

# **SYRACUSE UNIVERSITY®**

## **College of Arts & Sciences**

Syracuse University  
Clinical Psychology Doctoral Program  
Student Handbook

Last Update: August 2018

## **Clinical Psychology Training at Syracuse University (Effective Fall Semester, 2018)**

### *Introduction*

The clinical faculty welcomes you to the clinical training program at Syracuse University. Starting graduate school is an important step in your career development, and these materials will help you navigate through the program.

The information presented in this booklet has been prepared by faculty, students, and staff to help you as you progress through the Syracuse University Clinical Psychology graduate program. We hope this handbook will serve as a valuable resource for helping you to progress through our program. It is our hope that you will consult sections of this handbook as needed throughout your doctoral training. Some sections will be most applicable to you early in your training; other sections will be more relevant in later years.

The handbook is updated nearly every year. However, the program policies that are outlined within this edition will apply to you during your time in our doctoral program. Please bear in mind that this handbook is intended to supplement, not to replace feedback and advice that you will receive from your primary advisor, the DCT, other Clinical program faculty and supervisors.

### *Overview of the Psychology Department*

The Psychology Department at Syracuse University (<http://psychology.syr.edu>) has a faculty of distinguished psychologists known for the highest achievement in research, a strong commitment to teaching at both the undergraduate and graduate levels, and active engagement in a variety of community and health care settings. The Department offers doctoral programs in Clinical Psychology, Experimental Psychology (Cognition, Brain, and Behavior), School Psychology, and Social Psychology.

The main office for the Psychology Department is located in room 430 of Huntington Hall. Numerous office staff members are available to assist you; however, Danielle Garzone ([dngarzon@syr.edu](mailto:dngarzon@syr.edu)), the Graduate Administrative Assistant, will be your primary resource. Throughout your graduate career, a permanent student file will be kept in the main department office that documents admission and funding decisions as well as your progress in the areas of coursework, research training, and clinical work. **Whenever an important decision is made in your graduate education, please make certain that the decision is recorded in writing, that the written record goes into your file, and that you retain a written copy.** At the beginning of each semester, you should provide Danielle Garzone with your contact information (i.e., current mailing address, electronic mail address, and phone number). You also need to update your contact information via MySlice. This information will help the Department maintain accurate contact information for the program files and departmental correspondence.

### *Important People to Know*

Many people are available and very willing to help you get oriented to graduate school and meet your training goals. The following is a partial listing of some of the people who will be important to you:

1. *Faculty Advisor.* Your most important source of guidance and information is your faculty advisor. S/he is your primary mentor and advocate, and a good source for information on program requirements, funding opportunities and professional development, among other things. The primary academic advisor should be updated on all aspects of your progress in the program. Meet with him or her often!

2. *Secondary Faculty Advisor.* Another important person is your secondary faculty advisor who will similarly advise and offer information and guidance on your journey through your doctoral program of study. This is someone of your choosing who will be available to offer a “second opinion” or guidance as needed. By the end of your second year in the program, you will need to have selected a secondary faculty advisor.

3. *Director of Clinical Training (DCT).* Dr. Kevin Antshel, coordinates funding and teaching assignments for the clinical program, conducts annual reviews of student progress, maintains program files, and provides letters for internship applications. The DCT can consult with you about clinical training in general as well as your specific training experiences.

4. *Director of Graduate Studies.* Dr. Tanya Eckert, who holds this position, knows all about the Syracuse University Graduate School requirements, and can guide you through the technical aspects of documenting your program of study as well as submitting petitions, appeals, and such.

5. *Director of the Psychological Services Center (PSC) and Practicum Coordinator.* Dr. Afton Kapuscinski serves in these roles. Dr. Kapuscinski brings a wealth of clinical knowledge and is a valuable resource for professional issues. Margaret Washburn, Office Coordinator in the PSC, is also extremely helpful regarding PSC procedures.

6. *Graduate Student Peers.* Students, who have been in the program for a while, including those more senior in your advisor’s lab, have navigated the same course so they can provide both information and support.

7. *Office Staff.* Misty Schutt, Danielle Garzone, and the other office staff are valuable sources of information about how the department works and who handles what.

8. *Yourself.* While all of the people mentioned above, and others, will assist you in your goal of obtaining a PhD in clinical psychology; it remains true that you must assume the primary responsibility for your graduate education.

### *Training Model*

Syracuse University's doctoral program in clinical psychology embraces the scientist-practitioner model, providing balanced training in the science and practice of clinical psychology. The program faculty emphasizes the importance of scholarly empirical research as the foundation of clinical psychology and consequently seeks to train students eager to embrace the research mission of the program. An important aspect of the training at Syracuse is the integration of research and clinical work that is performed on many clinically applied research projects that include intervention with diverse populations in Syracuse and other sites. Faculty members are committed to quality training and consider mentoring of graduate students an integral part of their professional endeavors. An apprenticeship model of student-faculty collaboration is encouraged to facilitate the student's development as a clinical psychologist. The core clinical faculty includes Drs. Emily Ansell, Sarah Woolf-King, Randall Jorgensen, Stephen Maisto, Aesoon Park, Joseph Ditre and Kevin Antshel. Information on how to contact the faculty and their current research activities can be found at <http://psychology.syr.edu/graduate/clinical/overview.html> and then clicking on the faculty member's name.

### *Program Requirements*

The program admits students in the spring for the following fall and only admits for the doctoral degree. Official program requirements include at least 90 credit hours. Typically this includes 20 three-credit courses, 6 credits of practicum, a 6-credit master's thesis and an 18-credit doctoral dissertation. Students often begin accumulating dissertation hours in the fourth year. Students must pass a doctoral qualifying exam before beginning work on their dissertation and their dissertation proposal must be successfully defended before applying to internship. The qualifying exam is designed to facilitate completion of the dissertation (see below for further details). Students must attend the university on a full-time basis and remain in residence until the 90 credits are completed. Students must also successfully pass two semesters as practicum students in the PSC. A full-time, one-year clinical internship is also required before the Ph.D. is awarded. It is usually completed in the sixth year of the program. The following materials and curriculum models provide a more detailed overview of the clinical program requirements.

During fall orientation all entering students attend a discussion pertinent to ethical issues in psychology and during graduate study. They are also required to download and read the *Ethical Principles of Psychologists and Code of Conduct* and to adhere to these principles in all of their work including when they teach, conduct research, and engage in clinical activities.

### MODEL 6-YEAR CURRICULUM FOR CLINICAL PROGRAM

YEAR	FALL	SPRING	SUMMER
1	Assessment I (647) Statistics II (655) Psychopathology (843)  Research	Res. Methods Clin Psy (624) Assessment II (648) Statistics III (756)  Research	Elective or NY State Core course   Research
2**	NY State Core Course NY State Core Course Practicum (847)  Research: Thesis proposal	Thesis (997) Psychotherapy (745) Practicum (847)  Research	Thesis (997) Elective or NY State Core course  Research
3**	Elective or NY State Core course Clinical Therapy Experience Practicum (851)  Research: Thesis defense	Elective or NY State Core course Clinical Therapy Experience Practicum (851)  Research: Qualifying Exam	Elective or NY State Core course
4	Elective or NY State Core course  Research: Qualifying Exam	Elective or NY State Core course  Research: Qualifying Exam	Dissertation (999), 6 credits
5	Dissertation (999), 6 credits  Research: Dissertation Proposal	Dissertation (999, 6 credits)  Research: Dissertation	Research: Dissertation
6	Predoctoral Internship (Enroll for PSY 996)		

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\* Please note that this is a model only. While it is intended to be as accurate as possible, course scheduling will sometimes necessitate changes; consequently your personal program of study may vary from the model. Some courses are offered on an every other year basis.

\*\* Students will work as 20 hour/week clinical assistants in the Psychological Services Clinic throughout their *third* year of study. The practicum experience (PSY 847) during year 2 introduces students to the skills necessary to deliver psychotherapy and during the second semester of year 2 students will begin to see a small number of clients under close supervision.

## **SYRACUSE UNIVERSITY CLINICAL PSYCHOLOGY DEGREE REQUIREMENTS**

The Department's clinical psychology degree requirements are based on the American Psychological Association's (APA) Accreditation Standards for clinical psychology doctoral programs and the New York State (NYS) Department of Education, Professional Licensing Committee. According to the most recent NYS regulations, major "substantive" and other areas of coursework are required. In addition, the Department has "Area" (Clinical program) and statistics/research methods coursework requirements that also are based on APA and NYS standards. We will begin with the Department's Area Requirements.

Our APA accredited Clinical Psychology doctoral program is also identified as New York State licensure-qualifying. This ensures that the education of program graduates will be accepted for licensure immediately in New York. The core courses that our doctoral students must complete are those required by New York State for licensure.

In general, clinical students are held accountable for meeting the requirements set forth in the clinical student manual that is in effect when they enter the program. If requirements set forth in the manual change during the student's tenure in the program, then students have the option of either adhering to the original requirements in effect when they entered or adhering to the requirements in the most recent revision. However, in some cases changes may be implemented that apply immediately to all students. Both accreditation and program requirements are subject to change and students must keep informed on any changes that occur. If changes that apply to all students occur, then students will be informed of these changes via e-mail or other means. Students must choose to adhere to the program requirements in their entirety.

Students must earn a grade of B- or higher in all of the courses taken in fulfillment of the area requirements and substantive areas (APA Core courses). A grade of B must be earned in the Statistics and Design courses and in each of the two semesters in the Clinical Therapy Experience Practicum course.

### **Area Requirements {24 credits}**

- Seminar in Psychopathology (PSY 843)
- Clinical Assessment I (PSY 647)
- Research Methods in Clinical Psychology (PSY 624)
- Clinical Assessment II (PSY 648)
- Introduction to Psychotherapy (PSY 745, taught every other year)
- Life-Span Developmental Psychology (PSY 739, taught every other year)
- Two semesters [6 credits] of Clinical Practicum (PSY 847), which is fulfilled by taking the required year-long practicum in the second year of study

### **Statistics, Design, and Research Methods {6 credits}**

- Statistical Methods in Psychology II (PSY 655)
- Statistical Methods in Psychology III (PSY 756)

**Students must earn at least a B in these two statistics courses;** if they do not, then they are allowed to retake the course one time and they must earn at least a B.

**Substantive Areas (NY State and APA Core courses) {24 credits}**

Students are required to take at least 1 course in each of the following 8 substantive areas:

(1) COGNITIVE/AFFECTIVE BASES OF BEHAVIOR – Cognitive Psychology (PSY 600).

(2) SOCIAL BASES OF BEHAVIOR – Advanced Social Psychology (PSY 674).

(3) INDIVIDUAL DIFFERENCES – To fulfill this requirement, students must obtain a grade of B- or better in Advanced Personality (PSY 693) AND a grade of B- or better in each of the following 4 required classes: Seminar in Adult Psychopathology (PSY 843), Adult Clinical Assessment I (PSY 647) and II (PSY 648), and Diversity and Cultural Issues in Assessment and Psychotherapy (PSY 860).

(4) BIOLOGICAL BASES OF BEHAVIOR – Physiological Processes and Health Psychology (PSY 682).

(5) PSYCHOLOGICAL MEASUREMENT – Psychological Measurement (PSY 653).

(6) HISTORY AND SYSTEMS OF PSYCHOLOGY – History and Systems of Psychology (PSY 894).

(7) PROFESSIONAL ETHICS AND STANDARDS OF PRACTICE – Ethical and Professional Issues in Clinical Psychology (PSY 649). Ethical issues in clinical practice are also covered in the required year-long course, Practicum in Psychotherapy (PSY 847).

(8) ISSUES OF CULTURAL AND ETHNIC DIVERSITY – Diversity and Cultural Issues in Assessment and Psychotherapy (PSY 860); also covered in PSY 847 and in all “Area Requirements” courses.

(9) SUPERVISION AND CONSULTATION – Coverage supervision and consultation specifically occurs in the following courses: Practicum in Psychotherapy I and II (PSY 847), Introduction to Psychotherapy (PSY 745), Ethical and Professional Issues in Clinical Psychology (PSY 649), Clinical Assessment I (PSY 647) and II (PSY 648), and Clinical Therapy Experience Practicum (PSY 851). Syllabi in these classes explicitly show where these areas are covered. In PSY 847, students are also required to purchase Bernard and Goodyear’s text (*Fundamentals of clinical supervision, 6<sup>th</sup> edition*), which serves as the basis for discussion in many of the courses named above.

Note 1: Students may petition the clinical faculty for other courses to count toward these requirements. The petition must include the course syllabus. A majority vote of the faculty in favor of the petition is necessary for passage.

Note 2: A course may only be counted once, i.e., as meeting one requirement.

Note 3: The New York State Education Department's definition of "coursework" includes "seminars, tutorials, or other graduate level coursework." This suggests that any of the area, statistics and design, or substantive areas curriculum requirements may be met by taking the relevant formal courses that the Psychology Department offers and that are listed in this document or by completing other relevant training experiences, such as independent studies. **However, it is essential to understand that using any methods other than approved formal courses to meet a requirement places more of a burden on the student at the time of licensure application to make a case that the experiences fulfill the criteria expected for meeting the requirement(s) in question. This is true in NY State and is true in other states as well.**

### **Thesis and Dissertation Credits**

- Research in Psychology [Thesis] (PSY 997, 6 credits)
- Research in Psychology [Dissertation] (PSY 999, 18 credits)

### **Electives**

At least four graduate psychology courses [12 credits] or relevant graduate courses from Psychology or other departments [by petition].

