



# 2024-2025 Master's Psychology Programs Handbook

MASTER OF ARTS IN EXPERIMENTAL PSYCHOLOGY

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Department of Psychology & Philosophy

SAM HOUSTON STATE UNIVERSITY | Box 2447, Huntsville, TX 77341-2447

*A Member of the Texas State University System*

# TABLE OF CONTENTS

## Introduction

|  |   |
|--|---|
| Welcome .....  | 4 |
| Purpose of this Handbook.....                                | 4 |
| Mission Statements.....                                      | 5 |
| SHSU Statement of Belonging .....                            | 6 |
| SHSU Nondiscrimination Statement.....                        | 6 |
| Adherence to APA Ethical Principles and Code of Conduct..... | 7 |

## Contact Information

|                                  |   |
|----------------------------------|---|
| Departmental Phone Numbers ..... | 8 |
| Other Useful Phone Numbers ..... | 9 |

## Admissions.....

11

## Academic Advisement .....

12

|                             |    |
|-----------------------------|----|
| Psychmasters listserve..... | 12 |
|-----------------------------|----|

## Graduate Curriculum.....

13

|                              |    |
|------------------------------|----|
| Annual Progress Reviews..... | 13 |
|------------------------------|----|

|   |    |
|---|----|
| Requirements for the Master of Arts in Experimental Psychology..... | 14 |
|---|----|

|  |    |
|--|----|
| Thesis & Non-thesis Curriculum Checklist ..... | 15 |
|--|----|

|   |    |
|---|----|
| Experimental Psychology Course Sequence ..... | 16 |
|---|----|

|   |    |
|---|----|
| Requirements for the Master of Arts in Clinical Psychology..... | 17 |
|---|----|

|  |    |
|--|----|
| Thesis & Non-thesis Curriculum Checklist ..... | 21 |
|--|----|

|  |    |
|--|----|
| Clinical Psychology Course Sequence..... | 22 |
|--|----|

## Clinical Training.....

23

|                           |    |
|---------------------------|----|
| Clinical Privileges ..... | 23 |
|---------------------------|----|

|  |    |
|--|----|
| Supervision/Oversight/Evaluation ..... | 23 |
|--|----|

|                   |    |
|-------------------|----|
| Remediation ..... | 24 |
|-------------------|----|

|  |    |
|--|----|
| Withdrawal of Clinical Privileges..... | 25 |
|--|----|

|   |    |
|---|----|
| Appeals of Withdrawal of Clinical Privileges..... | 26 |
|---|----|

## Research

|                         |    |
|-------------------------|----|
| Research Activity ..... | 27 |
|-------------------------|----|

|             |    |
|-------------|----|
| Thesis..... | 27 |
|-------------|----|

|                       |    |
|-----------------------|----|
| Thesis Committee..... | 28 |
|-----------------------|----|

|                  |    |
|------------------|----|
| Prospectus ..... | 28 |
|------------------|----|

|                 |    |
|-----------------|----|
| Procedures..... | 28 |
|-----------------|----|

## Faculty

|                                |    |
|--------------------------------|----|
| Student-Faculty Relations..... | 30 |
|--------------------------------|----|

|                      |    |
|----------------------|----|
| Core MA Faculty..... | 31 |
|----------------------|----|

|   |    |
|---|----|
| Psychology Faculty Listing and Interests..... | 32 |
|---|----|

|   |    |
|---|----|
| <b>Comprehensive Examinations</b> .....         | 34 |
| Experimental Psychology Comprehensive Exam..... | 34 |
| Clinical Psychology Comprehensive Exam .....    | 36 |

**Student Resources**

|   |    |
|---|----|
| Professional Organizations & Travel.....                        | 38 |
| Financial Awards.....   | 38 |
| Employment as a Graduate Assistant (GA, TA, RA) .....           | 39 |
| Standards of Professional Conduct for Graduate Assistants ..... | 39 |
| Grounds for Dismissal from Assistantships .....                 | 39 |
| Student Services .....  | 40 |
| Library .....   | 40 |
| Computer Services .....   | 40 |
| Services for Students with Disabilities.....                    | 41 |
| Student Medical and Mental Health Services.....                 | 41 |

**University Requirements and Policies**

|  |    |
|--|----|
| Academic Good Standing... ..                                 | 42 |
| Academic Honesty .....                                       | 42 |
| Graduate Degree Enrollment and Completion Requirements ..... | 43 |
| Course Load.....   | 43 |
| Transfer of Credit .....                                     | 43 |
| Leave of Absence.....  | 44 |
| Resignations.....  | 44 |
| Grievances .....   | 44 |
| Appeal of a Grade .....                                      | 44 |
| Classroom Rules of Conduct.....                              | 45 |
| Religious Holidays .....                                     | 45 |
| Notice to Persons with Disabilities.....                     | 45 |
| Title IX: Sexual Discrimination.....                         | 45 |
| Family Education Rights and Privacy Act (FERPA).....         | 46 |

|                              |    |
|------------------------------|----|
| <b>Texas Licensure</b> ..... | 48 |
|------------------------------|----|

**Appendices**

|  |    |
|--|----|
| Appendix A: MA Experimental Psychology Comprehensive Exam Rubric .....     | 49 |
| Appendix B: MA Clinical Psychology Practicum Evaluation Form .....         | 51 |
| Appendix C: MA Clinical Psychology Assessment Comprehensive Rubric.....    | 57 |
| Appendix D: MA Clinical Psychology Psychotherapy Comprehensive Rubric .... | 59 |
| Appendix E: Mental Health Resources with Low/Sliding Scale fees .....      | 62 |
| Appendix F: APA Ethics Code.....   | 64 |

## Welcome to SHSU's MA Psychology Programs

The MA Psychology Programs (MAPP) committee welcomes you to SAM! Graduate education at Sam Houston State University seeks to prepare students to become intellectual leaders in their professions, and the Department of Psychology and Philosophy has pursued this goal with graduate training in scientific and professional psychology since 1984. For almost four decades, we have trained capable practitioners and scientists, prepared students for doctoral study, and supported personal growth. We hope that you find your time with us fulfilling and rewarding.

Our *Master of Arts in Experimental Psychology* is focused on the scientific sub-disciplines of Psychology. As the name indicates, the program is experimentally oriented and students are expected to become involved in research throughout their tenure at SHSU. This program educates students to be effective researchers in the areas of experimental psychology (e.g., social, physiological, cognitive, developmental, learning, research methods, and statistics) and does not involve training in the delivery of psychological services. Students often use their training to gain admission into doctoral psychology programs, become college instructors, or pursue research-based positions.

Our *Master of Arts in Clinical Psychology* program is designed to produce scholar-practitioners who (a) have broad-based knowledge in the scientific, theoretical, and conceptual foundations of psychology, (b) exhibit Masters-level competencies in evidence-based psychotherapy and intervention skills, (c) demonstrate Masters-level proficiencies in personality and cognitive assessment, and (d) are able to consume, critically analyze, and utilize scientific methods of inquiry in psychological practice. Graduate training is directed toward eligibility for licensure as a Psychological Associate (LPA) from the Texas State Board of Examiners of Psychologists (TSBEP). In addition, the Program offers a thesis concentration to support those graduates who desire to pursue further doctoral education.

### Purpose of this Handbook

This handbook is intended to provide you with information about our program requirements and to facilitate your progress through our programs. Each student is expected to read this handbook and be familiar with its contents. The information in this Handbook supplements that in other University publications: the Graduate Catalog, the University Student Guidelines, the University's Guide to the Preparation of Theses and Dissertations.

During your tenure here, changes in the curriculum or our policies may occur; generally, any new requirements will be limited to new students. Students who are already enrolled in one of our programs will usually continue to be guided by the rules in effect at the time they were admitted to the program. However, some changes required by SHSU, the state, or accreditation become effective immediately and will apply to all students regardless of admission year.

Please note that all students are expected to demonstrate professionalism in the academic setting. "Professionalism is **how you interact as well as what you produce**. Interacting with others appropriately and respectfully, communicating clearly and directly and interpersonal skills are all essential to being professional."

(<http://surreyprofessionaltraining.pbworks.com/f/PERSONAL+PROFESSIONALISM+LEAFLET+FINAL.pdf>). Other tips on professionalism in the academic setting can be found at <https://www.cpcc.edu/sites/default/files/2019-04/star-resources-academic-professionalism.pdf>.

# Mission Statements

## *Sam Houston State University*

Sam Houston State University is a student-centered, community engaged institution whose mission is to offer an accessible, quality higher education. The university offers a variety of innovative and flexible degree programs at the undergraduate, graduate, and professional levels focused on career readiness, personal and professional development, and service. SHSU provides integrated academic and student success services designed to support traditional and non-traditional students from diverse backgrounds.

## *College of Humanities and Social Sciences*

The College of Humanities and Social Sciences (CHSS) provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the CHSS facilitates personal growth, competent professionalism, and responsible citizenship.

## *American Psychological Association*

The mission of the American Psychological Association is to promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives by

- Utilizing psychology to make a positive impact on critical societal issues.
- Elevating the public's understanding of, regard for, and use of psychology.
- Preparing the discipline and profession of psychology for the future.
- Strengthening APA's standing as an authoritative voice for psychology.

## *The Department of Psychology and Philosophy*

The Department of Psychology and Philosophy supports the Mission Statement of the University and that of the CHSS. The Department is committed to providing a quality educational environment conducive to scholarship and the acquisition of knowledge and applicable skills. We recognize that this ideal requires the effective use of faculty expertise and creativity, sensitivity to needs of university and community, and genuine concern for the abilities and goals of students

## *Masters Psychology Programs*

The core faculty of the SHSU Masters Psychology programs envision a dynamic collaboration that highlights the exchange between theoretical, scientific, and applied principles of psychological science. Faculty place a strong emphasis on fostering a sense of community for students and faculty, as well as supporting student success and offering individualized mentoring to students. Students will be trained as both effective consumers and active producers of scientific knowledge in the field of psychology, which will enhance their career opportunities and improve the academic reputations of the Psychology Master's programs and SHSU.

## **SHSU Statement of Belonging**

As a core value at SHSU, we are committed to being an institution that is welcoming, compassionate, and supportive, a place that provides all students, faculty, and staff the opportunity to engage, learn, and work in an environment of mutual respect and understanding. We strive to foster a campus culture of belonging where everyone is valued and has a positive, meaningful experience.

### **Sam Houston State University Nondiscrimination Statement**

Sam Houston State University is committed to an inclusive educational and work environment that provides equal opportunity and access to all qualified persons. SHSU in accordance with applicable federal and state law (including Title VII and Title IX) and institutional values, prohibits discrimination or harassment on the basis of race, creed, ancestry, marital status, citizenship, color, national origin, sex, religion, age, disability, veteran's status, sexual orientation, gender identity, or gender expression in employment, educational programs, activities, and admissions. Each supervisor, faculty member, employee, and student is responsible for maintaining an environment that is free of discrimination and for addressing behaviors that violate this obligation in accordance with this policy.

If you are concerned that you or another student or member of the Program has been the victim of discrimination or harassment, we encourage you to consult with the SHSU Office of Experience: <https://www.shsu.edu/inclusion/> or Title IX: <https://www.shsu.edu/titleix/>

## **Adherence to APA Ethical Principles and Code of Conduct**

All students are expected to conduct themselves in accordance with the Ethical Principles of Psychologists and Code of Conduct (EPPCC) of the American Psychological Association, which can be found online at:

<http://www.apa.org/ethics/code/index.aspx>

You may also find a copy of the EPPCC in Appendix F of this manual.

The Clinical Psychology Masters Program is also aligned with the Rules of the Texas State Board of Examiners of Psychologists.

<http://www.tsbep.texas.gov>

The Clinical Psychology Masters Program affirms the principle--underscored in the APA EPPCC and Committee on Accreditation Implementing Regulations--that clinical psychologists should be trained to offer services to diverse populations. In pursuit of this goal, students entering our training program will be required to provide services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be different from their own. Should unanticipated conflicts arise for any student, faculty are committed to working with the student to be certain cultural competence is achieved.

## DEPARTMENTAL CONTACT INFORMATION

### Psychology Department

|                     |              |  |
|---------------------|--------------|--|
| Front Desk          | 936-294-1174 | <a href="http://www.shsu.edu/academics/psychology-and-philosophy/">www.shsu.edu/academics/psychology-and-philosophy/</a> |
| Fax Number:         | 936-294-3798 |  |
| Michelle Brown      | 936-294-3552 | <a href="mailto:stdmat20@shsu.edu">stdmat20@shsu.edu</a>   |
| Admin Assistant TBD | 936-294-4933 |  |
| Jorge Varela, Chair | 936-294-3052 | <a href="mailto:jgv002@shsu.edu">jgv002@shsu.edu</a>   |

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|                    |              |  |
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| Diane Stoebner-May | 936-294-2434 | <a href="mailto:dxs011@shsu.edu">dxs011@shsu.edu</a>               |
| Jorge Varela       | 936-294-4161 | <a href="mailto:jgv002@shsu.edu">jgv002@shsu.edu</a>               |
| Stephen White      | 936-294-1173 | <a href="mailto:sww012@shsu.edu">sww012@shsu.edu</a>               |
| Juaju Wu           |              | <a href="mailto:jxw089@shsu.edu">jxw089@shsu.edu</a>               |

### MA Clinical Psychology Program Director

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### MA Experimental Psychology Program Director

Jeff Anastasi 936-294-3049 [jsa001@shsu.edu](mailto:jsa001@shsu.edu)

### School Psychology Program (SSP) Director

Ramona Noland 936-294-4310 [noland@shsu.edu](mailto:noland@shsu.edu)

### Ph.D. Clinical Psychology Program Director

Craig Henderson 936-294-3601 [ceh003@shsu.edu](mailto:ceh003@shsu.edu)

### Psychmasters listserv

<https://lists.shsu.edu/mailman/listinfo/psychmasters>



## OTHER USEFUL CONTACT INFORMATION

### Dean of the College of Humanities and Social Sciences

|                   |              |               |
|-------------------|--------------|---------------|
| Front Desk        | 936-294-2200 | chss@shsu.edu |
| Dean Chien-pin Li | 936-294-2200 | chss@shsu.edu |
| Fax Number:       | 936-294-2207 |               |

### Financial Aid & Scholarships Office

|             |   |  |
|-------------|---|--|
| Phone:      | 936-294-1774  |  |
| Website:    | <a href="https://www.shsu.edu/dept/financial-aid/">https://www.shsu.edu/dept/financial-aid/</a> |  |
| Fax Number: | 936-294-3668  |  |

### Graduate School

|   |              |                            |
|---|--------------|----------------------------|
| Front Desk  | 936-294-2408 | TheGraduateSchool@shsu.edu |
| Fax Number:   | 936-294-2409 |                            |
| Dean Kenneth Hendrickson                            | 936-294-2408 | TheGraduateSchool@shsu.edu |
| Dissertation/Thesis Specialist<br>Leanna Martin, MA | 936-294-2303 | lnm036@shsu.edu            |

### Psychological Services Center

|             |   |  |
|-------------|---|--|
| Front Desk  | 936-294-1210  |  |
| Website:    | <a href="https://www.shsu.edu/academics/psychology-and-philosophy/psychology/psychological-services-center/">https://www.shsu.edu/academics/psychology-and-philosophy/psychology/psychological-services-center/</a> |  |
| Fax Number: | 936-294-1685  |  |

### Newton Gresham Library

|             |              |                  |
|-------------|--------------|------------------|
| Front Desk  | 936-294-1614 | library@shsu.edu |
| Fax Number: | 936-294-3615 |                  |

### Registrar's Office: Certification for Graduation

|  |              |                    |
|--|--------------|--------------------|
|  | 936-294-4245 | registrar@shsu.edu |
|--|--------------|--------------------|

### Services for Students with Disabilities

|            |              |   |
|------------|--------------|---|
| Front Desk | 936-294-3512 | disability@shsu.edu   |
|            |              | <a href="https://www.shsu.edu/dept/disability/index.html">https://www.shsu.edu/dept/disability/index.html</a> |

### Other Services

|                         |              |   |
|-------------------------|--------------|---|
| Student Advising Center | 936-294-4444 |   |
|                         |              | <a href="https://www.shsu.edu/centers/sam-center/">https://www.shsu.edu/centers/sam-center/</a>                                       |
| Bookstore               | 936-294-1862 |   |
|                         |              | <a href="https://shsu.bncollege.com/shop/shsu/home">https://shsu.bncollege.com/shop/shsu/home</a>                                     |
| Computer Services       | 936-294-1950 |   |
|                         |              | <a href="https://www.shsu.edu/dept/client-services/service-desk.html">https://www.shsu.edu/dept/client-services/service-desk.html</a> |
| Post Office             | 936-294-1936 |   |
|                         |              | <a href="https://www.shsu.edu/dept/mail-services/">https://www.shsu.edu/dept/mail-services/</a>                                       |
| Student Activities      | 936-294-3861 |   |

|                        |  |
|------------------------|--|
| Legal Services         | <a href="https://www.shsu.edu/dept/student-activities/">https://www.shsu.edu/dept/student-activities/</a><br>936-294-1717  |
| Lowman Student Center  | <a href="https://www.shsu.edu/dept/student-affairs/legal/">https://www.shsu.edu/dept/student-affairs/legal/</a><br>936-294-1759  |
| International Programs | <a href="https://www.shsu.edu/dept/lowman-student-center/">https://www.shsu.edu/dept/lowman-student-center/</a><br>936-294-4737<br><a href="https://www.shsu.edu/dept/international-programs/">https://www.shsu.edu/dept/international-programs/</a> |

## ADMISSIONS PROCESS

Admission to the MA in Clinical Psychology program is competitive and the number of available positions is limited. Students will be admitted for the Fall (no spring or summer admissions). The application deadline for Fall enrollment is February 15. Incomplete applications will not be reviewed. Students seeking admission to the Master of Arts in Experimental or Clinical Psychology must submit the following documents to the Office of Graduate Admissions:

- Graduate Application: The Graduate Application is an institutional application required by SHSU. Students must provide biographical and educational information and information relevant to determining State of Texas residency.
- Application fee: An application fee is required for all applications to graduate programs at SHSU.
- Transcripts documenting all prior degrees.\*
  - 12 hours of coursework in psychology is required.
  - Applicants are expected to have earned a minimum undergraduate GPA of 3.0 from the accredited institution granting the undergraduate degree. Applicants who have an undergraduate GPA below 3.0 and do not possess graduate coursework demonstrating significant improvement are encouraged to provide an explanation for the applicant's low GPA and why the GPA is not indicative of the applicant's academic and professional potential in the Letter of Intent.
- Official GRE General Exam scores.
- Curriculum Vita (CV) with sections emphasizing education, research experience, volunteer or clinical experience, and any notable achievements, awards, or proficiencies.
- Letter of intent: The Letter of Intent is your opportunity to discuss your fit with the program offered at Sam Houston State University. While you have a significant amount of freedom to discuss anything you would like in your letter of intent, please address your short-term and long-term academic/professional goals, any research or clinical interests, and how these interests align with specific faculty research agendas. In addition, please discuss your expectations for training in light of the changing demographics of the U.S.
- Three completed recommendation forms that comment on the applicant's suitability for graduate study. The most useful recommendations come from university faculty who are able to describe the applicant's potential for success in graduate study.

