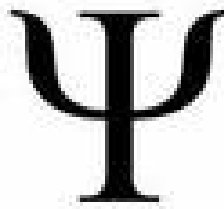




UT PERMIAN
BASIN

Psychology

Graduate Student Handbook



10th edition, effective September 2023

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**M.A. Program leading to the Master of Arts in Psychology degree at the
University of Texas Permian Basin**

Graduate Student Handbook

10th Edition, effective August 2023

This handbook is designed to provide new and current students with information about the requirements leading to the **Master of Arts (M.A. or MA) in Psychology** degree at The University of Texas Permian Basin (UTPB) and its two concentrations: (1) Clinical Psychology concentration; and (2) Experimental Psychology concentration. For most students, the transition from being an undergraduate to being a graduate student is challenging, to say the least. *The quantity and quality of work expected of graduate students exceeds that expected at the undergraduate level.* Graduate work tends to be more rigorous and involve more independent work than undergraduate studies. Courses also tend to be more challenging because they are taught at a higher level and cover material in greater depth. This includes thinking as a critical scholar, reading current academic journals, and reviewing scholarly research and treatment interventions. The contacts you make in graduate school at UTPB mark the beginnings of your professional network. As such, it is important that you cultivate strong ties with both the faculty and other graduate students to best support your professional growth.

Program Overview

The **Master of Arts in Psychology** program offers concentrations in either Clinical Psychology or Experimental Psychology. The programs provide advanced training both for recent Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) graduates, as well as for individuals who have been in the work force for a number of years. Our M.A. program provides students with instruction related to working in a wide range of settings, including mental health centers, juvenile detention centers, child service agencies, specialized school services, residential treatment facilities, family counseling agencies, governmental and community agencies, research facilities, business, human resources, and marketing settings, teaching in community colleges, or preparing for study at the doctoral level (Ph.D., Ed.D., or Psy.D.). Although some students subsequently enter doctoral programs and complete their doctorate, many immediately accept rewarding positions in the public, private, or non-profit sectors. Students may complete the program on a full-time (at least 9 credit hours per fall and spring semester) or part-time basis. However, all program requirements must be completed within eight years from the date of admission.

The Department of Psychology at UTPB is strongly committed to following all legal and ethical guidelines applicable to the professions of the teaching, training, and practice of Psychology. The Department of Psychology adheres to the current American Psychological Association's Code of Ethics (Revised, 2017: <https://www.apa.org/ethics/code>).

MA Thesis or Non-Thesis MA Project Requirement

Students in the Experimental Psychology concentration must complete a thesis. Students in the Clinical Psychology concentration may select either the thesis option or the non-thesis “project” option. Although there are differences between the thesis and non-thesis options (described below), both are capstone courses that provide the student the opportunity to work with a graduate faculty member as supervisor.

The Clinical Psychology concentration offers two tracks of study to accommodate the interests of students:

- A. Doctoral preparation track, which requires the completion of a data-based MA Thesis; and
- B. Practitioner track, which requires the non-thesis MA Project.

Each clinical track requires the student to complete a 60 credit hour program of coursework and clinical practicum experience. Both tracks emphasize core clinical/counseling content, basic research skills, professional skills, and practicum experience. The doctoral preparation track is designed for those who intend to proceed with doctoral work. The practitioner track is designed for those who want to practice in psychology and who will seek licensure as a Licensed Professional Counselor (LPC) or Licensed Psychological Associate (LPA) after the award of the MA degree in Psychology.

MA Thesis. Generally, a thesis is an empirical research study with data collection, written in American Psychological Association (APA) style, which includes an abstract, introduction, method, results, discussion, and reference sections along with relevant appendices (refer to the *Publication Manual of the American Psychological Association* (7th edition) for instructions on formatting your thesis). The purpose of the thesis is to enable the student to demonstrate:

- The ability to argue that a hypothesis is empirically based and logical, and fills a gap in the existing literature.
- The ability to design, justify, and carry out a research project that has the potential for furthering the knowledge of the area of research.
- The ability to report research in a clear and concise manner using the guidelines set forth in the *Publication Manual of the American Psychological Association* (7th edition, henceforth referred to as APA style).

See *VI. The MA Thesis Committee* in this handbook for further details about the MA thesis option.

MA Project. Generally, the MA Project takes the form of a critical review of the literature on a topic relevant to clinical psychology. Although there is often no testing of hypotheses nor the collection and analysis of data, outcomes from prior studies may be evaluated and synthesized to recommend future research or make a claim about a controversy. Methodological reviews, meta-analyses, and theoretical projects may also be entertained.

See *VII. The MA Non-Thesis “Project” Option* in this handbook for further details about the MA project option.

Full-time Graduate Faculty in the Department of Psychology

- **J.C. Ausmus**, Assistant Dean of Student Wellness and Assistant Professor of Psychology received her B.A. (cum laude) from the University of Kentucky in Psychology and English, her M.S. in Sport & Exercise Psychology and M.A. in Counseling Psychology (Clinical Mental Health Counseling track) from Ball State University, and her Ph.D. in Counselor Education & Supervision from Auburn University. Dr. Ausmus is a Licensed Professional Counselor (LPC) in Georgia, a National Certified Counselor (NCC), and is scheduled to sit for certification for the Certified Mental Performance Consultant (CMPC) designation, the highest level of certification one can achieve in Sport Psychology. She was named a 2022-2023 American College Counseling Association Emerging Leader based on her research and applied work with the college student population. Her research focuses on the intersection of eating disorders/disordered eating, the psychological impact of social media, and student-athlete mental health. Her research can be found in such journals as the *Science of Gymnastics* and the *Journal of Athlete Development and Experience*.

Dr. Ausmus may be reached at (432) 552-4085 or ausmus_j@utpb.edu. Her office is MB 4112.

- **Wei-Ju Chen**, Interim Department Chair of Psychology and Assistant Professor of Psychology, received her B.S. (summa cum laude) and M.A. in Psychology from San José State University. She completed her Ph.D. in Psychology with a focus in Health Psychology at The University of Wisconsin-Milwaukee in 2017. After obtaining her doctoral degree, Dr. Chen conducted interdisciplinary research and managed a cancer genomics training program as a postdoctoral research associate for 2 years at Texas A&M University. In 2019, Dr. Chen joined UT Permian Basin with a Rising STAR faculty grant awarded by the University of Texas System. She currently teaches Health Psychology, Human Sexuality, Psychological Research Methods and Project, Physiological Psychology, and Senior Seminar at the undergraduate level as well as Research Methodology, Advanced Statistics, Advanced Physiological Psychology, and Graduate Seminar in Psychology at the graduate level. She also currently serves as the Psychology Graduate Program Head and Experimental Psychology Accelerated Masters Pathway (AMP) Program Coordinator. Dr. Chen has a passion for interdisciplinary research with an emphasis on minority health disparities, public health genomics, autism spectrum disorders, emotion, as well as stress and coping. Her work can be found in peer-reviewed journals such as *Autism Research*, *Journal of Autism and Developmental Disorders*, *Stress and Health*, *European Journal of Human Genetics*, *Genetics in Medicine*, *Journal of Applied Biobehavioral Research*, and *International Journal of Environmental Research and Public Health*.

Dr. Chen may be reached at (432) 552-2346 or chen_w@utpb.edu. Her office is MB 3126.

- **James N. Olson**, Professor of Psychology, received his B.A. degree “With Honors” from the University of California at Santa Barbara, where he was named outstanding student in psychology in 1969. He received his Ph.D. in Cognitive Psychology from the University of California at Los Angeles (UCLA) in 1974. He is one of the “founding faculty” of UT Permian Basin, coming to the university in 1973. He was instrumental in the development of the campus’ Counseling Center, where he served his clinical internship. He is a licensed

psychologist in Texas, since 1978. He served as Dean of the College of Arts & Sciences from 1994 to 2004. He is currently C.V. Cardozier Endowed Professor. He teaches Career Counseling and Development, Current Psychotherapies, and Cognitive Behavior Therapy at the graduate level, and Statistics, Drugs and Behavior, and Industrial/Organizational Psychology at the undergraduate level. He has been selected for several prestigious teaching awards: (1) Amoco Award for Excellence in Teaching, 1976, given annually to one faculty member at each of The University of Texas' campuses by the Amoco Foundation in recognition of "outstanding teaching performance at the undergraduate level;" (2) Piper Professor, 2011, for "outstanding teaching" with competition from each of the 165 public and private colleges and universities in Texas; (3) University of Texas Regents' Outstanding Teaching Award, 2012, "to recognize faculty who demonstrate commitment to teaching and sustained capability to deliver excellence to the undergraduate learning experience;" and (4) The Heritage of Odessa Foundation Community Statesman Award in the Field of Education, 2022, "honoring individuals who have made extraordinary contributions in education, and whose unselfish example is worthy of emulation by future generations." He has co-authored three books: (1) *Basic Statistics for the Behavioral Sciences* (1981, Holt, Rinehart and Winston); (2) *Breaking and Entering: An Ethnographic Analysis of Burglary* (Sage Publications, 1991), and (3) *Breaking and Entering: Burglars and Burglary* (Wadsworth Publishers, 2004). He has eight book chapters, and has published in a variety of journals, some of which are: *Perception and Psychophysics; Pharmacology; Biochemistry and Behavior; Journal of Drug Education; The Behavior Analyst; Journal of Crime and Justice; Journal of Orthopsychiatry; and Addictive Behaviors*. His research on residential burglars was covered by the *Time Magazine, U.S. News & World Report, Newsweek*, including an invitation to the *Today Show*. His research interests are broad. Among other things, he is currently working on instructor "caring" and "uncivil" instructor behaviors.

Dr. Olson may be reached at (432) 552-2345. His office is MB 3200, and his email address is olson_j@utpb.edu.

- **Barbara Rila**, Clinical Visiting Professor of Psychology, received her B.A. in the Behavioral Sciences in 1974, from Huron College in South Dakota, and her Doctorate in Counseling Psychology in 1983, from the University of North Texas. After a short time as a School Psychologist, she went into private practice in the Dallas/Ft. Worth area, and later adding a Midland/Odessa area office. Dr. Rila's practice focused on treating children affected by the long term effects of abuse and neglect, and helping their parents to understand and meet their children's multiple and special needs. As part of that focus, she helped found the ATTACH organization, an international and interdisciplinary group of professional and parents concerned with trauma recovery in children. Dr. Rila also chaired the Post Adoption Advisory Committee for Texas, after advocating for the children adopted out of the CPS system to have access to their records and treatment funding. After raising her three children, Dr. Rila relocated full time to west Texas and has spent the last six years with Texas Tech University Health Sciences Center Psychiatry Department, training Child Fellows, Psychiatric Residents, and medical students, as well as providing psychotherapy and psychological evaluation for the children of west Texas. Dr. Rila has also provided training around Texas and the U.S. related to her work with children and families, has been interviewed by the media regarding that work, and has provided expert witness testimony in courts, all of which she sees as opportunities to raise awareness to the challenges children

and their parents must meet.

Dr. Rila may be reached at 432-552-2338 or rila_b@utpb.edu. Her office is MB 3118.

