



THE UNIVERSITY OF TEXAS
SOUTHWESTERN MEDICAL CENTER

2026–2027 Guidelines for Students and Interns

Clinical Psychology Doctoral Program
and
Doctoral Internship in Clinical Psychology

Graduate School of Biomedical Sciences
Revised Summer 2026

Digital Accessibility

UT Southwestern is committed to providing digital content that is accessible to individuals with disabilities. This handbook has been structured using headings, descriptive hyperlinks, readable formatting, and other accessibility practices intended to support navigation with assistive technology. Individuals who encounter an accessibility barrier in this document should contact the Clinical Psychology Administrative Team and may also consult UT Southwestern Digital Accessibility resources. This accessible document is a supplement to individualized accommodations administered by Campus Accessibility Services.

Table of Contents

Table of Contents	2
Part I. Program Overview	6
1. About This Handbook	6
Purpose and Scope	6
Authority and Revisions	6
Equal Opportunity and Nondiscrimination	6
2. Program Identity and Accreditation	6
3. Mission, Training Model, and Aims	7
Discipline-Specific Knowledge	7
Profession-Wide Competencies	9
Internship Development and Evaluation of Profession-Wide Competencies	12
Internship minimum levels of achievement	13
How each competency is demonstrated during internship	13
4. Program Contacts	14
Part II. Governance, Faculty, and Student Support	14
5. Program Leadership and Faculty	14
Program and Internship Leadership	14
Program Director: Richard C. Robinson, PhD	15
Director of Clinical Training and Internship Training Director: Veronica Bordes Edgar, PhD, ABPP	15
Director of Research Training: Christian LoBue, PhD	15
Southwestern Clinic Director: Ellie Hakim, PhD, ABPP	15
Program Oversight and Operational Support	16
6. Program Governance	16
Committee Membership and Governance	16
Decision-Making Authority	16
Committee Summaries	17
7. Student Support and Advising.....	18
Student Advocates	18
Annual Advisory Review and Peer Support	18
Accessibility and Accommodations	18
Part III. Professional Standards and Academic Progress	19
8. Professional and Ethical Responsibilities	19
Faculty-Student and Supervisory Relationships	19
Generative Artificial Intelligence	19
9. Essential Functions and Fitness for Training.....	19
Essential Functions	19
1. Communication	20
2. Intellectual, Cognitive, and Integrative Abilities	20
3. Professional, Behavioral, and Interpersonal Functioning	20
4. Ethical and Legal Conduct	20
5. Clinical and Patient-Care Responsibilities	21
6. Self-Monitoring and Use of Supervision	21
10. Evaluation, Feedback, and Academic Standing	21
Evaluation Framework	21
Grades	22
Clinical Evaluation and Direct Observation	22
Remediation	22
Academic Probation and Dismissal	23

11. Grievances, Complaints, and Appeals	23
Part IV. Academic Program	24
12. Registration, Enrollment, and Leave.....	24
Course Waivers and Electives	25
Leave and Attendance	25
In Absentia Registration and Time to Degree	25
Outside Employment	25
13. Curriculum and Didactics.....	26
Monthly Activity Reporting	26
Didactic Series	26
Part V. Clinical Training	27
14. Clinical Training Sequence	27
Practicum	27
Exclusively Affiliated Internship and Readiness	27
Degree Conferral	27
15. Clinical Placements	27
Placement Principles	27
Practicum Placement Process	27
Internship Placement Process	28
16. Supervision and Evaluation of Training	28
Required Supervision	28
Telesupervision	28
Student Evaluation of Supervisors and Sites	28
17. Clinical Training Requirements	29
Program Time Off	29
Background Checks, Drug Testing, and Health Requirements	29
Professional Conduct and Records	29
18. Internship Completion	30
Part VI. Research and Degree Completion	30
19. Research Training	30
Human-Subjects Research	30
Scholarly Products Required Before Degree Conferral	30
20. Program Milestones	31
21. Dissertation	31
Part VII. Community and Resources	32
22. Student Leadership and Organizations.....	32
23. Scholarships, Assistantships, and Awards	32
24. History of Psychology Training at UT Southwestern Open Supplemental Forms and Information	33
APPENDICES	34
Supplemental Forms and Information Open Supplemental Forms and Information	34
Appendix A. Program Governance and Personnel	35
A1. Core Faculty	35
A2. Associated Faculty.....	35
A3. Other Contributors.....	35
A4. Committee Membership and Governance Policy.....	37
1. Purpose and Accreditation Alignment	37
2. Committee Composition	37
2.1 Faculty Membership.....	37
2.2 Student Membership (When Permitted)	37

2.3 Administrative Staff.....	37
3. Committee Leadership.....	37
4. Roles and Professional Expectations	37
5. Attendance and Participation	37
6. Review and Documentation.....	37
Committee Membership	38
A5. Steering Committee	38
A6. Clinical Training Committee	38
A7. Research Training Committee	38
A8. Recruitment and Retention Enhancement Committee.....	38
A9. Curriculum Committee	38
A10. Practicum and Internship Selection Committee	39
A11. Admissions Committee.....	39
Appendix B. Academic Program and Curriculum	40
B1. Clinical Psychology Degree Plan.....	40
B2. Core and Elective Course Listing	42
Appendix C. Clinical Training and Supervision.....	43
Appendix D. Professional, Ethical, and Technology Policies	45
D1. Faculty-Student and Supervisory Relationships	45
Disclosure Requirements.....	45
D2. Generative Artificial Intelligence Use Best Practices	46
Appendix E. Research Apprenticeship and Dissertation.....	47
Objectives.....	47
Caveats.....	47
Apprenticeship Program	48
A. Selection of Mentors	48
B. The Apprenticeship: First Year (third year of the graduate program)	49
C. The Apprenticeship: Second Year (fourth year of the graduate program).....	51
D. The Dissertation: Proposal Meeting	51
E. Running of the Dissertation Project	51
Recruitment of Subjects.....	52
Availability of Necessary Resources	52
Time Frame of the Project.....	52
Communication Between Student and Supervisor	52
Data Collection and Statistical Analysis	52
Interpretation and Write-Up of Final Results	52
Preparation for Final Defense	53
A Final Caveat	53
Conclusions.....	53
E1. Dissertation Expectations and Milestone Form.....	54
Tasks and Suggested Timeline for Dissertation Progress*	54
Dissertation Options.....	55
E4. Procedures - Dissertation.....	56
Appendix F. Student Resources	58
F1. Resources for Students	58
F1.1 Advising and Program Support	58
F1.2 Graduate Career Development	58
F1.3 Academic, Library, Research, and Statistical Support.....	58
F1.4 Health, Wellness, and Counseling	58

F1.5 Accessibility, Pregnancy, and Parenting Support	58
F1.6 Financial Aid and Funding.....	58
F1.7 Student Organizations, Leadership, and Community	59
F1.8 Technology, Facilities, and Clinical Training Resources	59
F1.9 International Student Support.....	59
F1.10 Campus Life and Recreation	59
F2. Student Organizations.....	60
Graduate Student Organization (GSO)	60
Faculty-Student Organization of Clinical Psychology at UT Southwestern (FOCUS)	60
Diversity Club.....	60
Student Research Committee (SRC).....	60
Association of Neuropsychology Students in Training (ANST)	60
BIPOC Collective	60
Mindfulness Student Association (MSA)	60
Appendix G. Relevant UT Southwestern Education Policies	61
G1. General Administrative and Learner Requirements	61
G2. Student Conduct, Records, Organizations, and Finances.....	61
G3. Graduate School Academic Policies.....	61

Part I. Program Overview

1. About This Handbook

Purpose and Scope

This handbook provides general guidance for students in the Clinical Psychology Doctoral Program and trainees in the Doctoral Internship in Clinical Psychology. It summarizes important Program, internship, Graduate School, institutional, legal, ethical, and accreditation requirements, but it does not contain every policy, procedure, regulation, or requirement that may apply.

Authority and Revisions

Students and interns are responsible for consulting current official requirements applicable to their academic, research, clinical, and professional activities. The UT Southwestern University Catalogs and applicable institutional policies are authoritative. If this handbook conflicts with a controlling policy, law, accreditation requirement, or University Catalog provision, the controlling authority governs. Approved revisions take effect as specified by the responsible authority and will be communicated through appropriate channels. **Relevant institutional policies:** [EDU-105, Learners' Personal Information](#); [EDU-201, Student Rights Under FERPA](#). Access may require the UTSW network or approved remote access.

This handbook does not create an express or implied contract. UT Southwestern may modify courses, tuition, fees, calendars, curricula, degree requirements, and other requirements as permitted by law and policy.

Online resources: [UT Southwestern University Catalogs](#) | [Graduate School Catalog](#) | [UT Southwestern General Catalog](#)

UTSW network required: . [UT Southwestern Education Policy Handbook, Chapter 10: Education](#)

Equal Opportunity and Nondiscrimination

UT Southwestern is committed to equal opportunity and to maintaining an environment free from unlawful discrimination, harassment, and retaliation. Students and interns may report concerns directly to the Office for Access & Title IX and are not required to complete a Program-level grievance process first. Current policies and reporting options are available through the UT Southwestern Office for Access & Title IX.

Online resources: [Nondiscrimination Policy](#) | [Equal Opportunity Policies](#) | [Report Discrimination or Harassment](#)

2. Program Identity and Accreditation

The UT Southwestern Clinical Psychology Doctoral Program and the UT Southwestern Doctoral Internship in Clinical Psychology are separately accredited by the Commission on Accreditation of the American Psychological Association. The internship is exclusively affiliated with the Doctoral Program and is available only to students enrolled in the Program. Although the programs operate as an integrated training sequence, each maintains identifiable aims, competencies, policies, evaluation procedures, outcome data, records, leadership responsibilities, and administrative functions.

Accreditation contact

Questions related to the accredited status of either program should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002; 202-336-5979; apaaccred@apa.org; accreditation.apa.org.

The Doctoral Program was most recently reaffirmed in 2025, with the next reaffirmation scheduled for 2035. The Doctoral Internship was most recently reaffirmed in 2019, with the next reaffirmation scheduled for 2029. Current status should be verified through the APA Accredited Programs Database.

Online resources: [APA Accredited Programs Database](#) | [APA Commission on Accreditation](#) | [APA Accreditation Policies](#)

3. Mission, Training Model, and Aims

The Program uses a clinician-researcher model to prepare graduates for entry-level practice, postdoctoral fellowship training, and careers integrating psychological science with health service psychology. Training is sequential, cumulative, graded in complexity, and grounded in coursework, supervised clinical experiences, mentored research, and professional socialization.

- Develop broad and general graduate-level knowledge of scientific psychology.
- Demonstrate the nine profession-wide competencies at the level required for internship and, by degree completion, entry-level practice.
- Develop, disseminate, and evaluate scientific knowledge relevant to human functioning.
- Practice in an ethical, legal, professional, culturally responsive, and evidence-based manner.

Discipline-Specific Knowledge

Discipline-specific knowledge provides the scientific foundation for the profession-wide competencies and for students' identity as psychologists. All students must demonstrate graduate-level knowledge in each required area through evaluated educational experiences. The Program uses course examinations, papers, presentations, laboratory products, applied projects, and the Research Competency Examination, as applicable. The ordinary minimum level of achievement is a grade of B or higher in designated graded courses, a Pass in approved pass/fail experiences, and a Pass on required qualifying-examination components. The Program monitors attainment by knowledge area rather than relying only on an overall course grade when a course addresses multiple areas.

Knowledge area	How students develop and demonstrate knowledge
History and systems of psychology	Origins and development of major ideas in psychology, evaluated principally through CLP 5265 History and Systems of Psychology.

Knowledge area	How students develop and demonstrate knowledge
Affective aspects of behavior	Emotion, mood, and related processes, addressed through Cognitive and Affective Aspects of Behavior and related coursework in psychopathology, clinical methods, and psychotherapy.
Biological aspects of behavior	Neural, physiological, anatomical, genetic, and psychopharmacological foundations of behavior, addressed through Biological Aspects of Behavior, Neuroanatomy, Health Psychology, and Psychopharmacology.
Cognitive aspects of behavior	Learning, memory, thought, decision-making, and related cognitive processes, addressed through Cognitive and Affective Aspects of Behavior and Clinical Neuropsychology.
Developmental aspects of behavior	Growth, continuity, and change across the lifespan, addressed through Developmental Aspects of Behavior Across the Lifespan and developmentally focused assessment training.
Social aspects of behavior	Social cognition, group processes, attitudes, discrimination, and interpersonal and contextual influences, addressed through Social Aspects of Behavior.
Advanced integrative knowledge	Graduate-level integration of at least two basic scientific content areas through evaluated integrative coursework and projects.
Research methods	Design, measurement, sampling, interpretation, and critical evaluation of research, assessed through Research Design and Multivariate Statistics and the Research Competency Examination.