\*Applicants may submit unofficial transcripts for review by the admissions committee. However, under university policy, admission decisions are contingent upon receipt of official transcripts.

Students who have the highest qualifications for success (based on GPA, GRE, research and/or applied experiences, letters of recommendation, and letter of intent) and demonstrate close alignment between their professional development goals and (1) the specific Program's training goals, and (2) faculty research and clinical interests. The MAPP committee reviews and selects a group of applicants to whom they will extend offers and an additional group is rank-ordered and placed on a waitlist. The Psychology Master's Programs seek promising students from all backgrounds in the service of creating a diverse intellectual community. High test scores and grades do not guarantee acceptance: students whose lower scores are offset by other exceptional qualifications may be admitted. For further information, email [graduatepsy@shsu.edu](mailto:graduatepsy@shsu.edu), or contact the Program Director for the specific Master's program you are interested in.

## ACADEMIC ADVISEMENT

Enrollment in graduate courses usually requires specific permission in the form of department approval, which is provided by graduate advisors. The MA Coordinator in Psychology will approve department courses, while courses in other departments require the approval of their graduate advisor. After meeting with your MA Director, you will be cleared for each of your courses, which then allows you to register for those approved courses. This system ensures that those who request a course are qualified to take it, and it provides a procedure for controlling enrollment in certain skill courses. Once you have departmental approval, barring changes to the master schedule, you have a confirmed reservation for a seat in the class.

This system also means that you must receive academic advisement before you register each semester. Advisement meetings will be routinely announced twice a year in October and March. Prior to your advising, please check your degree plan and recommended sequence of courses (which can be found later in this Handbook). The sequence of these courses is fairly straightforward but your program director can offer advice on courses that may be best for your specific circumstances or professional goals. Juggling your needs with those of others on campus who wish to take our classes is a complex task, and if you are tardy in formulating your plans for subsequent semesters, we do not promise to have spaces remaining in classes that would otherwise have been open to you.

We will strive to make all our courses available to you on a schedule that is convenient. Nevertheless, various changes in the availability of faculty can lead to unanticipated changes in our sequencing of courses. Most importantly, you should note that some of our courses—in particular, Assessment courses, and Practica I, II, and III—have strict limits on the number of students they can contain. We take great efforts to make sure that the courses that you need are available when you need to take them during your academic career, but unforeseen circumstances beyond our control may arise. Priority in enrollment is given to those closest to graduation, and some courses may not be available to you if there will be other opportunities for you to take them before you graduate.

Finally, you should always be alert for changes in our course offerings that occur after the University's official Schedule of Courses is posted on the Web (which is several weeks before advisement begins). Courses are sometimes added to our list of offerings, and class meeting times sometimes change. When possible, your program director will notify you of these changes and should be regarded as a source of information that is to be preferred to the posted Schedule of Courses.

### **Psychmasters listserve**

Every MA Psychology student is expected to register for the Psychmasters listserve, which is where many program announcements will be posted. Students will be responsible for regularly reviewing the listserve postings to ensure that they are up to date with all current program activities, deadlines, and announcements. To request listserve access and post messages, please go to <https://lists.shsu.edu/mailman/listinfo/psychmasters>.

## GRADUATE CURRICULUM

You will complete most of your coursework on the Huntsville campus, although occasionally courses will be offered at The Woodlands Center. Full-time study is encouraged but not required, and some students write a Master's thesis. Keep in mind that while some required courses may be offered at The Woodlands Center, the number and selection of courses offered each semester at this location may be limited.

Each of our graduate programs includes courses that are denoted as General Core courses and Electives. Additionally, the practitioner-based degrees (i.e., clinical and school psychology) include courses that emphasize the clinical and/or practitioner basis of those programs.

### The General Core

All of the required core courses are provided to make sure that our students have a general understanding of the scientific nature of psychological study. Thus, these courses are meant to provide you with a solid background in psychology that you can build on and apply to courses required by your specific program. Most of these courses are offered at least once a year. The General Core includes:

|           |                                   |
|-----------|-----------------------------------|
| PSYC 5332 | Advanced Social Psychology        |
| PSYC 5336 | Advanced Cognitive Psychology     |
| PSYC 5360 | Advanced Physiological Psychology |
| PSYC 5381 | Advanced Learning Theory*         |
| PSYC 5387 | Advanced Statistics               |
| PSYC 5388 | Experimental Design               |
| PSYC 5397 | Advanced Developmental Psychology |

\*Note: The Clinical Psychology MA degree does not require PSYC 5381

### Annual Progress Reviews

Each student in the Psychology MA Programs will undergo an annual progress review (APR) and receive written feedback in a letter that will also be placed in the student's academic file. The APR letter will address the student's performance and progress in the areas of (a) academics, (b) research, (c) teaching or other assistantship, (d) clinical training if applicable, and (e) overall program performance. At the end of each spring, students will provide an updated CV and a self-evaluation letter in which they assess their own performance in these areas and note any special accomplishments/activities in the past academic year, e.g., conference presentations, expansion of clinical approaches, training workshops attended, publications. Students submit these materials to their program Director, who distributes the materials to faculty members assigned to the student for APR purposes (often a research mentor). The MAPP faculty will meet to review the materials and discuss strengths, weaknesses, and recommendations. Prior to the start of the following academic year, APR letters will be mailed to students who may request a meeting with the appropriate advisor to discuss the program feedback.

## **REQUIREMENTS FOR THE MASTER OF ARTS IN EXPERIMENTAL PSYCHOLOGY**

In addition to the General Core courses listed on the previous page, students in the MA Experimental Psychology program must complete additional graduate courses per their degree program. Students also must successfully pass a comprehensive examination, typically during their last semester of the program. The comprehensive examination is detailed in a later section of this handbook. All of the specific courses that constitute the 36-hour thesis or non-thesis options are listed in the MA Experimental Psychology Degree Checklist on the next page, followed by the recommended course sequence.

### **Thesis Concentration**

As an experimentally-oriented program, we expect you to become involved in research activities. In particular, we encourage you to complete a Master's thesis and have detailed the thesis process later in this handbook, and online at <http://www.sam.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html>. Generally, the thesis requires about 3 semesters of work in order to design and propose the thesis study (PSYC 6098 – Thesis I) and then collect data for the study and defend it to one's committee (PSYC 6099 – Thesis II). The thesis is recommended but not required, so you may instead select the non-thesis concentration described below.

### **Non-thesis Concentration/Electives**

The non-thesis option requires 4 graduate electives, which can be fulfilled by any graduate course (5000-level or above) on campus. A good portion of our students are interested in teaching psychology at the junior college or college level, for which we strongly recommend taking PSYC 5390, Teaching of Psychology, and PSYC 5392, History & Systems. Other students have crafted their own 12-hour "mini-concentrations" in psychology and law or psychology and business by taking Criminal Justice or Business courses, respectively, for these electives.

You should contact the professor of the course you want to take and obtain registration clearance from that department's graduate advisor. We encourage you to pursue your personal interests to tailor your degree into one that will assist you in realizing your ultimate goals.

## MA EXPERIMENTAL PSYCHOLOGY Degree Checklist

| Required General Core Courses (18 hours): |           |  | Hours     |
|---|-----------|--|-----------|
|   | PSYC 5331 | Graduate Seminar in Experimental Psychology    | 3         |
|   | PSYC 5332 | Advanced Social Psychology                     | 3         |
|   | PSYC 5336 | Advanced Cognitive Psychology                  | 3         |
|   | PSYC 5360 | Advanced Physiological Psychology              | 3         |
|   | PSYC 5381 | Advanced Learning                              | 3         |
|   | PSYC 5397 | Advanced Developmental Psychology              | 3         |
|   | PSYC 5387 | Advanced Statistics                            | 3         |
|   | PSYC 5388 | Experimental Design                            | 3         |
|   | PSYC 5389 | Applied Multivariate Statistics for Psychology | 3         |
| <b>Experimental Core:</b>                 |           |  | <b>27</b> |

| Concentration – circle track, fill in elective number |           |                         |                                    |  |                       |   |
|---|-----------|-------------------------|------------------------------------|--|-----------------------|---|
| Thesis Concentration (12 hours)                       |           |                         | Non-Thesis Concentration (9 hours) |  |                       |   |
|   | PSYC 6098 | Thesis 1                |                                    |  | Elective <sup>1</sup> | 3 |
|   | PSYC 6099 | Thesis 2                |                                    |  | Elective <sup>1</sup> | 3 |
|   |           | Elective <sup>1</sup>   |                                    |  | Elective <sup>1</sup> | 3 |
|   |           | Elective <sup>1,2</sup> |                                    |  |                       |   |

**Thesis DEGREE HOURS: 39**

**Non-Thesis DEGREE HOURS: 36**

<sup>1</sup>To fulfill elective requirements, students may select any graduate course (5000+), provided they are granted permission by the professor and relevant graduate advisor to enroll in the course.

<sup>2</sup>Students are encouraged to take PSYC 5390, Teaching of Psychology, as one of their electives.

## Recommended Sequence for MA Experimental Psychology Thesis and Non-thesis Options

| Year | Fall (9 Credits)  | Spring (9 Credits)  | Summer (0-3 Credits)  |
|------|---|---|---|
| 1    | PSYC 5331 (Graduate Seminar in Experimental Psychology) | PSYC 5388 (Experimental Design)   | Elective <sup>2</sup>   |
|      | PSYC 5360 (Physiological Psychology)                    | PSYC 5389 (Applied Multivariate Statistics for Psychology)                      | Recommended:<br>PSYC 5390 (Teaching of Psychology)<br>PSYC 5392 (History & Systems) |
|      | PSYC 5387 (Advanced Statistics I)                       | PSYC 5381 (Advanced Learning) OR<br>PSYC 5336 (Advanced Cognition) <sup>1</sup> |   |
| 2    | PSYC 5332 (Advanced Social Psychology)                  | PSYC 5397 (Advanced Developmental Psychology)                                   |   |
|      | PSYC 6098 (Thesis I) OR Elective <sup>2</sup>           | PSYC 6099 (Thesis II) <sup>3</sup> OR Elective <sup>2</sup>                     |   |
|      | Elective <sup>2</sup>                                   | PSYC 5381 (Advanced Learning) OR<br>PSYC 5336 (Advanced Cognition) <sup>1</sup> |   |

**Thesis Degree Hours = 39**

**Non-thesis Degree Hours = 36**

<sup>1</sup> One of these courses will be offered spring semester in alternating years.

<sup>2</sup> Electives can be selected from within or outside of the department. Any SHSU course outside of the department at the 5000 level or above can be taken as an elective if students receive approval from the instructor and/or that department's graduate advisor. Students who intend to teach are strongly encouraged to register for PSYC 5392 (History & Systems), as well as PSYC 5390 (Teaching of Psychology).

<sup>3</sup> A minimum of 6 hours is required for Thesis I + Thesis II, additional hours of Thesis II may be required due to rules for continuous enrollment through graduation semester.



# REQUIREMENTS FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY

## Background

In the State of Texas, a *Licensed Psychological Associate* holds a graduate degree (Master's degree), while a *Licensed Psychologist* holds a doctorate degree. These credentials may fall under alternative labels in different states. Under previous Texas law, a Licensed Psychological Associate (LPA) was not permitted to practice independently and could only practice psychology under the supervision of a licensed psychologist. In 2017, the Texas legislature adopted new rules governing the independent practice of psychology for Masters-level practitioners. Under current law, [22 Tex. Admin. Code §463.1](#), an LPA may practice psychology independently if:

- (A) The licensee can demonstrate at least 3,000 hours of post-graduate degree experience in the delivery of psychological services under the supervision of one or more licensed psychologists;
- (B) The supervised experience was obtained in not less than 24 consecutive months, but not more than 48 consecutive months, and in not more than three placements; *and*
- (C) The licensee submits an application for independent practice evidencing proof of the required supervised experience.

In conjunction with the loosening of requirements for the independent practice of psychology, changes to Texas state licensure rules and regulations now require 60 hours of graduate coursework in order to be eligible to obtain an LPA (Licensed Psychological Associate) credential. This change applies to any student who begins graduate school in August 2020 or later, and grandfathering for students beginning training earlier ended in August of 2021. As such, the curriculum and coursework of our MA Clinical Psychology degree has changed substantially, resulting in the recommended course sequencing over a 3-year period in order to meet the requirements for licensure.

Please note that the SHSU Clinical Psychology program is designed to prepare students for eligibility to seek LPA licensure in Texas, and the curriculum may not meet credentialing requirements of other states or other credentials/licensure in the state of Texas (e.g., Licensed Professional Counselor, Licensed Mental Health Counselor). It is the students' responsibility to be informed about licensure requirements in other jurisdictions in which they wish to practice, and to seek additional training outside of the program if necessary for eligibility to apply for any licensure/credential other than the Texas LPA.

Because Masters-level practitioners can now practice independently in Texas, the program's primary goal is to produce effective practitioners and thus provides intensive clinical training. The program aims for a minimum of 300 hours of supervised practicum experience and equips students with applied skills in psychological assessment and intervention. Students must also must successfully pass comprehensive examinations consisting of two capstones, one in assessment and one in psychotherapy treatment, typically during their last semester of the program. In addition, for cohorts entering in fall 2023 or later, students who do not complete a thesis are required to take an exam to assess their scientific competency at the end of their second year. The comprehensive examination is detailed in a later section of this handbook.

## Discipline-Specific Knowledge

Discipline-specific knowledge (DSK) represents the foundational knowledge expected of all graduates of Health Service Psychology (HSP) programs. These domains provide the knowledgebase necessary for further training in clinical psychology. Consistent with the American Psychological Association (APA) *Standards of Accreditation*, we ensure students gain mastery of these areas of knowledge through classroom learning and practical application. The DSL domains for HSP Masters Programs (APA, 2021) are:

- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Consumption of Research
- Research Methods
- Psychometrics

## Profession-Wide and Program Competencies

The Profession-wide competencies (PWC) are the critical knowledge and skills expected of all graduates from clinical psychology programs. Consistent with the field of psychology in general, science is at the core of our knowledge and we rely on the current evidence base in our training. Through classroom learning and practical application, we ensure students develop these competencies in manner consistent with the American Psychological Association *Standards of Accreditation*. We expect graduates of our program to be competent with respect to the following:

- Integration of psychological science and practice
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

## The General Core

With respect to the General Core Courses listed on p. 12, Clinical MA students are not required to take PSYC 5381 (Advanced Learning Theory) but instead will take PSYC 5377, Emotion & Cognition. PSYC 5377 will be offered every other year, so MA Clinical Psychology students will take Developmental Psychology in the off year. For example, PSYC 5377 will be offered in the spring of 2025, so both 2<sup>nd</sup> and 3<sup>rd</sup> year Clinical MA students will take PSYC 5377 that semester, whereas in the spring of 2026, both 2<sup>nd</sup> and 3<sup>rd</sup> year Clinical MA students will take PSYC 5397 (Developmental).

## Clinical Core Courses

All of the courses in the Clinical Core are required. The Clinical Core consists of:

- PSYC 5330 Psychopathology
- PSYC 5333 Theory and Research in Psychotherapy I
- PSYC 5394 Psychometrics
- PSYC 5395 Assessment of Intelligence and Achievement
- PSYC 5396 Assessment of Personality and Psychopathology
- PSYC 6390 Techniques in Psychotherapy
- PSYC 6391 Practicum I
- PSYC 6392 Practicum II
- PSYC 6393 Practicum III

As outlined in the recommended course sequence, the prerequisites for PSYC 6391 (Practicum I) include PSYC 5330 (Psychopathology), PSYC 5333 (Theory and Research in Psychotherapy I), PSYC 5379 (Ethics), PSYC 5380 (Diversity), PSYC 5395 (Assessment of Intelligence and Achievement), and PSYC 6390 (Techniques of Psychotherapy). You must also take PSYC 5394 (Psychometrics) before or concurrently with any assessment course, and PSYC 5396 (Assessment of Personality & Psychopathology) should be taken prior to enrolling in PSYC 6392/6393 (Practicum II/III).

## Clinical Practicum Courses

In the Practicum courses, your professional training all comes together; it's your opportunity to learn and practice the skills you'll absolutely need as a clinician. Your first three-hour practicum course, PSYC 6391, is an in-house experience that will involve a small case load, individual and group supervision, and a case presentation; your time commitment will be about 10 hours per week outside of normal class times during the semester.

