies and the university Dean of Students.

COMPREHENSIVE EXAMS

Procedures to be followed for comprehensive exams are described in section "Comprehensive Exams" on page 24 of this manual.

CHANGING FACULTY ADVISOR

Occasionally students request to transfer to a different faculty member's lab. Requests for change of advisor/lab should be made in writing and addressed to the DCT who will then consult with the student and faculty member directly involved. Please refer to section "Research Training" on page 20 and "Policy on Evaluation of Student Progress" on page 31 of this manual).

CLINICAL TRAINING

Any concerns/problems that a student may have regarding their clinical training should be first addressed with the clinical supervisor. If the matter is not successfully resolved, a student should bring the matter to the attention of the DCT within two weeks of first experiencing the concern. The DCT will consult with the clinical supervisor and if the situation cannot be successfully addressed, the DCT will consult with the Chair, Academic Advisor, and the Clinical Practice and Training Committee and may make recommendations regarding a student's continuance of training at the practicum site. This decision will be communicated by the DCT to the site supervisor.

ETHICAL BEHAVIOR

The Department treats students with courtesy and respect and gives careful attention to ethical principles. All faculty believe that training of professional psychologists should be conducted in a manner that is reflective of the highest standards of the scholarly community and of the profession. The American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct" specifies clear standards of behavior for psychologists. Students are expected to be knowledgeable of these principles and conduct themselves in accord with these principles. Students are subject to dismissal for grossly unethical or unprofessional behavior. These materials and issues are discussed in more detail in the Professional Issues and Ethics in Psychology course.

Grievances related to ethical issues with respect to taking exams, research or clinical matters, should be brought to the attention of the DCT who will assemble an appropriate faculty committee to immediately investigate the matter and if warranted bring the matter to the attention of the Chair and Associate Dean of Graduate Studies and/or Dean of the CLA for final disposition.

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

- **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

- **Edinburg Campus:** Student Accessibility Services is located in University Center Room 108 and can be contacted by phone at (956) 665-7005 (Voice) or via email at ability@utrgv.edu.

ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the university. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the university, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

NONDISCRIMINATION POLICIES AND OPERATING CONDITIONS

The program avoids any actions that would restrict program access or completion of grounds that are relevant to success in graduate training or the profession.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE

In accordance with UT System regulations, under Titles IX, your instructor is a "Responsible Employee" who has the duty to report incidents of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COUNSELING SERVICES

Students may seek counseling through the University Counseling Center. Additionally. several local psychotherapists have indicated their availability for assisting psychology graduate students who are seeking counseling or psychotherapy. Each of the psychologists has been recommended by a faculty member but has minimal connection with the Department of Psychological Science or the university. A list of low-cost service providers is available through the DCT.

OTHER ACADEMIC DECISIONS

Other decisions pertaining to a student's status or progress in a program are delegated to the faculty (e.g., admission to a program, permission to apply for a practicum or internship, approval for graduation, etc.). Students wishing to appeal a decision of a faculty member, advisor, or committee may appeal to the DCT first and then the Chair. Requests for appeals should be directed to the DCT in writing within two weeks of such a decision. A review of and/or hearing to be held within two weeks of receipt of the appeal will determine the position of the department. In those instances where a grievance cannot be resolved at the departmental level, the complaint may be filed with the Associate Dean of Graduate Studies for review and possible action.

GUIDELINES FOR STUDENT EMPLOYMENT

The program is a full-time program. Students will be provided a generous Research or Teaching Assistantship and scholarships towards payment of tuition costs contingent upon the availability of funding. The program does not expect students to obtain outside employment since this would interfere with their ability to complete the program. However, occasionally, financial considerations may necessitate that students seek paid employment in the community. Often, students obtain positions that involve the administration of psychological services, such as the provision of psychotherapy, the administration and interpretation of psychological tests, or research activities. Indeed, such time limited employment activities may provide valuable experiences for the professional growth of the student.