Knowledge area	How students develop and demonstrate knowledge
Statistical analysis	Quantitative description, inference, univariate and multivariate analyses, power, estimation, and interpretation, assessed through Advanced Statistics and the Research Competency Examination.
Psychometrics	Theory and methods of psychological measurement, including reliability, validity, test construction, standardization, and evaluation of measurement quality, assessed through Psychometric Theory.

Current course syllabi and the Program's accreditation curriculum map identify the specific assignments, examination components, and minimum levels of achievement used for each area. When a student receives a course waiver or enters with prior foundational knowledge, the Program documents how the student will still demonstrate the required graduate-level knowledge.

Profession-Wide Competencies

The Program develops each profession-wide competency through required coursework, supervised clinical and research experiences, didactics, milestone examinations, and other evaluated activities. Competencies are operationalized through multiple elements and assessed at the element level using more than one method when appropriate. Students ordinarily must earn a B or higher in designated coursework, attain a rating of 3 or higher on applicable five-point competency evaluations, and earn a Pass on applicable milestone examinations. Doctoral-level expectations increase across training, from foundational knowledge and supervised application toward readiness for internship. Successful completion of the internship requires readiness for entry-level practice.

Competency	Expected knowledge and performance	Principal evaluated experiences
Research	Conduct rigorous scholarly work with substantial independence; critically evaluate research; and disseminate scholarship through professional presentation or publication.	Statistics and research-design coursework; Research Competency Examination; research apprenticeship and mentor evaluations; dissertation proposal and defense; clinical competency evaluation.
Ethical and legal standards	Know and follow the APA Ethics Code, applicable law, regulation, policy, and professional guidance; recognize ethical dilemmas; apply ethical decision-making; and conduct all professional activities ethically.	CLP 5363 Professional Ethics and Issues; practicum and internship evaluations; ethics didactics; Clinical Competency Examination.
Individual and cultural diversity	Understand the influence of personal and cultural history, attitudes, and biases; use current diversity scholarship; integrate intersectional and contextual considerations; and work effectively with people whose identities or worldviews differ from one's own.	CLP 5284 Cultural Psychology; clinical and research training; diversity didactics; competency evaluations; Clinical Competency Examination.

Competency	Expected knowledge and performance	Principal evaluated experiences
Professional values, attitudes, and behaviors	Demonstrate integrity, accountability, professional identity, integration of science and practice, concern for others, self-reflection, attention to well-being and effectiveness, and openness to feedback and supervision.	Clinical and research evaluations; professional-development activities; supervision and feedback; Clinical Competency Examination.
Communication and interpersonal skills	Develop and maintain effective professional relationships; communicate clearly in oral, written, and nonverbal forms; use professional language accurately; and manage difficult communication effectively.	Course presentations and written products; clinical documentation and case presentations; supervisor evaluations; Clinical Competency Examination.
Assessment	Apply diagnostic and psychometric knowledge; select evidence-based multimethod assessments; integrate diversity and context; interpret findings while attending to bias and subjectivity; and communicate results effectively to varied audiences.	CLP 5461 and CLP 5462 Clinical Methods and laboratories; CLP 5456 Advanced Psychopathology; CLP 5350 Clinical Neuropsychology; CLP 5364 Psychometric Theory; clinical evaluations; Clinical Competency Examination.

Competency	Expected knowledge and performance	Principal evaluated experiences
Intervention	Establish effective working relationships; develop and implement evidence-based intervention plans informed by assessment, science, diversity, and context; adapt responsibly when evidence is limited; and evaluate outcomes to guide care.	CLP 5372 Psychotherapy; CLP 5285 Evidence-Based Therapies; CLP 5102 Clinical Management; CLP 5373 Cognitive-Behavioral Theory; clinical evaluations; Clinical Competency Examination.
Supervision	Demonstrate knowledge of supervision models, practices, and contemporary evidence; and apply supervisory observation, evaluation, guidance, and feedback in direct or simulated practice as training advances.	CLP 5281 Consultation, Supervision, and Program Development; Peer Mentorship Program; supervision seminar; simulated supervision recording and rating; competency evaluations; Clinical Competency Examination.
Consultation and interprofessional/interdisciplinary skills	Understand and respect the roles and perspectives of other professions; know consultation models and practices; and apply consultation skills with individuals, teams, organizations, and systems.	CLP 5281; interprofessional clinical experiences; practicum and internship evaluations; consultation didactics; Clinical Competency Examination.

Competency evaluation is developmental and cumulative. Students receive feedback from instructors, research mentors, clinical supervisors, and examining faculty. When a minimum level of achievement is not met, the Program applies the evaluation and remediation procedures described in Part III. Internship evaluations use the same nine competency domains at the higher standard of readiness for entry-level practice.

Internship Development and Evaluation of Profession-Wide Competencies

During the exclusively affiliated internship, interns develop and demonstrate the same nine profession-wide competencies at the higher standard of readiness for entry-level practice. Competency development occurs through supervised clinical service, Program didactics, the Clinical Competency Examination, the Internship

Research Project, the Supervision, Consultation, and Program Evaluation Seminar, and the Peer Mentorship Program. Clinical supervisors evaluate intern competencies three times each year. The Clinical Training Committee reviews these evaluations and other evidence of progress.

Internship minimum levels of achievement

- A rating of 3 or higher on the five-point Evaluation of Intern Competencies form for each applicable competency.
- A Pass in each competency area assessed by the Clinical Competency Examination.
- Completion of required didactics, including competency-specific expectations established by the internship.
- For Research, completion of the Internship Research Project with a Pass and required research didactics.
- For Supervision, a grade of B or higher in the supervision seminar and a Pass, defined as a rating of 2 or higher, on the Rating Form for Supervision Video.
- For Consultation, satisfactory performance in required consultation and interprofessional activities, including applicable didactics and supervisor evaluations.

How each competency is demonstrated during internship

Research

Critically evaluates scholarship relevant to clinical work, applies research findings, participates in research didactics, and completes an internship research project that produces a disseminable end product.

Ethical and legal standards

Applies the APA Ethics Code, relevant law, policy, and professional standards; recognizes dilemmas; uses ethical decision-making; and behaves ethically across professional activities.

Individual and cultural diversity

Independently integrates awareness of personal and cultural factors, current diversity scholarship, intersectionality, and contextual influences when working with the range of individuals and groups encountered during internship.

Professional values, attitudes, and behaviors

Demonstrates integrity, accountability, professional identity, self-reflection, responsiveness to feedback, concern for others, and increasing independence in complex professional situations.

Communication and interpersonal skills

Maintains effective relationships, communicates clearly in oral, written, and nonverbal forms, uses professional language accurately, and manages difficult communication effectively.

Assessment

Uses evidence-based and psychometrically sound methods; integrates multiple sources, diversity, and context; interprets findings while guarding against bias; and communicates conclusions effectively to varied audiences.

Intervention

Establishes effective working relationships; develops, implements, evaluates, and adapts evidence-based interventions using research, assessment findings, diversity considerations, and contextual variables.

Supervision

Applies supervision knowledge in direct or simulated practice, articulates supervision models, provides

developmentally appropriate guidance and feedback, and engages in assigned mentoring or supervisory activities.

Consultation and interprofessional/interdisciplinary skills

Respects and applies knowledge of other professions and provides consultation with individuals, families, health professionals, interprofessional groups, organizations, or systems.

The internship uses multiple sources of evidence and evaluates competency elements at developmentally appropriate levels. Failure to meet an internship minimum level of achievement is addressed through the evaluation, remediation, and due-process procedures described in Part III.

4. Program Contacts

Role	Contact
Program Director	Richard C. Robinson, PhD Richard.Robinson@UTSouthwestern.edu 469-878-9885
Director of Clinical Training/Internship Training Director	Veronica Bordes Edgar, PhD, ABPP Veronica.BordesEdgar@UTSouthwestern.edu 602-819-9691
Director of Research Training	Christian LoBue, PhD Christian.LoBue@UTSouthwestern.edu
Southwestern Clinic Director	Ellie Hakim, PhD, ABPP Ellie.Hakim@UTSouthwestern.edu
Clinical Psychology Administrative Team	clpadministrativeteam@groups.utsouthwestern.edu
Doctoral Program and Internship in Psychology	1440 Empire Central Drive, Dallas, TX 75247 214-648-5277 UTSWClinicalPsychology@UTSouthwestern.edu
Budget and Contracts	Elida Godbey Elida.Godbey@UTSouthwestern.edu Cason Hicks Cason.Hicks@UTSouthwestern.edu

Part II. Governance, Faculty, and Student Support

5. Program Leadership and Faculty

Program and Internship Leadership

Although the Doctoral Program and exclusively affiliated internship operate as an integrated sequence, they are separately accredited programs. Leadership responsibilities are identifiable for each program, including responsibility for administration, evaluation, records, policies, competencies, outcome data, due process, and

accreditation.

Program Director: Richard C. Robinson, PhD

The Program Director serves as the strategic, academic, and administrative leader of UT Southwestern Medical Center's APA-accredited Clinical Psychology PhD Program within the Graduate School of Biomedical Sciences and the Department of Psychiatry, while also providing oversight and coordination with its exclusively affiliated, separately APA-accredited doctoral internship. The Program Director advances the Program's clinician-researcher mission; guides its curriculum, clinical and research training, admissions, student progression, faculty participation, resource allocation, and continuous improvement; and collaborates with Graduate School, departmental, faculty, internship, and institutional leaders to sustain an integrated and supportive training environment. Consistent with APA accreditation standards, the Program Director helps ensure that training is sequential, cumulative, graded in complexity, attentive to individual and cultural diversity, and designed to integrate psychological science with evidence-based practice. The Program Director also oversees efforts to develop students' discipline-specific knowledge and profession-wide competencies, systematically evaluate Program outcomes, maintain accreditation, prepare students for internship, and support graduates' readiness for entry-level practice and careers as clinical psychologists and psychological scientists.

Director of Clinical Training and Internship Training Director: Veronica Bordes Edgar, PhD, ABPP

The Director of Clinical Training serves as the primary administrator and clinical leader responsible for doctoral practicum training and the separately accredited Doctoral Internship in Clinical Psychology. Dr. Bordes Edgar helps ensure that clinical training aligns with applicable APA accreditation, APPIC, Program, institutional, and site requirements and leads internship accreditation reviews, self-studies, annual reporting, and policy and handbook revisions. She coordinates practicum and internship placements, the internal internship match process, advanced clinical didactics, supervision quality, direct-observation requirements, clinical evaluations, and competency milestones. In collaboration with the Program Director, supervisors, committees, and institutional offices, she monitors student and intern progress, addresses clinical-training concerns and grievances through applicable procedures, and supports interns' development toward readiness for autonomous, licensed health service psychology practice.

Director of Research Training: Christian LoBue, PhD

The Director of Research Training oversees research training and mentorship within the doctoral program. Dr. LoBue supports students in developing the knowledge, skills, and professional identity needed to become clinician-researchers, including competencies in responsible conduct of research, research design, data analysis, scientific writing, critical appraisal, and scholarly presentation. He designs and coordinates the Research Competency Examination, coordinates research placements and mentor assignments, connects students with resources for clinical research and dissertation work, guides completion of research milestones, evaluates development in research competencies, and assigns or coordinates semester grades associated with research training. He promotes collaborative, rigorous, and effective scholarship and helps ensure that research training aligns with Program aims and accreditation requirements.

Southwestern Clinic Director: Ellie Hakim, PhD, ABPP

The Southwestern Clinic Director oversees the overall functioning of the Southwestern Clinic and the clinical training experiences of doctoral students within the clinic. The Clinic is a training clinic that provides low-cost

psychotherapy services to members of the community. Dr. Hakim collaborates with the physician resident clinic leadership to review patient applications and determine their appropriateness as training cases. She recruits and selects qualified UT Southwestern faculty and community providers to serve as individual supervisors, assigns students to appropriate cases, and provides consultation and support to students and supervisors regarding referrals, crises, supervisory needs, and other clinical concerns. She works to provide a range of developmentally appropriate clinical experiences, including exposure to varied presenting concerns, patient populations, and supervisory approaches that align with students’ training needs while maintaining attention to service quality, ethical practice, and patient safety.

Program Oversight and Operational Support

The Dean of the Graduate School of Biomedical Sciences, Andrew Zinn, MD, PhD, and the Vice Chair for Psychology, C. Munro Cullum, PhD, ABPP, provide institutional and operational oversight and support for the Program’s educational activities. The Program Director and Director of Clinical Training/Internship Training Director maintain the authority and autonomy necessary to meet accreditation standards, implement institutional educational policies, and guide the governance of the Doctoral Program and separately accredited Doctoral Internship.

Program leadership collaborates with the Chief of the Division of Psychology, Laura Lacritz, PhD, ABPP, on matters involving faculty effort, faculty professionalism, and student- or intern-related concerns involving UT Southwestern faculty members.

Program faculty contributors are classified as Core Faculty, Associated Faculty, or Other Contributors according to their roles and the applicable accreditation definitions. Current listings appear in Appendices A1 through A3. The Program maintains procedures for verifying that each contributor is appropriately qualified for every role performed.