### **Total Credits**

At least 90 graduate credits earned with a GPA of at least 3.0.

### **Master's Thesis**

Original, empirical research project approved by a faculty committee [see Psychology Department Information Manual for details].

### **Ph.D. Qualifying Exam**

The purpose of the qualifying exam is to evaluate a student's skills in critically synthesizing, integrating, and considering the implications of clinical and research theory and data. Students must demonstrate a level of breadth and depth in competence that is commensurate with candidacy for the Ph.D. degree and the development of professional independence. The qualifying exam (QE) is a written and oral evaluation of a student's independent conceptual knowledge and critical thinking. The written portion can take one of four forms, including a systematic review article, a meta-analysis, an empirical study involving original data collection and generation of a manuscript prepared for publication consideration in



a scholarly journal, or a grant application (e.g., NRSA). The decision regarding which option to choose for the written exam is made in collaboration with the primary advisor and is approved by the QE committee at the oral proposal meeting. [see Clinical Psychology Qualifying Exam Procedures, below, for complete details].

### **Ph.D. Dissertation**

Original, empirical research project approved by a faculty committee [see Psychology Department Information Manual for details].

### **Clinical Practicum**

In addition to the courses described above, students in the program will spend their third year in residence completing a 20 hour per week clinic assistantship in the Psychological Services Center (PSC). Students must complete two semesters as a clinic assistant in the PSC and receive passing grades for each of these two semesters in the Clinical Therapy Experience Practicum (PSY 851) course. Failure to meet this requirement may result in termination from the clinical program. To prevent termination, students who fail to meet this clinical training requirement must file an appeal with the clinical faculty. If the appeal is approved, then a plan of remediation must be structured. This plan is to be based on the individual circumstances of the particular student's clinical performance and designed to lead to reinstatement in the PSC to complete the assistant requirements.

Students may also elect to obtain other structured practicum experiences in the Advanced Practicum course. Students who wish to complete an advanced practicum experience at a facility outside of Syracuse University need to have their practicum experience certified by the Clinical faculty. The arrangement for outside practica are between Syracuse University and the site, in which both have dominion over the student and agree upon the services that would be offered and provided.

Any student that is completing a non-PSC practicum is required to enroll in the year long Advanced Practicum course (PSY 840). Students may wish to petition this requirement. Petitions will be viewed on a case-by-case basis; students wishing to petition should clearly indicate the rationale for being exempt from this requirement. Students who are completing an outside practicum in which the site supervisor is not a licensed PhD-level psychologist are not eligible to petition out of the PSY 840 requirement.

### **Internship (PSY 996)**

Students will receive substantial instruction, guidance, and advice throughout the internship application process, typically beginning in the summer prior to the internship application year (generally, the 5<sup>th</sup> year in residence). Students must successfully complete a 12-month, full time, internship before the Ph.D. is awarded. Internships may be completed at any APA-accredited internship facility in the United States or Canada. In very specific circumstances a student may petition the clinical faculty to attend a non-APA accredited internship. Generally,

however, for this petition to be approved the student must have failed to obtain an APA-approved internship via the APPIC internship match and clearinghouse mechanisms.

Students must have defended their dissertation proposal before October 1 of the year in which they intend to apply for internship before they can apply for internship. Students also must have completed all required coursework before they can attend the internship. The clinical faculty must certify that the student is ready for internship. Thus, students who plan on applying for internship must inform the DCT and their advisor of their intentions as early in the fall semester as possible. At the next regularly scheduled meeting of the clinical faculty a vote will be taken to determine the faculty's support of the students' internship application.

Students **MUST** register for PSY 996 (0 credit hours) while they are completing their internship and complete a Certification of Full-Time Status form before leaving for internship. The university will officially place on the student's transcript the fact that the internship has been completed.

### **Process of Student Evaluation**

1. All students in the clinical program will be the subject of a comprehensive evaluation that will include assessment of their classroom, research, and clinical progress as well as their relevant professional conduct / professionalism. This will be performed by the core clinical faculty and the Director of the Psychological Services Center, once per academic year to occur in May (more details below). In addition to the annual evaluation, the faculty monitors student performance and progress in two ongoing ways. First, the Director of the Psychological Services Center, along with any core clinical faculty supervising the clinical work of students, will provide an oral evaluation of the students' clinical work to the core clinical faculty during the January and May clinical faculty meetings. Second, at each monthly meeting of the clinical faculty time will be allotted for discussion of any concerns regarding particular students' performance in the program. It is recognized that all work relevant to training to become a clinical psychologist is subject to evaluation and is considered part of the student's academic program and the university's academic mission. This includes areas where formal grading is involved as well as other areas where a formal grade may not appear on the transcript, such as work as in research, clinic, or teaching settings whether on an assistantship or not. Students are held at all times to the current *APA Ethical Principles of Psychologists and Code of Conduct*. Violation of this code is grounds for termination from the program.

2. Two weeks prior to the May student evaluation meeting all clinical graduate students will submit to the graduate secretary a form summarizing their academic and professional progress throughout the previous year. The secretary will provide this information to the student's primary advisor in advance of the evaluation meeting. This documentation will include, but not be limited to, the following: 1) classes taken throughout the year and the grade earned in each class; 2) summary of research activity including progress on the thesis/qualifying exam/dissertation, listing of any paper/poster presentations at professional conferences, manuscripts submitted/accepted for publication (or actually published), involvement in the laboratory of a faculty member, etc.; 3) summary of clinical work (number of clients, number of clinical hours)

including names of supervisors, listing of attendance at any workshops providing training in clinical therapies or topics; and 4) listing of professional organizational memberships, positions held in these organizations, and any other relevant areas of professional service or performance.

3. Following the May student evaluation meeting, a letter will be prepared by the student's advisor and signed by the advisor and the Director of Clinical Training. This letter will communicate the consensus of the core clinical faculty as expressed during the evaluation meeting and will specifically notify the student of her/his standing in the program. Faculty advisors will meet face-to-face with their advisees in order to deliver the year-end evaluation letter. At this time the student will read through the letter and sign it indicating that s/he has read and understands the letter and is aware that s/he can appeal any aspect of the letter if this is deemed necessary. Any appeal must be student initiated but may happen through a variety of mechanisms of the student's choosing. For example, if the student has minor wording concerns and is comfortable discussing it with the advisor a solution may be reached in this manner. On the other hand, the student may wish to take more formal courses of action. These may include consultation with any combination of: the student's advisor, secondary advisor, Director of Clinical Training, Department Chair, Director of Graduate Studies, or Department Ombudsperson. The full clinical faculty will consider any written appeals. A majority vote will determine if the appeal is sustained or denied. In the case of a sustained appeal an amendment to the evaluation letter reflecting the successfully appealed information will be added to the student's record.

4. The clinical psychology program endorses the guidelines set forth in the *APA Competency Benchmarks for Professional Psychology* (copy included later in this manual). This document addresses important issues pertaining to the training of psychologists who engage in professional practice. Reading this document will enable you to understand the behavioral anchors delineated for the six clusters (professionalism, relational, application, science, education, systems) on which you will be assessed continually. *This document should be read by every student upon entry into the clinical psychology program.*

5. This evaluation process has been established in an effort to assist students in the timely completion of their degree requirements and to ensure that the clinical graduate program maintains professional and scholarly standards and functions with integrity. *It is the desire of the faculty that all clinical students successfully complete the PhD program.* Nevertheless, the faculty is aware that there are sometimes circumstances that may impede student progress. Students are encouraged to discuss any such circumstances with their primary and secondary advisors, and the DCT, as needed. It will likely be particularly helpful for students to contact one or more of the individuals named earlier as soon as the potential problem is realized so that faculty and student may be in close communication toward resolving whatever issues arise. This may prevent undesirable "last minute – crisis type" situations that take place when deadlines are in immediate jeopardy of being missed.

### Expected Timeline for Completion of Program Requirements and Appeals Procedures

<b>Progress marker</b>	<b>Target date (earlier completion is always desirable)</b>
Propose thesis	End of 3 <sup>rd</sup> semester (December 15 of 2 <sup>nd</sup> year in residence)
Defend thesis	The latter of (a) December 15 of 3 <sup>rd</sup> year or, (b) 1 year from proposal defense <sup>1</sup> Thesis must be filed with graduate school before student can submit qualifying exam
Completion of Area and Stat/Methods Courses (30 credits)	End of 4 <sup>th</sup> semester (May of 2 <sup>nd</sup> year)
Pass qualifying exam	1 year from thesis defense or end of 4 <sup>th</sup> year (whichever is later) <sup>1,2</sup>
Propose dissertation	Prior to application for internship (on or before October 1 preceding intern year)
Defend dissertation	Recommended within 3 years of completion of qualifying exam Required by Graduate School within 5 years of becoming ABD (All But Dissertation)

<sup>1</sup> by December 15 or May 15 of the second semester after previous event.

<sup>2</sup> please refer to Qualifying Exam procedures for additional information.

Timely completion of the research progress markers by the target dates summarized in the Table immediately above is an important consideration in determining a student's good standing in the program. Students that do not meet the above research progress markers are required to petition the Clinical faculty before the progress marker due date for an extension. In preparing a petition, the student should (a) provide a brief indication of the reason(s) for not meeting a particular deadline and (b) consult their major advisor and develop a detailed plan for completing the progress marker, with explicit timelines and interim steps toward completion specified. These petitions will be evaluated on a case-by-case basis, taking into account the student's history of meeting previous progress markers, the student's diligence on the current project, and recommendations of the primary and secondary advisors regarding the student's likelihood of completing the proposed plan. Granting of a research progress marker petition will place a student on "probation." Probation will always be associated with a deadline for a resolution of probation status to either (a) good standing or (b) termination. A student cannot remain on probation for longer than one (1) calendar year.

### Additional Important Thesis and Dissertation Information:

Both a master's thesis defense and a doctoral dissertation defense are university events that are governed by policies at that level. Students are advised that there are certain policies enforced by the Graduate School that pertain to requirements such as the amount of advance time needed for the scheduling of a defense, composition of the masters and doctoral committee membership,

university forms that must be filed, etc. This information is available in a publication from the Graduate School titled “Steps: Procedures for Graduate Students Defending Theses or Dissertations.” Another important document titled “Format Guidelines for Thesis and Dissertations” should also be consulted. These forms may also be accessed through the graduate school’s web page at: <http://graduateschool.syr.edu>.

The dissertation proposal must be successfully defended prior to the student’s being cleared to apply for internship. The specific deadline for the dissertation proposal defense is on or before October 1 in the year prior to anticipated internship. The Director of Clinical Training will NOT certify as eligible for internship any student who has not defended the dissertation proposal by this date.

### Classifications of Student Standing

1. Students in the clinical psychology program will be recognized as being in one of the following categories (see table below for summary and a non-exhaustive list of examples):
  - A. **Good standing** – the student: 1) is currently meeting all program requirements and deadlines and is making satisfactory progress in clinical, research and teaching (if applicable) endeavors; and 2) received at least a passing evaluation (grade of B or higher) from all PSC therapy and other practicum supervisors and has completed all relevant clinical paperwork in a timely manner as stated in the Psychological Services Center (PSC) Policy and Procedure Manual; and 3) received grades of B or higher in area required courses and statistics/methods courses and is making timely research progress (see below); and 4) has no professionalism concerns that have been raised by faculty or supervisors.
  - B. **Good standing with concerns** – the student: 1) is meeting requirements in terms of the quality of his/her work but has fallen behind the expected timeline in one or more areas; or 2) received a passing overall evaluation of clinical work by any PSC or practicum supervisor but the supervisor noted specific areas of marginal ability or specific concern or has late clinical paperwork; or 3) received a grade lower than a B in area required and statistics/methods courses or has failed to complete these courses by the end of the second academic year; or 4) a faculty member or supervisor has raised a professionalism concern, interpersonal or concerns regarding teaching performance (if applicable). In all other respects the student's performance in the program is satisfactory.
  - C. **Probation** – the student is not making satisfactory progress in the program and/or has demonstrated behavior that is incompatible with professional standards. Generally a student would be considered to be making unsatisfactory progress if that student: 1) had to petition the clinical faculty for an additional extension in meeting any of the requirement deadlines; or 2) received an overall evaluation of unsatisfactory (below a B) by any PSC or practicum supervisor, has concerns regarding professionalism raised by any core Clinical faculty or clinical supervisor or has paper work that is consistently late / unfinished at the end of the academic year or concerns regarding teaching performance (if applicable); or 3) has failed to complete area and statistics/methods courses by the end of the third year. Interpersonal competence domains are detailed in a separate section of this manual. Students in probationary status must have a written plan, approved by the clinical faculty, that clearly delineates the length of the probation and what remedial action must be taken to successfully end the probation as well as what consequences will be applied if the student does not successfully meet the requirements of the probation.
  - D. **Termination** – the student is terminated from the clinical program. This could occur through any combination of poor quality or late work, or unprofessional or unethical behavior. Students are reminded that they are held to the *APA Ethical Principles and Psychologists Code of Conduct* throughout their graduate career beginning their first day in the program. All areas of student performance may serve as the basis for a decision to terminate including the classroom, clinical, research, teaching, and professional conduct aspects of the program. Specific examples of reasons for termination include but are not limited to; 1) failure to meet deadlines as outlined in a petition or yearly feedback letter; or 2) failure to satisfy a correction plan to end a probation period; or 3) failure to achieve a grade of B or higher when retaking an area required or statistics/methods course or in the PSC clinic assistantship. In addition, University and Graduate School policies pertaining to academic integrity,

registration, and financial obligations supersede satisfactory academic, clinical/interpersonal, and research requirements. Violating University and/or Graduate School policies are grounds for termination or discontinuation in the program.