Your two other advanced practicum courses, PSYC 6392 and 6393, Practicum II and Practicum III, will comprise 6 credit hours over the course of two semesters (fall and spring) during your final year in the program. The Practicum II/III experience can be enormously rewarding, but it is time intensive and can be both physically and emotionally challenging. After submitting applications to multiple agencies in the spring semester prior to enrolling in Practicum II, you must be accepted and assigned to a mental health setting. In addition to providing psychotherapy to individual clients, you may be engaged in psychological assessment, group therapy, and interdisciplinary meetings. Typically, approximately 16-20 hours per week will be spent onsite at your agency outside of normal class time; you will receive at least 1 hour of individual supervision each week, and may also participate in didactics and/or group supervision. As you can see, the practicum experience is intense and that should be taken into account when planning where your time and energy will be directed each semester of the sequence.

Additionally, many sites require at least one letter of recommendation from a professor, a criminal background check, and a professional interview, as well as adherence to ethical standards and a professional dress code. It is at the discretion of the agency personnel whether to accept you as a practicum student. Failure to achieve placement to a practicum training site disqualifies you from taking Practicum II/III that year and will delay your graduation.

## **Clinical Electives**

In order to meet your elective requirements, you will select 1-3 clinical elective course(s) (depending on your admission year and thesis option) offered by the Department of Psychology and Philosophy. Clinical elective courses are intended to provide additional opportunities to broaden your clinical training and enhance your readiness for independent practice, so they will focus on specific clinical areas, such as child psychotherapy, group therapy, neuropsychopharmacology, trauma, substance abuse/addiction, couple and family psychology, etc. Some of these courses may be offered as PSYC 5334, Theory & Research in Psychotherapy II, which can be counted more than once on the degree plan if the courses comprise different topics. A program goal is to offer at least one clinical elective, and possibly two, each long semester. Consult with the MA Coordinator to determine whether a course will count as a clinical elective.

## **Thesis Option**

We encourage all students to become involved in research, but a thesis is optional. Students selecting the thesis concentration are required to take a minimum of 6 additional hours of thesis. Generally, the thesis requires 3 or more semesters of work in order to design and propose the thesis (PSYC 6098 - Thesis I), and then conduct the study and defend it to the thesis committee (PSYC 6099 - Thesis II). Students must continue to enroll in thesis hours until it is defended but additional hours will not count toward the degree.

All the specific courses that constitute the 60-hour degree are listed in the MA Clinical Psychology Degree Checklist found on the next page, followed by the recommended course sequence for our MA clinical psychology students. Students in the thesis concentration will earn a minimum total of 66 credit hours for the degree.

## MA CLINICAL PSYCHOLOGY Degree Checklist

| <b>Required General Core Courses (18 hours):</b>  |           |   | <b>Hours</b> |
|---|-----------|---|--------------|
|   | PSYC 5332 | Advanced Social Psychology                    | 3            |
|   | PSYC 5397 | Advanced Developmental Psychology             | 3            |
|   | PSYC 5360 | Advanced Physiological Psychology             | 3            |
|   | PSYC 5377 | Cognition & Emotion                           | 3            |
|   | PSYC 5387 | Advanced Statistics                           | 3            |
|   | PSYC 5388 | Experimental Design                           | 3            |
| <b>Required Clinical Core Courses (42 hours):</b> |           |   |              |
|   | PSYC 5333 | Theory and Research in Psychotherapy I        | 3            |
|   | PSYC 5330 | Psychopathology                               | 3            |
|   | PSYC 5394 | Psychometrics                                 | 3            |
|   | PSYC 5395 | Assessment of Intelligence and Achievement    | 3            |
|   | PSYC 5396 | Assessment of Personality and Psychopathology | 3            |
|   | PSYC 5380 | Psychology of Diversity                       | 3            |
|   | PSYC 5379 | Ethical Practice in Psychology                | 3            |
|   | PSYC 6390 | Techniques in Psychotherapy                   | 3            |
|   | PSYC 6391 | Practicum I                                   | 3            |
|   | PSYC 6392 | Practicum II                                  | 3            |
|   | PSYC 6393 | Practicum III                                 | 3            |
|   | PSYC      | Clinical Elective <sup>1</sup>                | 3            |
|   | PSYC      | Clinical Elective <sup>1</sup>                | 3            |
|   | PSYC      | Clinical Elective <sup>1</sup>                | 3            |

### **REQUIRED NON-THESIS DEGREE HOURS: 60**

| <b>Thesis Concentration/Track (6+ hours)<sup>2</sup></b> |           |          |
|--|-----------|----------|
| <b>Thesis Track</b>                                      |           |          |
|  | PSYC 6098 | Thesis 1 |
|  | PSYC 6099 | Thesis 2 |

### **REQUIRED THESIS DEGREE HOURS: 66**

<sup>1</sup> Clinical electives must be chosen from approved courses including: PSYC 5334, 5361, 5398, 7374, 7339 when offered. PSYC 5334 can be repeated when topics differ.

<sup>2</sup>Students who choose the thesis concentration complete an additional 6 hours (minimum) of Thesis I and II.

## Curriculum Sequence for MA Clinical Psychology Thesis and Non-thesis Options

| Year     | Fall (9 Credits)                                    | Spring (9 Credits)  | Summer (0-6 credits)                            |
|----------|---|---|---|
| <b>1</b> | PSYC 5395, Assessment of Intelligence & Achievement | PSYC 5396, Assessment of Personality & Psychopathology                  | PSYC 5387, Statistics I                         |
|          | PSYC 5394, Psychometrics                            | PSYC 5333, Theory and Research in Psychotherapy I                       | PSYC 5379, Ethics                               |
|          | PSYC 5330, Psychopathology                          | PSYC 5388, Experimental Design  |   |
|          | <b>(9 credits)</b>                                  | <b>(9 credits)</b>  |   |
| <b>2</b> | PSYC 6390, Techniques in Psychotherapy              | PSYC 6391, Practicum I  |   |
|          | PSYC 5380, Psychology of Diversity                  | PSYC 5397, Advanced Developmental (alternates with 5377)                |   |
|          | PSYC 5360, Physiological Psychology                 | Clinical Elective <sup>1</sup><br><i>Optional: Thesis I<sup>2</sup></i> | <i>Optional: Thesis II (1 hour)<sup>2</sup></i> |
|          | <b>(9 credits)</b>                                  | <b>(9 credits)</b>  |   |
| <b>3</b> | PSYC 6392, Practicum II                             | PSYC 6393, Practicum III  |   |
|          | PSYC 5332, Advanced Social Psychology               | PSYC 5377 Cognition & Emotion (alternates with 5397)                    |   |
|          | Clinical Elective <sup>1</sup>                      | Clinical Elective <sup>1</sup>  |   |
|          | <i>Optional: Thesis I or Thesis II<sup>2</sup></i>  | <i>Optional: Thesis II<sup>2</sup></i>                                  |   |

<sup>1</sup> Examples of clinical electives include Child Psychotherapy, Developmental Psychopathology, Neuropsychopharmacology, and PSYC 5334, Theory and Research in Psychotherapy II with varying topics (e.g., Trauma Theory, Research & Intervention, Couple and Family Therapy, Group Therapy, etc.)

<sup>2</sup> Students who choose the optional thesis concentration must complete a minimum of 6 hours of Thesis I and II in addition to the regular 60-hour curriculum. There are several ways to enroll in these 6 hours (e.g., 2 semesters of 3-hr courses in 3<sup>rd</sup> year, or Thesis II can be split into one-hour sections across 3 semesters), so please discuss these options with your program Director.

## CLINICAL TRAINING

Our Clinical Psychology MA program involves applied professional training. Graduates of the program will be eligible to seek professional licensure and, ultimately, they may assess, diagnose and treat individuals with various mental disorders. As a result, Clinical Psychology students must demonstrate competence in clinical practice activities, and faculty and clinical supervisors are tasked with an educational gatekeeping function that serves to assess, remediate, and/or dismiss students and trainees with problematic professional competencies.

The SHSU Clinical Psychology Masters Program affirms the principle that clinical psychologists should be trained to offer services to diverse populations. In pursuit of this goal, students entering our training program will be required to provide services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be different from their own. Should unanticipated conflicts arise for any student, faculty are committed to working with the student to be certain cultural competence is achieved.

### *Clinical Privileges*

Upon enrollment in PSYC 6391, 6292, and 6393 for clinical students, students shall be granted clinical privileges. These privileges mean that they are permitted to engage in clinical psychological activities as directed by, and under the supervision of, the faculty members and licensed psychologists involved in their training. To maintain these privileges, students must be enrolled in one of these practicum courses and continue to demonstrate a level of clinical competence appropriate to their level of training and development. The university provides liability insurance to students ONLY when they are enrolled in practicum; Texas law prohibits students from “practicing psychology” if they are not enrolled in official practicum courses.

### *Supervision/Oversight/Evaluation*

Students are trained in the delivery of professional psychological services under the clinical supervision of SHSU faculty as well as external practicum supervisors who are licensed psychologists. Practicum supervisors closely evaluate student performance to identify areas of strength and weakness in clinical work. Students are expected to consult with supervisors regularly, follow the direction of supervisors in all clinical service delivery, and refrain from delivering services outside their and their supervisor’s scope of competence.

Clinical faculty must balance their roles as instructors/mentors with that of gatekeepers who are responsible for credentialing future members of the profession. Consistent with the Ethical Principles under which psychologists operate, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions in which student needs are pitted against potential social harm that might be engendered by allowing a student to continue work with clients or complete the program, the benefit of the doubt will always go to the prevention of social harm. Under no circumstances will any faculty member be required to provide clinical supervision to a student whom the faculty member believes to be clinically incompetent.

Clinical competence encompasses the application of techniques of assessment and treatment learned in the classroom to actual clinical situations. Competence also includes appropriate professional demeanor and the practical application of ethical principles, as well as the ability to work and consult with other professionals, to openly accept critical feedback as a supervisee, and to project an appropriate professional image to the public. This involves the development of both technical expertise and interpersonal skills.

Deficiencies in clinical competence may arise from a lack of technical training, interpersonal problems, problems with supervision, emotional instability and/or cognitive limitations. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there are professional obligations. Ethical principles obligate psychologists to refrain from engaging in professional activity when they know that personal problems may prevent them from performing competently. Clinical supervisors, therefore, have a special obligation to note personal problems that may interfere with a supervisee's clinical performance and to take appropriate remedial action (such as professional assistance or consultation or limiting/suspending work-related activities).

At the end of each semester, the clinical supervisors will routinely provide a written evaluation of practicum students. Practicum supervisors closely evaluate student performance, to better monitor and promote student skill development. Both faculty and external practicum supervisors use the *MA Practicum Evaluation Form* (Appendix B) to evaluate student performance. Ratings are reviewed by the Practicum Instructor and/or DCT to track student progress in general and to identify areas in which the student may need to improve and/or areas that should be the focus of subsequent practicum training and clinical supervision. Any concerns about student performance may be brought to MAPP faculty for discussion during annual progress reviews

At any time during clinical training, if a supervisor identifies significant functional deficiencies and the student does not appear responsive to initial interventions, the MAPP Committee may form a subcommittee consisting of all MA Clinical faculty to review the situation for possible remediation (see below for more detail).

### ***Remediation***

Remediation procedures differ depending on the context in which the problem occurs. When difficulties occur in a non-practicum setting, the core faculty of the MAPP will convene to develop a remediation plan. Areas in need of remediation may include, but are not limited to, classroom performance, professionalism, academic integrity, ethical behavior, and timeliness in completing work. Specific strategies for the remediation may include a reduction in coursework, completion of remedial coursework, increased levels of supervision or other steps recommended by MAPP.

When deficiencies specifically dealing with clinical practicum work are identified, the first steps are taken within the context of regular supervision. Specific strategies may include increased levels of supervision, a reduction in case load, a change of supervisor, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, or more emphasis on the person of the therapist-trainee).

If deficiencies are not successfully addressed in clinical supervision, the clinical faculty of the MAPP Committee will meet to consider remedial measures. Supervisors from outside practicum sites may be invited to participate at the discretion of the faculty. Students will be given the opportunity to meet with the committee and/or clinical supervisors to discuss specific feedback if they wish.

Functional deficiencies may include a lack of technical expertise that would be expected of a student at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns, inappropriate professional demeanor, or deficits in interpersonal skills that impair the formation of appropriate clinical relationships. When such deficiencies are identified, the MA faculty will work with the student to formulate a written remediation plan that will include (a) a description of the specific deficiencies, (b) an outline of the goals of remediation, (c) a definition of



specific strategies to be applied, (d) the criteria for successful remediation, and (e) the timeline for review of the remediation plan.

Remediation plans must, by nature, be individualized, and depending upon the particular problem situation, a wide range of interventions might be applied. These may include (a) self-structured behavioral change, (b) additional field experience, (c) additional coursework, (d) additional practica, (e) specialized tutoring/mentoring, (f) a reduction in case load, or (g) a leave of absence. If personal or personality difficulties appear to be precipitating the functional deficiencies, other strategies may include: (a) mobilization of additional support systems, (b) an independent assessment, or (c) personal therapy. In no case, however, will psychological assessment or personal therapy of a student be conducted by a member of the clinical faculty. It will be up to the clinical faculty of the MAPP Committee to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation.

Once the deadline for remediation is reached, the faculty will evaluate whether or not the student has met the criteria for successful outcome. If the criteria for successful outcome have been reached, the remediation plan will be considered completed and the student will continue in his/her/their clinical training. If the student has made progress toward the goals of the remediation plan, but has not met the criteria for success, the faculty may revise the plan and allow for continued efforts toward a successful outcome. If the student has failed to meet the goals of the remediation plan and a successful outcome is not considered possible, then he/she/they will be considered to have failed the remediation plan and will be dismissed from the program. Any student who is terminated is entitled to the due process outlined in the SHSU *Academic Policy Statement 910312* and the “Withdrawal of Clinical Privileges” section of this handbook below. In all cases, the student will be informed in writing of the faculty decisions and will have the opportunity to discuss the outcome with the faculty member(s) involved in the remediation and/or the Director of Clinical Training for the MA Clinical Psychology Program.

### ***Withdrawal of Clinical Privileges***

A student who at any time fails to attain an adequate level of clinical competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn. This will preclude successful completion of the Clinical Psychology program. When clinical privileges are withdrawn, the student will receive written notice of the reasons accompanied by copies of all prior clinical evaluations, remediation plans, and appeal procedures. The decision to withdraw clinical privileges will be made by the clinical faculty members of the MAPP Committee.

The clinical standards to which students will be held with regard to clinical competence will, of course, be a function of development. No student will be held to the standard of an experienced clinician. Nevertheless, at any time, certain behaviors will constitute grounds for dismissal from the program on the grounds of inadequate clinical competence. Among these are (a) gross ethical violations that the student is or reasonably should be aware; (b) clinical practices that, by act or omission, constitute a serious threat to client welfare and that are inconsistent with the student's level of training and experience; (c) failure to recognize situations that necessitate consultation with one's clinical supervisor; (d) consistent failure to make adequate progress in the acquisition of clinical skills, (e) repeated marginal performance or failures in practicum and other experiential training, and/or (f) failure to comply with professional comportment standards (i.e., professionalism in all interactions with clients, faculty, fellow graduate students, undergraduate students, external supervisors). The latter also applies to the expectation that students will ensure their social media and other online presence reflects respect for the clients, students, and the field of psychology.

### *Appeals of Withdrawal of Clinical Privileges*

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Sciences in writing within 10 days of the Program's decision. Withdrawal of clinical privileges will be maintained until a final decision on the appeal is made.
2. The Dean, within 30 business days of receipt of the appeal request, shall convene a panel of psychologists (who must be licensed clinicians if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.
3. No members of the Committee responsible for the original decision may serve on the panel hearing the appeal.
4. The student shall be given 7 business days written notice in advance of the scheduled appeal by first class mail addressed to her or his address of record.
5. One member of the panel shall be designated by the Dean as the Chair, and that person shall conduct the proceeding.
  - (a) At the appeal proceeding, one member of the Practicum Committee will present the evidence on which the committee's decision was based.
  - (b) The student will have an opportunity to challenge the evidence offered on behalf of the committee and present testimony and other relevant evidence on his/her/their behalf.
  - (c) Formal rules of evidence will not apply.
6. The panel's decision shall be by simple majority and will be final. If the panel decides in favor of the student, the clinical committee will reverse the decision to withdraw privileges and will determine the proper remedial training efforts for the student, if any, and the student will be allowed to continue in the program.

## GRADUATE RESEARCH

### Research Activity

Everyone is invited to participate in the faculty's various research labs, and you are strongly encouraged to gain research experience if you plan to pursue doctoral study. You may want to browse the list of faculty members to see what kinds of research they're interested in. In the "Faculty" section of this handbook, you can find research and clinical interests for each of the psychology faculty. If you share interests with a faculty member, reach out to them to discuss the possibility of serving as a volunteer research assistant. This can be one of the most fruitful ways to help you develop as a researcher and will expose you to the various research projects being conducted in the department. The process of finding a faculty member to work with is an informal process at SHSU and you are welcome to work with more than one faculty member. If you plan to conduct a thesis, you should begin your search for a faculty research mentor as soon as you arrive, with the hope of securing a thesis Chairperson by the end of your first fall semester and no later than the following spring.

### Thesis

For students who choose to conduct a thesis, the most important resource for you is the Graduate School's thesis and dissertation website found at: <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>. Located on this webpage are an overview of the thesis process, the order of events, deadlines, student forms, formatting and submission information, policies and procedures, and library resources. After checking the webpage, if you have further questions regarding initiation sheets, embargo requests, and public defense announcement, email [thegraduateschool@shsu.edu](mailto:thegraduateschool@shsu.edu). For questions regarding 1<sup>st</sup> and 2<sup>nd</sup>/Final Draft Review submissions, formatting thesis documents, and updates on Vireo submissions and route sheets, email [tgsthesis@shsu.edu](mailto:tgsthesis@shsu.edu). The thesis process for our students is also described in detail at <http://www.sam.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html>

A graduate student at Sam Houston State University writing a thesis must enroll in the appropriate thesis courses. Typically, a master's student is required to take at least six hours of thesis courses. **Once a student enrolls in a thesis course, SHSU policy requires the student to be continuously enrolled in such a course every fall, spring, and summer semester until the signed thesis route sheet is received by the Registrar's Office.** A student who is unable to work on the thesis for a period of time may present to the appropriate academic dean a written request for a leave of absence of up to one year. The dean's approval of such a request must be in writing. A student granted a leave of absence may not be enrolled in any coursework during this period. A student on a leave of absence will lose access to University services and must submit an Application for Re-admission to re-enter the program.