6. Program Governance

Committee Membership and Governance

Program committees support governance, training quality, student and intern evaluation, policy development, and continuous improvement. Membership is based on committee function and needed expertise. Chairs convene meetings, maintain appropriate records, facilitate committee work, and communicate recommendations. Members must participate regularly, maintain confidentiality, manage conflicts of interest, and engage in fair and inclusive decision-making. Student representatives may participate when appropriate, but not in admissions, individual evaluation, remediation, personnel, or confidential accreditation matters. Current committee membership appears in Appendices A4 through A11. The complete Committee Membership and Governance Policy is maintained as a separate controlled Program policy.

Decision-Making Authority

Participant	General authority
Faculty, instructors, mentors, and supervisors	Evaluate performance and make recommendations within assigned educational and supervisory roles.

Participant	General authority
Program committees	Review evidence and make recommendations or decisions within their written charges.
Course director	Assigns the course grade.
Program Director	Has primary responsibility for doctoral academic progress and makes recommendations to the Dean when probation or dismissal is possible.
Internship Training Director	Has primary responsibility for internship-specific administration, evaluation, and completion decisions, coordinated with academic procedures when applicable.
Dean of the Graduate School	Makes institutional decisions regarding academic probation and dismissal under applicable Graduate School policy.
Institutional offices	Decide matters within their jurisdiction, including accommodations, Title IX, student conduct, and other institutional processes.

Committee Summaries

Committee	Principal function
Steering Committee	Advises Program leadership on substantive policy, governance, student progress, and significant academic or professional matters. See Appendix A4.
Clinical Training Committee	Reviews clinical training quality, evaluations, competency examination results, grade recommendations, and remediation recommendations. See Appendix A5.
Research Training Committee	Oversees research placements, mentor and dissertation committee selection, research evaluations, and progress toward research competencies. See Appendix A6.

Committee	Principal function
Recruitment and Retention Enhancement Committee	Develops and evaluates program-level strategies supporting diversity, recruitment, retention, and an inclusive training environment. See Appendix A7.
Curriculum Committee	Reviews curriculum design, sequencing, syllabi, course descriptions, and alignment with Program aims and accreditation requirements. See Appendix A8.
Practicum/Internship Selection Committee	Coordinates clinical placement assignments. See Appendix A9.
Admissions Committee	Reviews applications, conducts interviews, recommends applicants, and evaluates the admissions process. See Appendix A11.

7. Student Support and Advising

Student Advocates

Student Advocates provide students and interns with a non-evaluative resource for navigating concerns involving administrators, supervisors, instructors, staff, and peers. They may explain formal and informal options and, when appropriate and authorized, facilitate communication with Program leadership. The role does not replace established grievance, appeal, accommodation, Title IX, or institutional processes.

Student Advocates protect privacy to the extent permitted by law and UT Southwestern policy. Students may ask about reporting obligations before sharing sensitive information. Disclosure may be required for matters governed by law or institutional policy or when there is a significant safety concern. Current Faculty Advisors are Charlotte Haley, PhD, and Hillary Kimbley, PhD.

Annual Advisory Review and Peer Support

Each student meets annually with a Core Faculty advisor to review progress, strengths, training goals, professional development, and career plans. The Annual Advisory Review form is in Supplemental Forms and Information, Annual Advisory Review. The Peer Mentorship Program provides structured opportunities for senior students to support junior students while developing foundational supervision and consultation skills. Patient care remains under the responsibility of licensed supervisors. [Open Supplemental Forms and Information](#)

Accessibility and Accommodations

Qualified students and interns may request reasonable disability-related accommodations through Campus Accessibility Services. Disability documentation should be submitted to that office, not to instructors,

supervisors, or Program personnel. Pregnancy- and parenting-related accommodations are coordinated through the Office for Access & Title IX. Students are encouraged to initiate requests early. Current institutional determinations and policies control over any conflicting handbook or appendix summary. **Relevant institutional policies:** [EDU-103, Reasonable Accommodations for Qualified Applicants and Learners with Disabilities](#); [EDU-103A, Technical Standards and Essential Functions](#); [EDU-109, Learner Pregnancy and Parenting Nondiscrimination](#). Access may require the UTSW network or approved remote access.

Online resources: [Campus Accessibility Services](#) | [Student Accommodations](#) | [Accessibility Policies](#) | [Pregnancy and Parenting Resources](#)

UTSW network required: . [UT Southwestern Education Policy Handbook, Chapter 10: Education](#)

Part III. Professional Standards and Academic Progress

8. Professional and Ethical Responsibilities

Students and interns must comply with the current APA Ethics Code, applicable law, UT Southwestern and Graduate School policies, Doctoral Program and internship requirements, and site-specific policies. Expectations apply to academic, clinical, research, teaching, supervisory, and professional activities. Students must protect confidential information, maintain boundaries, disclose conflicts when required, recognize limits of competence, and seek supervision or consultation promptly.

Faculty-Student and Supervisory Relationships

Educational and supervisory relationships should be characterized by professionalism, respect, clear expectations, constructive feedback, culturally responsive practice, and appropriate boundaries. Faculty and supervisors must evaluate fairly, communicate expectations, provide developmentally appropriate guidance, manage conflicts of interest, protect privacy as permitted, and refrain from retaliation. Students and interns must prepare for supervision, respond professionally to feedback, communicate concerns promptly, and comply with ethical and institutional requirements. See Appendix D1 for additional guidance.

Generative Artificial Intelligence

Generative AI may support approved learning and work but may not replace the student's critical thinking, scientific reasoning, clinical judgment, or demonstration of competence. Students must follow instructor, supervisor, site, and institutional requirements; verify outputs; disclose meaningful use when required; and never enter identifiable patient, research-participant, student, or other protected information into an unapproved tool. See Appendix D2 for the complete best-practices policy.

Online resources: [APA Ethics Code](#) | [UT Southwestern Title IX Policies](#)

9. Essential Functions and Fitness for Training

Essential Functions

Students enrolled in the UT Southwestern Clinical Psychology Doctoral Program and its exclusively affiliated Doctoral Internship in Clinical Psychology must be able to perform the essential functions required for successful participation in doctoral and internship training, with or without reasonable accommodations. **Relevant institutional policies:** [EDU-103, Reasonable Accommodations for Qualified Applicants and Learners with Disabilities](#); [EDU-103A, Technical Standards and Essential Functions](#); [EDU-103B, Acknowledgement of Essential](#)

[Functions and Acceptance of Admission Form; EDU-117, Fitness for Participation in UT Southwestern Activities.](#)

Access may require the UTSW network or approved remote access.

Essential functions are the fundamental abilities and activities necessary to meet the academic, research, clinical, ethical, professional, and patient-safety requirements of the Doctoral Program and internship. Essential functions are not intended to prescribe a particular manner in which an individual must perform a function when another effective method is available and consistent with the fundamental requirements of the training program.

Qualified applicants and enrolled students who can perform these essential functions, with or without reasonable accommodations, will be considered in accordance with applicable law and UT Southwestern policy. Requests for disability-related accommodations must be made through [Campus Accessibility Services](#) under the applicable institutional process, including EDU-103, Reasonable Accommodations for Qualified Applicants and Learners with Disabilities.

The current official institutional policy, including EDU-103 and EDU-103A, controls over any conflicting or outdated summary in this handbook.

A student or intern must be able to perform the following essential functions:

1. Communication

Communicate effectively and professionally, orally and in writing, with patients, research participants, peers, faculty, supervisors, staff, and members of interdisciplinary health-care and research teams. Students and interns must be able to obtain, understand, document, and communicate information accurately and in a timely manner and to comprehend written, oral, and other forms of information necessary for training and patient care.

2. Intellectual, Cognitive, and Integrative Abilities

Observe, measure, calculate, reason, analyze, synthesize, integrate, retain, and apply information necessary for academic, research, and clinical work. Students and interns must be able to formulate and test hypotheses, evaluate evidence, solve problems, exercise clinical and scientific judgment, and apply knowledge and skills to new or changing situations.

3. Professional, Behavioral, and Interpersonal Functioning

Demonstrate the professional and interpersonal functioning necessary to participate safely and effectively in academic, research, clinical, supervisory, and interdisciplinary settings. This includes exercising sound judgment; fulfilling responsibilities reliably and promptly; maintaining appropriate professional boundaries; responding constructively to supervision and feedback; developing effective working relationships; managing competing demands; and adapting to changing, uncertain, or complex circumstances.

4. Ethical and Legal Conduct

Demonstrate conduct consistent with applicable ethical and legal standards, UT Southwestern and Graduate School policies, Doctoral Program and internship requirements, and clinical-site and research-site policies. Students and interns must protect confidentiality, maintain appropriate professional boundaries, recognize limitations in competence, seek supervision or consultation when needed, and act in a manner that supports patient, research-participant, student, and public safety.

5. Clinical and Patient-Care Responsibilities

Perform the essential clinical activities required by assigned practicum and internship experiences. Depending on the assignment, these activities may include interviewing, assessment, intervention, consultation, documentation, emergency response, case presentation, interdisciplinary collaboration, and participation in supervision.

6. Self-Monitoring and Use of Supervision

Monitor personal functioning and professional performance sufficiently to identify when additional supervision, consultation, support, accommodation, or other assistance may be needed. Students and interns must be able to receive, consider, and respond appropriately to evaluative feedback and to seek assistance before a limitation creates an unreasonable risk to a patient, research participant, member of the institutional community, or the student or intern.

The determination that an activity is an essential function does not, by itself, determine whether a requested accommodation is reasonable. Accommodation determinations are made individually through the applicable UT Southwestern process.

10. Evaluation, Feedback, and Academic Standing

Evaluation Framework

The Program uses formative and summative evaluations tied to course requirements, discipline-specific knowledge, profession-wide competencies, program milestones, and applicable minimum levels of achievement. Completion of hours or attendance alone does not demonstrate competence. Students and interns receive written feedback at required intervals and whenever a significant concern is identified. They may acknowledge receipt and submit written comments; acknowledgment does not indicate agreement.

Grades

Grade	Meaning
A	Outstanding or exceptional performance (Course)
B	Acceptable graduate-level performance (Course)
C	Below the level ordinarily expected of a graduate student (Course)
D	Significantly deficient performance (Course)
F	Failure (Course)
S	Satisfactory attainment of applicable requirements
U	Unsatisfactory performance requiring formal review
I	Temporary incomplete under written completion conditions
W	Withdrawn

Students must maintain a cumulative GPA of at least 3.0 and make satisfactory progress. A grade of C or lower, F, or U triggers Program review. The response depends on the nature, severity, pattern, developmental context, prior feedback, and feasibility of remediation. No single outcome is automatic solely because a particular grade is received.

Clinical Evaluation and Direct Observation

Practicum and internship evaluations use multiple sources, including supervisor ratings, direct observation, clinical documentation, case presentations, patient-care and team performance, professional conduct, responsiveness to supervision, competency examinations, and other developmentally appropriate evidence. Every practicum evaluation and each internship evaluation or rotation evaluation must be based in part on direct observation by the supervisor responsible for the evaluation. Direct observation may be in person, through live audio-video observation, or through an audio or video recording. Evaluation forms must verify that observation occurred. The evaluation record must verify that direct observation occurred and should identify the date, method, activity observed, observer, and competency areas informed by the observation.

Remediation

A written remediation plan may be initiated when a student or intern does not attain an applicable minimum level

of achievement, receives an unsatisfactory evaluation or grade, demonstrates a concerning pattern, fails to make satisfactory milestone progress, or otherwise requires structured additional training or monitoring.

- The specific concern and supporting evidence
- The applicable requirement, competency, or minimum level of achievement
- Required corrective activities and responsible supervisors
- The remediation period and frequency of feedback
- The reassessment method and success criteria
- Consequences of unsuccessful remediation
- The applicable review, grievance, or appeal process

Completing assigned activities does not by itself establish successful remediation. Success requires evaluated evidence that the deficiency has been corrected to the required level.

Academic Probation and Dismissal

When probation or dismissal may be warranted, the Program Director reviews the evidence and may consult appropriate committees, instructors, supervisors, or dissertation faculty before making a recommendation to the Dean. The Dean provides the student an opportunity to respond and issues the institutional decision under EDU-452. Grounds may include failure to maintain the required GPA, failed coursework or examinations, unsatisfactory clinical or research performance, failure to attain competencies, unsuccessful remediation, failure to meet milestones or enrollment requirements, or a serious professional, ethical, safety, or integrity concern. Written notice identifies the reasons, required corrective action when applicable, deadlines, consequences, and appeal rights. **Relevant institutional policies:** [EDU-452, Academic Decisions - Graduate School of Biomedical Sciences](#). Access may require the UTSW network or approved remote access.

UTSW network required: . [UT Southwestern Education Policy Handbook, Chapter 10: Education](#)

11. Grievances, Complaints, and Appeals

Students and interns will not be subject to retaliation for raising a concern in good faith. The appropriate process depends on the nature of the concern. Established institutional procedures cannot be bypassed through the general Program grievance process.