Guidelines pertaining to clinical work also apply to all non-PSC practicum experiences (e.g., outside practica) but may be superseded by more stringent site-specific policies. In such situations the student is expected to abide by the local site policies. All PSC work performed by any student at the PSC, including those students with limited caseloads (e.g., continuing with cases after their PSC assistantship placement has ended) will be evaluated and expected to conform to the above criteria.

For funding purposes students in either category A or B above are considered eligible for any type of assistantship including departmental teaching and clinic assistantships. Additionally, pertaining to reporting of student standing to outside institutions (e.g., internship sites), students in either category A or B are considered in good standing. Students in category C are eligible for funding on the basis of the rules governing award of assistantships by the individual funding source yet are not automatically considered eligible for departmental teaching and clinic assistantships.

		Program Domain		
		Research	Clinical/Professional/Teaching	Coursework
<b>Classifications of Student Standing</b>	<b>Good Standing</b>	<p>→ Meeting all program deadlines as outlined in the expected timeline for completion of program requirements.</p> <p>Adherence to the APA Ethical Code for research</p>	<p>→ Overall evaluation of satisfactory (B or above) by all practicum supervisors.</p> <p>→ Timely completion of all relevant paperwork as delineated in PSC Policy and Procedure Manual.</p> <p>Adherence to the APA Ethical Code for clinical service delivery</p> <p>→ Satisfactory teaching ratings</p>	<p>→ Received grades of B or higher in all area required and stat/methods courses.</p> <p>→ Completed area required and stat/methods coursework (except PSY863) by end of second year.</p>
	<b>Good Standing With Concerns</b>	<p>→ Use of a timeline extension for program requirements.</p>	<p>→ Overall evaluation of marginal/problematic by any practicum supervisors (with a detailed plan to correct all marginal / problematic areas if necessary).</p> <p>→ Late PSC paperwork.</p> <p>→ Unsatisfactory teaching ratings</p>	<p>→ Received grade(s) less than B in area required and stat/methods courses.</p> <p>→ Failure to complete area required and stat/methods coursework by end of second year.</p>
	<b>Probation</b>	<p>→ Petition submitted and granted by Clinical Faculty for an additional extension.</p>	<p>→ Overall evaluation of unsatisfactory by any practicum supervisor (with a detailed plan to correct all unsatisfactory and marginal/problematic areas).</p> <p>→ Late PSC paperwork / Unfinished PSC paperwork by end of academic year.</p> <p>→ Unsatisfactory teaching ratings</p>	<p>→ Failure to complete area required and stat/methods coursework by end of third year</p>
	<b>Termination</b>	<p>→ Failure to meet deadlines outlined in petition and/or yearly feedback letter.</p>	<p>→ Failure to satisfy correction plan for probation.</p>	<p>→ Failure to achieve a grade of B or higher when retaking an area required or stat/methods course.</p>



## **Clinical Psychology Program Policies**

### **Public Professionalism**

Professionalism is considered a core competency of psychology. Students are expected to adhere to this core competency and act with courtesy and respect toward others. As information becomes more widely available through online media, lines between public and private information are blurring. Many students have websites, blogs, social networking sites/accounts (e.g., Facebook, Twitter, Instagram), email signature lines, and status messages (e.g., G-chat) that reflect their personal preferences, opinions, and personalities. Although students have a reasonable right to privacy regarding their online activities, students need to be mindful of the implications of their online activities and make efforts to protect their own professional image and reputation. For example, research participants, clients, internship programs, and potential employers may conduct internet searches and use the resulting information in decisions about internship or post-doctoral acceptance, hiring, and other relevant actions. Legal authorities also view websites for evidence of illegal activities. Activities online, including those that students may consider purely personal in nature, unfortunately may reflect upon students' professional lives. Thus, students are strongly encouraged to consider the use of personal web pages and blogs, email and other electronic media carefully.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. In addition, if the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state, or federal laws, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including probation or termination from the program. For example, if a student posts about doing something unethical or illegal on a web blog, or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information, cyberbullying, violating test security), then the program may use this information in student evaluations. Included in this would be unprofessional discussions about peers, program staff, or others as well as behavior that suggests a lack of professional judgment relevant to the field of psychology.

When problematic behavior is identified, the Training Director shall promptly offer to discuss the information with the student. The purpose of the discussion is to permit the student to contextualize and explain the information uncovered. This information will then be reviewed by the program faculty for any implications it has for the program, the professional practice of psychology, potential challenges to the training as a psychologist, as well as any signs that it might reflect interpersonal challenges to developing the deportment and competence necessary for becoming a psychologist. Options may also need to be developed, including remedial training or other interventions to address professionalism.

Students are encouraged to consider the following cautions and suggestions when using online media:

- With social networking sites such as Facebook, utilize privacy settings to limit access to pages and personal information. Use thoughtful discretion when considering “friend” requests and consider the boundary implications. For example, it is not advisable to become virtual “friends” with clients or former clients or undergraduates for whom you have teaching, supervisory or evaluative responsibilities.
- In postings, blogs, or other online activities, write in the first person. Where your connection to SU is apparent, make it clear that you are speaking for yourself and not on behalf of SU. In those circumstances, you may want to include this disclaimer: “The views expressed on this [blog; website] are my own and do not reflect the views of my employer.” Consider adding this language in an “About me” section of your blog or social networking profiles.
- Online photo and video sharing, including within social networking sites, should be considered very public venues. It is not advisable to post photos of activities that would, if released to a broader public, cause difficulties in professional roles. For example, discretion should be used when posting information or pictures related to heavy drinking, recreational drug use, or photos that include inappropriate dress.
- If you communicate about SU or SU-related matters, disclose your connection with SU and your role at SU. Use good judgment and strive for accuracy in your communications; errors and omissions may result in liability for you or SU.
- Use a personal email address (not your [syr.edu](http://syr.edu) address) as your primary means of online identification/contact. Just as you would not use SU stationery for a letter to a newspaper editor with your personal views, do not use your SU e-mail address for personal views shared online.
- Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums.
- With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the SU email system are considered public records and the property of SU.
- Likewise, once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.
- Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.
- Email “signatures” should be professional and appropriately represent one’s status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.

- Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

### **Transfer Credit**

Students wishing to transfer graduate credit from another SU program, or from another institution, must file a formal petition requesting such transfer. The Graduate Secretary retains blank copies of the formal petition form. Transfer credit will be evaluated on an individual basis upon entrance into the program. The petition must be approved by the Area Director (Dr. Antshel) and the Associate Chair. As stated in Section 46.3 of Syracuse University's Academic Rules and Regulations, at least 50% of graduate coursework or **33 credit hours** (exclusive of research and internship courses) must be completed in residence credits (approved graduate courses) at Syracuse University. This means that no more than 33 graduate credit hours may be transferred assuming the previously stated residency requirements are met. Please note that residency requirements for the doctoral degree in Clinical Psychology include a minimum of 3 full-time academic years of graduate study (or the equivalence thereof) and completion of a pre-doctoral internship. At least 2 of the 3 academic training years (or the equivalent thereof) must be at Syracuse University, and at least 1 of these years must be in full-time residence (or the equivalent thereof).

### **Program and Departmental Service**

It is expected that all students in the program will actively participate in program and department service obligations. Typically, the Clinical Psychology Program nominates students to serve on program committees (e.g., Admissions Committee). In addition, the program faculty members often nominate students to serve on program, department, or university committees in an effort to allow graduate students the opportunity to provide input on important matters related to program, department, or university governance.

### **Professional Involvement**

Students are highly encouraged to become professionally involved through such national organizations as the American Psychological Association (APA) Divisions 12, 38 or 53, Society for Behavioral Medicine and/or the Association for Behavioral and Cognitive Therapies (ABCT). Student and associate memberships are available in many of these organizations. Attendance at the organization meetings and workshops will facilitate one's growth as a psychologist. Graduate students can receive psychological and professional journals at reduced rates through most of these organizations.

### **Liability Insurance**

Students that are completing a non-PSC practicum are required to obtain and maintain student liability insurance during the time in which they are completing a practicum. Liability insurance provides students-in-training and professionals with financial protection from lawsuits related to their professional practice or training experiences. The program recommends that students apply for liability insurance through the American Psychological Association Insurance Trust ([www.apait.org](http://www.apait.org)), which offers liability insurance at a reasonable price (currently \$35 for 12 months). Yearly updated documentation of liability protection for those completing non-PSC practica is required each fall semester.

### **Interpersonal Competence**

Students should be aware that faculty have a professional, ethical, and legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Evaluative interpersonal competence areas include demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation, (c) openness to processes of supervision; and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty)

### **Departmental Ombudperson**

The Ombudsperson is appointed each September by the Chair after consultation with the Graduate Students through the Psychology Action Committee (PAC). One male and one female faculty member will be appointed on an annual basis. The Ombudsperson acts as a resource to graduate students seeking information and guidance, and as a liaison when appropriate, concerning matters of the relationship between students and their program and/or specific faculty members and staff.

### **Appeal and Grievance Procedures**

Students have the right to appeal any aspect of program or faculty actions. This includes students who have been placed on probation and who still fail to meet the requirements stipulated above in the areas of coursework, clinical / interpersonal skills, teaching performance or research progress. The student must first file a petition to the Director of Clinical Training. In this petition, the student may present additional relevant information for consideration and/or specify a set of deadlines for completing program requirements. The Program faculty then meets to discuss and vote by majority on the student's petition. The faculty's decision is communicated to the student in writing. If the appeal petition is granted, the student must meet the expectations and/or deadlines that are stated in the petition. Failure to meet any of the stipulated expectations and/or deadlines will result in immediate termination from the program, although the student has the right to appeal the termination. If the petition is not granted, the student is informed in writing of his or her immediate termination from the program along with a statement of the student's right to appeal the decision to the Graduate Committee in the Psychology Department.

Students may file a grievance against faculty for alleged violations of professional conduct. The faculty of the Department of Psychology approved procedures graduate students may follow to deal with complaints about alleged faculty misconduct and these procedures are described in Appendix N. In addition, the university has created a resource center for students (<http://supolicies.syr.edu/studs/grievance.htm>). Finally, it is important to note that the Psychology Department approved grievance procedures that faculty may follow to deal with alleged graduate student misconduct. These procedures are described in a section below.

**Milestone: ABD**  
Clinical Psychology  
ABD Status Form

This is to certify that \_\_\_\_\_ SUID: \_\_\_\_\_, has  
officially attained the status of ABD by virtue of having completed the following departmental  
requirements:

(Please check the appropriate box(es) as they pertain to the student's progress)

- ◇ Coursework required for Clinical Psychology Program
- ◇ Qualifying Exams passed
- ◇ Defense and Dissertation Proposal successfully completed
- ◇ Successful completion of the required internship for the Clinical Psychology Program
- ◇ Academic standing in the program is considered good.

**DATE ATTAINED ABD STATUS IN THE PH.D. CLINICAL PSYCHOLOGY  
PROGRAM:**

\_\_\_\_\_  
(Area Director's Signature)

\_\_\_\_\_  
(Date)

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**FOR GRADUATE CERTIFICATION OFFICE USE ONLY**

Date received: \_\_\_\_\_ Date processed: \_\_\_\_\_ Processed  
by: \_\_\_\_\_

<b>I am...</b>	<b>Do I need to fill out the full-time status form?</b>	<b>Do I need to enroll in GRD 998 (0 credits)</b>
funded as a Teaching Assistant (assignment as a TA or in the PSC) AND enrolled in 9 credits	NO	NO
funded as a Teaching Assistant (assignment as a TA or in the PSC) AND enrolled in LESS than 9 credits	NO	YES, only if you have completed 90 credits. Otherwise, enroll in courses to reach 9 credits – consult with your AD.
funded by a Fellowship AND enrolled in 9 credits	NO	NO
funded by a Fellowship AND enrolled in LESS than 9 credits	YES	YES, only if you have completed 90 credits. Otherwise, enroll in courses to reach 9 credits – consult with your AD.
funded by an external source (Upstate, VA, SPICE, ARC, Elmcrest, grant, research funds) AND enrolled in 9 credits	NO	NO
funded by an external source (Upstate, VA, SPICE, ARC, Elmcrest, grant, research funds) AND enrolled in LESS than 9 credits	YES	YES, only if you have completed 90 credits. Otherwise, enroll in courses to reach 9 credits – consult with your AD.
not funded	Only if you are a full-time student, consult with your AD.	YES
on internship - if clinical: register for 0 credits of PSY 996 in Fall and Spring - if school: register for 3 credits of PSY 870 in Fall and Spring	YES AND	NO

NOTE: Approval of a completed full-time status form (<http://graduateschool.syr.edu/wp-content/uploads/2017/08/Full-Time-Status-Form-F17.pdf>) makes you a full-time student. Full-time students are subject to the health-insurance requirement. This table is a heuristic for Psychology graduate students. Consult with your area director to ensure accuracy for your specific situation.

