

All Standards

Sam Houston State University Department of Psychology and
Philosophy

Produced on 07/12/2018

I. Institutional and Program Context**Overview****Standard I.A.1****Description****Health Service Psychology.**

The program offers broad and general doctoral education and training that includes preparation in health service psychology (HSP). Although HSP encompasses a range of practice areas, degree types, and career paths, certain elements are common to training in the profession. A program that is accredited in health service psychology must demonstrate that it contains the following elements:

1. Integration of empirical evidence and practice: Practice is evidence-based, and evidence is practice-informed.
2. Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training.
3. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment

Focused Questions

☒ [Provide a very brief orienting statement of the program's mission and aims. More specific detail regarding your program's aims and required competencies will be requested in Standard II.

☒ [Briefly describe the means by which the doctoral training achieves an integration of science and practice.

☒ [Briefly describe how training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training. Training refers to all aspects of the curriculum, including coursework, practicum, research and any other major program requirements.

The mission and aims of the Doctor of Philosophy Program (the Program) at Sam Houston State University (SHSU) are to produce graduates who (a) have broad knowledge of scientific psychology, including its history of thought and development, research methods, and applications; (b) possess the skills to conduct meaningful research that adds to the current body of knowledge in psychology; (c) have the knowledge and skills to excel in the practice of psychology; and (d) can apply clinical psychology principles in the legal arena in both research and clinical practice.

Since its inception in 1998, the program has adhered to a scientist-practitioner model of training. Throughout their training, students complete courses related to behavioral science research (e.g., methods/design, statistical methods) and practice of psychology. They complete courses that draw on psychological research to establish foundational knowledge as well as courses that use this knowledge to establish more advanced and specialized knowledge and competencies. Throughout their doctoral studies, students are involved in conducting research that contributes to the body of knowledge. Beyond their thesis and dissertation requirements, nearly all our students deliver research presentations at conferences and/or author/co-author peer-reviewed research publications during their studies. Our students' clinical training—classroom and practicum—emphasizes the application of empirically supported assessment methods and treatment techniques.

Briefly describe how training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training. Training refers to all aspects of the curriculum, including coursework, practicum, research and any other major program requirements.

The Program approaches coursework by having students complete foundational subject matter areas early in training, which prepares students for more advanced classes. For example, students take foundational statistics and research methods in their first and second year, which prepares them for more advanced quantitative courses and facilitates meeting thesis and dissertation requirements. Similarly, they take courses in psychotherapy and psychopathology during first year, which prepares them for more advanced clinical courses and practicum training.

With respect to research, students begin their training with a research assistantship in the lab of their primary mentors. Throughout their time on campus, students continue to work with their mentors on research in addition to their degree-required projects and are generally assigned increasing responsibilities and are expected to work with less direct oversight. Early in the second year, students typically begin required thesis projects and proceed with strict oversight from their mentors. The degree of oversight associated with the thesis is based on the individual student's skills and the complexity of the research. Students' research training culminates in the fourth and fifth year, in which they work with a greater degree of autonomy toward completion of their dissertation.

Students' practicum training begins in the summer at the end of the first year, when they complete introductory practicum and learn foundational clinical skills by conducting interviews with volunteers from our department participant pool. This is followed by their first experiences with actual clients through our Psychological Services Center (PSC) under the supervision of faculty and/or staff psychologists. Students carry a caseload of one or two therapy clients throughout their second year and conduct their first psychological evaluation during the spring semester. Students' training then progresses to external practicum sites with assignments based on their preferences and training needs. After having enrolled in Forensic Assessment I, students may also conduct forensic assessments through the PSC under the direct supervision of faculty members and staff psychologists.

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** No Additional Info Needed**Admin Review Comments** (Last updated on 2018-05-16):

I. Institutional and Program Context**Overview****Standard I.A.2****Description****Practice Area.**

Health service psychology includes several practice areas in which an accredited program may focus, including the areas of clinical psychology, counseling psychology, school psychology, combinations of these areas, and other developed practice areas.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[Identify the area of practice in which the program prepares students.

Clinical Psychology with emphasis in forensic psychology.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.B.1****Description****Administrative Structure.**

The program's purpose must be pursued in an institutional setting appropriate for doctoral education and training in health service psychology. The institution must have a clear administrative structure and commitment to the doctoral program.

1. The sponsoring institution of higher education must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate graduate degree-granting authority. This includes state authorization and accreditation of the institution by a nationally recognized regional accrediting body in the United States.
2. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides. It is represented in the institution's operating budget and plans in a manner that supports the training mission of the program. Funding and resources are stable and enable the program to achieve its aims.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment

Focused Questions

- ☒ [Identify the regional accrediting body that recognizes the sponsoring institution and the institution's current accreditation status with this body.
- ☒ [Discuss how the program is integral to the department, college, school, or institution.
- ☒ [Briefly describe the mission(s) of the agency or institution which sponsors/hosts the doctoral training program and explain how the training program fits within this mission. How is it viewed/valued by the sponsor institution and its administration?
- ☒ [Discuss the adequacy and stability of the doctoral program's budget, including how the program receives its budget

SHSU is accredited by the Southern Association of Colleges and Schools. The most recent reaffirmation was in 2009, and the next reaffirmation will be in 2019.

The Doctoral Program in Clinical Psychology is the sole doctoral program in the Department of Psychology and Philosophy and the College of Humanities and Social Sciences, and is one of only nine doctoral programs at SHSU. In addition to their primary responsibilities for the Doctoral Program, the core faculty are involved in teaching courses and mentoring students at all levels. They teach undergraduate courses and mentor undergraduate research. The curriculum for the terminal master's program (a program separate from the doctoral program) includes graduate courses taught by core faculty, such as psychopathology and personality assessment, as well as other courses for the terminal master's program. Core faculty sit on thesis committees for the terminal master's program and chair thesis research. The various faculty members who conduct research through a lab often have undergraduate and terminal master's students involved, which helps prepare these students for further study. At times, core clinical faculty have served as advisor to our Psychology Club and Psi Chi chapter. The core faculty serve on committees at the department, college, and university level.

Similarly, the doctoral students play an important role in the department. Doctoral students teach undergraduate courses (e.g., Introduction to Psychology, Abnormal Psychology, Psychology and the Law) in the classroom and, to a lesser extent, online. The doctoral students also provide mentorship for undergraduate students working in the aforementioned labs and support our Psychology Club and Psi Chi chapter with mentorship and guidance.

The PSC serves the university and surrounding community. We provide assessment services for students who have applied for academic accommodations. We also provide therapy services for students, especially in cases where client needs are beyond the services provided by the University Counseling Center. These services are all in addition to the services the PSC provides to the local community.

Briefly describe the mission(s) of the agency or institution which sponsors/hosts the doctoral training program and explain how the training program fits within this mission. How is it viewed/valued by the sponsor institution and its administration?

The mission of Sam Houston State University is to provide a high quality education, scholarship, and service to qualified students for the benefit of regional, state, national and international constituencies.

The Program is one of only nine doctoral programs in the university and the only doctoral program in the College of Humanities and Social Sciences. The Program is highly visible to all levels of the institutional administration, is well-respected, and enjoys great support for all activities. The accomplishments of Program graduates and faculty has led the university to devote considerable resources to ensure continued success. Over the past ten years, the university has devoted increasing funds to the Program in form of student stipends and scholarships and additional faculty positions. During this time, the university has twice made increasingly large space and facilities available for the Psychological Services Center to facilitate student training and continued service to the surrounding community. The Department of Psychology and Philosophy is housed in one of the newer buildings on campus and was the first to occupy its current offices.

Discuss the adequacy and stability of the doctoral program's budget, including how the program receives its budget.

The Program receives \$491,226 from the university each year. This budget funds student stipends as well as other costs of managing the program. We have received at least this amount of funds from the university since 2014. Although the specific amount of funds has varied over the years, based on the university accounting structure, the program has been allotted sufficient funds for supporting students and other operations since its inception.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.B.2****Description****Administrative Responsibilities Related to Cultural and Individual Differences and Diversity.**

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. Because of the United States' rich diverse higher education landscape, training can take place in both secular and faith-based settings. Thus this requirement does not exclude programs from having a religious affiliation or purpose and adopting and applying admission and employment policies that directly relate to this affiliation or purpose, so long as public notice of these policies has been made to applicants, students, faculty, and staff before their application or affiliation with the program. These policies may provide a preference for persons adhering to the religious purpose or affiliation of the program, but they shall not be used to preclude the admission, hiring, or retention of individuals because of the personal and demographic characteristics set forth under the definition of cultural diversity. This provision is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the U.S. Constitution. This provision will be administered as if the U.S. Constitution governed its application. Notwithstanding the above, and regardless of a program's setting, the program may not constrain academic freedom or otherwise alter the requirements of these standards. Finally, compelling pedagogical interests require that each program prepare graduates to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[Does this program adhere to a religious affiliation or purpose that informs its admission and/or employment policies? If so, describe how these policies are made known to applicants, students, faculty, and staff before their application to or affiliation with the program.]

The Program does not adhere to any religious affiliation or purpose.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.C.1****Description****Program Administration and Structure**

1. **Program Leadership.** The program has consistent and stable leadership with a designated leader who is a doctoral-level psychologist and a member of the core faculty. The program leader's credentials and expertise must be in an area covered by HSP accreditation and must be consistent with the program's aims. This leadership position may be held by more than one individual.
2. **Program Administration.** The program has designated procedures and personnel responsible for making decisions about the program, including curriculum, student selection and evaluation, and program maintenance and improvement. The program's decision-making procedures, including who is involved in decision making, must be consistent with the missions of the institution and department, and with the program's aims. The program ensures a stable educational environment through its personnel and faculty leadership.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment

Focused Questions



[Describe the administrative structure of the program, including the leadership structure and the leader's credentials, along with any personnel involved in program administration.,

The program is led by the Director of Clinical Training, Associate Director of Clinical Training, and Director of the Psychological Services/Practicum Coordinator.

Director of Clinical Training (DCT)

- Member of the core program faculty
- Oversees student progress in training
- Assigns doctoral students to research and teaching assistantships
- Supports internship application process
- Leads weekly core faculty meetings
- Coordinates annual student evaluations and feedback
- Coordinates annual survey of graduates
- Coordinates student program evaluations and faculty response
- **Dr. Jorge G. Varela** has served in this role since June 2014. He holds a Ph.D. in Clinical Psychology (University of Alabama) and is an Associate Professor of Psychology. He is also a Licensed Psychologist in Texas.

Associate Director of Clinical Training:

- Member of the core program faculty
- Advises all doctoral students each semester.
- Reviews/coordinate reviews of course syllabi and MA thesis documents for students entering with MA degrees.
- Fulfills annual CoA ARO requirements
- Maintains/edits/updates *Program Handbook*.
- Coordinates the doctoral student admissions process, including file review and in-person interviews.
- Assists the DCT with other duties as needed. These tasks often relate to accreditation and developing the program's self-study document(s).
- **Dr. Marcus T. Boccaccini** has served in this role since 2007. He holds a Ph.D. in Clinical Psychology (University of Alabama) and is a Professor of Psychology.

Director of the Psychological Services Center (PSC) & Practicum Coordinator:

- Member of the core program faculty
- Oversees all PSC operations
- Sets PSC policy
- Provides supervision for doctoral students for forensic assessments
- Serves as liaison to outside practicum sites
- Arranges all practicum sites and assignments
- **Dr. Mary Alice Conroy** has served in this role since 1998 and was the DCT prior to Dr. Varela's appointment. She holds a Ph.D. in Clinical Psychology (University of Houston) and is a Distinguished Professor of Psychology. She is also a Licensed Psychologist in Texas.

In addition, the program has two full-time administrative associates/assistants with offices in the Psychological Services Center. These positions are currently filled by Ms. Breanna Barnes and Ms. Darian Womack.

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.C.2****Description****Length of Degree and Residency.**

The program has policies regarding program length and residency that permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to promote student development, socialization and peer interaction, faculty role modeling and the development and assessment of student competencies. Residency provides students with mentoring and supervision regarding their development and socialization into the profession, as well as continuous monitoring and assessment of student development through live face-to-face, in-person interaction with faculty and students. These obligations cannot be met in programs that are substantially or completely online. At a minimum, the program must require that each student successfully complete:

1. a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree;
2. at least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted;
3. at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program. Programs seeking to satisfy the requirement of one year of full-time residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

Review: [IR C-2: IR C-5 D: Academic residency for doctoral programs](#); and [IR C-15 D: Awarding the doctoral degree prior to completion of the internship](#).



[Outline the length and residency requirements of the program. In doing so, the program needs to specifically address how it meets the following criteria a) requires a minimum of 3 full-time academic years of graduate study (or the equivalent) plus internship prior to receiving the doctoral degree; b) at least 2 of the 3 academic training years (or the equivalent) must be at the program from which the doctoral degree is granted; and c) at least 1 year must be in full-time residence at the program. Provide the location (e.g., web address or link) of the description of these requirements in the program's public materials.

Students are in residence for the entirety of their studies, with the exception of predoctoral internship (*Program Handbook*, p. 47). The curriculum requires 108 credits for graduation, with all classes taught at the Main Campus in Huntsville.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.C.3****Description****Partnerships/Consortia.**

A graduate program may consist of, or be located under, a single administrative entity (e.g., institution, agency, school, or department) or in a partnership or consortium among separate administrative entities. A consortium is comprised of multiple independently administered entities that have, in writing, formally agreed to pool resources to conduct a training or education program.

Supporting Material

1. Upload copy of [consortial agreement](#), signed by ALL members.

Appendix**Title****Uploaded By**

Self Assessment**Focused Questions**

Outline the length and residency requirements of the program. In doing so, the program needs to specifically address how it meets the following criteria a) requires a minimum of 3 full-time academic years of graduate study (or the equivalent) plus internship prior to receiving the doctoral degree; b) at least 2 of the 3 academic training years (or the equivalent) must be at the program from which the doctoral degree is granted; and c) at least 1 year must be in full-time residence at the program. Provide the location (e.g., web address or link) of the description of these requirements in the program's public materials.

Upload copy of consortial agreement, signed by ALL members, that includes a) the nature and characteristics of the participating entities; b) the rationale for the consortial partnership; c) each partner's commitment to the training/education program, its aims and competencies; d) each partner's obligations regarding contributions and access to resources; e) each partner's adherence to central control and coordination of the training program; and f) each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing trainee/student admission, financial support, training recourse access, potential performance expectations, and evaluations. Label this upload Consortium Agreement

Is this program a consortium? If yes, please address the following:

Provide a list of all member entities of the consortium.

Describe the relationship and responsibilities of each of the consortial partners.

Discuss how resources are pooled in order to administer the program.

Upload a current copy of the consortia agreement, SIGNED BY ALL MEMBERS, that includes all required information. Label this upload **CONSORTIUM AGREEMENT**.

The Program is not part of a consortium.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.C.4****Description****Resources.**

The program has, and appropriately utilizes, the resources it needs to achieve its training aims, including student acquisition and demonstration of competencies. The program works with its academic unit and/or the administration of the sponsor institution to develop a plan for the acquisition of additional resources that may be necessary for program maintenance and development. The resources should include the following:

1. financial support for training and educational activities;
2. clerical, technical, and electronic support;
3. training materials and equipment;
4. physical facilities;
5. services to support students with academic, financial, health, and personal issues;
6. sufficient and appropriate practicum experiences to allow a program to effectively achieve the program's training aims.

Supporting Material**1. Upload optional**

Appendix	Title	Uploaded By
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Self Assessment

Focused Questions

☒ [Provide a narrative describing each of the resources identified in Standard I.C.4. including the sufficiency of each. Include a comprehensive listing of all student support services (available through the program or institution) designed to facilitate students' progress through the program. Describe how students are made aware of the availability of these services

☒ [financial support for training and educational activities;

☒ [clerical, technical, and electronic support;

☒ [training materials and equipment;

☒ [physical facilities;

☒ [services to support students with academic, financial, health, and personal issues;

☒ [sufficient and appropriate practicum experiences to allow the program to effectively achieve the program's training aims.

-financial support for training and educational activities;

All students in-residence receive an annual stipend of \$19,000, disbursed evenly throughout the calendar year. These stipends are associated with research assistantships (including some funded by grants), teaching assistantships, scholarships, or clinical assistantships (either internal or external). Since Spring 2017, all doctoral students in-residence receive an additional \$2,000 scholarship in the fall and spring semesters to help offset the cost of tuition and reduce student debt upon graduation. Eligible students can also apply for loans through the Office of Financial Aid. The Office of Graduate Studies provides travel funds, on a competitive basis, for students who are presenting or assisting at conferences. The PSC funds are also available to pay honoraria for guest speakers for the Program from outside the institution.

-clerical, technical, and electronic support;

The Department has two full-time administrative assistants and an additional student clerk. In addition, the Program has two full-time administrative associates/assistants and a work-study student.

The University Information Technology office (i.e., IT@Sam) provides technical support for the computer system, and the University holds maintenance contracts with technical support services for other machinery. Various offices within the university provide assistance with grant funding, video production, public relations, and graphic design (e.g., conference posters). Technical assistance is provided for creating training materials (e.g., DVDs, audio files) or for offering materials online.

-training materials and equipment;

The Program maintains its own library and an extensive collection of psychological testing materials for the exclusive use of doctoral students and faculty. The PSC is equipped with a state-of-the-art observation system allowing for video recording in any room, live supervision, and bug-in-the-ear capabilities, all with special protections put in place to assure confidentiality. A variety of computer software is provided both by the Department and the Program. LCD projectors, lap top computers, and VCR or DVD players are all available.

-physical facilities;

The Department is housed on the third floor (31,000 square feet) of the College of Humanities and Social Sciences building. The Department and building has classrooms equipped with smart boards and projectors for computer-aided instruction, faculty and student offices, and research labs. Each faculty office has a computer, monitor, printer, and telephone. Similarly, each student office has a computer. Wireless access is available throughout the campus. The Department also has its own conference room and break room. In addition, students have access to computer labs with high-speed printers. All facilities on campus are ADA-compliant.

The PSC is housed in a 9400-square-foot, free-standing building on the SHSU campus. There is ample space for the delivery of services and all associated administrative tasks, such as record-keeping, client greeting, and waiting space. The PSC houses the Clinic Director and two staff psychologists and has an additional office shared by program faculty who provide clinical supervision.

There is a locked records room, a locked testing material storage office, and a kitchen/break room for students, faculty, and staff. There is a library that houses reference books; new materials are readily purchased for the library at the request of faculty and students. There are ten offices for students, including two dedicated to senior doctoral students who are assigned as Clinic Coordinators.

There is a classroom that seats approximately 40 students as well as conference room and family therapy room. The PSC has an audiovisual system that allows for the real-time monitoring and digital recording of clinical services. This system is administered by the senior Staff Psychologist, who ensures accessibility and removal of unneeded files.

-services to support students with academic, financial, health, and personal issues;

The Student Health Center provides medical care for students as well as low-cost dental care. The University Counseling Center provides mental health services for all students and is housed in the health center facility. Legal and notary services are available at no charge to students through the office of Student Legal & Mediation Services. The Health and Kinesiology Center has extensive exercise and intramural sports facilities available for faculty, staff, and graduate students. The Office of Graduate Studies and the Office of Financial Aid work closely with Program students to meet their needs. The University Division of Student Services supports the Graduate Student Psychology Organization. The Newton Gresham Library provides an extensive collection of materials, including digital journals (e.g., PsycARTICLES) and books, and has an easily accessed interlibrary loan service.

Describe how students are made aware of the availability of these services.

Doctoral students are informed about the resources on campus during their program orientation, as well as the orientation program offered by the Office of Graduate Studies. These resources are listed in the *Program Handbook* (pp. 95-101). In addition, all members of the Program faculty are aware of these resources and can advise their mentees and other doctoral students. Lastly, the Program seeks to foster an atmosphere of collegiality among students throughout their training. This facilitates success in training, sharing of information about resources and opportunities, and adds to the social support available to our students.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

The program is asked to describe the sufficiency and appropriateness of its practicum experiences to allow the program to effectively achieve its training aims.

I. Institutional and Program Context**Overview****Standard I.D.1****Description****Areas of Coverage.**

The program has and adheres to formal written policies and procedures that govern students as they enter, progress through, and matriculate from the program. These must include policies relevant to:

1. academic recruitment and admissions, including general recruitment/admissions and recruitment of students who are diverse.
2. degree requirements;
3. administrative and financial assistance;
4. student performance evaluation, feedback, advisement, retention, and termination decisions;
5. due process and grievance procedures;
6. student rights, responsibilities, and professional development;
7. nondiscrimination policies. The program must document nondiscriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

Supporting Material

1. Upload REQUIRED TABLE: [Download Table 1 Program Policies and Procedures](#) template. Use this template to provide Attachment Names/Page #'s for program policies that have been uploaded as appendices. Please label upload as - **TABLE 1 Program Policies and Procedures**

Appendix	Title	Uploaded By
appendix I.D.1.1.1	Table 1	Jorge Varela 2018-04-13 15:56
2. Upload all public materials on the program and other program-related material (brochures, letters, program manuals, handbooks, formal institutional policy and procedure memoranda, etc.) discussing the policies requested.		
Appendix	Title	Uploaded By
appendix I.D.1.2.1	SHSU Program Handbook	Jorge Varela 2018-04-19 16:28
appendix I.D.1.2.2	SHSU Affirmative Action Recruitment Plan	Jorge Varela 2018-04-13 16:00
appendix I.D.1.2.3	SHSU Nondiscrimination Policy	Jorge Varela 2018-04-13 16:01

Self Assessment**Focused Questions**

[Complete Table 1 Program Policies and Procedures and provide all public materials on the program and other program-related material (brochures, letters, program manual, handbooks, formal institutional policy and procedure memoranda, etc.) discussing the policies requested.

Table completed.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.D.2****Description****Implementation.**

All policies and procedures used by the program must be consistent with the profession's current ethics code and must adhere to their sponsor institution's regulations and local, state, and federal statutes regarding due process and fair treatment. If the program utilizes policies developed at another level (e.g., department or institution), it must demonstrate how it implements these policies at the program level.

Supporting Material**1. Upload optional**

Appendix	Title	Uploaded By
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Self Assessment**Focused Questions**

[Describe how the program ensures that it reflects psychology's ethical principles, legal codes, and professional conduct standards.

The Program is committed to ensuring education, clinical training, and research meets the highest ethical and professional standards. The Program only hires faculty members who have trained in APA-accredited programs. This helps us ensure that each faculty member has the requisite training in ethics and professional standards and understands the mission of the Program. Doctoral students are oriented to their new role as stakeholders in the Program and department before they begin their training. We provide them a copy of the APA Ethical Code (i.e., *Ethical Principles of Psychologists and Code of Conduct*) and instruct them to consider the ethical and professional implications of their actions on and off campus. The Program has doctoral-level courses dedicated to ethics and mental health law, but also infuses ethical considerations into multiple other classes (e.g., Proseminar, practicum courses, Multicultural Psychology, Introduction to Research Design) and training milestones (e.g., Clinical Capstone, Doctoral Comprehensive Exams).

Each member of the core faculty is actively involved in research and other scholarship, which ensures their teaching is informed by the latest scientific advances. Members of the faculty are also involved in the peer review of research, further ensuring currency of their work in the Program. Similarly, our faculty are active in many professional organizations, such as the Texas Psychological Association, the American Psychological Association (multiple divisions), and Council of University Directors of Clinical Programs, which ensures we are abreast of developments in psychology and its various subspecialties. Over the past ten years, it has been typical for a member of the core Program faculty to sit on the Committee for the Protection of Human Subjects (the SHSU institutional review board).

Each practicum site is vetted to ensure quality training opportunities and practicum supervisors are vetted to ensure relevant competence and expertise. In addition, students are regularly asked to provide feedback on their practicum sites and their practicum supervisors to help ensure ongoing quality supervision and training experiences.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context**Overview****Standard I.D.3****Description****Availability of Policies and Procedures.**

The program makes the formal written policies and procedures available to all interested parties. By the time of matriculation, the program provides students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[Briefly discuss how the program communicates its written policies and procedures to current students and potential applicants.

Before the start of their first year, students attend an orientation with the faculty during which they are informed about program policies and procedures. At orientation, they each receive a copy of the *Program Handbook* (see attachment), which documents these policies and procedures. A copy of the current handbook is maintained on the program website and readily accessible to students and faculty as well as the general public.

The program maintains a listserv, CLINDOC, which is accessible to all students, faculty, and staff. All doctoral students are added to the listserv at orientation and instructed to monitor their messages to ensure access to up-to-date communications. The CLINDOC listserv is used to make announcements related to the program and opportunities for students and faculty (e.g., guest speakers, PSC closures, meetings). We also use our listserv to communicate information about changes to program procedures that effect students.

The students elect a representative to attend weekly program faculty meetings. This student representative brings student questions and comments to the faculty as a regular meeting agenda item and provides students minutes of the faculty meetings as well as requests for information from the faculty.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

I. Institutional and Program Context

Overview

Standard I.D.4

Description

Record Keeping.

The program is responsible for keeping information and records related to student training and complaints/grievances against the program. Records must be maintained in accord with federal, state, and institution policies regarding record keeping and privacy. The Commission on Accreditation will examine student records and programs' records of student complaints as part of its periodic review of programs.

1. **Student Records.** The program must document and maintain accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes. The program should inform students of its records retention policies.
2. **Complaints/Grievances.** The program must keep records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine a program's records of student complaints as part of its periodic review of the program.

Supporting Material

1. Upload optional

Appendix	Title	Uploaded By

Self Assessment**Focused Questions**

Review: [IR C-6 D: Record of student complaints in CoA periodic review](#)



[Provide a summary record of formal student complaints or grievances received by, or known to, the program against the program and/or against individuals associated with the program since the program's last accreditation site visit. Do not include any identifying information on students. Site visitors will review the full records during the site visit.



[Describe the program's system for maintaining student records and complaints, including whether there is a confidential location for storing this information. Site visitors will review this information as a part of the site visit.

It is our understanding one student filed a grievance with the upper administration of SHSU. The program never received any information on this matter, as it was quickly withdrawn.

All student records are housed in locked files in a locked room in the PSC. All application materials, practicum supervisor evaluation forms, annual evaluation letters, and other documents are stored in these files. Any correspondence to or from students are stored in these files, including remediation plans, student grievances, or other matters.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

The program is asked to clarify that it maintains student records for future reference and credentialing purposes, as required by Standard I.D.4 of the SoA.

I. Institutional and Program Context**Overview****Standard I.(AI)****Description**

Additional Information relevant to Section I

Supporting Material

1. Upload optional Please upload any additional documents that pertain to this standard (if applicable).

Appendix**Title****Uploaded By**

Self Assessment**Focused Questions**

☒ [(IF CURRENTLY ACCREDITED): In the program's last decision letter and/or other correspondence since the last review, did the CoA note any Section I issues to specifically address "in the next self-study"? If so, provide the response here.

☒ [(IF CURRENTLY ACCREDITED): In the program's last decision letter and/or other correspondence since the last review, did the CoA note any other Section I issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined that the issue was satisfactorily addressed or required additional information. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

None.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.A.1-2

Description

Aims of the Program

1. The program must provide information on the aims of its training program that are consistent with health service psychology as defined by these standards, the program's area of psychology, and the degree conferred.
2. These aims should reflect the program's approach to training and the outcomes the program targets for its graduates, including the range of targeted career paths.

Supporting Material

1. Upload optional

Appendix

Title

Uploaded By

Self Assessment**Focused Questions**

[Describe the program's aim(s) and how they reflect the program's approach to training and the outcomes (including career paths) that the program targets for its graduates. Briefly explain how the aim(s) are consistent with health service psychology, the program's substantive area of psychology, and the degree type conferred (i.e., Ph.D. or Psy.D.).