Please note that all new graduate students are automatically defaulted into the non-thesis track. If students wish to pursue a Master's thesis, they must secure a thesis chair and get approval from their program Director and department chair (with accompanying SHSU paperwork to change the concentration) before they can be officially transferred into the thesis concentration and be allowed to register thesis courses.

## *Thesis Committee*

A thesis committee will be formed prior to enrollment in the first thesis course. The committee must be composed of a chair and at least two additional members, all of whom have appropriate graduate faculty status at SHSU. With the approval of the department chair, academic dean, and Dean of Graduate Studies the committee may include one member who is not employed by SHSU as per Academic Policy Statement 950601. Selection of the thesis chair depends on student preference and faculty availability and expertise. After a faculty member agrees to serve as chair, the student will select the other committee members with guidance from the faculty chair. The committee must then be approved by the department chair and the appropriate academic dean. Any change in the composition of the thesis or dissertation committee will be approved in the same manner.

## *Prospectus*

In consultation with the thesis chair, the student will select a subject of investigation and determine the availability of the required sources, facilities, materials, and equipment for the research and the writing of the thesis or dissertation. The student will prepare a prospectus/proposal which will specify the topic, detail the purpose of the proposed investigation, describe the proposed method(s) of investigation, indicate the relationship of study to relevant research and findings of scholars in the student's area of concentration, and provide a commentary on source materials and/or facilities available for the successful completion of the research. The prospectus shall be submitted to the thesis committee following the timelines outlined by the departmental or college policies. Upon committee approval, the signed prospectus is submitted to the program Director, the department Chair, and the appropriate academic dean for final approval. Any subsequent changes in topic or the proposed method of investigation must be approved in writing by the committee and submitted for approval to the appropriate academic dean.

## *Procedure*

Candidates should be in regular contact with the thesis Chair and committee members throughout the thesis process. Candidates should allow committee members ample time to review draft versions of the thesis. The candidate should submit the completed thesis to the thesis committee at least two weeks prior to the scheduled defense. The following steps must be completed, most in the graduating semester. For a full description of the thesis process from start to finish, please see <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html>. A list of semester specific dates may be accessed from <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html> or the SHSU Academic Calendar, <https://www.shsu.edu/dept/registrar/calendars/academic-calendar.html?source=portal>.

1. A thesis proposal in the Department of Psychology and Philosophy typically consists of the first three chapters of the thesis: Introduction, Review of Literature, Methodology and Planned Analyses (statistical procedures likely to be used for analysis). A copy of any measure used in the research proposal should be included in the Methodology chapter if not copyright protected.
2. Students must be enrolled in thesis during the semesters they propose and defend their research. Students should make every effort to propose the thesis during enrollment in Thesis I (PSYC 6398) but may be assigned a CR (credit) at the discretion of their research mentor if reasonable progress was made during the semester. However, an IP (in progress) will be assigned for all Thesis II (PSYC 6399) courses until the thesis is defended and the student has earned a CR.
3. The candidate shall submit the first full draft of the thesis defense to the Graduate School's Thesis

and Dissertation Specialist for format and style review by the deadline posted for the semester of the defense. At a minimum, the first draft should include all required sections plus THREE chapters of the thesis.

4. The student and thesis Chair schedule a meeting for a final oral defense of the thesis to the student's committee. The defense must be held by the deadline posted for the semester of the defense.
5. The Graduate School provides a template for a public announcement for the defense meeting, which should be posted on the Psychmasters listserv. Attendance at the defense is open to the entire university community.
6. The thesis chair will submit a copy of the thesis document and a signed *Report of the Outcome of the Thesis/Dissertation Defense* to the MA Coordinator, who will sign and submit the report to the department chair and appropriate academic dean.
7. Upon successful completion of the defense, the candidate should obtain signatures from the thesis committee on the CHSS Thesis/Dissertation Defense Form. Approval of thesis chair must also be obtained on the electronic route sheet. This electronic route sheet is generated by the student and will appear in the emails of thesis directors and co-directors, prompting them for approval. The link to the form is on the Graduate Studies web page: <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>. The electronic route sheet must be submitted to the Dean of Graduate School by the deadline posted for the semester of the defense.
8. The Thesis/Dissertation Specialist will email you a final pdf version of your approved thesis/dissertation document to submit through [Vireo](#). Follow the instructions, fill in all sections correctly and upload the approved pdf file. If a graduate student was granted a one- year or two- year embargo, fill in all sections that apply. The Vireo submission and embargo request should be completed in a timely manner in order to avoid delaying the final route sheet approvals.

# FACULTY

## **Student - Faculty Relations**

The faculty members of the University compose a community of scholars who are devoted to teaching, research, sharing of knowledge, and community service. Foremost among these commitments is providing meaningful learning experiences for students. A significant and valuable part of your educational experience may be missed if you fail to avail yourself of faculty counsel and advice about their courses and your vocational goals. We strive for collegial, mutually respectful relationships between faculty and students in our Master's programs and expect professionalism and integrity from everyone.

In general, you are expected to conduct yourself in accordance with the Ethical Guidelines of the American Psychological Association. Failure to do so may result in review by the faculty with a variety of consequences including, but not limited to, remediation of one's violation, demonstration of appropriate knowledge through a variety of means, probation, termination from the program, or actions taken at the state or national level. A copy of the guidelines may be obtained at <http://www.apa.org/ethics/code/>.

## ***Collaborative Relationships***

In collaborative research, (a) faculty and students should discuss ownership of data and authorship on presentations/publications early enough in the process so that all are aware of their roles and expectations, and (b) faculty and students should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards.

## ***Multiple Relationships***

According to American Psychological Association (APA) standards, a multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role/relationship with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person. Examples of multiple relationships include, but are not limited to, romantic/sexual involvements, financial partnerships, long-time personal friendships, family relations, etc. The effects of multiple relationships are not limited to the individuals involved; such relationships potentially affect others in our programs, and, ideally, multiple relationships should be avoided. In the event that a situation with multiple relationships arises, however, it is important that the multiple relationships become known to others rather than be kept a secret. Should multiple relationships exist, the guidelines are as follows: A faculty member involved in multiple relationships should not (a) instruct or supervise that student, (b) participate in the research or clinical guidance of the student, or (c) participate in the evaluation process of the student. Depending on the nature of the multiple relationships, these guidelines apply even if the relationship has been terminated.

## Your Faculty

Below you will find a listing of our outstanding faculty members and their research and/or clinical interests.

**MA Psychology Programs Core Faculty** <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/ma-core-faculty>

**Jeffrey Anastasi, Ph.D.** *Professor of Psychology*, B.S., M.A. & Ph.D., Binghamton University (SUNY). Research interests include development of false memories in children, the effect of memory monitoring on false memory reduction, and face recognition and accuracy.

**Daniella K. Cash, Ph.D.** *Assistant Professor of Psychology*. B.S., Florida Southern College; M.S., University of Alabama in Huntsville; Ph.D., Louisiana State University. Research interests include how social and cognitive principles are at play within the legal system. This includes eyewitness memory, jury decision-making, and deception detection.

**Gulden Esat, Ph.D.** *Assistant Professor of Psychology*. B.A. Boğaziçi University, Istanbul, Turkey; M.Ed., University of Massachusetts; Ph.D., University of Houston. Licensed Psychologist. Research interests include positive psychology, well-being and prevention, mindfulness training, the role of religion and spirituality in mental health and clinical practice.

**Hillary Langley, Ph.D.** *Associate Professor of Psychology*. B.A., The University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Research interests include developmental psychology and children's mental health; children's eyewitness testimony and the impact of stress and anxiety on children's memory for traumatic experiences; protective effects of prosocial behaviors and emotions (e.g., empathy, gratitude) on children's psychological well-being

**Adam P. Natoli, Ph.D.** *Assistant Professor of Psychology*. B.A. (McNair Scholar), Rider University; M.S., Eastern Michigan University; Ph.D., Adelphi University. Licensed Psychologist. Research and clinical interests include the psychological and physiological processes of assessment, personality and personality pathology, meta-analytic research, and the psychodynamic/psychoanalytic approaches to conceptualizing and treating personality and psychopathology.

**Shelley A. Riggs, Ph.D.** *Professor of Psychology, Coordinator of MA Programs, Director of Clinical Training for the MA Clinical program*. B.A., M.A., and Ph.D., University of Texas at Austin. Licensed Psychologist. Research and clinical interests include family systems, attachment relationships throughout the life cycle, trauma and loss, military psychology, and clinical applications of systems and attachment theories.

**George Scott, Ph.D.** *Assistant Professor of Psychology*. B.S., Liberty University; Ph.D. Ponce Health Sciences University. Research and clinical interests include health psychology, behavioral medicine, health disparities, and Community-Based Participatory Research.

**Diane Stoebner-May, Ph.D.** *Clinical Assistant Professor, Assistant Director and Training Director of the SHSU Counseling Center*. Ph.D. University of Houston. Licensed Psychologist. Clinical interests include anxiety disorders, depressive disorders, and clinical supervision and training. [Note: Does not supervise student research]

**Stephen W. White, Ph.D.** *Assistant Professor of Psychology.* B.A., M.S., & Ph.D., University of Mississippi; Research interests include: the development, validation, and utilization of animal models of psychiatric syndromes for research, translational validity of animal models, preclinical drug discovery focusing on identifying novel antidepressants.

### ***Other Psychology Faculty***

**Jaime L. Anderson, Ph.D.** *Associate Professor of Psychology.* B.A., University of Dayton; M.S., Eastern Kentucky University; Ph.D., University of Alabama. Licensed Psychologist. Research interests include personality disorder conceptualization and diagnosis and applied psychological assessment in forensic settings.

**Marcus T. Boccaccini, Ph.D.** *Professor of Psychology and Associate Director of Clinical Training for the doctoral program.* B.S., Santa Clara University; M.A. & Ph.D., University of Alabama. Research interests include adversarial allegiance in expert witness opinions, agreement among forensic evaluators, field reliability and validity of procedures used in forensic assessment.

**Mary Alice Conroy, Ph.D., ABPP.** *Professor of Psychology and Director of the Psychological Services Center.* B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston. Licensed Psychologist. Diplomate of the American Board of Professional Psychology (Forensic). Research interests include forensic clinical psychology, risk assessment, and civil commitment evaluations.

**James W. Crosby, Ph.D.** *Associate Dean of the College of Humanities and Social Sciences and Associate Professor of Psychology.* B.A., Abilene Christian University; M.S.; Abilene Christian University; Ph.D. Oklahoma State University. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include bullying, victimization, school psychology, and family psychology.

**Craig E. Henderson, Ph.D.** *Professor of Psychology and Director of Clinical Training for the doctoral program.* B.A., Howard Payne University; M.A. Hardin-Simmons University; Ph.D., University of North Texas. Licensed Psychologist. Research interests include family psychology, juvenile substance abuse treatment, custodial grand parenting, and advanced data analytic methodology.

**Ryan Marek, Ph.D.** *Assistant Professor of Psychology.* B.S., John Carroll University; M.A., Ph.D., Kent State University. Licensed Psychologist. Research interests include psychopathology, health psychology, psychological assessment in medical populations.

**Ramona M. Noland, Ph.D.** *Associate Professor of Psychology, Director of School Psychology Program.* B.A., Wheeling Jesuit University; Ph.D., University of Tennessee. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include general issues in school psychology, autism spectrum disorders, and issues related to testing and assessment.

**Chelsea G. Ratcliff, Ph.D.** *Assistant Professor of Psychology.* B.A., Trinity University; M.A. & Ph.D., University of Houston. Licensed Psychologist. Research interests include health psychology, particularly effect of behavioral interventions for medically ill individuals, and relations among physical health, psychosocial adjustment, and quality of life.

**Jared Ruchensky, Ph.D.** *Assistant Professor of Psychology.* B.A., Creighton University; M.S. &



Ph.D., Texas A&M University. Research interests include psychological assessment of personality pathology and constructs relevant to forensic/correctional settings.

**Nicholas L. Scheel, Ph.D.** *Assistant Professor of Psychology.* B.S., University of Wisconsin - Green Bay; M.A., Ed.S., & Ph.D., University of South Florida. Licensed Specialist in School Psychology. Research interests include identifying effective systems change and reform efforts in implementing multi-tiered system of supports frameworks to enhance social-emotional, behavioral, and mental health services as well as crisis prevention, intervention, and postvention initiatives and practices in schools.

**Dieu Truong, Ph.D.**, *Assistant Professor of Psychology.* B.S. and B.A., University of Houston, M.A., Houston Baptist University, Ph.D., University of Houston, APA-Accredited Doctoral Internship and Postdoctoral Fellowship at the Children's Hospital of Philadelphia. Research interests include the intersectional experience of autism and Southeast Asians in the U.S. and globally. Through AsianCrit and other culturally responsive frameworks, the experience of Asian autism families and autistic individuals are examined to inform culturally- and ability-affirming practices and policies in schools and the community.

**Jorge G. Varela, Ph.D.** *Professor of Psychology and Department Chair.* B.A., Florida International University; M.A. & Ph.D., University of Alabama. Licensed Psychologist. Research interests include language and cultural diversity issues in forensic assessment, psychology and law enforcement, and psychology and military service.

**Juaju Wu, Ph.D.** *Assistant Professor of Psychology.* B.S., M.A., East Tennessee State University; Ph.D., University of Iowa. Board Certified Behavior Analyst. National Certified School Psychologist. Research interests include gifted education, twice-exceptionality, and applied behavior analysis.

## COMPREHENSIVE EXAMINATIONS

You must take and pass a Comprehensive Examination at the close of your training in order to claim your degree. The format of your comprehensive examination differs depending upon the specific program in which you are enrolled. **Experimental MA** students will take a written comprehensive exam consisting of questions from each of the major psychological subdisciplines; the exam will be issued on a set date and returned within 72 hours. **Clinical MA** students must successfully pass an assessment capstone and a psychotherapy case capstone. Beginning with students matriculating in fall 2023, non-thesis Clinical MA students will also take a written scientific competency exam. The specifics for comprehensive exams or “Comps” for each program are detailed in the program subsections that follow.

Regardless of the program, Comps questions will demand well-integrated responses. You will be required to do more than recite information and define terms; you will be asked to apply the knowledge you have gained in coursework to problems relevant to your degree program. The goal is to measure your ability to synthesize the material to which you have been exposed. **Experimental MA** students are responsible for (a) cognitive, (b) developmental, (c) learning, (d) physiological, (e) social, and (f) statistical and research methods. Therefore, it is critical for Experimental MA students to keep their notes and textbooks from these courses so that they can study for the examination. **Clinical MA** students can ordinarily expect to integrate information drawn from (a) systems of psychotherapy, (b) psychopathology, (c) assessment, (d) psychometrics, (e) professional practice (e.g., ethics, diversity, etc), as well as (f) research methods and statistics.

Students typically sit for Comps after they have completed all the required core courses in their specialty, but before the end of the semester in which they plan to graduate. If you take Comps before you complete your core courses, you are at risk for having inadequate information with which to respond. Clinical students will complete the Capstone Comprehensives towards the end of the PSYC 6392/6393 practicum sequence, and non-thesis students will sit for the scientific competency exam at the end of their second year in the program. Thesis students are exempt from the scientific competency exam because their research competency will be demonstrated by completion of the thesis.

Comps grades fall into three categories: Pass, Partial Pass/Fail, Fail. A partial pass/fail will require that you retake the failed portion(s) of the exam and/or receive remediation for identified weaknesses. If you fail Comps, you must wait until the next test date, during the following long semester, to retake your exam. Full comprehensive exams are not administered during the summer sessions. You must also be an active student, registered for at least one three-credit class, to be eligible to take a Comprehensive Exam. If you fail Comps twice, you will need to petition our Dean in writing for permission to take the exam a third time. The Dean may, and often does, require remedial coursework before granting such a petition. If you fail Comps a third time, dismissal from the program is very likely.

Note: If you have a disability that may require assistance or accommodation, you must contact the MA coordinator when you sign up for comps. The MA Coordinator will require a letter from the Office of Services for Students with Disabilities verifying the disability and addressing the accommodation that needs to be made.

### Experimental Psychology MA Program Comprehensive Exams

Comprehensive exams are not an arbitrary requirement; the process we use to develop the exams

requires extensive planning. The Comprehensive exam will test your knowledge of psychology in the subdisciplines of cognitive, developmental, learning, physiological, social, and statistical and research methods. Students are highly encouraged to keep their textbooks and notes from these classes to study for the exam. Faculty who teach courses or have expertise in a particular area submit possible exam questions, which are selected and assembled to produce the exam itself.

The Experimental Psychology Program Comprehensive Exams are administered two times a year on campus, typically on the first Fridays of April and November. *Check with the program Director for the exact date for a particular semester;* you are responsible for ascertaining the date and time for your exam. The examination will be made available to you by the MA Coordinator on the appropriate Friday morning and you will have 72 hours to complete it (i.e., due the following Monday morning). In order to take the Comprehensive Examination for the Experimental Program, you must notify the Director of the MA Experimental Psychology program of your intention to sit for your exam by email at the beginning of the semester in which you take the examination. If you fail to notify the Director by the second Friday of that semester, you may have to wait to take your exam until the next test date during the following long semester.