## CLINICAL PSYCHOLOGY QUALIFYING EXAM

### Qualifying Exam General Overview

The purpose of the qualifying exam is to evaluate a student's skills in critically synthesizing, integrating, and considering the implications of clinical and research theory and data. Students should demonstrate a level of breadth and depth in competence that is commensurate with candidacy for the Ph.D. degree and the development of professional independence.

The qualifying exam (QE) is a written and oral evaluation of a student's independent conceptual knowledge and critical thinking. The written portion can take one of four forms, including a systematic review article (see <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3024725/>), a meta-analysis, an empirical study involving original data collection and generation of a manuscript prepared for publication consideration in a scholarly journal, or a grant application (e.g., NRSA). The decision regarding which option to choose for the written exam is made in collaboration with the faculty mentor and is approved by the QE committee at the oral proposal meeting. The QE must be proposed and defended to a committee consisting of the student's primary mentor in clinical psychology, another faculty member in clinical psychology, and a third member who may come from within or outside of the psychology department (though the third member must have faculty status in the Graduate School or its equivalent and have relevant expertise). The student should consult with his/her mentor in determining appropriate faculty for membership on the QE committee.

The exam project should be implemented independently following unanimous committee member approval following the oral defense of the written proposal. The QE should serve as evidence of the student's achieved competence in clinical science. At the QE oral defense, questions may focus on the written product presented as well as other content related to clinical science. These questions may require the student to place the topic and findings in both broad and specific theoretical or clinical contexts, discuss the topic or findings from a theoretical perspective, and/or comment on the implications across interdisciplinary domains. Regardless of the modality, the qualifying exam evaluation will emphasize competence in an adequate knowledge base and ability to synthesize and integrate conceptual and applied clinical science. This evaluation occurs across written and oral components and will be scored on three criteria: critical thinking, synthesis and integration of theory and data; and application to clinical science. In this context, *critical* thinking means objective analysis and evaluation of information as a basis of arriving at some conclusion about it. *Synthesis and integration of theory and data* refers to making connections between empirical information and hypotheses or, more broadly, models or theories that are inferred from them or other data. *Clinical* science is a broad term that is used in different ways. In the context of clinical psychology and this qualifying exam, it refers to use of the scientific method to advance knowledge about adaptive functioning in humans and the prevention and treatment of problems in behavior, affect, and cognition.

Competence in each domain is demonstrated in a variety of ways depending on QE modalities. As an example, competency in critical thinking may be demonstrated by thoughtful and informed appraisal of literature in a review paper or meta-analysis. A meta-analysis may also incorporate critical thinking in justification of inclusion and coding criteria. Alternatively, in an original



empirical study, critical thinking may be demonstrated in a thorough review of the background literature, identification of gaps, and hypothesis development and testing.

### **General Requirements and Procedures**

#### **QE Prerequisites**

The student must successfully defend and file his/her master's thesis prior to proposing the qualifying exam. It is ideal if the completed qualifying exam is submitted to the clinical faculty before April 1st of the student's third year in the program. It is expected that the qualifying exam be passed within one year of defending the thesis or by the end of the student's 4th year in the doctoral program. Note that this means that, in the event that the first attempt at passing the QE is not successful, that the second attempt must be passed by the same deadline that was set originally. Similarly, if the committee rates a QE as "revisions required," as described later, then the revised QE must be approved and rated "Pass" by the same deadline that was set originally. Please also note the following: Qualifying exams may not be submitted for faculty review during the summer months. Thus they may be submitted only in the interval from August 16 to April 15. As noted earlier, students must have successfully passed their qualifying exam before they can defend their dissertation proposal.

#### **QE Committee**

The QE must be proposed and defended to a committee consisting of the student's primary mentor in clinical psychology, another faculty member in clinical psychology, and a third member that may come from within or outside of the psychology department (though the third member must have faculty status in the Graduate School or its equivalent and have relevant expertise). The student should consult with the mentor in selecting faculty for membership on the QE committee. The QE proposal is a written document that is a maximum of two single-spaced pages and typed in 12-point font with 1" margins. The written proposal is defended orally before the QE committee, which will determine by unanimous vote the proposal's pass (move to implement the proposed project, incorporating any recommended revisions) or not pass (make required revisions and re-propose based on the revised document) status.

#### **QE Consulting**

Students are strongly encouraged at the outset to meet with their advisor to discuss the topic selection and scope of the project, and to receive relevant guidance and training to accomplish the project. Before the project proceeds to more advanced stages, it is required that the student and advisor be in agreement on the nature and scope of the QE. To ensure that the student is evaluated on the basis of his or her own work, the advisor will review only one complete draft of the QE before it is submitted to the QE committee, regardless of the QE format that is followed. This means that the advisor may provide feedback on one draft of the student's QE proposal and one draft of his/her QE itself. Feedback from the advisor may be verbal and/or written (e.g., written notes or comments inserted in a Word document), but should NOT be in the form of editing or rewriting the QE for the student. Feedback should be in the form of the role of an external reviewer who provides commentary about content without directly collaborating on the product. This may include identification of concerns, weaknesses, and strengths without specifics about how to address specifically the identified concerns or questions. The advisor is the only individual who may provide written feedback on the QE.

Students may also consult, within the guidelines specified in this document, other resources (e.g., textbooks, journal articles, web sites) or individuals (e.g., committee members, other faculty, fellow graduate students) before and during the process of preparing the QE. However, any feedback provided by individuals who are not the student's primary advisor must be verbal and cannot be written. Again, this verbal feedback should be in the form of commentary without directly collaborating on the product or providing specifics about how to address concerns or questions. Students may not consult or use writing services of any kind to assist them in the preparation of the qualifying exam. If students are uncertain as to whether a given activity is permitted under the rules of the qualifying exam, they should consult with their advisor before undertaking such activity. At the time of submission of their qualifying examination, students must also submit a signed and dated statement indicating that they adhered to the clinical psychology qualifying exam procedures during the preparation of their qualifying examination. (Specific wording: "I certify that I adhered to the Clinical Psychology Qualifying Exam Procedures during the preparation of my qualifying examination.")

### **QE Scoring and Feedback**

Students' QE will be rated, by each member of the committee, on the three main skills that the QE is designed to test, as presented at the beginning of this document. Students will also receive written feedback to accompany the ratings. The rating scales are as follows.

#### **Critical Thinking**

1	2	3	4	5
Poor		Good		Outstanding

#### **Synthesis and Integration of Theory and Data**

1	2	3	4	5
Poor		Good		Outstanding

#### **Application to the Field of Clinical Science**

1	2	3	4	5
Poor		Good		Outstanding

**An average score of at least '3' on all domains is required to pass the QE.** Examples of past QEs that received outstanding ratings on these three core dimensions will be accessible to students by request to the Director of Clinical Training in pdf file format as they become available.

### **QE Outcomes: (1) Pass, with (or without) minor revisions; (2) Revision required; (3) Fail**

The Qualifying Examination is independently reviewed by each member of the QE committee who will generate preliminary scores and feedback for each of the three domains described above. Following the QE defense, the student will exit the room and committee members will deliberate, decide on their final scores, and assign one of three possible outcomes. Following committee deliberation, the student will return to the room and be informed of the outcome. The first possible outcome is "Pass, with (or without) minor revisions." Second is "Revision Required." This outcome does NOT constitute a pass, but rather requires the student to make identified revisions to his/her document that may cover a range of extent and content. Moreover,

this outcome may include the provision that the mentor supervises the revisions, and if they are done adequately the mentor may move the QE to “Pass” status, or the QE committee may require that the revisions that are made are reviewed and must be approved by the full QE committee before the QE may be moved to Pass status. The third possible QE outcome is “Fail.” In this case the QE committee identifies major flaws in implementation of the proposed QE that would require extensive revisions to address adequately. It is important to note that the difference between “Revision Required” and “Fail” essentially is one of extent and severity of problems and concerns with the QE. In the case of a “Fail” outcome, the student will be required to re-propose his/her QE and pass an oral defense of it, just as was done in the first attempt. In all cases, the QE committee will provide the student with a written critique of his/her QE, which will form a written record of revisions that require completion, if any. Revised QEs must include a summary not to exceed three pages of the changes made in response to each major critique, the rationale for the change, and the location in the QE document where the revisions were made. If the student chooses NOT to make a revision in response to any critique, then he/she must present a rationale for not revising the document.

The QE must be PASSED by the end of the AY semester determined in the program’s annual reviews of student progress (Note this is how it’s done now.) The “end” of the AY semester is determined by the University’s AY (Fall and Spring semesters, respectively) calendar and does NOT include Summer. It is important to note that a decision of “Revision Required,” which is not a Pass, does not imply a deadline extension. The student still must pass the QE by the originally designated semester’s end. This strongly suggests that students should time original submissions of their QEs so as to leave adequate time for possible revisions to be made and move the QE to “Pass” status, as described earlier, by the end of the originally designated semester.

If a student fails the QE, then he/she will have until end of the following AY semester to reinitiate the process of QE proposal and defense, implement the QE, and Pass the QE, as described earlier. A student may submit a second QE in the event that the first QE submission does not result in a Pass rating. Failure of both QE submissions results in termination from the clinical program.

### **General Considerations**

The qualifying exam, regardless of option, has a maximum length of 35 double-spaced, 1-inch margin pages. Exceptions may be made for the modality of preparing a formal grant application and with approval of the student’s QE committee. The document should be written according to specifications delineated in the current edition of the American Psychological Association’s *Publication Manual*. Page limits do not include the face page, Abstract, references, tables, and figures. Although the QE may build upon previous work completed by the student (e.g., papers written for class, research proposals drafted in a grant writing course), it must be original work (not done by anyone else) that has never been submitted for external review. For example, a review paper that was previously submitted to a scientific journal, or a grant application that was previously submitted to a funding agency would not be considered suitable for the QE. Students should consult with their advisor if they have any questions about whether a given QE may build upon specific past work.

## QE Options

Regardless of QE option selected, at the proposal meeting students should seek confirmation of their expectations with respect to the breadth and depth of knowledge required and the specific content areas that will be covered.

### Grant Application

*Overview.* The student will prepare a grant application using the format and forms of one of the major granting agencies (e.g., NIH). In this section the process and procedures are described by use of the NIH NRSA pre-doctoral Fellowship dissertation award (F31), because it is the one that students most commonly are interested in applying for, and its requirements include multiple components that other award applications would include at least in part. If the student proposes to write an application for an award other than the NRSA, the QE committee must judge that the breadth and level of skills required to complete the application are comparable to those required for the NRSA F31 award.

As stated in PA-14-147: “The purpose of the Ruth L. Kirschstein National Research Service Award (NRSA) Individual Pre-doctoral Fellowship (Parent F31) is to enable promising pre-doctoral students to obtain individualized, mentored research training from outstanding faculty sponsors while conducting dissertation research. Applicants for this F31 program are expected to propose a dissertation research project and training plan in scientific health-related fields relevant to the mission of the participating Institutes and Centers. This training plan should reflect the applicant’s dissertation research project, and facilitate and clearly enhance the individual’s potential to develop into a productive, independent research scientist.” “Applicants must describe a well-defined research project (typically hypothesis-driven) that is well-suited to his/her stage of career development. The applicant should describe the background leading to the proposed research, the significance of the research, the research approach (design and methods) for achieving the Specific Aims, the rationale for the proposed approach, potential pitfalls, and expected/alternative outcomes of the proposed studies. It is beneficial to include pertinent preliminary data to demonstrate feasibility.” For the QE, all components of the NRSA proposal should be submitted using the standard SF424 (R&R) Individual Fellowship Application Guide program announcement. All page number limits and other formatting requirements outlined in the Guide should be followed. Once the QE defense is “passed” by the committee, the student is strongly encouraged to work with the mentor to actually submit the proposal for funding. The student who selects this option may thus want to consider submission at a time that allows revisions and improvements to be made prior to grant submission deadlines

The student should consult with the mentor to plan the application, establish specific aims, and to perform other academic preparations that are needed to complete the relevant sections of the SF424. This process culminates with the development of a 1-2 page synopsis of the planned proposal, which includes a rationale, specific aims, a brief description of how the aims will be addressed, and a planned completion date. The 1-2 page statement will be distributed to the QE committee no later than 2 weeks prior to the scheduled proposal meeting. At the scheduled proposal meeting, the student will further describe and elaborate on his/her plans (often using PowerPoint slides or other supplementary materials), and the QE committee will have an opportunity to ask questions and provide feedback. Once QE committee approval has been

granted (i.e., the proposal defense has been passed), the student is expected to begin working independently in producing the application.