The mission and aims of the Program at Sam Houston State University (SHSU) are to produce graduates who (a) have broad knowledge of scientific psychology, including its history of thought and development, research methods, and applications; (b) possess the skills to conduct meaningful research that adds to the current body of knowledge in psychology; (c) have the knowledge and skills to excel in the practice of psychology; and (d) can apply clinical psychology principles in the legal arena in both research and clinical practice.

As a Ph.D. program rooted in the scientist-practitioner model, we seek to train future psychologists to make meaningful contributions to the body of knowledge in psychology through empirical research and to serve the public through the competent delivery of professional services. Moreover, we expect our students and graduates to integrate these complementary areas by developing the skills to critically evaluate research and apply this evolving body of knowledge to service delivery throughout their careers and to use their knowledge related to service delivery to inform their research activities. As a clinical program, understanding the complexities of mental illness, including the etiology, assessment, and treatment of mental disorders is a common thread throughout our curriculum. In addition, through coursework and practical training, we prepare graduates to deliver services that address the unique needs and issues arising in the justice system and to conduct research relevant to justice system stakeholders.

These training efforts are reflected in our graduates' employments. Several graduates are working in positions delivering professional services to adults and juveniles in the justice system. We also have graduates who have been appointed to faculty positions in university and academic medical centers, and who are active in research. Many graduates are active in professional organizations, regularly attending conventions/meetings where research is disseminated (e.g., the annual conference of the American Psychology-Law Society, APA annual conference, etc.) and multiple graduates have become board certified.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.B.1.a

Description

Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession Discipline-specific knowledge and profession-wide competencies

1. Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to health services psychology. Thus, all students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

1. Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. Programs may elect to demonstrate discipline-specific knowledge of students by:
 1. Using student selection criteria that involve standardized assessments of a foundational knowledge base (e.g., GRE subject tests). In this case, the program must describe how the curriculum builds upon this foundational knowledge to enable students to demonstrate graduate level discipline-specific knowledge.
 2. Providing students with broad exposure to discipline-specific knowledge. In this case, the program is not required to demonstrate that students have specific foundational knowledge at entry but must describe how the program's curriculum enables students to demonstrate graduate-level discipline-specific knowledge.

Supporting Material

1. Upload REQUIRED TABLE: [Download Discipline-specific knowledge Table](#) template. Complete the table for each knowledge area. Please label upload as - Discipline-Specific Knowledge Table.

Appendix	Title	Uploaded By
appendix II.B.1.a.1.1	DSK Table	Jorge Varela 2018-04-13 16:05

Self Assessment**Focused Questions**

Review: [IR C-7 D: Discipline-Specific Knowledge](#)

☒ [Complete Discipline-Specific Knowledge Table.

☒ [Demonstrate in a narrative how the program ensures that all students acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

Students' mastery of Discipline-Specific Knowledge (DSK) is accomplished through coursework and experiential training. Students who enroll in the Program with previous graduate coursework may request waiver of certain classes that pertain to the DSK and waiver of the thesis requirement.

Category 1*History and Systems of Psychology*

History and Systems (PSYC 5392; 3 hours): This course examines the philosophical, theoretical, and paradigmatic antecedents of modern psychology. Important early publications, central figures, and major university centers are studied in detail, and students explore and critique the assumptions that inform influential perspectives within psychology today.

Category 2*Physiological Bases of Behavior*

Advanced Physiological Psychology (PSYC 5360; 3 hours): This course examines the biological substrates of behavior. Particular attention is given to the effects of psychoactive chemicals.

Social Bases of Behavior

Advanced Social Psychology (PSYC 5332; 3 hours): This course examines social factors that influence individual behavior. Integrative theoretical perspectives and emerging programs of research within the discipline are given specific consideration. Readings include a variety of original sources.

Developmental Bases of Behavior

Advanced Developmental Psychology (PSYC 5397; 3 hours): The course provides an advanced study of growth and development processes throughout the life cycle. Theories and applications of basic research are both examined in detail, and students are expected to delve into one of the major topics—such as multicultural aspects of development, cognitive development, social-emotional factors, and physical development—in depth through critical reading of original research.

Emotional and Cognitive Bases of Behavior

Emotions (PSYC 7377; 3 hours): This course examines the affective and cognitive bases of behavior, and the intersection of these two domains of study. It debates the nature of emotion, delineates its components, and examines the roles of emotion in self-control, cognition, well-being, psychopathology, and relationships.

Category 3

Advanced Integrative Knowledge

Emotions (PSYC 7377; 3 hours): This course examines the affective and cognitive bases of behavior, and the intersection of these two domains of study. It debates the nature of emotion, delineates its components, and examines the roles of emotion in self-control, cognition, well-being, psychopathology, and relationships.

Category 4

Research Methods

Experimental Design (PSYC 5388; 3 hours): This course teaches students skills that will allow them to design their own scholarly research projects. Students are encouraged to understand that research design often requires finding the right balance between advantages and disadvantages of specific methods. Students will become familiar with the current scholarly literature regarding research design and will write an independent research proposal that can serve as a thesis or dissertation proposal.

Clinical Psychology Proseminar (PSYC 7330; 3 hours): This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. The students are also introduced to the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program. As part of the course, students are expected to begin scholarly work with a faculty member of their choice.

Thesis: Students are required to complete an empirical thesis under the supervision of a Department faculty member, typically a member of core Program faculty. This involves designing a study and presenting a research proposal to a committee of three faculty members. After successfully proposing the thesis, the student must complete the study and present findings (including discussion of the findings) to the same committee. A unanimous vote of approval is needed to pass the thesis proposal and final defenses.

Dissertation: Students are required to complete an empirical dissertation under the mentorship of a Department faculty member, typically a member of core Program faculty. This involves designing a study and presenting a research proposal to a committee of three faculty members. Students must propose their project to a committee of four faculty members, one of which must be from outside our department. After successfully proposing the dissertation, the student must complete the study and present findings (including discussion of the findings) to the same committee. A unanimous vote of approval is needed to pass the dissertation proposal and final defenses.

Quantitative Methods

Advanced Statistics (PSYC 5387; 3 hours): This course is an advanced study of the use of statistical methods as tools for inferential hypothesis testing. It includes consideration of data screening, effect sizes, and simple effects tests. It also provides an introduction to multiple regression.

Multivariate Statistics (PSYC 7387; 3 hours): This course examines the use of multivariate procedures in psychological research. Students use SPSS to conduct regression, MANOVA, discriminant analysis, and factor analyses on psychological data. Additional advanced procedures are reviewed.

Thesis: Students are required to complete an empirical thesis under the supervision of a Department faculty member, typically a member of core Program faculty. This involves designing a study and

presenting a research proposal to a committee of three faculty members. After successfully proposing the thesis, the student must complete the study and present findings (including discussion of the findings) to the same committee. A unanimous vote of approval is needed to pass the thesis proposal and final defenses.

Dissertation: Students are required to complete an empirical dissertation under the mentorship of a Department faculty member, typically a member of core Program faculty. This involves designing a study and presenting a research proposal to a committee of three faculty members. Students must propose their project to a committee of four faculty members, one of which must be from outside our department. After successfully proposing the dissertation, the student must complete the study and present findings (including discussion of the findings) to the same committee. A unanimous vote of approval is needed to pass the dissertation proposal and final defenses.

Psychometrics

Psychometrics (PSYC 5394; 3 hours): This course covers principles of psychometric theory and applications, including reliability, validity, and test construction. The course emphasizes tests and scales that measure personality and mental health.

Assessment of Intelligence and Achievement (PSYC 5395; 3 hours): The course provides supervised instruction and practice in the administration, scoring, interpretation, and reporting of results of measures of intelligence, achievement, and adaptive behavior. With respect to psychometrics, students learn the basic properties of these measures, their validity, and their limitations.

Assessment of Personality and Psychopathology (PSYC 5396; 3 hours): This course provides supervised instruction in the theory, administration, scoring, and interpretation of personality assessment instruments. With respect to psychometrics, one goal of the class is for students to understand the important psychometric concepts necessary to evaluate the utility of a psychological test.

Multicultural Psychology (PSYC 7360; 3 hours): This course examines the theoretical and methodological foundations of multicultural psychology as applied to clinical psychology. Students review and critique current research in the field and discuss applications of the course content to clinical research and practice. With respect to psychometrics, students learn about potential bias when using measures across cultures (e.g., construct bias, method bias, differential item functioning).

They also learn psychometric considerations when using language-adapted measures (e.g., metric equivalence, functional equivalence, construct equivalence).

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

The minimum level of achievement (MLA) listed for all Discipline-Specific Knowledge (DSK) areas indicates that a minimum percentage of students must meet a specific requirement. For example, one of the MLAs for Research Methods is that "90% of students will receive a course grade of "B" or above in Introduction to Experimental Design." Given that an MLA should be representative of the minimum

requirements that every student must meet, the program is asked to clarify how a MLA that only requires that some students demonstrate readiness for entry to practice is an appropriate MLA.

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.B.1.b

Description

Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Although in general, the competencies appearing at or near the top of the following list serve as foundations upon which later competencies are built, each competency is considered critical for graduates in programs accredited in health service psychology. The specific requirements for each competency are articulated in Implementing Regulations. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas. Students must demonstrate competence in:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

Supporting Material

1. Upload REQUIRED TABLE: Download [Table 2 Profession-Wide Competencies](#) template. Complete the table for each of the curriculum areas identified in Standard II.B.1.b. Please label upload as - **TABLE 2 Profession-Wide Competencies**

Appendix	Title	Uploaded By
appendix II.B.1.b.1.1	Table 2--PWC Table	Jorge Varela 2018-04-13 16:10

2. Upload samples of program and supervisor evaluation forms or instruments, student performance evaluations, surveys conducted, and any other methods or tools used to assess attainment of student and program training aims and competencies.

Appendix	Title	Uploaded By
appendix II.B.1.b.2.1	Practicum Evaluation Form	Jorge Varela 2018-04-19 16:31
appendix II.B.1.b.2.2	Omnibus Form	Jorge Varela 2018-04-19 16:31
appendix II.B.1.b.2.3	Internship Readiness Form	Jorge Varela 2018-04-19 16:32

Self Assessment

Focused Questions

Review: [IR C-8 D: Profession-Wide Competency](#)

- ☒ [Complete Table 2 Profession-Wide Competencies]
- ☒ [Describe the opportunities provided for all students to achieve and demonstrate each required profession-wide competency.
- ☒ [Describe how the program demonstrates that it relies on the current evidence base when training students in the profession-wide competency areas.
- ☒ [Demonstrate how the program ensures that it prepares students to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.

Research

The Program ensures students develop this competency through a combination of coursework and experiential training. In our Proseminar in Clinical Psychology class, students learn about the research endeavour as whole, the pursuit of research goals as a doctoral student, and the various research areas of the faculty. They are asked to write multiple research concept papers as well as a research proposal. In our Experimental Design course, students learn about various research methods, the ethical contours of research, and the application of APA style/format when reporting research. Our students are also required to take courses in advanced statistics and multivariate statistics where they learn the process of using quantitative techniques to answer research questions.

With respect to experiential training, our students are assigned to a research mentor at the point of admission and are funded through a research assistantship during their first year (and possibly later years). This ensures they become involved in research as quickly as possible in their doctoral training.

Our students are also required to complete an empirical thesis and dissertation, although the former requirement can be waived if the student has already completed an empirical thesis as part of prior graduate training. They meet these research requirements with the guidance of their primary mentors and research committees. As they progress from thesis to dissertation research, students are given more autonomy and discretion, which allows them to demonstrate their research skills.

Students have been encouraged to present and publish research since the inception of our program, but with the implementation of the SoA, this practice has been formalized as a requirement that students engage in research dissemination by presenting scholarly work at conferences or publishing in a peer reviewed journal. For the past several years, we have supported student travel with funds allocated from the university to the Program for this purpose. The University recently changed its funding strategy and required all graduate students to apply for funding through the Office of Graduate Studies, which supports graduate student travel to professional conferences (i.e., \$500 for in-state & \$1000 for out-of-state). Although these funds are awarded on a competitive basis, 100% of our students, who have applied, have received travel assistance.

Ethical and legal standards

The Program ensures students develop this competency through a combination of coursework and experiential training. We require students to complete courses in ethics and mental health law, where

they learn about ethical and legal considerations in professional psychology. Given our emphasis in forensic psychology, we require students to complete our Forensic Assessment I course, where they learn the psycholegal issues involved in various forms of forensic assessment and the techniques of conducting these evaluations. In addition, legal and ethical issues are infused into other courses, such as Experimental Design, Assessment of Intelligence and Achievement, and Multicultural Psychology.

With respect to experiential training, the Program provides learning opportunities related to research and practice. In completing thesis and dissertation research, our students are required to author IRB proposals and respond to questions under the guidance of their research mentors. Addressing ethical dilemmas is part and parcel of clinical training. Students begin their practicum training at our Psychological Services Center where they deliver services to members of the local community.

This invariably leads to resolving practice-related dilemmas, such as mandatory reporting (e.g., child abuse), ensuring confidentiality, and appropriate record-keeping. Students are encouraged to discuss ethical dilemmas in their practicum courses as well as our weekly clinic meetings as a form of consultation and to provide a learning experience for others. Learning to resolve ethical dilemmas continues in our more advanced practica at external sites, where they provide services diverse patient populations (e.g., justice-involved juveniles, seriously mentally ill adults).

Individual and cultural diversity

The Program ensures graduates are competent with respect to individual and cultural diversity by a combination of didactic and practical experiences. Our Multicultural Psychology course is a degree requirement and approaches this topic with a clinical/applied orientation. This course covers a broad range of issues, including racism and privilege, identity development, immigrants and refugees, assessment of diverse clients, adapting therapy techniques for diverse clients, working with sexual minorities, and working with people living with disabilities. As part of this course, students are challenged to engage in self-reflection and self-assessment with the understanding that multicultural competence begins with self-understanding. They are also required to engage in self-guided learning by working collaboratively on presentations related to a diverse group of their choosing. In addition, issues related to diversity, in all its forms, are addressed in our Ethics in Clinical Psychology, Research and Theories in Psychotherapy I, and Beginning Doctoral Practicum Courses, all of which are degree requirements. Moreover, issues of diversity are addressed formally and informally throughout the curriculum when pertinent to class discussions.

The Program Diversity Committee, which includes faculty and students, has made great efforts to provide opportunities for developing multicultural competency by arranging for speakers and hosting an ongoing series of lunch hour presentations and discussions pertaining to issues of diversity, such as HAVEN training (a two-part program to enhance support of the LGBT+ community) and working with clients who express prejudice.

Our campus is located near Houston, Texas, one of the most diverse cities in the country. Not surprisingly, the SHSU campus reflects this same diversity, with over 40% of the student body identifying as a racial or ethnic minority. This context provides great opportunity for working with people of diverse backgrounds, whether it be in our program-run clinic or in the classroom. Several of our practicum sites are correctional settings (e.g., probation offices, jails, prison). It is well-known that racial and ethnic minorities are overrepresented in the justice system; consequently, service delivery in these settings invariably requires consideration of issues of diversity. Our own clinic serves the local community and diversity, in all its forms, is represented in our clinic clientele. Students who possess

the requisite language skills have the opportunity to deliver services in Spanish at our clinic as well as at some of our practicum sites. Dr. Varela (Associate Professor and DCT) is fluent in Spanish and supervises clinical work (therapy, clinical evaluations, and forensic evaluations) through the PSC for Spanish speaking students.

Our students also have the opportunity to enhance their multicultural competence by assisting in research related to diversity issues. Dr. Varela and his students have conducted multiple studies related to diversity in forensic assessment. Dr. Amanda Venta has an active and productive lab examining attachment and mental health outcomes with immigrant children and adolescents. More recently, Dr. Temilola Salami has begun to establish her research program examining health disparities and understanding how sociocultural, cognitive and interpersonal factors interact in the onset and maintenance of PTSD, depression, anxiety and suicidality, particularly among African-Americans. While these three labs emphasize issues of diversity in their research goals, other faculty members (e.g., Boccaccini, Henderson, Crosby, Anastasi) have also conducted research, with students, examining issues of diversity with respect to religion, ethnicity, and age

Professional values, attitudes, and behaviors

A consistent theme throughout our entire training program is preparing our students to become members of the professional community of psychologists. We have coursework that is oriented in this regard, such as our Proseminar in Clinical Psychology that students must take in their first semester. This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research.

This discussion/seminar course challenges students to think critically about current and sometimes controversial issues in clinical psychology and to begin thinking about the types of psychological research needed in these areas. Our Ethics in Clinical Psychology course seeks to instill a set of values related to ethical professional decision-making, applying a guiding theme that learning to be ethical as a psychologist involves an active, ongoing acculturation process. It begins with an ethical self-assessment and helps students integrate their personal values with the culture of psychology and its ethical values and traditions. Most of our students arrive for training with a strong interest in working in the criminal justice system. In our two-course Forensic Assessment sequence (the first is required and the second is taken as an elective by over 90% of our students), students learn about the realities and challenges of working in the justice system, in addition to the principle and techniques of this area of practice.

Beginning in their second year, our students enroll in a practicum course every semester while they are assigned to either our clinic or an external practicum site. These class meetings are less formal, especially with the more senior students, and provide an opportunity for faculty to help students face the professional challenges that are inevitable as neophyte clinicians. Several of our external practicum sites require students to deliver clinical services in organizations who do not have health service as a primary mission (e.g., jails, probation offices, and prisons). Such settings challenge and train our students to effectively represent our profession and our work. With supervision, students learn to navigate organizations and develop a professional identity as a health service psychologist, which leaves them well-prepared for internship, postdoctoral fellowship, and beyond.

Our program has been fortunate to have sufficient funds to assist students in their conference travel.

Since our last visit, we have provided each doctoral student \$1,000 to travel to conferences where she or he is delivering or co-authoring presentations. Beyond the obvious learning opportunities at

professional meetings, we use this time to introduce our students to other scholars and practitioners, and invite them into conversations with colleagues from around the country. Through these informal mentoring experiences, students socialize into the community of psychologists and learn how the values we discuss on campus are present throughout the profession.

Communication and interpersonal skills

Communication, in its many forms, is a component of our classroom and practical training. The most obvious is thesis and dissertation, which require students to produce a scholarly and detailed research report that can withstand the scrutiny of a committee and orally present this same information in a professional manner that demonstrates mastery of their research area. Many of our classes require students to produce original scholarly work to be successful, such as APA-style papers and presentations. In light of the new Standards of Accreditation, we have added dissemination of scholarly work through journal publication or conference presentation as a program requirement.

While this addition formalizes this requirement, it does not represent a significant departure from what has been in place in our training program since its inception. We encourage students to present their research and other work whenever possible and facilitate this through funding for professional travel. We similarly encourage journal publication of their research and work collaboratively with them toward this goal. As our outcome data show, most of graduates leave our program having presented at conferences or published in journals, or both.

Communication in clinical settings also receives significant attention in our training program. Students begin their clinical training with a practicum where they learn the foundational skills of active listening and effective probing by interviewing volunteers through our Department participant pool. These interviews are video recorded and students receive feedback from their faculty and peer supervisors about their performance. They carry a limited number of cases during their first year of practicum and supervision helps establish of a solid foundation of skills, including communication with clients, by emphasizing quality over quantity. Clinical documentation, especially report-writing, is emphasized throughout our clinical training. Students conduct many evaluations through our clinic and at their practicum sites, and have the opportunity to work with multiple supervisors in this regard. This process of rotating supervisors is demanding, but also provides students with multiple examples of how to document their assessment work, leaving them well-prepared for internship. Relatedly, students usually conduct multiple forensic evaluations under faculty supervision during their training. The documentation of these evaluations must withstand the scrutiny of judges and attorneys, and requires students and their supervisors to be attentive to precision and accuracy in their reports. While the psycholegal concepts addressed in these reports may be unique to this area of practice, the demand of producing written products for the courts translates into strong writing in other areas of clinical practice.

One unique aspect of our program is the opportunity to practice communication as a behavioural science expert by delivering testimony at a mock trial. This occurs at the end of our second forensic assessment course and involves students testifying about a forensic evaluation they conducted through the PSC (in a sanitized manner). Students are examined and cross-examined by actual attorneys and must learn how to communicate descriptions of their work and their professional opinions in a precise and accurate manner.

Assessment

The Program ensures graduates are competent with respect to assessment through coursework and practical training experiences. The relevant coursework includes Psychopathology, Developmental Psychopathology, Psychometrics, Assessment of Intelligence and Achievement, Assessment of Personality and Psychopathology, and Forensic Assessment. In Psychopathology, our students learn about a wide range of mental illnesses, including the causes, course, and classification/diagnosis (i.e., DSM-5) of these conditions among adults. Our Developmental Psychopathology covers mental illness and behavior problems among children, including the causes, developmental context, course, and classification/diagnosis of these conditions. In Psychometrics, students learn theories and principles of scale development as well as techniques for examining and judging scale reliability and validity. In our Assessment of Intelligence and Achievement course, students learn the administration, scoring, and interpretation of measures of intellectual functioning and academic achievement. They also learn about using these measures in the assessment of learning disabilities and other presenting concerns associated with psychoeducational evaluations. In our Assessment and Personality and Psychopathology course, students learn techniques of assessment interviews as well as the administration, scoring, and interpretation of various personality/psychopathology inventories (e.g., MMPI-2, MMPI-2-RF, PAI).

Given our goal of producing graduates who are competent with respect to forensic research and practice, we require our Forensic Assessment I course, which covers the various techniques and issues related to forensic evaluations in criminal contexts, including various criminal competencies, mental state, and risk assessment and management. Students also learn about the unique ethical considerations involved in forensic work as well as principles of consultation in forensic settings and observe and assist with actual forensic evaluations.

In addition to these required courses, our Program offers an elective Human Neuropsychology course and an elective Forensic Assessment II course. In our neuropsychology course, students learn about brain pathology (e.g., dementias) and the administration, scoring, and interpretation of neuropsychological testing. In our second forensic assessment course, students further their knowledge related to assessment in legal context, although with attention to additional psycholegal issues, such as civil commitment, child custody, screening for high risk occupations, evaluations of justice-involved juveniles, and ethics. This course also includes a unique practical component—students are required to testify in a mock trial where actual attorneys provide direct and cross examinations.

Our program offers varied experiential training opportunities related to psychological assessment. In the aforementioned intelligence and personality assessment courses, students administer measures to volunteers, score protocols, and interpret results. The bulk of practical experience, however, is gained through our clinical practica. During the summer between first and second year, doctoral students complete our Beginning Doctoral Practicum course where they learn the foundational skills of interviewing and active listening. The conduct their first assessment during the spring of the second year and must deliver a case presentation (along with a therapy case; see below) that is evaluated by a committee of two faculty members as part of the Capstone training milestone. At this point in training, students advance to external practicum sites where they deliver services (i.e., assessment, treatment) to clients with a wide range of presenting problems and of diverse backgrounds, depending on the site to which they are assigned. In addition, students are encouraged to conduct assessments through the Psychological Services Center (PSC). These assessments are typically, but not exclusively, psychoeducational evaluations of juveniles and adults. After

having completed the Forensic Assessment I course, students are also eligible to conduct forensic assessments through the PSC under the supervision of faculty and staff psychologists.

Throughout their practicum training, students take a practicum course each semester—Doctoral Practicum I (PSYC 8382) throughout the second year and the fall of the third year and Doctoral Practicum II (PSYC 8383) during each semester that follows until internship. These are largely seminar courses that include group supervision and less formal didactic training. During the fall semester of third year, our students take Doctoral Practicum I-Assessment, which emphasizes the “nuts-and-bots” of conducting assessments with clients and documenting assessment findings in clinical reports. In response to student feedback, the program faculty who serve as practicum instructors collaboratively work the students to establish a theme for each semester of Doctoral Practicum II, which often includes assessment issues. For students working through the PSC, their practicum instructor provides individual supervision. Similarly, the two staff psychologists at the PSC provide individual supervision at our satellite practicum sites. Licensed psychologists who work on site provide individual supervision at our other external practicum sites.

Intervention

The Program ensures competency with respect to intervention and treatment through a combination of classroom learning and practical training. Our curriculum includes two required intervention courses—Theories and Research in Psychotherapy I and Empirically-Supported Treatments. In the Theories and Research course, students (a) gain an appreciation for the historical foundations of current theories and techniques of psychotherapy; (b) learn the process of researching psychotherapy, how to evaluate treatment research, and how research informs clinical practice; (c) learn to identify the basic tenets of the major theories of psychotherapy, the therapeutic techniques derived from these theories, and the evidence for the effectiveness for these approaches, or lack thereof; (d) develop skill in conceptualizing clinical cases from different theoretical points of view; (e) develop knowledge of ethical principles for the practice of psychotherapy; and (f) learn about cultural factors that influence and dictate the treatment process. This course also includes an experiential component in which students practice techniques in small groups in preparation for later practicum training.

The Empirically-Supported Treatments course examines (a) the psychosocial treatments for specific psychological disorders (e.g., depression, panic disorder) that have received substantial empirical support; (b) the methodological, practical; and (c) the political controversies surrounding the empirically supported treatment (EST) movement. This course includes an experiential component in which all students are encouraged to use at least one EST with a practicum client while enrolled in this course.

In addition to these required courses, the program offers an elective course in group therapy in which students are exposed to the basic theory and practice of group psychotherapy. The information and experiences in the course provide the knowledge needed to begin leading and understanding the effective processes and therapeutic factors of group treatment. Students observe actual group treatment of sexual offenders, which are later discussed. Much of the class also incorporates the Training Group approach, which allows students to lead, co-facilitate, and experience group processes. Students who complete this course have the opportunity to continue as co-therapists for the sex offender groups as an additional practicum experience.

Our Program also offers an elective in Clinical Psychopharmacology, taught under our special topics course number. This course examines essential concepts, including nervous system structure and function and associated neurophysiological mechanisms, for the understanding

of psychopharmacology in the practice of clinical psychology. Clinical applications of psychopharmacology to various psychological/psychiatric symptoms and disorders are emphasized.

The course has as its goals to (a) introduce the student to basic principles of psychopharmacology, (b) teach the most common clinical applications of psychopharmacology, and (c) review the emerging trends in the field of psychopharmacology.

Our Department offers an elective class in marriage and family therapy taught under the course number PSYC 5334 (Theory and Research in Psychotherapy II). This course is taught by Dr. Craig Henderson, a member of the Core Program Faculty. It provides an overview of the models, research, and ethical, and professional considerations associated with marriage and family treatment. This course has been offered once since the last site visit, but none of the doctoral students were enrolled.

Doctoral students begin their formal practicum training in the summer semester between the first and second year. Their first course—Beginning Doctoral Practicum—teaches the foundational skills of active listening and appropriate questioning of clients, with students applying these skills to volunteers arranged through the department participant pool. Students spend their second year at the PSC where they carry a limited caseload of one or two therapy clients. During this year they must enroll in Doctoral Practicum I, which is largely a seminar course that includes group supervision and less formal classroom didactics. They receive individual supervision from their practicum instructor. During the spring semester of the second year, students must deliver a formal case presentation pertaining to a therapy client (and an assessment client; see above), which is evaluated by a committee of two faculty members as part of the Capstone training milestone. During their third year and beyond, most students train at external or satellite sites where they conduct assessment or deliver therapy services, depending on the site. Two more senior students are assigned to work as Clinic Coordinators at the PSC where they conduct intake interviews, assign cases to student clinicians, run clinic meetings, and deliver treatment and assessment services under faculty supervision.

Throughout their practicum training, students take a practicum course each semester—Doctoral Practicum I (PSYC 8382) until the fall of the third year and Doctoral Practicum II (PSYC 8383) during each semester that follows until internship. The first year of Doctoral Practicum I, especially the first semester, emphasizes practical considerations when delivering psychotherapy services. These are largely seminar courses that include group supervision and less formal didactic training. In response to student feedback, the program faculty who serve as practicum instructors collaboratively work the students to establish a theme for the semester. For students working through the PSC, their practicum instructor provides individual supervision. Similarly, the two staff psychologists at the PSC provide individual supervision at our satellite practicum sites. Licensed psychologists who work on site provide individual supervision at our other external practicum sites.