Prior to acceptance of **any** outside employment involving psychology related activities, students are required to notify in writing and consult with their advisor **and** the Director of Clinical Training (DCT) by completing the Student Employment Permission Request (Appendix H). This process is intended to protect the student from employment situations in which the lack of appropriate supervision or the requirement for conducting tasks beyond the student's level of training could place the student in ethical or legal jeopardy.

GUIDELINES FOR USE OF DEPARTMENT OWNED ASSESSMENT MATERIALS

The department maintains a library of assessment materials for use by students and faculty in classroom, laboratory, and clinical training. Listed below are the procedures and guidelines, which must be adhered to in the use of these materials.

1. The department's assessment materials are for use in department sponsored and supervised activities only.

2. All assessment materials, books, or journals removed from the library must be signed out with the program staff.

3. The checkout period for assessment materials is **seven** days. An exception to this is for assessment materials used in a class. For the term of the course, the instructor can establish the duration of the checkout period for the materials used in the course.

4. The checkout period for the assessment materials can be extended for an additional seven-day period if no one else has requested use of the materials. Renewals may be requested by contacting the program staff. If someone else has requested use of the materials, the borrower is responsible for returning them to the department within 24 hours.

5. The borrower is responsible for the physical condition of reusable assessment materials and manuals. If the materials or manuals are damaged or lost, the borrower will be liable for repairing or replacing them.

6. The borrower assumes responsibility for the appropriate and ethical use of the assessment materials checked out in his/her name. Students are not to use assessment materials without the approval and supervision of a faculty member. In addition, students are to use the materials only in the activities approved by their faculty supervisor. Faculty supervision does not absolve the student from responsibility for appropriate and ethical use of the materials.

APPENDIX A: STUDENT COURSE EVALUATION FORM

Your Evaluation Matters

This process at UTRGV is very important for providing information to faculty and other students. Your evaluation matters and is a requirement of the State of Texas. As such, student feedback will be publicly displayed through the UTRGV website. Thank you for taking your time to complete this evaluation of instruction.

University Level Questions	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. The instructor clearly defined and explained the course objectives and expectations.	○	○	○	○	○
2. The instructor was prepared to teach for each instructional activity.	○	○	○	○	○
3. The instructor communicated information effectively.	○	○	○	○	○
4. The instructor encouraged me to take an active role in my own learning.	○	○	○	○	○
5. The instructor was available either electronically or in person.	○	○	○	○	○

6. Comments for the Instructor:

Note to Students: Comments are visible to the instructors. If you have a specific concern about the instructor, please contact the instructor's department chair or school director.

APPENDIX B: PRACTICUM EVALUATION FORM

UTRGV The University of Texas Rio Grande Valley

Practicum Evaluation Form

Name of Student: _____

Practicum Supervisor: _____

Current academic semester (check one): ☐ Fall ☐ Spring ☐ Summer

Academic Year: _____

Name of Practicum: _____

Pass _____ Fail _____

STUDENT'S LEVEL OF CLINICAL DEVELOPMENT AT BEGINNING OF PRACTICUM:

Level I - Beginning level; focus on learning basic skills; requires close supervision and structured format
Level II - Intermediate level; skills more developed; focus on integration; greater autonomy, requires less structure
Level III - Advanced level; well-developed, flexible skills; able to work quite autonomously; collegial supervision

Student's level of development with regard to the current practicum placement (I - III):

PRACTICUM GOALS AND OBJECTIVES:

(To be completed at beginning of practicum, in collaboration with the student)
List specific goals and objectives re: competencies to be developed, case load, types of clients, frequency and style of supervision, criteria for evaluation

1st/2nd QUARTER RE-EVALUATION OF GOALS AND OBJECTIVES:
(To be completed in collaboration with the student)
Evaluate progress toward goals and objectives; modification or revision of original goals and objectives

FINAL EVALUATION OF GOALS AND OBJECTIVES:
Indicate goals and objectives achieved by completion of practicum