- **Justin W. Vollet**, Assistant Professor of Psychology, received his B.S. (magna cum laude) and M.S. in Psychology from Portland State University. He completed his Ph.D. in Applied Psychology with focuses in Developmental Psychology and Developmental Research Methods and Design at Portland State University in 2017. Upon completing his doctorate program, Dr. Vollet joined a research lab at the University of Texas at Dallas that explored how youth use electronic communication (text messaging and social media) in their peer relationships. He served as a postdoctoral research associate at UT Dallas for 3 years before joining the faculty at The University of Texas Permian Basin in 2020. He currently teaches Life-span Psychology and Experimental Psychology at the undergraduate level. Dr. Vollet's research focuses on the social underpinnings of the development of students' academic engagement (with particular focus on socialization through peer group interactions), and on the development of peer relations throughout childhood and adolescence (i.e., social aggression and peer victimization). His work has been presented at national and international conferences and is published in peer-reviewed journals such as *The Journal of Educational Psychology*, *Developmental Psychology*, *The Journal of Adolescent Health*, *The International Journal of Behavioral Development*, and *Emerging Adulthood*.

Dr. Vollet may be reached at (432) 552-2354 or vollet_j@utpb.edu. His office is located at MB 3122.

Application to the M.A. Program in Psychology

Minimum Requirements:

- Complete a UTPB Graduate Application at: <https://goapplytexas.org>. Information on graduate school admission and deadlines can be found online at: <https://www.utpb.edu/academics/graduate-studies/admissions-and-deadlines/index>
- Provide official transcripts indicating the successful completion of the B.A. or B.S. degree in psychology or closely related field from an accredited college or university. This may be sent by email (admissions@utpb.edu) or by mail (Office of Admission, University of Texas Permian Basin, 4901 East University, Odessa, TX 79762).
- Applicants must have a GPA of 3.0 or better for all hours of undergraduate work.
- Applicants must meet the minimum University requirements.
- Applicants must provide three letters of reference, two of which must be from past professors who are in a position to evaluate the applicant's qualifications for graduate study. The third letter, if not also from a past professor, should be from someone knowledgeable of the applicant's knowledge and skills in a work or volunteer environment.
- Submit a statement of interest (also known as statement of intent) indicating their reasons for selecting UT Permian Basin, their interest in graduate education in Psychology, their preferred option of either Clinical or Experimental concentration, and their preferred mentor, if known. This statement should be no longer than two typed pages.

- Provide a writing sample with preference for research proposals, theses, or literature reviews written recently as an undergraduate student. If no recent undergraduate work has been done, candidates may write an essay regarding their educational journey to the master's degree.
- Applicants should have all the necessary course prerequisites. Three undergraduate psychology courses (9 credit hours minimum) are required for admission to the M.A. program in Psychology:
 - Introductory Statistics (e.g., PSYC 3301 at UTPB)
 - Psychological Research Methods (e.g., PSYC 3304 and 3104, formerly known as Experimental Psychology at UTPB)
 - An advanced, junior or senior level, course in psychology. Students interested in pursuing the M.A. in Psychology with the Clinical concentration are encouraged to take Tests and Measurement (PSYC 4351), as it is required before or concurrently enrolling in two of the graduate courses required for the degree (PSYC 6350 and PSYC 6351).

Students with deficiencies in the course prerequisites listed above may be granted “provisional” admission status, and must take the specified prerequisite courses and earn a minimum grade of B during the first two semesters the student is enrolled provisionally in the program. Students may enroll in the necessary undergraduate courses (PSYC 3301, Statistics; and/or PSYC 3304 and 3104, Experimental Psychology) and in selected graduate courses concurrently. Note, all graduate courses are taught in the evening or online at UTPB. However, although the undergraduate courses that are prerequisite courses may not be offered face-to-face in the evening, the majority are offered online; we attempt to offer the undergraduate prerequisite courses at least once every two years in the late afternoon or early evening face-to-face.

University policy permits some graduate coursework taken while students are classified as “provisional.” Specifically, students may apply six graduate credit hours without petitioning (and a maximum of nine with petition) toward the degree. For all students, graduate courses with less than “B” (i.e., a grade of “C” or less) are not counted toward the degree.

Applicants, who have a GPA below 3.0 but above 2.5, may still submit their applications and be considered for “conditional” admission. However, in addition to the required application materials listed above, these applicants need to provide either their GRE test score or scores from Psychology ACAT test.

Please note that meeting the minimum requirements listed above does not guarantee admission into the program.

Application Deadlines (March 15 or October 22):

All application information should be completed by March 15 for admission to the subsequent Summer or Fall semesters, and by October 22 for admission to the subsequent Spring semester. Late applicants submitted by July 1 may be reviewed for enrollment in the subsequent fall semester, only if sufficient faculty are present to constitute the “Graduate Acceptance Committee.” International student who wish to be considered for fall admission should complete their application by March 15 to allow for sufficient procession time for their U.S. visa and paperwork.

A letter will be sent via email noting whether or not an applicant has been admitted to the program. If an application is incomplete, the applicant may be contacted requesting the missing documents. However, it is the responsibility of the applicant to submit all required materials by the March 15 or October 22 deadlines. Failure to submit all the necessary materials by the deadline will delay admission consideration.

Graduate Studies' Contact Information:

The Office of Graduate Studies will gladly respond to all questions about application status. Their office is located on the lower level patio area of the Mesa Building, office 1208. Reach them by phone (432) 552-2530 or email: gradstudies@utpb.edu.

I. Concentration in Clinical Psychology

The Clinical Psychology concentration leading to the M.A. in Psychology degree is aimed at training students in the assessment and treatment of mental disorders through individual, family, and group therapies. The concentration offers training in child, adolescent, and adult disorders. This course of study is grounded in the scientist-practitioner model and thus involves training in theory, research design and statistics, and the application of evidence-based principles to the provision of psychological services.

Successful completion of the M.A. in Psychology with the Clinical Psychology concentration is designed to provide students the education requirements needed to take state examinations required for the Licensed Psychological Associate (LPA) in the State of Texas (60 hours minimum; for additional information see <http://www.tsbep.state.tx.us/>) or, with additional coursework, the Licensed Professional Counselor (LPC) in the State of Texas (60 hours minimum); for more information about the LPC, see: <http://www.dshs.state.tx.us/counselor/default.shtm>. In addition to completing the requirements for the M.A. degree, both the LPA and LPC require additional supervised hours after completing the MA degree. Both licensures, the LPA and LPC, also require the successful passage of an examination called for by the licensing body after the completion of the M.A in Psychology.

Course Requirements for the Clinical Psychology Concentration (60 hours minimum)

There are course prerequisites for about a third of the courses listed below. If a course does not have a prerequisite listed, then there are none, and the student may enroll in that course at any time. Course descriptions and their prerequisites are provided in Appendix C. Note, three classes with a double-asterisk (**) are taught by both the Education Counseling and Psychology faculty. These three courses are marked by the semester in which they are usually taught. Students are encouraged to take these courses with a psychology faculty member as instructor, and must take PSYC 6302, Research Methodology, with a psychology faculty member.

A. Required "Foundation" Courses (9 hours):

- PSYC 6302, Research Methodology (fall) **
- PSYC 6304, Advanced Statistics: ANOVA; or
PSYC 6314, Advanced Statistics: Regression

- PSYC 6324, Advanced Ethical and Professional Issues

B. Concentration Courses (39 hours):

- PSYC 6305, Ethics and Cognitive Treatment
- PSYC 6306, Psychopharmacology
- PSYC 6307, Addictions Counseling (Prerequisite: 6322)
- PSYC 6312, Group Psychotherapy (Prerequisites: PSYC 6322, 6324, and 6341)
- PSYC 6321, Psychopathology
- PSYC 6322, Current Psychotherapies
- PSYC 6323, Individual Psychotherapy Skills (Prerequisites: PSYC 6322, 6324, and 6341)
- PSYC 6325, Counseling Couples and Families (Prerequisites: PSYC 6322, 6324, and 6341)
- PSYC 6350, Intellectual Assessment
(Tests and Measurements [PSYC 4351] and the permission of instructor are required. Students are encouraged to take Tests and Measurements as soon as possible. This course may be taken prior to, or concurrently with PSYC 6350).
- PSYC 6351, Personality Assessment.
(Tests and Measurements [PSYC 4351] and the permission of instructor are required. Students are encouraged to take Tests and Measurements as soon as possible. This course may be taken prior to, or concurrently with PSYC 6350).
- PSYC 6381, Trauma, Crisis, and Grief Counseling (Prerequisites: PSYC 6322 and 6324)
- PSYC 6392, Practicum (total of 6 hours)
This consists of two semesters (225 clock hours each semester) of supervised practical experience in an appropriate clinical setting. Prerequisites for this course are: PSYC 6305, 6312, 6321, 6322, 6323, 6324, 6325, 6350, and 6351; proof of liability insurance; satisfactory competency assessment; and permission of instructor. Students are required to seek a formal competency evaluation with the practicum instructor/supervisor following 27 credit hours in the program (see page 27 for details). Students must also contact the practicum instructor the semester prior to enrolling to be sure all prerequisites are fulfilled. This course is typically offered only in Fall and Spring semesters; it may not be available in summer. If it is offered in summer, it is not available to first-time enrollees.

C. Other Required Psychology Courses (9 hours):

- PSYC 6371, Social and Cultural Psychology (fall), **or**
PSYC 6310, Gender and Cultural Studies (fall), **or**
PSYC 6372, Multicultural Counseling
- PSYC 6341, Lifespan Development (spring) **
- PSYC 6378, Career Counseling and Development

D. Master's Thesis (3 hours) or Master's Project option (3 hours):

- Take PSYC 6399, Master's Thesis, for the Doctoral Preparation Track.
- Take PSYC 6398, Master's Project (Non-Thesis Option), for the Practitioner Track.

E. Optional Additional Psychology Courses (no hours are specifically required here)

Any one of the courses below may be selected as “extra” edification/experiential courses.

- PSYC 6375, Psychology and the Law
- PSYC 6308, Graduate Seminar in Psychology (Prerequisite: 6302)
- PSYC 6309, Advanced Physiological Psychology
- PSYC 6389, Selected Topics (a category for newly developed courses)
- PSYC 6395, Seminar on Selected Topics

Course Sequence

Due to the large number of courses with prerequisites, students are strongly encouraged to follow the course sequence outlined in Appendix C. Note, students in the Clinical Psychology concentration should enroll in Tests and Measurement (PSYC 4351) as soon as possible if they did not have this course as an undergraduate.

II. Concentration in Experimental Psychology

The Experimental Psychology concentration focuses on advanced psychological theory (i.e., developmental, cognitive, personality, and social psychological theory), research methods, statistics, and manuscript preparation. Students in this program receive one-on-one attention, and class sizes rarely exceed 15 students. The small size of the program enables faculty to mentor and collaborate with students in research. Students will have the opportunity to publish and present their work at professional conferences or in academic journals.

When students finish the Experimental Psychology concentration they will be able to:

- Evaluate research methods, statistical analyses, and theory.
- Integrate knowledge about psychological theories and empirical findings to justify research.
- Use theoretical, methodological, statistical, ethical, and APA style knowledge to develop hypotheses, design research, collect and analyze data, integrate findings, as well as to write and orally defend an empirical report.

