PSYCHOLOGY GRADUATE PROGRAMS HANDBOOK

WICHITA STATE UNIVERSITY

Introduction

The Department of Psychology Graduate Programs Handbook is intended to be a compilation and/or summary of relevant policies, requirements, procedures, and practices relating to the doctoral programs of the Psychology Department at Wichita State University. In case of conflict between the Handbook and an actual policy statements [2]

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SECTION I

GENERAL PROGRAM INFORMATION

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

Admission Requirements

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

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

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

Departmental Orientation

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

Coordinators

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

Role of the Faculty Advisor

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

How a Student's Faculty Advisor is Selected

Upon admission, each student is assigned a faculty advisor primarily based upon shared research

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For the Community

Time Limits

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

Admission to Candidacy

Students are officially recognized as doctoral candidates and authorized to enroll in dissertation credit hours upon successful completion of each program's qualifying examination. As detailed in the sections of this Handbook specific to each program, the nature of the examination varies

edition of the publication manual of the American Psychological Association. Students are required to be enrolled in credit hours of PSY 901, except during summers, from their first semester in their programs until the completion of the project. Students may not apply to take

Monitoring Progress and Incentives to Complete Second-Year Project

Year 1

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

Year 2

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Year 3, Beginning of Fall Semester

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

Year 3, Beginning of Spring Semester

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

Year 3, End of Spring Semester

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

Exceptions

2Q   U H F R P P H Q G D W L R Q   R I   W K H   V W X G H Q W · V   I D F X O W \   D G Y L V coordinator, the above consequences may be delayed if incompletion of the project is attributable to reasons   E H \ R Q G   W K control, or if the delay will increase the possibility of the project being published.

Dissertations

Doctoral candidates are required to complete an original research project that will be presented and evaluated at the dissertation defense. The purpose of the dissertation is to demonstrate the   V W X G H Q W · V   D E L O L W \   W R   F R Q G that makes a substantial, independent res to the psychological literature.

Dissertation Supervisory Committee

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

The dissertation supervisory committee is officially appointed by the Dean of the Graduate School XSRQ WKH UHFRPPHQGDWLRQ Chair or Graduate Coordinator. The committee PHQW·V must be identified upon submission of the request to schedule the proposal meeting. The dissertation supervisory committee is comprised of a minimum of five members, with at least four having graduate faculty status. At least one member, the Graduate D HDQ·V UHSUHVHQWDWLY from outside the Psychology Department. It is encouraged, but not required, that faculty within the department, but outside of the stud HQW·V VURJUHDP serve on the committee.

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

as possible for students to obtain advice on how to best proceed with the project pending the approval of any such changes. In the absence of any such approved revisions following the F R P P L W W H H · V   D S S U R Y D O are expected to adhere to the provided procedures and W X G H Q W V conditions specified in the proposal in conducting the research and in analyzing and reporting its findings.

Support for the Dissertation

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

Style Guide

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

Dissertation Defense

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

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

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

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

Student public presentations of their research in a professional manner similar to a professional meeting presentation.

Sufficient time for public questions and discussion from the dissertation supervisory committee and others attending the dissertation defense.

Sufficient time for the dissertation committee to question students privately.

Sufficient time for the dissertation supervisory committee to deliberate and vote privately on whether students passed the defense, and if any further changes to the document itself are required.

Informing students R I W K H F R P P L W W H H · V Y R W H R Q E R W K P D W W committee member with the exception of the chair may occur for the examination to still be considered passed. A failed examination may be repeated once, per departmental guidelines. The committee as a whole and/or individual members reserve the right to reconvene to approve any revisions to be made to the dissertation that emerge from the oral defense. If such revisions are more minor than substantive in nature, committees will often defer to the committee chair to verify that they have been successfully made prior to certifying that the document is ready for final copy.

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

Assistantships

Eligibility

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

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

Tuition Waivers

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

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

The Psychology Graduate Student Organization

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

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

With the recent establishment of the Dr. Charlie Burdsal Research Grant

Students holding GTAs will have their performance in their assistantship evaluated towards the end of both the fall and the spring semesters.

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

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

What is the duration of the inappropriate behavior?