Administration of the Experimental Psychology comps will be in the form of a take-home test, consisting of 6 questions that will be issued to you at a specified time on the date of the exam. You will be allowed 72 hours in which to complete your responses to 5 of the 6 examination questions; your responses must be returned by the same time the following Monday. As one of the 5 questions, all students are required to answer the Statistics/Experimental Design question. You are free, as in the real world, to consult reference materials in order to produce your responses. However, all of the information you need will have been covered in your classes, so be sure to keep all your materials for study purposes. With the additional time and resources, your responses will be held to a very high standard. Your work, of course, is to be your own. You should NOT consult with anyone about the answers and you should NOT use an AI app. You should also be aware that TurnItIn.com, or other similar plagiarism detection tools, may be used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating or other falsification is grounds for dismissal from the program. Additionally, once the exam has been issued to you, it means that you have agreed to take the exam and your resulting score will be part of your academic record. Thus, if you decide that you would rather take the exam the following semester, you must notify the MA Coordinator of your cancellation at least 24 hours BEFORE the exam is issued. If you are issued the exam and do not complete it, you will receive a Fail score and you will only have one more opportunity to pass the exam without petitioning the Dean for an exception.

For these reasons, you should take ample time to review the materials from your core courses to ensure you are fully prepared for the Comps exam. Allow us to offer these suggestions when you take your exam:

- Refer to your class notes and textbooks – the answers are there.
- Organize your answers!
- Make a point-by-point outline before beginning to answer a question.
- Be certain each point is relevant to the question asked.
- Address ALL points within each question.
- Make your organization economical and avoid repetition.
- Stay focused on the issues.
- A very good answer to a question that wasn't asked may be a very poor answer.
- Be certain any factual assertions you offer are actually correct. You may wish to say that

you would investigate and search for an appropriate test for a particular population or review the relevant diagnostic criteria pertaining to a case instead of making an assertion that is incorrect.

- Always give credit for materials you are using. In other words, cite all of your sources using proper APA citation formatting.

After you submit your Comps exam, your responses are disseminated to appropriate faculty with your name removed. Each of your answers is read by two members of the faculty, who assign it a score using the Comprehensive Exam Question rubric (see Appendix A). The average of these two faculty scores will reflect the final score for that particular question. On the current rubric for each exam question, a score of 9 or higher on one question is passing. For the full comprehensive exam with all 5 questions, a High Pass = 65-75 points; Pass = 45-64 points; Fail  $\leq$  44 points. For a full Pass, you must score a total of 45 or above and pass all 5 questions you answered. If you score 8 or below on 1-2 questions, you will receive a partial pass/fail and must schedule a retake of the failed domains (which will include different questions) within 60 days of result notification or notify the Coordinator that you will wait for the next scheduled exam date. If you score 8 or below on three or more questions, you will receive a Fail and must wait until the next scheduled exam date to retake the full comprehensive exam (also with different questions).

### **Clinical Psychology MA Program Comprehensive Exams**

At the end of your training in the SHSU Master's Program in Clinical Psychology, you should have gained extensive knowledge, skills, and experience during your studies. Thus, the primary purpose of the clinical comprehensive exam is to make sure that, before you graduate, you have developed into a competent clinician who is able to think, reason, and behave like a professional in the field. Capstone comps for the clinical program will be scheduled towards the end of the PSYC 6392/6393 practicum sequence and will consist of two parts based upon two elements: (1) a treatment case study capstone and (2) an assessment case study capstone (each of which is described below). The defense of each of these elements will be scheduled by the PSYC 6393 instructor and the MA Coordinator. For each part, a faculty committee comprising psychologists who are knowledgeable in the specific element being tested will be assembled. After the faculty committee has scored your performance on a rubric (see Appendices C & D), you will be notified of results by the MA Coordinator and/or PSYC 6393 instructor, typically within 2 weeks of the test date. Students matriculating into the program in fall 2023 or later who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their 2<sup>nd</sup> year in the program.

#### ***Assessment Capstone***

For the assessment capstone of your comprehensive exams, you will be given referral details, presenting concerns, background information, behavioral observations, and test data (achievement, intelligence, personality) for a hypothetical client. The Comps exam requires you to complete the written assessment report, which will involve describing the measures, reporting and interpreting the scores from each test instrument, and providing a final integrative summary that includes diagnosis and recommendations. You may be asked to provide the strengths and weaknesses of each of the assessment instruments. A rubric for the Assessment capstone is provided in Appendix C.

#### ***Psychotherapy Case Capstone***

For the psychotherapy case study capstone of your comprehensive exams, you will present a current clinical case (deidentified) from your practicum site. You will guide the committee through

your thought processes and considerations for this specific case, typically with the assistance of a power point presentation. Specifically, you must describe referral information; report and evaluate any background or historical considerations for this case (e.g., developmental, ACEs, ethical, cultural); summarize the clinical assessment process, including symptoms and diagnosis for the case; describe the treatment goals and plan for this case; discuss the treatment implementation and relative success of treatment. The committee will hear your justification for each element and will ask you additional questions or request clarification of answers that weren't clear. A rubric is provided in Appendix D to help you craft the case study capstone that will be presented to the faculty committee.

### ***Scientific Competency Exam***

In order to ensure the scientific competency of all graduates, students enroll in advanced courses covering statistics, experimental design, and psychometrics. Students who elect the thesis concentration also gain additional research experience and successful completion of the thesis demonstrates achievement of Master's level competency in this domain. Students matriculating into the MA Clinical Psychology program in fall 2023 or later who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their 2<sup>nd</sup> year in the program. This exam will be administered on the first Friday of April, at the same time as the annual comprehensive exams for the Experimental Psychology MA program. The scoring rubric is located on pp. 55-56 of this Handbook.

You will be allowed 24 hours in which to complete your responses, which must be returned by the same time the next day (Saturday). This means that you are free, as in the real world, to consult reference materials in order to produce your response. However, all of the information you need will have been covered in your classes, so be sure to keep all your materials for study purposes. Your work, of course, is to be your own. You should NOT consult with anyone about the answers and you should NOT try to use an AI app. You should also be aware that TurnItIn.com, or other similar plagiarism detection tool, may be used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating or other falsification is grounds for dismissal from the program. If you are issued the exam and do not complete it, you will receive a Fail score and you will have one more opportunity to pass the exam without petitioning the Dean for an exception.

## STUDENT RESOURCES

### Professional Involvement

We encourage you to take every opportunity to begin establishing yourself as a professional scientist-practitioner from the beginning of your training. Consider joining professional associations in your area(s) of interest; most provide student memberships at reduced rates that entitle you to receive one or more journals and provide you with information about regional and national meetings. The meetings themselves are often great fun, and presenting a paper or poster at one of them is a wonderful experience and professional accomplishment. Regional and national meetings that are frequently attended by faculty and students from our program include the following:

American Psychological Association (APA) <http://www.apa.org>  
Society for Clinical Psychology (SCP) <https://div12.org/>  
Society for Personality and Social Psychology (SPSP) <https://www.spsp.org/>  
Association for Psychological Science (APS) <http://www.psychologicalscience.org>  
American Psychology-Law Society (APLS) <http://www.apadivisions.org/division-41/>  
International Association for Relationship Research (IARR) <https://iarr.org/>  
Southwestern Psychological Association (SWPA) <http://www.swpsych.org/>  
Texas Psychological Association (TPA) <http://www.texaspsyc.org>  
Sam Houston Area Psychological Association (SHAPA) see TPA website

### Travel Assistance for Professional Activities

To help students defray expenses incurred in participating in professional scholarly conferences and other such activities, funding for travel is offered by the Office of Graduate Programs at <http://www.shsu.edu/dept/graduate-studies/>. Additionally, the Department of Psychology is sometimes able to offer small travel subsidies. In asking for assistance with travel to a conference, the student must (1) provide evidence that her or his paper has been accepted at the meeting; (2) submit a formal request for travel assistance to the Chair of the Department of Psychology or to the administrative assistants in the Department of Psychology; (3) observe all University requirements concerning travel, primarily the filing of a travel request form (available from the Graduate Secretary) with the University Travel Office. In order to qualify for travel assistance, the student must apply at least one-and-a-half months in advance and preferably at the beginning of the academic year, when travel funds are allocated.

### Financial Awards

The University offers several types of financial awards to eligible graduate students. The amounts may vary from year to year. These include:

1. *Scholarships* – Various scholarships are awarded each semester, subject to availability of funds and eligibility. Additionally, scholarship recipients of \$1000 or more qualify for in-state tuition rates.
  - a. The College of Humanities and Social Sciences makes some awards on a competitive basis to beginning students. Current and new students may apply for the same scholarship and are expected to have GRE scores of at least 1080 and GPAs of 3.7 or better in their graduate courses. The College awards are made each semester and must be applied for prior to each semester. The application deadlines are mid-November for spring awards, mid-May for summer awards, and early July for fall awards. You may obtain the scholarship application from the College of Humanities and Social Sciences or go to the following link: <http://www.shsu.edu/academics/humanities-and-social->

[sciences/scholarships.html](#). For more information about the CHSS scholarship, contact Ms. Jennifer Knapp, Administrative Assistant in the College of Humanities and Social Sciences, by either phone (936-294-2206) or e-mail ([jennifer.knapp@shsu.edu](mailto:jennifer.knapp@shsu.edu)).

- b. Another scholarship is offered by the Office of Graduate Studies. New students can apply – August 1 deadline. The link to the application form for the Graduate Studies scholarship is <https://www.shsu.edu/dept/graduate-studies/paying-for-school.html>. Contact the Office of Scholarships for additional information about other scholarship programs. Their number is provided in the “Other Useful Phone Numbers” section of this handbook.

2. *Financial Awards through the University Financial Aid Office* – There are also the usual sources of support available from the Office of Financial Aid. These include:
  - a. Grants
  - b. State Tuition Exemption Programs
  - c. Various Student Loans

Visit the Financial Aid and Scholarship Office to search for the various funding opportunities (<http://www.shsu.edu/dept/financial-aid/>). You may also want to pay special attention to the Scholarships4Kats program which allows you to fill out a single scholarship application for eligibility for various scholarships. The Scholarships4Kats Program automatically matches students with scholarships for which they qualify. By filling out a single on-line application, the student files for all available scholarships on campus, some of which she or he may not have known about previously. For information about the Scholarships4Kats Program and a link to the application form as well as additional scholarship information, go to the following website: <http://www.shsu.edu/dept/financial-aid/scholarships/index.html>.

3. *Graduate Assistantships* – In addition to graduate student employment opportunities across campus (e.g., Rec Center, Student Health Center, Criminal Justice Center, Academic Success Center), the Department of Psychology and Philosophy is able to award a limited number of graduate assistantships (GA) to Masters students. If you are interested in such opportunities, obtain an application from the administrative assistants in the main office of the Department of Psychology.
  - a. Graduate Assistantships – The work that GAs do varies greatly depending upon the course and the instructor that you are assisting. GAs are typically asked to grade exams, record grades, accept assignments, make copies, hold office hours to assist students, and generally provide other clerical duties for the instructor. If interested, you may request and be given the opportunity to guest lecture in the course. GAs for laboratory courses are often asked to handle a higher workload such as lecturing more often and grading papers in addition to the above-mentioned activities. GAs are typically asked to work 10-20 hours per week as part of their assistantship.
  - b. Research Assistantships – Students interested in working as a research assistant should contact specific faculty members directly. Research Assistants are funded by a faculty grant, not the department or university. Unfortunately, the opportunities for receiving a paid research assistantship are fairly rare for Masters students.

## **Standards of Professional Conduct for Graduate Assistants**

As employees of Sam Houston State University and the State of Texas and as representatives of the Department of Psychology, graduate assistants must comply with the rules of professional conduct and ethical behavior to which all other faculty and staff are bound, including FERPA and Title IX regulations.

While the Chair of the Department of Psychology and the immediate supervisors of graduate assistants try to make reasonable accommodations for GAs, graduate assistants are employees who, like all other Psychology faculty and staff, must comply with assignment schedules and will be dismissed if they do not fulfill their job responsibilities.

### **Grounds for Dismissal from Assistantships**

Gross violation of University policy, criminal violation of Texas state and United States federal laws, or failure to comply with workload expectations will result in dismissal from the graduate assistantship, either by non-renewal of the assistantship appointment at the end of an academic year, termination at the end of the semester, or immediate dismissal.

Dismissible offenses include, but are not limited to, the following:

- Clear violations of ethical conduct, including violations of confidentiality
- Failure to fulfill teaching duties, tutoring obligations, and/or editorial and research assignments
- Unwillingness and/or failure to respond to supervision or remediation
- Misrepresentation of credentials
- Conviction for academic dishonesty in classwork
- Failure to maintain academic good standing

### **Student Services**

#### ***Library***

The library subscribes to various journals that are available electronically and in print as well as books. In fact, the library holds over 1.3 million books, bound periodicals, and government documents and a variety of formats, including multimedia, digital collections, microforms, microfiche, phonograph records, videotape, and newspapers. Other groups of materials housed in the Newton Gresham Library include paperbacks for recreational reading, current periodical issues, new books, and a children's literature collection. A multimedia lab, music listening room, study carrels, a small lounge area furnished with vending machines, a coffee shop, and a copy center, including a public fax machine, are provided for the convenience of students and faculty. Library holdings information may be electronically accessed through an online catalog from hundreds of library and campus computer workstations, as well as remotely via the Internet. The Library also has a team of professional librarians, support staff, and student assistants to provide reference, interlibrary loan, circulation, acquisitions, and other library services to the faculty and students of the University. Contact Library Services if you're interested in any of the excellent services offered by the Library. Additionally, take advantage of the tutorials offered by the Library that will show you how to use Illiad, our impressive interlibrary-loan system; Refworks, a referencing software; or PsycInfo, THE search engine for scholarly psychology materials.

#### ***Computer Services***

You have access to all the marvels of the Sam Houston State University network. Importantly, the Psychology Masters programs maintain a listserv to which faculty and students frequently post messages. You are encouraged to become a member of the list by visiting the PsychMasters site (<http://lists.shsu.edu/mailman/listinfo/psychmasters>) and filling out the subscription form you'll find there. This is one of the ways that the MA Directors will inform you about various opportunities, such as



job openings, scholarships, social get-togethers, etc. In addition, there are various computer programs that, as a student of SHSU, you have access to all over campus and some you may access remotely. Visit the Office of Information Technology's website ([http://www.shsu.edu/~ucs\\_www/](http://www.shsu.edu/~ucs_www/)) for a list of programs that are available to you. You may also find helpful links concerning user accounts, wireless access, computer labs, and various other technology-related information that will be very helpful to you.

### ***Duplication & Printing Services***

The University provides photocopy services for students in the Newton Gresham Library and at the Sam Houston Press. Check the Press offices for very competitive prices when you have large copying jobs. There are also several commercial establishments near the campus which offer photocopying services at reasonable rates. Additionally, the Library also provides excellent, low-cost printing services for conference posters that are used extensively by faculty and students alike.

### ***Services for Students with Disabilities***

The mission of the Services for Students with Disabilities (SSD) is to promote equal access for students with disabilities to the educational programs, services, and activities at SHSU. SSD affords students with disabilities the opportunity to reach their full potential by providing academic adjustments and auxiliary aids and services; promoting independence and self-advocacy; and making referrals to support services on campus and in the community. Students with disabilities must contact this office to complete the necessary paperwork and assessment procedures in order to obtain academic accommodations in coursework.

### ***First Gen Center***

A student is considered first-generation if neither parent nor guardian earned a bachelor's degree in the United States. Approximately 53% of SHSU students are first-generation students! The First-Generation Center is here to assist you in navigating higher education and connecting with SHSU's community of first-generation students, faculty and staff who will support and encourage you throughout your entire academic journey. The Center provides professional staff one-on-one mentoring to first-gen students to connect them to university resources, services, and provide them support. The FGC provides first-gen programming to advance a culture of engagement and perseverance, promoting a sense of belonging and empowering first-gen students to succeed.

### ***Student Medical and Mental Health Services***

The Student Health Center provides medical care for students as well as low-cost dental care. The University Counseling Center provides mental health services for all students and is housed in the health center facility on campus. MA Clinical Psychology students do their first practicum at the SHSU Counseling Center and may also choose the Counseling Center for their external practicum placement. When this occurs, other counseling services are available through TimelyCare, a free virtual mental health service for students, as well as the Jack Skaggs Counseling Clinic maintained on campus by the Department of Counselor Education. The Program also keeps a list of low-cost mental health resources for students if they prefer to seek services outside of the university (See Appendix E).

### ***Additional Student Services:***

The Academic Success Center offers academic coaching and tutoring, graduate writing workshops, and financial wellness coaching, among other services. Legal and notary services are available at no charge to students through the office of Student Legal & Mediation Services. The Health and Kinesiology Center has extensive exercise and intramural sports facilities available for faculty, staff, and students.

## UNIVERSITY REQUIREMENTS AND POLICIES

For a comprehensive list of graduate student Degree Requirements and Academic Guidelines, go to the following link to the online version of the university's Graduate Catalog:

<http://catalog.shsu.edu/graduate-and-professional/academic-policies-procedures/degree-requirements-academic-guidelines/#degree-requirements>

### Academic Good Standing

In order to achieve and remain in **academic good standing** at Sam Houston State University, a graduate student must maintain an overall grade point average of at least 3.0 on all graduate coursework attempted.

A 3.0 overall grade point average is the absolute minimum required for graduation. A graduate student who falls below a 3.0 overall grade point average at the close of any semester during which one or more semester credit hours are attempted will be placed on probation. If an enrolled student on probation fails to achieve a minimum 3.0 overall grade point average at the close of the next semester following the starting of the probation, the student will be terminated.