To reach these objectives, students are expected to be involved in research activities throughout their graduate program. Research activities are coordinated with faculty members depending, in part, on the student's interests. Our faculty have expertise and interests that span several areas of research in psychology including clinical-counseling, cognitive, developmental, health, social, and neuroscience. Please see faculty profiles (<https://www.utpb.edu/directory/academic-department/departments-of-psychology>) for more information about specific faculty interest.

During the first year, students in consultation with their major advisor, develop a plan of study for their graduate program. The plan specifies students' long-range goals, the field of Psychology in which they will become proficient, the kinds of research skills they intend to acquire, the sequence of courses, research, and professional experiences they hope to follow, and an approximate timetable for accomplishing these ends. The degree plan is to be completed during the first semester after admission and should be submitted to the Graduate Studies office prior to the end of the first year.

Successful completion of the M.A. in Experimental Psychology will provide students with a broad background in psychological theory, research methods, and statistics. Further, students will gain analytical and critical thinking skills, oral and written communication skills, and ability to solve applied and theoretical problems. This training will allow students to acquire skills that are in high demand, and that enable to seek a career in industry and research settings. Graduates may pursue employment conducting research in university or national laboratories. They may also be placed in hospital, mental health, and social service fields, in granting agencies, business settings, or at community colleges. The terminal master's degree will also prepare students for continued study at the Ph.D. level.

Course Requirements for the Experimental Psychology Option (36 hours minimum)

There are course prerequisites for some of the courses below. If a course does not have a prerequisite listed, then there are none and the student may enroll at any time. Course descriptions are provided in Appendix E. Note, three classes with a double-asterisk (**) are taught by both the Education Counseling and Psychology faculty. These courses are marked by the semester in which they are usually taught. Students in the Experimental Concentration must take these courses with a psychology faculty member as instructor.

A. Required "Foundation" Courses (21 hours):

- PSYC 6302, Research Methodology (fall) **
- PSYC 6304, Advanced Statistics: ANOVA
- PSYC 6314, Advanced Statistics: Regression
- PSYC 6371, Social and Cultural Psychology (fall)
- PSYC 6341, Lifespan Development (spring) **
- PSYC 6308, Graduate Seminar in Psychology (Prerequisite: PSYC 6302)
- PSYC 6309, Advanced Physiological Psychology

B. Elective Courses (9-12 hours):

These courses should be chosen in consultation with the faculty advisor and be consistent with a student's overall goals. Up to 6 hours of undergraduate course work (as a graduate student) may also count toward electives. Students with cross-disciplinary interests may enroll in classes in other departments such as organizational management (MNGT 6360) or neuroscience (BIOL 6356), with approval of their advisor.

- PSYC 6310, Gender and Cultural Studies
- PSYC 6375, Psychology and the Law
- PSYC 4351, Tests and Measurements
- PSYC 6305, Ethics and Cognitive Treatment
- PSYC 6306, Psychopharmacology
- PSYC 6321, Psychopathology
- PSYC 6322, Current Psychotherapies
- PSYC 6378, Career Counseling and Development
- PSYC 6389, Selected Topics

- PSYC 6391, Contract Study/Directed Research
- PSYC 6395, Seminar on Selected Topics

C. Master's Thesis (3 - 6 hours):

- PSYC 6399, Master's Thesis

Course Sequence

Students in the Experimental Psychology program are encouraged to follow the course sequence outlined in Appendix D. Students should discuss their thesis plans with their faculty major advisor prior to or at the beginning of the second year.

Contract Study/Directed Research (PSYC 6391)

For students who are interested and able to benefit from such experiences, this “independent research” course (PSYC 6391) may be considered in consultation with your faculty advisor. These course options are reserved for students who have a demonstrated ability to profit from them. Activities from the following list should be consistent with the students’ long-range career goals, their topical interests, and the skills they intend to acquire. These hours are intended to help students gain additional marketable experiences, and they will be highly individualized.

For those interested in **pursuing a Ph.D. in psychology**, PSYC 6391 will allow you to: (1) collaborate with a faculty advisor on research or (2) conduct a pilot study prior to proposing your master thesis. This option requires a final project—a literature review, research poster, or research paper.

For those interested in **teaching**, the PSYC 6391 course can be used to gain teaching experiences as a teaching assistant (with approval from the instructor of record and/or faculty advisor). Students who wish to pursue this option will observe teaching and read literature on teaching and learning. As the semester progresses, students may take more responsibility in the specific course to which they were assigned (by presenting a guest lecture, developing potential course activities, and/or assessment measures). Student will also complete a final project—develop a teaching philosophy, a teaching portfolio, a course design or a grant/research project related to teaching.

Those interested in **quantitative psychology and statistics** may enroll in PSYC 6391 as a Psychology Department statistics intern. This will involve assisting undergraduate and graduate students and/or faculty with their research data. This experience will be planned, supervised, and assessed by your faculty advisor with whom you will arrange a final project.

III. Grade Achievement Policy

Students in the MA in Psychology programs receive credit for only graduate (6000 level) courses in which a grade of A or B has been earned. Any 4000 level course taken as a requisite to regular status must also result in a B grade or higher. Continuation in the graduate programs in Psychology is contingent on maintaining a minimum grade of B in all courses counting toward the degree. Under no circumstances will a grade of C be counted for credit in the Psychology graduate program.

Students seeking the MA in Psychology must have a B or A grade in all courses counting toward the MA degree, not merely a B “average.” A student admitted into the psychology MA program who earns a C+ or lower in any course taken to apply to the MA degree in Psychology will, at a minimum, receive an academic review by the graduate program faculty, and will be monitored and placed on academic probation until the course is repeated with a B or better grade. Such notice will be made in writing by the department chairperson or the graduate program head. Any student placed on academic probation is limited to six credits per semester while on academic probation. Occurrence of a second C or lower grades in one’s graduate course work shall be grounds for dismissal from the graduate program.

Students should visit with their academic advisor at the beginning of each new semester to discuss any issues affecting progress toward the degree.

IV. Student Professionalism

Throughout the program, the student will find that both academic progress (e.g., course grades) and professionalism is monitored. Professional behavior is an expectation. Sometimes students misinterpret the informal and personal atmosphere of the graduate programs in psychology as *laissez faire*, or “anything goes.” Although it’s true that the university environment is more informal than most corporate, nonprofit or for profit agencies, or government agencies, appropriate professionalism is expected. Clearly, professionalism consists of a variety of behaviors, and although it is often difficult to exhaustively define, teach, and assess professional behavior, the graduate student is expected to demonstrate professionalism in the following ways:

- Coming prepared for class, having completed readings or other assignments;
- Regular attendance and participation in class, and other obligations (this includes practicum appointments and regular meetings with one’s Thesis Advisor during the thesis semester);
- Arriving for classes, thesis meetings, and practicum appointments at the scheduled time;
- Meeting the due dates established for class assignments (including Thesis deadlines; see below);
- Adhering to the American Psychological Association’s professional code of ethics (e.g., confidentiality; dual relationships) and university regulations (e.g., academic dishonesty; drug free environment, and so on);
- Maintaining appropriate dress, personal appearance, and hygiene, particularly in the practicum experience;
- Maintaining courteous, civil relationships with fellow students, faculty, and staff;
- Being psychologically sound, interpersonally effective, and able to engage with fellow students, faculty, staff, clients, and professionals in the community in a healthy and responsible manner; and
- Maintaining professional conduct in the community.

In both the clinical practicum and experimental independent research experience, a “zero tolerance” policy is in effect to protect the welfare of clients and community collaborators as well as the integrity of the psychology M.A. programs. Examples of unprofessional behavior include, but are

not limited to, the following: disorderly, aggressive, or threatening conduct on campus or in the community; behavior that endangers the safety, health, or welfare of others on or off campus (i.e., driving while under the influence); breaches of confidentiality, issues of test security, multiple relationships with clients, and so forth.

V. The First and Last Semesters

Upon notification of acceptance at either “regular” or “provisional” status, the applicant will be assigned a “temporary or initial” faculty advisor if interest in working with a specific faculty member was not specified in the student’s letter of intent. Students may change faculty advisors later. For example, students may change advisors if they decide to work on their MA Thesis or MA Project with a faculty member who shares more interest and expertise relevant to the thesis or project topic. Make sure you meet with your initial faculty advisor as soon as possible. In consultation with your faculty advisor, the student will decide on the courses to enroll in the first semester. Some courses have prerequisites or other sorts of restrictions placed on them that further dictate discussing your coursework with your faculty advisor. Furthermore, if one is a full-time student, certain courses are encouraged to be taken as soon as possible so that graduation is not delayed.

Midway during the first semester, or before, in consultation with their initial advisor, the student develops a plan of study for graduate work and completes a “Master’s Degree Program Plan” (see Appendices A and B). This is a formal document summarizing your plan of study. The degree plan specifies:

- The courses necessary to successfully complete either the Clinical Psychology or the Experimental Psychology concentrations.
- The faculty advisor.
Note that the faculty advisor who is initially assigned may be changed at any time the student elects. Some students opt not to stay with their initial faculty advisor and choose someone else once they have completed two or more semesters, particularly if they were assigned a temporary advisor. The degree plan serves as a general framework that permits the students’ graduate work to be adapted to their interests and abilities and provides a standard against which their progress can be assessed. It is flexible, as is the faculty advisor. Degree plans, like faculty advisors, may be changed with a minimum of red tape in order to update the degree plan. Changes must be submitted to the Office of Graduate Studies.
- For PSYC 6399, Master’s Thesis, and PSYC 6398, Master’s Project, three members of the graduate faculty in Psychology will serve on the MA thesis or project committee, one of whom is the faculty advisor. This is described in detail below. Note, the selection of one’s MA thesis or project committee members may be changed (and usually is changed) as one gets closer to considering the actual thesis or project topic. Initially, in consultation with the faculty advisor, the student needs only to “fill in the blanks” with psychology faculty names as committee members; later, names may be changed. The degree plan will simply need to be updated and submitted to Office of Graduate Studies when names change.
- Sample Master’s Degree Program Plans are provided in the Appendices as follows: (a) Appendix A, Clinical Psychology concentration with the intention of LPA and/or LPC licensure; and (b) Appendix B, Experimental concentration.

The student, faculty advisor, and two members of the graduate faculty of psychology, and the head of either the concentrations in Clinical Psychology or Experimental Psychology, all need to approve and sign the Masters Degree Program Plan, and then it is filed in the Office of Graduate Studies. The student is responsible for obtaining all signatures of approval and timely filing the degree plan with the Office of Graduate Studies.

Details of the PSYC 6399, Master's Thesis, and PSYC 6398, Master's Project, options for those seeking to concentrate in clinical psychology are described below in headings VI and VII. Those choosing to concentrate in Experimental Psychology will select the Master's Thesis option, and enroll in PSYC 6399 under heading VI.

At the beginning of the final semester, or before, the student must file a "degree check" with the Office of Graduate Studies to be sure all courses for the degree have or will be taken with a B or better grade. The student also needs to "apply" for graduation through the Office of Graduate Studies and Research. *Importantly, graduation applications must be submitted early in one's last semester.* Please check with the graduate studies office to determine the graduation deadline for the semester you plan to graduate (i.e., they do not accept late applications).