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Evaluation rating scale: **1** Development required: Further development and supervision needed in order to meet expectations **2** Meets expectations: Functions adequately for level of training **3** Meets and exceeds expectations: Functions at above average level for training **NA** Not applicable to current practicum placement Give an overall rating for each category in the column to the right. Examples of skills and characteristics are given for each category in order to aid conceptualization. Following each category, space is provided for the rater to discuss any additional comments or concerns	
I. Interpersonal skills • When working with patients: o The ability to form a working alliance, deal with conflict, negotiate differences, understand and maintain appropriate professional boundaries. • When working with colleagues: o The ability to work collegially with fellow professionals. o The ability to support others and their work, and to gain support for one's own work. o Effective oral communication with others (e.g., colleagues, staff, and supervisors).	**Rating for current quarter (1-3 or N/A)**
Comments/concerns	

II. Work skills • Plans work thoroughly • Manages time effectively • Capable of making difficult or non-routine decisions • Willingness to accept and utilize feedback when needed	• Uses supervision effectively • Can take charge of a situation and get things done • Meets deadlines promptly	**Rating for Current quarter (1-3 or N/A)**

Comments/concerns	

III. Assessment skills		Rating for Current quarter (1-3 or N/A)
• Helps referral source to clarify and formulate appropriate referral questions • Is knowledgeable about a diversity of assessment procedures and methods • Selects assessment procedures/methods appropriately • Conducts effective structured and unstructured diagnostic interviews	• Administers psychological tests appropriately and capably • Formulates meaningful case conceptualizations and hypotheses about the assessment question(s) • Makes appropriate diagnoses • Skilled at assessment report writing • Formulates appropriate action plans	
Comments/concerns		

IV. Intervention skills		Rating for Current quarter (1-3 or N/A)
• Formulates meaningful case conceptualizations and hypotheses about factors contributing to the problems • Selects appropriate intervention methods • Sets clear and appropriate therapy goals • Accurately assesses intervention effectiveness	• Communicates conceptualizations and goals to clients in a meaningful and sensitive manner • Facilitates collaborative interaction with clients to effect changes and resolve problems	

Comments/concerns	

V. Applied research skills • Able to apply research knowledge to case conceptualization and treatment planning	Rating for Current quarter (1-3 or N/A)
Comments/concerns	

VI. Consultation and liaison skills • Knowledgeable about consultation role • Effective as a consultant • Effectively communicates verbally with other disciplines • Effectively communicates in writing with other disciplines • Maintains rapport with colleagues and is aware of other disciplines' contributions	Rating for Current quarter (1-3 or N/A)
Comments/concerns	

VII. Ethics and standards		Rating for Current quarter (1-3 or N/A)
• Knowledgeable about ethical principles as well as standards of professional conduct • Proactively identifies potential ethical dilemmas	• Able to apply ethical decision-making skills and effectively resolve ethical dilemmas • Sensitive to diversity issues (e.g. ethnic, gender, disability)	
Comments/concerns		

AREAS OF GROWTH, STRENGTHS, OR IMPROVEMENT NOTED

AREAS FOR FURTHER DEVELOPMENT

AREAS OF CONCERN REQUIRING POSSIBLE REMEDIAL ACTION
(Indicate magnitude of concern and recommended action)

ADDITONAL COMMENTS

SUPERVISOR SIGNATURE_____ **DATE**_____

APPENDIX C: IN VIVO SUPERVISION EVALUATION FORM

In Vivo Supervision Evaluation Form

Date: _____

Name of Student: _____

Supervisor: _____

Current academic semester (check one): ☐ Fall ☐ Spring ☐ Summer

Academic Year: _____

Name of Practicum: _____

Below is a list of professional competencies. Please evaluate only the competencies that apply.

The present level of each skill should be rated as follows:

1 = very low competence
2 = low competence
3 = basic competence
4 = high competence
5 = very high competence
NA = not applicable

Any rating of "low or very low competence" must be accompanied by specific recommendations and remediation plan in the comments section. Raters are encouraged to provide narrative commentary as opposed to simple ratings when possible. The evaluator should consider this supervisee evaluation of clinical intervention in the middle and final practicum evaluation form.