A student who earns a grade of "C" in any course (repeated or distinct course) within the academic program may have his/her graduate status reviewed by a committee comprised of the department or college's graduate faculty. The committee will recommend an appropriate remediation for the student. The grade of "NC" is treated as a grade of "C" for the purpose of determining Academic Standing, but is considered an insufficient grade to meet degree course requirements. A graduate student who earns a grade of "F" in any graduate course will be terminated from graduate studies. Those students who earn an "F" during the semester of their anticipated graduation will be terminated from graduate studies and will not be eligible to graduate in that term. The appropriate academic dean may place on probation, retain on probation, or terminate any student deficient in grade points without regard to the regulations previously stated.

Any appeal for a review of the termination of graduate status should be directed in writing through the graduate advisor of the program, then to the chair of the department, then to the academic dean of the college, and finally to the Provost and Vice President for Academic Affairs. Refer to [Academic Policy 910312](#) for further information regarding the probation, suspension, and termination regulations for undergraduate and graduate students at Sam Houston State University.

If a student wishes to pursue a different program after being terminated from the original program, the student must complete the admissions process and be accepted into the new program. A student must be in Academic Good Standing in order to change to a new program **or** receive a release from the academic program, academic dean of the college, and Dean of The Graduate School. Once accepted to the new program, the previous program must release the termination block in the Registrar's Office before the student can register in the new program.

### Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating, plagiarism, collusion, falsification of research data, or the abuse of resource materials on an examination

or other academic work. Any student accused of dishonesty is subject to academic penalties and may be referred to the Dean of Student's office for additional disciplinary action.

The Sam Houston State University *Student Guidelines* published by the Office of Student Life define cheating, plagiarism and other forms of academic dishonesty, as well as discipline procedures and student rights to appeal or file a grievance. Procedures in cases of academic dishonesty and academic grievances are governed by SHSU Academic Policy Statement 810213 (see [https://www.shsu.edu/dept/academic-affairs/documents/aps/810213%20Procedures%20in%20Cases%20of%20Academic%20Dishonesty\\_2022.pdf](https://www.shsu.edu/dept/academic-affairs/documents/aps/810213%20Procedures%20in%20Cases%20of%20Academic%20Dishonesty_2022.pdf)) and SHSU Academic Policy Statement 910312 (see [https://www.shsu.edu/academics/science-and-engineering-technology/documents/910312%20Academic%20Probation%20and%20Suspension\\_2022.pdf](https://www.shsu.edu/academics/science-and-engineering-technology/documents/910312%20Academic%20Probation%20and%20Suspension_2022.pdf)).

## **Graduate Enrollment and Completion Requirements**

A student is required to complete the master's degree within a six-year period, measured from the date of initial enrollment for graduate credit in a particular degree program. The period of time a student is on an approved leave of absence will not be counted as time accumulated towards that six-year deadline for completion of the degree. Any extension of either the master's degree six-year deadline must be approved in writing by the appropriate academic dean. A student on a leave of absence will be considered an active student for purposes of official records but will not have access to University services.

Once a student enrolls in a thesis/dissertation course, the student must enroll in such course in each subsequent fall, spring, and summer semester until the thesis/dissertation is successfully completed. The dean may approve a leave of absence and waive the continuous enrollment requirement when appropriate and requested in writing by the student. Students are required to enroll in the appropriate thesis or dissertation course in the semester in which the student is approved for graduation. If the degree in question is not awarded at the end of that semester, re-enrollment in the appropriate thesis or dissertation course is required during the subsequent semester in which the degree is again expected to be awarded.

## **Graduate Student Course Load**

Full-time graduate enrollment during the fall or spring semesters is 9 credit hours and drops to 6 credit hours in the summer. Students who receive financial aid are expected to be full-time students. However, if a student holds a 20-hour graduate assistantship, they may take 6 credit hours in long semesters and 3 in the summer semester and still receive financial aid. Consult with the financial aid office for more information.

The maximum permissible load for graduate students is 12 hours of coursework during the long semesters. The maximum permissible load is 6 hours during a single summer session of five weeks. Maximum loads should be chosen judiciously and are not recommended; consult with the MA Coordinator.

## **Transfer Credit**

The University may accept up to 9 hours of coursework at other accredited universities toward the Masters of Experimental Psychology degree and up to 15 hours towards the Masters of Clinical Psychology degree. It's relatively easy for us to accept transfer credit that replaces electives in our degree plans. However, if you wish to use transfer credit to replace any of our required courses, you'll need to consult with your program Director and provide documentation of the content of your course (e.g., the course syllabus) along with your written request. This information is typically given to the SHSU faculty member who teaches our similar course for review; only if our faculty agree that your

transfer courses sufficiently duplicate the material we require will transfer credit be granted. Please note, too, that our Dean must also agree that transfer credit is suitable before it will be allowed.

## **Leave of Absence**

Graduate students who have not completed their formal course requirements are expected to enroll continuously in the Program, taking courses in each consecutive Fall and Spring semester after initial registration. Candidates who do not expect to be enrolled should request a leave of absence in a letter to the Program faculty stating the reason for the continued leave. A leave of absence is granted at the discretion of the Dean. During a leave of absence, a candidate cannot make use of college or university resources, nor can a candidate take comprehensive exams or defend a proposal or thesis.

You need to do nothing at all if you wish to take a summer off. Summer classes are not necessary to be considered to be making normal progress toward the Master's degree in Experimental Psychology, and are only required in the first summer for the Master's degree in Clinical Psychology. Note, however, that you have six years from the date of your first enrollment to claim your degree. After six years have elapsed, your old coursework may no longer be applied toward our degree requirements unless you have special dispensation from the Dean of Graduate Studies.

## **Resignation**

As per SHSU guidelines for resignation (official withdrawal) from a course from the University, a student must notify the Registrar's Office and process a Resignation Request. The Resignation Request must be in writing and becomes effective on the date received by the Registrar's Office. The effective date of the Resignation Request, as received by the Registrar's Office, is the date used for determining any refund as authorized in the State Refund Policy (see below for the State Statutory Refund Schedule). The student is responsible for clearing all debts owed to the University. A student who wishes to drop all courses must officially resign. A student who discontinues attending class and fails to officially resign from the University will receive the grade of "F" in each enrolled course. A student who resigns after the 12th class day of a regular semester or after the 4th class day of a summer session will receive a mark of "W" for each enrolled course. A student who resigns from the University while enrolled in a course whose duration is less than a normal term will receive a mark of "W" if the resignation occurs after one-half of that course time has been completed.

## **Grievances**

Occasionally, misunderstandings may arise between a professor and a student concerning grading, classroom participation, and so forth. The accepted philosophy of the academic community maintains that professors completely administer each class they teach, subject to the policies of the college and the University. The faculty have developed a problem-solving procedure that we hope will represent an effective, quick resolution to faculty-student problems:

1. Faculty and students are encouraged to first discuss and resolve disagreements/problems informally.
2. If informal discussion fails, either the student or the faculty member can request a meeting with the Chair of the Department, who will meet with the faculty member and the student.
3. If the issue is still not resolved, the student should refer to the University Grievance Procedures, which are online at [http://www.shsu.edu/dept/dean-of-students/std\\_grievance\\_proc.html](http://www.shsu.edu/dept/dean-of-students/std_grievance_proc.html).

## **Appeal of a Grade**

Procedures for appeal of a grade are located in the Academic Policy Manual, which you can view online at <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>.

## **Classroom Rules of Conduct**

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that is conducive to learning. Disruptive behavior will not be tolerated. Students who are disruptive to the class may be dismissed from the classroom for their inappropriate behavior and will not be allowed to hand in any assignments due for the remainder of that class. Additionally, students may be withdrawn from the course for repeated disruptive behavior. For further information, see <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct> .

## **Religious Holy Days**

Students have the responsibility of notifying the professor of each scheduled class day that the student will be absent due to a religious holy day. *This must be done not later than the 15<sup>th</sup> class day.* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. However, any in-class assignments cannot be made up, but will not count against their other assignment average since the one lowest assignment grade will be dropped.

## **Notice to Persons with Disabilities**

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made **only** to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Lee Drain Building. The number there is 936-294-3512.

## **Title IX: Sexual Discrimination**

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education, and states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII. For additional information concerning Title IX or other issues regarding sexual discrimination, a statement of rights, defining consent, or other frequently asked questions, please go to the following website: <http://www.shsu.edu/titleix/>.

While compliance with the law is everyone's responsibility at SHSU, you may contact The Title IX Coordinator at: Thomason Bldg, Suite 302, 936-294-3080. The Title IX Coordinator's responsibilities

include providing leadership, consultation, and oversight of Title IX compliance activities at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community. SHSU encourages everyone to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the Title IX Coordinator or Deputy Title IX coordinators.

Sexual Misconduct cases may also be reported to the Sam Houston State University Police Department (UPD), the Huntsville Police Department (HPD) and other local law enforcement authorities. The Title IX Coordinator/ Deputy Coordinators can assist individuals with contacting these law enforcement agencies.

### **Family Education Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. This law also affords students certain rights with respect to their education records. The law basically says that no one outside the institution shall have access to students' education records nor will the institution disclose any information from those records without the written consent of the student. There are exceptions, of course, so that certain personnel within the institution may see the records, including persons in an emergency in order to protect the health or safety of students or other persons.

Additionally, under FERPA, students have the right to:

- Inspect and review their education records
- Seek to amend their education records
- Have some control over the disclosure of information from their education records (Buckley Amendment)
- File a complaint for an alleged violation of FERPA rights

FERPA law provides that an institution of higher education shall state what information in a student education record is to be considered Directory Information which may be released without prior student consent. Under FERPA, Sam Houston State University has established the following as directory information:

- Name
- Local/Home/E-mail Addresses
- Major/Minor
- Local/Home Telephone Numbers
- Degrees, Diplomas, Certificates and Date of Award
- Honors and Awards
- Classification
- Extracurricular Activities
- Birth Date and Place of Birth
- Names and Addresses of Parents/Legal Guardians
- Weight, Height, and Related Information of Athletic Team Member

The above directory information will be available for release to the general public. However, the Buckley Amendment under FERPA, states that each student has the right to inform SHSU that any or all

of the above information is not to be released. Sam Houston State University will honor the student's request to restrict the release of "Directory Information" as listed.

A student may restrict the release of directory information by submitting the Buckley Amendment Form (click on the following link to obtain the [Buckley Amendment Form](#)) to the Registrar's Office located on the 3rd floor of the Estill Building. Forms must be submitted to the Registrar's Office prior to the twelfth class day of the fall and spring terms and the fourth class day of the summer term. Additionally, the restriction of information remains on the students' record until the student takes action to remove it. If the student restricts their information, the university campus staff and faculty will view a confidential message on all student records found in our current Banner student information system and no information can be released on that student without the written permission of the student. This includes the restriction of the student's name being listed in the commencement program, the honor's list, and the Dean's/President's list. Release of information contained on a student's academic transcript without the written consent of the person(s) identified on the document is in violation of Sec. 438 Public Law 90-247 (FERPA).

Additional FERPA information regarding our University policies on student rights is available under the Student Guidelines maintained by the [Dean of Students](#). For more information, please visit [www.shsu.edu/students/guide/](http://www.shsu.edu/students/guide/).

It is a violation of FERPA to discuss a student's record with any person without a legitimate education interest. This pertains to discussions on and off the job. Violation of confidentiality and security may lead to appropriate personnel action.

**Questions?** The FERPA campus official at Sam Houston State University is the Registrar. If you have any questions concerning FERPA or what information can or cannot be released, please contact the Registrar's Office. If they cannot answer your question, they will consult the Department of Education.

**Registrar's Office**  
**BOX 2029**  
**Huntsville TX 77341**  
**(936)294-1048**  
**Or**  
**Toll free (866) 232-7528 ext. 41048**  
**Email at: [ask.regstaff@shsu.edu](mailto:ask.regstaff@shsu.edu)**

## TEXAS STATE LICENSURE

Clinical practice in the state of Texas is regulated by the Texas State Board of Examiners of Psychologists (TSBEP), which is part of the Texas Behavioral Health Executive Council (TBHEC). TSBEP certifies Licensed Psychologists, Licensed Psychological Associates (LPA) and Licensed Specialists in School Psychology. Our Clinical Psychology MA program is specifically designed to meet the LPA licensing requirements of the Board and your coursework and practicum experiences will allow you to sit for the Examination for Professional Practice in Psychology (EPPP). The degree does NOT prepare graduates for certification as a License Professional Counselor (LPC), which requires different courses and a different examination. Our students have had an excellent track record of success in taking the EPPP exam. The board can be contacted at:

Texas Behavioral Health Executive Council  
Texas State Board of Examiners of Psychologists  
333 Guadalupe St., Ste. 3-900  
Austin, Texas 78701  
Main Line (512) 305-7700

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html>

The Council is open Monday – Friday, 8:00 A.M. to 5:00 P.M., but closed on state holidays.



## APPENDIX A:

### SHSU Master of Arts in Experimental Psychology Comprehensive Examination Rubric

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

| <ul style="list-style-type: none"> <li>• Averaged grader total score for each question: Passing = 9-15, Not Passing = 8 or less</li> <li>• <sup>1</sup>Total Comprehensive Exam score: High Pass = 65-75; Pass = 45-64; Fail = 44 or less</li> </ul> |  |  |   | <b>TOTAL SCORE:</b>   |  |
|--|--|--|---|---|--|
| Category   | 0 - Unsatisfactory   | 1 - Marginal   | 2 - Satisfactory  | 3 - Proficient  |  |
| <b>Completeness of Answer</b><br><br>Rating:   | Response did not address the question. Many parts of the question are not answered fully, such that a lot of basic information is missing.   | Response demonstrates basic understanding of the question, but one or more parts of the question are not addressed or basic information is missing.  | Response demonstrates adequate understanding of what the question is asking. All parts of the question are answered and basic information is provided.  | Response demonstrates thorough understanding of the question. All parts of the question are thoroughly answered, going beyond basic information.  |  |
| <b>Knowledge &amp; Accuracy</b><br><br>Rating:   | One or more of the following: Response reflects little/poor knowledge of the topic, e.g., inadequate scholarly background or discussion of the topic. Many details and statements are incorrect and/or highly misleading.  | One or more of the following: Response reflects minimal knowledge, providing limited scholarly background or superficial discussion of topic. Some details and statements are incorrect and/or misleading.   | Response reflects adequate integration of information and sufficient knowledge of topic. Details and statements are accurate, with few/minor errors that do not mislead the reader.   | Response reflects exceptional breadth of knowledge and discussion indicates deep understanding of topic. All details and statements are accurate and pertinent to the question.   |  |
| <b>Application of Theory &amp;/or Research</b><br><br>Rating:  | One or more of the following: No or very little theory or research is applied to the answer. Argument/ conclusion is absent, wholly illogical or unsupported by the research presented.  | One or more of the following: Theory or research is applied to the answer, yet is sometimes absent where expected. Argument/ conclusion is weak or incomplete, e.g., sometimes stretches logic or is unsupported by the research presented   | One or more of the following: Theory and/or research is sufficiently applied to the answer. Argument/ conclusion is adequate, e.g., for the most part logical and supported by the theory or research presented                         | One or more of the following: Theory and/or research is consistently and thoroughly applied to the answer, resulting in a scholarly, thoughtful voice throughout response. Argument/ conclusion is strong, e.g., highly logical, provides considerable/ compelling research support |  |
| <b>APA Style</b><br><br>Rating:  | One or more of the following: Verifiable <i>scholarly</i> <sup>2</sup> citations are not provided, or they are not relevant to the topic. Does not use APA style (e.g., AMA, copy/pasted from online) or many major errors appear in the APA style of in-text citations or reference list. | One or more of the following: Verifiable <i>scholarly</i> <sup>2</sup> citations are provided, but a number of key issues or portions of the response are unsupported, incorrectly cited, and/or are not from scholarly sources. Some major errors appear in the APA style of in-text citations or | Verifiable <i>scholarly</i> <sup>2</sup> citations are provided and accurate for most key issues. APA style is correctly applied to in-text citations and reference list, although few minor errors (e.g., punctuation) may be present. | Consistently and correctly cites verifiable <i>scholarly</i> <sup>2</sup> references that support all key issues. APA style is correctly applied with no errors to in-text citations and reference list.  |  |

<sup>1</sup> A student who earns a failing grade on any single question of the comprehensive exam will need to complete remedial actions as specified by the examination committee. Such actions may include any of the following: further study; re-writing/retaking portions of the exam; or re-taking the entire exam in another semester.

<sup>2</sup> *Scholarly* = Professionally published article, chapter, book; Excludes ALL sources that are not published in scholarly outlets, e.g., instructor quotes/powerpoints, non-peer-reviewed online articles, etc.