VI. The MA Thesis Committee (for those in the Experimental concentration and those in the Clinical concentration--doctoral preparation track)

Students should allot at least one year (minimum of two semesters) to work on their master's theses. Therefore, in the beginning of the second year of study, the students in the Experimental Psychology concentration and Clinical Psychology concentration (doctoral preparation track) should identify their permanent faculty advisor who will then serve as the chair of the student's thesis committee (with the faculty's approval). Student should have a formal meeting with their faculty advisor and begin to explore research ideas for the thesis before enrolling in the actual course, PSYC 6399, Master's Thesis. Students should choose a topic that interests them, but ensure that their faculty advisor approves of the topic and can advise one on it. Thus, in their first year, students should get to know the faculty members in psychology in anticipation of choosing a thesis topic and chair of the thesis committee. If changes are to be made in the membership of the thesis committee, they should be made at this time and the degree plan updated and submitted to the Office of Graduate Studies.

The thesis committee consists of the faculty advisor (who serves as chair), two full-time graduate faculty in the Psychology Department, and one other member of the graduate faculty who is not a faculty member in the Psychology Department (the "outside" person). The member of the committee from outside the Psychology Department is generally selected from a slate of two or three faculty who are available, and is generally selected by the chair of the thesis committee in consultation with the Student.

The chair of the thesis committee, or thesis chair, is expected to direct, supervise, and monitor the student's work. The three other committee members serve as resources for the student. They may be called upon to play an active role in some aspect of the thesis, but never as active a role as the chair. The chair is expected to provide constructive, timely, written feedback on each completed draft of the thesis proposal and the final form of the thesis document. However, the chair is not responsible

for correcting student skill deficits in writing, statistical analyses, APA style, or motivational problems.

If, at the end of the semester the student has not completed all of the requirements of the thesis but has made satisfactory progress, a grade of Z will be reported, which translates as “work in progress.” The Z does not calculate in the GPA. Students desiring to complete the thesis requirements must reregister in the course the following semester.

Enrolling in PSYC 6399, MA Thesis, and Writing the Final Master’s Thesis

The MA Thesis course proceeds in two steps: (1) completion of the MA thesis proposal and oral presentation; and (2) MA thesis writing and final master’s thesis. Gathering the data and completing the thesis manuscript usually takes at least one semester, and be aware that this is quite a tight timeline. Students should anticipate the high likelihood that they will need to enroll in a second semester of Master’s Thesis. While enrolled in PSYC 6399, the student is responsible for keeping the thesis chair regularly informed of the progress of data collection, statistical analysis of the results, and successive drafts of the thesis manuscript. Note, it is incumbent upon the student to communicate with his or her thesis chair frequently regarding progress, either face-to-face or via email/phone communication. Meetings between student and the other thesis committee members may also take place throughout the semester as needed. Early drafts of the thesis manuscript should be developed by the student in close consultation with the faculty advisor/thesis chair. These drafts are usually not shared with other members of the thesis committee unless requested or unless the student needs specific advice or help on portions of the manuscript. Again, the student should allow seven calendar days before expecting written comments from the chair about a draft of the thesis manuscript.

(1) Step 1 of PSYC 6399, Master’s Thesis: The MA Thesis Proposal and Oral Presentation

The student should have a copy of the *Publication Manual of the American Psychological Association* (7th edition). Before writing, the student should get the handout called *Instructions for Preparation of Master’s Theses and Research Project Reports* at UTPB’s Office of Graduate Studies.

The thesis proposal process begins with a discussion with the faculty advisor/thesis committee chair about the student’s interests. Subsequent discussion should lead to the identification of a specific problem of interest. Once a problem of interest or specific research questions have been identified, the student writes the thesis proposal, which includes an introduction (a literature review and hypotheses for testing), the procedures for data collection (method section), anticipated results and plans for data analysis (how one will go about statistically analyzing the data), and references (references section). Guidelines are as follows:

- Your thesis proposal should be formatted in the same way as the final thesis manuscript, using APA style as described in the *Publication Manual of the American Psychological Association* (7th edition) with some notable exceptions as described below.
- Exceptions to APA Style for your Master’s thesis proposal are: The left-hand margin and top margin must be 1.5 inches. The bottom and right-hand margins may be 1 inch as per APA style. These expanded margins left and top are necessary in order that your final thesis

manuscript may be bound in book-fashion. Please refer to the newest version of the *Style Manual for the University of Texas Permian Basin* released by the Office of Graduate Studies.

- For your thesis proposal, you will not have an Abstract, because clearly you have barely begun.
- Although the final thesis document will generally be written using past tense, use future tense for the Method and Analysis sections described below.
- The first numbered page should be a Title Page following APA Style.
- The text will follow with page 2 since you're not including an Abstract with your thesis proposal, beginning with your introduction to the literature. This is the literature review that describes the topic in its historical and theoretical context. It addresses why the study is worth conducting, how it will add to the body of literature, and culminates with the hypothesis/hypotheses to be tested. It is usually ten pages (plus or minus five). For more details see pages 30-67 of the *Publication Manual of the American Psychological Association* (7th edition).
- Next is the Method section. This will include the participants, apparatus/materials/measures and procedure sections. All stimulus materials, instructions to participants, tests, questionnaires, informed consent forms, and so forth, should be included in Appendices. This section is usually three to eight pages. For more details, see pages 29-32 of the *Publication Manual of the American Psychological Association* (7th edition).
- Follow the Method section with an Analysis section. We call this the Analysis section for the thesis proposal stage, but later it will be termed the Results section. This section should describe anticipated results and implications. It should also include the statistical analyses necessary to reject or retain the null hypothesis/hypotheses. This section is usually one to two pages at the proposal stage. The purpose of the Analysis section is to be sure that the student has the competence or resources to adequately examine the data that are collected.
- The References section will follow the Analysis section. There is no Discussion section at the proposal stage. This reference list should be prepared according to the instructions set forth in Chapter 9 of the *Publication Manual of the American Psychological Association* (7th edition).
- After the References section, as appropriate, include any appendices and supplemental materials as per guidelines on pages 42-43 of the *Publication Manual of the American Psychological Association* (7th edition). This includes information relevant to the methodology, but which would not normally be included in a Method section. If one is using questionnaires, surveys, and other materials, it is appropriate to present them in their entirety in an appendix.

The process will involve writing preliminary drafts, rewriting, and so on. When the student believes that a draft manuscript has sufficient quality, it is presented to the thesis chair for review and comment. Drafts of the manuscript often pass back and forth several times, depending on the extent of the needed revisions. At some point, the manuscript will pass muster and be in a state presentable to the two other thesis committee members in psychology for feedback. This manuscript becomes the thesis proposal. It could take anywhere from half a semester to a semester to complete a polished, quality thesis proposal.

Note that as drafts of the thesis proposal manuscript pass back and forth between the thesis chair and the student, the student should allow at least seven calendar days before expecting feedback. Draft manuscripts may be submitted in hardcopy or electronically, as specified by the thesis chair.

It is worth repeating that the thesis chair is not responsible for correcting deficits in writing, statistical analyses competence, or APA style. The thesis chair is not an editor or proof reader. In fact, thesis chairs and thesis committee members have the right to return documents without reading further upon encountering ten (plus or minus five) grammatical, spelling, or APA style errors.

The Oral Thesis Proposal

The purpose of the thesis proposal is to provide the psychologists and outside person who are members of the thesis committee a clear and complete description of what you intend to do and how you intend to do it so they can provide the student advice on how to improve the research project. Ideally, the final master's thesis will lead to a published journal article.

The oral thesis proposal consists of meeting with the student and the three psychologists on the thesis committee to discuss the thesis proposal as a group. The psychologists serve to help with any logical or methodological problems and give advice. A successful oral thesis proposal meeting is one that leads the faculty to approve the execution of the proposed research project, trusting the chair and student to employ any recommendations specified during the meeting. The meeting is facilitative in nature, designed to enable the student to complete a successful thesis oral defense (described below). However, if major changes are needed, a new proposal (or major revision) and another oral thesis proposal may be required.

It is the student's responsibility to coordinate a date and time that is acceptable to the psychologists and outside person who are members of the thesis committee.

- The student should decide on a few dates when the meeting for the oral thesis proposal could be held. Note establishing the availability of the thesis committee prior to setting dates will expedite the process. These dates should be at least two weeks into the future. Note that it is next to impossible to set up a meeting in the summer. Faculty are on 9-month, fall-spring semester appointments, so unless they are teaching throughout the summer, and most are not, they are under no obligation to meet during the summer.
- The student contacts the faculty offering possible dates and times. Often this will require several back-and-forth contacts in order to accommodate the faculty and student's schedules.
- The student schedules a room to hold the meeting for a 60-minute block of time. The committee chair will describe how the student may go about reserving a room. The student will be asked for his or her name and that of the thesis advisor, and assigned a conference room. If a PowerPoint presentation is to be made, then it is essential that the conference room has the appropriate equipment to do so.
- The student provides the psychologists who are members of the thesis committee a hardcopy of the thesis proposal at least seven calendar days prior to the date of the preliminary orals. Some members of the thesis committee may prefer only an electronic copy, so you may ask each professor's preference. This seven-day lead time is extremely important.
- It bears repeating that the thesis proposal delivered to the thesis committee should be polished and flawless (from the student's point of view). It should be free of typos, consist of correctly spelled words, incorporate correct APA style, and be grammatically correct.

Usually the oral thesis proposal meeting lasts about an hour. Students are encouraged to consider holding a PowerPoint presentation consisting of roughly 10-12 slides. Students are also encouraged to acquire information about the characteristics of “good” or “effective” PowerPoint presentations before developing their PowerPoint slides.

The oral thesis proposal begins with a presentation by the student with a summary of the historical and theoretical contexts of the topic, and why and how another study on the topic should be conducted. This usually takes about 20 minutes (plus or minus five minutes). This is followed by discussion with the faculty on the finer points of the hypothesis/hypotheses, methodology, and statistical analysis of the data. The faculty will invariably make specific suggestions for change in the research proposal. The student should take precise notes, and be sure these recommendations are understood before the end of the oral thesis proposal.

Upon approval, the student must follow any recommendations agreed upon by the faculty in the oral thesis proposal meeting. If minor changes are needed as the study progresses, they should be cleared with the thesis chair.

Once the proposal has been approved by the thesis committee, it must also be approved by the university’s Institutional Review Board (IRB) if human participants are used in the conduct of the study. An IRB form for human subjects research must be completed and approved before collecting any data. Further information about research with human subjects may be obtained from the Office of Research and Sponsored Programs (phone: 432-552-2535) or online at <https://www.utpb.edu/university-offices/research-and-sponsored-programs/human-subjects-in-research-irb>.

Research with animals is presently limited at UTPB as the animal facility has not been updated. If the facility is updated, any research with animals must be approved by the Institutional Animal Care and Use Committee (IACUC) at UTPB. Further information about research with animal subjects may be obtained from the Laboratories Office (phone: 432-552-2278).