I. GENERAL PSYCHOTHERAPY SKILLS

A. CASE MANAGEMENT SKILLS

- documents services fully, but concisely
- assesses non-psychological needs
- initiates referrals as needed
- completes work in a timely manner
- is able to network and coordinate services with external agencies and other service providers

B. ASSESSMENT SKILLS

i. Therapeutic Alliance

- conveys warmth, genuineness, and empathy
- conveys credibility
- facilitates depth of self-disclosure
- establishes alliance with all family members
- respects client as a whole person with strengths and needs
- maintains objectivity
- is able to include cultural variables in alliance building

ii. Data Gathering Skills

- is aware of impact of own behavior and culture on client's presentation
- understands cultural background in client's presentation
- assesses dangerousness to self and others
- handles child maltreatment issues appropriately
- recognizes and understands nonverbal communication
- recognizes and understands metaphorical communication
- understands clinical-process issues

iii. Diagnostic-Analytic Skills

- conceptualizes and organizes data from a definite theoretical view
- recognizes impact of multicultural variables on psychological differences and response treatment
- incorporates empirical findings in literature into diagnostic formulation
- generates accurate differential diagnosis
- develops assessment plan to rule out differential diagnosis
- generates accurate case formulation, integrating development, self-report, interview-process, projective, and other data
- communicates findings orally in case presentations
- generates accurate and timely written reports

C. INTERVENTION SKILLS

i. Maintenance of Working Alliance

- tracks or reflects (particularly affect) client statements in session
- maintains client's motivation to work(without overwhelming the client or causing the client to become dependent)
- balances tracking functions with guiding functions consistent with theoretical perspective
- demonstrates multicultural competence
- maintains appropriate case load
- used evidence-based interventions

ii. Focusing of Therapy

- formulates realistic short- and long-term behavioral goals
- formulates methods (process goals) for achieving outcome
- establishes shared sense of outcome and process goals with client
- fosters positive expectations of hope

- recognizes therapeutic impasses
- realistic in assessing and reassessing progress and revising formulation and diagnosis as indicated
- undertakes interventions that are consistent with theoretical formulation
- undertakes interventions that are culturally and ethically appropriate
- undertakes interventions that potentiate change
- is able to focus on process issues in session
- undertakes interventions that are prescriptive rather than generic
- undertakes interventions that reflect basic knowledge of cognitive-behavioral, dynamic, time-limited, crisis-intervention, and systemic interventions

iii. Understanding of Interpersonal Process Issues

- uses personal response to client to aid assessment
- selectively responds to accurate self-report, distortions, and client-therapist demands
- responds appropriately to metaphoric and nonverbal content
- recognizes and highlights underlying affect, cognition, or themes from content
- accurately intuits culturally meaningful behavior

iv. Psychological Assessment

- is able to accurately administer cognitive test
- is able to accurately score cognitive tests
- is able to accurately interpret cognitive tests
- is able to accurately administer personality tests
- is able to accurately score personality tests

- is able to accurately interpret personality tests
- is able to accurately integrate findings in a comprehensive report
- is able to formulate a dynamic conceptualization of personality functioning
- is sensitive to cultural issues in terms of the appropriateness of the instruments selected to the interpretation data
- is able to generate appropriate treatment recommendations based on the results of the assessment

II. EVALUATOR COMMENTS:

From *Therapist Evaluation Checklist* by S. Hall-Marley, 2000. Copyright 2000 by S. Hall-Marley. Adapted with permission.

APPENDIX D: STUDENT PRACTICUM EVALUATION FORM

UTRGV The University of Texas Rio Grande Valley

Student Practicum Evaluation Form

Please provide below the information requested for the clinical practicum you have been involved in during the semester.