*Grant Application Defense.* The student should submit to the QE committee a final draft of the grant application no later than 2 weeks prior to the scheduled defense meeting. The final application submitted by the student should contain the completed NRSA SF424 (R&R) application package with the following attachments: Abstract, Narrative, Specific Aims, Research Strategy, Protection of Human Subjects, Inclusion of Women and Minorities, Inclusion of Children, Responsible Conduct of Research, Goals for Fellowship Training and Career, Activities Planned Under This Award, Biosketch (student only), Bibliography and References Cited, and Facilities and Other Resources. Mentor-initiated components (letter of recommendation, mentor biosketch, etc.) are not required. If a student wishes to conduct his/her dissertation study using aims/methods/procedures that are identical to those proposed in the grant application, the student may request (via email, with Cc to the Clinical Area Director) that his/her qualifying exam committee considers conducting the qualifying exam defense as a joint meeting that also serves as the student's dissertation proposal. If the request is approved by the committee, then qualifying exam defense document (particularly the research strategy section) would also function as the dissertation proposal document.

### **Systematic Review**

*Overview.* The literature review paper should provide a systematic review, as formally operationalized, of a specified area of research that is of clear relevance to the field of clinical psychology. It should be a work of synthesis that allows students to clarify their understanding of the field, evaluate the results of previous research, define key concepts, theories, and ideas, identify relevant methodological issues, and identify research in related areas that is generalizable or transferable to the topic. The review should arrive at conclusions concerning what the literature indicates, make recommendations to overcome existing limitations, and suggest directions for future research. The focus of the review paper may be empirical, theoretical, or methodological. The review should be sufficiently distinct from (and not merely derivative of) the MA Thesis literature review so that its completion will significantly enhance the student's breadth of scholarship. In areas of extensive research, the student may wish to confine the literature review to studies focusing upon a specific aspect of a topic, or studies utilizing particular research techniques or designs. When finished, the literature review should represent a stand-alone product, similar in form to a *Psychological Bulletin* or *Psychological Review* article, or a systematic review from the Cochrane Collaboration or similar venue. Once the defense is "passed" by the committee, the student is strongly encouraged to work with the mentor to submit the literature review to an appropriate journal.

*Review Paper Proposal.* The student should consult with the mentor to plan an independent review of the literature underlying the student's planned dissertation project or some other area of content relevant to the student's scholarly development. The planning process culminates with the development of a 1-2 page synopsis of the proposed literature review, which includes a brief rationale, broad outline of topics to be covered, and a planned completion date. The 1-2 page statement will be distributed to the QE committee no later than 2 weeks prior to the scheduled proposal meeting. At the scheduled proposal meeting, students will further describe and elaborate on their plans (often using PowerPoint slides or other supplementary materials),

and the QE committee will have an opportunity to ask questions and provide feedback. Once QE committee approval has been granted (i.e., the proposal defense has passed), the student is expected to begin working independently as described in detail earlier in producing the literature review.

*Review Paper Defense.* The student should submit to the QE committee a final draft of the literature review manuscript no later than 2 weeks prior to the scheduled defense meeting. Although the page length of this product will likely vary somewhat depending on the specific focus, length should be sufficient to permit comprehensive, authoritative coverage of the chosen subject matter and should not exceed 35 double spaced pages (excluding references, tables, and figures). The final document submitted by the student should be in APA format or, if a target journal outside APA is chosen, in the format preferred by that journal. References are required; tables, figures, and other appropriate components should also be included. References and other components are not included in page-length estimates.

### **Meta-Analysis**

*Overview.* Meta-analysis is often defined as a quantitative statistical analysis of several separate but similar experiments or studies in order to test the pooled data for statistical significance. Examination of variability or heterogeneity in study results is critical to the conduct of meta-analyses, as is a systematic literature search.

The meta-analysis should be a work of synthesis that allows students to clarify their understanding of the problem addressed, evaluate the results of previous relevant research, and identify important gaps in the extant literature. In conducting the meta-analysis, students should follow and report on their adherence to established guidelines. One example of such a guide is the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-analyses) statement, which consists of a 27-item checklist and a four-phase flow diagram ([www.prisma-statement.org](http://www.prisma-statement.org)). The final meta-analysis manuscript should arrive at conclusions concerning what the resulting data indicate, make recommendations to overcome existing limitations, and suggest directions for future research. In areas of extensive research, the student may wish to confine the meta-analysis to studies focusing upon a specific aspect of a topic, or studies utilizing particular research techniques or designs. When finished, the meta-analysis should represent a stand-alone product. Once the defense is “passed” by the committee, the student is strongly encouraged to work with the mentor to submit the meta-analysis manuscript to an appropriate journal. In the case of a meta-analysis, “consulting” practices should adhere to the guidelines specified in the QE Consulting section presented earlier, and may NOT include the consultant directing and computing statistical tests that constitute the core of a meta-analysis. Although students must design their own meta-analysis coding sheets, they may employ more than one independent coder/rater.

*Meta-Analysis Proposal.* The student should consult with the mentor to plan an independent meta-analysis some area of content relevant to the student’s scholarly development. The planning process culminates with the development of a 1-2 page synopsis of the proposed meta-analysis, which includes a brief rationale, relevant aims or hypotheses, proposed inclusion/exclusion criteria, brief statements regarding the meta-analytic statistical approach, procedures, and guidelines to be employed, and a planned completion date. The 1-2 page

statement will be distributed to the QE committee no later than 2 weeks prior to the scheduled proposal meeting. At the scheduled proposal meeting, students will further describe and elaborate on their plans (often using PowerPoint slides or other supplementary materials), and the QE committee will have an opportunity to ask questions and provide feedback. Once QE committee approval has been granted (i.e., the proposal defense has passed), the student is expected to begin working independently as described in detail earlier in producing the meta-analysis manuscript. Students should consider registering their approved meta-analysis project with PROSPERO (<https://www.crd.york.ac.uk/prospero/about.php?about=about>).

*Meta-Analysis Defense.* The student should submit to the QE committee a final draft of the meta-analysis manuscript no later than 2 weeks prior to the scheduled defense meeting. Although the page length of this product will likely vary somewhat depending on the specific focus, length should be sufficient to permit comprehensive coverage and statistical analysis of the chosen subject matter, and should not exceed 35 double spaced pages (excluding references, tables, and figures). The final document submitted by the student should be in APA format or, if a target journal outside APA is chosen, in the format preferred by that journal. References are required; tables, figures, and other appropriate components should also be included. References and other components are not included in page-length estimates.

### **Independent Research Project**

*Overview.* The independent research project option consists of the student's taking the role of a "Principal Investigator" (PI) on an original research project. That means that the student has been the main generator of the study's conceptualization, hypotheses to be tested, research design, analysis plan, data collection implementation procedures, data analysis, and interpretation of findings. Related, the student takes the lead in preparing the IRB application. Students may collaborate with their primary mentor on the study, but the student is clearly identified as PI and makes all major decisions about all aspects of the study. Finally, the student must prepare a report of the study's findings ready for submission for publication consideration in a relevant peer-reviewed journal for publication. The content of the project may include any topic that is broadly relevant to the field of clinical psychology. The most important point, however, is that the study involves original data collection and therefore, secondary data analyses are not admissible.

*Independent Research Project Proposal.* The student should consult with the mentor to plan the independent research project. The planning process culminates with the development of a 1-2 page synopsis of the proposed project, which includes the study's rationale, specific aims and hypotheses, and brief statements of the research design and procedures, and a planned completion date. The 1-2 page statement will be distributed to the QE committee no later than 2 weeks prior to the scheduled proposal meeting. At the scheduled proposal meeting, students will further describe and elaborate on their plans (often using PowerPoint slides or other supplementary materials), and the QE committee will have an opportunity to ask questions and provide feedback. In judging the proposal, the QE committee will emphasize the significance (importance) of the research problem being addressed and the innovativeness of the research. Once QE committee approval has been granted (i.e., the proposal defense has passed), the student is expected to begin working independently.

*Independent Research Project Defense.* The student should submit to the QE committee a final draft of the independent research project manuscript no later than 2 weeks prior to the scheduled defense meeting. Although the page length of this product will likely vary somewhat depending on the specific focus, length should not exceed 35 double spaced pages (excluding references, tables, and figures). The final document submitted by the student should be in APA format or, if a target journal outside APA is chosen, in the format preferred by that journal. References are required; tables, figures, and other appropriate components should also be included. References and other components are not included in page-length estimates.



\*This is a sample. Delete all areas highlighted in yellow\*

THE TITLE OF YOUR QUALIFYING EXAM

by

Your Name

*(Degrees Earned)*

B.S., Syracuse University, 2000

M.S., Syracuse University, 2002

Qualifying Exam Proposal/Defense (choose one)

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Philosophy in Clinical Psychology

for consideration as a/an

(indicate type of QE proposal and delete other options)

Grant Application (specify type of grant), Systematic Review, Meta-Analysis, Independent  
Research Project

Syracuse University

*Month and Year of QE Proposal/Defense*

## APA COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

### I. PROFESSIONALISM

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>1A. Integrity</b> - Honesty, personal responsibility and adherence to professional values		
Understands professional values; honest, responsible	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity
<b>1B. Deportment</b>		
Understands how to conduct oneself in a professional manner	Communication and physical conduct (including attire) is professionally appropriate, across different settings	Conducts self in a professional manner across settings and situations
<b>1C. Accountability</b>		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across settings and contexts
<b>1D. Concern for the welfare of others</b>		
Demonstrates awareness of the need to uphold and protect the welfare of others	Acts to understand and safeguard the welfare of others	Independently acts to safeguard the welfare of others
<b>1E. Professional Identity</b>		
Demonstrates beginning understanding of self as professional: “thinking like a psychologist”	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice

<b>2. Individual and Cultural Diversity:</b> Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>2A. Self as Shaped by Individual and Cultural Diversity</b> (e.g., 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 ) <b>and Context</b>		
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
<b>2D. Applications based on Individual and Cultural Context</b>		
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>3A. Knowledge of ethical, legal and professional standards and guidelines</b>		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines
<b>3B. Awareness and Application of Ethical Decision Making</b>		
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes an ethical decision-making model in professional work
<b>3C. Ethical Conduct</b>		
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies

<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
<b>4A. Reflective Practice</b>		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice	Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool
<b>4B. Self-Assessment</b>		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
<b>4C. Self-Care</b> (attention to personal health and well-being to assure effective professional functioning)		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Self-monitors issues related to self-care and promptly intervenes when disruptions occur
<b>4D. Participation in Supervision Process</b>		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	Effectively participates in supervision	Independently seeks supervision when needed

## II. RELATIONAL

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>5A. Interpersonal Relationships</b>		
Displays interpersonal skills	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
<b>5B. Affective Skills</b>		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	Manages difficult communication; possesses advanced interpersonal skills
<b>5C. Expressive Skills</b>		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts

### III.SCIENCE

<b>6. Scientific Knowledge and Methods:</b> Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>6A. Scientific Mindedness</b>		
Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies scientific methods to practice
<b>6B. Scientific Foundation of Psychology</b>		
Demonstrates understanding of psychology as a science	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)
<b>6C. Scientific Foundation of Professional Practice</b>		
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice

<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
<b>7A. Scientific Approach to Knowledge Generation</b>		
Participates effectively in scientific endeavors when available	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	Generates knowledge
<b>7B. Application of Scientific Method to Practice</b>		
No expectation at this level	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	Applies scientific methods of evaluating practices, interventions, and programs



#### IV. APPLICATION

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>8A. Knowledge and Application of Evidence-Based Practice</b>		
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>9A. Knowledge of Measurement and Psychometrics</b>		
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	Selects assessment measures with attention to issues of reliability and validity	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context
<b>9B. Knowledge of Assessment Methods</b>		
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
<b>9C. Application of Assessment Methods</b>		
Demonstrates knowledge of measurement across domains of functioning and practice settings	Selects appropriate assessment measures to answer diagnostic question	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice
<b>9D. Diagnosis</b>		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Assessment continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>9E. Conceptualization and Recommendations</b>		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	Utilizes systematic approaches of gathering data to inform clinical decision-making	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
<b>9F. Communication of Assessment Findings</b>		
Demonstrates awareness of models of report writing and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
<b>10A. Intervention planning</b>		
Displays basic understanding of the relationship between assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context
<b>10B. Skills</b>		
Displays basic helping skills	Displays clinical skills	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
<b>10C. Intervention Implementation</b>		
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
<b>10D. Progress Evaluation</b>		
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures

<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>11A. Role of Consultant</b>		
No expectation at this level	Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	Determines situations that require different role functions and shifts roles accordingly to meet referral needs
<b>11B. Addressing Referral Question</b>		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question
<b>11C. Communication of Consultation Findings</b>		
No expectation at this level	Identifies literature and knowledge about process of informing consultee of assessment findings	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
<b>11D. Application of Consultation Methods</b>		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

## V. EDUCATION

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>12A. Knowledge</b>		
No expectation at this level	Demonstrates awareness of theories of learning and how they impact teaching	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
<b>12B. Skills</b>		
No expectation at this level	Demonstrates knowledge of application of teaching methods	Applies teaching methods in multiple settings

<b>13. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>13A. Expectations and Roles</b>		
Demonstrates basic knowledge of expectations for supervision	Demonstrates knowledge of, purpose for, and roles in supervision	Understands the ethical, legal, and contextual issues of the supervisor role
<b>13B. Processes and Procedures</b>		
No expectation at this level	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
<b>13C. Skills Development</b>		
Displays interpersonal skills of communication and openness to feedback	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
<b>13D. Supervisory Practices</b>		
No expectation at this level	Provides helpful supervisory input in peer and group supervision	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