The student should consult their thesis chair for the appropriate forms that need to be completed and approved before commencing with any data collection. This review could take anywhere between seven to thirty calendar days. After obtaining IRB or IACUC approval, the student may begin collecting data. Collecting data beforehand is unethical and unprofessional.

(2) Step 2 of PSYC 6399, Master’s Thesis: MA Thesis and Writing the Final Master’s Thesis

There is not a set length for the thesis or the number of references that should be cited. But bear in mind that a double-spaced manuscript submitted for publication is generally 20-30 pages long.

- Your final master’s thesis should be formatted using APA style as described in the *Publication Manual of the American Psychological Association* (7th edition) with some notable exceptions as described below. The left-hand margin and top margin must be 1.5 inches. The bottom and right-hand margins may be 1 inch as per APA style. These expanded margins left and top are necessary in order that your final thesis manuscript may be bound in book-fashion and filed in UTPB’s library. This is an exception to APA style.

- Include a signature page as per UTPB's *Instructions for Preparation of Master's Theses and Research Project Reports*. This page is not numbered and be sure to include the name of the fourth participant on your thesis committee at this time.
- Optionally, one may include a dedication page.
- The first numbered page should be a Title Page following APA Style. The Abstract will follow in page 2.
- The text will follow with page 3 with your introduction to the literature. This is the literature review that describes the topic in its historical and theoretical context. It addresses why the study is worth conducting, how it will add to the body of literature, and culminates with the hypothesis/hypotheses to be tested. It may run between 8-15 pages. Next is the Method section. This will include the participants, apparatus/materials/measures and procedure sections. All stimulus materials, instructions to participants, tests, questionnaires, informed consent forms, and so forth, should be included in Appendices. This section is usually 4-8 pages.
- The next section is the Results section where the main results of the statistical analyses are presented as clearly and concisely as possible. Note that the discussion of effect sizes is recommended. The use of tables and figures is encouraged. Tables and figures should be presented after the References section and before any Appendices (see the *Publication Manual of the American Psychological Association (7th edition)*). This section, excluding any tables and figures, is usually about 2-6 pages in length, not counting tables and figures. Following the Results section is the Discussion section. Here the student presents the newly acquired results in light of the prior research and theory on the topic, comparing and contrasting methodology and theory. Based on the data and subsequent comparison of theory and methodology, etc., any conclusions and implications are to be presented and discussed. Methodological flaws and/or possible improvements in the design of the research project should be pointed out, as well as ideas for future research. This section may run 5-10 pages in length.
- The References section will follow the Analysis section. This reference list should be prepared according to the instructions set forth in Chapters 9 and 10 of the *Publication Manual of the American Psychological Association (7th edition)*.
- Last, as appropriate, include any appendices and supplemental materials as per guidelines in the *Publication Manual of the American Psychological Association (7th edition)*. This includes information relevant to the methodology, but which would not normally be included in a Method section. If one is using questionnaires, surveys, and other materials, it is appropriate to present them in an appendix.

The process will involve writing preliminary drafts, rewriting, and so on. When the student believes that a draft manuscript has sufficient quality, it is presented to the thesis chair for review and comment. If the student intends to complete his/her thesis in a single semester, this should take place no later than by the midpoint of the semester.

Drafts of the manuscript often pass back and forth several times, depending on the extent of the needed revisions. At some point, the manuscript will pass muster and be in a state presentable to the two other two psychologists on thesis committee members in psychology and the fourth member of the thesis committee, the outside member. This manuscript becomes the draft of the master's thesis. It could take anywhere from half a semester to two-thirds of the semester to complete a polished, quality draft of the master's thesis. Again, if the student intends to complete his/her thesis in a single semester, this should take place no later than by the two-thirds point of the semester.

Note that as drafts of the thesis proposal manuscript pass back and forth between the thesis chair and the student, the student should allow at least seven calendar days before expecting feedback. Draft manuscripts may be submitted in hardcopy or electronically, as specified by the thesis chair. It is worth repeating that the thesis chair is not responsible for correcting deficits in writing, statistical analyses competence, or APA style. The thesis chair is not an editor or proof reader, nor is the thesis chair expected to do the statistical analyses, much less compute or write the data analysis in a comprehensible form in the results section. In fact, thesis chairs and thesis committee members have the right to return documents without reading further upon encountering ten (plus or minus five) grammatical, spelling, inadequate/incomprehensible results, and/or APA style errors.

The Master's Thesis Oral Defense

Once a "final draft" of the master's thesis manuscript has been completed to the satisfaction of the thesis chair (this always takes several drafts), a formal oral defense meeting should be scheduled. The master's thesis oral defense provides an opportunity for the student and faculty to engage in a scholarly discussion of the merits of the master's thesis. The thesis defense is an open meeting that anyone (e.g., other faculty, other graduate students, etc.) may attend. It generally lasts about an hour. A PowerPoint presentation is encouraged.

There are at least five purposes of the master's thesis oral defense:

- To ensure that student thoroughly understands the content area of the research project.
- To ensure that the student has a sound background in research methodology.
- To ensure that the student understands the implications of results for the topic field.
- To ensure that the student has the ability to report research in a clear and concise manner using the guidelines set forth in the *Publication Manual of the American Psychological Association* (7th edition).
- To enable the members of the thesis committee to detect (and correct, if possible) any errors in the thesis manuscript, make suggested modifications, and hence strengthen the final master's thesis.

It is the student's responsibility to coordinate a date and time for the master's thesis oral defense that is acceptable to all members of the thesis Committee. The guidelines are similar to those followed to set up the oral thesis proposal, with the exception that the fourth committee member of the thesis committee, who is outside the Department of Psychology, is to participate at this time.

- The student should decide on a few dates when the meeting for the master's thesis oral defense. These dates should be at least two weeks into the future. Note that it is almost impossible to set up a meeting in the summer; do not plan to hold the oral defense in summer.
- The student contacts the faculty offering possible dates and times.
- The student schedules a room to hold the meeting for a 60-minute block of time. The committee chair will describe how the student may go about reserving a room. The student provides all four members of the thesis committee a hardcopy of the final "draft" of the draft of the master's thesis manuscript at least seven calendar days prior to the date of the oral

defense. Some members of the thesis committee may prefer only an electronic copy, so you may ask each professor's preference. This seven-day lead time is extremely important.

- In general, students defending in the fall semester must submit the final "draft" of the master's thesis manuscript to the members of the thesis committee by November 15. Students defending in the spring semester must submit the final "draft" of the master's thesis manuscript to committee members by April 15. Check with the Office of Graduate Studies for "final" dates in the semester in which you wish to defend.
- Completion of master's thesis oral defense must occur 14 days prior to the last regular class day of the term in which the student plans to graduate.
- The very "FINAL" copies of master's thesis manuscript copies of the approved thesis/project to the Graduate Studies and Research Office is due no later than the last class day of the semester in which the student plans to graduate.
- The student and thesis committee members must attend the oral defense, but the student and thesis chair can agree to allow other members of the campus community to sit in on the master's thesis oral defense.
- The final "draft" of the master's thesis manuscript delivered to the committee should be free of typos, consist of properly spelled words, follow APA style exactly, and be grammatically correct.

As in the proposal oral presentation, in the meeting of the thesis oral defense the student will briefly provide a historical and theoretical context, specify the hypothesis/hypotheses, and summarize the methodology. Unlike the preliminary orals, however, the student now has data and the statistical results. Thus, a discussion of the results and their impact on the body of literature pertaining to the topic is now possible. Throughout this discussion, members of the thesis committee are free to question the student about any aspect of the research project. The student is encouraged to take notes of any recommendations that faculty may make.

After questioning the student, the student will be asked to leave the room and the committee members will decide whether the thesis is acceptable and may recommend revisions to be incorporated in a final version. Any visitors are also asked to leave the room. The student can trust there will usually be recommendations and thus revisions to the manuscript will need to be made. These recommendations, if any, must be incorporated into the final thesis manuscript in order for the members of the committee to append their signatures to the final manuscript's title page. After committee deliberation, the thesis chair brings the candidate alone (no visitors) back to the room. The candidate is then informed of the outcome of the orals defense (e.g., pass or fail) and told what changes are needed in the thesis manuscript to make its content satisfactory to the members of the thesis committee. Be certain that your advisor has the final orals form at the thesis orals defense meeting and that it is signed, filled out correctly and turned into the Office of Graduate Studies after the meeting.

The student is expected to make any changes requested by the committee, and then to show these changes to the thesis chair, and, if requested, to any committee member requesting change. A committee member has the right to not sign the final thesis until changes are made to his or her satisfaction. When all changes have been approved by the thesis chair (and any other committee

member), the thesis document is ready to be submitted to the Office of Graduate Studies for one more review. The Office of Graduate Studies may ask for modifications of format and paper.

When there are no more edits to be made, the student is required to provide four copies of the final thesis document to the Office of Graduate Studies. The paper must be at least 25% cotton bond. At this time, the Office of Graduate Studies will phone or email the members of the thesis committee and tell them that the final thesis manuscript has been submitted and they may sign the title page. The student need not run around campus and get signatures on these pages. These copies will be converted into hard-bound copies by the Office of Graduate Studies.

VII. The MA Non-Thesis “Project” Option (for those in the Clinical concentration--practitioner track)

Sometime in the second year of study, the students in Clinical Concentration who opt to complete the project option should have a pretty good idea of who his or her permanent faculty advisor will be, and this faculty member will then serve as the chair of the student’s project committee. The student should have a formal meeting with his or her faculty advisor and begin to explore topics/ideas for the project before enrolling in the actual course, PSYC 6398, Master’s Project. The MA project is generally a critical review of the literature pertaining to a topic of interest. As described on page 8 of the *Publication Manual of the American Psychological Association* (7th edition), the project may be: a literature review; a theoretical article; a methodological article; or a case study. Most projects are literature reviews.

If, at the end of the semester the student has not completed all of the requirements of the project but has made satisfactory progress, a grade of Z will be reported, which translates as “work in progress.” The Z does not calculate in the GPA. Students desiring to complete the project requirements must reregister in the course the following semester.

The steps the student takes for the project are similar to those described above for the thesis, so they will only be summarized below. The critical difference between the MA Thesis and the MA Project is that with the project, 1) data are generally not collected and analyzed and 2) no proposal meeting is necessary. The abbreviated components and steps of the project are:

- A. The project committee consists of the faculty advisor (who serves as chair), two full-time graduate faculty in the Psychology Department, and one other member of the graduate faculty who is not a faculty member in the Psychology Department (the “outside” member). The member of the committee from outside the Psychology Department is generally selected from a slate of two or three faculty who are available, and is generally selected by the chair of the thesis committee in consultation with the student.
- B. The chair of the project committee, or project chair, is expected to direct, supervise, and monitor the student’s work. The project chair is expected to provide constructive, timely, written feedback on each completed draft of the thesis proposal and the final form of the thesis document. However, the chair is not responsible for correcting student skill deficits in writing, APA style, or motivational problems.

- C. The MA Project course proceeds in two steps: (1) MA project writing and final master's project; and (2) completion of the MA Project and oral defense. While enrolled in PSYC 6398, the student is responsible for keeping the thesis chair regularly informed of the progress. Early drafts of the project manuscript should be developed by the student in close consultation with the faculty project chair. These drafts are usually not shared with other members of the thesis committee unless requested or unless the student needs specific advice or help on portions of the manuscript.