Concern	Primary route
Course grade or evaluation	Attempt informal resolution with the responsible faculty member, then submit a written appeal to the Program Director within the applicable EDU-452 deadline.
Academic probation or dismissal	Written appeal to the Dean under EDU-452 within the specified deadline.

Concern	Primary route
General Program or training-environment concern	Program Director; if conflicted or the subject of the concern, Vice Chair, Psychology, or Graduate School Dean's Office.
Internship-specific adverse action	Internship due-process procedure, coordinated with EDU-452 when the action also constitutes an academic decision.
Student conduct	Applicable UT Southwestern student-conduct process.
Discrimination, harassment, sexual misconduct, or retaliation	Office for Access & Title IX; no prior Program grievance is required.
Disability accommodation	Campus Accessibility Services or the applicable institutional review process.
Pregnancy or parenting	Office for Access & Title IX or the designated institutional process.
Uncertain where to begin	Faculty Advisor, Program Director, Internship Training Director, Dean's Office, or Office for Access & Title IX.

Formal complaints and grievances will be documented and retained securely for the longest period required by accreditation, institutional, state, or federal requirements. Doctoral Program and internship records are maintained in a separately identifiable manner appropriate to each accredited program.

Online resources: [Office for Access & Title IX](#) | [Report Discrimination or Harassment](#) | [UT Southwestern University Catalogs](#)

UTSW network required: . [UT Southwestern Education Policy Handbook, Chapter 10: Education](#)

Part IV. Academic Program

12. Registration, Enrollment, and Leave

The Clinical Psychology Administrative Team registers students for required coursework. Students must remain continuously enrolled full time from admission through graduation unless on an approved leave. Full-time enrollment is ordinarily nine credit hours in fall and spring and six in summer. Students who have completed other requirements remain enrolled in dissertation research until the degree is conferred.

Course Waivers and Electives

A student seeking a course waiver must submit a written request, transcript, and syllabus to the Program Director and course instructor. The instructor evaluates equivalency and recommends an appropriate response, which may include an advanced substitution or individual study. Waivers do not remove the requirement to demonstrate graduate-level discipline-specific knowledge. Independent study expectations and evaluation are documented using Supplemental Forms and Information, Independent Study Evaluation Form. Electives are offered based on student interests, curricular needs, and available faculty expertise. Relevant institutional policies: EDU-121, Curriculum and Credit Hours; EDU-122, Transfer Credit and Advanced Standing; EDU-454, Transfers and Advanced Standing From Other Schools to the Graduate School of Biomedical Sciences. Access may require the UTSW network or approved remote access. [Open Supplemental Forms and Information](#)

Leave and Attendance

A formal leave of absence may be requested when circumstances prevent successful continuation. Requests follow the Graduate School process and use Supplemental Forms and Information, Request for Leave of Absence. Students on leave are not eligible for graduate-student funding and should consult Financial Aid regarding possible consequences. Before the leave ends, the student must seek reinstatement, request an extension, or withdraw. Relevant institutional policies: EDU-109, Learner Pregnancy and Parenting Nondiscrimination; EDU-120, Nonmedical Leaves of Absence. Access may require the UTSW network or approved remote access. [Open Supplemental Forms and Information](#)

Courses are conducted in person unless otherwise designated. Students are expected to attend and may have up to two excused absences per semester for illness or emergencies. Extended hybrid or virtual participation requires Program approval and does not alter course requirements. Disability-related and pregnancy-related attendance accommodations must be coordinated through the designated institutional offices – Title IX.

UTSW network required: . [UT Southwestern Education Policy Handbook, Chapter 10: Education](#)

In Absentia Registration and Time to Degree

In absentia registration is available only in unusual circumstances after internship and other coursework are complete, when the student is generally away from campus and enrolled solely in dissertation hours. A request requires mentor support, Program approval, and Graduate School processing using Supplemental Forms and Information, Request for Registering in Absentia. Students should consult Financial Aid and understand that student services may be limited. [Open Supplemental Forms and Information](#)

The Program's goal is degree completion within four years. Students who need additional time must petition annually as directed. Failure to complete the degree within eight years may be treated as failure to make satisfactory progress and may place the student at risk of dismissal.

Outside Employment

The Program is full time. Psychological work not assigned by the Program and external to UTSW requires advance written approval and appropriate supervision using Supplemental Forms and Information, Request for Outside Employment. Non-psychological work also requires approval and must not interfere with training. Students who have completed all requirements except the dissertation must notify the Program before beginning employment and are strongly cautioned against employment exceeding half time while actively completing dissertation research. Relevant institutional policies: EDU-453, Student Outside Activities or Employment - Graduate School of

Biomedical Sciences. Access may require the UTSW network or approved remote access. [Open Supplemental Forms and Information](#)

13. Curriculum and Didactics

The curriculum provides broad scientific foundations, advanced integration, research methods, statistics, psychometrics, ethics, diversity, assessment, intervention, supervision, consultation, and clinical and research training. The illustrative sequence is in Appendix B1 and current course listings are in Appendix B2. Students should consult current syllabi and the curriculum map for specific learning outcomes and evaluations.

Monthly Activity Reporting

Students report the prior month's clinical activity through REDCap by the 10th of each month. The Program uses these data to monitor training breadth, hours, supervision, and progression. See Supplemental Forms and Information, Monthly Activity Survey. [Open Supplemental Forms and Information](#)

Didactic Series

Training level	Requirement	Approved substitutions
First- and second-year students	10 Program didactics in each fall and spring semester, for 20 annually.	Specified student-faculty meetings, summer didactics, and approved lecture substitutions may count.
Third- and fourth-year students/interns	26 Program didactics per academic year, including at least two in each profession-wide competency.	Up to two qualifying ANST, two Diversity Club, and two BIPOC Collective CE events annually may count when reported to the Administrative Team.

Attendance is recorded through REDCap and a backup sign-in process. Students and interns must participate actively and professionally in didactics, including arriving on time, remaining for the full session, attending to the educational activity, participating when requested, protecting confidential information, and refraining from unrelated work or clinical documentation. During approved synchronous remote attendance, participants are expected to remain visibly present. Temporary exceptions may be appropriate for an approved accommodation, technology problem, brief interruption, presenter-directed activity, or another approved circumstance. Attendance while driving or while engaged in another activity that prevents sustained attention is prohibited.

Course Evaluations

Students are strongly encouraged to complete anonymous course evaluations during the final two weeks of each semester. Program leadership reviews aggregated feedback for improvement. See Supplemental Forms and Information, Clinical Psychology Course Evaluation Form. Supplemental Information [Open Supplemental Forms and Information](#)

Part V. Clinical Training

14. Clinical Training Sequence

Clinical training integrates practicum, the exclusively affiliated two-year half-time internship, psychotherapy experiences in the Southwest Clinic, required emergency-service exposure, supervision, didactics, and Clinical Competency Exam. Training is sequential, cumulative, graded in complexity, and designed to prepare students for entry-level practice.

Practicum

Students complete a half-time, 15-month practicum at an approved site. The Program selects and monitors sites, matches students based on training needs and available opportunities, reviews supervisor feedback, evaluates site quality, and addresses identified concerns. Practicum provides evaluated opportunities to develop profession-wide competencies and prepare for internship.

Exclusively Affiliated Internship and Readiness

Students are selected for the exclusively affiliated internship through the doctoral admissions process, contingent on later demonstration of readiness. Before beginning internship, a student must be in good academic standing; complete required pre-internship coursework with grades of B or higher; pass the Research Competency Examination and be admitted to candidacy; demonstrate satisfactory practicum and psychotherapy performance; complete required clinical experiences; demonstrate professional suitability; and receive faculty approval. A student who is not ready may be assigned additional training, supervision, evaluation, or remediation before reconsideration.

Degree Conferral

Required sequence

The doctoral degree will not be conferred until all Doctoral Program requirements, including the internship, have been satisfactorily completed. Participation in commencement does not constitute degree completion.

15. Clinical Placements

Placement Principles

- The student's or intern's developmental and training needs
- Student or intern preferences
- Site feedback, rankings, capacity, and fit
- Contractual, operational, and accreditation requirements

Students and interns may suggest placements but may not make independent arrangements. Final assignments are made by the appropriate Program officials and placement committee.

Practicum Placement Process

- Attend the annual training fair and review available sites.

- Interview with assigned or approved practicum sites.
- Program leadership considers training needs, interview feedback, and capacity.
- The Director of Clinical Training communicates the final practicum assignment.

Internship Placement Process

- Review the annual list of rotations and attend the training fair.
- Submit the Placement and Supervisor Preference Form in Supplemental Forms and Information, Placement and Supervisor Preference Form. [Open Supplemental Forms and Information](#)
- Complete assigned interviews, which may include sites beyond the initial preference list.
- Submit final rankings after interviews.
- The Internship Selection Committee completes the match and communicates assignments.

16. Supervision and Evaluation of Training

Required Supervision

Practicum students receive the supervision specified for each approved placement and ongoing access to a doctoral-level psychologist when needed. Interns receive at least two hours of scheduled, individual supervision each week, during their two-year, half-time internship from one or more appropriately trained and licensed doctoral-level psychologists who maintain ongoing supervisory relationships and primary professional responsibility for the relevant clinical work. Additional required supervision may be individual or group and may be provided by appropriately credentialed health professionals.

Telesupervision

Telesupervision uses synchronous audio and video through an approved secure platform. It requires approval from the supervisor and Director of Clinical Training/Internship Training Director and does not reduce supervision, documentation, credentialing, privacy, consultation, crisis-coverage, or professional-responsibility requirements. Under Program policy, no more than 50% of scheduled individual supervision during a semester may be provided through telesupervision. See Appendix C1 for the complete policy.

Student Evaluation of Supervisors and Sites

Students evaluate each significant supervision experience and clinical placement through Program-administered surveys. Rating responses will be shared with the supervisor to support feedback and improvement. Only the third narrative question is confidential to designated Program personnel and is not shared with the supervisor. See Supplemental Forms and Information, Clinical Psychology Course Evaluation Form1 for the supervisor evaluation and Supplemental Forms and Information, Clinical Psychology Course Evaluation Form2 for the site evaluation. Supplemental Information [Open Supplemental Forms and Information](#)

17. Clinical Training Requirements

Program Time Off

Training experience	Ordinary allowance	Additional considerations
Practicum	Two weeks, or 40 hours, per year.	Up to two additional weeks during the 15-month placement may be approved for significant circumstances; sites may require make-up time.
Internship	Two weeks, or 40 hours, per year.	Up to one additional week per year may be approved, not to exceed six weeks across the two-year internship; sites may require make-up time.

Time off requires advance approval from the on-site supervisor and coordination with the Program. Leave may not occur during the first or final two weeks of a training year. Required training duration and hours must still be completed.

Background Checks, Drug Testing, and Health Requirements

Satisfactory completion of required background checks, drug screens, immunizations, health screening, infection-control training, and site-specific onboarding is a condition of clinical participation and continued enrollment. Students must follow current instructions from the responsible institutional office and Administrative Team. Failure to complete requirements may delay or prevent clinical training and may lead to action under applicable policy. current institutional and Program guidance contains reference material, but current institutional instructions control. **Relevant institutional policies:** [EDU-107, Immunizations and Infectious Disease Prevention Requirements](#); [EDU-107A, Clinical Student Immunization and Screening Requirements](#); [EDU-114, Background Checks](#); [EDU-118, Drug Testing Requirement](#). Access may require the UTSW network or approved remote access.

UTSW network required: . [UT Southwestern Education Policy Handbook, Chapter 10: Education](#)

Professional Conduct and Records

Students and interns must exercise professional judgment, comply with the APA Ethics Code and site requirements, represent their trainee status accurately, and protect clinical information. The Program and internship maintain secure education, training, evaluation, complaint, and completion records according to applicable accreditation, institutional, legal, privacy, and retention requirements. The internship permanently retains records necessary to document each intern's training experiences, written evaluations, and successful completion. Permanent retention of these internship records does not require permanent retention of every supporting email, draft, working document, or routine administrative record. Other records are retained or securely destroyed according to applicable institutional retention schedules and legal requirements. **Relevant institutional policies:** [EDU-105, Learners' Personal Information](#); [EDU-106, Professional Liability Insurance](#); [EDU-](#)

[151, Student Conduct and Discipline](#); [EDU-201, Student Rights Under FERPA](#). Access may require the UTSW network or approved remote access.

18. Internship Completion

- Satisfactory performance in all six semesters of internship training
- Attainment of applicable profession-wide competencies and minimum levels of achievement at readiness for entry-level practice
- At least 2,000 hours of internship training completed within the approved two-year half-time sequence
- At least 200 hours of individual supervision with appropriately licensed doctoral-level psychologists
- Completion of didactic requirements
- Successful completion of the supervision seminar and required simulated supervision activity
- Successful completion of the Internship Research Project

The internship certificate is issued only after all internship requirements are complete. Certificates ordinarily are issued at the end of August. Official verification may be provided when appropriate under Program procedures.