## VI. SYSTEMS

<b>14. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>		
No expectation at this level	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>		
Cooperates with others	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning
<b>14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>		
No expectation at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals
<b>14D. Respectful and Productive Relationships with Individuals from Other Professions</b>		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	Develops and maintains collaborative relationships and respect for other professionals	Develops and maintains collaborative relationships over time despite differences



<b>15. Management-Administration:</b> Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
<b>15A. Appraisal of Management and Leadership</b>		
No expectation at this level	<b>Forms autonomous judgment of organization's management and leadership</b>  Examples: <ul style="list-style-type: none"> <li>• Applies theories of effective management and leadership to form an evaluation of organization</li> <li>• Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness</li> </ul>	<b>Develops and offers constructive criticism and suggestions regarding management and leadership of organization</b>  Examples: <ul style="list-style-type: none"> <li>• Identifies strengths and weaknesses of management and leadership or organization</li> <li>• Provides input appropriately; participates in organizational assessment</li> </ul>
<b>15B. Management</b>		
No expectation at this level	<b>Demonstrates awareness of roles of management in organizations</b>	<b>Participates in management of direct delivery of professional services; responds appropriately in management hierarchy</b>
<b>15C. Administration</b>		
Complies with regulations	<b>Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures</b>	<b>Demonstrates emerging ability to participate in administration of clinical programs</b>
<b>15D. Leadership</b>		
No expectation at this level	No expectation at this level	<b>Participates in system change and management structure</b>

<b>16. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
<b>READINESS FOR PRACTICUM</b>	<b>READINESS FOR INTERNSHIP</b>	<b>READINESS FOR ENTRY TO PRACTICE</b>
<b>16A. Empowerment</b>		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	Intervenes with client to promote action on factors impacting development and functioning
<b>16B. Systems Change</b>		
Understands the differences between individual and institutional level interventions and system's level change	Promotes change to enhance the functioning of individuals	Promotes change at the level of institutions, community, or society

## **PSY 205 TA EVALUATION**

**TA name:**

**Overall performance:**

- ☐ EXCEPTIONAL
- ☐ EXCEEDS EXPECTATIONS
- ☐ MEETS EXPECTATIONS
- ☐ BELOW EXPECTATIONS/PERFORMANCE CONCERNS

NOTE: This overall rating is based on teaching effort and performance, timely attendance to all meetings, responsiveness to email, meeting deadlines, following guidelines and directives regarding the course structure and policies, collegiality with all members of the PSY 205 team, ability and willingness to help problem solve student issues, diligence, and thoroughness in PSY 205 tasks.

Ratings are based on the following scale:

**1=Poor      2=Fair      3=Good      4=Very Good      5= Excellent**

**TA Name:**

**Observation Date:**

**Observed by:**

**Material covered:**

1. Overall teaching ability:	1	2	3	4	5
2. Use of examples to solidify student understanding:	1	2	3	4	5
3. Ability to answer student questions:	1	2	3	4	5
4. Incorporation of dynamic material to facilitate student engagement (video clips, news headlines, cartoons, stories, discussions, activities, etc.):	1	2	3	4	5
5. Ability to engage students in discussion:	1	2	3	4	5
6. Preparedness and organization:	1	2	3	4	5
7. Delivery of the material (vocal volume, pacing, tone, clarity, etc.):	1	2	3	4	5
8. Implementation of the activity portion of recitation:	1	2	3	4	5

*Note: This evaluation is based on observing an 80-minute recitation class, wherein the graduate student TA independently taught approximately 25 students.*

**Summary comments:**

(From the *Department of Psychology Faculty Information Manual*)

## **PART II:**

### **FACULTY POLICIES ON STUDENT ADMISSIONS, ADVANCEMENT,**

### **SUPERVISION, DISCIPLINE, AND EVALUATION**

The faculty has the primary responsibility for developing Departmental policies relating to student admissions, advancement, supervision, discipline, and evaluation. The faculty is responsible for formulating standards and procedures that promote excellence in education and that enhance the overall development of students. This section of the Faculty Information Manual specifies the internal policies and processes Psychology faculty have agreed upon to achieve these ends.

#### **1. STUDENT ACCEPTANCE INTO GRADUATE PROGRAMS**

At a faculty meeting on April 2, 1984, the following guidelines concerning acceptance into the various graduate training programs were adopted.

##### ***1.1 Applications***

All students shall apply through the Graduate School. All students shall file a completed application with all requisite materials, including transcripts, GRE scores, letters of recommendation, and other necessary documents. These procedures shall apply to applicants with the BA/BS degree, those transferring from other graduate programs, and those transferring from SU graduate programs.

##### ***1.2 Transfer of Graduate Credit***

Students wishing to transfer graduate credit from another SU program, or from another institution, should be informed that transfer credit will be evaluated on an individual basis upon entrance into the graduate program. All students wishing to transfer credit shall complete such transfer during their first year of graduate study. Students are encouraged to discuss the procedures with the Director of Graduate Studies.

##### ***1.3 Evaluation of Graduate Applications***

Area faculty shall make written recommendations to the area head regarding the acceptance or rejection of applicants to the program. The credentials of all applicants which an area wishes to accept shall be forwarded to the Chair of the Department for review.

## **1.4 Informing Applicants of Acceptance**

After the concurrence of the Chair of the Department, the area head should send the applicant a letter of acceptance as soon as possible, that is, as soon as the area makes a positive decision and the Chair concurs. The letter of acceptance should make clear that final acceptance is dependent upon satisfactory work in the remainder of the undergraduate career, if appropriate, and that a letter regarding financial aid awards will be forthcoming.

## **1.5 Entrance Standards**

Desirable for all Applicants:

- GRE Verbal Score at least 550
- GRE Quantitative Score at least 550
- Undergraduate GPA 3.0 (of 4.0) overall and in psychology major
- At least one course in statistics

Desirable for Applicants who Majored in Psychology:

- At least one laboratory course in Psychology
- Courses in Experimental Psychology
- Experience in research

Desirable for non-Psychology Majors

- Laboratory courses relevant to the proposed area of study
- Experience in research
- Job related experience

There are, of course, a variety of exceptional circumstances that must be considered on an individual basis. Foreign students may not be able to take the GRE tests, and if they can we might expect their verbal score to be less than the stated minimum. In addition, we may wish to evaluate transfer students on a somewhat different basis because of their previous graduate training.

## **2. DEPARTMENTAL CORE REQUIREMENTS**

In order to provide breadth of training in the various programs in the Department the faculty adopted the following core requirements (Dec. 22, 1983; April 8, 1994):

- (1) All students shall complete PSY 655, PSY 756, elective in advanced statistics
- (2) All students shall complete three elective courses offered in Psychology outside their major area. These courses should be selected in consultation with the advisor to maximize the student's training.

### 3. ADVANCEMENT THROUGH THE GRADUATE PROGRAMS

In order to provide guidelines for the maintenance of students and their advancement through their training programs, the faculty adopted the following recommendations at a meeting on April 2, 1984.

#### **3.1 *Advancement***

Each year the area head shall inform in writing each student in the area about his/her progress in the program, noting requirements met, requirements still to be met, and the time schedule for meeting requirements.

#### **3.2 *Grades in Core Courses***

All students must earn at least a B in each of the departmental core courses. Students who do not achieve a grade of B or better in a core course on the first registration will be given one further opportunity to earn the required grade in the core course.

In the event a student does not achieve a grade of B or better on the first registration, the “Procedures to be Followed if a Graduate Student Fails to Achieve a B in a Department Core Course” are to be followed (see Appendix G).

In the event a student does not achieve a grade of B or better on the second registration, or does not remove an incomplete with a grade of B or better within the time frame stated in Appendix G, the “Procedures for Review of Termination Due to Lack of a Sufficient Grade in a Department Core Course” shall be followed (see Appendix H). (Approved by faculty May 2, 1997).

#### **3.3 *Masters Thesis Oral Defense***

The final oral defense of the masters thesis must be completed by the middle (December 31) of the third year of graduate study. Time extensions for meeting this requirement shall be considered on an individual basis by petition to the Graduate Committee.

#### **3.4 *Qualifying Examinations***

Qualifying examinations shall be completed successfully by the middle (December 31) of the fourth year of graduate study, or earlier if that is the area requirement. Time extensions for completing this requirement shall be considered on an individual basis by petition to the Graduate Committee.

### **3.5 Dissertation Research**

At a faculty meeting on April 30, 1992, the following statement about completing the dissertation was passed (phrases in [] are added for clarification of current programs):

It is expected and anticipated that students will make steady progress in completing their degree requirements in a timely fashion. The programs in Cognitive Neuroscience [now Experimental], Developmental [terminated program], Educational [terminated program], and Social are designed in a manner that allows completion in a four-year period. Those in the Clinical and School programs, which require a one-year full-time internship, may be completed in five years.

Individual experiences in patterns of funding, the nature of the dissertation, or other personal circumstances may result in the student needing additional time to complete the Ph.D. requirements. However, even in such circumstances students are expected to evidence consistent and steady progress toward meeting degree requirements.

## **4. TERMINATION FROM THE GRADUATE PROGRAM**

All students shall be informed in writing that they can be terminated from the Department for any of the following or other appropriate reasons:

(1) Obtaining a cumulative GPA less than 3.0 exclusive of independent study courses. The student may have two further semesters to bring the cumulative GPA to 3.0 or better following the initial semester in which the GPA was less than 3.0.

(2) Not obtaining at least a B in the departmental core courses. Students may retake a core course one time to achieve a B or better grade.

(3) Not making progress toward their degree requirements, that is, not meeting the time frame for completing course and other requirements. In all cases, students may petition the Graduate Committee for a hearing if they feel extenuating circumstances should be taken into account.

## **5. DEPARTMENTAL FINANCIAL SUPPORT**

No student shall receive more than 4 years of support as a Departmental TA. Financial support in the form of a Syracuse University Fellowship or in the form of an externally funded research assistantship does not reduce the eligibility for four years of support as a Departmental TA (Jan. 12, 1990).

## **6. GUIDELINES FOR RETURNING STUDENTS**

The following guidelines for returning students were passed by the faculty at a meeting on Sept. 9, 1990.



1. Students returning from an officially approved leave of absence within the specified time period for the leave may continue their course of study at the point from which it was left. All coursework shall be considered up-to-date and the student may complete the program in effect when he/she entered the training program. To insure the course of study will be current, leaves will be approved only for reasonable lengths of time (e.g., 12-18 months), and a specific return date will be set. All Graduate School Requirements for continuity of study remain in force, the time of the leave not being counted in the time periods for continuity of study. It should be understood that the returning student will not be guaranteed financial aid, but must compete for it with other students.

2. Students who simply leave a training program, and students who wish to return to a training program after the time period stated for a leave of absence, are not guaranteed readmission to the training program. These cases will be reviewed on an individual basis as to their qualifications to return to the training program. This means that they must formally reapply to the program. Just as for first-time applicants, they must submit an official transcript for evaluation by the program faculty, current letters of recommendation, and other relevant materials. The student must also resubmit a formal program of study devised in consultation with the program faculty. It should be understood that the student may be required to retake some course(s) previously completed in order to insure current competency. In addition, the returning student may be required to take another qualifying examination, or some other examination, in order to demonstrate competency. If readmitted, the returning student will not be guaranteed financial aid but must compete for it with the other applicants to the program.

3. These procedures shall apply to all past, present, and future students in all training programs.

## **7. SUPERVISION OF GRADUATE ASSISTANTS**

The Department is very concerned about the quality of undergraduate teaching. As a result, the Department has established procedures designed to train graduate students who teach. All faculty should be familiar with these procedures and should feel free to act as a supervisor of those who teach. Each graduate assistant who teaches shall have a major supervisor who shall (a) discuss rules and regulations, (b) discuss grading procedures, including extra credit and incompletes, (c) help in course organization, text selection, examinations, and the like, (d) sit-in on several lectures, announced and unannounced, (e) discuss student ratings, and (f) help in selection of other course material. A complete description of the following guidelines may be found in Appendix I.

(1) Each student should be certified as qualified to teach the assigned course.

(2) Each graduate assistant shall obtain student ratings each semester and discuss them with the supervisor.

## **8. COMPOSITION OF MASTERS AND DOCTORAL COMMITTEES**

The faculty adopted the following regulations for the composition of the Masters Thesis and Doctoral Dissertation Committees on April 25, 1983.

(1) The MA and Ph.D. Committee shall consist of three members who shall be chosen for their expertise and ability to contribute to the project. At least one member must be a faculty member of the Department of Psychology.

(2) The Director of the MA or Ph.D. research shall be a faculty member of the Department of Psychology. This person usually will be a member of the student's major area of study, but it may be any member of the Department.

(3) When the student forms the Committee the names of all members shall be reported to the Department Chair or the Chair's designee. All committees shall be approved by the Chair or the Chair's designee.

(4) The committee shall meet to discuss and approve the research proposal. This meeting should take place prior to any data collection. In instances involving the new use of previously existing data the committee should meet prior to starting the reanalysis. A copy of the proposal, with a cover sheet signed by all committee members, shall be deposited in the main office of the Department of Psychology prior to the initiation of the project.