1) Step 1 of PSYC 6398, Master's Thesis: MA Project Final Written Master's Project

- With the support and direction of your major advisor identify a problem of interest. This problem should be unique and provide psychologists with knowledge they did not previously have.
- There is not a set length for the project or the number of references that should be cited. Critical reviews, theoretical or methodological projects are typically double-spaced and 15-30 pages long.
- Your final master's project should be formatted using APA style as described in the *Publication Manual of the American Psychological Association* (7th edition) with some notable exceptions as described below.
- The left-hand margin and top margin must be 1.5 inches. The bottom and right-hand margins may be 1 inch as per APA style. These expanded margins left and top are necessary in order that your final thesis manuscript may be bound in book-fashion and filed in UTPB's library. This is an exception to APA style.
- Include a signature page as per UTPB's *Instructions for Preparation of Master's Theses and Research Project Reports*. This page is not numbered and be sure to include the name of the fourth participant on your thesis committee at this time.
- Optionally, one may include a dedication page.
- The first numbered page should be a Title Page following APA Style.
- The Abstract will follow in page 2.
- The text will follow with page 3 with your introduction and discussion.
- The References section will follow your discussion.
- Drafts of the manuscript often pass back and forth several times, depending on the extent of the needed revisions. At some point, the manuscript will pass muster and be in a state presentable to the two other two psychologists on the project committee and the fourth member, the outside member. This manuscript becomes the draft of the master's project. It could take anywhere from half a semester to two-thirds of the semester to complete a polished, quality draft of the

master's project. If the student intends to complete their project in a single semester, this should take place no later than by the two-thirds point of the semester.

2) Step 2: The Master's Project Oral Defense

- Once a “final draft” of the master's project manuscript has been completed to the satisfaction of the thesis chair (this always takes several drafts), a formal oral defense meeting should be scheduled. The master's project oral defense provides an opportunity for the student and faculty to engage in a scholarly discussion of the merits of the master's project. The project defense is an open meeting that anyone (e.g., other faculty, other graduate students, etc.) may attend. It generally lasts about an hour, although a 60 minute block of time. A PowerPoint presentation is encouraged.
- There are at least five purposes of the master's thesis oral defense:
 - I. To ensure that student thoroughly understands the content area of the project.
 - II. To ensure that the student has a sound background in research methodology.
 - III. To ensure that the student understands the implications of his/her review.
 - IV. To ensure that the student has the ability to report ideas and research in a clear and concise manner using the guidelines set forth in the *Publication Manual of the American Psychological Association* (7th edition).
 - V. To enable the members of the thesis committee to detect (and correct, if possible) any errors in the project manuscript, make suggested modifications, and hence strengthen the final master's project.
- It is the student's responsibility to coordinate a date and time for the master's project oral defense that is acceptable to all members of the project Committee. The guidelines are similar to those followed to set up the oral project proposal, with the exception that the fourth committee member of the thesis committee, who is outside the Department of Psychology, is to participate at this time.
- Throughout this discussion, members of the project committee are free to question the student about any aspect of the project. After discussion, the student will be asked to leave the room and the committee members will decide whether the project is acceptable and recommend revisions to be incorporated in a final version. Any visitors are also asked to leave the room. The student can trust there will generally be recommendations and thus revisions to the manuscript will need to be made. These recommendations must be incorporated into the final project manuscript in order for the members of the committee to append their signatures to the final manuscript's title page. After committee deliberation, the thesis chair brings the candidate alone (no visitors) back to the room. The candidate is then informed of the outcome of the orals defense (e.g., pass or fail) and told what

changes are needed in the project manuscript to make its content satisfactory to the members of the thesis committee.

VIII. The Practicum for Students in the Clinical Psychology Concentration, PSYC 6392

Each student in the M.A. program in Clinical Psychology is required to complete 6 credit hours (two semesters) of practicum. The practicum experience includes a minimum of 450 training hours, or approximately 225 per semester. Of the total of 450 training hours, 100 to 150 are face-to-face direct service contact hours with clients. The remaining hours are in supervisory and other training activities, including test administration, scoring, and intervention/report writing. Overall, the practicum experience typically involves approximately 16 hours per week.

The practicum course is typically offered only in Fall and Spring semesters; it may not be available in summer. If it is offered in summer, only continuing students may enroll; summer enrollment is not open to first-time practicum students.

One potential site of the practicum experience is providing supervised psychological services to clients in UTPB's Psychological Services Center. Off-site practicum placements may be required depending on enrollment and opportunities in the Psychological Services Center. Note that for those seeking Licensed Psychological Associate (LPA) licensure, at any off-site placement there must be a Licensed Psychologist on the site (a Ph.D. or Psy.D. licensed psychologist). If a student is already employed in properly supervised off-site clinical setting, that student may not obtain practicum hours while being paid a salary. One can, however, assume extra responsibilities or put in additional hours on the job, with site supervisor and practicum supervisor's permission.

The UTPB Psychological Services Center provides free counseling and psychological services clientele from the Permian Basin community, who pay a nominal fee for services. All clients are real people with real issues and problems, and students enrolling in practicum are to do their best to assist them. The clientele includes, but is not limited to, individual, group, family, and couples therapy. Psychological and educational assessments for evaluation are provided in the areas of attention deficit hyperactivity disorder, learning disorders, and careers and other mental health concerns.

In addition to working with clients at UTPB's Psychological Services Center or an off-campus location, the student is required to attend supervision once a week. Supervision sessions usually entail 2 hours of face-to-face supervision with the practicum supervisor and other students enrolled in PSYC 6392 during that semester. These weekly sessions are crucial to attend because students receive feedback from the supervisor and fellow students, as well as direction on treatment regimens, test scoring, ethical considerations, and so forth.

Regardless of the location of your practicum site, PSYC 6392 should not be considered as just another graduate class in psychology. The practicum experience requires a great deal of responsibility. Responsibility includes being on time for appointments and not rescheduling or canceling appointments, returning phone calls promptly, generating thoughtful and thorough treatment plans and reports in a timely manner, dressing professionally, maintaining client confidentiality, and so on, at all times. Furthermore, students should adhere to the clinical standards; inadequate clinical competence and behaviors, such as ethical violations, threat to client welfare,

and consistent failure to acquire the necessary clinical skills and make adequate progress in the program, will constitute grounds for dismissal from the program.

Prerequisites and Competency Benchmark:

The following nine courses are prerequisite to enrolling in the clinical psychology practicum:

- PSYC 6305, Ethics and Cognitive Treatment
- PSYC 6312, Group Psychotherapy
- PSYC 6321, Psychopathology
- PSYC 6322, Current Psychotherapies
- PSYC 6323, Individual Psychotherapy
- PSYC 6324, Advanced Ethical and Professional Issues
- PSYC 6325, Counseling Couples and Families
- PSYC 6350, Intellectual Assessment
- PSYC 6351, Personality Assessment

Furthermore, every student in the M.A. program in Clinical Psychology will be evaluated by faculty before beginning practicum. This formal competency evaluation aims to provide a comprehensive assessment of the student's competency level. The evaluation will provide feedback to students about areas of strength and weakness that can help to foster personal and professional growth, to determine the degree to which the student has mastered the course material, and to assess the student's readiness to go on to practicum. This assessment will be ongoing and will require students to seek a formal competency evaluation with the practicum instructor/supervisor following 27 credit hours in the program. The assessment may include, but is not limited to, the following categories:

- Professionalism (e.g., ethical, legal, and professional standards),
- Relational factors (e.g., affective and expressive skills),
- Scientific knowledge and methods (e.g., scientific foundation of psychology),
- Application (e.g., knowledge and application of evidence-based practice),
- Supervision (e.g., expectations for supervision), and
- Systems (e.g., functioning in multidisciplinary and interdisciplinary contexts).

To ensure students are on track to enter practicum, they should proactively seek feedback from their faculty instructors throughout the program.

In addition, the student must offer proof of liability insurance. Permission of the instructor is also required. Students must contact the practicum instructor/supervisor the semester prior to enrolling for their approval to ensure all prerequisites are fulfilled and requirements are met.

Admission to the program does not guarantee appropriateness to see clients and completion of the program. If a student does not meet program standards, they will be unable to provide psychological services to others (based on APA guidelines, Texas laws, etc.). Those who do not pass this standard assessment can speak with psychology faculty about one or more of the following options:

- Engage in a structured training program to increase competency. Pass a subsequent assessment.
- Engage in a structured service learning opportunity to increase competency. Note that students must seek out this opportunity and gain approval before beginning. They will be reassessed following the experience.

- Switch to the Experimental Psychology concentration within the department.
Exit the program.

IX. Graduate Assistants

Psychology department may offer 1-3 graduate assistantships each year for both incoming and continuing students enrolled in the clinical and experimental programs. Assistantships are competitive and require full-time enrollment in the graduate program.

Graduate assistants may be assigned to specific faculty or perform general departmental duties. Work activities can include assisting with all aspects of research, including literature reviews, running participants, coding and analyzing data, and writing reports. Other activities may include teaching and general office assistance. Graduate assistants work nineteen and a half hours per week, beginning the week before classes and ending the week after classes. Students who are unable to commit to a workload of 19 and a half hours per week should not apply for a graduate assistantship. Further, graduate assistants are generally not allowed to work other jobs concurrently and must seek permission to do so. Tuition waivers and stipends depend on funding and generally only apply for the 9-month academic year (September through May).

If one is interested in a graduate assistantship, please talk with the graduate program head in psychology and apply through the Office of Graduate Studies. The application and instructions can be found on this page: <https://www.utpb.edu/academics/graduate-studies/graduate-assistants>. Although applications may be taken all year, the deadline for consideration is in early March.

X. Psychology Department Course Offerings by Semester (subject to change)

Courses in *italics* are conducted online.

Fall Courses

PSYC 6302, Research Methodology
PSYC 6371, Social and Cultural Psychology (even years)
PSYC 6375, Psychology and Law (even years)
PSYC 6310, Gender and Cultural Studies (odd years)
PSYC 6350, Intellectual Assessment
<i>PSYC 6322, Current Psychotherapies</i>
<i>PSYC 6305, Ethics and Cognitive Treatment</i>
COUN 6370/PSYC 6341, Lifespan Development
COUN 6377/PSYC 6323, Individual Psychotherapy
COUN 6371/PSYC 6324, Advanced Ethical and Professional Issues
COUN 6378/PSYC 6312, Group Psychotherapy
<i>COUN 6382/PSYC 6325, Counseling Couples and Families</i>
PSYC 6392, Practicum
PSYC 6398, MA Project
PSYC 6399, MA Thesis
PSYC 4351, Tests and Measurements

Spring Courses

PSYC 6304, Advanced Statistics ANOVA (even years)
PSYC 6314, Advanced Statistics Regression (odd years)
PSYC 6309, Advanced Physiological Psychology (odd years)
PSYC 6308, Graduate Seminar in Psychology (even years)
PSYC 6321, Psychopathology
<i>PSYC 6306, Psychopharmacology</i>
PSYC 6351, Personality Assessment
PSYC 6341, Lifespan Development
COUN 6378/PSYC 6312, Group Psychotherapy
COUN 6371/PSYC 6324, Advanced Ethical and Professional Issues
COUN 6377/PSYC 6323, Individual Psychotherapy Skills
COUN 6381/PSYC 6381, Trauma, Crisis, and Grief Counseling
<i>COUN 6379/PSYC 6372, Multicultural Counseling</i>
PSYC 6392, Practicum
PSYC 6398, MA Project
PSYC 6399, MA Thesis

Summer Courses

<i>PSYC 6378/COUN 6373, Career Counseling and Development</i>
COUN 6380/PSYC 6307, Addictions Counseling

Note, courses above in which COUN is listed first are generally taught by faculty in the Education Counseling Department. Students are encouraged to enroll in courses taught by the Psychology Department faculty when possible (note, with PSYC 6302, Research Methodology, students must take this course with a faculty member from the Department of Psychology to ensure one knows the expectations for MA thesis or MA project completion in the department).