Supervision

Training for doctoral-level competency in supervision occurs in didactic and experiential formats. Our students are required to participate in our Supervision Seminar, which meets once per month for the academic year. Once students complete the seminar, they are eligible to meet their second supervision requirement—to serve as a peer supervisor. In this capacity, senior students work alongside a faculty member or staff psychologist to provide supervision for a junior student. While our minimum is one semester, many students aspire to careers that may involve training and seek out additional opportunities to develop these skills and peer supervise for multiple semesters. This reflects

the flexibility in our training program to accommodate students' differing career goals and educational aspirations.

Consultation and interprofessional/interdisciplinary skills

Consultation and interprofessional/interdisciplinary competencies are developed through a combination of coursework and practical training. Models of professional consultation are covered in our Ethics in Clinical Psychology course. With our program's emphasis in forensic psychology, we address consultation in justice settings in our Forensic Assessment sequence and our Mental Health Law course, including communicating with justice-system stakeholders and how to apply to the techniques of clinical psychology to answer justice-related questions.

As aforementioned, several of our practicum sites are correctional facilities. These sites require students to learn to navigate relationships with criminal justice professionals while adhering to the ethical and legal requirements of ensuring client well-being and maintaining confidentiality. We also have practicum sites at inpatient psychiatric settings, which provides students the opportunity to work with medical and nursing professionals as well as psychology interns and fellows. Students regularly co-evaluate criminal defendants through our clinic, with supervisors present, and write reports addressing psycholegal questions for the courts. These reports themselves represent a form of consultation and our students learn how to communicate opinions in a manner that is accessible to justice system professionals, such as judges and attorneys. Arguably, the most challenging consultation in this regard is providing testimony during legal proceedings. While our students are never expected or asked to testify, they are always invited to accompany their supervisors to observe and learn about expert testimony. Further, in our second forensic assessment course (an elective course taken by most students), students have the opportunity to practice providing expert testimony in mock trials where they are examined and cross-examined by actual attorneys.

Since its inception, the Program has adhered to a scientist-practitioner model. Consistent with this model, the core program faculty and affiliated faculty are all active researchers and scholars. They are assigned courses on the basis of their expertise (e.g., Dr. Jaime Anderson is an active personality researcher and teaches personality assessment; Dr. Hillary Langley researches the development of prosocial behaviors among children and teaches our developmental psychology course). These efforts producing and reviewing research place our faculty at the forward edge of developments in their respective fields. Our course syllabi are updated regularly to reflect this knowledge and ensure currency in the material presented to our students (see uploaded syllabi). Students are funded through research assistantships their first year and remain involved with their mentors' labs throughout their time in our program. This active participation in designing, executing, and reporting research invariably leads to student mastery of the latest research in areas of interest. Beyond their activities on our campus, we encourage and support travel to professional meetings/conference to allow students to present their own work as well as be exposed to innovations in their areas of interest.

The Program efforts to promote cultural competence begins with our website, (<http://www.shsu.edu/academics/psychology-and-philosophy/psychology/doctoral-program/index.html>), where we communicate to the public, especially prospective students, our commitment to diversity and inclusion.

- The landing page of the program website unequivocally states students in the program will be required to provide services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be very different from their own.
- The website includes a special section devoted to diversity.
- The website includes listings of recent student and faculty publications that specifically address issues of diversity.
- The website describes both the Program Diversity Committee as well as the parallel College of Humanities and Social Sciences Diversity and Inclusion Committee. Both were established in 2016 to enhance our atmosphere of inclusion, enrich our diversity training, recruit faculty and students from diverse backgrounds, and create an additional forum for diversity-related discussion.

During the first week of the fall semester new students receive formal program orientation. This includes a reiteration of program philosophy regarding the importance of clinicians being open to providing services to persons of all worldviews. Prior to beginning their initial practicum experience, students are subject to a specific clinic orientation. This includes coverage of the wide variety of clientele students can expect to see through the clinic and other practicum sites.

The curriculum includes specific diversity training (see below). Performance in these classes (or sections of classes) allows faculty to gauge students' development of multicultural competency.

- Students are required to take Beginning Doctoral Practicum (PSYC 8381) during their first summer semester on campus. This includes completing a cultural self-analysis and sharing it with the class. This exercise emphasizes how the various elements of our cultural background have affected each person and how they relate to others.
- A class in Multicultural Psychology (PSYC 7360), taught from a clinical perspective, is required of all students. As can be seen in the uploaded syllabus, this course examines a wide-range of issues relevant to research and practice.
- A number of other required courses regularly include diversity in their syllabi:
 - Psychotherapy
 - Doctoral Practicum I (Capstone)
 - Psychopathology
 - Ethics in Clinical Practice
 - Theory and Research in Psychotherapy
 -

The Program also fosters the development of multicultural competence through practical training (see below). Practicum supervisors and faculty rate our students' progress in developing competencies related to diversity.

- Students working at the Psychological Services Center see clients from a wide variety of backgrounds. This ranges from individuals from an underserved, low income rural area to more urban populations from the northern suburbs of Houston.
- Outside practicum assignments cover areas ranging from Galveston through greater Houston to the Brazos Valley. Houston is widely known as one of the culturally most diverse cities in the country.

- Students also work with justice-involved clientele in who are incarcerated or under community supervision. Not only are minority groups over-represented in the justice system, but the corrections population itself represents a subculture that must be understood to be an effective clinician
- Students are required to complete a class in forensic assessment and this includes conducting actual assessments for the courts. This allows for exposure to an extremely diverse population. Students discuss their cases in class, allowing them to benefit from their classmates' experiences.
- Doctoral Practicum II (PSYC 8383) is taken by all students assigned to clinical practicum. Classes are deliberately set up with a mix of students working at the clinic and at a variety of outside sites. This encourages discussion of a very wide array of clientele.

In addition to course and practicum performance, the program assesses each student's progress toward multicultural competence at the two major milestone evaluations—Capstone Presentation and The Doctoral Clinical Comprehensive examination. In the former, students are expected to address any multicultural considerations that were present in their therapy and assessment cases. The clinical comprehensive exam, completed prior to internship, includes a clinical vignette followed by questions for analysis. By design, each vignette has a particular cultural issue that must be addressed.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

1. The MLA listed for all profession-wide competency (PWC) areas indicates that a minimum percentage of students must meet a specific requirement. For example, one of the MLAs for the Assessment competency is that "90% of students will achieve a grade # B in the following courses: Psychopathology (PSYC 5330)..." Given that an MLA should be representative of the minimum requirements that every student must meet, the program is asked to clarify how a MLA that only requires that some students demonstrate readiness for entry to practice is an appropriate MLA.
2. The program handbook (Appendix I.D.1.2.1) lists requirements for program completion which include that "if a grade of "C" is received in any course, it must be balanced by a grade of "A" in another course within the required curriculum." The program is asked to clarify how allowing a student to obtain a "C" in a course demonstrates student readiness for entry to practice.
3. Additionally, one of the requirements for program completion listed in the program handbook (Appendix I.D.1.2.1) includes that "80% of domains on the Omnibus Evaluation of Competency Development form [be] rated as competent or higher in the each of the following areas: 1) Assessment skills, 2) Intervention Skills, 3) Professional Development, and 4) Ethics." The program is asked to clarify how allowing students to receive a score below competence on 20% of the items on the Omnibus form indicates student readiness for practice.
4. Consistent with IR C-18 D, programs are required to have multiple elements for each PWC. Given that Table 2 only lists one element for supervision, the program is asked to clarify what additional elements it requires for the supervision PWC.
5. Given that there is inconsistency across materials regarding the MLAs for students, the program is asked to provide an updated Table 2 that includes the MLAs the program requires that all students meet in order to successfully complete the program.

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.B.2

Description

Learning/Curriculum Elements Related to the program's Aims.

The program must describe the process by which students attain discipline-specific knowledge and each profession-wide competency (i.e., the program's curriculum) and provide a description of how the curriculum is consistent with professional standards and the program's aims.

Supporting Material

1. Upload syllabi for ALL required courses in addition to any elective courses that may be used to meet any of the requirements of Standard II.

Appendix	Title	Uploaded By
appendix II.B.2.1.1	Psychopathology	Jorge Varela 2018-04-10 15:12
appendix II.B.2.1.2	Advanced Social Psychology	Jorge Varela 2018-04-10 15:12
appendix II.B.2.1.3	Theory and Research in Psychotherapy I	Jorge Varela 2018-04-10 15:13
appendix II.B.2.1.4	Couple and Family Therapy	Jorge Varela 2018-04-10 15:13
appendix II.B.2.1.5	Advanced Physiological Psychology	Jorge Varela 2018-04-10 15:37
appendix II.B.2.1.6	Neuropsychopharmacology	Jorge Varela 2018-04-10 15:37
appendix II.B.2.1.7	Advanced Statistics	Jorge Varela 2018-04-10 15:38
appendix II.B.2.1.8	Experimental Design	Jorge Varela 2018-04-10 15:38
appendix II.B.2.1.9	History and Systems of Psychology	Jorge Varela 2018-04-10 15:39
appendix II.B.2.1.10	Psychometrics	Jorge Varela 2018-04-10 16:41
appendix II.B.2.1.11	Assessment of Intelligence and Achievement	Jorge Varela 2018-04-10 16:41
appendix II.B.2.1.12	Assessment of Personality and Psychopathology	Jorge Varela 2018-04-10 16:42
appendix II.B.2.1.13	Advanced Child Assessment	Jorge Varela 2018-04-10 16:43
appendix II.B.2.1.14	Clinical Psychology Proseminar	Jorge Varela 2018-04-10 16:44
appendix II.B.2.1.15	Mental Health Law	Jorge Varela 2018-04-10 16:45
appendix II.B.2.1.16	Multicultural Psychology	Jorge Varela 2018-04-10 16:45
appendix II.B.2.1.17	Ethics in Clinical Practice	Jorge Varela 2018-04-10 16:46
appendix II.B.2.1.18	Empirically-Supported Treatments	Jorge Varela 2018-04-10 16:46
appendix II.B.2.1.19	Human Neuropsychology	Jorge Varela 2018-04-10 16:47
appendix II.B.2.1.20	Emotions	Jorge Varela 2018-04-10 16:47
appendix II.B.2.1.21	Multivariate Statistics in Psychology	Jorge Varela 2018-04-10 16:48
appendix II.B.2.1.22	Latent Variable Modeling	Jorge Varela 2018-04-10 16:48
appendix II.B.2.1.23	Group Therapy	Jorge Varela 2018-04-10 16:49
appendix II.B.2.1.24	Psychopharmacology	Jorge Varela 2018-04-10 16:50
appendix II.B.2.1.25	Forensic Assessment I	Jorge Varela 2018-04-10 16:50
appendix II.B.2.1.26	Forensic Assessment II	Jorge Varela 2018-04-10 16:51
appendix II.B.2.1.27	Beginning Doctoral Practicum	Jorge Varela 2018-04-10 16:52
appendix II.B.2.1.28	Doctoral Clinical Practicum I - Therapy	Jorge Varela 2018-04-10 16:53
appendix II.B.2.1.29	Doctoral Practicum I - Capstone	Jorge Varela 2018-04-10 16:53
appendix II.B.2.1.30	Doctoral Practicum I - Assessment	Jorge Varela 2018-04-10 16:54

appendix II.B.2.1.31	Doctoral Clinical Practicum II (DNelson)	Jorge Varela 2018-04-10 16:55
appendix II.B.2.1.32	Doctoral Clinical Practicum II (CRatcliff)	Jorge Varela 2018-04-10 16:56
appendix II.B.2.1.33	Doctoral Clinical Practicum II (JAnderson)	Jorge Varela 2018-04-10 16:57
appendix II.B.2.1.34	Doctoral Clinical Practicum II (JVarela)	Jorge Varela 2018-04-10 16:57

2. Important Reminders for providing syllabi:

- Syllabi should be ordered by course number and should be clearly labeled by both course number and title.
- Course number and course title should be clearly marked on the first page of the syllabus.
- The minimum information required for CoA's review of each syllabus includes: specific bibliographies of required readings, a listing of all topics covered, the nature of the assignments students are required to complete, name of instructor, date the course was last offered. This must be presented in a way that can be understood by outside reviewers (including, for example, chapter names and paper titles, rather than just author and date).

If the program or a course in the program uses an electronic method for listing or storing required readings (e.g., the list of readings is available on Blackboard), the reading list must be uploaded with the syllabus. All syllabi will be evaluated solely on the basis of what is submitted with the self-study; as a result, a syllabus that is missing the required readings may be judged to be inadequate on that basis alone.

Appendix	Title	Uploaded By
<p>3. Upload OPTIONAL Curriculum plan/map - if coverage of discipline specific knowledge, profession-wide competencies, or program-specific competencies is distributed across multiple experiences, provide a curriculum map that clearly demonstrates how/where coverage is distributed and assessed.</p>		
Appendix	Title	Uploaded By

Self Assessment

Focused Questions



[Describe the program's curriculum and provide a list of required courses and other required learning activities.



[Include syllabi for all required courses and courses used to provide knowledge in discipline specific knowledge, profession-wide competencies, and program-specific competencies (as applicable).

If coverage is distributed across multiple training experiences, describe how/where this is provided (e.g. please identify/cite specific content and not just syllabus titles). Provide a curriculum map that clearly demonstrates how/where coverage is distributed and assessed distributed and how it is assessed within the distributed coverage (upload "CURRICULUM MAP" if applicable).



[If multiple sections of a course are offered or multiple syllabi are provided for one course, describe the procedure to ensure that each section of the course provides sufficient coverage of the identified knowledge area.



[Does the program use distance/online/electronically mediated education methodologies? If yes, please address the following:

- Describe specifically when and how distance/online/electronically mediated education methodologies are used. If specific courses (in part or whole) or educational experiences are offered using distance education methods, each must be explicitly identified as such.
- Describe the methods by which the program identifies the person participating in the education or training activity that uses distance education methodologies. In other words, the program must report how it ensures that a student registering or receiving credit for a course is the same person that participates in and completes the course.
- Describe how the methods described above protect student privacy.
- Describe how students are informed in a timely manner of any additional program fees associated with verification of student identity.

The Program curriculum comprises a minimum of 108 semester credit hours, which includes required and elective courses. These courses are described in the *Program Handbook* (see "Course Descriptions" section) as well as the university Graduate Catalog (<http://catalog.shsu.edu/graduate/course-descriptions/psyc/>).

Requirements

- Psychopathology (PSYC 5330; 3 semester hours)
- Advanced Social Psychology (PSYC 5332; 3 semester hours)
- Theory and Research in Psychotherapy I (PSYC 5333; 3 semester hours)
- Advanced Physiological Psychology (PSYC 5360; 3 semester hours)
- Advanced Statistics (PSYC 5387; 3 semester hours)
- Introduction to Experimental Design (PSYC 5388; 3 semester hours)
- History and Systems of Psychology (PSYC 5392; 3 semester hours)
- Psychometrics (PSYC 5394; 3 semester hours)
- Assessment of Intelligence and Achievement (PSYC 5395; 3 semester hours)
- Assessment of Personality and Psychopathology (PSYC 5396; 3 semester hours)
- Advanced Developmental Psychology (PSYC 5397; 3 semester hours)
- Clinical Psychology Proseminar (PSYC 7330; 3 semester hours)
- Law and Social Psychology (PSYC 7333; 3 semester hours)
- Mental Health Law (PSYC 7336; 3 semester hours)
- Developmental Psychopathology (PSYC 7339; 3 semester hours)

- Multicultural Psychology (PSYC 7360; 3 semester hours)
- Ethics in Clinical Practice (PSYC 7362; 3 semester hours)
- Empirically Supported Treatments (PSYC 7370; 3 semester hours)
- Emotions (PSYC 7377; 3 semester hours)
- Multivariate Statistics in Psychology (PSYC 7387; 3 semester hours)
- Forensic Assessment I (PSYC 8360; 3 semester hours)
- Introduction to Doctoral Practicum (PSYC 8381; 3 semester hours)
- Doctoral Clinical Practicum I (PSYC 8382; 3 semester hours for 9 credits)
- Doctoral Clinical Practicum II (PSYC 8383; 3 semester hours for 9 credits minimum)
- Thesis I (PSYC 6098; 3 semester hours)
- Thesis II (PSYC 6099; 3 semester hours; must be repeated until project is complete)
- Dissertation I (PSYC 8096; 3 semester hours)
- Dissertation II (PSYC 8097; 3 semester hours)
- Dissertation III (PSYC 8098; 3 semester hours)
- Dissertation IV (PSYC 8099; 3 semester hours; must be repeated until project is complete)

Electives

- Theory and Research in Psychotherapy II – Marriage and Family Therapy (PSYC 5334; 3 semester hours)
- Human Neuropsychology (PSYC 7374; 3 semester hours)
- Special Topics – Group Therapy (PSYC 7392; 3 semester hours)
- Special Topics – Latent Variable Modeling (PSYC 7392; 3 semester hours)
- Special Topics – Psychopharmacology (PSYC 7392; 3 semester hours)
- Forensic Assessment II (PSYC 8361; 3 semester hours)

Capstone Case Presentations

At the end of the spring semester of their second year, students must present an assessment case and therapy case to a committee of two faculty members. During these presentations, students must describe their clinical decisions and the rationale for each. For example, students must describe their treatment plan and goals, changes to treatment, the process of treatment, and the outcomes.

Their assessment presentation must describe the procedures used and rationale for each, results, conclusions, and recommendations. Students must describe ethical and multicultural considerations related to each case and how these were addressed. Successful completion of this evaluation milestone allows the student to proceed to advanced practicum. A student who fails one or both of these presentations will be placed on a remediation plan and will have the opportunity to retest at the end of the summer semester.

Supervision Seminar

In addition to these courses, all students must complete our Supervision Seminar, which meets once per month at the Psychological Services Center (PSC) during the Fall and Spring semesters. Students typically complete this requirement while they are assigned to the PSC for practicum during their second year. After completing this seminar, students must complete one semester as a peer supervisor for a more junior doctoral student. This requirement is met during or after the third year of training. These requirements are documented in the *Program Handbook* (see “Supervision Training”).

Doctoral Comprehensive Exam

Students are required to pass a comprehensive exam before they can be certified for internship. This exam has two components—a research and clinical question. The research question requires

students to review a journal article in the same manner as a peer reviewer and critique the strengths and weakness of the introduction, research design/method, statistical analyses, presentation of results, and discussion (see uploaded sample question). The clinical question involves the description a client presenting for services. The question is structures such that students are provided information and must answer a series of questions before being presented additional information to which they must respond. As part of this question, students must make and explain diagnostic impressions, treatment decisions, multicultural considerations, and ethical decisions (see uploaded sample question). The exam is administered simultaneously on consecutive days at the end of the first week of the Summer semester. Students are allowed 12 hours for each question (0800h to 2000h). Two faculty members are assigned to score each question and make a pass-fail decision. In the case of a split decision, a third faculty member serves a tie-breaker. If a student fails, he or she is allowed to retest in the first two weeks of the following September. If a student fails twice, he or she is dismissed from the program, although appeals can be made following the University policies.

Major Area Paper (MAP)

Students who are in good standing in the program have the option of completing a MAP in lieu of the doctoral comprehensive exam. The MAP represents a focused and critical review of a topic, concept, or research area in the field of psychology. It must fill a gap in the literature, and a sophisticated, critical analysis of the literature is expected. The review should integrate information from within the particular subject area, incorporate material from other relevant areas, and establish implications for the field. The manuscript should reflect a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Use of meta-analytic methods is legitimate and may be a desirable option. The MAP manuscript is meant to demonstrate the student's expertise and an advanced awareness of pertinent theoretical and methodological issues.

The student must present the Faculty a 1- or 2-page proposal outlining the plan for the project, including the rationale for the MAP and how the completed MAP will represent an improvement to the current state of knowledge in the field. The proposal must also identify the three skill areas in which the student will demonstrate proficiency. For each skill area, the student must explain how the completed MAP will demonstrate the student's proficiency. At least two of these skill areas must be clearly related to practice or research in the area of clinical psychology. A defensible draft of the MAP must be submitted to the student's two-person committee by April 1 of the academic year in which the student would otherwise take doctoral level comprehensive examinations. The committee's approach and evaluative responses are modeled after the journal review process. Evaluative grades assigned by committee members will include: "pass," "pass with minor revisions," "revise and resubmit," and "fail." The MAP is considered passed when the student receives a grade of "pass" by both committee members.

The program does not use any distance learning.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

1. The program is asked to clarify the term in which PSYC 5396: Assessment of Personality and Psychopathology is offered.
2. The program is asked to provide the syllabi for PSYC 5397: Advanced Developmental Psychology and PSYC 7339: Developmental Psychopathology.
3. The DSK table indicates that PSYC 5390: Advanced Physiological Psychology provides coverage of biological aspects of behavior. The program did not provide a syllabus for PSYC 5390; *however*, a syllabus was provided for PSYC 5360: Advanced Physiological Psychology. The program is asked to clarify if this is the syllabus for the course used to provide coverage in biological aspects of behavior.

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.B.3

Description

Required Practicum Training Elements

1. Practicum must include supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. The doctoral program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for internship the student has attained the requisite level of competency.
2. Programs must place students in settings that are committed to training, that provide experiences that are consistent with health service psychology and the program's aims, and that enable students to attain and demonstrate appropriate competencies.
3. Supervision must be provided by appropriately trained and credentialed individuals.
4. As part of a program's ongoing commitment to ensuring the quality of their graduates, each practicum evaluation must be based in part on direct observation of the practicum student and her/his developing skills (either live or electronically).

Supporting Material

1. Upload REQUIRED TABLE: Download [Table 4 Practicum Settings](#) template. Use this template to provide required practicum information. Please label upload as - **TABLE 4 Practicum Settings**

Appendix	Title	Uploaded By
appendix II.B.3.1.1	SHSU Practicum Sites and Settings	Jorge Varela 2018-04-13 16:24

Self Assessment

Focused Questions

Review: [IR C-12 D: Practicum guidelines for doctoral programs](#) and [IR C-13 D: Telesupervision](#)

- ☒ [Describe practicum sites in a narrative. The description of practicum sites should include the nature of the training provided, practicum availability, and the other content noted in II.B.3.
- ☒ [Discuss how the program ensures practicum evaluations are based in part on direct observation.
- ☒ [If students' practicum experiences utilize any amount of telesupervision, discuss how it is used and provide the reference for the policy addressing this supervision modality.

Current Practicum Sites

Federal Prison Camp: This is a minimum security facility for females. Students are provided experience with treatment and assessment of female inmates, as well as crisis intervention services and staff consultation. In addition to a general population, the facility houses a structured substance abuse program and the national women's trauma program. Two students are accepted each year.

Harris County Juvenile Services: Students at this site gain experience in adolescent assessment at the novice or intermediate level. It also allows students to observe more complex forensic assessments. Students also provide treatment services to juveniles on probation, as well as consultation to juvenile probation staff. Two to three students are placed there annually depending on need.

Private Practice Settings: We work with four local private practitioners, each with his or her own office. Dr. Rebecca Hamlin, Dr. Ron Massey, Dr. Angie Hays, and Dr. Roger Saunders have provided students opportunities to pursue treatment and assessment of a full range of outpatients and to do some forensic assessment work. These placements also familiarize students with the ins and outs of private practice, including navigating insurance. At present, there is a student placed annually with Dr. Hamlin, and Dr. Massey occasionally offers forensic opportunities to our students.

SHSU Psychological Services Center: The SHSU training clinic provides assessment and treatment experience ranging from novice to advanced. Clients include adults, children, families, couples, and the judicial system. All second-year students are placed here for their initial therapy and assessment experience. Two advanced students are placed here as clinic coordinators to assist the Clinic Director with administration and engage in peer supervision of younger students. A number of more senior students generally pick up therapy and assessment cases.

The Institute for Rehabilitation and Research: This is a hospital setting, located in the Texas Medical Center. It provides students opportunities to conduct neuropsychological assessment under the supervision of a psychologist holding an ABPP in neuropsychology. It also provides experience in working with an interdisciplinary team and in providing consultation to various disciplines. One student is placed here annually.

Rusk State Hospital: This is a psychiatric hospital operated by the State of Texas. Students perform both treatment and assessment of both civil and court-committed patients and have the opportunity to work as part of an interdisciplinary team. They also have the opportunity to see very disturbed patients in both acute and chronic states. Two positions a year are available.

Austin State Hospital: This is a psychiatric inpatient facility operated by the State of Texas. Students do both therapy and assessment with seriously disturbed patients. They also have the opportunity to be involved in some forensic work. One student can be placed here annually.

Harris County Psychiatric Center: This is a teaching hospital operated by the University of Texas in the Houston Medical Center. Students are engaged in both forensic and general assessment. The facility houses both adults and juveniles. Students also engage in very short term therapy and function as part of an interdisciplinary team. Two students are placed here annually.

Transitional Living Center: This is a facility in Galveston where our students were supervised by a neuropsychologist engaged in both assessment and treatment. Much of the population is composed of military veterans. This site is rarely used due to the distance.

Texas A & M Telehealth Counseling Clinic: This is a facility designed to provide treatment services to a multi-county area using telehealth. Some supervision is also provided using telehealth technology. Students become familiar with the medium and ethical issues unique to it, as well as providing psychotherapy. Two students are generally assigned there annually.

Satellite Sites

- ***Students deliver services on site as a satellite of the PSC and are supervised directly by licensed psychologists from the PSC***

Montgomery County Adult Probation: This site requires both assessment and treatment of adult offenders. Evaluations include those done for the Montgomery County Mental Health Court. Cases range from novice to advanced. One student is placed here annually.

Montgomery County Jail: This site gives students the opportunity to provide short term psychotherapy services to adult inmates in both individual and group formats. Students also assist in consultation to jail staff and triaging newly arrived inmates who might be in need of mental health services. One student is placed here annually.

Montgomery County Juvenile Services: This site primarily focuses on the assessment of troubled juveniles. It also includes consultation with Juvenile Probation staff. Two students are placed here annually.

Walker County Adult Probation: This site provides students experience in both assessment and treatment of adult offenders. Cases range from novice to advanced. Students also provide consultation to probation staff. Two students are placed here annually.

Previous Practicum Sites

- ***Agencies that provided training opportunities during the reaccreditation period but are no longer available***

ADAPT Counseling: Provided experience treating children and families, some of whom have specific problems with sexual acting out. Students also assisted in providing training for various agencies. No longer available.

Ben Taub General Hospital: Provided experience with the assessment and treatment of acutely disturbed psychiatric inpatients as part of an interdisciplinary team. Hospital based outpatient treatment was also rendered. No longer available.

Crockett State School: Students had the experience of working with troubled juveniles in both group and individual formats, as well as providing consultation to paraprofessional staff. The facility is now closed.

Harris County Mental Health and Mental Retardation Authority: This is a large outpatient facility serving Harris County. Students were primarily engaged in assessments ordered by treatment teams and provided feedback on these assessments. This site is no longer used.

Smartcare: This is a residential facility often serving adults who have recently been hospitalized. Students would engage in triage of newly arrived patients and more extensive assessment as needed. This site is no longer used.

Sadler Clinic: This is basically an independent practice where students engaged in neuropsychological assessment with a population primarily suffering from brain injuries or other neurological disorders. This site is no longer used.

Touchstone Neurobehavioral Resources: This site provided experience assessing and treating institutionalized individuals with brain injuries or other neurological disorders. Students provided consultation and worked as part of an interdisciplinary team. This site is no longer used.

Veteran's Administration Medical Center: This site allowed students to provide very short-term therapy services to hospitalized veterans. This site is no longer used.

All field settings have been approved by the Clinic Director as clearly committed to training. All field settings are visited by the Clinic Director prior to such approval, and periodically afterwards as indicated. All outside supervisors are interviewed and their credentials examined. Every effort is made to maintain open lines of communication with facilities during students' practicum assignments. Outside supervisors are asked to submit written evaluations of each student each semester (see *Program Handbook*, Appendix B). This form includes verification of direct observation.