Student Name (optional) _____

Semester (circle one): **Fall** **Spring** **Summer** **Academic Year:** _____

Practicum site _____

Supervisor (s) _____

Nature of the clinical training experience (e.g., individual psychotherapy, neuropsychological assessment, etc.)

_____

1. Was the clinical training experience congruent withyour expectations (e.g., site was described as individual therapy and you have seen multiple patients in individual therapy)?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

not at all somewhat very congruent

Comments: _____

2. Did the clinical training experience increase your knowledge and clinical skills?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

not at all somewhat very much so

Comments: _____

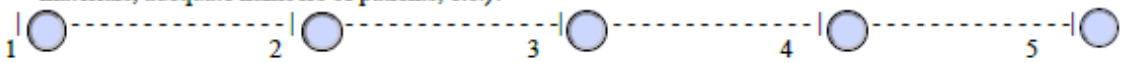
3. Was the experience (both clinical and didactic) you received with regard to working with clients from diverse backgrounds adequate?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

not at all somewhat very much so

Comments: _____

4. Were the resources at the site adequate to support your clinical training (e.g., up-to-date psychological testing materials, adequate numbers of patients, etc.)?



not at all somewhat very much so

Comments: _____

APPENDIX E: RESEARCH CONTRACT

Research Contract

Student Name_____

Title of Research _____

Primary Responsible Faculty Member _____

Mailing Address_____Telephone_____

Other Faculty Members Involved _____

_____

Institution Where Research Is Offered _____

Full Address _____

Telephone Number Where You Can Be Reached _____

Semester Research Is Offered_____Give Actual Dates _____

Number of Hours Per Week Participation By Student _____

Number of Formal Conference Hours Per Week Participation by Student _____

Number of Credit Hours Per Semester Student Qualifies For _____

Method or Criterion of Student Evaluation _____

_____

Method of Criterion of Course Evaluation_____

_____

***PLEASE LIST DETAILED OBJECTIVES OF THIS RESEARCH ON A SEPARATE SHEET.
RESEARCH CONTRACTS MUST BE TURNED INTO THE DEPARTMENT AT LEAST THREE WEEKS PRIOR TO THE ABOVE SPECIFIED STARTING DATE FOR ASSURANCE OF APPROVAL OF THIS RESEARCH.
ALL APPROVALS NOTED BELOW MUST BE RENDERED PRIOR TO STUDENT STARTING RESEARCH.
RESEARCH SUPERVISORS WILL BE SENT A FINAL COPY OF THE APPROVED RESEARCH CONTRACT.

Signature of Research Supervisor	Printed Name	Date
Signature of Advisor	Printed Name	Date
Signature of Director of Clinical Training	Printed Name	Date
Signature of Department Chair	Printed Name	Date

APPENDIX F: RESEARCH TRAINING EVALUATION FORM

Research Training Evaluation Form

STUDENT: _____ **FACULTY:** _____

DATE: _____ **SEMESTER:** Fall Spring Summer
(circle one)

Please evaluate the student's activity in the course completed this semester. A rating scale (5 pts.) is available for use and this may be supplemented by any additional comments that you may care to provide.

1.	Effort	1 Low	2	3 Med.	4	5 High
2.	Motivation	1 Low	2	3 Med.	4	5 High
3.	Success in Reaching Objectives	1 Low	2	3 Med.	4	5 High
4.	Reliability	1 Low	2	3 Med.	4	5 High
5.	Rate of Progress	1 Low	2	3 Med.	4	5 High
6.	Ethical Conduct of Research	1 Low	2	3 Med.	4	5 High
7.	Overall Degree of Satisfaction With Student's Progress	1 Low	2	3 Med.	4	5 High

COMMENTS: _____

_____

GRADE: **PASS** **FAIL**
(circle one)

APPENDIX G: STUDENT EVALUATION OF RESEARCH TRAINING

UTRGV The University of Texas Rio Grande Valley

Student Evaluation of Research Training

Student Name (optional): _____

Semester (check one): ☐ **Fall** ☐ **Spring** ☐ **Summer** **Academic Year:** _____