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|---|--|--|--|--|
|   |  | reference list.  |  | CONT. next page  |
| <b>Professional Scientific Writing</b><br><br>Rating: | One or more of the following: Response contains an abundance of colloquialisms and/or many errors in grammar, usage, and mechanics so that meaning is obscured. The writing is disorganized and lacks clarity. | One or more of the following: Response contains colloquialisms and/or noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited clarity and organization in the response. | Response uses professional language, is free of colloquialisms and exhibits only minor errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is clearly written and organized. | Response uses professional language, is free of colloquialisms and errors in grammar, usage, and mechanics that would distract the reader from the content. The writing is notable for its excellent clarity and organization. |
| <b>Notes:</b>   |  |  |  |  |

## APPENDIX B:

### SHSU Clinical Psychology MA Program Evaluation of Practicum

**Practicum Student:** \_\_\_\_\_

**Practicum: I - II - III Semester/Year under Review:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_

**Methods of Supervision (check all that apply):**

Audiotape                       Videotape                       Review written reports  
 Live observation               Co-therapy                       Role-playing  
 Discussion                      Other : \_\_\_\_\_

**Ratings:** Evaluations should be based on the level of clinical and professional competencies corresponding with the *trainee's current developmental stage in training*. Please assign a score to each competence area using the following scale.

|     |                |  |
|-----|----------------|--|
| 1   | Unsatisfactory | Performance is not commensurate with the expected level of the trainee's practicum semester; the competency area is in clear need of additional training and supervision.    |
| 2   | Marginal       | Performance is below average for the expected level of the trainee's practicum semester; with further supervisions and training, the assessed competency area is expected to |
| 3   | Satisfactory   | Performance is commensurate with the expected level of the trainee's practicum semester.   |
| 4   | Above Average  | Performance is consistently above average; work shows some advanced functioning related to the expected level of development for the trainee's practicum year.               |
| 5   | Excellent      | Performance consistently demonstrates an exceptional level of functioning for the trainee's practicum semester.  |
| N/A | Not Applicable | Insufficient data to rate this competence area at this time.   |

Competency Areas to be Evaluated

| 1. Ethical & Legal Standards   | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
| A. Be knowledgeable of APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines.    |   |   |   |   |   |     |
| B. Act in accordance with APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines. |   |   |   |   |   |     |
| C. Conduct self in an ethical manner in all professional activities.   |   |   |   |   |   |     |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| D. Recognize ethical issues/dilemmas and legal issues as they arise.                              |  |  |  |  |  |  |
| E. Apply ethical decision-making processes to resolve ethical issues or dilemmas encountered.     |  |  |  |  |  |  |
| F. Seek appropriate information, supervision, and/or consultation when faced with ethical issues. |  |  |  |  |  |  |

Comments on Strengths and Areas for Growth:

| <b>2. Individual and Cultural Diversity</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |
|---|----------|----------|----------|----------|----------|------------|
| A. Understand how one's own personal/cultural history, attitudes, and biases may affect understanding and interactions with others, including peers and clients.                        |          |          |          |          |          |            |
| B. Be knowledgeable of current theoretical and empirical knowledge bases as it relates to addressing diversity in all professional activities.  |          |          |          |          |          |            |
| C. Integrate awareness and knowledge of individual and cultural differences in all aspects of professional psychology work.   |          |          |          |          |          |            |
| D. Be able to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered.   |          |          |          |          |          |            |
| E. Demonstrate ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict within one's own identity and worldview. |          |          |          |          |          |            |
| F. Demonstrate ability to articulate an approach to work effectively with diverse individuals and groups.   |          |          |          |          |          |            |
| G. Apply the identified approach effectively in their professional work.  |          |          |          |          |          |            |

Comments on Strengths and Areas for Growth:

| <b>3. Professional Values, Attitudes, and Behaviors</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |
|--|----------|----------|----------|----------|----------|------------|
| A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, and concern for others' welfare. |          |          |          |          |          |            |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| B. Demonstrate commitment to life-long learning by taking initiative in pursuing professional growth.  |  |  |  |  |  |  |
| C. Demonstrate adequate responsibility and accountability relative to one's level of training.   |  |  |  |  |  |  |
| D. Demonstrated openness to new/different ideas and professional viewpoints, including theories and ways of conceptualizing or working with clients.   |  |  |  |  |  |  |
| E. Engage in self-reflection regarding one's personal and professional role and functioning, including the awareness of the extent and limits of one's own skills and abilities.   |  |  |  |  |  |  |
| F. Show willingness to admit and take ownership of their mistakes.   |  |  |  |  |  |  |
| G. Learn from mistakes and engage in activities to improve performance and professional effectiveness.   |  |  |  |  |  |  |
| H. Develop and exercise self-care and stress management skills effectively to maintain wellbeing and prevent interference with professional conduct and clinical work.   |  |  |  |  |  |  |
| I. Demonstrate effective time management and organization skills (e.g., tracking due dates, professional tasks and clinical notes/records in a timely manner, arriving promptly at meetings/appointments, synthesizing feedback from multiple sources for best actions, etc.). |  |  |  |  |  |  |
| J. Develop and maintain appropriate professional image and presentation (e.g., good personal hygiene, appropriate dress, etc.)   |  |  |  |  |  |  |

Comments on Strengths and Areas for Growth:

| <b>4. Communications and Interpersonal Skills</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |
|---|----------|----------|----------|----------|----------|------------|
| A. Develop and maintain effective relationships with a wide range of (non-client) individuals, including peers and colleagues, support staff in organizations, and supervisors. |          |          |          |          |          |            |
| B. Demonstrate ability to fully participate in practicum/group supervision and work collaboratively with others.  |          |          |          |          |          |            |
| C. Demonstrate proper emotional stability and effective affect regulation ability.  |          |          |          |          |          |            |
| D. Demonstrate strong ability to listen and be empathic with others.  |          |          |          |          |          |            |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| E. Produce informative and well-integrated oral and written communications with others.  |  |  |  |  |  |  |
| F. Provide both positive and constructive feedback to peers in a respectful and caring manner.   |  |  |  |  |  |  |
| G. Demonstrate ability of tolerating ambiguity and uncertainty.  |  |  |  |  |  |  |
| H. Demonstrate adequate abilities to manage difficult communication and interpersonal conflict well.   |  |  |  |  |  |  |
| I. Demonstrate openness and non-defensive acceptance to feedback from peers, faculty, or others.   |  |  |  |  |  |  |
| J. In non-clinical social interactions, apply reflective skills to examine one's own motives, attitudes, behaviors, and their effects on others. |  |  |  |  |  |  |

Comments on Strengths and Areas for Growth:

| <b>5. Assessment</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |
|--|----------|----------|----------|----------|----------|------------|
| A. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.                           |          |          |          |          |          |            |
| B. Collect relevant data using multiple sources and methods appropriate to the identified goals/questions of assessment.   |          |          |          |          |          |            |
| C. Select and conduct multiple assessment methods appropriate to relevant diversity characteristics of the service recipient.  |          |          |          |          |          |            |
| D. Interpret assessment results accurately, following current research and available empirical literature.   |          |          |          |          |          |            |
| E. Use assessment results to inform case conceptualization, diagnosis, classification, and recommendations, while guarding against potential biases embedded in the assessment system. |          |          |          |          |          |            |
| F. Communicate orally and in writing assessment results and implications accurately and effectively with clients.  |          |          |          |          |          |            |
| G. Demonstrate ability to formulate and apply diagnoses accurately based on current diagnostic systems.  |          |          |          |          |          |            |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| H. Demonstrate accurate understanding of the strengths and limitations of current diagnostic systems. |  |  |  |  |  |  |
|---|--|--|--|--|--|--|

Comments on Strengths and Areas for Growth:

| <b>6. Intervention</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |
|--|----------|----------|----------|----------|----------|------------|
| A. Recognize and handle clinical crises and emergencies in a professional manner.  |          |          |          |          |          |            |
| B. Develop strong basic clinical skills, including empathic listening, paraphrasing, reflection of content and emotions, probing, framing problems, etc.                 |          |          |          |          |          |            |
| C. Establish and maintain effective relationships with the recipients of psychological services (RPS).   |          |          |          |          |          |            |
| D. Understand and maintain appropriate professional boundaries with RPS.   |          |          |          |          |          |            |
| E. Demonstrate adequate ability to deal with conflict and negotiate differences with RPS.  |          |          |          |          |          |            |
| F. Demonstrate ability to focus on clients' needs without being unduly influenced by own needs.  |          |          |          |          |          |            |
| G. Develop adequate case conceptualizations based on one's theoretical orientation.  |          |          |          |          |          |            |
| H. Develop evidence-based intervention plans specific to the treatment goals.  |          |          |          |          |          |            |
| I. Effectively implement interventions that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. |          |          |          |          |          |            |
| J. Demonstrate the ability to apply the relevant research literature to clinical decision making.  |          |          |          |          |          |            |
| K. Modify and adapt evidence-based approaches effectively when a clear evidence-based approach is lacking.   |          |          |          |          |          |            |
| L. Seek and utilize available resources and consultations, including making appropriate referrals when needed, to help achieve treatment goals for RPS.                  |          |          |          |          |          |            |
| M. Assess and evaluate accurately one's own clinical skills, intervention effectiveness, and treatment progress.   |          |          |          |          |          |            |

Comments on Strengths and Areas for Growth

| <b>7. Supervision</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |
|---|----------|----------|----------|----------|----------|------------|
| A. Demonstrate willingness to admit errors and accept feedback and to be observed and evaluated by supervisor.  |          |          |          |          |          |            |
| B. Demonstrate knowledge of the supervision process including one's own role and responsibility as trainee.   |          |          |          |          |          |            |
| C. Use supervision to reflect on areas of strengths and those needing improvement.  |          |          |          |          |          |            |
| D. Accept non-defensively and follow supervisor's feedback and recommendations to improve clinical work.  |          |          |          |          |          |            |
| E. Use good judgment as to when supervisory input is necessary and seek supervisor's feedback promptly.   |          |          |          |          |          |            |
| F. Maintain a good balance in negotiating needs for autonomy from and dependence on supervisors appropriate to one's developmental stage and current clinical competencies. |          |          |          |          |          |            |

Comments on Strengths and Areas for Growth

| <b>8. Consultation and Interdisciplinary Skills</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |
|--|----------|----------|----------|----------|----------|------------|
| A. Demonstrate knowledge, respect and appreciation for other professions.  |          |          |          |          |          |            |
| B. Demonstrate knowledge of consultation models and practices.   |          |          |          |          |          |            |
| C. Communicate effectively with other professionals, including demonstrating adequate ability to present case materials orally or in written form to other health service providers and avoid use of psychological jargon. |          |          |          |          |          |            |
| D. Work collaboratively with other professionals.  |          |          |          |          |          |            |

Comments on Strengths and Areas for Growth:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date



## APPENDIX C: Capstone Grading Rubric Assessment

|                |  |             |  |
|----------------|--|-------------|--|
| <b>Student</b> |  | <b>Date</b> |  |
|----------------|--|-------------|--|

|               |  |
|---------------|--|
| <b>Grader</b> |  |
|---------------|--|

**Evaluate the treatment case presentations relative to masters' student readiness for entry level (LPA) position under the supervision of a psychologist. Score each item using the scale below:**

- Below Expectation (BE):** Fails to meet minimum standards for acceptability for a student moving to entry-level practice under supervision of a psychologist.
- Marginal (MG):** Includes some correct elements, but is overall weak
- Meets Expectations (ME):** No more than minor flaws and reflects reasonable mastery for a student prepared for entry level (LPA) position under supervision of a psychologist.
- Exceeds Expectations (EE):** Reflects mastery that exceeds expectations for a masters' student moving to -entry level (LPA) position under supervision of a psychologist.

|  | BE | MG | ME | EE | N/A |
|--|----|----|----|----|-----|
| <b>I. TESTING</b>  |    |    |    |    |     |
| <b>A. Intelligence Testing</b>                               |    |    |    |    |     |
| 1. Identified and described measure                          |    |    |    |    |     |
| 2. Addressed validity of testing data                        |    |    |    |    |     |
| 3. Appropriately reported testing results                    |    |    |    |    |     |
| 4. Accurate interpretation of testing data                   |    |    |    |    |     |
| 5. Complete interpretation of data                           |    |    |    |    |     |
| <b>B. Achievement Testing</b>                                |    |    |    |    |     |
| 1. Identified and described measure                          |    |    |    |    |     |
| 2. Appropriately reported testing results                    |    |    |    |    |     |
| 3. Accurate interpretation of testing data                   |    |    |    |    |     |
| 4. Complete interpretation of data                           |    |    |    |    |     |
| <b>C. Personality/Psychopathology Testing</b>                |    |    |    |    |     |
| 1. Identified and described measure                          |    |    |    |    |     |
| 2. Addressed validity of testing data                        |    |    |    |    |     |
| 3. Appropriately reported testing results                    |    |    |    |    |     |
| 4. Accurate interpretation of testing data                   |    |    |    |    |     |
| 5. Complete interpretation of data                           |    |    |    |    |     |
| <b>II. SUMMARY AND INTEGRATION</b>                           |    |    |    |    |     |
| A. Provides succinct synopsis of evaluation                  |    |    |    |    |     |
| B. Integrates data to provide conclusions                    |    |    |    |    |     |
| C. Recognizes and explains conflicting data                  |    |    |    |    |     |
| D. Addressed limitations of evaluation if issues are present |    |    |    |    |     |

|  | <i>BE</i> | <i>MG</i> | <i>ME</i> | <i>EE</i> | <i>N/A</i> |
|--|-----------|-----------|-----------|-----------|------------|
| <b>III. DIAGNOSES</b>                                    |           |           |           |           |            |
| A. Reasonable based on available data                    |           |           |           |           |            |
| B. Justified based on information available              |           |           |           |           |            |
| <b>IV. RECOMMENDATIONS</b>                               |           |           |           |           |            |
| A. Follow from diagnoses and other information in report |           |           |           |           |            |
| B. Clearly described                                     |           |           |           |           |            |
| C. Can reasonably be followed                            |           |           |           |           |            |
| D. Adequately justified                                  |           |           |           |           |            |
| <b>V. REPORT STYLE, ORGANIZATION, AND MECHANICS</b>      |           |           |           |           |            |
| A. Report was written in a clear and concise manner      |           |           |           |           |            |
| B. Report was appropriately organized                    |           |           |           |           |            |

| Grade            | Outcome | Conditions   |
|------------------|---------|--|
| <i>Fail</i>      |         | BE on any item <i>or</i> MG on 6 or more items         |
| <i>Pass</i>      |         | ME or EE on 20 or more items (with no ratings of BE)   |
| <i>High Pass</i> |         | Passing Grade with a rating of EE on at least 16 items |

Comments:

## APPENDIX D: Capstone Grading Rubric Treatment

|                |  |                          |  |
|----------------|--|--------------------------|--|
| <b>Student</b> |  | <b>Presentation Date</b> |  |
|----------------|--|--------------------------|--|

|               |  |
|---------------|--|
| <b>Grader</b> |  |
|---------------|--|

| Evaluate the treatment case presentations relative to masters' student readiness for entry level (LPA) position under the supervision of a psychologist. Score each item using the scale below: |   |
|---|---|
| Below Expectation (BE):   | Fails to meet minimum standards for acceptability for a student moving to entry-level practice under supervision of a psychologist.                 |
| Marginal (MG):  | Includes some correct elements, but is overall weak   |
| Meets Expectations (ME):  | No more than minor flaws and reflects reasonable mastery for a student prepared for entry level (LPA) position under supervision of a psychologist. |
| Exceeds Expectations (EE):  | Reflects mastery that exceeds expectations for a masters' student moving to -entry level(LPA) position under supervision of a psychologist.         |

|   | BE | MG | ME | EE | N/A |
|---|----|----|----|----|-----|
| <b>I. REFERRAL INFORMATION</b>  |    |    |    |    |     |
| <b>A.</b> Referral question and appropriateness of referral discussed   |    |    |    |    |     |
| <b>B.</b> Informed consent process discussed  |    |    |    |    |     |
| <b>II. BACKGROUND AND SOCIAL HISTORY</b>  |    |    |    |    |     |
| <b>C.</b> Free of substantial and salient omissions   |    |    |    |    |     |
| <b>D.</b> Sufficient information to justify subsequent conclusions  |    |    |    |    |     |
| <b>III. CLINICAL ASSESSMENT</b>   |    |    |    |    |     |
| <b>E.</b> Clinical decision-making adequately and accurately informed by background information                                       |    |    |    |    |     |
| <b>F.</b> Described signs and symptoms related to referral question   |    |    |    |    |     |
| <b>G.</b> Information regarding onset, course, and severity of symptoms to justify subsequent conclusions                             |    |    |    |    |     |
| <b>H.</b> Sufficient coverage of functioning to justify subsequent conclusions  |    |    |    |    |     |
| <b>I.</b> Diagnosis assigned and those ruled out adequately justified   |    |    |    |    |     |
| <b>J.</b> Risk to self or others and risk management discussed as appropriate   |    |    |    |    |     |
| <b>IV. TREATMENT PLAN</b>   |    |    |    |    |     |
| <b>K.</b> Treatment plan developed in collaboration with client and based on clinical assessment and empirically supported treatments |    |    |    |    |     |
| <b>L.</b> Treatment goals and time frame appropriate  |    |    |    |    |     |

|   | <i>BE</i> | <i>MG</i> | <i>ME</i> | <i>EE</i> | <i>N/A</i> |
|---|-----------|-----------|-----------|-----------|------------|
| <b>M.</b> Plan for monitoring assessment of progress and criteria for terminating treatment |           |           |           |           |            |
| <b>N.</b> Research supporting use of treatment for client problem(s) discussed              |           |           |           |           |            |
| <b>V. TREATMENT IMPLEMENTATION</b>  |           |           |           |           |            |
| <b>O.</b> Treatment process discussed   |           |           |           |           |            |
| <b>P.</b> Treatment effectiveness discussed   |           |           |           |           |            |
| <b>Q.</b> Treatment termination discussed   |           |           |           |           |            |
| <b>R.</b> Treatment referral discussed  |           |           |           |           |            |
| <b>VI. ETHICAL AND MULTICULTURAL CONSIDERATIONS</b>   |           |           |           |           |            |
| <b>S.</b> Addressed issues of diversity where applicable                                    |           |           |           |           |            |
| <b>T.</b> Addressed any ethical issues appropriately  |           |           |           |           |            |
| <b>VII. RETROSPECTIVE ANALYSIS</b>  |           |           |           |           |            |
| <b>U.</b> Discussed areas of clinical success   |           |           |           |           |            |
| <b>V.</b> Discussed areas for improvement/change  |           |           |           |           |            |

|                  | <b>Outcome</b> | <b>Conditions</b>                                      |
|------------------|----------------|--|
| <b>Fail</b>      |                | BE on any item <u>or</u> MG on 5 or more items         |
| <b>Pass</b>      |                | ME or EE on 18 or more items (with no ratings of BE)   |
| <b>High Pass</b> |                | Passing Grade with a rating of EE on at least 13 items |

**Comments:**

## APPENDIX E: Mental Health Resources with Low Cost or Sliding Scale Fees

Grace Psychological Services

Director, Gracie Reyes-McDonald, PhD

281-815-0899

26010 Oak Ridge Drive, Ste. 107 The Woodlands, TX 77380

[www.gracepsychological.com](http://www.gracepsychological.com)

Accepts most insurances and offers low-cost therapy options

Barbara Hall, PhD

832-999-4031

25511 Budde Rd STE 1902, The Woodlands, TX 77380

Offers sliding scale

Alicia Snow, PhD

713-240-8609

502 Mason Street, Tomball, TX 77375

<https://www.aliciasnow.com>

Sliding scale; in-network with most insurance.