The Program's first three years emphasize clinical experiences at the PSC or at carefully selected sites appropriate for the emerging skills of the novice clinician. All students are enrolled in an on-campus practicum class where they present and discuss cases from their various settings. Available practicum sites now include community outpatient services, rehabilitation agencies, probation and correctional facilities, hospital settings, and private practices. Opportunities are available for students to conduct therapy and assessment with populations of all ages. Potential clientele include persons with a variety of diagnoses, including those who are acutely psychotic or suffering from serious neurological disorders. Students also participate in court-ordered evaluations. In all placements, students are provided opportunities to integrate theory and practice and are encouraged to ask questions and to discuss their experiences. Students are also encouraged to develop research questions applicable to practicum sites.

In the practicum assignment process, the Clinic Director works to ensure that all students receive supervised practicum experience with youth and adults, and with assessment and therapy across a spectrum of psychopathology. The Clinic Director meets with students individually to discuss their training interests, training needs, and potentially appropriate sites. Although the Clinic Director makes

an effort to respect student preferences regarding practicum placements, students are required to work in a variety of sites throughout their graduate career. Student may not restrict their practicum experiences to a particular population or setting.

With the publication of the *Standards of Accreditation* and Implementing Regulation C-14-D, the program addressed this requirement with all internal and external practicum supervisors. We have also revised our practicum evaluation forms to include indication of direct observation and comments, as needed.

The practicum site at Texas A&M uses telecommunications technology to deliver therapy and for supervision, all according to their internal policies.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

The program indicated that the "practicum site at Texas A&M uses telecommunications technology to deliver therapy and for supervision, all according to their internal policies." The program is asked to provide the reference for the policy addressing this supervision modality, consistent with IR C-13 D.

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.B.4.a-b

Description

Required Internship Training Elements.

The program must demonstrate that all students complete a one year full-time or two year part-time internship. The program's policies regarding student placement at accredited versus unaccredited internships should be consistent with national standards regarding internship training.

1. **Accredited Internships.** Students are expected to apply for, and to the extent possible, complete internship training programs that are either APA- or CPA-accredited. For students who attend accredited internships, the doctoral program is required to provide only the specific name of the internship.
2. **Unaccredited Internships.** When a student attends an unaccredited internship, it is the responsibility of the doctoral program to provide evidence demonstrating quality and adequacy of the internship experience. This must include information on the following:
 1. the nature and appropriateness of the training activities;
 2. frequency and quality of supervision;
 3. credentials of the supervisors;
 4. how the internship evaluates student performance;
 5. how interns demonstrate competency at the appropriate level;
 6. documentation of the evaluation of its students in its student files.

Supporting Material

1. Upload REQUIRED TABLE: Download [Table 5 Internship Placement](#) template. Use this template to provide required placement information. Please label upload as - **TABLE 5 Internship Placement**

Appendix	Title	Uploaded By
appendix II.B.4.a-b.1.1	Internship Placement	Jorge Varela 2018-04-13 16:24

Self Assessment**Focused Questions**

Review: [IR C-17 D: Expected Internship Placements for Students in Accredited Doctoral Programs](#)



[Describe the program's policies, expectations of and requirements for internship placement.



[If students do not complete an accredited internship, the program must provide the following:

1. the nature and appropriateness of the training activities;
2. frequency and quality of supervision;
3. credentials of the supervisors;
4. how the internship evaluates student performance;
5. how interns demonstrate competency at the appropriate level;
6. documentation of the evaluation of its students in its student files.

The Program policy related to internship is documented in the *Program Handbook* (see “Predoctoral Internships”). Students must be within one year of completing all coursework and passed doctoral comprehensive exams in order to be eligible to apply for internships. Students must also have successfully defended their dissertation proposal no later than September 15 before the application for internship to be certified by the DCT.

The training at any internship site that is not accredited by the APA must be reviewed by the DCT prior to the student beginning his or her internship year. Specifically, the DCT will review:

1. the nature and appropriateness of the training activities;
2. the frequency and quality of supervision;
3. the credentials of the supervisors;
4. how the internship evaluates student performance;
5. how interns demonstrate competency at the appropriate level; and
6. how the internship documents the evaluation of its trainees.

Since the program’s accreditation in 2006, all students in the Program have completed APA-accredited internships. As referenced above, students are advised any non-accredited internship will be evaluated on the criteria listed and must be approved by the Program to meet the internship degree requirement.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.C.1

Description

Degree Type.

All accredited programs in psychology support the development of disciplinary knowledge and core competencies associated with the profession, and support the acquisition and integration of knowledge, skills, and attitudes from two major domains within the discipline: research and evidence-based practice. Programs are accredited either to offer the PhD degree or to offer the PsyD degree. Other doctoral degree designations that meet these general parameters may be eligible for consideration as appropriate. Although all doctoral degrees contain all the required elements common to programs accredited in HSP, they differ in the balance among, and relative emphasis on, program components, based on specific training aims or likely career paths of their graduates.

In general, PhD programs place relatively greater emphasis upon training related to research, and PsyD programs place relatively greater emphasis on training for engaging in professional practice. Graduates of each type of program or other doctoral degree designations, however, must demonstrate a fundamental understanding of and competency in both research/scholarly activities and evidence-based professional practice.

Programs that confer the PhD must have a substantial proportion of faculty who conduct empirical research in the discipline (or related disciplines and fields) and a substantial proportion of faculty who have been trained for the practice of psychology. Thus, students in PhD programs are trained to both create and disseminate the scholarly research upon which science and practice are built, as well as utilize such research to engage in evidence-based practice.

Programs that confer the PsyD must have a substantial proportion of faculty who engage in scholarship and/or empirical research in the discipline (or related disciplines and fields) and a substantial proportion of faculty who have been trained for the practice of psychology. Thus, students in PsyD programs are trained to engage in evidence-based practice, as well as in scientific inquiry and evaluation.

Supporting Material

1. Upload optional

Appendix	Title	Uploaded By
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Self Assessment**Focused Questions**

☒ [Describe how training aligns with the chosen degree type.

As a Ph.D. program that adheres to a scientist-practitioner model, the Program seeks to train psychologists who can contribute to the body of empirical knowledge relating to psychology and apply this body of knowledge to direct service-delivery. To this end, science and practice are integrated throughout the curriculum. Doctoral students complete courses related to research training (e.g., research design, quantitative methods) alongside courses related to clinical practice (e.g., assessment and treatment). Moreover, students are expected to engage in research activity throughout their training and these efforts typically involve issues pertinent to clinical practice. We have moved to a mentor-model of training, which ensures students will become engaged in research pursuits as soon as they arrive on campus. This involvement in research facilitates students meeting another of our program expectations—to contribute to our body knowledge by presenting research at conferences, publishing research in peer-reviewed journals, or (very often) both.

Our coursework relies on the most up-to-date empirical findings to ensure students will use these evidence-based techniques in their practice after graduation. Further, we seek to instill the values of lifelong learning of empirically-derived knowledge and willingness to contribute to our body of knowledge, when possible.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.C.2

Description

Program-Specific Competencies and Related Curriculum.

Doctoral programs accredited in health service psychology may require that students attain additional competencies specific to the program.

1. If the program requires additional competencies of its students, it must describe the competencies, how they are consistent with the program's aims, and the process by which students attain each competency (i.e., curriculum).
2. Additional competencies must be consistent with the ethics of the profession.

Supporting Material

1. Optional: Download [Table 3 Program-Specific Competencies](#) template. Please label upload as - **TABLE 3**

Program-Specific Competencies

Appendix	Title	Uploaded By
appendix II.C.2.1.1	SHSU Program-Specific Competency--Forensic Research and Practice	Jorge Varela 2018-04-13 16:28

Self Assessment

Focused Questions

Complete this section only if the program requires program-specific competencies and related curriculum

☒ [If the program requires additional competencies of all its students, it must describe the competencies, how they are consistent with the program's aim(s), and the process by which students attain each competency (i.e., curriculum).

☒ [Describe how these additional competencies are consistent with the ethics of the profession.

☒ [Complete Table 3 Program-Specific Competencies

The Program has as its fourth aim to *produce graduates who can apply clinical psychology principles in the legal arena in both research and clinical practice*. Consistent with this aim, we add the competency domain of Forensic Research and Practice to the nine areas listed in the *Standards of Accreditation*. With respect to this competency, we expect students to (1) demonstrate knowledge in the ways in which clinical science and practice inform legal issues, (2) conduct and critically evaluate research related to forensic assessment, and (3) provide consultation and direct services to the legal system.

The Program provides students coursework and experiential training related to the competency to domain. With respect to coursework, students are required to take our Forensic Assessment I and Mental Health courses. In addition, we offer an elective course—Forensic Assessment II—which nearly all our students complete. The course descriptions are below:

Forensic Assessment I (PSYC 8360; 3 hours): This course examines issues related to conducting assessments for the criminal courts. Students review and critique current research in forensic psychology, as well as developing case law. Emphasis is placed on constructing the written report and on the ethical issues often faced in the forensic forum. This course will include a practicum component in which students perform forensic assessments with the instructor.

Mental Health Law (PSYC 7336; 3 hours): This course explores state and federal constitutional, statutory, and case law regulating mental health professional practice. Topics include: child abuse/neglect reporting laws, civil commitment, confidentiality and privilege, duty to protect third parties from harm, psychiatric hospitalization of inmates, and state licensing requirements.

Forensic Assessment II (PSYC 8361; 3 hours): In this elective course students continue to develop skills in forensic assessment with an emphasis on the civil justice issues (e.g., juvenile evaluations, personal injury, and child custody). Current research in forensic psychology, as well as developing case law, are reviewed. Providing expert testimony in the courtroom will be discussed in detail, and students are required to participate as witnesses defending a case they have completed in a mock trial exercise.

As indicated above, the required Forensic Assessment I course included a practical component in which students observe, and then complete, an actual forensic evaluation (e.g., competency to stand trial, mental state at time of alleged offense) under the supervision of the course instructor, who is board-certified in forensic psychology. Once a student has enrolled in the Forensic Assessment I course, s/he is eligible to assist with forensic evaluations through the Psychological Services Center.

Our clinic receives referrals from many of surrounding counties with requests from judges to conduct forensic assessments addressing a wide range of psycholegal issues with adult and juvenile evaluatees.

In addition, several of our practicum sites involve working with juvenile and adult probationers as well as adults in jail and juveniles in detention.

Psychologists have a long history of involvement with the justice system in various capacities. Our program emphasizes learning the skills necessary to make a meaningful contribution to the criminal justice system through expert services and consultation. The American Psychological Association has recognized Forensic Psychology as a formal specialty since 2001 and has published specialty guidelines for research and practice related to forensic psychology. Through our coursework and supervised practice we train our students how to apply the ethical code and specialty guidelines to their work.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

Similar to items previously noted in Standards II.B.1.a and II.B.1.b, the MLAs listed in the program's program-specific competencies (PSC) table indicate that a minimum percentage of students must meet a specific requirement. For example, one of the MLAs listed is that "90% of students will achieve a grade # B in the following courses: Forensic Assessment I (PSYC 8360)..." Given that a MLA should be representative of the minimum requirements that every student must meet, the program is asked to clarify how a MLA that only requires that some students demonstrate readiness for entry to practice is an appropriate MLA.

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.D.1.a

Description

Evaluation of Students' Competencies.

The program must evaluate students' competencies in both profession-defined and program-defined areas. By the time of degree completion, each student must demonstrate achievement of both the profession-wide competencies and those required by the program. Thus, for each competency, the program must:

1. Specify how it evaluates student performance, and the minimum level of achievement or performance required of the student to demonstrate competency. Programs must demonstrate how their evaluation methods and minimum levels of achievement are appropriate for the measurement of each competency. The level of achievement expected should reflect the current standards for the profession.
2. Provide outcome data that clearly demonstrate that by the time of degree completion, all students have reached the appropriate level of achievement in each profession-wide competency as well as in each program-defined competency. While the program has flexibility in deciding what outcome data to present, the data should reflect assessment that is consistent with best practices in student competency evaluation.
3. Present formative and summative evaluations linked to exit criteria, as well as data demonstrating achievement of competencies, for each student in the program.

Supporting Material

1. Upload proximal data.

All currently accredited programs and applicant programs seeking full accreditation must provide detailed, aggregate PROXIMAL outcome data for students as they progress through the program. These data should demonstrate the program's success in achieving its stated aim(s) and profession-wide and any program-specific competencies, and the program's success in training students for entry level practice in health service psychology and attainment of licensure as a psychologist.

Proximal, competency-based outcomes are measures obtained while the student is in the program. Examples include course grades, practicum evaluations, doctoral program evaluations, and internship evaluations. Student self-evaluation data are welcomed, but are not considered competency-based and therefore are not sufficient on their own.

Appendix	Title	Uploaded By
appendix II.D.1.a.1.1	Cohort Outcome Data	Jorge Varela 2018-04-13 16:33
2. Optional: Provide documentation of self-evaluative activities (e.g., meeting minutes, faculty retreats, evaluations, etc.).		
Appendix	Title	Uploaded By
appendix II.D.1.a.2.1	Practicum Evaluation Form	Jorge Varela 2018-04-13 17:36
appendix II.D.1.a.2.2	Omnibus Competency Tracking	Jorge Varela 2018-04-13 17:37
appendix II.D.1.a.2.3	Internship Readiness Form	Jorge Varela 2018-04-13 17:38
appendix II.D.1.a.2.4	CHSS Thesis/Dissertation Prospectus	Jorge Varela 2018-04-13 17:38
appendix II.D.1.a.2.5	CHSS Thesis/Dissertation Form	Jorge Varela 2018-04-13 17:39
appendix II.D.1.a.2.6	Student Publications and Presentations	Jorge Varela 2018-04-13 17:41

Self Assessment

Focused Questions

Review: [IR C-18 D: Outcome data for doctoral programs.](#)

- ☒ [Describe the program's self-assessment process in detail.
- ☒ [Describe the expected program outcomes and the outcomes that were achieved.
- ☒ [Summarize the data that demonstrate achievement of competencies. This description should supplement the more detailed data (described below) which should be uploaded as an attachment.
- ☒ [**Applicant programs applying for "accredited, on contingency"** do not need to provide complete aggregated data. Rather these programs should provide the data collected to date and a plan and evaluation mechanisms to collect outcome data.

Proximate Self-Assessment

- The Program self-assessment includes examination of student competency prior to leaving on internship. At the end of each academic year, each student's primary faculty mentor makes ratings of competency relative to internship (Novice, Intermediate, or Competent) based on practicum, class, and research performance for all the elements in our omnibus tracking form, which includes the DSK, PWC, and our program-specific competency of forensic research and practice (see *Program Handbook*, Appendix D). Prior to the publication of the SoA and associated IRs, the program used a rating form based on the Benchmark Competencies for doctoral students. With the publication of DSK and PWC IR, we revised our omnibus tracking to map on to the competencies and elements outlined by CoA and added a program-specific competency and elements. In light of the large overlap between the content of the Competency Benchmark forms and the SoA PWC forms, we recoded the data to form a single dataset based on the new DSK and PWC domains and elements. This allowed us to assess program performance in a more cogent and consistent manner. As this metric is based on competency across the PWC at the point of internship, we have presented the data in our supporting Table according to exiting internship cohort.
- In addition to the assessment described above, the Program evaluates competency development related to the full range of DSK and PWC by examining student grades. We chose to present these data by admission cohort, beginning in Fall 2010 (our last site visit was in 2011), to demonstrate the program performance up to the current time. We considered presenting data by exiting cohort, but that approach would have left several years leading up to the present without data (i.e., no data for students who are currently in the program).
- With respect to research in particular, we examine student performance related to thesis and dissertation; that is, we examine quality of the work and the skill in presenting findings. We also examine students' scholarly productivity in the form of conference presentations and journal publications.
- The Program has two additional major milestone assessments—the Master's Capstone presentations and the Doctoral Comprehensive Examination or Major Area Paper—and we examine student success at these points to assess program performance (see II.B.2 for a description of each).

Distal Self-Assessment

Each summer, the Program surveys graduates about their professional experiences as well as their opinions regarding their doctoral training (see uploaded survey). From this survey, we assess the program based on the following:

- Licensure and actions taken against license
- Fellowship training and board certification

- Membership in professional organizations, conference attendance, and continuing education
- Research involvement—conference presentations and journal publications
- Current employment responsibilities as they pertain to the PWCs
- Ratings of how well the program prepared the for professional work related to the PWCs
- Satisfaction with the Program
- Strengths and weaknesses of the program (qualitative data)

This survey is conducted anonymously in the hopes that we will receive more accurate data regarding our performance as a training program. Consequently, the same graduate may have participated in the survey multiple times. Since 2014, we have asked respondents to indicate their year of graduation, which has allowed us to aggregate data for the 2-year and 5-year post-graduation, albeit on a limited basis. In light of the SoA and IR C-18D, we have revised our survey procedures specifically target graduates two and five years after completing their degrees to gather data in a manner that conforms to the CoA requirements.

The proximate outcome data for the Profession-Wide Competencies, aggregated across all students, are presented in Table 2. To supplement these data, we have also uploaded tables presenting these data by cohort. To assess performance across the nine SoA competency domains, the Program uses a combination of course grades, faculty ratings for the elements identified in the IR associated with the competencies, and experiential milestones.

Coursework

As noted in Table 3, our standard is for at least 90% of our students to achieve a grade of “B” or higher in the relevant coursework. Across all our classes, between 91% and 100% of students achieved a “B” or above. We have uploaded two supplementary tables where we present outcomes—grades and percent of students who achieved a “B” or above—by admissions cohort.

Experiential Training

As noted in Table 3, we have varying metrics related to experiential training that we use to assess program performance. We have presented those across all cohorts in Table 3, but have uploaded a supplementary table presenting data by internship cohort. Internship cohort was chosen for these metrics because students meet several of these requirements at different points in training. These are presented below in roughly the order they are completed in training.

Capstone: Students must deliver their Capstone case presentations at the end of the Spring Semester of their second year, which serves as a milestone marker for readiness for advanced practicum. Our program evaluation standard is at least 90% of students successfully passing these presentation on their first attempt. We found 100% of students met this standard for both assessment and therapy presentations.

Thesis: Our program evaluation standard is 90% of students successfully defend their thesis on the first attempt. We found 100% of students met this standard.

Supervision: Students are required to complete our Supervision Seminar and serve as peer supervisors before internship. We found 100% of students met this requirement.

Forensic Evaluation: Forensic research and practice represents a program-specific competency for our doctoral program, and we require each student to complete a forensic evaluation under supervision of the faculty. 100% of our students met this requirement.

Doctoral Comprehensive Exam or Major Area Paper (MAP): Student must pass a doctoral-level comprehensive exam before being certified for internship. This exam comprises two parts—a clinical question and a research question. Students may opt to complete a MAP in lieu of the exam. Our standard is for 95% of students to pass each comprehensive exam question or the Major Area Paper on the first attempt. We found 98% of students passed both comprehensive exam questions on the first attempt. One student in our 2012 internship cohort failed the research question and one student in our 2016 internship cohort failed the clinical question, which led to a pass rate of 89% for each of those cohort groups. All students who completed a MAP successfully passed on their first attempt.

Research Dissemination: With publication of the SoA, the program has added a requirement that all students must deliver a first-author conference presentation or publish a journal article as first author before graduation. Although this is a new requirement, our tracking of students allowed for us to assess performance in this regard. The 2011 and 2012 internship cohorts had 70% and 80% of students, respectively, meeting this standard. 100% of students in the internship cohorts between 2013 and 2017 met this standard. Thus, the overall rate was 92%. Also, please see our uploaded list of student publications and presentations.

Dissertation Defense: Our program evaluation standard is 95% of students successfully defend their dissertation on the first attempt. We found 100% of students met this standard, although for the cohort currently in internship (i.e., the 2017 cohort; $N = 7$) only four have attempted.

Competency Ratings

As aforementioned, the Program faculty rate each student as novice, intermediate, or competent relative to internship for each of the elements associated with the PWC domains and our program-specific competency of forensic research and practice. Summary data are presented in Table 3, with additional data presented by internship cohort in the uploaded documents.

Research: 98% to 100% of students were rated as competent across these elements before leaving for internship.

Ethical and legal standards: 100% of students were rated as competent in these elements before leaving for internship.

Individual and cultural diversity: 100% of students were rated as competent in these elements before leaving for internship.

Professional values, attitudes, and behaviors: 100% of students were rated as competent in these elements before leaving for internship.

Communication and interpersonal skills: 98% to 100% of students were rated as competent across these elements before leaving for internship.

Assessment: 98% to 100% of students were rated as competent across these elements before leaving for internship.

Intervention: 94% to 100% of students were rated as competent across these elements before leaving for internship.

Supervision: 92% of students were rated as competent across these elements before leaving for internship.

Consultation and interprofessional/interdisciplinary skills: 100% of students were rated as competent across these elements before leaving for internship.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

1. As noted in Standard II.B.1.b, it is unclear what MLA is expected of all students prior to program completion. Upon clarifying the program's MLA, the program is asked to provide updated proximal data that demonstrate that all students met the MLA. Additionally, the program is asked to clarify the steps it takes in the event that a student does not meet the MLA.
2. The program is requested to provide proximal outcome data for each DSK area, demonstrating its overall outcomes of success in promoting student attainment of substantial knowledge at the graduate-level, consistent with Implementing Regulation C-18 D.

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.D.1.b

Description

For program graduates, the program must provide distal evidence of students' competencies and program effectiveness and must evaluate graduates' career paths in health service psychology after they have left the program.

1. Two years after graduation, the program must provide data on how well the program prepared students in each profession-wide and program-specific competency. The program must also provide data on students' job placement and licensure rates.
2. At 5 years post-graduation, the program must provide data on graduates, including data on graduates' licensure (as appropriate for their current job duties) and their scholarly/research contributions (as consistent with the program's aims).

Supporting Material

1. Upload distal data.

All programs currently accredited and applicant programs seeking full accreditation must provide detailed aggregated DISTAL outcome data for program graduates (i.e., after students have graduated from the program). These data should provide evidence of the program's effectiveness in helping graduates attain required competencies and pursue career paths in health service psychology after they have left the program.

Appendix

Title

Uploaded By

Self Assessment

Focused Questions

Review: [IR C-18 D: Outcome data for doctoral programs.](#)



[Summarize the distal data that are available to demonstrate achievement of all profession-wide and program-specific competencies. This description should supplement the more detailed data which should be uploaded as an attachment.



[Applicant programs applying for "accredited, on contingency" do not need to provide aggregated distal data. Rather these programs should provide a plan and evaluation mechanisms to collect outcome data.

The distal data are presented in the Profession-Wide Competencies table (Table 2) and supplemented with the additional uploaded tables. Table 2 includes data aggregated across graduates while our supplemental table shows two-year and five-year data for the two cohorts of students who graduates since the implementation of the SoA. Specifically, we asked graduates to rate on a 5-point scale (1 = very poorly and 5 = very well) how well the program prepared them with respect to assessment, treatment, forensic assessment, conducting research, using research to inform practice, providing supervision, consulting with colleagues, multicultural practice, and risk management. Our program has surveyed graduates for several years, although in the service of making our surveys anonymous we did not ask for graduation year until the 2014 survey. We have included the results of this survey data in our uploaded tables as additional indicators of outcomes for our program.

Our distal data also reveal the vast majority of our graduates are licensed and in professional roles involving clinical work, including assessment, forensic assessment, therapy, and consultation. In contrast, a smaller number of our graduates are involved in research activities.

A large percentage of our graduates are involved in supervision and providing continuing education, which reflects a commitment to our profession. In contrast, we found approximately one-half of our graduates were members of professional organization at the 2-year and 5-year post graduation point, which was below our expectation. We emphasize involvement in the profession in our training and have found 96% of *students* are members of professional organizations. It may be that the costs of memberships has become prohibitively high for our graduates, many of whom are working in public sector settings, and as a program we must just adjust our expectations accordingly.

We also have a large number of graduates working in a multicultural environment, which is not surprising given many are employed in justice-related positions and minorities are over-represented in the criminal justice system.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

1. While the program provided distal data in Standard II.D.1.a, it did not provide a copy of the survey utilized to collect these data. The program is asked to upload a copy of its distal data collection tool.
2. The program is also asked to clarify the items on its distal data collection tool that align with each profession-wide competency.

II. Aims, Competencies, Curriculum, and Outcomes**Overview****Standard II.D.2.a-b****Description****Evaluation of Program Effectiveness and Quality Improvement Efforts**

1. The program must demonstrate a commitment to ensure competence in health service psychology through ongoing self-evaluation in order to monitor its performance and contribution to the fulfilment of its sponsor institution's mission.
2. The program must document mechanisms for engaging in regular, ongoing self-assessment that:
 1. Involves program stakeholders, including faculty, students, graduates, and others involved in the training program.
 2. Evaluates its effectiveness in training students who, by the time of graduation, demonstrate the competencies required by the profession and the program, and who after graduation are able to engage in professional activities consistent with health service psychology and with the program's aims.
 3. Evaluates the currency and appropriateness of its aims, curriculum, and policies and procedures with respect to the following: its sponsor institution's mission and goals; local, state/provincial, regional, and national needs for psychological services; national standards for health service psychology; and the evolving evidence base of the profession.
 4. Identifies potential areas for improvement.