XI. Disclaimer

The information in this *Handbook* is provided to aid graduate students in the Psychology Department at UTPB. It is intended as a guideline, not as the law. Policies and procedures are always being examined and reexamined. This means that they may be changed or modified at any time. Consequently, some information in the current handbook may be missing or need updating. The Graduate Faculty in Psychology will try to keep students informed of changes/corrections to this *handbook* as they occur.

Appendix A

Sample degree plan in Clinical Psychology concentration with intention of LPA and/or LPC licensure, Doctoral Preparation Track or Practitioner Track

Name: _____ Student ID: _____ Program Acceptance Date: _____

Degree: Master of Arts in Psychology Option: Thesis

Major: Clinical Psychology Concentration (with intent to pursue the LPA and/or LPC) Project (Non-Thesis)

Major Advisor: Dr. Committee Members: Dr. Dr.

Discipline	Number	Course Title	School	Date	Credits	Grade
Core Requirements		(9 hours)				
PSYC	6302	Research Methodology	UTPB		3	
PSYC or PSYC	6304 6314	Advanced Statistics: ANOVA Advanced Statistics: Regression	UTPB		3	
PSYC	6324	Advanced Ethical and Professional Issues	UTPB		3	
Clinical Psychology Concentration		(39 hours)				
PSYC	6305	Ethics and Cognitive Treatment	UTPB		3	
PSYC	6306	Psychopharmacology	UTPB		3	
PSYC	6307	Addictions Counseling (Prerequisite: PSYC 6322)	UTPB		3	
PSYC	6312	Group Psychotherapy (Prerequisites: PSYC 6322, 6324, & 6341)	UTPB		3	
PSYC	6321	Psychopathology	UTPB		3	
PSYC	6322	Current Psychotherapies	UTPB		3	
PSYC	6323	Individual Psychotherapy Skills (Prerequisites: PSYC 6322, 6324, & 6341)	UTPB		3	
PSYC	6325	Counseling Couples and Families (Prerequisites: PSYC 6322, 6324, & 6341)	UTPB		3	
PSYC	6350	Intellectual Assessment (Corequisite: PSYC 4351)	UTPB		3	
PSYC	6351	Personality Assessment (Corequisite: PSYC 4351)	UTPB		3	
PSYC	6381	Trauma, Crisis, and Grief Counseling (Prerequisites: PSYC 6322 & 6324)	UTPB		3	
PSYC PSYC	6392 6392	Practicum (total of six hours) (Prerequisites: PSYC 6305, 6312, 6321, 6322, 6323, 6324, 6325, 6350, & 6351; proof of liability insurance)	UTPB UTPB		3 3	
Other Required Psychology Courses		(9 hours)				
PSYC or PSYC or PSYC	6371 6310 6372	Social and Cultural Psychology Gender and Cultural Studies Multicultural Counseling (Prerequisites: PSYC 6322 & 6324)	UTPB		3	
PSYC	6341	Lifespan Development	UTPB		3	
PSYC	6378	Career Counseling and Development	UTPB		3	
Master's Thesis or Master's Project		(3 hours)				
PSYC or PSYC	6398 6399	MA Project (Prerequisites: permission of advisor) MA Thesis (Prerequisites: permission of advisor)	UTPB		3	
Undergrad pre-requisites, if applicable						
PSYC	4351	Tests and Measurements (Corequisite for PSYC 6350 & 6351; take ASAP)	UTPB		3	
Total Hours Required For Degree					60	

THIS FORM MUST BE PROCESSED THROUGH THE GRADUATE STUDIES OFFICE BEFORE IT BECOMES OFFICIAL.

Any changes after initial processing must be on a PETITION FORM. No modifications may be made directly on a completed degree plan.

NOTE: The master's degree must be completed within 8 years. The 8-year period begins at the date of completion of the first course to be applied toward degree requirements. No course more than 8 years old at the time of graduation may be applied toward requirements for the degree. For example: If the first course on the degree plan is dated Fall 2015, the student must graduate in or before Summer 2023. Your degree must be completed by: _____

NOTE: STUDENT RESPONSIBILITY. When all work on the Degree Plan has been completed, you are eligible to apply for your Master's Degree. It is not awarded automatically. You must enroll in the semester that the degree is to be awarded, pay the graduation fee, and complete a "Graduate Graduation Application" found at www.utpb.edu/graduation by the graduation application deadline.

Student Date

Program Head Date

Major Advisor Date

Graduate Faculty Representative Date

Committee Member (Psychology) Date

Dean of Graduate Studies Date

Committee Member (Psychology) Date

Appendix B

Sample degree plan in Experimental Psychology Concentration

Name: _____ Student ID: _____ Program Acceptance Date: _____

Degree: Master of Arts in Psychology

Option: Thesis Required

Major: Experimental Psychology Concentration

Major Advisor: Dr. Committee Members: Dr. Dr.

Discipline	Number	Course Title	School	Date	Credits	Grade
Core Requirements (21 hours)						
PSYC	6302	Research Methodology	UTPB		3	
PSYC	6304	Advanced Statistics: ANOVA	UTPB		3	
PSYC	6314	Advanced Statistics: Regression	UTPB		3	
PSYC	6371	Social and Cultural Psychology	UTPB		3	
PSYC	6341	Lifespan Development	UTPB		3	
PSYC	6309	Advanced Physiological Psychology	UTPB		3	
PSYC	6308	Graduate Seminar in Psychology (Prerequisite: PSYC 6302)	UTPB		3	
Electives, which may include PSYC 6391 (9-12 hours)						
PSYC	6310	Gender and Cultural Studies	UTPB		3	
PSYC	6375	Psychology and the Law	UTPB		3	
PSYC	4351	Tests and Measurements	UTPB		3	
PSYC	6391	Contract Study/Directed Research	UTPB		3	
PSYC	6389	Selected Topics	UTPB		3	
PSYC	6395	Seminar on Selected Topics	UTPB		3	
PSYC	6378	Career Counseling and Development	UTPB		3	
PSYC	6321	Psychopathology	UTPB		3	
PSYC	6322	Current Psychotherapies	UTPB		3	
PSYC	6306	Psychopharmacology	UTPB		3	
Master's Thesis (3-6 hours)						
PSYC	6399	MA Thesis (Prerequisites: permission of advisor)	UTPB		3	
Total Hours Required For Degree					36	

THIS FORM MUST BE PROCESSED THROUGH THE GRADUATE STUDIES OFFICE BEFORE IT BECOMES OFFICIAL.

Any changes after initial processing must be on a PETITION FORM. No modifications may be made directly on a completed degree plan.

NOTE: The master's degree must be completed within 8 years. The 8-year period begins at the date of completion of the first course to be applied toward degree requirements. No course more than 8 years old at the time of graduation may be applied toward requirements for the degree. For example: If the first course on the degree plan is dated Fall 2015, the student must graduate in or before Summer 2023. Your degree must be completed by: _____

NOTE: STUDENT RESPONSIBILITY. When all work on the Degree Plan has been completed, you are eligible to apply for your Master's Degree. It is not awarded automatically. You must enroll in the semester that the degree is to be awarded, pay the graduation fee, and complete a "Graduate Graduation Application" found at www.utbp.edu/graduation by the graduation application deadline.

Student Date

Program Head Date

Major Advisor Date

Graduate Faculty Representative Date

Committee Member (Psychology) Date

Dean of Graduate Studies Date

Committee Member (Psychology) Date

Appendix C

Course progression for the Clinical Psychology concentration

Due to the large number of pre-requisites in the clinical program, we recommend that students complete courses in the following progression for a **fall start date**.

First year		
Fall	Spring	Summer
PSYC 6322	<i>PSYC 6324</i>	PSYC 6378
PSYC 6305	PSYC 6341	
PSYC 4351 (if needed)	PSYC 6351*	
PSYC 6350*		
Second year		
Fall	Spring	Summer
<i>PSYC 6323* or 6312*</i>	PSYC 6304 or 6314	<i>PSYC 6307*</i>
<i>PSYC 6325*</i>	<i>PSYC 6312* or 6323*</i>	Ψ develop a project or thesis topic
PSYC 6302	PSYC 6321	
Third year		
Fall	Spring	
PSYC 6371 or 6310	PSYC 6306	
PSYC 6392*	PSYC 6392*	
PSYC 6398 or 6399	<i>PSYC 6381*</i>	

Complete courses in the following progression for a **spring start date**.

First year		
Spring	Summer	Fall
<i>PSYC 6324</i>	PSYC 6378	PSYC 6322
PSYC 6341		PSYC 6305
PSYC 6321		PSYC 6350*
		PSYC 4351 (if needed)
Second year		
Spring	Summer	Fall
PSYC 6351*	<i>PSYC 6307*</i>	<i>PSYC 6323* or 6312*</i>
<i>PSYC 6312* or 6323*</i>		PSYC 6302
PSYC 6306		<i>PSYC 6325*</i>
Third year		
Spring	Summer	Fall
<i>PSYC 6381*</i>		PSYC 6371 or 6310
PSYC 6392*		PSYC 6392*
PSYC 6304 or 6314		PSYC 6398 or 6399
Ψ develop a project or thesis topic		

*Indicates course has pre-requisites. *Courses in italics are taught by counseling faculty.*

Based on the following course rotation

Fall Courses

PSYC 6322 Current Psychotherapies
PSYC 6350 Intellectual Assessment (4351)
PSYC 6305 Ethics and Cognitive Treatment
PSYC 6302 Research Methodology
PSYC 6310 Gender and Cultural Studies (odd years)
PSYC 6371 Social and Cultural Psychology (even years)
PSYC 4351 Tests and Measurements
<i>COUN 6370/PSYC 6341 Lifespan Development</i>
<i>COUN 6371/PSYC 6324 Advanced Ethical and Professional Issues</i>
<i>COUN 6377/PSYC 6323 Individual Psychotherapy Skills (6322, 6324, & 6341)</i>
<i>COUN 6378/PSYC 6312 Group Psychotherapy (6322, 6324, & 6341)</i>
<i>COUN 6382/PSYC 6325 Counseling Couples and Families (6322, 6324, & 6341)</i>
PSYC 6392 Practicum (6305, 6312, 6321, 6322, 6323, 6324, 6325, 6350, 6351, & liability insurance)
PSYC 6398 MA Project (6302 & 6304/6314)
PSYC 6399 MA Thesis (6302 & 6304/6314)

Spring Courses

PSYC 6321 Psychopathology
PSYC 6306 Psychopharmacology
PSYC 6351 Personality Assessment (4351)
PSYC 6304 Advanced Statistics: ANOVA (even years)
PSYC 6314 Advanced Statistics: Regression (odd years)
PSYC 6341/COUN 6370 Lifespan Development
<i>COUN 6371/PSYC 6324 Advanced Ethical and Professional Issues</i>
<i>COUN 6377/PSYC 6323 Individual Psychotherapy Skills (6322, 6324, & 6341)</i>
<i>COUN 6378/PSYC 6312 Group Psychotherapy (6322, 6324, & 6341)</i>
<i>COUN 6379/PSYC 6372 Multicultural Counseling</i>
<i>COUN 6381/PSYC 6381 Trauma, Crisis, and Grief Counseling (6322 & 6324)</i>
PSYC 6392 Practicum (6305, 6312, 6321, 6322, 6323, 6324, 6325, 6350, 6351, & liability insurance)
PSYC 6398 MA Project (6302 & 6304/6314)
PSYC 6399 MA Thesis (6302 & 6304/6314)

Summer Courses

PSYC 6378/COUN 6373 Career Counseling and Development
<i>COUN 6380/PSYC 6307 Addictions Counseling (6322)</i>

Courses that begin with COUN are taught by counseling faculty. As shown in the example course progression above, we recommend taking classes by PSYC faculty when possible. Students must take PSYC 6302 (Research Methodology) with a PSYC faculty member.