Karen Anderson-Dunphy, LPC

936-581-1951

1211 Financial Plz, Huntsville, TX 77340

Blue Cross Blue Shield only

Felicia Antwi, MA, LPC

936-427-3110

512 11th Street, Huntsville, Texas 77340

Sliding Scale; in-network with most insurance.

Mervin Cleveland Jr, LPC

936-909-6245

3010 Montgomery Road, Huntsville, Texas 77340

Sliding Scale; In-Network with most major insurance.

Josie Erb, LPC

936-228-4592

114 Willowbend, Huntsville, TX 77320

Sliding Scale; Blue Cross Blue Shield only.

Jennifer Henson, LPC, LMFT

936-291-7928

1325 Windsor Street, Huntsville, TX 77340

Sliding Scale; In-Network with most major insurance.

Bob Robinson, LPC

936-228-3938 x77301

3010 Montgomery Road, Huntsville, Texas 77340  
Sliding Scale; In-Network with most major insurance. Does substance abuse counseling

Jesse Robinson, PsyD  
Action Psychological Services  
1755 Woodstead Ct., Suite 210  
The Woodlands, TX 77380  
346.831.2862  
Discounted fees for students; In-Network with most major insurance

### **Training Clinics offering Telehealth at Sliding Scale:**

Jack S. Staggs Counseling Clinic at SHSU  
939-294-1121  
1932 Bobby K Marks Dr., Huntsville, TX 77340 &  
<https://www.shsu.edu/academics/education/counselor-education/jack-staggs-counseling-clinic.html>

This is a training facility for Masters and Doctoral level students in counseling at SHSU. Counselor Education faculty supervise sessions. The Counseling Clinic offers free services to students and the community.

Sleep and Anxiety Center of Houston  
713-743-3400 or email [SACH@times.uh.edu](mailto:SACH@times.uh.edu) for appointments  
This is a training clinic for doctoral students in UH's Clinical Psychology program. Care typically focuses on difficulties with sleep and/or anxiety. Telehealth appointments are offered.  
<https://www.uh.edu/class/psychology/clinical-psych/research/sach/clinical-services/>

The University of Houston Psychology Research and Clinical Services Center  
832-990-1076  
This is a training clinic for doctoral students in UH's Clinical Psychology program. Telehealth appointments are offered.  
<https://www.psychologytoday.com/us/therapists/uh-psychological-research-clinical-services-houston-tx/953289>

Texas A&M University Psychology Clinic  
979-845-8017  
This is a training clinic for doctoral students in Texas A&M's Clinical Psychology program. Students are supervised by licensed psychologists. Telehealth appointments are offered.  
<https://liberalarts.tamu.edu/psychology/psychology-clinic/>

Psychology Clinic at University of North Texas

940-565-2631

This is a training clinic for doctoral students in UNT's Clinical Psychology and Counseling Psychology programs. Telehealth appointments are offered.

<https://psychology.unt.edu/clinics-and-centers/psychology-clinic>

### **Psychiatry**

Tri-County Services 936-

291-5800

7045 Hwy 75 South, Huntsville, TX 77340

Major Depression, Schizophrenia, or Bipolar Disorder ONLY <http://www.tricountyservices.org/>

Conroe Psychiatry 936-

494-1773

800 Riverwood CT Conroe, TX 77304

<https://conroepsychiatry.com>

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## APPENDIX F: ETHICAL GUIDELINES



# ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

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Adopted August 21, 2002

Effective June 1, 2003

(With the 2010 Amendments  
to Introduction and Applicability  
and Standards 1.02 and 1.03,  
Effective June 1, 2010)

With the 2016 Amendment  
to Standard 3.04

Adopted August 3, 2016

Effective January 1, 2017



# ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

## CONTENTS

|  |                                    |  |                      |  |
|--|------------------------------------|--|----------------------|--|
| <b>INTRODUCTION AND APPLICABILITY</b>  | 4.02                               | Discussing the Limits of Confidentiality   | 8.04                 | Client/Patient, Student, and Subordinate Research Participants                             |
| <b>PREAMBLE</b>  | 4.03                               | Recording  | 8.05                 | Dispensing With Informed Consent for Research  |
| <b>GENERAL PRINCIPLES</b>  | 4.04                               | Minimizing Intrusions on Privacy   | 8.06                 | Offering Inducements for Research Participation  |
| Principle A: Beneficence and Nonmaleficence  | 4.05                               | Disclosures  | 8.07                 | Deception in Research  |
| Principle B: Fidelity and Responsibility   | 4.06                               | Consultations  | 8.08                 | Debriefing   |
| Principle C: Integrity   | 4.07                               | Use of Confidential Information for Didactic or Other Purposes                                       | 8.09                 | Humane Care and Use of Animals in Research   |
| Principle D: Justice   | <b>5.</b>                          | <b>Advertising and Other Public Statements</b>   | 8.10                 | Reporting Research Results   |
| Principle E: Respect for People's Rights and Dignity                                   | 5.01                               | Avoidance of False or Deceptive Statements   | 8.11                 | Plagiarism   |
| <b>ETHICAL STANDARDS</b>   | 5.02                               | Statements by Others   | 8.12                 | Publication Credit   |
| <b>1. Resolving Ethical Issues</b>   | 5.03                               | Descriptions of Workshops and Non-Degree-Granting Educational Programs                               | 8.13                 | Duplicate Publication of Data  |
| 1.01 Misuse of Psychologists' Work   | 5.04                               | Media Presentations  | 8.14                 | Sharing Research Data for Verification   |
| 1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority | 5.05                               | Testimonials   | 8.15                 | Reviewers  |
| 1.03 Conflicts Between Ethics and Organizational Demands                               | 5.06                               | In-Person Solicitation   | <b>9. Assessment</b> |  |
| 1.04 Informal Resolution of Ethical Violations   | <b>6. Record Keeping and Fees</b>  |  | 9.01                 | Bases for Assessments  |
| 1.05 Reporting Ethical Violations  | 6.01                               | Documentation of Professional and Scientific Work and Maintenance of Records                         | 9.02                 | Use of Assessments   |
| 1.06 Cooperating With Ethics Committees  | 6.02                               | Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work | 9.03                 | Informed Consent in Assessments  |
| 1.07 Improper Complaints   | 6.03                               | Withholding Records for Nonpayment   | 9.04                 | Release of Test Data   |
| 1.08 Unfair Discrimination Against Complainants and Respondents                        | 6.04                               | Fees and Financial Arrangements  | 9.05                 | Test Construction  |
| <b>2. Competence</b>   | 6.05                               | Barter With Clients/Patients   | 9.06                 | Interpreting Assessment Results  |
| 2.01 Boundaries of Competence  | 6.06                               | Accuracy in Reports to Payors and Funding Sources  | 9.07                 | Assessment by Unqualified Persons  |
| 2.02 Providing Services in Emergencies   | 6.07                               | Referrals and Fees   | 9.08                 | Obsolete Tests and Outdated Test Results   |
| 2.03 Maintaining Competence  | <b>7. Education and Training</b>   |  | 9.09                 | Test Scoring and Interpretation Services   |
| 2.04 Bases for Scientific and Professional Judgments                                   | 7.01                               | Design of Education and Training Programs  | 9.10                 | Explaining Assessment Results  |
| 2.05 Delegation of Work to Others  | 7.02                               | Descriptions of Education and Training Programs  | 9.11                 | Maintaining Test Security  |
| 2.06 Personal Problems and Conflicts   | 7.03                               | Accuracy in Teaching   | <b>10. Therapy</b>   |  |
| <b>3. Human Relations</b>  | 7.04                               | Student Disclosure of Personal Information   | 10.01                | Informed Consent to Therapy  |
| 3.01 Unfair Discrimination   | 7.05                               | Mandatory Individual or Group Therapy  | 10.02                | Therapy Involving Couples or Families  |
| 3.02 Sexual Harassment   | 7.06                               | Assessing Student and Supervisee Performance   | 10.03                | Group Therapy  |
| 3.03 Other Harassment  | 7.07                               | Sexual Relationships With Students and Supervisees   | 10.04                | Providing Therapy to Those Served by Others  |
| 3.04 Avoiding Harm   | <b>8. Research and Publication</b> |  | 10.05                | Sexual Intimacies With Current Therapy Clients/Patients                                    |
| 3.05 Multiple Relationships  | 8.01                               | Institutional Approval   | 10.06                | Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients |
| 3.06 Conflict of Interest  | 8.02                               | Informed Consent to Research   | 10.07                | Therapy With Former Sexual Partners  |
| 3.07 Third-Party Requests for Services   | 8.03                               | Informed Consent for Recording Voices and Images in Research   | 10.08                | Sexual Intimacies With Former Therapy Clients/Patients                                     |
| 3.08 Exploitative Relationships  |                                    |  | 10.09                | Interruption of Therapy  |
| 3.09 Cooperation With Other Professionals  |                                    |  | 10.10                | Terminating Therapy  |
| 3.10 Informed Consent  |                                    |  |                      |  |
| 3.11 Psychological Services Delivered to or Through Organizations                      |                                    |  |                      |  |
| 3.12 Interruption of Psychological Services  |                                    |  |                      |  |
| <b>4. Privacy and Confidentiality</b>  |                                    |  |                      |  |
| 4.01 Maintaining Confidentiality   |                                    |  |                      |  |

**AMENDMENTS TO THE 2002  
"ETHICAL PRINCIPLES OF  
PSYCHOLOGISTS AND CODE OF  
CONDUCT" IN 2010 AND 2016**

## INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A-E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, Internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services.

In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

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The American Psychological Association's Council of Representatives adopted this version of the APA Ethics Code during its meeting on August 21, 2002. The Code became effective on June 1, 2003. The Council of Representatives amended this version of the Ethics Code on February 20, 2010, effective June 1, 2010, and on August 3, 2016, effective January 1, 2017. (see p. 16 of this pamphlet). Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Office of Ethics, American Psychological Association, 750 First St. NE, Washington, DC 20002-4242. This Ethics Code and information regarding the Code can be found on the APA website, <http://www.apa.org/ethics>. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code, or amendments thereto, as follows:

- American Psychological Association. (1953). *Ethical standards of psychologists*. Washington, DC: Author.
  - American Psychological Association. (1959). Ethical standards of psychologists. *American Psychologist*, 14, 279-282.
  - American Psychological Association. (1963). Ethical standards of psychologists. *American Psychologist*, 18, 56-60.
  - American Psychological Association. (1968). Ethical standards of psychologists. *American Psychologist*, 23, 357-361.
  - American Psychological Association. (1977, March). Ethical standards of psychologists. *APA Monitor*, 22-23.
  - American Psychological Association. (1979). *Ethical standards of psychologists*. Washington, DC: Author.
  - American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638.
  - American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). *American Psychologist*, 45, 390-395.
  - American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.
  - American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.
  - American Psychological Association. (2010). 2010 amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct." *American Psychologist*, 65, 493.
  - American Psychological Association. (2016). Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct" (2002, as amended 2010). *American Psychologist*, 71, 900.
- Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First St. NE, Washington, DC 20002-4242, or phone (202) 336-5510.

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably*, *appropriate*, *potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights.

## **PREAMBLE**

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a

personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

## **GENERAL PRINCIPLES**

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

### **Principle A: Beneficence and Nonmaleficence**

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

### **Principle B: Fidelity and Responsibility**

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

### **Principle C: Integrity**

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of

psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

### **Principle D: Justice**

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

### **Principle E: Respect for People's Rights and Dignity**

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

## **ETHICAL STANDARDS**

### **1. Resolving Ethical Issues**

#### **1.01 Misuse of Psychologists' Work**

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

#### **1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority**

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable

steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

#### **1.03 Conflicts Between Ethics and Organizational Demands**

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

#### **1.04 Informal Resolution of Ethical Violations**

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

#### **1.05 Reporting Ethical Violations**

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

#### **1.06 Cooperating with Ethics Committees**

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

## **1.07 Improper Complaints**

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

## **1.08 Unfair Discrimination Against Complainants and Respondents**

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

## **2. Competence**

### **2.01 Boundaries of Competence**

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are

or become reasonably familiar with the judicial or administrative rules governing their roles.

### **2.02 Providing Services in Emergencies**

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

### **2.03 Maintaining Competence**

Psychologists undertake ongoing efforts to develop and maintain their competence.

### **2.04 Bases for Scientific and Professional Judgments**

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

### **2.05 Delegation of Work to Others**

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

### **2.06 Personal Problems and Conflicts**

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

### **3. Human Relations**

#### **3.01 Unfair Discrimination**

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

#### **3.02 Sexual Harassment**

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

#### **3.03 Other Harassment**

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

#### **3.04 Avoiding Harm**

(a) Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

(b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04a.

#### **3.05 Multiple Relationships**

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

#### **3.06 Conflict of Interest**

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

#### **3.07 Third-Party Requests for Services**

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

#### **3.08 Exploitative Relationships**

Psychologists do not exploit persons over whom they have supervisory, evaluative or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter with Clients/Patients; 7.07, Sexual Relationships with Students and Supervisees; 10.05, Sexual Intima-



cies with Current Therapy Clients/Patients; 10.06, Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy with Former Sexual Partners; and 10.08, Sexual Intimacies with Former Therapy Clients/Patients.)

### **3.09 Cooperation with Other Professionals**

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

### **3.10 Informed Consent**

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

### **3.11 Psychological Services Delivered to or Through Organizations**

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services

provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

### **3.12 Interruption of Psychological Services**

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

## **4. Privacy and Confidentiality**

### **4.01 Maintaining Confidentiality**

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

### **4.02 Discussing the Limits of Confidentiality**

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

### **4.03 Recording**

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing with Informed Consent for Research; and 8.07, Deception in Research.)

#### **4.04 Minimizing Intrusions on Privacy**

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

#### **4.05 Disclosures**

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

#### **4.06 Consultations**

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

#### **4.07 Use of Confidential Information for Didactic or Other Purposes**

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

### **5. Advertising and Other Public Statements**

#### **5.01 Avoidance of False or Deceptive Statements**

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

#### **5.02 Statements by Others**

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

#### **5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs**

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

#### **5.04 Media Presentations**

When psychologists provide public advice or comment via print, Internet, or other electronic transmission,

they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

### **5.05 Testimonials**

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

### **5.06 In-Person Solicitation**

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

## **6. Record Keeping and Fees**

### **6.01 Documentation of Professional and Scientific Work and Maintenance of Records**

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

### **6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work**

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

### **6.03 Withholding Records for Nonpayment**

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

### **6.04 Fees and Financial Arrangements**

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

### **6.05 Barter with Clients/Patients**

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

### **6.06 Accuracy in Reports to Payors and Funding Sources**

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

## **6.07 Referrals and Fees**

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation with Other Professionals.)

## **7. Education and Training**

### **7.01 Design of Education and Training Programs**

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

### **7.02 Descriptions of Education and Training Programs**

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

### **7.03 Accuracy in Teaching**

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

### **7.04 Student Disclosure of Personal Information**

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding

sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

### **7.05 Mandatory Individual or Group Therapy**

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

### **7.06 Assessing Student and Supervisee Performance**

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

### **7.07 Sexual Relationships with Students and Supervisees**

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

## **8. Research and Publication**

### **8.01 Institutional Approval**

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

### **8.02 Informed Consent to Research**

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expect-

ed duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing with Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

### **8.03 Informed Consent for Recording Voices and Images in Research**

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

### **8.04 Client/Patient, Student, and Subordinate Research Participants**

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

### **8.05 Dispensing with Informed Consent for Research**

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

### **8.06 Offering Inducements for Research Participation**

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter with Clients/Patients.)

### **8.07 Deception in Research**

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

### **8.08 Debriefing**

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

### **8.09 Humane Care and Use of Animals in Research**

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

### **8.10 Reporting Research Results**

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

### **8.11 Plagiarism**

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

### **8.12 Publication Credit**

(a) Psychologists take responsibility and credit, in-

cluding authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

### **8.13 Duplicate Publication of Data**

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

### **8.14 Sharing Research Data for Verification**

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

### **8.15 Reviewers**

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

## **9. Assessment**

### **9.01 Bases for Assessments**

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on informa-

tion and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

## 9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

## 9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable

capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

## 9.04 Release of Test Data

(a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

## 9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

## 9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

### **9.07 Assessment by Unqualified Persons**

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

### **9.08 Obsolete Tests and Outdated Test Results**

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

### **9.09 Test Scoring and Interpretation Services**

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

### **9.10 Explaining Assessment Results**

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

### **9.11 Maintaining Test Security**

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

## **10. Therapy**

### **10.01 Informed Consent to Therapy**

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

### **10.02 Therapy Involving Couples or Families**

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

### **10.03 Group Therapy**

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.



#### **10.04 Providing Therapy to Those Served by Others**

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

#### **10.05 Sexual Intimacies with Current Therapy Clients/Patients**

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

#### **10.06 Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients**

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

#### **10.07 Therapy with Former Sexual Partners**

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

#### **10.08 Sexual Intimacies with Former Therapy Clients/Patients**

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

#### **10.09 Interruption of Therapy**

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

#### **10.10 Terminating Therapy**

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

# AMENDMENTS TO THE 2002 “ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT” IN 2010 AND 2016

## 2010 Amendments

### Introduction and Applicability

If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.~~

### 1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists’ ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. ~~If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority, Under no circumstances may this standard be used to justify or defend violating human rights.~~

### 1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code. take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

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## 2016 Amendment

### 3.04 Avoiding Harm

(a) Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

(b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04a.





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Printed in the United States of America