Data Views**Table 6 - Program Graduates: Internship and Dissertation/Final Project**

ID#	Year of Graduation	Name of Internship	APA or CPA-Accredited (Y/N)	Funded: (Y/N)	Title of Dissertation/Final Project	Dissertation/Project Advisor
2010-001569-01	2016	Central Regional Hospital	Y	Y		
2010-001569-01	2016	Atascadero State Hospital	Y	Y		
2010-001569-01	2016	Utah State Hospital	Y	Y		
2010-001569-01	2015	Utah State Hospital	Y	Y		
2009-001569-01	2015	Atascadero State Hospital	Y	Y		
2009-001569-01	2015	FCI Fort Worth	Y	Y		
2009-001569-01	2015	St. Louis Psychology Internship Consortium	Y	Y		
2009-001569-01	2015	Federal Medical Center Lexington	Y	Y		

2008-001569-01 2014	FCI Fort Worth	Y	Y
2008-001569-01 2014	Patton State Hospital	Y	Y
2009-001569-01 2014	Devens Federal Medical center	Y	Y
2008-001569-01 2014	UMASS Medical school	Y	Y
2006-001569-01 2014	Atascadero State Hospital	Y	Y
2004-001569-01 2014	U.S. Medical Center for Federal Prisoners - Internship	Y	Y
2009-001569-01 2014	Alaska Psychology Internship Consortium	Y	Y
2008-001569-01 2014	Florida State Hospital	Y	Y
2006-001569-01 2013	Patton State Hospital - Internship	Y	Y
2006-001569-01 2013	Patton State Hospital	Y	Y
2006-001569-01 2013	Connecticut Valley Psychology Internship	Y	Y
2008-001569-01 2013	Manhattan Psychiatric Center	Y	Y
2007-001569-01 2013	US Medical Center for Federal Prisoners	Y	Y
2007-001569-01 2013	Wyoming State Hospital	Y	Y
2008-001569-01 2013	Arkansas State Hospital	Y	Y
2008-001569-01 2013	Utah State Hospital	Y	Y
2006-001569-01 2012	Wright-Patterson USAF Medical	Y	Y

	Center - Internship		
2008-001569-01 2012	Federal Correctional Institution, Fort Worth - Internship	Y	Y
2005-001569-01 2012	Wilford Hall Medical Center - Internship	Y	Y
2005-001569-01 2012	Federal Medical Center, Rochester - Internship	Y	Y
2007-001569-01 2012	Fulton State Hospital - Internship	Y	Y
2007-001569-01 2012	Yale University School of Medicine - Internship	Y	Y
2007-001569-01 2012	University of Texas Health Science Center, San Antonio - Internship	Y	Y
2007-001569-01 2012	Cypress- Fairbanks Independent School District - Internship	Y	Y
2007-001569-01 2012	Baylor College of Medicine - Internship	Y	Y

Data Views**Table 7 - Program Graduates: Employment**

ID#	Grad Year	Psychology Licensure (Y/ N)	Initial employment setting code	Initial job title	Current employment setting code*	Current job title
2010-001569-01	2016		Psychiatric Facility	Behavioral Analyst		
2010-001569-01	2016		Academic Teaching	Instructor (part time)		
2010-001569-01	2016		Psychiatric Facility	Staff Psychologist		
2009-001569-01	2015		Psychiatric Facility	Staff Psychologist		
2009-001569-01	2015		Correctional Facility Psychiatric Facility	Psychologist		
2009-001569-01	2015		Correctional Facility	Staff psychologist		
2010-001569-01	2015		Correctional Facility Psychiatric Facility	Forensic Psychologist		
2009-001569-01	2015		Psychiatric Facility	Inpatient Psychologist/ Associate Professor		
2009-001569-01	2014		Academic Teaching Correctional Facility	CUPS and SOTP program supervisor & Adjunct Faculty		
2008-001569-01	2014		Correctional Facility	Staff Psychologist		
2008-001569-01	2014		Hospital/ Medical Center	forensic evaluator		
2008-001569-01	2014					
2006-001569-01	2014		Correctional Facility Psychiatric Facility	Saff Psychologist		
2004-001569-01	2014		Academic Teaching Independent Practice	Adjunct faculty, part time privte practice (with supervision)		
2009-001569-01	2014		Psychiatric Facility	Forensic Examiner		
2008-001569-01	2014		Psychiatric Facility	Senior Psychologist		

2006-001569-01 2013	Community Mental Health Center	Outcomes Analyst
2006-001569-01 2013	Psychiatric Facility	Psychology Resident
2006-001569-01 2013	Other	Clinical Assessment Specialist
2007-001569-01 2013	Other	forensic Psychologist
2008-001569-01 2013	Hospital/ Medical Center	Psychologist
2007-001569-01 2013	Psychiatric Facility	Psychologist
2008-001569-01 2013	Independent Practice	Clinical Psychologist
2008-001569-01 2013	Other	Forensic Psychologist
2006-001569-01 2012	Hospital/ Medical Center	
2005-001569-01 2012	Hospital/ Medical Center	Psychologist
2007-001569-01 2012	Hospital/ Medical Center	Assistant Professor and Psychologist
2007-001569-01 2012	Academic Teaching	Assistant Professor
2005-001569-01 2012	Hospital/ Medical Center	Alcohol and Drug Program Manager
2008-001569-01 2012	Correctional Facility	Psychologist
2007-001569-01 2012	Other	Clinical Psychologist
2007-001569-01 2012		
2007-001569-01 2012	Correctional Facility	Psychologist 1

Supporting Material

1. Upload REQUIRED TABLE: Download [Table 6 Program Graduates Internship and Dissertation Final Project](#) template. Use this template to provide graduate internship/dissertation data. Please label upload as - TABLE 6 Program Graduates Internship and Dissertation_Final Project. Note: For your convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 6 upload.

Appendix	Title	Uploaded By
appendix II.D.2.a-b.1.1	Program Graduate Internships and Dissertations	Jorge Varela 2018-04-13 16:38

2. Upload REQUIRED TABLE: Download [Table 7 Program Graduates Employment](#) template. Use this template to provide graduate employment data. Please label upload as - TABLE 7 Program Graduates Employment. Note: For your convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 7 upload.

Appendix	Title	Uploaded By
appendix II.D.2.a-b.2.1	Program Graduate Employment	Jorge Varela 2018-04-13 16:39
appendix II.D.2.a-b.2.2	Annual Survey of Students	Jorge Varela 2018-04-13 17:48
appendix II.D.2.a-b.2.3	Students Course Ratings	Jorge Varela 2018-04-13 17:48

Self Assessment

Focused Questions

- ☒ [Discuss how students are involved in the program evaluation process.
- ☒ [Describe how the program's self-assessment processes and all proximal and distal outcomes are used to evaluate the achievement of the program's aim(s) and the profession-wide and program-specific competencies. How does the program identify potential areas for improvement?
- ☒ [Provide specific examples of how outcome data and other feedback have been used to modify the program, and how these modifications, in turn, have been evaluated.
- ☒ [How has the program monitored all areas noted in Section II.D.2.b and made programmatic changes, as appropriate?
- ☒ [Discuss how the program has responded to feedback from the CoA since the last accreditation review to demonstrate how the program uses self-assessment to address these issues in general.

At the end of each semester, students are asked to complete a course evaluation in accordance with university policy (i.e., the IDEA evaluations). In addition, the doctoral program asks students each semester to provide anonymous feedback related to (1) their courses, (2) their clinical supervisors, and (3) their practicum sites (see uploaded forms).

During the summer semester, all students are asked to provide feedback (strengths, weaknesses, suggestions) related to (1) master-level courses, (2) doctoral-level courses, (3) clinical training/supervision, and (4) research opportunities and mentorship. We also ask students to describe changes that might be helpful related to (1) workload and balance, (2) things the program does well, (3) things the program does not do well, (4) program administration, (5) resources, (6) diversity and inclusion, and (7) additional comments.

At the end of each semester, the practicum instructors, DCT, and Clinic Director meet to discuss each student's progress with respect to clinical training (second year and beyond). Through this process, we consider the experiential training performance of each student with respect to assessment, treatment, cultural competence, ethics, professional behavior and attitudes, consultation and interdisciplinary skills, and forensic practice (for more senior students). This evaluation of professional development is based on the practicum performance ratings completed by all internal and external supervisors each semester (see *Program Handbook*, Appendix B), performance during practicum class, and service delivery through the clinic (assessment, therapy, forensic assessment). This provides the next supervisor information regarding each student's strengths and weaknesses, which can be used to supervision goals for the next semester. While this process facilitates addressing individual student issues, it allows us to assess the program performance as a whole. When our review of students reveals patterns of deficiencies it alerts us to make changes to coursework or other training activities. For example, if we discover students are having difficulty with interpreting a particular measure or category of measures it might reflect a shortcoming in a class or practicum experience.

The Program faculty review each student's performance with respect to clinical training, coursework, and research at the end of each academic year. In addition to information available to the faculty, this review incorporates each student's written self-assessment, which covers coursework, research

progress, clinical training, and departmental involvement. Students also use this self-evaluation to identify goals for the following year. Thus, each student's progress toward developing the PWC is considered. The information for the semester clinical training meetings is discussed from the perspective of an entire year of training progress. Research and scholarship are also discussed, such as progress toward completion of thesis or dissertation, any publications or presentations over the year, and additional collaborations with faculty. This review leads to annual feedback letter, which provides students the faculty appraisal of their progress, congratulates noteworthy successes, and identifies areas for effort and improvement. In the same manner as the semester review, this annual review facilitates identifying program-wide shortcomings. For example, if a cohort of students is falling behind with respect to thesis research, it may reveal some element of their training that was missed or not adequately addressed earlier in their studies.

In addition, the faculty meet on a weekly basis to discuss the program operations. A student representative, elected by the students, is present. We have as the first regular agenda item any concerns or other information from students. Thus, we hear feedback from students immediately about concerns related to training. We also keep a regular agenda item of faculty business that cannot be discussed in the presence of the student representative due to FERPA requirements. We use this time to discuss any concerns about a student related to academics, research, or clinical training.

The process of a regular meeting allows for early intervention, formal or informal, when a student shows signs of struggling in training. For example, a student who performs very poorly on an exam might be discussed, including performance in other classes and in clinical work. The outcome may be to monitor the student, have a faculty mentor give encouragement, or provide suggestions to improve performance. Similarly, when a group of students is having difficulty this is identified early and modifications can be made, as necessary. For example, we found that students in our required forensic assessment class, which is offered in the evening, seemed less attentive because they had a three-hour class immediately before. This led to a change in scheduling the following semester to avoid taxing students unnecessarily with tight course scheduling.

Each year, the Program surveys graduates during the summer. As aforementioned, this survey is conducted online and anonymously. The DCT presents the results of the survey to the faculty and any modifications to the program suggested by the findings are discussed. Specifically, we look for trends in respondents endorsing feeling unprepared in one of the PWC domains or trends related to work activity or ethical misconduct.

Students have consistently provided feedback that the stipend we provide is small and they face significant financial strain, particularly given the prohibitions against tuition waivers in Texas. We have advocated on behalf of our students in light of this feedback and managed to secure \$2,000 of scholarship for the Fall and Spring semesters for each doctoral student.

Several students have also commented that our practicum courses could be improved if a theme or content area is planned for each semester. In response, all instructors have agreed to work collaboratively with students each semester to set a theme for each practicum course. Examples of these themes are risk assessment, acceptance and commitment therapy, and dialectical behavior therapy.

As described in II.D.1.a, the program's process for assessing distal outcomes includes surveying graduates about their professional activities related to the PWC and program-specific competency of

forensic research and practice (see uploaded survey). This also includes data about their involvement in professional organizations, dissemination of research through journal publications and conference presentations, and provision of continuing education for other professionals. These data related to how graduates spend their time complements their data about how well the program prepared them for their careers.

In light of the data in II.D.1.b, we have not made recent programmatic changes. That is, our distal outcomes have not necessitated program changes. In the coming years, examining these distal data will be important as we examine the impact of moving to a mentor model of training on distal outcomes.

The Program faculty have continued with the process of dedicating time to review the results of our survey of graduates before the start of each academic year to ensure compliance with the feedback from CoA to use self-assessment data to identify areas for programmatic change.

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** No Additional Info Needed

II. Aims, Competencies, Curriculum, and Outcomes

Overview

Standard II.D.3

Description

Documenting and Achieving Outcomes Demonstrating Program's Effectiveness.

All accredited doctoral programs are expected to document student achievement while in the program and to look at post-graduation outcomes. Accredited programs are also expected to prepare students for entry-level practice and the program's achievement of this should be reflected in student success in achieving licensure after completion of the program.

1. The outcomes of program graduates including licensure rate and other proximal and distal outcomes of program graduates shall be evaluated within the context of: the requirement that all accredited doctoral programs prepare students for entry-level practice; each program's expressed and implied stated educational aims and competencies; and statements made by the program to the public.
2. Doctoral programs' specific educational aims and expected competencies may differ from one another; therefore there is no specified threshold or minimum number for reviewing a program's licensure rate. Instead the Commission on Accreditation shall use its professional judgment to determine if the program's licensure rate, in combination with other factors, such as attrition of students from the program and their time to degree, demonstrates students' successful preparation for entry-level practice in health service psychology.

Supporting Material

1. Upload optional

Appendix	Title	Uploaded By
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Self Assessment**Focused Questions**

Review: [IR C-19 D: Licensure Rates for Doctoral Programs](#)



[Discuss the licensure rate of program graduates. Include the licensure rate that appears in the program's "Student Admissions, Outcomes, and Other Data" section of its public documents in the narrative, and ensure that the rates listed in the narrative and in the disclosure data are consistent.

As shown in the Distal Outcomes Table, the large majority of our students are licensed psychologists. This reveals the large majority of our graduates expect to include practice as part of their career trajectories.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

II. Aims, Competencies, Curriculum, and Outcomes**Overview****Standard II.(AI)****Description**

Additional information relevant to Section II.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

☒ [(IF CURRENTLY ACCREDITED): In the program's last decision letter and/or other correspondence since the last review, did the CoA note any Section II issues to specifically address "in the next self-study". If so, provide your response here.

☒ [(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other **Section II** issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

None.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

III. Students**Overview****Standard III.A.1****Description****Student Selection Processes and Criteria**

The program has an identifiable body of students at different levels of matriculation who:

1. constitute a number that allows opportunities for meaningful peer interaction, support, and socialization.
2. are reflective of a systematic, multiple-year plan, implemented and sustained over time, designed to attract students from a range of diverse backgrounds as outlined in the Glossary.
 1. The program must implement specific activities, approaches, and initiatives to increase diversity among its students. It may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient.
 2. The program should document the concrete actions it is taking to achieve diversity, identifying the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. The program should demonstrate that it examines the effectiveness of its efforts to attract students who are diverse and document any steps needed to revise/enhance its strategies.
3. By prior achievement, students have demonstrated appropriate competency for the program's aims as well as expectations for a doctoral program.
 1. If the program has criteria for selection that involve demonstration of prior knowledge (e.g., GRE subject tests), the program must discuss how these criteria influence program requirements, are appropriate for the aims of the program, and maximize student success.
 2. If the program has broad entrance criteria (e.g., undergraduate or graduate GPA), the program must address how students will be prepared for advanced education and training in psychology, how the curriculum is structured in accord with the goal of graduate-level competency, and how the criteria relative to the curriculum maximize student success.
4. By interest and aptitude, they are prepared to meet the program's aims.
5. They reflect, through their intellectual and professional development and intended career paths, the program's aims and philosophy.

Data Views**OTHER PROGRAM FACULTY**

Name	Psychology Licensure (Y/N)	Title	FTE at institution over academic year	FTE dedicated to doctoral program (based on 40 hr/wk)	Role/ Contributions to this doctoral program (List All)	Other [non- program] responsibilities (List All)	Highest Degree Earned
Elliot Wendy	Y						
Johnson Darryl	Y						

Data Views**Table 2(b) Faculty Demographics**

(If the program has added training supervisors that are not reflected in the demographic table below, the program is encouraged to discuss how these new training supervisors add to the diversity and quality of the training program in your Narrative Response below.)

Number of current faculty who identify themselves as:		Core Program Faculty	Associated Program Faculty	Other Contributors
African-American/ Black	F			
	M			
	O			
American Indian- Alaska Native	F			
	M			
	O			
Asian	F			
	M			
	O			
Hispanic - Latino	F		1	
	M	1		
	O			
Native Hawaiian - Other Pacific Islander	F			
	M			
	O			
White	F	1	2	1
	M	4	3	1
	O			
Non-Hispanic Multi-Ethnic	F			
	M			
	O			
Not Reported	F			
	M			
	O			
TOTAL NUMBER (above rows only)	F	1	3	1
	M	5	3	1
	O			
Subject to Americans with Disabilities Act	F			
	M			
	O			
Foreign Nationals	F			
	M			
	O			

Data Views

Table 2(c) - Professional Activities for the Past 2 Years

Number of current faculty who have engaged in these professional	Core Program Faculty	Associated Program Faculty	Other Contributors
--	----------------------	----------------------------	--------------------

activities for the past 2 years:			
Members of Professional Societies	6	6	1
Authors/Co-authors of Papers at Professional meetings	6	5	1
Authors/Co-authors of Articles in Prof/Scientific Journals	6	5	
Recipients of Grants or Contracts	2	1	
Engaged in Delivery of Direct Professional Services	4	2	2
Number of faculty present topic to lay or community audience	3	2	
Involved in leadership roles or activities in professional organizations	3	3	
Number of faculty provided primary research supervisor for doctoral students	5	3	
Number faculty provided primary professional service supervision for doctoral students	4	2	2

Data Views

Table 8 - Student Statistics

Number of students in the last 7 academic years who:	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Applied to program:		173	179	145	158	169	
Were offered admission:		9	9	8	14	13	
Enrolled in Academic Year		7	7	6	9	9	
Of total enrolled, number admitted as "respecializi							

Data Views**Table 8 - continue - Number of Students Engaged in Professional Activities Per ARO Reporting Year**

YEAR OF ENTRY	N	NUMBER OF STUDENTS ENGAGED IN EACH ACTIVITY PER ARO REPORTING YEAR					
2011-2012	0	PROF	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=0)	(n=0)	(n=0)	(n=0)	(n=0)
		ARO					
		Resp					
		Mem	0	0	0	0	0
		Sci.	0	0	0	0	0
		Pres					
		Sci.	0	0	0	0	0
2012-2013	9	Publi					
		Lead	0	0	0	0	0
		Roles					
		PROF	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=9)	(n=9)	(n=8)	(n=7)	(n=0)
		ARO					
		Resp					
		Mem	8	9	7	7	0
2013-2014	9	Sci.	9	9	7	7	0
		Pres					
		Sci.	2	2	1	4	0
		Publi					
		Lead	4	2	3	2	0
		Roles					
		PROF	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=9)	(n=9)	(n=9)	(n=9)	(n=0)
ARO							
Resp							
Mem	9	9	9	9	0		
Sci.	4	9	9	8	0		
Pres							
Sci.	2	2	4	5	0		
Publi							

		Lead 2	6	3	3	0	
		Roles					
2014-2015	6	PROJ	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=0)	(n=6)	(n=6)	(n=5)	(n=0)
		ARO					
		Resp					
		Meml	0	3	5	5	0
		Sci.	0	4	5	5	0
		Presc					
		Sci.	0	0	1	3	0
		Publi					
		Lead	0	1	2	2	0
		Roles					
2015-2016	7	PROJ	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=0)	(n=0)	(n=7)	(n=7)	(n=0)
		ARO					
		Resp					
		Meml	0	0	7	6	0
		Sci.	0	0	6	6	0
		Presc					
		Sci.	0	0	2	3	0
		Publi					
		Lead	0	0	2	5	0
		Roles					
2016-2017	7	PROJ	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=0)	(n=0)	(n=0)	(n=7)	(n=0)
		ARO					
		Resp					
		Meml	0	0	0	7	0
		Sci.	0	0	0	6	0
		Presc					
		Sci.	0	0	0	3	0
		Publi					
		Lead	0	0	0	1	0
		Roles					
2017-2018	0	PROJ	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=0)	(n=0)	(n=0)	(n=0)	(n=0)
		ARO					
		Resp					
		Meml	0	0	0	0	0
		Sci.	0	0	0	0	0
		Presc					
		Sci.	0	0	0	0	0
		Publi					
		Lead	0	0	0	0	0
		Roles					

Total	35	PROI	2013	2014	2015	2016	2017-2018
		ACTI					
		(N	(n=1	(n=2	(n=3	(n=3	(n=0)
		ARO					
		Resp					
		Mem	17	21	28	34	0
		Sci.	13	22	27	32	0
		Pres					
		Sci.	4	4	8	18	0
		Publi					
		Lead	6	9	10	13	0
		Roles					

Data Views

Table 9 - Student Demographics

Number of residents entering each year who identify themselves as:		2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
African-American/Black	F			1		1		
	M						1	
	O							
American Indian-Alaska Native	F							
	M							
	O							
Asian	F		1				2	
	M							
	O							
Hispanic - Latino	F			1			1	
	M							
	O							
Native Hawaiian - Other Pacific Islander	F							
	M							
	O							
White	F		4	4	4	8	5	
	M		1	1	2			

	O										
Non-Hispanic Multi-Ethnic	F	1									
	M										
	O										
Not Reported	F										
	M										
	O										
TOTAL NUMBER (above rows only)	F	6	6	4	9	8					
	M	1	1	2		1					
	O										
Subject to Americans with Disabilities Act	F	2									
	M										
	O										
Foreign Nationals	F	1			2	2					
	M										
	O										
Number of students enrolled who are respecializir	F										
	M										
	O										

Data Views**Table 10 - Educational History of Students Enrolled in Doctoral Program**

ID#	UG Institution	UG GPA	GRE Verbal	GRE Quant	Year of UG Degree	UG Major	Grad institution (if applicabl	Grad GPA	Year of Grad degree	Grad Major	Grad degree
2015-00	Universit of Denver	3.53	154	146	2011						
2015-00	Universit of	3.8	158	147	2013						

	Colorado				
	denver				
2015-00	University of Tampa	3.76	164	161	2010
2015-00	Sam Houston State University	3.95	158	154	2014
2015-00	University of Florida	4.0	162	165	2015
2015-00	Concordia University Irvine	3.97	165	160	2011
2015-00	University of North Carolina at Hill	3.63	159	162	2010
2014-00	Marist College	3.79	157	154	2011
2014-00	University of Texas at Austin	3.4	167	153	2004
2014-00	University of New Haven	3.72	154	154	2011
2014-00	Mississippi State University	3.56	160	158	2014
2014-00	University of Central Oklahoma	3.97	165	155	2012
2014-00	Colorado State University	3.98	164	152	2014
2013-00	Northwestern University	3.7	164	154	2013
2013-00	Stephen F. Austin State University	3.48	590	580	2008
2013-00	Brown University	3.8	167	167	2013

2013-00	Drexel Universit	4.0	158	154	2013
2013-00	Sam Houston State Universit	3.51	510	670	2010
2013-00	Boston Universit	3.46	720	530	2011
2013-00	Occident College	3.71	162	156	2011
2013-00	Universit of Belgrade	3.29	156	155	2013
2013-00	Universit of North Carolina Chapel Hill	3.7	161	158	2013
2012-00	Daejin Universit Bachelor of Internatic Area Studies	3.91	680	640	2007
2012-00	Fu Jen Catholic Universit	3.49	660	800	2010
2012-00	Universit of Southerr Californi	3.6	510	580	2009
2012-00	federico Villareal Universit	3.68	152	149	2005
2012-00	Universit of Tenness at Martin	4.0	156	156	2012
2012-00	Universit of Pittsburg	3.6	164	161	2012
2012-00	Universit of Arizona	3.97	160	155	2012
2012-00	Sam Houston	3.96	530	630	2011

State Universit				
2012-00'	Cleveland	3.91	157	157 2011
State Universit				

Supporting Material

1. Upload samples of student recruitment announcements, letters, advertisements, etc. to document your program's efforts in recruiting diverse students.

Appendix	Title	Uploaded By
appendix III.A.1.1.1	Program Handbook Diversity Page	Jorge Varela 2018-04-19 16:42

2. Upload REQUIRED TABLE: Download [Table 8 Student Statistics](#) template. Please label upload as - **TABLE 8 Student Statistics**. Note: For your convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 8 upload.

Appendix	Title	Uploaded By
appendix III.A.1.2.1	Student Statistics	Jorge Varela 2018-04-13 16:43

3. Upload REQUIRED TABLE: Download [Table 9 Student Demographics](#) template. Please label upload as - **TABLE 9 Student Demographics**. Note: For your convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 9 upload.

Appendix	Title	Uploaded By
appendix III.A.1.3.1	Student Demographics	Jorge Varela 2018-04-13 16:44

4. Upload REQUIRED TABLE: Download [Table 10 Educational History of Students Enrolled in Doctoral Program](#) template. Please label upload as - **TABLE 10 Educational History of Students Enrolled in Doctoral Program**. Note: For your convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 10 upload.

Appendix	Title	Uploaded By
appendix III.A.1.4.1	Student Educational History	Jorge Varela 2018-04-13 16:44

Self Assessment

Focused Questions

Review: [IR C-21 D: Diversity Recruitment and Retention](#)

- ☒ [Discuss how the number of students is sufficient to ensure meaningful peer interactions, support, and socialization.
- ☒ [Describe the criteria the program uses to evaluate applicants and the quality of their prior academic achievement.
- ☒ [Discuss the strategies the program uses to ensure students are a good fit with the program.
- ☒ [Describe the systematic, multiple-year plan, implemented and sustained over time, designed to attract students from a range of diverse backgrounds. Specifically, the program must describe how it meets the following criteria:
 - The program must implement specific activities, approaches, and initiatives designed to increase diversity among its students. It may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient.
 - The program should document the concrete actions it is taking to enhance diversity, identifying the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. The program should demonstrate that it examines the effectiveness of its efforts to attract students who are diverse and document any steps needed to revise/enhance its strategies.

Since the last site visit, the program has admitted between 6 and 9 students per year; over the past three years we have admitted seven students per year. This allows us to (a) maintain class sizes that allow for meaningful discussion, (b) have sufficient practicum training opportunities, and (c) provide high quality mentorship and supervision. Entering students take nearly all of their first- and second-year courses together, which provides an opportunity to form supportive relationships/friendships.

All the graduate students in the department (doctoral program, terminal master's program, and school psychology program) have a Graduate Student Psychology Organization that hosts events and provides mentorship to the undergraduates through PSI CHI and our Psychology Club. The Program atmosphere is characterized by collegiality among students and faculty, a quality that many of our applicants notice while interviewing.

Applicants are required to submit the following using the University online application system:

1. Official transcript from all colleges/universities attended;
2. An official score report of the Graduate Record Examination (Psychology Subject Test is optional);
3. Three letters of recommendation;
4. A brief (e.g., 2-page) essay describing her/his interest in clinical psychology and the SHSU Clinical Psychology Ph.D. Program with an emphasis on describing interest in working with a specifically identified mentor;
5. Program application (which requires applicants identify a primary and secondary mentor of interest);
6. Resume or vita;
7. Copies of publications (if available); and
8. TOEFL scores for international students (as needed).

The Program adopts a holistic approach that considers the entire application package, including each applicant's fit with the training program and the research lab to which she or he is applying. Application packages are reviewed by the faculty members identified as preferred mentors. Each

applicant's academic performance and achievements are considered along with pertinent research and job experience. GRE scores are also considered but with the recognition that overreliance on a standardized test score may exclude worthy applicants. The Core Faculty and Affiliated Faculty who are willing to take students meets as a group to discuss applicants, with greater weight given to the preferences of the potential mentor who would like to extend an interview offer. We conduct an interview day during which candidates meet with their two preferred mentors, other program or affiliated faculty, and current students. We also host a social that provides a less formal setting to meet candidates. The Faculty then meet to discuss offers, taking into account comments from current students. The decision to make an admission offer is made with deference to the potential mentor extending an admissions offer.

The Program makes a systematic and multilayered approach to ensure applicants who are a good fit are admitted for study. Our publicly available materials (e.g., website) clearly describe our training program, including faculty research areas and practicum opportunities, as well as internships and job placements of our graduates. In this regard, our hope is that our specialized training is apparent to prospective applicants. Application packages are evaluated with consideration to a student's potential to meet the demands of doctoral training in clinical psychology as well as the extent to which her or his professional interests and goals are congruent with those of the Program faculty. We conduct in-person interviews, which allows for more in-depth discussion of potential students' interests and the opportunities available through our program. These interviews include time with current students, which allows applicants to learn about the day-to-day experiences of our students with respect to their studies as well as life in Huntsville and surrounding communities. Finally, we discuss admissions as a faculty, which allows us to consider research potential, clinical training potential, and academic potential. This process ensures we select students whose skills and interests match all aspects of our training program.

Our program has made systematic, coherent, and long-term efforts to attract and retain students from diverse ethnic, racial, and personal backgrounds. Complementing the efforts the program has made, additional diversity-related initiatives pertaining to recruitment and retention of diverse students have occurred since the last accreditation at the University and College levels.

At the University level, many efforts to recruit and retain students are centered on financial assistance and mentorship. The Bridge to Aspire Program (BAP), for instance, admits students who are first generation college students or from an underrepresented ethnic/racial group. The BAP provides scholarships to admitted graduate students each semester and hosts workshops (e.g., intensive writing skills) designed specifically to enhance the success of graduate students who might otherwise be at risk for terminating their graduate training. A hallmark of the Program is pairing students with a faculty member for weekly meetings designed to address professional development and manage struggles that might otherwise lead to academic difficulties or premature termination. A second program, ROAD to PhD, provides similar supports to doctoral students from communities that are underrepresented in graduate training. By providing additional educational and financial resources, the program strives to attract and retain students who will ultimately reduce the historic underrepresentation of, for example, ethnic minorities among doctoral degree holders. Faculty and students from the Clinical Psychology Ph.D. Program are involved as mentors and mentees in these programs.

The University also hosts the Diversity Leadership Conference each year. This Conference aims to engage SHSU and the broader community in multicultural learning and appreciation with an emphasis on how to respect and lead alongside individuals from dissimilar backgrounds. Program faculty and students participate regularly as attendees and presenters, and their efforts are featured in SHSU promotional materials that can be used in subsequent recruitment.