## **9. ORAL EXAMINATIONS**

At the faculty meeting on April 25, 1983 the faculty adopted the following procedures for the final oral examination of MA and Ph.D. research projects:

- (1) The examining committee for the Masters thesis shall be augmented by at least 1 faculty member of the Department of Psychology, who shall act as the reader and as the Graduate School representative to the examination.
- (2) The examining committee for the Ph.D. research shall be augmented by at least 2 readers, at least one of whom shall be a member of the Department of Psychology. The final committee member added will be appointed by the Graduate School as its representative.
- (3) All faculty members are expected to act as readers and thereby contribute to the graduate training programs of the Department. Hence, readers shall be selected from the list of all tenure-track faculty. The names of all readers shall be submitted to the Chair or the Chair's designee for approval.
- (4) The candidate for the Masters or Doctoral degree shall meet with the appropriate Departmental secretary regarding the procedures to be followed, and the material to

be supplied to the Graduate School, at least three weeks prior to the desired oral examination date.

- (5) In general, the Department does not encourage the student to schedule oral examinations during the summer months. Oral examinations during the summer months shall be possible only if prior written agreement to meet is provided to the Department Chair, or the Chair's designee, by the student, the members of the committee, and the reader(s). This written notice must be provided prior to the end of the academic year.

## **10. STATEMENT CONCERNING PLAGIARISM**

A statement and examples concerning plagiarism has been inserted at the suggestion of the Board of Graduate Studies. See Appendix J.

## **11. CHANGES TO GRADUATE TRAINING PROGRAMS**

The four graduate training programs involve well-considered curricula and faculty membership agreed to by the faculty in a meeting on December 16, 1992. At the same meeting the faculty considered procedures by which changes should be made and adopted the following motion:

Major changes in programs, including additions to and removals from the core faculty of a program, and curricular requirements, require Departmental approval. Faculty resignations from a program do not require departmental approval

## **12. GRIEVANCE PROCEDURES**

On May 2, 1997, the faculty of the Department of Psychology approved a procedure for faculty with grievances against graduate students (See Appendix K), and a procedure for student complaints about faculty misconduct. Minor revisions were introduced in a meeting of the full faculty on March 12, 1999 (See Appendix L).

### APPENDIX L: Procedures Graduate Students May Use to Deal With Complaints about Alleged Faculty Misconduct

(From *Department of Psychology Faculty Information Manual*, 2000)

The Psychology faculty views graduate students as professionals in training who are expected to behave in accord with the highest standards of professional conduct. It is expected also that faculty members will treat graduate students in an equally high-minded manner, offering them all the respect and professional courtesy afforded to their other colleagues. Department faculty

should behave in ways that are consistent with promoting the skills and professional development of all graduate students and that this should be done in an atmosphere free of conflict.

In the event that a graduate student feels these standards have been violated, the student should have the opportunity to seek redress of alleged violations. Similarly, the faculty member(s) involved have the right to address student accusations of misconduct. To achieve these ends, the faculty of the Department of Psychology believe that it is important to provide appropriate avenues for graduate students who allege faculty misconduct.

The procedures described below are intended to be applied in those instances for which the University has no established procedure. The University has spelled out procedures for dealing with issues of sexual harassment, research fraud, and violations of affirmative action (see chapter 3 of the Faculty Manual, 1995). Individuals whose concern or complaint falls into one of those areas should contact the following offices for specific procedures for dealing with instances of alleged sexual harassment and violations of affirmative action (Vice President for Human Resources, x-4224) and research fraud (University Senate Committee on Academic Freedom, Tenure, and Professional Ethics, x-3152). Students are urged to speak with the Chair, Director of Graduate Studies, or the Ombuds Officer prior to contacting the appropriate office.

Students and faculty are advised to consult and follow the ethical standards of the American Psychological Association (APA). These standards are published and available from the APA. Students and faculty are encouraged to be familiar with the guidelines and to act in accordance with them (**Affirmed by vote of the full faculty on March 12, 1999**). In some instances, however, APA ethical guidelines differ from the policies of Syracuse University. In the case of a formal grievance, the complaint must be based on a violation of the University's policy, rather than on the ethical guidelines of the APA.

The procedures outlined below are aimed specifically at alleged instances of faculty misconduct by one or perhaps two faculty. If a student or group of students has a complaint of alleged misconduct by a group of faculty (e.g., the student's program area) or the Department of Psychology in general, the procedures outlined below would be awkward and perhaps open to the charge of conflict of interest (e.g., the Department investigating a complaint against it). Should such instances of alleged misconduct arise the student(s) should seek the counsel of the Vice-President for Student Affairs, the Dean of the College of Arts and Sciences, or the Dean of the Graduate School.

There exists a tendency on the part of students and faculty to be concerned with issues of "proof" when it comes to pursuing a formal complaint of alleged misconduct. This concern may act as a deterrent to pursuing a complaint that may be legitimate. Judgments about evidence are best left to those with expertise in that domain. Therefore, the Department encourages both graduate students and faculty sought out by students who feel they have a legitimate complaint to seek the advice of appropriate University officials in order to help the student determine whether she or he wishes to file a formal complaint.

A graduate student filing a formal complaint may be concerned with reprisals. The Department recognizes this important concern. The following statement, quoted from the University publication entitled Responding to Sexual Harassment at Syracuse University (dated October 8, 1993), is endorsed by the Department as modified (the bracketed statements are to be understood as the modifications--for example, in lines 2-3 and 6-7 below the bracketed statements are to replace the term "sexual harassment"):

Reprisals against persons who initiate or support action against sexual harassment [alleged faculty misconduct] are strictly forbidden and will be grounds for severe disciplinary action. In an ongoing investigation, evidence of reprisals may suggest that sexual harassment [faculty misconduct] has occurred. The Sexual Harassment Officer [appropriate University official] will advise volunteer advisors [the Department Chair or other appropriate individuals], hearing panels [investigative committee], and supervisory personnel [appropriate other Departmental officials or faculty] about means of preventing their occurrence. False claims of sexual harassment [faculty misconduct] may be defamatory and subject to disciplinary procedures or legal action.

The Psychology faculty also recognize that some students who feel they have a legitimate grievance may not wish to pursue a formal action while still in residence but may feel more inclined to do so once they have graduated or otherwise terminated their formal ties to the University. Therefore, the Department adopts the following policy on "Limitations of Actions" quoted from the University publication entitled Responding to Sexual Harassment at Syracuse University (dated October 8, 1993):

Persons who remain in the University community may invoke this grievance procedure for incidents occurring up to two years previously. But if a person severs his or her relationship with the University (through graduation, change of job, etc.) that time frame is shortened by the requirement that such persons initiate these procedures within six months of the date of severance.

#### Procedures

If a graduate student or group of graduate students feels a grievance against a faculty member is appropriate, he, she or they may pursue any and all of the following options for resolving the grievance:

- Seek the advice of another faculty member, such as the student's research advisor;
- Approach the faculty member, discuss the complaint, and work with the faculty member to resolve the difficulty;
- Meet with the Department Chair to discuss the complaint and seek advice about how to resolve the difficulty;

- Seek out the Departmental Ombuds Officer or Director of Graduate Studies to obtain advice about how to deal with the difficulty and the available options;
- Seek the advice of outside counsel, including an attorney, about how best to proceed;
- Seek the counsel of the Office of Student Affairs, the Dean of the College of Arts and Sciences or the Dean of the Graduate School.

If the advice of the Department Chair is sought, the following procedures will be followed:

1. The Department Chair shall hear the student's grievance and suggest all appropriate courses of action the student might follow. If the grievance is one for which the University has specific procedures of investigation, these shall be detailed and, if the student elects to pursue them, the Department Chair shall facilitate the student's doing so, including being present with the student at any meetings with University officials if the student wishes.
2. If the complaint does not fall within those for which the University has established procedures, the Chair, with the consent of the student, shall form a committee to investigate the student's allegation(s). The Committee shall be chaired by a full professor of the Psychology Department. The composition, charge, and function of the committee are detailed below.
3. The Department Chair may consult with others, including faculty and University officials, in order to determine appropriate courses of action. The student should be informed that others may be consulted and, if the student wishes, then anonymity will be preserved in such consultations as much as possible.

If the student approaches the Departmental Ombuds Officer, Director of Graduate Studies, or another faculty member, the following procedures shall apply:

1. The student shall be informed fully of the various avenues, Departmental and University, open for seeking resolution of the difficulties. In the event the alleged misconduct involves matters such as sexual harassment, research fraud, or violations of affirmative action the matter will revert to the appropriate University office for resolution should the student wish to pursue it. In such instances, the Chair of the Department will be informed and current University guidelines will be followed. If the difficulty lies outside those for which the University has established guidelines, the Ombuds Officer, Director of Graduate Studies, or faculty member shall present the student's case to the Department Chair for appropriate action, with the consent of the student. The student will be invited to be present at all discussions of the difficulty. If the student wishes, anonymity will be maintained until such time as it is no longer feasible or possible to do so.
2. The Ombuds Officer, Director of Graduate Studies, or other faculty member shall seek the advice and counsel of others in the University community, if necessary, in order to provide the best possible counsel to the student.

3. If the student wishes to pursue the matter in a formal manner, the Department Chair shall form a Committee to investigate the matter. The Committee shall be chaired by a full professor of the Psychology Department, other members and the charge to the Committee and its function to be determined by the procedures outlined below.

### Investigative Procedures

Investigations of complaints concerning alleged faculty misconduct toward graduate students involve a variety of concerns: confidentiality of any who testify before the committee, committee composition, the protection of the faculty member, confidentiality of the proceedings, the range of possible sanctions that might be imposed if the faculty member is shown to have engaged in misconduct, and others that are complex and difficult. The intent of the following recommendations is to protect the student(s) making the complaint, the faculty member, and others who may be interviewed by an investigative body.

1. When a student decides to pursue a formal complaint against a faculty member, the specific allegations shall be placed in writing and given to the Department Chair.
2. If at all possible, the written complaint shall be structured in such a manner as to protect the identity of the student. In some instances this may not be possible.
3. A copy of the complaint(s) will be given to the faculty member(s) and to the investigative committee.
4. The investigative committee shall interview the student, the faculty member(s) and others who may shed light on the specific charge(s). The student(s) and faculty member(s) shall be afforded the opportunity to respond to each allegation made in order to allow each the fair and reasonable opportunity to present his or her view. Others shall be questioned only about those matters of which they have first-hand knowledge. Should the committee in the course of its investigation come across other indications of possible misconduct the committee shall meet with the Department Chair to seek advice as to how to proceed with expanding the investigation. The Department Chair, who may consult with others, shall have final judgment in this matter. Should these other matters be deemed appropriate for investigation, the allegations shall be made known to the faculty member in writing and he or she shall be given the opportunity to respond to them.
5. At any time during the course of the investigation, the student or the faculty member may request an interview with the committee, or may supply the committee chair with written comment, in order to provide information that may help the Committee to a reasonable judgment concerning the allegation(s). The appropriateness of this information to the Committee rests with the Committee and the Department Chair.
6. The investigation shall take place with the greatest possible confidentiality. Interviews and committee meetings shall take place outside the confines of the Department. The Committee members shall not discuss the investigation or findings outside their own

meetings, or their meetings with the Chair or other University officials. Those who are interviewed shall be informed that the proceedings are confidential and shall be instructed to not discuss their meeting with the committee, or the matter in general, with anyone.

7. At the conclusion of its investigation the Committee shall write a report to the Department Chair. The report shall center on the alleged misconduct and the facts that were obtained about it. In accord with University policy, the Committee shall make a recommendation about whether disciplinary action is or is not justified, and state the basis for their opinion. The Committee shall not decide the disciplinary action, as that determination rests in other hands (see Faculty Manual). The student(s) and faculty member(s) shall be allowed to read the report.
8. After reading the Committee report, the student(s) and faculty member(s) shall be given the opportunity to provide written statements for corrections of fact. All such written statements will form part of the official record and be considered as part of the basis for any action taken.
9. In consultation with appropriate University officials, the Chair shall inform the faculty member of any sanctions. Such sanctions will be detailed in writing and the faculty member will be given a sufficient time to react to them and to appeal them to the Department Chair or other appropriate University official.

#### Committee Composition and Charge

1. The investigative committee shall be headed by a full professor of the Department of Psychology.
2. The Committee shall consist of at least three members. Membership other than that of the committee chair shall be determined on a case by case basis. It may include other faculty from within or without the Department, members of the administration of the University, representatives from specific University offices, as deemed appropriate. The selection of members shall be done in such a way as to provide the best possible expertise for the specific case at hand.
3. The Committee shall be charged by the Chair of the Department. In general, the charge will be to investigate the specific complaint(s) to determine its veracity.
4. The Committee shall complete its task in an even handed manner as expeditiously as possible.
5. The Committee shall keep all its deliberations confidential, except in so far as it must consult with the Chair, other appropriate faculty or students, or other University officials.