Appendix D

Example course sequence for the Experimental Psychology concentration

First year		
Fall	Spring	Summer
PSYC 6302	PSYC 6304 or 6314	Ψ develop a thesis topic
PSYC 6371 or 6310	PSYC 6341	
PSY 4351 or 6375	PSYC 6308 or 6309	
Second year		
Fall	Spring	
PSYC 6371 or 6310	PSYC 6304 or 6314	
PSYC 6375 or 4351	PSYC 6308 or 6309	
PSYC 6399	PSYC 6399	

Based on the following course sequence

Fall Courses

PSYC 6302 Research Methodology
PSYC 6310 Gender and Cultural Studies (odd years)
PSYC 6371 Social and Cultural Psychology (even years)
PSYC 6375 Psychology and Law (even years)
PSYC 6399 MA Thesis
PSYC 4351 Tests and Measurements

Spring Courses

PSYC 6304 Advanced Statistics: ANOVA (even years)
PSYC 6308 Graduate Seminar in Psychology (even years)
PSYC 6309 Advanced Physiological Psychology (odd years)
PSYC 6314 Advanced Statistics: Regression (odd years)
PSYC 6341/COUN 6370 Lifespan Development
PSYC 6399 MA Thesis

Students must take PSYC 6302 (Research Methodology) with a PSYC faculty member.

Appendix E

Course Listings and Course Descriptions

PSYC 6302 Research Methodology (3). Foundations of research planning, methodology, analytic techniques, interpretation and reporting in the fields of psychology and education. ** (must take from psychology faculty instructor)

PSYC 6304 Advanced Statistics: Analysis of Variance (3). Conceptual foundation in experimental hypothesis testing and data analysis using ANOVA. Topics include one-way and factorial ANOVA, repeated measures, mixed designs, and ANCOVA.

PSYC 6305 Ethics and Cognitive Treatment (3). Ethical, professional, and legal standards of practice, including therapist role identity, within traditional and emerging cognitive/behavioral treatment interventions.

PSYC 6306 Psychopharmacology (3). An overview of psychopharmacological medications, their basic classification, indications, contraindications, and side-effects will be provided. The goal of this course is to introduce the students to the basic terminology and models of pharmacokinetics as they relate to clinical mental health counseling and pharmacological treatment.

PSYC 6307 Addictions Counseling (3). This course is designed to investigate physiological, emotional, social, and physical aspects related to addictions including but not limited to substances abuse. Topics will include treatment interventions, legal and ethical issues, prevention, and applied recovery techniques. Prerequisite: PSYC 6322.

PSYC 6308 Graduate Seminar in Psychology (3). A multidisciplinary review of seminal and current theoretical and empirical writings about a specific topic in psychology. Topics may range from stereotyping and prejudice, moral psychology, the physiological and psychological bases of pain, adjustment to chronic illness, sociocultural influences of health, social neuroscience, or academic and social development.

PSYC 6309 Advanced Physiological Psychology (3). The objective of this course is to gain a deeper understanding of the biological and physiological bases of human behavior. This course will cover neurophysiology and neuroanatomy. The biological bases of functional human behavior as well as neurological and psychological disorders will be covered.

PSYC 6310 Gender and Cultural Studies (3). A broad overview of gender influencing stereotypes, power, and privilege in North America and elsewhere. The role of culture on such influence will be a topic of focus. Other topics may include theoretical perspectives of gender, stereotypes, oppression, gendered bodies, intimate relationships, workplace and power relations, manhood and masculinity, and gendered violence.

PSYC 6312 Group Psychotherapy (3). A study of group development and group therapy, with consideration of group leadership styles, methods and skills, including ethical concerns in group work. Group dynamics will be demonstrated through student participation in an experiential growth group. Prerequisites: PSYC 6322, PSYC 6324, and PSYC 6341.

PSYC 6314 Advanced Statistics: Regression (3). Conceptual foundation in correlational hypothesis testing and data analysis using linear regression. Topics include multiple regression, mediation, moderation, and path analysis procedures.

PSYC 6321 Psychopathology (3). A survey of the manifestations of abnormal behavior and psychological processes. Detailed analysis of the clinical and experimental literature concerning psychological and psychiatric disorders and their etiology. Diagnostic criteria and the Diagnostic and Statistical Manual of Mental Disorders are discussed.

PSYC 6322 Current Psychotherapies (3). A survey of the major theories and techniques in psychotherapy, including their historical development, key concepts, therapeutic process, and application for appropriate treatment intervention.

PSYC 6323 Individual Psychotherapy Skills (3). Review and training in the basic methods and techniques of individual psychotherapy knowledge and skills for treatment intervention. Prerequisites: PSYC 6322, PSYC 6324, and PSYC 6341.

PSYC 6324 Advanced Ethical and Professional Issues (3). An exploration of the professional, ethical, and legal issues that affect the client and therapist in treatment intervention in applied settings. The ethical codes and laws regulating psychotherapeutic relationships will be examined.

PSYC 6325 Counseling Couples and Families (3). This course introduces students to the intricacies of family dynamics and provides information and knowledge on how families are systemically organized and how they go about communicating. Students will learn the basics of family dynamics and how to understand the complex relationships that exist within diverse family systems. Prerequisites: PSYC 6322, PSYC 6324, and PSYC 6341

PSYC 6341 Lifespan Development (3). An overview of processes, stages, theories and research of human intellectual, physical, social, and emotional development from prenatal origins through adulthood. ** (preferred to take from psychology faculty instructor)

PSYC 6350 Intellectual Assessment (3). An examination of the principles and methods of assessing intelligence in both children and adults. Corequisite: Tests and Measurements (PSYC 4351) and permission of instructor (Tests and Measurements must be taken prior to, or concurrently with PSYC 6350).

PSYC 6351 Personality Assessment (3). An examination of the principles and methods of assessing personality. Corequisite: Tests and Measurements (PSYC 4351) and permission of instructor (Tests and Measurements may be taken prior to, or concurrently with PSYC 6351).

PSYC 6371 Social and Cultural Psychology (3). An overview of research and theory in social psychology. Students will learn about how gender, culture, and context affect our interpretation of the social world. Social, cultural, and family issues are discussed as well as the issues related to the intersections of race, class, and gender. ** (preferred to take from psychology faculty instructor)

PSYC 6372 Multicultural Counseling (3). An examination of multicultural issues, theory, research, and practice relevant to treatment intervention. Cultural identification and exploration of one's heritage and how it impacts the therapeutic process will be explored. Prerequisites: PSYC 6322 and PSYC 6324.

PSYC 6375 Psychology and the Law (3). An overview of the application of psychological science and theory in the legal system. Topics may include the use of psychological science in the courtroom, criminal profiling, miscarriages of justice, malingering and lie detection, risk prediction, the legal system and minorities and children, and the psychology of juries and judges, PSYC 6371 or undergraduate social psychology course recommended.

PSYC 6378 Career Counseling and Development (3). A survey of theory and techniques of career planning and counseling. Includes strategies for career choice, career counseling, and sources of occupational and educational information throughout the lifespan.

PSYC 6381 Trauma, Crisis, and Grief Counseling (3). An examination of theory, methods, and techniques to effectively intervene in critical situations and to help individuals who are experiencing crisis events and grief reactions. Prerequisites: PSYC 6322 and PSYC 6324.

PSYC 6389 Selected Topics (3). Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

PSYC 6391 Contract Study/Directed Research (3). Under the direction of a faculty member, design and conduct a research project, analyze data, and submit a finding for presentation of publication. Prerequisite: admission to Psychology Graduate Program and permission of instructor.

PSYC 6392 Practicum (3). Three semester hours (225 clock hours) of supervised practical experience in an appropriate clinical or research setting (depending on area of concentration). Prerequisites for clinical M.A. students: PSYC 6305, 6312, 6321, 6322, 6323, 6324, 6325, 6350, and 6351; proof of liability insurance; satisfactory competency assessment; and permission of instructor. Students are required to seek a formal competency evaluation with the practicum instructor/supervisor following 27 credit hours in the program. Students must also contact the practicum instructor the semester prior to enrolling to be sure all prerequisites are fulfilled. This course is typically offered only in Fall and Spring semesters; it may not be available in summer. This course must be repeated for a total of six maximum hours to meet the degree requirements. Practicum will be graded by S for satisfactory and U for unsatisfactory. The S does not calculate in the GPA; but the grade of S does indicate satisfactory completion of 3 credit hours of practicum experience. The U calculates as a failing grade in the GPA.

PSYC 6395 Seminar on Selected Topics (3). Seminars on topics to be explored in depth as selected by individual professors. Course may be repeated on different topics.

PSYC 6398 Master's Project (3). The student will engage in one of several activities, including a critical review of the literature on a topic related to clinical psychology. The Master's Project will be graded by S for satisfactory upon completion of all the requirements of the project. The S does not calculate in the GPA. If, at the end of the semester the student has not completed all of the requirements of the thesis but has made satisfactory progress, a grade of Z will be reported, which translates as "work in progress." The Z does not calculate in the GPA. Students desiring to complete the thesis requirements must reregister in the course the following semester. Prerequisite: permission of the instructor.

PSYC 6399 Master's Thesis (3). Research and preparation of the master's thesis. Thesis will be graded by S for satisfactory upon completion of all the requirements of the thesis. The S does not calculate in the GPA. If, at the end of the semester the student has not completed all of the requirements of the thesis but has made satisfactory progress, a grade of Z will be reported, which translates as "work in progress." The Z does not calculate in the GPA. Students desiring to complete the thesis requirements must reregister in the course the following semester. Prerequisite: permission of the instructor.