At the College level, the Diversity and Inclusion Committee of the College of Humanities and Social Sciences has developed several initiatives to recruit diverse students. A website for the committee has been developed to aid in recruitment by prominently featuring diverse faculty, students, and interests just one click away from the College's main page. The Committee has also worked with student groups to develop resource lists for students from ethnic and racial groups that are under-represented in Huntsville. For example, the nearest mosques are described for interested students who are new to the area. The aforementioned efforts are specifically designed to enhance the visibility of diverse populations at SHSU and address potential recruitment concerns related to SHSU's rural surroundings. The aim is to ensure that potential and current students feel their unique background is, to some extent, represented at SHSU and, moreover, celebrated

At the Program level, efforts to attract culturally diverse students begin with the written information on our program website, which highlights a page dedicated to program diversity: (<http://www.shsu.edu/academics/psychology-and-philosophy/psychology/doctoral-program/diversity.html>). The Program DCT, Dr. Varela, has participated in the "Diversifying Clinical Psychology" event at the Council of University Directors of Clinical Psychology annual meeting, as well as other organization recruitment events such as the American Psychology-Law Society Minority Affairs Committee. These events have allowed program faculty to have the opportunity to form relationships with diverse potential applicants and familiarize them with ways in which the Program may facilitate their educational and career goals.

Following last year's meeting, the DCT worked with the Program faculty and student body to organize and institute the Program Diversity Committee, which has spearheaded many of the Program's efforts to recruit and retain culturally diverse students. The Committee is currently made up of students and faculty across seniority levels who represent different facets of diversity themselves. The committee has organized such that students will rotate off the committee after serving a year and faculty rotate off on an *ad hoc* basis in order to ensure fluidity and freshness in ideas and allow many individuals with a commitment to enhancing diversity to put their ideas into action. The Diversity Committee worked together to develop an action-oriented mission statement in the 2016-2017 academic year. Members of this Committee also serve on the CHSS Diversity and Inclusion Committee, providing great visibility to campus diversity programming. Students and faculty from the Program and Department are regular attendees at Committee programming (e.g., Black History Month celebrations, Hispanic Heritage celebrations) and active participants in the Committee's Diversity Reader Program, which aims to connect faculty and students to diverse perspectives through independent reading and group discussion of carefully selected texts. A key goal of the Program's Diversity Committee is to link Program students to these broader diversity and inclusion efforts on campus. The Committee also sponsors its own programming and training on diversity and inclusion topics described below under diversity retention plans.

At the point of reviewing student applications for admission, the Program is keenly aware of providing opportunities for all students, including those from diverse backgrounds. Consequently, we avoid

overreliance on any single data point in the application package, particularly those that may contain inherent cultural bias. Potential mentors, whom applicants identify as part of the application package, review all candidates carefully. While we require students to provide traditional application materials, such as grades and standardized test scores, as part of the application procedures, we recognize the limitations of these metrics and make sure to recognize additional applicant strengths reflected in materials such as the personal statement and work history, along with their match with the forensic focus of the program and prospective mentors. During our “Interview Day” the Diversity Committee and the work they are doing to enhance diversity of the student body are introduced to the students being interviewed. Rotation of the committee members is discussed, making the point that students in the incoming class will have opportunities to serve on the committee. In these efforts, we have adopted an inclusive definition of diversity, encompassing ethnic/racial minority backgrounds, along with other forms of diversity including first-generation college students, socioeconomic diversity, sexual and religious minority backgrounds, and physical disability.

As a Program, we also strive to provide opportunities for Clinical training with individuals from dissimilar backgrounds with the understanding that greater awareness breeds greater acceptance and appreciation. The latter are critical components of cultivating an inclusive Program culture that facilitates the recruitment and retention of diverse students. The efforts described in this section are in addition to student training efforts discussed elsewhere (e.g., multicultural course). First, students are eligible for a wide array of practicum placements with individuals from diverse backgrounds. Second, in support of fostering diversity and inclusion within a scientist-practitioner framework, the program provides students with research opportunities centered on diversity and inclusion topics. Drs. Henderson, Ratcliff, Salami, and Venta, for example, have formed a collaborative research group to support student research projects with diverse populations, broadly defined. Dr. Salami leads a research lab in which many projects focus on African American samples; Drs. Venta and Varela concentrate much of their research on Latinx populations. Dr. Varela also conducts research with military personnel. These active programs of research have led to many students seeking out graduate training at SHSU specifically because they seek a research career with a multicultural focus. Third, the Program provides numerous extracurricular activities that may be particularly important in the recruitment and retention of Latinx students. In addition to the aforementioned research programs, Drs. Venta and Varela each invite students to receive clinical training in Spanish, which both faculty members speak fluently and can use to facilitate live supervision. Dr. Venta, for instance, carries a contract with the Office of Refugee Resettlement that allows students under her supervision to provide psychological testing for young refugees in government custody. This opportunity is unique among training programs because of the population served and also because it provides hands on, supervised training conducting clinical work and standardized assessments in Spanish. Dr. Varela has supervised therapy with Spanish-speaking clients through the PSC, along with facilitating assessment services by interviewing monolingual Spanish-speaking collateral informants (e.g., parents of a child/adolescent evaluatee). Dr. Varela also conducts forensic evaluations of Spanish-speaking defendants with bilingual graduate students. Opportunities like these aid in the recruitment of Spanish-speaking students.

The Clinical Psychology Program has established a clear program commitment to diversity, infusing this commitment through the program faculty and students and supporting it within a diversity-affirming institutional environment. A commitment to training students in the science and practice of multicultural psychology is evident in coursework and informal training opportunities, such as bi-monthly multicultural brownbag sessions. The program focus on forensic psychology training provides

students with a nuanced perspective on one of the most prominent multicultural social issues currently facing the United States: the role of the criminal justice system, and the disproportionate impact it has on shaping the lives of ethnic minority communities. Several faculty (from both minority and non-minority backgrounds) have research interests in multicultural psychology and have established diverse research teams of doctoral, Masters, and undergraduate students; these faculty are actively collaborating on research publications and grant submissions. Correspondingly, we have seen an increase in the number of publications and presentations on topics relevant to multicultural psychology (see uploaded list of student publications and presentations). We anticipate that as our new, diverse faculty enhance the program's diversity, the Program will become more effective in attracting a wide variety of students, including those from culturally diverse backgrounds. In terms of our clinical training and services, a full array of clinical services are provided in Spanish at the Psychological Services Center, with Spanish bilingualism being prioritized as a selection consideration when filling each incoming cohort of students due to our region's demographic composition. The Program presence is evident in the CHSS Diversity and Inclusion Committee and in planning campus-wide cultural offerings such as Hispanic Heritage and Black History Month, and in the annual Diversity Leadership Conference, with faculty and students serving on the workgroups organizing the events and leading sessions at the Diversity Leadership Conference. In summary, the program's commitment to diversity is evident in many ways and has created a supportive environment for faculty and students from a wide variety of backgrounds. This said, the most prominent need for improvement is in the Program's representation of faculty and students from visibly diverse groups. Our recent faculty hires and conversations about subsequent hires have aimed to address this issue by taking into consideration candidates' skill and experience working with diverse students and delivering clinical services to diverse clients. The aim here is to incorporate individuals with diverse perspectives as part of our faculty and to enable students to have mentors from diverse background as part of the faculty pool, and we are pleased with the outcomes thus far (see Table 14). This initiative has led to new hires that are female and from diverse racial/ethnic groups. We are also attempting to strike the right balance between a commitment to diversity—typically a progressive value—and respect for the predominantly conservative values held by many of the students from the region of the country in which the university is located, as well as the clients who access our clinical services. For instance, two of our recent multicultural brownbag sessions have focused on respecting ideological diversity in the classroom and working with clients who harbor racial prejudices.

The Program Diversity Committee is involved in assessing and addressing current strengths and weaknesses regarding the Program climate for students from all backgrounds. In the 2017-2018 academic year, this Committee sought feedback from students regarding recruitment and retention issues for individuals from diverse backgrounds. This feedback led to an initiative in which the Program Diversity Committee partnered with *SHSU Online* to develop a series of videos for the program website related to training emphasis (<https://www.youtube.com/watch?v=rFHumZ22Zio>), Life in Huntsville (<https://www.youtube.com/watch?v=rFHumZ22Zio>), and the program's commitment to diversity (<https://www.youtube.com/watch?v=r3K6sfR08XY>). These videos aimed to feature Program individuals from diverse backgrounds openly discussing both the strengths and weaknesses of the Program and are prominently placed on the Program website.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

In Table 8 the program indicates that 8 students enrolled in the program in the 2017/18 academic year; however, Tables 9 and 10 only provide data for 7 students in the 2017/18 academic year. The program is asked to clarify this discrepancy.

III. Students**Overview****Standard III.B.1****Description****Supportive Learning Environment**

Program faculty are accessible to students and provide them with guidance and supervision. They serve as appropriate professional role models and engage in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training aims.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[Discuss faculty accessibility, how faculty are appropriate role models, and how faculty engage in actions that promote attainment of program aims and competencies.

From admission to graduation, the Program faculty are involved with our students in multiple capacities. All members of the core faculty teach required courses and nearly all faculty members provide clinical supervision through the Psychological Services Center. These same faculty members also serve as research mentors and serve on student research and/or major area paper committees. Similarly, many of these faculty members are involved in writing and grading comprehensive exams. Thus, the core Program faculty have substantial involvement in all facets of doctoral training and have regular contact with our doctoral students. In addition to these formal contacts, student offices are co-located with nearly all faculty offices, which provides many opportunities for informal contacts and mentorship. All members of the faculty have open-door policies, which provides easy accessibility to address student concerns and provide mentorship. The faculty recognize that socializing students into the larger community of psychologists is an important aspect of doctoral training. This occurs in an atmosphere of strong collegiality among the program faculty. Thus, it is not unusual for a student to accompany her or his mentor for a consultation with another member of the faculty regarding clinical, research, or other academic issues.

The core program faculty, staff members, and a student representative meet weekly to discuss ongoing tasks and address student concerns. In this forum, students have voice to discuss any obstacles in training or unforeseen problems in training (conflicting dates for program events, course schedules, etc.). The Faculty also dedicate time at each meeting to discuss program and student issues outside the presence of the student representative. This allows for early recognition of any students falling behind in their studies or skills acquisition and immediate problem-solving.

The practicum instructors and clinical supervisors meet each semester (i.e., Fall, Spring, and Summer) to review students' progress in developing clinical skills. This facilitates continuity in training across supervisors and allows for early identification of skill deficits and problem-solving. Practicum instructors use the information discussed in this meeting, which includes ratings by external supervisors, to prepare written feedback for each student. When the need for more formal remediation arises, the program faculty meet to discuss strategies and develop a fair plan that promotes student success as much as possible.

The entire program faculty, staff psychologists, and any affiliated faculty members supervising research meet once per year in the Summer semester to discuss student progress. In this meeting, each student's progress in coursework, research, clinical training, and program involvement is reviewed as well as her or his self-evaluation. The student's primary mentor prepares a feedback letter that takes into account all areas and the student's goals, which is given and discussed during an in-person meeting.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

III. Students**Overview****Standard III.B.2****Description**

The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct). The program has an obligation to inform students of these principles, put procedures in place to promote productive interactions, and inform students of their avenues of recourse should problems with regard to them arise.

Supporting Material**1. Upload optional**

Appendix	Title	Uploaded By
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Self Assessment**Focused Questions**

[Discuss the program's efforts to ensure a supportive, collegial, and respectful environment for students.

While creating a supportive, collegial, and respectful environment within our Program has always been a priority, our efforts have become more formalized within the past year with the formation of our Program Diversity Committee. The Committee has already instituted several initiatives aimed at improving the culture of the Program. For example, the Diversity Committee worked to have the SHSU Office of Equity and Inclusion involved in our new student orientation.

The Diversity Committee also hosted several program-wide events during the past year. The first was a town hall meeting for all students and faculty in the program to introduce the Diversity Committee and its initiatives. Another specific focus of this meeting was informing students of the formal and informal avenues that were available to them should they have a diversity-related complaint. Out of this meeting, a student raised a desire to incorporate more topics related to working with LGBTQ+ into practicum training. This issue was discussed in faculty meeting to inform the entire faculty of the desire for a more thorough coverage of this topic, and the instructor of the practicum course addressed this concern by arranging for all students beginning practicum work to attend a four-hour long training in LGBTQ+ issues (Haven Training, http://www.shsu.edu/campus_life/haven/index.html). We also arranged presentations by Dr. Drew Miller about working with LGB clients and by Dr. Megan Mooney about working with transgender clients in response to this request. Because of the success of the inaugural town hall meeting, the Diversity Committee intends to make this an annual event.

Recognizing the need for additional training outside the classroom regarding implementing diversity-related issues into clinical work, the Diversity Committee began a multicultural brownbag series, with discussions occurring every other month. Topics covered over the past year include appropriately handling ideological diversity in the classroom and working with clients who hold prejudicial views.

In conjunction with the multicultural brown bags, we have arranged a faculty exchange with the University of North Texas in which Dr. D. C. Wang will discuss clinical applications of multicultural psychology. We will include time in this presentation for students to bring issues of clinical concern in their current work with clients. Finally, faculty are committed to facilitating such discussions in classes and supervision.

A noted strength of the Program—a strength highlighted in previous accreditation site visits—is the collaborative environment among the student body, and the quality of student-faculty relationships.

This is also an issue that is routinely highlighted as a strength by students in program evaluations.

Student concerns are taken seriously and thoughtfully discussed, with faculty first seeking to accommodate their requests. A student representative is present in weekly Program faculty meetings, with the first order of business in these meetings being addressing student questions and concerns.

Student perspectives are sought and valued in all important program decisions (e.g., student invitations to join the program, faculty search committees) and hold positions of leadership, such as on the Program Diversity Committee. With respect to the collegial environment among the students themselves, our Graduate Student Psychology Organization (GSPO) arranges social activities as well as programs related to academic pursuits and group projects throughout the year. Along with chairing the Program Diversity Committee, Dr. Henderson is also faculty sponsor of the GSPO and has facilitated joint faculty-student civic engagement projects. For instance, in the Fall, program faculty and the GSPO will collaboratively plan and carry out student body voter registration drives.

We recognize conflicts may arise between faculty and students, despite our efforts to maintain an atmosphere of collegiality and openness. We have included in our *Program Handbook* material related to student-faculty relations, including guidance for resolving conflicts (pp. 56-57).

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** No Additional Info Needed

III. Students**Overview****Standard III.B.3****Description**

To ensure a supportive and encouraging learning environment for students who are diverse, the program must avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[Discuss how the program ensures respect for cultural and individual diversity.

Prior to entering the program, all students participate in a mandatory program orientation. Among a variety of topics covered, Dr. Jeanine Bias-Nelson, Director of the SHSU Office of Equity and Inclusion and SHSU Title IX Officer, leads a presentation to all incoming students about both the importance of respect for diversity within the department and how to go about resolving diversity-related concerns or complaints. Further, instructors place an emphasis on discussing cultural diversity in classes, such as establishing the importance of including cultural considerations in many contexts, most notably in therapy and forensic contexts, and many others (e.g. psychopathology, case conceptualizations, cultural influences throughout life development, etc.). Through course material and lectures focusing on cultural research, instructors provide the foundation for students to learn and build upon their own skill set to achieve a higher level of cultural competence. Students are encouraged to speak about ideological differences (i.e. cultural, religious, political) observed in practice and research, including their own, and how these may impact their own clinical decisions and future research opportunities.

Faculty are responsive to student requests for training in specific multicultural experiences and promoting specific opportunities tailored to students' identities. For example, Spanish-speaking students can train to conduct clinical interviews and assessments in Spanish under the supervision of faculty members who are competent in providing Spanish-speaking clinical services. Additionally, students are encouraged to work with clients of all sociopolitical and ideological backgrounds, even (and at times, especially) when they differ from their own. These differences are discussed openly through individual and group supervision. Faculty proactively seek multicultural training for students—as well as themselves—who are interested in gaining clinical practice and research opportunities in other countries and cultures and commit to helping students gain the resources to be able to attend (e.g. assisting in the search for financial aid, writing letters of recommendation for students, etc.). The faculty are active in informing students about opportunities for scholarships, grants, and fellowships centered on diverse groups or to support scholarship examining issues of diversity.

The program advertises campus-wide diversity-related events through posters in the school and program-wide emails. Notably, faculty members make an effort to be present at those events to encourage student attendance.

All students are invited to attend monthly Sam Houston Area Psychological Association (SHAPA) meetings, a Local Area Society functioning under the auspices of (yet remaining independent from) the Texas Psychological Association. SHAPA comprises professionals from the community, clinical psychology graduates, faculty members, and two student leaders within the Program. SHAPA members meet to discuss the practice of psychology in Texas, legislative advocacy, and seek to provide professional development opportunities consistent with Texas licensure requirements (i.e., 3 hours in ethics and 3 hours in diversity). For example, Dr. Temilola Salami presented on barriers to treatment seeking and engagement for visible ethnic minority populations. The presentation led to a discussion among students, faculty, and professionals on current and future legal proceedings affecting ethnic minority populations. As a second example, SHAPA hosted meetings this year in which two students and a current faculty member discussed their work with religious diversity, and Dr. Drew Miller, Director of the Student Health and Counseling Center, presented on clinical competence with LGBT+ clients. Students are encouraged to lead the discussion and present their own diversity-related research and clinical experience in these meetings.

Faculty are also sensitive to the religious diversity of students and include formal statements allowing students to miss class for religious holidays, as required by university policy. Further, the faculty and program staff work individually with students who have unique life circumstances, are sensitive to their particular needs, and are willing to make specific accommodations to support those individuals.

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** No Additional Info Needed

III. Students**Overview****Standard III.C.1****Description****Plans to Maximize Student Success**

Program faculty engage in and document actions and procedures that actively encourage timely completion of the program and maximize student success. The program minimizes preventable causes of attrition (e.g., flawed admission procedures or unsupportive learning environments) and engages in tailored retention/completion efforts as appropriate (e.g., accommodation of student needs and special circumstances).

Data Views**Table 3a - Current Program Faculty****CORE PROGRAM FACULTY**

Name	Psychology Licensure (Y/N)	Title	FTE at institution over academic year	FTE dedicated to doctoral program (based on 40 hr/wk)	Role/ Contributions to this doctoral program (List All)	Other [non- program] responsibilitie (List All)	Highest Degree Earned
Boccaccini Marcus	N						
Conroy Mary	Y						
Henderson Craig	Y						
Miller Rowland	N						
Nelson David	Y						
Varela Jorge	Y						

Data Views**ASSOCIATE PROGRAM FACULTY**

Name	Psychology Licensure (Y/N)	Title	FTE at institution over academic year	FTE dedicated to doctoral program	Role/ Contributions to this doctoral	Other [non- program] responsibilitie (List All)	Highest Degree Earned
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	(based on 40 hr/wk)	program (List All)
Anastasi Jeffrey	N	
Crosby James	Y	
Desforjes Donna	N	
Noland Ramona	Y	
Venta Amanda	Y	
Wilson Christopher	N	

Data Views

Table 11 - Students' present status

ID #	FOR STUDENTS STILL IN PROGRAM:		FOR STUDENTS WHO GRADUATED	FOR STUDENTS WHO DID NOT COMPLETE PROGRAM:	
	YEAR IN PROGRAM (E.G. 1ST,2ND ETC)	FULL OR PART-TIME	YEAR OF GRADUATION (IF COMPLETED)	DATE LEFT PROGRAM	REASON FOR LEAVING
2015-001569-007	3rd	Full-Time			
2015-001569-006	3rd	Full-Time			
2015-001569-005	3rd	Full-Time			
2015-001569-004	3rd	Full-Time			
2015-001569-003	3rd	Full-Time			
2015-001569-002	3rd	Full-Time			
2015-001569-001	3rd	Full-Time			
2014-001569-006	4th	Full-Time			
2014-001569-005	4th	Full-Time			
2014-001569-004	4th	Full-Time			
2014-001569-003				08/14/2016	Transferred to follow academic advisor
2014-001569-002	4th	Full-Time			
2014-001569-001	4th	Full-Time			
2013-001569-009	5th	Full-Time			
2013-001569-008	5th	Full-Time			
2013-001569-007	5th	Full-Time			
2013-001569-006	5th	Full-Time			
2013-001569-005	5th	Full-Time			
2013-001569-004	5th	Full-Time			
2013-001569-003	5th	Full-Time			
2013-001569-002	5th	Full-Time			
2013-001569-001	5th	Full-Time			

Data Views

Table 12 - Current Students Matriculating Beyond Their Seventh Year in the Program

ID#	Full or Part-Time Student	Unfinished Requirements	Expected Graduation Date	Current Financial Support Provided by Program
2011-001569-005	Full-time			

Supporting Material

1. Upload REQUIRED TABLE: Download [Table 11 Students Present Status](#) template. Use this template to provide data on students matriculating beyond 9 years in the program. Please label upload as - **TABLE 11 Students Present Status**. Note: For your convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 11 upload.

Appendix	Title	Uploaded By
appendix III.C.1.1.1	Student Present Status	Jorge Varela 2018-04-13 16:51

2. Upload REQUIRED TABLE: Download [Table 12 Current Students Matriculating Beyond Their Seventh Year in the Program](#) template. Use this template to provide data on students matriculating beyond 9 years in the program. Please label upload as - **TABLE 12 Current Students Matriculating Beyond Their Seventh Year in the Program**

Appendix	Title	Uploaded By
appendix III.C.1.2.1	Students Beyond Seventh Year	Jorge Varela 2018-04-13 16:51

Self Assessment**Focused Questions**

Review: [IR C-22 D: Student Attrition Rates for Doctoral Programs](#)



[Describe the program's efforts and procedures to ensure timely completion of program.



[Discuss any attrition and describe efforts to evaluate and minimize preventable causes of attrition.

The core program faculty, staff members, and a student representative meet weekly to discuss ongoing tasks and address student concerns. In this forum, students have voice to discuss any obstacles in training or unforeseen problems in training (e.g., conflicting dates for program events, course schedules, etc.). The Faculty also dedicate time at each meeting to discuss program and student issues outside the presence of the student representative. This allows for early recognition of any students falling behind in their studies or skills acquisition and immediate problem-solving.

The practicum instructors and clinical supervisors meet each semester (i.e., Fall, Spring, and Summer) to review students' progress in developing clinical skills. This facilitates continuity in training across supervisors, allows for early identification of skill deficits, and facilitates quick problem-solving. Practicum instructors use the information discussed in this meeting, which includes ratings by external supervisors, to prepare written feedback for each student. When the need for more formal remediation arises, the program faculty meet to discuss strategies and develop a fair plan that promotes student success as much as possible.

The entire program faculty, staff psychologists, and any affiliated faculty members supervising research meet once per year in the summer semester to discuss student progress. In this meeting, each student's progress in coursework, research, clinical training, and program involvement is reviewed as well as his or her own self-evaluation. The student's primary mentor prepares a feedback letter that takes into account all areas and the student's goals, which is given and discussed during an in-person meeting.

to evaluate and minimize preventable causes of attrition.

Since our last site visit, seven students left our training program. These departures have been for various and unrelated reasons (e.g., pursue studies in another field, follow faculty mentor to another university, reunite with romantic partner). One student resigned after struggling in her foundational practicum course and recognizing she was unsuited for clinical work. Another student requested and was granted a leave of absence after she found the demands of graduate school and her personal life were too great, but never returned to her studies and failed to respond to our efforts to contact her.

Our Program strives to facilitate student success and avoid preventable attrition from training. This begins by making expectations explicit when students begin their doctoral studies. We also maintain an atmosphere that encourages students to make any concerns known to faculty. In a more formal manner, we ask students to complete an evaluation of the program each year that addresses all aspects of training as well as work-life balance and any other areas of concern. Through all of these

processes we are able to identify and address any program-wide practices that are undermining success.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

III. Students**Overview****Standard III.C.2****Description****Program Engagement.**

The program engages in specific activities, approaches, and initiatives to implement and maintain diversity and ensure a supportive learning environment for all students. The program may participate in institutional-level initiatives aimed toward retaining students who are diverse, but these alone are not sufficient. Concrete program-level actions to retain students who are diverse should be integrated across key aspects of the program and should be documented. The program should also demonstrate that it examines the effectiveness of its efforts to retain students who are diverse and document any steps needed to revise/enhance its strategies.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment

Focused Questions

Review: [IR C-21 D: Diversity Recruitment and Retention](#)



[Each accredited program is responsible for making systematic, coherent, and long-term efforts to retain students from differing backgrounds. Describe how the program meets the following criteria:

- The program utilizes and implements program-specific activities, approaches, and initiatives to maintain diversity among its student body. A program may include institutional-level initiatives aimed toward retaining students who are diverse, but these alone are not sufficient.
- The program demonstrates that it examines the effectiveness of its efforts to maintain students who are diverse and documents any steps needed to revise/enhance its strategies.

The Program is committed to retaining students of diverse backgrounds. The College Diversity and Inclusion Committee has sponsored numerous working groups made up of faculty and students with particular interests regarding diversity and inclusion. For instance, numerous faculty and students from both ethnic minority and non-minority backgrounds make up the Latinx and African American Working Groups. These groups are responsible for addressing the needs and interests of this population on campus, thereby contributing to retention efforts. Similar working groups exist for disabled individuals, women, and sexual and religious minority groups. Each working group sponsors extracurricular programming each year and also advocates for the interests of that group within the student body.

The Program's retention plan and efforts to ensure its success coincides nicely with findings from the recent American Psychological Association of Graduate Students diversity survey, which emphasizes the four following themes: (1) improve recruitment and embracement of minority groups, (2) clearly communicate program expectations, (3) provide quality mentoring, and (4) expand multicultural training and content. We seek to address each of these issues in our plan to retain culturally diverse students in the Program. Our embracement of diversity is communicated in a variety of ways.

First, we have worked hard to establish a collegial program environment characterized by a warm and supportive tone that offers substantial opportunity for students to voice concerns or difficulties, including, and especially, those pertaining to cultural diversity. Clearly communicating program expectations begins for each student with a program orientation, during which students are provided a copy of the *Program Handbook* and given their first opportunity to ask questions. Each year, we ask the Director of the SHSU Office of Equity and Inclusion to discuss issues regarding individual and cultural diversity, including options available to a student in the case a diversity-related concern arises. These options include informal ones, such as discussing the issue with their faculty mentor or members of the Program Diversity Committee, to more formal ones, including discussing the issue with the Director of Clinical Training or Department Chair and registering a formal complaint with the Office of Equity and Inclusion (which houses the university Title IX Office). Students' freedom to raise concerns without fear of penalty is emphasized. Ongoing concerns and expectations are communicated via weekly Program faculty meetings, attended by a student rep elected annually by the student body. The aforementioned annual program evaluation, and a subsequent program meeting dedicated to discussing any issues raised, are also opportunities for faculty and students to communicate Program expectations and student concerns.

To provide more effective mentoring, the program has recently changed its research training model from a multiple mentor model (students were admitted as a group and identified a suitable mentor among the available faculty) to a flexible mentor model (students are admitted to work with a specific

faculty mentor, with flexibility to work with other faculty and to change mentors on a case-by-case basis). The new mentoring model has resulted in the formation of research teams that include a full spectrum of students, many of which have an explicit focus on various aspects of cultural diversity (diversity and forensic psychology, diversity and health, immigration issues). Besides facilitating the development and completion of student thesis and dissertation projects, faculty mentors meet with students to discuss broader mentoring issues such as their satisfaction with their training and any concerns about it, work/life balance, etc. In addition to faculty mentoring, incoming students are paired with a more senior student who assists them with transition to the program. The SHSU Graduate Studies Department has also developed programs such as Bridge to Aspire and Road to Ph.D. (described above), which are designed to help ethnic minority students successfully navigate graduate school and provide resources for them to do so.

With respect to expanding multicultural training and content, in addition to the emphasis on multicultural psychology offered in numerous courses, the Program Diversity Committee has worked with the broader program to implement two key additions: the Haven training and multicultural brownbag series discussed previously.