Approved by Department Faculty  
May 2, 1997



**DEPARTMENT OF PSYCHOLOGY  
GRADUATE STUDENT APPEAL PROCEDURE  
TERMINATION FROM PROGRAM OF STUDY**

If the faculty of a program area has determined that a graduate student is to be terminated from the program, the graduate student may appeal this decision in the following manner:

1. A graduate student must submit a written appeal to the Director of Graduate Studies or, if the Director is the student's area director, the Chair of the Department of Psychology. The Director of Graduate Studies or the Department Chair will convene the Graduate Committee, which consists of the Director of Graduate Studies and the departmental Area Directors. The area director of the student's program will be excluded. This written appeal should focus on the problems of due process in the decision process (i.e., was decision arbitrary or capricious) of the program faculty.
2. Upon receipt of a written appeal, the Graduate Committee will request a written statement from the student's area director focusing on the due process and summarizing the program's procedures with appropriate documentation.
3. The Committee will review the student's statement, the area director's statement, and all appropriate documentation from the student's file.
4. A secret ballot will be held. A majority vote is required to reverse the program's decision. If the program's decision is reversed, the student's area director will set new conditions for degree acquisition which will be subject to approval by the Graduate Committee.
5. The student will be notified in writing of the Graduate Committee's decision.

**Procedures to be Followed if a Graduate Student Fails to Achieve a B in a Department  
Core Course**

In the event a graduate student fails to achieve a grade of B in a core course at the first registration for the course, the following procedures shall apply:

1. The instructor shall notify the Director of Graduate Studies, the Chair, the student's advisor, and the student's Area Director in writing. Additionally, a copy of the memo shall be placed in the student's file(s). Separate memos shall be drafted for each student in order to insure privacy.
2. Students who have not completed the Department Core Course requirement may complete their thesis research but shall not be allowed to complete their qualifying examination, the oral examination on their dissertation proposal, or commence dissertation data collection (pilot data for the dissertation may be collected and referred to in the proposal and dissertation, but the data may not be used as part of the data to be collected for the dissertation; those data according to Department regulations may be collected only after formal approval of the dissertation proposal).
3. If the core course in which a B is not obtained is part of the statistics sequence it is likely that the student will become in violation of other Department time guidelines for completing the qualifying examination and the oral examination on the dissertation proposal. In such instances, it is the student's responsibility to petition the Department Chair for needed time extensions. The Chair, in consultation with the student's area faculty, the Graduate Committee (excluding the student's Area Director), and others the Chair wishes to consult, shall judge the merits of the petition and make a positive or negative judgment. In the event the judgment is negative the student has the right of appeal to the Graduate School.
4. Prior to enrolling in the course the second time, the student shall arrange a meeting with the instructor and the student's advisor in order to formulate a plan to enhance the student's likelihood of succeeding in the course. The student shall forward a written summary of the plan to the instructor, the Department Chair, the Director of Graduate Studies, and the student's advisor. In addition, the student shall see that a copy is placed in his/her Department file(s).
5. In the event the student does not achieve a grade of B in the core course on the second registration, or on the first attempt to remove a grade of incomplete, the student shall be informed in writing by the Department Chair that he/she is no longer a student in good standing and his/her matriculation in the Department is to be canceled. In this event, the "Procedures for Review of Termination Due to Lack of a Sufficient Grade in a Department Graduate Core Course: shall be implemented.

Approved by Department Faculty  
May 2, 1997

**Procedures for Review of Termination Due to Lack of an Adequate Grade in a  
Department Core Course**

In the event that a student fails to achieve the required grade of B on the second enrollment in a core course the following procedures shall take effect:

1. The instructor of the course shall inform the Department Chair, in writing, that the student has failed to meet the Department requirement of a B in the course during the second enrollment in the course. Copies of this letter shall be sent to the appropriate Area Director, the Director of Graduate Studies, the student, and be placed in the student's file(s).
2. The Chair shall inform the student in writing that the student has failed to meet the Department Core Requirement and that the student's matriculation status will be terminated (as of a specific date stated in the letter) unless the student (a) successfully appeals termination to the Graduate Committee of the Department or (b) failing (a) is successful in an appeal to the Graduate School. A deadline date for such an appeal to the Department shall be noted. Copies of this letter shall be forwarded to the student's Area Director and placed in the student's file(s)
3. In the event the student appeals the Chair's decision of termination, the student's area faculty shall meet to discuss the student's standing in the area, considering not only the student's failure to meet the Department Core Requirement but any other information relevant to the student's standing in the program. Following discussion, the area faculty shall vote on the student's appeal of termination and forward the results of that vote to the Chair. This recommendation shall be considered by the Graduate Committee in their deliberations of the student's appeal.
4. If the student does not appeal the decision of termination from the Department of Psychology the termination shall become effective as follows: if the termination decision is made following a fall semester it shall become effective at the end of the next spring semester. If the termination decision is made following a spring semester, it shall become effective immediately or following the expiration of any contract to act as a TA during the immediately ensuing summer sessions. If the to-be-terminated student was awarded a summer fellowship the termination date (immediately or following completion of the fellowship summer session term) shall be determined by the Chair on an individual basis.
5. If the student files an appeal of the termination decision with the Department, the Director of Graduate Studies shall convene the Graduate Committee expeditiously to consider the appeal. In so doing, the Graduate Committee shall solicit information from the instructor of the course in which the student failed to meet Department Core Requirements, the student, the area in which the student is enrolled, and any other information deemed necessary. The student's Area Director shall not be part of these deliberations, the area view being expressed in information provided to the committee. Following deliberation, the Graduate Committee shall vote on the student's appeal. The majority vote shall prevail.

6. The Director of Graduate Studies shall inform the student in writing of the outcome of the vote of the Graduate Committee. If the vote does not sustain the student's appeal the student shall be informed of further appeal rights, viz., the Graduate School, and the Director of Graduate Studies, or the Department Ombudsman, at the discretion of the student, shall aid the student in that appeal process.
7. If the vote of the Graduate Committee sustains the student's appeal of termination the student shall be allowed to continue enrollment in the student's program of study, subject to the following: (a) if the successful appeal of termination is made following a fall semester it shall remain in effect only for the following spring semester. The student's continued enrollment shall rest on the yearly evaluations of the student's progress by the faculty of the student's area; (b) if the successful appeal of termination is made following a spring semester it shall remain in effect until the end of the semester in which the required course is next offered. In either event, the student must retake the required course and obtain the required grade at the next opportunity. Failure to enroll or receive the required grade will result in immediate termination from the program of study and the Department. In such cases, the student may appeal the termination decision as described above.
8. It is to be understood that, except as outlined above, a successful appeal has no implications for continued funding or financial aid. Those issues are determined on a separate basis dependent upon the funding source (Department TA, fellowship, research assistantship, etc.)

Approved by Department Faculty  
May 2, 1997

### **Supervision of Graduate Assistants Who Teach**

The following paragraphs detail the supervision of graduate assistants who teach.

Each graduate assistant who teaches shall have a major supervisor who shall perform certain duties outlined below.

Each student should be qualified to teach the course to which the student is assigned. There are several ways in which we may guarantee the student is familiar with the course material. One way is to have the student sit through the course prior to the term in which the student will teach. A second method is to have the major supervisor certify the student has had comparable training, for example, graduate level course work in the same area as the teaching assignment, or experience. We propose that all GA's who will be teaching be known to have competence for the to-be-taught course by one of the methods described here, or by some equivalent method.

The student shall become familiar with the rudiments of academic advising, although he/she should not act as an advisor. The student also should be familiar with the rules and regulations regarding course conduct, course organization information, and the most appropriate manner in which to deal with major issues encountered when teaching undergraduate level courses. These rules and regulations, which are listed below, will be discussed by both the major supervisor and the Undergraduate Committee in conference with graduate assistants.

Each graduate assistant shall obtain student ratings for each section taught each semester. These ratings shall be discussed with the supervisor.

Each year the Chair of the Psychology Department shall forward a letter of recognition to faculty who serve as GA supervisors. A copy of the letter shall be placed in the faculty member's personnel files.

A permanent Departmental committee shall be appointed to:

- (a) Oversee the implementation of these proposals
- (b) Establish criteria for the selection of GAs who will teach
- (c) Provide feedback to GA supervisors
- (d) Devise refined GA training procedures to better prepare students for teaching
- (e) Engage in other pertinent activities with respect to aiding our graduate students in preparation for teaching.

This committee should consist of one member from each area of the Department in order to assure the procedures devised will be suitable to the specific expertise needed by GA's in the various areas.

#### A. Duties of the GA Supervisor

- (1) Discuss various rules and regulations, outlined below, with which the student should become familiar.
- (2) Discuss grading procedures, including extra credit, the appropriateness of granting an incomplete grade, and the like.
- (3) Discuss course organization information including content, organization, choosing a text, syllabus, number of examination, contract systems.
- (4) Sit-in on several lectures, announced and unannounced. One of these should occur relatively early in the semester or summer session in order to provide quick help. Critique the GA's performance.
- (5) Discuss student ratings obtained by the GA.
- (6) Discuss available supplementary material, described below.

#### B. Duties of Undergraduate Committee

- (1) Discuss the rules and regulations, noted below, with which the student should become familiar.
- (2) Discuss available supplementary material, described below.
- (3) Discuss ways to deal with classroom problems, such as poor heating, poor cooling, missing equipment, broken equipment, room changes.

#### C. Rules and Regulations

- (1) Basics of Arts and Sciences Core
- (2) Meaning of various grades (I, NA, W/D) and deadlines for options such as add/drop, W/D.
- (3) Making up an incomplete, a missed examination, repeating a course, getting a tutor, getting academic help.
- (4) Legalities of posting of grades by ID number.
- (5) Maintaining of adequate records, that should be left with the Department when the student leaves, to insure that students can make-up incompletes.

- (6) How to deal with petitions.
- (7) Meeting during final examination time.
- (8) Using the class for subjects in experiments.

D. Supplementary Materials

- (1) Films, slides and overheads.
- (2) Test scoring services.
- (3) Microphones
- (4) Overhead and other projector services.

Approved by Department Faculty  
January 26, 1981

## **Plagiarism**

Syracuse University is concerned that all graduate students be knowledgeable about plagiarism. The statement that follows is intended to make clear the stance of Syracuse University with regard to issues of plagiarism. It is taken from a memo dated April 11, 1986 from the Board of Graduate Studies.

Plagiarism, i.e., the presentation as one's own work the words, ideas, and opinions of someone else, is a serious concern in any academic setting. This University, like all academic institutions in the United States, assumes that the written work of a student is literally the student's own, and that any original idea or research contributions taken from the published works of others will be properly acknowledged.

When any material is taken directly from a published source, it must be appropriately cited. If a statement is used verbatim, it must be enclosed in quotation marks, as well as otherwise acknowledged. Syracuse University, through its various colleges and departments, will readily refer students to writing and style manuals that are universally recognized as acceptable by scholars and that very adequately demonstrate how students should handle the issue of proper citation of material. Examples of such works include the student manual distributed by the English Department of Syracuse University (see following material), A manual for Writers by K. Turabian, and Publication Manual of the American Psychological Association.

Students must understand that, like cheating on examinations, plagiarism is a serious instance of academic dishonesty. In this University, it will be dealt with as such.

## **PLAGIARISM**

Plagiarize: 1. To steal and use (the idea or writing of another) as one's own. 2. To appropriate passages or ideas from (another) and use them as one's own: I did hate to be accused of plagiarizing Bret Harte. (Mark Twain). --intr. To take and use as one's own the writing or ideas of another.

The American Heritage Dictionary of the English Language

The academic community judges plagiarism to be an intolerable violation of personal honor and trust among scholars. Penalties for plagiarism vary from automatic failure for the submitted paper to expulsion from the University. Since most plagiarism results from ignorance rather than intent, your understanding of how to discriminate between material which requires footnoting and material which does not should assure the integrity of your work.

In order to clarify what constitutes plagiarism, this section has been placed in your manual. Please read it carefully. If you are still uncertain after reading it whether you need to footnote, check with your teacher for advice regarding the materials in question.

Direct quotations must be footnoted. Follow footnoting instructions for the particular type of source.



Example:

It is clear that once Hamlet has decided to erase all previous impressions it is as though he has killed his past;\* however, its demise is not as unquiet as that of the older Hamlet. (Notice that where exact words are quoted, you must use quotation marks.) \*Edgar V. Roberts, *Writing Themes About Literature* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 96.

Indirect quotation or paraphrase must also be footnoted.

Example:

H. W. Garrod has suggested that Keats developed his ode stanza while experimenting with the sonnet stanza.\*\*

\*\*Keats (Oxford: The Clarendon Press, 1926), pp. 85-90.

Ideas that belong to others must be footnoted, even though they are neither paraphrased nor quoted directly.

Example:

Wordsworth's poetry frequently contains long passages expressing feeling without historical reference, for example, lines 42-49 in *Lines Written a Few Miles Above Tintern Abby*\*\*\*

\*\*\*Roberts, p. 221.

On the other hand, ideas that are such common knowledge that they are not likely to be taken as one's own do not require footnoting. For example, familiar quotations, widely accepted opinions, or ideas expressed in several different sources may be used without documenting a particular source.

Examples:

Shakespeare's birthday is officially observed on April 23.

Shirley Temple movies provided an important balm for the harsh realities of the depression in the thirties.

Such plays as *King Lear* and *Hamlet* are often viewed as involving a conflict between appearance and reality.

In summary, if any of the information or ideas that appear in your paper are derived from a specific written or other source, then you should footnote.

When in doubt, footnote!

Reprinted from the student manual distributed by the English Department of Syracuse University.