Lab: _____

Please rate your degree of satisfaction with the following aspects of the research program. If the statement is not applicable, just put NA:

Statistics training within your lab

1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Research methods and design training within your lab

1 ◯	2 ◯	3 ◯	4 ◯	5 ◯
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Training in ethics in conducting research

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

The frequency and quality of lab meetings (where applicable)

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

The quality of guidance/mentoring on master's thesis:

1	2	3	4	5	NA
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

Communication of requirements for master's thesis

1	2	3	4	5	NA
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

The quality of guidance/mentoring on doctoral dissertation

1	2	3	4	5	NA
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

Communication of requirements for a doctoral dissertation

1	2	3	4	5	NA
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied	

Comments:

Training and experience in grant writing and obtaining funding

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Training and experience in preparing for publications in professional journals

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Training and experience in preparing presentations for professional meetings

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

The degree to which the research training reflects the scientist-practitioner model

1	2	3	4	5
Completely Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Satisfied	Completely Satisfied

Comments:

Suggestions for other areas of research training that you would like to see addressed

Any other comments about research training

THANK YOU!

APPENDIX H: STUDENT EMPLOYMENT PERMISSION REQUEST

UTRGV The University of Texas Rio Grande Valley

Student Employment Permission Request

Prior to acceptance of any outside employment involving psychology related activities, students are required to notify in writing and consult with their Faculty Advisor and the Director of Clinical Training (DCT).

Name of Student: _____

Are you currently employed in a job involving psychology related activities? ☐ YES ☐ NO

If yes, please give complete address, description of responsibilities and hours involved:

Address: _____

Description of Responsibilities: _____

Days & Times: _____

In addition to information regarding outside employment above, please also provide all paid position(s) you hold within UTRGV:

Position I: _____ Department: _____ Supervisor: _____

Days/Hours: _____

Position II: _____ Department: _____ Supervisor: _____

Days/Hours: _____

_____ _____

Faculty Advisor Signature Director of Clinical Training Signature

APPENDIX I: CLINICAL PRACTICUM HOURS PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

Practicum Level	Minimum Requirements	Clinical Hours (Face to Face)	Clinical Hours (Assessment)	Supervision 4Face: 1 Sup	Indirect Hours	Didactic Hours	Weekly Clinical Hours	Total
First Year								
Fall (16 weeks)	2 Shadow Cases	30 *(15 weeks)*	N/A	22 *(1.5 hrs. weekly)*	32	16	7	100
Spring (16 weeks)	3 Individual Cases	48 *(16 weeks)*	N/A	32 *(2 hrs. weekly)*	32	10	8	122
Second Year								
Fall (16weeks)	3 Individual Cases 3 Cognitive Evals	48	30	32	32	10	9	152
Spring (16 weeks)	3 Individual Cases 3 Cognitive Evals.	48	30	32	32	10	9	152
Third Year								
Fall (18 weeks)	5 Individual Cases 4 Cognitive Evals.	90	40	32	16	10	12	188
Spring (16 weeks)	4 Individual Cases & 1 Family **or** Couples Case. 3 Psychological **or** Psych-Educational Evals. ***(If students have the required course)**	90	40	32	16	10	12	188
Fourth Year								
Fall (16 weeks)	5 Individual Cases & 1 Family **or** Couples case. 4 Psychological **or** Psych-Educational Evals. ***(If student has the required course)**	106	40	32	16	10	13	204
Spring (26 weeks)	5 Individual Cases & 1 Family **or** Couples Case. 3 Psychological **or** Psych-Educational Evals. ***(If students have the required course)**	106	40	32	16	10	13	204
Total		**566**	**220**	**246**	**192**	**86**		**1,310**

The Ph.D. in Clinical Psychology Policy and Procedure Manual is subject to change at the discretion of the university. Students will be notified if any changes are made to the document.

Updated: 06/11/2021