Many of the aforementioned efforts and initiatives are relatively new and, thus, their assessment as effective tools for enhancing recruitment and retention are unknown. A coarse metric of the Program, College, and University's success in recruiting and retaining diverse students is the many different facets of diversity featured in the student body. Within the Program, students from varied ethnic, racial, religious, and sexual orientation communities have sought and received admission and successfully completed the program, along with students with physical disabilities. A number of international students and veterans of the armed forces have also completed our Program. The diversity of our student body is reflected in data included in Table 9. These students have been successful in matching for competitive internships, contributing to the diversity of our broader profession.

Still, these metrics are crude in assessing the effectiveness of the aforementioned recruitment and retention efforts. The Program Diversity Committee has therefore outlined the following multi-year Assessment plan. First, the Committee learned this year that seeking feedback from students directly is an ideal mechanism for identifying current needs. In the annual program evaluation we included the following question: Is there anything the program could do to further promote diversity and inclusion? For the most part, students appreciated the efforts the Program has gone to in establishing a program environment that ensures respect for cultural and individual diversity. However, some concerns were raised as well, including the degree of support the program provides to international students and ensuring equitable attention to LGBT+ issues in comparison to the attention paid to issues pertaining to race and ethnicity. We have learned a great deal from working with our international students; admittedly, this learning was at times challenging and accomplished via a "learn as we go" manner.

We agree with the student feedback that we can do a better job, and we think that the lessons we have learned have put us in a much better place to address the unique needs of international students in the future. Further, one of our faculty members (Dr. Henderson) has become faculty sponsor of an international student organization since our last accreditation and has developed strong relationships with individuals in the Office of International Programs in the process. We discuss above ways in which we have addressed student concerns ensuring adequate training in working with LGBT+ clients. We will continue to seek student feedback, which will allow the Program to qualitatively identify deficits in programming, training, or services that need to be addressed. Based on program evaluation findings from the APAGS diversity training, we will tailor the questions to more closely match the multicultural training experiences students desire, namely:

1. How effective has the Program been in recruiting and embracing students from ethnic, gender, and sexual minority groups?
2. To what extent are faculty welcoming and supportive to ALL students?
3. To what extent are program expectations clearly communicated to students?
4. Are there ways in which the Program's multicultural training and content can be expanded?
5. Are there ways in which the Program can provide more opportunities for students?
6. Are there ways in which the Program can more effectively help students feel safe and included?

Second, the Committee will work with the Director of Clinical Training each year to review quantitative data regarding student body composition and retention. Our goal is to provide opportunities to graduate students who can make meaningful contributions to research and practice, especially those who have historically been underrepresented in our profession. Third, the Committee has dedicated meeting time to identifying policies or procedures that might thwart retention of specific groups. At this time, three issues have been brought to the attention of the committee. The first issue was that inadequate training regarding LGBT+ communities was noted and remediated as aforementioned. The second suggestion was to provide better training surrounding working with politically diverse populations, given the current politically polarized climate. In response to this need, the Committee hosted an event to discuss recent empirical work on this topic as well as review real case examples. Partly due to the conservative, rural community that surrounds SHSU, this aspect of diversity is a common struggle for students and in need of more specific attention. Finally, the absence of policies regarding parental leave has been questioned. Program faculty have successfully worked, on an ad hoc basis, to retain student parents. However, the Committee has identified advocating for structural, policy solutions as a goal.

Fourth, the Committee is aware that graduate training continues to struggle to enhance diversity because the pipeline of high quality applicants from diverse backgrounds has received insufficient attention. To that end, the Program faculty have made numerous efforts to mitigate this "pipeline problem." For instance, numerous faculty members run large research labs providing much needed research experience to undergraduates at SHSU, many of whom are first generation college students and from ethnic minority groups, as well as graduate students. At the University level, the federally funded McNair Scholars Program and University funded EURECA Program provides financial support and mentorship to undergraduates seeking the kinds of experiences that are needed for graduate admission. The McNair Program, for instance, provides funding and weekly research mentorship to ethnic minority or first generation students seeking graduate admission. Faculty in the Clinical Psychology Ph.D. Program are active participants in both of these mentorship initiatives.

With this four-pronged approach, the Program aims to assess the effectiveness of current programs with regard to the recruitment and retention of diverse students as well as grow into a more inclusive program that is able to meet the needs of diverse students and an increasingly diverse client population served by our profession.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

III. Students**Overview****Standard III.C.3****Description****Feedback and Remediation.**

Students receive, at least annually and as the need is observed for it, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Such feedback should include:

1. timely, written notification of any problems that have been noted and the opportunity to discuss them;
2. guidance regarding steps to remediate any problems (if remediable);
3. substantive, written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment

Focused Questions

Referencing any relevant formal policy and procedure statements, the program should discuss policies that address:

- ☒ [Timely, written notification of all problems that have been noted and the opportunity to discuss them;
- ☒ [Guidance regarding steps to remediate each problem (if remediable); and
- ☒ [Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.

The Program has a formal policy regarding performance deficiencies related to the development of competencies documented in the *Program Handbook* (pp. 39-43). In addition, the formal Sam Houston State University Grievance Policy (August 2015) is also included in the *Program Handbook* (see pp. 104-106). To facilitate review, the Program policy is included below:

PROGRAM POLICY

Doctoral study in the Clinical Psychology Ph.D. Program involves applied professional training. Graduates of the Program will be eligible to seek licensure as psychologists, and ultimately may diagnose and treat mental disorders; as a result, students must demonstrate competence in clinical psychological practice.

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

Clinical Privileges

Upon enrollment in advanced practica (PSYC 8382, or PSYC 8383) students shall be granted clinical privileges. These privileges mean that they are permitted to engage in clinical psychological activities as directed by and under the supervision of the relevant faculty members involved in their training. To maintain these privileges, students must continue to demonstrate a level of professional competence appropriate to their level of training and development.

In order to enroll in second level doctoral clinical practica (PSYC 8383) for either of the long semesters (Fall, Spring), students must have completed their master's theses. Because of this requirement, students who have not completed their thesis by then end of the Fall semester of their third year will not be allowed to pre-register for Spring practicum courses or accept practicum assignments.

Supervision/Oversight/Evaluation

Clinical faculty must balance their roles as instructor/mentor with that of a gatekeeper who is responsible for credentialing future members of the profession. Consistent with the APA Ethics Code under which psychologists practice, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions where student needs are pitted against social

harm that might be engendered by allowing a student to continue in the Program, the benefit of the doubt goes to the prevention of social harm. Under no circumstances will any faculty member be required to provide clinical supervision to a student whom the faculty member believes to be clinically incompetent.

Clinical competence encompasses the application of techniques of assessment and treatment learned in the classroom to actual clinical situations. However, it also includes appropriate professional demeanor, the practical application of ethical principles, the ability to work and consult effectively with other professionals, to function well as both supervisor and supervisee, and to project an appropriate professional image to the public. This involves the development of both technical expertise and interpersonal skills. Deficiencies in clinical competence may arise from (a) a lack of technical training, (b) interpersonal problems, (c) problems with supervision, (d) emotional instability, and/or (e) cognitive limitations. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there is a professional obligation. Ethical principles obligate psychologists to refrain from engaging in professional activity when they know that personal problems may prevent them from performing competently. Clinical supervisors, therefore, have a special obligation to note personal problems that may interfere with a supervisee's clinical performance and to take appropriate remedial action (e.g., professional assistance or consultation, limiting or suspending work-related activities).

Remediation

All remediation plans are predicated on the assumption that the difficulty can be remediated. If the faculty determine that the problem is unlikely to be remediated (e.g., the student has engaged in grossly unethical behavior), then the student will be terminated from the Program.

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

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

At the end of each semester, the clinical supervisors will routinely provide a written evaluation of each student enrolled in doctoral practicum. Supervisors from outside practicum sites may be invited to participate at the discretion of the faculty. If at any time during the semester a supervisor identifies significant deficiencies and the student does not appear responsive to initial interventions, this committee of supervisors may be convened. Students will be given the opportunity to meet with the clinical supervisors to discuss specific feedback if they wish.

If the clinical supervisors identify functional deficiencies and the student has not been responsive to routine supervisory intervention, remedial measures will be considered. Functional deficiencies may include a lack of technical expertise that would be expected of a student at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns,

inappropriate professional demeanor, or deficits in interpersonal skills which impair the formation of appropriate clinical relationships. Once such deficiencies are identified, it is incumbent upon the supervisors to work with the student in formulating a remediation plan. The plan will be given to the student in writing and will include: (a) a description of the specific deficiencies, (b) an outline of the goals of remediation, (c) a definition of specific strategies to be applied, (d) the criteria for successful remediation, and (e) the timeline for review of the remediation plan.

Remediation plans must, by nature, be individualized to the student. Depending on the particular problem situation, a wide range of interventions might be applied. These may include: (a) student-initiated change in behavior, (b) additional field experience, (c) additional coursework, (d) additional practicum, (e) specialized tutoring/mentoring, (f) a reduction in caseload, and/or (g) a leave of absence. If personal or personality difficulties underlie or are contributing to performance deficits, strategies may include: (a) mobilization of additional support systems, (b) an independent assessment, and/or (c) personal therapy. If an independent assessment or therapy is required, the practitioner offering the services must be approved by the clinical supervisors. The student will bear the costs of these services, but the faculty will work with the student to try to find a qualified practitioner with reasonable rates. In no case, however, would a member of the clinical faculty conduct psychological assessment or personal therapy of a student. It will be up to the supervisors to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation. Should any remediation issues remain unresolved at the time a student is applying for internship, it is the ethical obligation of the faculty to inform the potential internship site.

Withdrawal of Clinical Privileges

A student who fails to attain an adequate level of professional competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn; this will preclude successful completion of the Program. When clinical privileges are withdrawn the student will receive written notice of the reasons, accompanied by copies of all prior clinical evaluations, remediation plans, and appeal procedures. The decision to withdraw clinical privileges is one that is made by the standing clinical supervisors, which consists of the entire Program faculty who have been trained as clinical psychologists.

The clinical standards to which students will be held with regard to clinical competence, of course, will be a function of development. No student will be held to the standard of an experienced clinician. Nevertheless, at any time, certain behaviors will constitute grounds for dismissal from the Program on the grounds of inadequate clinical competence. Among these are:

- a. gross ethical violations of which the student is or reasonably should be aware;
- b. clinical practices which, by act or omission, constitute a serious threat to client welfare and which are inconsistent with the student's level of training and experience;
- c. failure to recognize situations which necessitate consultation with one's clinical supervisor; and/or
- d. consistent failure to make adequate progress in the acquisition of clinical skills.

Appeals of Withdrawal of Clinical Privileges or Termination from the Program

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Science in writing within 60 days of the decision.

2. The Dean, within 30 days of receipt of the appeal request, shall convene a panel of at least three psychologists (who must be licensed clinicians if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.
3. No supervisors responsible for the original decision may serve on the panel hearing the appeal.
4. The student shall be given 7 days' written notice in advance of the scheduled appeal by first class mail addressed to her or his address of record.
5. The Dean will designate one member of the panel as the Chair and that person shall conduct the proceeding.
 - a. At the appeal proceeding one of the supervisors responsible for the original decision will present the evidence on which the committee's decision was based.
 - b. The student will have an opportunity to challenge the evidence offered on behalf of the committee and to present testimony and other relevant evidence on her or his behalf.
 - c. Formal rules of evidence will not apply.
6. The panel's decision shall be by simple majority and will be final. If the panel decides in favor of the student, the Program Faculty will reverse any decision to withdraw privileges or terminate the student from the program and will determine the proper remedial training efforts for the student

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** Additional Info Required**Admin Review Comments** (Last updated on 2018-06-21):

The program is asked to clarify where in its remediation policies it addresses that substantive, written feedback is provided to the student on the extent to which corrective actions are or are not successful in addressing the issues of concern, as required by Standard III.C.3.c.

III. Students**Overview****Standard III.(AI)****Description**

Additional information relevant to Section III.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any **Section III** issues to specifically address "in the next self-study"? If so, provide your response here.



[(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other **Section III** issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

None.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

IV. Faculty**Overview****Standard IV.A.1****Description**

Leadership of the program is stable. There is a designated leader who is a doctoral-level psychologist and a member of the core faculty. The program leader's credentials and expertise are consistent with the program's mission and aims and with the substantive area of health service psychology in which the program provides training. More than one individual can hold this leadership position.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[Describe credentials and expertise of the designated program leader(s). Identify how these are consistent with the program's aim(s).

Director of Clinical Training

Jorge G. Varela holds a doctorate (Ph.D.) in clinical psychology (psychology-law track) from the APA-accredited program at the University of Alabama. He completed his internship and degree in 2000 and served in the U.S. Air Force until his appointment to the SHSU faculty in 2008. While in the USAF, he provided professional services, including therapy and fitness for duty evaluations and was a Flight Commander (i.e., Clinic Director for mental health, substance abuse, family maltreatment, and drug testing). He also performed numerous adjudicative competency and mental state evaluations for the military justice system.

Dr. Varela has training and experience in the delivery of broad-based clinical services as well as forensic services. In addition, his experiences include working in a setting where the delivery of health care is not the primary mission. His area of substantive research relates to diversity issues in forensic psychology and military psychology. This meshes well with all the program aims and leaves him well-suited for his role in the program.

Associate Director of Clinical Training

Marcus T. Boccaccini holds a doctorate (Ph.D.) in clinical psychology (psychology-law track) from the APA-accredited program at the University of Alabama. He is a leading researcher in the fields of forensic psychology and psychological assessment (120+ publications), who serves as an Associate Editor for the field's most prestigious assessment journal (*Psychological Assessment*). He has served as the Associate DCT for more than 10 years.

Dr. Boccaccini's track record of research indicates he is well-suited for the role of Associate DCT and complements the expertise and background of the other program administrators. With research and clinical training as well as forensic research and practice at the center of the Program mission, he is in a position to provide consultation on a wide range of issues relevant to student research. His thorough scientific understanding of test construction and other psychometric issues are an outstanding fit for a scientist-practitioner model. Further, as a clinically-trained psychologist he has an understanding of the issues and considerations relevant to a clinical training program. His research and other academic success serve as an example to our students.

Director of the Psychological Services Center

Mary Alice Conroy holds a doctorate (Ph.D.) in clinical psychology from the University of Houston and is a Diplomate of the American Board of Forensic Psychology. Before her appointment to the SHSU faculty, she spent her entire career conducting forensic evaluations and delivering other services in the Federal Bureau of Prisons (BOP) before coming to Sam Houston State University. She was DCT from when the program first began operations and remained in that role until 2014. Her experience and expertise has been invaluable to the success of the program. Her experience as an administrator with the BOP has translated well to overseeing the operations of our clinic and our interface with external practicum sites. She provides supervision for a wide range of forensic evaluations involving juveniles and adults, allowing students to develop the competency related to forensic practice and research that

is a central aim of the program. Beyond her technical skills, her experience consulting with justice system professionals and other stakeholders in the justice system provides a model for our students.

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** No Additional Info Needed

IV. Faculty**Overview****Standard IV.A.2****Description**

The program leader(s) together with program core faculty have primary responsibility for the design, implementation, and evaluation of the program's administrative activities (e.g., policies and procedures for student admissions, student evaluations, and arrangement of practicum experiences) and for its educational offerings (e.g., coursework, practicum experiences, and research training).

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

☒ [Describe how faculty members' theoretical perspectives and experiences are appropriate for the program's aim(s).

☒ [Describe how the competence and credentials of program faculty are aligned with the program's aim(s).

The doctoral program adheres to the scientist-practitioner model and seeks to produce graduates who are skilled clinical researchers and practitioners, and who can apply these skills to the justice system.

All the core faculty are involved in research or other scholarship and most are involved in clinical practice. Those who are involved in direct care or supervision of clinical training apply empirically-supported techniques in their work (e.g., cognitive-behavioral therapy, dialectical-behavior therapy, mindfulness, actuarial risk assessment). Multiple faculty members—Conroy, Henderson, Boccaccini, Varela, Anderson—have training and experience in various forms of forensic work, which helps advance the mission of training competency in forensic research and practice. This is complemented by the experience and expertise of the other core faculty members in other areas of clinical psychology (e.g., Nelson, Salami, Ratcliff).

Many members of the core faculty have complementary skills and expertise, which serves to provide our students a well-rounded doctoral education. For example, Dr. Boccaccini conducts research related to the field of the validity of assessment techniques used in forensic settings, and Dr. Anderson conducts research related to personality and personality assessment, including psychopathy. Drs. Varela and Conroy each have specific experience in the application of assessment techniques to practice, such as criminal forensic assessment and sexual violence risk assessment.

The affiliated faculty are also active scholars and researchers in their areas of expertise. These faculty members are involved in the teaching of courses related to the DSK and PWC, and serve on research committees. For example, Dr. Langley is a developmental psychologist and actively involved in research related to prosocial behavior. This expertise provides a valuable perspective on research involving justice-involved juveniles and allows for consideration of a full-range of developmental issues. Another example is the work of Dr. Holly Miller, a psychologist and an Associate Dean in the College of Criminal Justice. Dr. Miller has expertise in the assessment and treatment of sexual offenders and has supervised student research, served on research committees, and teaches a course on group psychotherapy. In addition, she provides students who completed her course the opportunity to co-facilitate her sex offender treatment groups as an extra practicum.

1. Produce graduates who have broad knowledge of scientific psychology, including its history of thought and development, research methods, and applications.

The expertise, experience, and scholarly work of the Program faculty extend to a wide range of topics in psychology. These faculty members conduct research examining a wide range of topics using diverse methods, which provides ample opportunity for students to develop competencies in these areas. Further, a diverse range of expertise related to the DSK as well as PWC is represented among the affiliated faculty, adding to the opportunities to develop competency for our students.

2. Produce graduates who possess the skills to conduct meaningful research that adds to the current body of knowledge in psychology

Nearly all of the Program and Department faculty are actively involved in research, which provides ample opportunities for students' training in this regard. There are members of our faculty who conduct more basic science research along with others whose work is more applied. We have faculty members who study psychological phenomena among adults, while others conduct research with children and adolescents. The department houses faculty who conduct research related to social and cognitive psychology, and they often sit as members of committees and bring their expertise to bear on the research conducted by students. Among the clinical researchers, there is work done examining personality and personality assessment, validity and reliability of risk assessment and other measures, issues of diversity related to adults and adolescents, health psychology, and more. In sum, there is no shortage of opportunity for our students to conduct research across a wide range of areas.

3. Produce graduates who have the knowledge and skills to excel in the practice of psychology

All of the current program faculty and staff psychologists are clinically trained and nearly all are involved in direct service or the supervision of direct service. Thus, students have the opportunity to train under the supervision of multiple supervisors with a diverse range of expertise. Consequently, they develop a wide range of skills related to assessment and treatment.

4. Produce graduates who can apply clinical psychology principles in the legal arena in both research and clinical practice.

Four of the core program faculty members have research and practice experience related to a wide range of psycholegal issues. Students have the opportunity to conduct various forms of forensic evaluations throughout their time in residence, leaving them well-prepared for internship and fellowship training in forensic psychology as well as forensic psychology careers. Indeed, many of students go on to careers in agencies conducting forensic assessments. These same faculty members are also actively involved in research and scholarship, providing students the opportunity to conduct thesis and dissertation research as well as additional research related to forensic issues (see uploaded list of student publications and presentations and dissertation topics listed in Table 6). As shown in our uploaded list of publications and presentations, our students are actively involved in forensic research throughout their training.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

IV. Faculty**Overview****Standard IV.B.1-2****Description****Faculty Qualifications and Role Modeling**

1. Core Faculty. The program has an identifiable core faculty responsible for the program's activities, educational offerings, and quality, who:

1. function as an integral part of the academic unit of which the program is an element;
2. are sufficient in number for their academic and professional responsibilities;
3. have theoretical perspectives and academic and applied experiences appropriate to the program's aims;
4. demonstrate substantial competence and have recognized credentials in those areas that are at the core of the program's aims;
5. are available to function as appropriate role models for students in their learning and socialization into the discipline and profession.

2. Additional Core Faculty Professional Characteristics

1. Core faculty must be composed of individuals whose education, training, and/or experience are consistent with their roles in the program in light of the substantive area in which the program seeks accreditation.
2. Core faculty must be composed of individuals whose primary professional employment (50% or more) is at the institution in which the program is housed, and to whom the institution has demonstrated a multiyear commitment. At least 50% of core faculty professional time must be devoted to program-related activities.
3. Core faculty must be identified with the program and centrally involved in program development, decision making, and student training. "Identified with the program" means that each faculty member is included in public and departmental documents as such, views himself or herself as core faculty, and is seen as core faculty by the students.
4. Core faculty activities directly related to the doctoral program include program-related teaching, research, scholarship, and/or professional activities; supervising students' research, students' dissertations, and students' teaching activities; mentoring students' professional development; providing clinical supervision; monitoring student outcomes; teaching in a master's degree program that is an integral part of the doctoral program; and developing, evaluating, and maintaining the program.

Core faculty activities not directly related to the doctoral program and not seen as aspects of the core faculty role include undergraduate teaching in general and related activities; teaching and related activities in terminal master's or other graduate programs; and clinical work or independent practice not directly associated with training, such as at a counseling center.

Data Views**Table 13 a-c Current Program Faculty****Table 13.a CORE Faculty**

Name	Psychology Licensure (Y/N)	Title	FTE at institution over academic year	FTE dedicated to doctoral program	Role/ Contributions to this doctoral	Other [non- program] responsibilities (List All)	Highest Degree Earned
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	(based on 40 hr/wk)	program (List All)
Boccaccini Marcus	N	
Conroy Mary	Y	
Henderson Craig	Y	
Miller Rowland	N	
Nelson David	Y	
Varela Jorge	Y	

Data Views**Table 13.b ASSOCIATE Faculty**

Name	Psychology Licensure (Y/N)	Title	FTE at institution over academic year	FTE dedicated to doctoral program (based on 40 hr/wk)	Role/ Contributions to this doctoral program (List All)	Other [non- program] responsibilitie (List All)	Highest Degree Earned
Anastasi Jeffrey	N						
Crosby James	Y						
Desforjes Donna	N						
Noland Ramona	Y						
Venta Amanda	Y						
Wilson Christopher	N						

Data Views**Table 13.c OTHER Faculty**

Name	Psychology Licensure (Y/N)	Title	FTE at institution over academic year	FTE dedicated to doctoral program (based on 40 hr/wk)	Role/ Contributions to this doctoral program (List All)	Other [non- program] responsibilitie (List All)	Highest Degree Earned
Elliot Wendy	Y						
Johnson Darryl	Y						

Data Views**Table 2(b) Faculty Demographics**

(If the program has added training supervisors that are not reflected in the demographic table below, the program is encouraged to discuss how these new training supervisors add to the diversity and quality of the training program in your Narrative Response below.)

Number of current faculty who identify themselves as:		Core Program Faculty	Associated Program Faculty	Other Contributors
African-American/ Black	F			
	M			
	O			
American Indian- Alaska Native	F			
	M			
	O			
Asian	F			
	M			
	O			
Hispanic - Latino	F		1	
	M	1		
	O			
Native Hawaiian - Other Pacific Islander	F			
	M			
	O			
White	F	1	2	1
	M	4	3	1
	O			
Non-Hispanic Multi-Ethnic	F			
	M			
	O			
Not Reported	F			
	M			
	O			
TOTAL NUMBER (above rows only)	F	1	3	1
	M	5	3	1
	O			
Subject to Americans with Disabilities Act	F			
	M			
	O			
Foreign Nationals	F			
	M			
	O			

Data Views

Table 2(c) - Professional Activities for the Past 2 Years

Number of current faculty who have engaged in these professional activities for the past 2 years:	Core Program Faculty	Associated Program Faculty	Other Contributors
Members of Professional Societies	6	6	1
Authors/Co-authors of Papers at Professional meetings	6	5	1
Authors/Co-authors of Articles in Prof/Scientific Journals	6	5	
Recipients of Grants or Contracts	2	1	
Engaged in Delivery of Direct Professional Services	4	2	2
Number of faculty present topic to lay or community audience	3	2	
Involved in leadership roles or activities in professional organizations	3	3	
Number of faculty provided primary research supervisor for doctoral students	5	3	
Number faculty provided primary professional service supervision for doctoral students	4	2	2

Supporting Material

1. Upload REQUIRED TABLES: Download [Table 13.a Core Faculty](#), [Table 13.b Associated Faculty](#), and [Table 13.c Other Contributors](#). Use these templates to provide required faculty information. Please label uploads as - **TABLE 13.a Core Faculty**, **TABLE 13.b Associated Faculty**, and **TABLE 13.c Other Contributors** Note: For your convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 13 uploads.

Appendix	Title	Uploaded By
appendix IV.B.1-2.1.1	SHSU Core Faculty	Jorge Varela 2018-04-13 17:03
appendix IV.B.1-2.1.2	SHSU Associated Faculty	Jorge Varela 2018-04-13 17:04
appendix IV.B.1-2.1.3	Other Contributors	Jorge Varela 2018-04-13 17:04

2. Upload REQUIRED TABLES: Download [Table 14 Faculty Demographics](#) and [Table 15 Professional Activities](#). Use these templates to provide information on faculty demographics and professional activities. Please label uploads as - **TABLE 14 Faculty Demographics** and **TABLE 15 Professional Activities**.

Appendix	Title	Uploaded By
appendix IV.B.1-2.2.1	Faculty Demographics	Jorge Varela 2018-04-13 17:57
appendix IV.B.1-2.2.2	Faculty Professional Activities	Jorge Varela 2018-04-13 17:58

3. Provide abbreviated [CVs](#) for all core faculty and those who teach required courses and/or provide training in the competency areas identified in Standard II.

Important reminders for providing curriculum vitae:

- CVs for supervisors who provide supervision to your program's students on a regular basis should be included (including those supervisors in the "Other Contributors" section of Table 13.c). Complete each item on the outline for abbreviated curriculum vitae, or indicate "not applicable."
- Please explain how the credentials of each faculty member who oversees coursework or experiences described under Standard II reflect the faculty member's competence to oversee that area of study. This description should be included on the CV of the respective faculty member.
- On the CV for each faculty member who regularly provides instruction for courses or experiences described under Standard II please briefly describe how that person is competent and/or credentialed to do so.

Appendix	Title	Uploaded By
appendix IV.B.1-2.3.1	Amanda Venta, Ph.D.	Jorge Varela 2018-04-13 17:06
appendix IV.B.1-2.3.2	Craig Henderson, Ph.D.	Jorge Varela 2018-04-13 17:07
appendix IV.B.1-2.3.3	Chelsea Ratcliff, Ph.D.	Jorge Varela 2018-04-13 17:07
appendix IV.B.1-2.3.4	David Nelson, Ph.D.	Jorge Varela 2018-04-13 17:08
appendix IV.B.1-2.3.5	Donna Desforjes, Ph.D.	Jorge Varela 2018-04-17 17:15
appendix IV.B.1-2.3.6	Hillary Langley, Ph.D.	Jorge Varela 2018-04-13 17:08
appendix IV.B.1-2.3.7	Holly Miller, Ph.D.	Jorge Varela 2018-04-13 17:09
appendix IV.B.1-2.3.8	Justin Allen, Ph.D.	Jorge Varela 2018-04-13 17:09
appendix IV.B.1-2.3.9	Jeffery Anastasi, Ph.D.	Jorge Varela 2018-04-13 17:10
appendix IV.B.1-2.3.10	Jaime Anderson, Ph.D.	Jorge Varela 2018-04-13 17:10
appendix IV.B.1-2.3.11	Jorge Varela, Ph.D.	Jorge Varela 2018-04-13 17:11
appendix IV.B.1-2.3.12	Mary Alice Conroy, Ph.D.	Jorge Varela 2018-04-13 17:11
appendix IV.B.1-2.3.13	Marcus Boccaccini, Ph.D.	Jorge Varela 2018-04-13 17:12
appendix IV.B.1-2.3.14	Phillip Lyons, J.D., Ph.D.	Jorge Varela 2018-04-13 17:12
appendix IV.B.1-2.3.15	Ramona Noland, Ph.D.	Jorge Varela 2018-04-14 13:36
appendix IV.B.1-2.3.16	Temilola Salami, Ph.D.	Jorge Varela 2018-04-13 17:13
appendix IV.B.1-2.3.17	Carly McChord, Ph.D.	Jorge Varela 2018-04-13 17:14
appendix IV.B.1-2.3.18	Uche Chibueze, Psy.D.	Jorge Varela 2018-04-13 17:15
appendix IV.B.1-2.3.19	Darryl Johnson, Ph.D.	Jorge Varela 2018-04-13 17:16
appendix IV.B.1-2.3.20	Nicole Dorsey, Ph.D.	Jorge Varela 2018-04-13 17:16
appendix IV.B.1-2.3.21	Rebecca Hamlin, Ph.D.	Jorge Varela 2018-04-13 17:17
appendix IV.B.1-2.3.22	Sarah Rodgers, Ph.D.	Jorge Varela 2018-04-13 17:17
appendix IV.B.1-2.3.23	Wendy Elliott, Ph.D.	Jorge Varela 2018-04-13 17:18

Self Assessment**Focused Questions**

[Provide criteria for membership in and participation of core and other faculty member groups.