Part VI. Research and Degree Completion

19. Research Training

The research apprenticeship begins in the third year and provides mentored, evaluated experience in scientific inquiry, research conduct, analysis, dissemination, and dissertation development. Mentors evaluate performance each semester using Supplemental Forms and Information, Clinical Psychology Course Evaluation Form3; students evaluate mentors using Supplemental Forms and Information, Clinical Psychology Course Evaluation Form4. Appendix E and the current Research Training Guidebook provide detailed procedures. When older appendix instructions conflict with current Program or Graduate School procedures, the current procedure controls. Supplemental Information [Open Supplemental Forms and Information](#)

Human-Subjects Research

Human-participant research may not begin until all required institutional review, approval, and training are complete. Students must use the applicable Institutional Review Board process and maintain required Human Subject Protection, HIPAA in Research, Good Clinical Practice, and protocol-specific training for their assigned roles.

Online resources: [Human Research Protection Training](#) | [IRB Submission Process](#)

Scholarly Products Required Before Degree Conferral

- A mentor-approved, submission-ready journal article related to the dissertation
- First authorship on a poster or abstract presented at a local, regional, or national professional meeting
- Co-authorship on a submitted journal article, book chapter, or grant application during doctoral training
- First authorship on a grant of financial award

20. Program Milestones

Milestone	Purpose and timing
Annual Advisory Review	Annual review of academic, clinical, research, competency, professional-development, and career progress. See Handbook Supplemental Information, item 15.
Research Competency Examination	Qualifying examination ordinarily completed after the fall of the second year; evaluates critical appraisal and research competence.
Admission to Candidacy	Based on coursework, academic standing, clinical progress, qualifying-examination performance, and overall readiness; recommendation is forwarded through Graduate School procedures.
Clinical Competency Examination	Ordinarily completed near the end of the third year; evaluates integrated application of the profession-wide competencies at the expected developmental level.

A student who does not meet a milestone receives written notice and, when appropriate, a remediation or reexamination plan under the Evaluation, Feedback, and Academic Standing section. Appeals follow the applicable academic procedure.

21. Dissertation

- Select an approved research mentor and develop the dissertation idea.
- Submit the two-page Dissertation Plan and proposed committee for Research Training Committee review.
- Form an approved dissertation committee consistent with current Graduate School requirements.
- Prepare and defend the written dissertation proposal before beginning study activities that require committee approval.
- Obtain all required regulatory approvals and complete the research.
- Provide the final dissertation to committee members within the required timeframe and complete the public oral defense.

Complete revisions, scholarly-product requirements, Graduate School filing, and all degree requirements.

Appendix E contains research-apprenticeship materials, forms, and dissertation guidance. Students must use current Program, Graduate School, library, and SharePoint instructions because personnel, forms, fees, links, and deadlines may change. The dissertation will follow current Graduate School formatting requirements and applicable APA style expectations. [Open Supplemental Forms and Information](#)

Online resources: [Clinical Psychology Student Resources](#) | [Dissertation Resources](#) | [Vireo ETD Submission](#) | [UT Southwestern Library](#)

Part VII. Community and Resources

22. Student Leadership and Organizations

Student organizations are a vibrant, important, and vital part of the Program’s educational and training missions. They promote leadership, professional development, research collaboration, peer support, community service, cultural learning, faculty-student connection, and professional socialization. Students are encouraged to participate in organizations aligned with their interests and training goals. Chief Residents and elected class representatives also serve as liaisons between students and Program leadership, raise concerns early, support communication, and participate in designated governance activities.

Current organizations include the Graduate Student Organization, Faculty-Student Organization of Clinical Psychology at UT Southwestern, Diversity Club, Student Research Committee, Association of Neuropsychology Students in Training, Mindfulness Student Association, and BIPOC Collective. See Appendix F2 for the organizations’ full descriptions.

23. Scholarships, Assistantships, and Awards

Opportunity	Summary / reference
Carmen Miller Michael Scholarship	Recognizes scholarship and citizenship. See Appendix M1.
CMC Mental Health Disparities Fellowship	Competitive first-year support focused on underserved and culturally responsive child mental health.
Teaching Assistantships	Limited opportunities announced by the Curriculum Committee; duties and compensation vary by assignment.
Dean’s Competitive Scholarship	Subject to availability and institutional criteria.
Outstanding Dissertation Award	Recognizes dissertation research quality and independence. See Appendix M2.
Outstanding Intern Award	Recognizes clinical skill, collaboration, integrity, and ethical conduct. See Appendix M3.
Korman Memorial Fund Travel Scholarship	Supports eligible professional presentations. See Appendix M5.

Opportunity	Summary / reference
Rush C. Williams Award for Diversity and Inclusion	Recognizes commitment to diversity and inclusion. See Appendix M4.
Other travel and research awards	May be available through FOCUS, the Graduate Student Organization, and institutional opportunities.

24. History of Psychology Training at UT Southwestern

Psychology training at UT Southwestern began with internship training in the early 1950s and developed into a doctoral program integrating academic, clinical, and research training within an academic medical center. The Program became independent of its early partnership with The University of Texas at Austin in 1969 and has continued to evolve while retaining the central goal of integrating psychological science with clinical training. Historical accounts by Martin R. Gluck, PhD, Carmen Miller Michael, PhD, and Harold B. Crasilneck, PhD, are maintained in Program archival materials.

[Open Supplemental Forms and Information](#)

APPENDICES

Supplemental Forms and Information

The companion Supplemental Forms and Information collection contains administrative forms, evaluation instruments, progress-monitoring tools, and historical materials referenced in this handbook. The collection is maintained separately to reduce the length of the public handbook and to support accessible replacement of individual documents. Students and interns should use the current version available in the Program SharePoint or OneDrive folder. [Open Supplemental Forms and Information](#)

Part I. Academic Program and Participation

1. Clinical Psychology Course Evaluation Form
2. Independent Study Evaluation Form
3. Monthly Activity Survey
4. Didactic Lecture Evaluation
5. Incomplete Grade Notification Form
6. Request for Outside Employment

Part II. Advising and Progress Monitoring

7. Annual Advisory Review

Part III. Clinical Training and Supervision

8. Evaluation of Practicum Student Competencies
9. Evaluation of Intern Competencies
10. Student Evaluation of Clinical Supervisor

Part IV. Research Training and Degree Completion

11. Research Evaluation by Mentor
12. Student Evaluation of Research Mentor
13. Dissertation Plan
14. Dissertation Proposal Signature Page
15. Report of Final Oral Examination
16. Copyright Disclaimer

Part V. Scholarships and Awards

17. Carmen Miller Michael Award
18. Outstanding Dissertation Award
19. Outstanding Intern Award
20. Rush C. Williams Award for Diversity and Inclusion
21. Drs. Maurice and Claire Korman Memorial Fund Travel Scholarship

Part VI. Program History

22. History of Graduate Training in Psychology at UT Southwestern

Access: Supplemental Forms and Information folder in the Clinical Psychology Student Resources SharePoint/OneDrive site. [Open Supplemental Forms and Information](#)

Institutional education policies cited in this handbook are available through the Education Policy Handbook. Access requires connection to the UTSW network or approved remote access. Key policies referenced in this handbook include EDU-102, Learner Complaints and Resolutions; EDU-103 and EDU-103A, disability accommodations and technical standards/essential functions; and EDU-452, Academic Decisions. [UT Southwestern Education Policy Handbook, Chapter 10: Education](#)

Appendix A. Program Governance and Personnel

A1. Core Faculty

Munro Cullum, PhD, ABPP
Veronica Bordes Edgar, PhD,
ABPP
Ellie Hakim, PhD, ABPP

Celia Heppner, PsyD, ABPP
Laura Howe-Martin, PhD, ABPP
Laura Lacritz, PhD, ABPP
Christian LoBue, PhD

Richard Robinson, PhD
Michael Selders, PhD

A2. Associated Faculty

Ted Asay, PhD
Katherine Bellone, PhD
Jamie Becker, PhD, ABPP
Julia Cartwright, PhD
Amor Correa, PhD
Aleksandra Foxwell, PhD
William Goette, PhD
Christian Goans, PsyD
Deborah Gonzalez, PhD
Ellen Greenwald, PhD
Charlotte Haley, PhD

Lana Harder, PhD, ABPP
Jamylah Jackson, PsyD
Betsy Kennard, PsyD, ABPP
Danni Lanaway, PhD
Ben Lippe, PhD
Beatriz MacDonald Wer, PhD
Andrew McGarrahan, PhD
Shawn McClintock, PhD, MSCS
Ashley Neduveilil, PhD
Caitlin Reese, PhD
Kimberly Roaten, PhD

Leslie Rosenstein, PhD, ABPP
Heidi Rossetti, PhD, ABPP
Robert Ruchinskis, PsyD, ABPP
LaDonna Saxon, PhD
Jeff Schaffert, PhD
Vishal Thakkar, PhD
Kelli Triplett, PhD
Alison Wilkinson-Smith, PhD,
ABPP
Kristin Wolfe, PhD, ABPP

A3. Other Contributors

Juliana Alba-Suarez, PhD
Ranya Alnatour, PsyD
Mary Anise, PhD
Corinne Anton, PhD, ABPP
Alexis Arevalo, PhD
Olufunke Awosogba, PhD
Rachel Baldrige, PhD
Marlon Beach, PhD
Bethelhem Belachew, PhD
Emily Bernstein, PhD
Sherwood Brown, MD, PhD
William Brown, PhD
Angela Canas, PhD
Hannah Cassedy, PhD
Tabatha Chansard, PhD
Randi Cheatham-Johnson, PhD
Cynthia Claassen, PhD
Matthew Clem, PhD
Alexis Clyde, PhD, ABPP
Jordan Constance, PhD
Erin Cox, PhD
Carmen Cruz, PhD
Martin Deschner, PhD

Nyaz Didehbani, PhD
Graham Emslie, MD
Harry Evans, PhD
Wyatt Evans, PhD
Suzanne Farmer, PhD
Noelle Fischer, PhD
Hayley Fournier, PhD
Emily Gale, PhD
Candace Genest, PhD
Julie Germann, PhD, ABPP
Claire Gioia, PhD
Lynnel Goodman, PhD
Michael Gottlieb, PhD, ABPP
Tracy Greer, PhD
Yu Harumi, PhD
Jessica Heerschap, PhD
Whitney Herge, PhD
Suzanne Holm, PhD
Linda Hynan, PhD
Robin Jarrett, PhD, ABPP
Berit Johnson, PhD
Anitha Joseph, PhD
Erin Kennedy, PsyD

Heejin Kim, PhD
Hillary Kimbley, PhD
Heidi Koehler, PhD, ABPP
Laura Kuper, PhD, ABPP
Laura Lamminen, PhD
James LePage, PhD
Mary Little, PhD
Justin Litvin, PhD
Valerie Loehr, PhD
Beatriz MacDonald Wer, PhD
Katherine Magnuson, PhD
Carlos Marquez de la Plata, PhD
Carrie McAdams, MD, PhD
Wade McDonald, PhD
Katherine McKenzie-Meredith,
PhD
Colette Miesse, PhD
Swarupa Naidu, PhD
Paul Nakonezny, PhD
Brad Nederostek, PsyD
Joy Neumann, PsyD
Kristen Ohlenforst, PhD
Jenna Oppenheim, PsyD, ABPP

Jyotsna Panthee, PhD
Kipp Pietrantonio, PhD
Radu Pop, PhD
Tim Proctor, PhD, ABPP
Stevie Puckett-Perez, PhD
Natalie Raff, PhD
Wendy Ringe, PhD
Mona Robbins, PhD
Caroline Roberts, PhD
Emmanuel Rosario Nieves, PhD
David Salisbury, PhD
Eileen Santa-Sosa, PhD
Lisa Schuster, PhD
Kristin Scott, PhD

Molin Shi, PhD
Marsha Siebenmorgen, PhD,
ABPP
Cheryl Silver, PhD
Clinton Smith, PsyD
Julia Smith, PsyD
Anubha Sood, PhD
Sarah Spain, PhD
Emily Stapleton, PhD
Sunita Stewart, PhD, ABPP
Jessica Stone, PhD
Holly Stovall, PhD
Lisa Thoman, PhD
Megan Tierney, PsyD

Abel Tomatis, PhD
Madhukar Trivedi, MD
Joseph Trombello, PhD
Daniela Vela, PhD
Willa Vo, PhD
Andrea Wahlberg, PhD, ABPP
Ann Marie Warren, PhD
Jill West, PhD
Nicholas Westers, PsyD, ABPP
John Westhafer, PhD
Alicia Wheelington, PhD
Kristin Wilmoth, PhD
Kenneth Wise, PhD
Andrea Zartman, PhD

A4. Committee Membership and Governance Policy

1. Purpose and Accreditation Alignment

Committees within the Clinical Psychology Doctoral Program and Internship support program governance, training quality, evaluation, and continuous improvement. Committee structures and processes are designed to promote shared responsibility, transparency, diversity of perspectives, and accountability, consistent with the APA Standards of Accreditation (SoA) regarding program governance, curriculum oversight, appropriate student involvement, and protection of confidentiality.