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

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

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

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

Students whose problems appear or become apparent late in their academic career do not have as much time for remedial work as do those for whom concerns are identified earlier

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

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

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

> An advanced degree (e.g., m D V W H U · V   G H J U H H   Z L O O   Q R W   E H   D Z D U G H program faculty are not reasonably confident that students will be able to function F R P S H W H Q W O \   D Q G   H W K L F D O O \   D W   W K H   P D V W H U · V   S U R
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> The faculty shall counsel students, assisting them in understanding their decision and in making future plans.

Warnings

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

Written feedback will:

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

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approval by the departmental faculty, the warning is communicated to the student by the Graduate Coordinator.

Leave of Absence

Academic absence up to one calendar year may be granted by the department as part of a

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

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

Role of the Graduate Dean

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

Role of the Graduate Council

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

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

SECTION II

CLINICAL PROGRAM

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

Categories of Discipline-Specific Knowledge

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

Category 1: History and Systems of Psychology

This is the only category of discipline-specific knowledge that can satisfied prior to admission into the program by completion of an undergraduate three-credit hour course with a grade of B- or better. Otherwise, students may meet this requirement after matriculation into the program by completing an undergraduate course offered by the department (PSY 327) with a grade of B- or better, or by completing a self-paced course approved by the program faculty with a comparable grade. & R P S O H W L R Q R I W K L V U H T X L U H P H Q W P X V W the R F F X U E \ W program for those receiving transfer credit for their second-year research project. Otherwise, it must be satisfied by the completion of the project. Failure to meet these deadlines will be regarded as evidence of a failure to make adequate academic progress and will be treated as any other such instances would.

Category 2: Basic Content

Biological Aspects of Behavior

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

Cognitive Aspects of Behavior

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

Developmental Aspects of Behavior

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

Social Aspects of Behavior

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

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

This category requires the integration of at least two of the basic content areas within Category 2. Because the curriculum does not include a foundational course devoted exclusively to integrative knowledge, student knowledge is demonstrated by completion of related assignments with grades of B- or better within PSY 907: Social and Develo(ve)-2(K)-2(no)3(r29dve)] TJ8/hrrBT/F3 12 Tf1 0 0 1 396.55 4

completion of detailed remediation plan. A reasonable time frame in which students are expected to remove any deficits by receiving a rating will be established. Failure to do so will be regarded as failure to demonstrate adequate progress in the program and could result in recommending dismissal to the graduate school.

Other ways of monitoring the accumulation of professional skills, apart from compilation of the annual Competency Review Form, are provided by the ongoing evaluation of students as they complete the clinical program curriculum. As seen in the attached checklist, these means include but are not limited to grades in some courses as we p0 g0 G -0.0773 Tc[(27)] TJETQq0.00000912 0 612 792 reW*

PSY 975: Seminar in Psychotherapy (3)

PSY 976: Advanced Psychopathology (3)

PSY 977: Internship in Clinical Psychology (3)

PSY 979: Seminar in Personality Assessment (3)

Clinical Elective Courses (12 credit hours)

Students are required to complete 6 credit hours in assessment electives and 6 credit hours in intervention electives. Students should consult with their faculty advisor on how these electives will be completed as there are a number of options available in doing so. These include, but are not limited to, completing credit hours in either PSY 965: Special Issues in Psychological Assessment and PSY 966: Special Issues in Psychotherapeutic Interventions which are typically offered during the summer, courses with the curriculum within the Community program beyond those thatm0 g04equired to complete 6 credi

Licensed Master's Level Psychologist Application

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

Examination for Professional Practice in Psychology (EPPP)

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

Practicum

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

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

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

Community Psychology Qualifying Exam
Type and Extent:

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

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

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

Concentrated Specialty
Every student will have at least one area of concentrated specialty which is covered by the exam. These questions will usual O\ E H Z U L W W H Q E\ W K H V W X G H Q W · V I D F X O W\ related to the specialty area(s).