[Describe how core faculty members function as a unit to make decisions and provide oversight of the program.

To be designated core faculty, one must devote no less than 50% of one's University time to the Program. Duties may include teaching classes taken by Program students, directing theses and dissertations, serving on thesis and dissertation committees, developing and grading doctoral comprehensive examinations, serving on Major Area Paper committees, screening candidates for Program admission, providing clinical supervision, evaluating Capstone competencies, mentoring doctoral students on other research projects (including pursuing grant funding), contributing to overall program design (e.g., the *Program Handbook*, clinic procedures, degree requirements), and arranging practicum opportunities.

The Program faculty are a designated departmental committee officially appointed by the Department Chair in consultation with the Director of Clinical Training (DCT). This committee meets weekly to engage in program planning and to conduct on-going business. The DCT chairs the committee in consultation with the Associate DCT and Clinic Director, and it is collectively responsible for the design, maintenance, and day-to-day operation of the Program. This includes formulating the degree plan, making admission decisions, evaluating competencies necessary for students to achieve in order to complete the Program, evaluating overall student progress toward developing competencies, and any needs for remediation. The core faculty also develop marketing strategies for the Program, oversee all clinical placements offered to students, and evaluate all critical elements of the Program.

They are subject to administrative oversight at the Department, College, and University levels, but the independence of the core faculty in making professional and clinical decisions has been well-respected by university administrators.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

1. The program provided data for 10 associated faculty in Table 13(b); however, the program only provided demographic data for 7 associated faculty in Table 14. The program is asked to clarify this discrepancy.
2. The Commission accredits doctoral programs in Clinical, Counseling, and School psychology (or combinations thereof). The program is asked to clarify the accredited status of the doctoral programs completed by Drs. Hillary Langley and Phillip Lyons.
3. The program is asked to provide curricula vita (CVs) for Drs. Melissa Magyar, Rowland Miller, James Crosby, and Christopher Wilson.

IV. Faculty**Overview****Standard IV.B.3****Description**

Associated and Adjunct Faculty. In addition to core faculty, programs may also have associated program faculty, contributing faculty, and adjunct (visiting, auxiliary, or "other") faculty. Associated program faculty do not meet the criteria for core faculty. They are not centrally involved in program development and decision making, but they still make a substantial contribution to the program and take on some of the tasks often associated with core faculty. Adjunct faculty are hired on an ad hoc basis to teach one or two courses, provide supervision, etc.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

Review: [IR C-23 D: Faculty Qualifications](#)



[Clarify the nature and function of non-core faculty. Include the criteria for membership in each faculty group, as well as the quality control standards used to assess quality in each group.

Affiliated faculty are all members of the university faculty who perform important functions for the Program but devote less than 50% of their time to such endeavors. Typically, these individuals teach classes and contribute to student research, including theses and dissertations. In addition, all external clinical supervisors are offered adjunct faculty status, which entitles them to access to the Newton Gresham Library and other university facilities.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

IV. Faculty**Overview****Standard IV.B.4****Description****Faculty Sufficiency**

1. Consistent with the program's model, the program faculty, and in particular the core faculty, needs to be large enough to advise and supervise students' research and practice, conduct research and/or engage in scholarly activity, attend to administrative duties, serve on institutional or program committees, provide a sense of program continuity, provide appropriate class sizes and sufficient course offerings to meet program aims, and monitor and evaluate practicum facilities, internship settings, and student progress.
2. The program faculty, and in particular the core faculty, needs to be large enough to support student engagement and success within the program, from admissions, to matriculation, to timely completion of program requirements and graduation.
3. At least one member of the core faculty needs to hold professional licensure as a psychologist to practice in the jurisdiction in which the program is located.
4. The program faculty must themselves be engaged in activities demonstrating the skills they are endeavoring to teach their students, such as delivering psychological services, conducting psychological research, publishing scholarly work, presenting professional work at conferences/meetings, teaching classes/workshops, and supervising the professional work of others.

Supporting Material**1. Upload optional**

Appendix	Title	Uploaded By
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Self Assessment**Focused Questions**

[Discuss whether the program has sufficient faculty to meet the needs of the program, and how the program determines this.

The Program has lost multiple faculty to turnover and retirement, and has not yet filled all the vacant positions. The remaining faculty have taken on extra duties to ensure the Program continues to operate effectively and meet student clinical supervision and research mentorship needs. That is, we have not had any student be delayed in completing his or her training because of lack of supervision or unavailability of needed courses. Nonetheless, the faculty look forward to filling our tenure-track vacancies and having additional instructors, clinical supervisors, and research mentors.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

The program is asked to discuss with site visitors its progress with filling the vacant faculty positions in the program.

IV. Faculty**Overview****Standard IV.B.5.a****Description****Recruitment of Faculty who are Diverse.**

Each accredited program is responsible for making systematic, coherent, and long-term efforts to attract (i.e., recruit) and retain faculty from differing backgrounds. The program has developed a systematic, long-term plan to attract faculty from a range of diverse backgrounds and implemented it when possible (i.e., when there have been faculty openings). The program may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient. The program should document concrete actions it has taken to achieve diversity, addressing the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. It should demonstrate that it examines the effectiveness of its efforts to attract faculty who are diverse and document any steps needed to revise/enhance its strategies.

Supporting Material

1. Upload samples of faculty recruitment announcements, letters, advertisements, etc. to document your program's efforts in recruiting diverse faculty.

Appendix	Title	Uploaded By
appendix IV.B.5.a.1.1	SHSU Position Advertisement	Jorge Varela 2018-04-13 17:35
appendix IV.B.5.a.1.2	SHSU Faculty Candidate Evaluation Rubric	Jorge Varela 2018-04-13 17:35

Self Assessment**Focused Questions**

Review: [IR C-21 D: Diversity Recruitment and Retention](#)

☒ [Each accredited program is responsible for making systematic, coherent, and long-term efforts to attract (i.e., recruit) faculty from differing backgrounds. Describe how the program has met the following criteria:

- The program has developed a systematic, long-term plan to attract faculty from a range of diverse backgrounds and implemented it when possible (i.e., when there have been faculty openings). The program may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient. The program should document concrete actions it has taken to achieve diversity, addressing the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve.
- The program should demonstrate that it examines the effectiveness of its efforts to attract faculty who are diverse and document any steps needed to revise/enhance its strategies.

The Human Resources Department of the University maintains an Affirmative Action Plan (see uploaded Affirmative Action Recruitment Plan). Although this plan includes provisions specifically designed to prevent discrimination, it also includes a Faculty Recruitment Plan to Remedy Underutilization of Minorities and Women. Further, since our previous self-study, the Human Resources Department has recruited and hired an SHSU Diversity Coordinator who serves as an Equal Employment Opportunity analyst. In this role, the Diversity Coordinator now approves all faculty and executive staff job postings emerging from the College of Humanities and Social Sciences for appropriate diversity language. In addition, each of these executive staff and faculty positions is listed in the Chronicle of Higher Education at university expense. She also engages in targeted advertising for underrepresented communities including listing all executive staff and faculty positions in the following publications: *Diverse Issues in Higher Education*, *Journal of Blacks in Higher Education*, *HBCU Connect*, and *Hispanic Association of Colleges and Universities*.

The Program has adopted a specific four-pronged strategy to recruit a diverse faculty, on which it has expanded since our previous accreditation. First, our web-based promotional materials are designed to highlight the Program's emphasis on diversity in line with best practice recommendations (Bidell, Ragen, Broach, & Carillo, 2007). Since our last accreditation, we have expanded the diversity section of our website (<http://www.shsu.edu/academics/psychology-and-philosophy/psychology/doctoral-program/diversity.html>), highlighting the work of the Program Diversity Committee. Second, we are developing an affirming multicultural program environment that would make SHSU an attractive location for culturally diverse faculty. Specific steps in building such an environment are as follows.

Speakers sponsored by the Program are brought to campus to promote training in multicultural psychology (e.g., Drs. Drew Miller and Megan Mooney, described above). As a second example, the Program has publicized its work in the area of diversity to relevant organizations. Over the last year, students and faculty at SHSU and the University of North Texas have conducted a student/faculty exchange in which Dr. Henderson visited UNT to discuss his current research and provide mentoring with students regarding their future career plans. In return, Dr. D. C. Wang is scheduled to visit SHSU in Summer, 2018 to discuss his multicultural research and conduct an in-service training with students to address specific clinical questions that are arising in students' work with culturally diverse clients. Each of these trainings is highlighted on our website. A third example, are the videos highlighted on the program website (discussed above). The Program has made a concerted effort to communicate its commitment to diversity in specific ways for all prospective candidates during their campus visits for interviews. Search committees have developed specific questions pertaining to applicants' experience

and plans for working with diverse students and clients, which have been reviewed and approved by the Dean's office and asked of all applicants on their campus visits.

As is the case in retaining diverse students, the university nondiscrimination and equal opportunity policies are essential to retaining diverse faculty (see uploaded SHSU Affirmative Action Plan). Above, we also discuss the measures we have implemented to make the program environment one that affirms and embraces diversity. The student body at SHSU is relatively diverse, with over 40% of students from ethnic minority backgrounds, which also helps communicate that SHSU is a place where faculty from diverse backgrounds can feel "at home." Recognizing the unique challenges that many faculty of color face in establishing themselves in their institutions and successfully ascending the ranks of tenure and promotion (Rockquemore & Laszloffy, 2008), the College has established networks including the Faculty and Staff of Color Network and the LGBT Faculty and Staff Network to provide structures for support and mentorship for new faculty. The CHSS Diversity Committee has included a series of discussions centered on Matthew's 2016 book, *Written/Unwritten: Diversity and the Hidden Truths of Tenure* (Matthew, 2016). *Written/Unwritten* comprises a series of essays written by diverse faculty of color on their journeys as faculty members—some successfully receiving tenure and promotion, some not—and the additional barriers and challenges these faculty faced in an academic world that often favors privilege and the status quo.

Within the Program, mentorship is key to our diverse faculty retention plans, along with a sensitivity toward the challenges that new faculty face as they transition to a job with multiple competing priorities. Specifically, we are careful to not overload new faculty with excessive committee or supervision (clinical or research) duties. This is especially the case for female and diverse faculty who may feel implicit (or explicit) pressure that they are being asked to fulfill roles in providing broader representation of under-represented groups, whether or not these committees align with their career interests or goals. With respect to mentorship, junior faculty are assigned a mentor when they begin their work. Faculty and their mentors meet regularly, with mentors providing support and consultation, advocating for their mentees, as needed. Junior faculty are also provided unofficial mentorship from the DCT and other senior faculty. Each year, the Department Promotion and Tenure Committee provides probationary faculty performance feedback; any areas needing improvement are discussed openly, along with jointly-developed strategies to address them. Although not required by the College, faculty mentors are strongly encouraged to sit in classes taught by their mentees and to provide them with written feedback. This is done to help the new faculty be more successful in their teaching but also to offset potential bias in student evaluations that has been documented with respect to female faculty and faculty of color. Finally, during orientation, faculty are provided information on non-discrimination policies and opportunities to file grievances or seek support from university offices such as the Office of Equity and Inclusion. Within the last two years, the University has also hired a Diversity Coordinator, a new position formed in the Human Resources Department. Finally, the Program is supportive of family and other obligations by all faculty, and schedule meetings and other program activities with a mindfulness toward faculty work-life balance.

References

Bidell, M. P., Ragen, J. K., Broach, C. D., & Carillo, E. A. (2007). First impressions: A multicultural content analysis of professional psychology program web sites. *Training and Education in Professional Psychology, 1*, 204-214. doi:10.1037/1931-3918.1.3.204

Matthew, P.A. (2016). *Written/unwritten: Diversity and the hidden truths of tenure*. Chapel Hill, NC: The University of North Carolina Press.

Rockquemore, K., & Laszloffy, T. A. (2008). *The black academic's guide to winning tenure--without losing your soul*. Boulder, CO: Lynne Rienner Publishers.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

The program is asked to demonstrate that it examines the effectiveness of its efforts to attract faculty who are diverse and documents any steps needed to revise/enhance its strategies.

IV. Faculty**Overview****Standard IV.B.5.b****Description****Retention of Faculty who are Diverse.**

The program has program specific activities, approaches, and initiatives it implements to maintain diversity among its faculty. A program may include institutional-level initiatives aimed toward retaining faculty who are diverse, but these alone are not sufficient. The program demonstrates that it examines the effectiveness of its efforts to maintain faculty who are diverse and documents any steps needed to revise/enhance its strategies.

Supporting Material

None apply to this standard

Self Assessment**Focused Questions**

Review: [IR C-21 D: Diversity Recruitment and Retention](#)



[Each accredited program is responsible for making systematic, coherent, and long-term efforts to retain faculty from differing backgrounds. Describe how the program has met the following criteria:

- The program has program-specific activities, approaches, and initiatives it implements to maintain diversity among its faculty. A program may include institutional-level initiatives aimed toward retaining faculty who are diverse, but these alone are not sufficient.
- The program demonstrates that it examines the effectiveness of its efforts to maintain faculty who are diverse and documents any steps needed to revise/enhance its strategies.

In 2015-2016, three Program faculty members separated from SHSU; two left to work for public-sector agencies and one took a faculty position at a larger university. Nonetheless, we examined practices within the program to enhance retention. To this end, we adopted a change to our program training/mentoring model, moving from a “multiple mentor” model to a flexible mentor model. In the former, we offered admission to the best qualified/fitting group of students and provided them with the freedom to establish mentoring relationships when they arrived on campus, encouraging students to work with multiple faculty if they desired and had time to do so. The new program model is a mentor model with flexibility that allows for students to work with additional faculty, if an opportunity presents itself, and switch mentors if all parties agree in the case of a bad mentor-student match or change in a student’s research interests through their training. We did this to enhance predictability of research supervision load for both students and faculty and to ensure a closer alignment between student and faculty research interests. New faculty are encouraged to take one student (at most) each class. Around this time, we also hired another Clinical Psychologist for the Psychological Services Center to assume some of the supervision workload. This allows new faculty to ease into the role of clinical supervisor while also establishing a research program and attending to new teaching responsibilities. Although these measures are intended to facilitate the development and retention of all new faculty irrespective of their individual backgrounds, we believe that taking such measures may provide additional benefits to faculty members from diverse backgrounds who commonly report being overloaded and overwhelmed in academic environments (Matthew, 2016).

Although it is early in the process to review how successfully these strategies are working, the initial returns are very positive. We have become more diverse as a faculty, with six of our last seven Department faculty hires (including three core Program faculty and two affiliated faculty) being female and three from racially/ethnically diverse backgrounds. The diversity of our faculty body is reflected in data included in Table 14. Since our previous accreditation, we have lost three female faculty, one of whom is Asian American, and three male, one of whom had a visual disability. With respect to examining our ongoing efforts to retain diverse faculty, recruiting and retaining diverse faculty and staff is included in the mission statement of the Program Diversity Committee. In addition, we have built diversity considerations into our hiring rubrics on which all faculty who come for campus interviews are rated. Items included in our current rubrics include “Experience working with culturally diverse, first generation, and international graduate students” with respect to potential to teach effectively at the graduate level and “Experience conducting and/or supervising assessments of culturally diverse clients” with respect to clinically supervising assessment. These rubrics are re-evaluated after each hire with respect to their effectiveness to adequately capture and prioritize diversity and multicultural clinical competence. Finally, we will adopt the four-pronged assessment approach we have described

for assessing our ability to recruit and retain diverse students to assessing our ability to do the same for diverse faculty.

Status**Progress Status:** Ready for Submission**Admin Review****Review Status:** No Additional Info Needed

IV. Faculty**Overview****Standard IV.(AI)****Description**

Additional information relevant to Section IV.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any **Section IV** issues to specifically address "in the next self-study"? If so, provide your response here.



[(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other **Section IV** issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

None.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

V. Communications**Overview****Standard V.A.1****Description****General Disclosures**

1. The program demonstrates its commitment to public disclosure by providing clearly presented written materials and other communications that appropriately represent it to all relevant publics. At a minimum, this includes general program information pertaining to its aims, required curriculum sequence, and the expected outcomes in terms of its graduates' careers, as well as data on achievement of those expected and actual outcomes.
2. The program must disclose its status with regard to accreditation, including the specific academic program covered by that status, and the name, address, and telephone number of the Commission on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

Supporting Material

1. Upload a complete set of all program documents that provide information available to current and prospective students (flyers, brochures, program advertisements, web pages, etc.). If these have been uploaded in another section of the self-study, please identify where these documents are located (e.g. Standard/ Attachment Name/ Page #).

Appendix**Title****Uploaded By**

Self Assessment

Focused Questions

Review: [IR C-24 D: Program names, labels and other public descriptors](#), [IR C-25 D: Accreditation status and CoA contact information](#), and [IR C-26 D: Disclosure of education/training outcomes and information allowing for informed decision-making to prospective doctoral students](#)

- ☒ [Describe how documents referenced in Standard V.A.1 are made available to applicants and students.
- ☒ [Indicate where in the program's public documents information on education and training outcomes can be found, consistent with IR C-26 D. As a reminder, these data must be updated annually and will be reviewed by the CoA as part of periodic program review.
- ☒ [Ensure that the current accredited status of the program is accurately presented in all public materials, including program web pages. Please reference where (i.e., page number, visual location) in each applicable document the program's accreditation status and the CoA's contact information is so it can be verified by reviewers.

Students are given a copy of the *Program Handbook* at new student orientation, which takes place the week before classes begin in the Fall. Each student signs a form indicating s/he received a copy.

In addition, a copy is maintained on our website for easy access for current students, prospective students, faculty, and anyone else who needs access to our policies and guidelines (e.g., other department faculty, administrators).

We maintain these data on our website. The link to the IR C-26 tables is located on the initial landing page for the website, in accordance with APA guidance. Please see:

<http://www.shsu.edu/academics/psychology-and-philosophy/psychology/doctoral-program/index.html>
and

<http://www.shsu.edu/academics/psychology-and-philosophy/psychology/doctoral-program/documents/SHSU+Program+Data--Fall+2017.pdf>

Information related to accreditation is located near the bottom of our program website landing page.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-07-11):

1. While the program is not asked to address this item, it should be noted that the second "Student Admissions, Outcomes, and Other Data" link provided is a broken link.
2. The program's webpage references the program's accreditation status; however, it does not meet the requirements of IR C-25 D. Specifically, the status does not include that the program is accredited by the Commission on Accreditation of the American Psychological Association. Additionally, the contact information should be for the Office of Program Consultation and Accreditation, rather than the "Commission on Accreditation." The program is asked to provide documentation that ensures that the current accredited status of the program is accurately presented in all public materials, including program's webpage, consistent with IR C-25 D.

V. Communications**Overview****Standard V.A.2****Description****Communication With Prospective and Current Students**

1. All communications with potential students should be informative, accurate, and transparent.
2. The program must be described accurately and completely in documents that are available to current students, prospective students, and other publics. This information should be presented in a manner that allows applicants to make informed decisions about entering the program. Program descriptions should be updated regularly as new cohorts begin and complete the program.
3. Descriptions of the program should include information about its requirements for admission and graduation; tuition and other costs; curriculum; time to completion; faculty, students, facilities, and other resources, including distance learning technologies; administrative policies and procedures; the kinds of research, practicum, and internship experiences it provides; and its education and training outcomes.
 1. If the program has criteria for selection that involve competence-based assessments (e.g., GRE subject tests), it must describe how those criteria are appropriate for the aims of the program, how the curriculum is structured in terms of students' initial assessed competency at entry to the program, and how the criteria maximize student success.
 2. If the program has broad entrance criteria (e.g., undergraduate or graduate GPA), it must address how students will be prepared for advanced education and training in psychology, how the curriculum is structured in accord with the goal of graduate-level competency, and how the criteria relative to the curriculum maximize student success.
4. The program must provide reasonable notice to its current students of changes to its aims, curriculum, program resources, and administrative policies and procedures, as well as any other program transitions that may impact its educational quality.

Supporting Material**1. Upload optional**

Appendix	Title	Uploaded By
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Self Assessment**Focused Questions**

[Discuss how the program's public information allows for informed student decisions.

The program seeks to be transparent regarding the coursework, clinical training, and research training offered. To this end, the Program provides a clear description of all information necessary to make an informed decision on the website, which is typically the point of first contact with prospective students. The *Program Handbook* is available online and easily found on the website. After 20 years of operation, we have identified several concerns and questions that are common among applicants and make answers to those available in our "Frequently Asked Questions" section of the website. Information regarding the faculty expertise and interests are also available, along with a curriculum vita for each. With our move to a flexible mentor model, we have made it a point to inform prospective students of which faculty members will be accepting applications and considering admissions. Of course, as an accredited program we keep data related to "Student Admissions, Outcomes, and Other Data" on our website in accordance with APA requirements. Further, we keep additional information related to average GRE scores and GPAs for admitted students that can help prospective students judge the competitiveness of their application package. The Program keeps a list of student publications and presentations on the website, which provides applicants an idea of what role they may play in research while in training. Our website also includes information about internships where our students have trained as well as initial positions after graduation, which may be valuable information to prospective students. Contact information for all the faculty is available online, including email addresses and phone numbers, with the hope prospective students will contact the Program if they have additional questions.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

V. Communications**Overview****Standard V.A.3****Description****Communication Between Doctoral and Doctoral Internship Programs**

1. Throughout the internship year, communication between the doctoral program and the internship should be maintained. This ongoing interaction can remain largely informal, depending on the needs of the program and the trainee. The doctoral program should initiate this contact at the start of the training year.
2. Any formal, written internship evaluations must be retained in student files and used to evaluate the student competencies required for degree completion.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

[Describe the program's policy for communicating with internships that accept the program's students.



[Describe the process for maintaining files of internship evaluations and have sample communications ready for site visitors to review.



[Describe how internship evaluations are used to review and make program adjustments.

Once students match for internship, the DCT contacts the internship director to establish a line of communication and determine the site's processes for evaluating performance. Typically, the internships evaluation processes meet the needs of the Program (all our students have been to APA-accredited internships). That is, intern performance is evaluated periodically throughout the internship year and documentation of those evaluations is forwarded to the home doctoral program.

Internship evaluations are maintained in student records, which are securely housed at the PSC.

Performance evaluations are reviewed by the DCT as they are received. The Program has enjoyed success in this regard—students have performed very well on internship, which is primarily a product of students' skills and work ethic but also comes from the faculty guiding students to sites where the strengths of our training program are maximally congruent with the mission of the site (i.e., forensically oriented programs). The DCT informs the faculty about the evaluation reports, and should any concerns arise, we can identify a course of action as needed. This process also allows for patterns of problems that necessitate a modification to the training program to be identified.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

V. Communications

Overview

Standard V.B.1

Description

Communication and Relationship With Accrediting Body

The program must demonstrate its commitment to the accreditation process through:

Adherence.

The program must abide by the accrediting body's published policies and procedures as they pertain to its recognition as an accredited program. The program must respond in a complete and timely manner to all requests for communication from the accrediting body, including completing all required reports and responding to all questions.

1. **Standard Reporting.** The program must respond to regular, recurring information requests (e.g., annual reports and narrative reports) as required by the accrediting body's policies and procedures.
2. **Nonstandard Reporting.** The program must submit timely responses to any additional information requests from the accrediting body.
3. **Fees.** The program must be in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

Supporting Material

1. Upload optional

Appendix	Title	Uploaded By
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Self Assessment**Focused Questions**

[Since the program's last site visit (if applicable), have there been any changes in the program's, or the sponsor institution's, mission or resources, or in the doctoral program's processes or practices, or other issues that have influenced the quality of the doctoral program, the faculty, or the students' experiences? If so, describe them.



[Describe the program's status with regard to financial responsibility to the accrediting body. Applicant programs should note if the application fee has been paid. Accredited programs should note whether annual fees have been paid in a timely manner.

Since the last site visit, the university has dedicated more resources to the doctoral program in the form of scholarships. Each student receives a scholarship of \$2,000 in the Fall and another \$2,000 in the Spring to help offset the cost of tuition and alleviate student loan debt upon graduation. Not surprisingly, this has been well-received by students.

The Program has paid accreditation fees in a timely manner since initial accreditation in 2006.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: No Additional Info Needed

V. Communications**Overview****Standard V.B.2****Description****Communication.**

The program must inform the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program's quality. This includes notification of any potential substantive changes in the program, such as changes in practice area or degree conferred or changes in faculty or administration.

Supporting Material

1. Upload any correspondence with CoA, including notifications of non-compliance with "Thresholds for Student Achievement Outcomes in Doctoral Programs."

Appendix	Title	Uploaded By
appendix V.B.2.1.1	CoA Website Data Letter	Jorge Varela 2018-04-13 17:30

Self Assessment**Focused Questions**

[Does the program or its host institution have any plans that might substantially change the nature, function or mission of the doctoral program in the foreseeable future? Describe these plans and their potential consequences to the program's accreditation status.



[If over the course of the review period the program has received notification of noncompliance with one or more of the "Thresholds for Student Achievement Outcomes in Doctoral Programs" (formerly IR D.4-7b under the Guidelines and Principles), the program is asked to upload any associated notifications and responses and describe the way(s) in which it responded to such notifications.

The Program and the University do not have any plans that might change the mission or operations of the Program.

The Program received correspondence from APA dated April 21, 2016 advising the "Student Admissions, Outcomes, and Other Data" online was out of compliance. After reviewing the IR-C-20 feedback, updated the tables accordingly.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-06-21):

While the program provided the initial letter from the CoA regarding the Thresholds for Student Achievement Outcomes in Doctoral Programs (i.e. IR D.4-7), the program did not provide its response to this letter and any additional correspondence following its response. The program is asked to upload this information.

V. Communications**Overview****Standard V.(AI)****Description**

Additional information relevant to Section V.

Supporting Material**1. Upload optional****Appendix****Title****Uploaded By**

Self Assessment**Focused Questions**

☒ [(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any **Section V** issues to specifically address "in the next self-study"? If so, provide your response here.

☒ [(IF CURRENTLY ACCREDITED): In your program's last decision letter and/or other correspondence since the last review, did the CoA note any other **Section V** issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

Only correspondence related to website data tables (see V.B.2). This has been corrected. No other correspondence related to section V.

Status

Progress Status: Ready for Submission

Admin Review

Review Status: Additional Info Required

Admin Review Comments (Last updated on 2018-07-11):

The CoA received third-party testimony regarding the program in May of 2018. In accordance with the Accreditation Operating Procedures (AOP) Section 4.1, "The CoA will consider all third-party testimony and program comments part of the record for purposes of program review and decision. Consideration of the testimony will be governed by Section 4 of the Accreditation Operating Procedures" (Section 4.1.a.1.e). The third-party testimony will be provided (outside the CoA Portal) for your comment pursuant to Section 4.1 of the AOP. The program is also asked to discuss the matter with the site visit team.