2. Committee Composition

Committee composition shall be determined by the purpose and function of each committee, as articulated in its written charge or Standard Operating Procedure (SOP).

2.1 Faculty Membership

Each committee shall include no fewer than five (5) faculty members unless otherwise specified. Faculty members may self-nominate for committee service or be nominated by others. Final membership is approved by Program Leadership to ensure appropriate expertise, representation, and compliance with accreditation and institutional requirements. Faculty members typically serve terms of two to three academic years beginning in August.

2.2 Student Membership (When Permitted)

Committees whose focus includes curriculum, training experiences, program climate, or student-facing policies may include student representatives. Student membership is not permitted on committees involving admissions, individual evaluation, remediation, personnel matters, or confidential accreditation issues. When permitted, committees include two to three student representatives serving one-year terms.

2.3 Administrative Staff

Relevant administrative staff may participate as ex officio members or support personnel, with voting status determined by the committee's charge.

3. Committee Leadership

Each committee shall have a Chair. Chairs may self-nominate or be nominated by peers but must be approved by Program Leadership. The Chair is responsible for convening meetings, setting agendas, overseeing documentation, and communicating with program leadership.

4. Roles and Professional Expectations

All members are expected to support a coherent and rigorous training program, uphold ethical standards, maintain confidentiality, engage in fair and transparent decision-making, and promote an inclusive and supportive learning environment consistent with APA accreditation expectations.

5. Attendance and Participation

Members are expected to attend and participate regularly. Failure to meet participation expectations may result in replacement at the discretion of Program Leadership in consultation with the Committee Chair.

6. Review and Documentation

Each committee shall maintain a written SOP specifying purpose, membership, leadership, and decision-making processes. Policies shall be reviewed periodically to ensure alignment with APA accreditation standards and program needs.

Committee Membership

** Indicates Committee Chairperson

A5. Steering Committee

Richard C. Robinson, PhD –
Program Director **
C. Munro Cullum, PhD, ABPP –
Vice Chair
Veronica Bordes Edgar, PhD,
ABPP – *Director of Clinical
Training*

Aleksandra Foxwell, PhD –
Admissions Chair
Beth Kennard, PsyD, ABPP
Laura Lacritz, PhD, ABPP – *Div
Chief*
Christian Lobue, PhD – *Director
of Research Training*

Laura Howe-Martin, PhD, ABPP
Michael Selders, PhD
Celia Heppner, PsyD, ABPP
Lana Harder, PhD, ABPP
Ellie Hakim, PhD, ABPP –
Director of Southwest Clinic
Cheryl Silver, PhD – *Ex officio*

A6. Clinical Training Committee

Veronica Bordes Edgar, PhD,
ABPP
Olufunke Awosogba, PhD
Angela Canas, PhD
C. Munro Cullum, PhD, ABPP

Celia Heppner, PsyD, ABPP
Ellie Hakim, PhD, ABPP
Laura Lacritz, PhD, ABPP
Christian LoBue, PhD
Kimberly Roaten, PhD

Richard C. Robinson, PhD
Leslie Rosenstein, PhD, ABPP
Michael Selders, PhD
Molin Shi, PhD

A7. Research Training Committee

Beth Kennard, PsyD, ABPP
Christian LoBue, PhD
C. Munro Cullum, PhD, ABPP
Carlos Marquez de la Plata, PhD
Julie Germann, PhD, ABPP

Tracy Greer, PhD
Lana Harder, PhD, ABPP
Robin Jarrett, PhD, ABPP
Laura Lacritz, PhD, ABPP
Molin Shi, PhD

Heidi Rossetti, PhD, ABPP
Richard C. Robinson, PhD
Kelli Triplett, PhD
Vishal Thakkar, PhD
Nyaz Didehbani, PhD

A8. Recruitment and Retention Enhancement Committee

Committee includes student representatives

Richard C. Robinson, PhD
Olufunke Awosogba, PhD
Vishal Thakkar, PhD

Eileen Santa-Sosa, PhD**
Dennis Burchette, PhD
Laura Lacritz, PhD, ABPP

Kristin Scott, PhD
Andrew McGarrahan, PhD

A9. Curriculum Committee

Committee includes student representatives

Andrea Zartman, PhD
Richard C. Robinson, PhD
Candance Genest, PhD
Vishal Thakkar, PhD
Leslie Rosenstein, PhD, ABPP

Laura Alba, PhD
Amor Correa, PhD**
Kristin Wolfe, PhD
Megan Tierney, Psy.D
Jasmine Ghannadpour. PhD

Laura Kuper, PhD
Beatriz MacDonald Wer, PhD
Ashley Neduvelil, PhD

Committee includes student representatives

A10. Practicum and Internship Selection Committee

Veronica Bordes Edgar, PhD,
ABPP

Ellie Hakim, PhD
Richard C. Robinson, PhD

A11. Admissions Committee

Aleksandra Foxwell, PhD**
Celia Heppner, PsyD, ABPP
Richard C. Robinson, PhD
Charlotte Haley, PhD
Beth Kennard, PsyD, ABPP
Carlos Marquez de la Plata, PhD

Jamie Becker PhD, ABPP
Laura Lacritz, PhD, ABPP
Veronica Bordes Edgar, PhD,
ABPP
Dennis Burchette, PhD
Kimberly Roaten, PhD

Heidi Rossetti, PhD, ABPP
Munro C. Cullum, PhD, ABPP

Appendix B. Academic Program and Curriculum

B1. Clinical Psychology Degree Plan

Clinical Psychology Degree Plan 2026-2027

Year	Term	Course Number	Title	Credit Hours	Total Credit Hrs./Term
First Year	Fall	CLP 5385	Advanced Statistics	3	
		CLP 5456	Advanced Psychopathology & LAB	4	
		CLP 5461	Clinical Methods I and Lab	4	
		CLP 5265	History and Systems of Psychology	2	
		CLP 5354	Biological Aspects of Behavior	3	Semester Total: 16
	Spring	CLP 5462	Clinical Methods II & Lab	4	
		CLP 5302	Developmental Aspects of Behavior Across the Lifespan	3	
		CLP 5358	Health Psychology	3	
		CLP 5303	Cognitive and Affective Aspects of Behavior	3	
		CLP 5372	Theories and Techniques of Individual Psychotherapy	3	Semester Total: 16
	Summer	CLP 5285	Evidence-Based Therapies	2	
		CLP 5284	Cultural Psychology	2	
		CLP 5101	Basics of Neuroanatomy	1	
		CLP 5102	Fundamentals of Clinical Management	1	
		CLP 5090	Practicum in Clinical Psychology	2	Semester Total: 8
Second Year	Fall	CLP 5350	Clinical Neuropsychology	3	
		CLP 5392	Research Design and Multivariate Statistics	3	
		CLP 5373	Theories and Methods of Cognitive-Behavioral Theory	3	
		CLP 5090	Practicum in Clinical Psychology	2	Semester Total: 11
	Spring	CLP 5363	Professional Ethics and Issues	3	
		CLP 5357	Psychopharmacology	3	
		CLP 5203	Couple and Family Dynamics: A Systemic Perspective	2	
		CLP 5090	Practicum in Clinical Psychology	2	Semester Total: 10
	Summer	CLP 5364	Psychometric Theory	3	
		CLP 5255	Social Aspects of Behavior	2	
		CLP 5090	Practicum in Clinical Psychology	2	Semester Total: 7

Third Year	Fall	CLP 5281	Theories and Methods of Consultation, Supervision, and Program Development	2	
		CLP 5094	Research in Psychology	3	
		CLP 5091	Internship in Clinical Psychology	4	Semester Total: 9
	Spring	CLP 5203	Couple and Family Dynamics: A Systemic Perspective	2	
		CLP 5094	Research in Psychology	3	
		CLP 5091	Internship in Clinical Psychology	4	Semester Total: 9
	Summer	CLP 5204	Intern Research Project	2	
		CLP 5094	Research in Psychology	2	
		CLP 5091	Internship in Clinical Psychology	2	Semester Total: 6
Fourth Year and Beyond	Fall	CLP 5099	Dissertation Research	3	
		CLP 5091	Internship in Clinical Psychology	6	Semester Total: 9
	Spring	CLP 5099	Dissertation Research	3	
		CLP 5091	Internship in Clinical Psychology	6	Semester Total: 9
	Summer	CLP 5099	Dissertation Research	3	
		CLP 5091	Internship in Clinical Psychology	3	Semester Total: 6
Minimum Credit Hours for PhD				116	

B2. Core and Elective Course Listing

Core and Elective Course Listing

Required/Core

CLP 5090	Practicum in Clinical Psychology
CLP 5091	Internship in Clinical Psychology
CLP 5091	Internship in Clinical Psychology
CLP 5094	Research in Psychology
CLP 5099	Dissertation Research
CLP 5101	Basics of Neuroanatomy
CLP 5102	Fundamentals of Clinical Management
CLP 5204	Internship Research Project
CLP 5255	Social Aspects of Behavior
CLP 5265	History and Systems of Psychology
CLP 5281	Theories and Methods of Consultation, Supervision, and Program Development
CLP 5284	Cultural Psychology
CLP 5285	Evidence-Based Therapies*
CLP 5302	Developmental Aspects of Behavior Across the Lifespan
CLP 5303	Cognitive and Affective Aspects of Behavior
CLP 5350	Clinical Neuropsychology
CLP 5354	Biological Aspects of Behavior
CLP 5357	Psychopharmacology
CLP 5358	Health Psychology
CLP 5363	Professional Ethics & Issues
CLP 5364	Psychometric Theory
CLP 5372	Theories and Techniques of Individual Psychotherapy
CLP 5373	Theories and Methods of Cognitive-Behavioral Theory
CLP 5385	Advanced Statistics
CLP 5392	Research Design and Multivariate Statistics
CLP 5456	Advanced Psychopathology/ Advanced Psychopathology Laboratory
CLP 5461	Clinical Methods I/ Clinical Methods I Laboratory

Electives

CLP 5201	Clinical Assessment and Treatment of Substance Use Disorders
CLP 5203	Couple and Family Dynamics: A Systemic Perspective
CLP 5205	Clinical Sleep Medicine
CLP 5250	Advanced Neuropsychology
CLP 5252	Child and Family Interventions
CLP 5254	Theories and Techniques of Group Psychotherapy
CLP 5256	Forensic Psychology
CLP 5285	Evidence-Based Therapies*
CLP 5310	Psychodynamic Psychotherapy

*This course is required for all first-year students but is an elective for all other class years. The content is rotated every four years to give all students the opportunity for exposure to all evidenced-based therapies. See below for content areas by year:

Summer 2024: Motivational Interviewing/Seeking Safety

Summer 2025: Cognitive Processing Therapy/Prolonged Exposure Therapy

Summer 2026: Dialectical Behavior Therapy/Integrative Behavioral Couples Therapy

Summer 2027: Interpersonal Therapy for Depression/Acceptance and Commitment Therapy

Appendix C. Clinical Training and Supervision

C1. Telesupervision Policy

Purpose and Scope

Telesupervision may be used when it supports the aims, competencies, and minimum levels of achievement of the Doctoral Program or internship without compromising educational quality, trainee development, client welfare, privacy, or professional responsibility. This policy applies whenever required practicum or internship supervision is provided remotely.

Definition

Telesupervision is real-time supervision provided through an institutionally approved synchronous audio-video platform. Audio-only contact may support brief consultation, emergencies, or technology disruptions but does not ordinarily replace scheduled supervision.

Approval and Appropriate Use

Use of telesupervision requires approval by the clinical supervisor and the Director of Clinical Training/Internship Training Director. Decisions are individualized and consider:

- the trainee's developmental level, competence, and responsiveness to supervision;
- the nature, complexity, and risk of the clinical work;
- the quality of the supervisory relationship and need for in-person contact;
- site, institutional, legal, licensing, privacy, security, and accessibility requirements; and
- availability of timely consultation, qualified backup supervision, and emergency coverage.

Telesupervision may be restricted or discontinued whenever these conditions are not met or when additional in-person supervision is needed.

Program Limits and Required Supervision

Under Program and internship policy, no more than 50% of scheduled individual supervision in a semester may be provided through telesupervision. At least 50% must occur in person. This is a local Program requirement, not a universal numerical limit established by the APA Commission on Accreditation. Group supervision may occur remotely when educational quality, participation, privacy, and professional responsibility can be maintained. Telesupervision does not reduce any requirement for the amount, frequency, quality, or credentials of supervision. Interns must receive at least four hours of supervision each week, including at least two hours of individual supervision from one or more appropriately trained and licensed doctoral-level psychologists who maintain ongoing supervisory relationships and primary professional responsibility for the supervised clinical work. Other required supervision may be individual or group supervision provided by appropriately credentialed health professionals.

Supervisory Relationship and Responsibility

The supervisory relationship should ordinarily include an initial in-person meeting unless the Director of Clinical Training/Internship Training Director determines that it can be established effectively at a distance. At the outset, the supervisor and trainee must review roles, modality and schedule, communication expectations, evaluation

and documentation, limits of confidentiality, consultation between sessions, emergency procedures, backup coverage, technology failure, and circumstances requiring more in-person supervision. The approved modality must be documented in a supervision agreement or comparable training record.