Appropriate Faculty for Questions
The content areas of each exam primarily dictate who writes questions. Faculty from outside the department, who are involved in designated exam areas, may be asked to write questions. Care will be taken to assure that the faculty providing and grading questions meet with the approval of the V W X G H Q W · V S U R J U D P I D F X O W\

Grading of Qualifying Exams
Each question is grade G E\ L Q G L Y L G X D O V G H V L J Q D W H G E\ W K H V W X following five-point scale will act as a guideline in scoring individual questions:

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

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Human Factors Program

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

The Program at WSU
The program, which is accredited by the Human Factors and Ergonomics Society, is designed around the belief that the best way to train people to function in an applied environment is to provide training as an experimental psychologist with training in specific areas of human factors. Accordingly, our program provides a strong foundation in the basics of psychology, experimental design and analysis while at the same time empowering students to research and apply this knowledge to advanced technologies, systems, and contexts. Students are expected to have interdisciplinary strengths in the sciences, mathematics, computer sciences and other fields. Course 0.00000fve

HF Qualifying Exam Committee

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

 All Qualifying Exam items will be assessed on a scale from 1 (strong fail) to 5 (strong pass). Each
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must obtain a score of 3 or higher on all items in order to pass.

Summary of Faculty Responsibilities:

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

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

Psychology Department Events and Awards

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

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

Nomination Deadline is February of each year

Award announcement is made in March of each year

Awards ceremony is in April of each year

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

Appendices

Academic Performance and Progress Evaluation

Student: _____ Advisor: _____ Date: _____

Course Work: [ ] Satisfactory   [ ] Unsatisfactory   _____ Current GPA

Progress on 2nd Year Project: [ ] Satisfactory   [ ] Unsatisfactory   [ ] Completed

Professional Development: [ ] Satisfactory   [ ] Unsatisfactory

HF Internship/CC Practica: [ ] Satisfactory   [ ] Unsatisfactory   [ ] Completed

On schedule for Quals: [ ] yes   [ ] no   [ ] Completed

Dissertation Research: [ ] Satisfactory   [ ] Unsatisfactory   [ ] Not yet applicable

Overall Academic Progress: [ ] Satisfactory   [ ] Unsatisfactory

Professional Behavior: [ ] Satisfactory   [ ] Unsatisfactory

Recommendation: [ ] Full Standing   [ ] Warning   [ ] Dismissal

Comments:_____
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2nd Year Project Signature Page

The Title of the 2nd Year Project Should

Be Placed About Here

BY

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$ X W K R U · V ' H J U H H V + H U H   , Q V W L W X W L R Q

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

_____

2nd Year Research Project Faculty Advisor

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

_____

Second Reader

Graduate School
WICHITA STATE UNIVERSITY

Dissertation

certify that they have reviewed the proposal for the dissertation and have examined this student over his/her ability to carry out the necessary research and writing. The signatures below indicate Committee approval, disapproval, or conditions as noted relative to the research as proposed leading to an acceptable dissertation and the perceived ability of the candidate to carry out this research. Signatures do not pertain to substantive changes in the research design, which may arise in the course of the research, nor do they preempt the privilege of normal interrogationduring the candidate's oral final defense of the comple38.80 G[(a)-3(l interr)3(o)

Recommendation for Degree Form

A recommendation for Degree form must be requested and received from the graduate school by
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Sample Title Page for a Dissertation

FULL TITLE OF THESIS/DISSERTATION

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

_____

(Name of Professor), Major Professor

We have read this (thesis/dissertation)

And recommend its acceptance:

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

(Name of Professor) Committee Member _____

Accepted for the (Academic College of Department):

*(dissertation and English/creative writing only)

_____

(College Dean or Department chairperson)

*(dissertation only) Accepted for the graduate school:

Dean of the Graduate School

_____

Selections from Policy Statement on Sexual Harassment of Students

Persons experiencing unwelcome, harmful, or offensive behavior are encouraged to communicate directly with the person whose behavior is perceived or experienced as sexually harassing. Communicating directly that such behavior is unwelcome, harmful, or offensive will often result in the resolution of the complaint prior to restoring to the

$ Q \ H G X F D W L R Q D O R U H P S O R \ P H Q W G H F L V L R Q K D V E H

with or tolerate inappropriate sexual behavior.

The behavior creates an environment that a reasonable person of ordinary sensitivity would find intimidating, hostile, or offensive on the basis of sex, and which interferes with

 W K D W S H U V R Q · V D E L O L W \ W R Z R U N R U O H D U Q

Any reprisals are taken for reporting or objecting to sexual harassment.