The supervisor retains the same professional responsibility for remotely supervised services as for services supervised in person and must remain appropriately credentialed, accessible for consultation, attentive to clinical risk and documentation, and able to coordinate with on-site personnel when needed.

Technology, Privacy, and Emergencies

Telesupervision must use an approved secure platform and private locations. Supervisors and trainees must protect confidential information, prevent unauthorized access, follow applicable HIPAA, institutional, site, and legal requirements, and maintain a plan for technology failure and clinical emergencies. Sessions may not be recorded, transcribed, photographed, redistributed, or processed through an artificial intelligence tool unless specifically authorized under all applicable requirements.

Preparation, Accessibility, and Evaluation

Supervisors and trainees must receive or demonstrate preparation appropriate to the technology, telesupervision methods, ethical and legal requirements, privacy and security, risk management, emergency procedures, and relevant individual, cultural, and accessibility considerations. Disability-related accommodations are coordinated through Campus Accessibility Services and do not eliminate essential supervision, competency, privacy, professional, or client-safety requirements.

The Clinical Training Committee reviews the Program's use of telesupervision at least annually. The Director of Clinical Training/Internship Training Director may modify or discontinue telesupervision to protect educational quality, competency development, professional responsibility, or client welfare.

Documentation

Records must identify the date and duration, individual or group format, in-person or telesupervision modality, supervisor, general content addressed, significant technology disruptions, urgent consultation or risk-management concerns, and changes to the approved plan. Supervisors and trainees must report modality accurately through the designated tracking system.

Controlling Requirements

When this policy conflicts with applicable law, APA accreditation requirements, institutional policy, licensing requirements, or clinical-site requirements, the controlling requirement applies.

Appendix D. Professional, Ethical, and Technology Policies

D1. Faculty-Student and Supervisory Relationships

Faculty, supervisors, students, and interns must maintain professional boundaries and comply with the APA Ethics Code and UT Southwestern policies governing consensual relationships, sexual misconduct, conflicts of interest, supervision, evaluation, discrimination, harassment, and retaliation.

APA Ethics Code Standard 7.07 prohibits psychologists from engaging in sexual relationships with students or supervisees who are in the psychologist's department, agency, or training center or over whom the psychologist has, or is likely to have, evaluative authority. The current standard should be consulted directly in the [APA Ethics Code](#).

UT Southwestern's institutional requirements governing consensual relationships are contained in **ETH-111, Consensual Relationships**, which is available through the [UT Southwestern Title IX Policies](#) page. UT Southwestern identifies ETH-111 as the institution's Consensual Relationships policy.

Policy Application

A preexisting consensual relationship does not eliminate the obligation to disclose and manage a conflict when one individual enters, or is likely to enter, an educational, supervisory, evaluative, clinical, research, employment, admissions, or other position of authority involving the other individual.

This requirement may apply, for example, when:

1. An individual enters a consensual relationship with a student before joining the faculty or assuming a supervisory or evaluative role; or
2. A faculty or staff member has a consensual relationship with an applicant who is subsequently admitted to the Doctoral Program or selected for the internship.

Disclosure Requirements

Individuals must make disclosures required by ETH-111 and other applicable UT Southwestern policies. Disclosures should be made to the persons or offices identified in the current institutional policy.

- When a relationship may create a conflict involving the Doctoral Program or internship, the faculty or staff member must also notify the appropriate program, internship, departmental, or institutional leader so that the conflict can be evaluated and managed in coordination with the responsible institutional office.
- Failure to make a required disclosure or comply with an approved conflict-management plan may be addressed under applicable UT Southwestern policies. In addition to these institutional requirements, the **Doctoral Program** must also be notified. Failure to disclose the relationship may result in disciplinary action.

Restrictions Based on Disclosure Status

- **If the relationship is appropriately disclosed:**
The faculty member will be prohibited from participating in any educational activities involving doctoral students in the program. This restriction will remain in effect for the duration of the student's enrollment and until any potential conflicts of interest are resolved following the student's graduation.
- **If the relationship is not disclosed:**
The faculty member will be barred from engaging in educational activities with doctoral students in the program **indefinitely**. This restriction will remain until the criteria outlined above are met and the program can reasonably determine that the faculty member's professional and ethical judgment aligns with institutional expectations.

D2. Generative Artificial Intelligence Use Best Practices

Purpose

Generative artificial intelligence (AI) tools, such as ChatGPT and DAX Copilot, have been rapidly adopted across society, including in health care settings. This policy was developed to provide clear expectations for ethical and responsible use of generative AI tools within the UT Southwestern Clinical Psychology Doctoral Program. It aligns with the UT Southwestern Biomedical Graduate School and the American Psychological Association (APA) standards on AI, emphasizing ethics, scientific integrity, and clinical competence. The following guiding principles are at the core of these standards and students are expected to follow best practices:

- **Ethics:** AI use must comply with the law, APA Ethics Code, Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and institutional policies.
- **Core Competency:** AI may support learning, but cannot replace critical thinking, scientific reasoning, or clinical judgment.
- **Transparency:** Students must disclose meaningful AI use in academic, research, and clinical work.
- **Data Security:** No identifiable patient information, research participant information, or student records may be entered into non-secure AI tools (see Acceptable Tools below).

In adhering to these principles, students, faculty, and program administration have the following responsibilities:

- **Students:** Use AI ethically, verify accuracy of output, disclose meaningful use in academic, research, and clinical work, and protect patient confidentiality.
- **Faculty/Supervisors:** Communicate expectations regarding the use of AI, ensure appropriate use of AI, and evaluate trainee core competencies separately from AI usage.
- **Program:** Provide training in the acceptable use of AI and review Clinical Psychology Doctoral Program AI Use Policy annually.

Examples of Acceptable and Prohibited Use Cases

The standards for what constitute an “acceptable use” of AI are evolving, and applications of AI within the graduate school carry specific challenges. Graduate training in clinical psychology is intended to promote development of the core competencies necessary to be an effective clinical psychologist, and AI cannot substitute the intellectual work or skill acquisition core of training. On the other hand, AI will fundamentally alter traditional workflows across many fields, including clinical psychology. Therefore, students will benefit from supervised, first-hand experience in responsibly utilizing these tools. Table 1 below illustrates broad examples of acceptable and unacceptable use cases, with the caveat that standards will continue to evolve, and *students/employees should defer directly to their working/training site, supervisor, and instructors to clarify specific standards across settings.*

Appendix E. Research Apprenticeship and Dissertation

UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER SOUTHWESTERN GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

THE RESEARCH APPRENTICESHIP (Also see Research Guidebook for Students and Mentors)

The Clinical Psychology Graduate Program and Internship at The University of Texas Southwestern Medical Center instituted a research apprenticeship sequence in 1983 for the purpose of strengthening the scientific preparation of its graduate students, enlarging their repertoire of professional skills and providing a framework for the timely completion of the dissertation. The research apprenticeship has been in place continuously since this time, with consistent efforts to improve the training experience. In 2007, the Program implemented additional research requirements as part of our ongoing program-improvement efforts: a) students are required to produce a submission-ready article based on their dissertation; students are required to be senior author on a poster or abstract presented at a local or national conference; and c) students are required to be co-author on a submitted journal article, book chapter, or grant application during their graduate training.

Objectives

The objectives of the research apprenticeship are:

- Offer the student the opportunity to prepare for all phases of the dissertation (a proposal summary, dissertation proposal, an implementation phase, data analysis, write-up, and defense).
- Expose students to research methodology and provide the students the opportunity to develop their ability to critically evaluate research designs.
- Make hands-on experience available by exposing the student to how research is actually done.
- Expose the student to as many aspects of the research enterprise as possible (e.g., library research, producing a design, running subjects, analyzing data, writing, being supervised, supervising others, the clinical aspects of clinical research, and doing the necessary "detail work").
- Offer the students the opportunity to develop expertise in a focused research content area.
- Offer the students the opportunity to learn specific laboratory or field techniques which may have research and/or clinical value.
- Offer the students the opportunity to complete a dissertation in a relatively unhurried yet timely fashion.
- Provide the students the opportunity to develop an appreciation for the relevance of research activity to clinical activity, and vice versa.

Caveats

It would be useful for students and supervisors to note a number of caveats that have emerged from our collective experiences to date:

1. It is very easy to “waste” the earliest parts of the research apprenticeship. We have found that it is important to launch oneself energetically on a number of fronts simultaneously if at all possible. For

example, one might take on needed library research while at the same time participating in the implementation of some ongoing research, and beginning to outline a possible project.

2. Graduate students have varied levels of research experience, with some having minimal hands-on experience when they reach the beginning of the third year. The student comes to take the opportunity to learn research from the supervisor and may not initially contribute significantly to the programmatic research being carried out at the research site.

3. Similarly, students' academic backgrounds are often limited to experimental design, statistics, and psychometric theory which have mostly been taken in the first year. Students will be well-advised to refresh themselves on the content of those courses prior to starting their research apprenticeship. Supervisors should keep these limitations in mind.

4. Sites and supervisors have different needs and vary in how students are expected to spend their apprenticeship hours. As a general rule, however, time dedicated early in the apprenticeship to efforts less clearly related to the student's eventual project must give way increasingly to the student's independent utilization of resources as they progress across the six semesters (including two summers) of the research apprenticeship.

5. Ideally, supervisors will be used increasingly as consultants as students become more capable of guiding and structuring their own efforts.

6. Overall planning of the project, the anticipated steps in this progression and whatever salient issues arise should be fully discussed between supervisor and student. Explicit agreements for each semester should be reached as early as possible, and agreements (preferably written) should emerge from these discussions. Issues such as frequency of meetings with supervisors and what is to be accomplished when should be decided.

7. Increasingly, research activity should be narrowed to a level that simultaneously affords significant scope and breadth to be of dissertation quality while being sufficiently focused to be feasible and responsive to the specific questions being asked.

8. Both the student and the research mentor must remember that clinical activity continues in the Program while the student is in their research apprenticeship. In addition, the Clinical Competency Examination must be taken during May/June of the third year. Both the research assignment and the clinical responsibilities must be carried out simultaneously and must not intrude on each other's territory.

Apprenticeship Program

A. Selection of Mentors

Only members of the graduate faculty of Southwestern Graduate School of Biomedical Sciences are eligible to be mentor/dissertation chairpersons. These include individuals who are full-time faculty of Southwestern Medical School or Southwestern Allied Health Sciences School, who are nominated to and approved by the Graduate Executive Council and by the Dean of the Graduate School, or persons from other institutions who have been granted appointments as special members of the graduate school faculty. The Research Committee in July of 2010

added an additional requirement that a psychologist serve as either the chair or co-chair of the dissertation committee.

The supervisor must have experience in carrying out a program of research that began before student involvement and will continue after student involvement ceases. This mentor must be willing and able to provide ongoing supervision and support of the student. In addition, the mentor must have the time, energy, resources, and motivation to do so.

The supervisor should have sufficient experience in mentoring so that there is a good likelihood that students will reach their goal in a timely fashion with little chance of a serious disruption in the progress of the research apprenticeship.

Selection of mentors must be in harmony with the overall policies and procedures of the graduate program, such as faculty work distribution, statute of limitations, efficient utilization of existing resources and the maintenance of high morale in the student and faculty groups. In addition, all applicable APA guidelines, particularly those dealing with research issues, will apply.

Final assignment will be made by the Research Director, with the help of the Research Committee, and with due respect for the salient areas of research and clinical interests of the student.

Mentors will be designated prior to the Fall semester of the third year, and preferably before the Summer session. This will facilitate the earlier involvement of those students who wish to spend part of their summer reading in their research area. During the Spring of the second year, information, verbal and/or written, will be conveyed to the second year class regarding those research programs most likely to be available to them.

B. The Apprenticeship: First Year (third year of the graduate program)

The research apprenticeship starts in the fall of the student's third year in the program. At this stage, the student's research skills are likely to be limited. As part of the mentor role, the research supervisor assumes the responsibility of training, orienting, and guiding the apprentice's progress. During this first year of supervised research experience, every effort should be made to develop an adequate and clear training and research program that can serve both the student's learning and developmental needs and the mentor's research goals. The apprentice also assumes important responsibilities upon entering into a research program. Intellectual and practical contributions provided by the trainee may be critical to the timely completion of the research activities.

Each semester, the student will register for five hours of research apprenticeship credit. This translates into 16 hours per week to be devoted to activity under the research apprenticeship program. Much effort has been devoted to liberating this time from other worthy graduate education activities, and this time should be considered to be inviolate as far as other demands or activities might be concerned.

At the end of every semester, each mentor will be requested to fill out an evaluation sheet assigning a satisfactory, unsatisfactory, or incomplete grade to the semester's work. Similarly, students will be requested to indicate their evaluation of the apprenticeship annually.