IV.   Procedures

The procedures for dealing with sexual harassment issues and complaints are essentially similar for all persons at Wichita state university. The levels or types of procedures, namely counsel and advice, informal procedure and formal procedure, are consistent across all employment categories. An intent of this policy is to have the procedures of this policy compatible with existing related policies such as grievance procedures. Therefore, some differences in procedures exist among the major employment categories of classified, faculty, and unclassified professional. For students existing established procedures are also recognized and utilized in this policy. The counsel and advice procedures are exactly the same308.33BTmployroc5related

Transfer Credits for Incoming Graduate Students

This document is to be completed for all incoming students and placed in the V W X G H Q W · V   R I I L F L D O   I L

Name: _____   Date entered program: _____

'R H V   W K H   V W X G H Q W   K D Y H   D   0 D V W H U · V   G H J U H H   L Q   S V \ F K R R R J \

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

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

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

Courses	Institution	Grade	Approved?	Replaces-Course Or elective	Who Approved
_____	_____	____	[ ] Yes [ ] No	_____	_____
_____	_____	____	[ ] Yes [ ] No	_____	_____
_____	_____	____	[ ] Yes [ ] No	_____	_____
_____	_____	____	[ ] Yes [ ] No	_____	_____
_____	_____	____	[ ] Yes [ ] No	_____	_____

,I   W K H   V W X G H Q W   L V   U H T X H V W L Q J   W K D W   0 D V W H U · V   W K H V L V   R U
accepted for our second year project requirement, fill out the following:

Thesis/Project Title:

Institution at which research was completed:

Professor(s) evaluating the thesis: _____

Accepted as substitute for second year project?   [ ] Yes   [ ] No

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complete.

Advisor: _____   Date: _____

I have reviewed and I approve the decisions described above.

Program Coordinator: _____   Date: _____

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

Student: _____   Date: _____

COMPETENCY REVIEW FORM – REVISED

Student: _____Year: _____ Date: _____ Rater: _____

wide competencies in each of the nine domains indicated below. This assessment will provide faculty, the Clinic Director, and other supervisors with data from which to design training opportunities that will optimize individual student learning in the clinical setting as well as identify any areas that may require remediation.

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

IV. Professional Values and Attitudes

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

_____Engage in self-
in activities to maintain and improve performance, well-being, and professional effectiveness.

_____Actively seek and demonstrate openness and responsiveness to feedback and supervision.

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

V. Communication and Interpersonal Skills

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

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

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

VI. Assessment

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

_____Demonstrate underst003Brasagnrate underst0r2 resagno

Practicum in Clinical Psychology (PSY 963) Competency Evaluation Form

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

Semester: _____   Date: _____

Practicum Site:_____   Supervisor: _____

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

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

       Assessment   Consultation

account her/his developmental level/year in the program. If necessary, supplement the ratings with brief comments.

       1 = Below expectations

       2 = Meets expectations

       3 = Exceeds expectations

       NA = Insufficient information on which to base a rating

I.   Ethical and Legal Standards

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

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

II.   Individual and Cultural Diversity

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

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

_____ 3.   Effectively used active listening skills.

_____ 4.   Conveyed respect to the client/service recipient.

_____ 5.   Used appropriate and inclusive language.

_____ 6.   Appropriately attended to issues of diversity.

_____ 7.   Responded appropriately to service recipient affect.

_____ 8.   Maintains appropriate boundaries.

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

_____ 1.   Recognized session objectives and pursued related goals.

_____ 2.   Selected an evidence-based means of addressing session objectives.

_____ 3.   Effectively implemented the chosen service.

_____ 4.   Stayed on task and focused.

_____ 5.   Flexibly adjusted and modified service delivery based on response of recipient.

Please provide a brief narrative su   performance, including qualitative feedback regarding any items rated as below expectations.

_____

_____

_____

_____

_____

Signature of Super

Practicum in Community Psychology (PSY 944) Competency Evaluation Form

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

Semester: _____   Date: _____

Practicum Site:_____   Supervisor: _____

account her/his developmental level/year in the program. If necessary, supplement the ratings with brief comments.

    1 = Below expectations

    2 = Meets expectations

    3 = Exceeds expectations

    NA = Insufficient information on which to base a rating

I.   Ethical and Legal Standards

_____1.   Recognizes and appropriately responds to ethical issues that may be
unique to the practice of community psychology,

_____2.   Conducts herself/himself in an ethical manner in practicum activities.

II.   Individual and Cultural Diversity

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