On occasion, a supervisor and student have found that they do not work well together. If this does happen, it is of course desirable to address the problem as soon as possible. If it appears after discussion with the Internship Director and Research Director that the situation cannot be modified, the student and the Internship/Research Director will arrange for a transfer to another mentor.

C. The Apprenticeship: Second Year (fourth year of the graduate program)

By no later than the fall of the fourth year (earlier if practical), each student will submit to the Psychology Steering Committee a brief (two-page, single-spaced) proposal summarizing the dissertation research project. This description will include the objectives, rationale and background information, methods, analyses and hypotheses, and the proposed dissertation committee. The Steering Committee will evaluate the proposal to ensure the project is of doctoral quality, feasible, and within all specified guidelines. Any concerns about the brief proposal will be conveyed in writing to the student and the research mentor. Once the brief proposal is approved by the Steering Committee, the student will begin writing the official dissertation proposal.

D. The Dissertation: Proposal Meeting

In accordance with guidelines already existing in the Student Guidelines, each student is required to prepare a proposal for the dissertation project and receive approval from their dissertation committee prior to initiating the study. This proposal consists of both a written document describing the research and an oral defense of the proposed research. It is expected that the chairperson of the committee will be the research sponsor with whom the student has been working. Certain committee members may be chosen because they have specific expertise that relates to the project and have agreed to assist the student with those aspects. Other members should be included who are "generalists" and bring greater breadth to the committee. The specific roles and types of assistance expected should be discussed in general terms with each committee member prior to presenting their names to the Steering Committee.

The written proposal is to be constructed with guidance primarily from the dissertation chairperson with whom the student is working. Arrangements may be made for input from other committee members if their specific expertise is called for. It should consist of a comprehensive literature review relevant to the research area, delineation of a problem to be investigated, statement of hypotheses for the proposed study, outline of methodology for the study (including plans for recruiting research participants), description of the statistical analyses to be carried out, and discussion of possible results. Often, it is useful to include a tentative schedule for completion of different stages of the study (e.g., data collection, data analyses, writing and rewriting oral defense, submission of completed dissertation to graduate office). The written proposal should be distributed to the dissertation committee ten (10) working days prior to the oral proposal meeting. The oral proposal meeting is the forum in which the basic contract for the dissertation study is negotiated. Agreement should be reached on all aspects of design, and the committee should evaluate the potential of the plan for completion in a reasonable length of time.

The committee should specify which changes, if any, in the proposal are obligatory as distinct from merely recommended for consideration. If there are such changes, the student should submit an amended proposal for final approval by the committee.

E. Running of the Dissertation Project

After the preparation of the dissertation proposal and successful completion of the preliminary orals, the next major task facing the student is the carrying through to completion of the proposed research project. There are a number of important factors/issues the student and the supervisor need to carefully consider before embarking on the project. Such consideration can save a significant amount of time and undue delay. These factors/issues are presented below.

Recruitment of Subjects

It is crucial to consider whether students can effectively recruit the required number and type of subjects needed for their study. Be aware ahead of time of potential problems in the recruitment of the desired sample, as well as obtaining the cooperation of key personnel who can expedite the recruitment process, can be quite important in avoiding problems that might impede the progress of the study.

Availability of Necessary Resources

Planning is also required to ensure that resources necessary to complete the research project are on hand. Such resources may include necessary office/laboratory space needed to conduct the study, as well as the availability of funds for such items as photocopying and mailing costs, laboratory test costs, and subject payment costs.

Time Frame of the Project

Another factor that should be carefully evaluated by the student and supervisor is the time frame for successfully completing the project. Factors such as seasonal influences on the availability of subjects and holiday/vacation times that might interfere need to be considered.

Communication Between Student and Supervisor

Of course, a major qualification of a good supervisor is the careful guidance of the student through the conceptualization, development, and completion of the research project. It is essential that there be close supervision during the running of the project in order to immediately deal with any unexpected problems that may arise. Without such close supervision, a sudden problem that is not immediately dealt with, or a modification of methodology that may be called for, may seriously jeopardize the completion of the project. Other committee members should be kept informed of developing situations.

Data Collection and Statistical Analysis

Another task which should be carefully planned is how the data collected in the research project will be organized, collated, and analyzed. This, of course, should be clearly delineated in the dissertation proposal. Developing appropriate computer skills to aid in this data reduction and analysis process is essential.

The student and supervisor will need to determine whether the planned statistical analyses are so complex as to require some expert consultation. Developing personal skills in this area needs to be planned for early in the dissertation process. If so, timely consultation is advisable.

Interpretation and Write-Up of Final Results

Once all of the data are analyzed, the interpretation of results and integration with the experimental hypotheses are the next major tasks facing the student. This will lead directly into the development of the results and discussion sections of the final dissertation. During this time, a major responsibility assumed by the research mentor is the careful guidance of the final product to a level that is acceptable enough to be presented to the entire committee. This will require the careful editing and proofreading of material written by the student. It is not the responsibility of the student's dissertation committee to get involved in this process unless there is a specific issue or area that a particular committee member may have agreed to review and appropriate arrangements have been made. Basically, the student and supervisor share this task, with the student always bearing the ultimate responsibility for what is finally accomplished.

The timing of the final defense should be determined principally by the student's readiness to present and defend a quality product and not by the student's wish to meet a deadline for graduation.

Preparation for Final Defense

After the writing, editing, and proofreading process is completed, the typing of the manuscript and distribution to committee members are the next steps. Distribution to the committee members two weeks before the final defense date is an expected courtesy. Students should also be aware of the fact that post-final defense rewriting is common and should arrange the time frame so that this is taken into account.

Finally, in addition to the dissertation, students are also required to submit a complete journal-appropriate article based upon the dissertation. The intention is to not simply add another requirement on top of the traditional dissertation but to build the essential core findings of the dissertation around such a publication-ready paper. The exact format will vary depending on the particular dissertation topic and will, of necessity, be negotiated between the student and their dissertation supervisor.

A Final Caveat

If any problem arises with the interpretation of these guidelines, or it is the view of either the mentor or the trainee that there exists significant departure from their intent and spirit, it is the responsibility of one or both of these individuals to bring this matter to the attention of the Research Committee and/or Program Director.

Conclusions

The student is encouraged to meet regularly/as needed with the mentor to update committee members before the proposal and defense. Additional research opportunities are encouraged if a student is interested. For example, a student might want to start research in their first year rather than the third, and work with multiple PI's.

E1. Dissertation Expectations and Milestone Form

The current Research Apprenticeship involves approximately a half-time commitment to research training in the third and fourth years. As part of the apprenticeship, students are expected to complete a dissertation project under the mentorship of the supervisor. Below we provide guidelines for students and mentors regarding expectations for the timing and format of the dissertation. Please refer to Research Training Guidebook for Students and Mentors.

Tasks and Suggested Timeline for Dissertation Progress*

Semester	Primary Tasks to Complete
Year 3	
Fall	Develop dissertation idea; Select committee; Submit Proposal Summary
Spring	Develop proposal; Approval of idea/committee by Steering Committee
Summer	Dissertation proposal
Year 4	
Fall	Data collection & analysis; Submit dissertation progress report to committee
Spring	Data collection & analysis
Summer	Dissertation defense; Submission of manuscript

Primary Tasks Complete	Semester
Identify Topic	FALL-Year 3
Committee Selected	FALL-Year 3
Dissertation Plan Submitted	FALL-Year 3
Written Literature Review	FALL/SPRING- Year 3
Methods: Identify Sample & Design	SPRING- Year 3
Written Methods Section	SPRING- Year 3
Present Oral Proposal	SUMMER- Year 3
Initiate Data Collection	FALL- Year 4
Conduct Statistical Analysis	FALL- Year 4
Write Results and Discussion Sections	SPRING- Year 4
Present Oral Defense	SUMMER- Year 4
Submission-ready Manuscript	Before Degree Conferral
Poster Presentation	Before Degree Conferral

Primary Tasks Complete	Semester
Co-author on Publication/Grant	Before Degree Conferral
Submit Grant or Award Application	Before Degree Conferral

Students should be aware that the dissertation committee should be provided a copy of the written dissertation proposal at least 10 working days prior to the oral proposal meeting, and the final dissertation document 10 working days prior to the oral defense meeting. In addition, dissertation forms need to be filed with Graduate School several weeks prior to the end of the semester in order to be able to graduate in a given semester.

*Graduate School Deadlines must be factored into this process by students; Students with a research emphasis or following untraditional options (see below) may have a different timeline; Students collecting original data may need to allow more time for data collection.

Dissertation Options

There are different options for completing the dissertation (which will affect the rate at which milestones are completed). Students and mentors should discuss and mutually agree upon the best option as a function of preferences, student experiences/goals and the nature of the project. The written proposal of the dissertation is generally not affected by these options. Rather, the chosen option primarily affects the manner in which the final dissertation document (including results and conclusions) is written.

OPTION 1: “Traditional” dissertation – comprehensive literature review, methods, results, discussion, in addition to a mentor-approved article due prior to time of graduation.

- a) This option requires the proposal summary, oral proposal meeting, and oral dissertation defense.
- b) The final dissertation manuscript must conform to the Graduate School template.

For a template, please see: [ClinPsychStudentResources SharePoint](#)

OPTION 2:

- a) Two or more related journal-ready articles that represent a programmatic line of research, e.g., possibly one as literature review and a second one containing the primary results. As of July 1st, 2015, both articles are required to be first-authored by the student unless approved by the Research Committee.
- b) Written overview with sections that tie together the papers, including a Background section, Study 1, Study 2, and General Discussion section.
- c) Appendix for studies reviewed, additional references, analyses, etc.
- d) This option requires the Proposal Summary, Oral Proposal Meeting, and Oral Dissertation Defense.
- e) The final dissertation manuscript must conform to the Graduate School template.

For a template, please see: W:\Graduate School\Division of Clinical Science\DCS_Clinical Psychology\Research

E4. Procedures - Dissertation

PROPOSING, DEFENDING, AND FILING YOUR DISSERTATION: FORMS AND PROCEDURES FOR CLINICAL PSYCHOLOGY STUDENTS

Please request all forms and documents referenced below from the CLP Administrative Team.

Committee Members

You must have five official members on your dissertation committee. Four of the five members must have an appointment with the Graduate School. If you have questions about whether or not someone meets that criteria please check with the CLP Administrative Team. It is possible to have six members on a committee, with one unofficial member who will be unlisted on the Graduated School forms.

Proposal and Declaration of Committee

Once you have a dissertation committee and project in mind, you need to send this information to the CLP Administrative Team in the form of a summary (See **Proposed Dissertation Project: Overview and Committee form**). The Steering Committee will review this summary and approve or request that you make changes.

Once the Steering Committee approves your proposal summary, please turn in the “**Declaration of Committee**” form to the CLP Administrative Team. This form requires the signatures of your committee members and the Program Chair’s signature.

Scheduling the date and location of your proposal meeting

If you are planning to have your proposal in the Psychology Division office suite, please contact the CLP Administrative Team to reserve a room for you. Also let the CLP Administrative Team know if you will need any special equipment (i.e. LCD projector, laptop computer). If you are planning to propose in a different location, you will need to make room **and** equipment arrangements there.

Upon completion of your proposal, have all committee members and the Program Chair sign your “**Dissertation Proposal**” form. You also need to provide the CLP Administrative Team an electronic copy of your proposal. This will be placed in your student file.

Diploma Card

Complete and email the **Diploma Card to the Graduate School** approximately mid-semester during the semester in which you plan to graduate. The CLP Administrative Team will send out e-mail notices regarding the Diploma Card deadline.

Formatting the Dissertation

For Graduate School requirements regarding the format of your dissertation, check the “**Instructions for the Preparation of Masters Theses and Doctoral Dissertations**” on the Graduate School web page. This document provides general guidelines for your dissertation format required by the Graduate School. The Graduate School requires electronic submission. You are no longer allowed to submit paper copies of your dissertation to the Graduate School (with the exception of one page of your dissertation—see below).

Regarding the electronic format of your dissertation, the instructions state: “For the greatest ease in producing an ETD (Electronic Thesis/Dissertation), it is suggested that students obtain the Microsoft Word master document, or style template, from the Library consultants and install it on their computer. This template is also available on the Library’s ETD Web site (<http://www4.utsouthwestern.edu/library/ETD/gradDownload.cfm>) and has been developed to streamline the conversion of the Word document into an Adobe Postscript Document Format (PDF) file.” In addition, there are ETD workstations at both the North and South campus libraries, where you can convert your Word document. Library staff members are also available to assist you with this task.

In addition to following the Graduate School formatting guidelines, you must follow the Program guideline that requires your dissertation to be in **APA style**.

Final Defense Forms [Open Supplemental Forms and Information](#)

After you complete your final defense, have all of your committee members sign the “Report of Final Oral Examination” form (see Supplemental Forms and Information, Report of Final Oral Examination). This form requires the signatures of your committee members and the Program Chair’s signature. [Open Supplemental Forms and Information](#)

Filing the Dissertation and Graduation [Open Supplemental Forms and Information](#)

Each semester, the Graduate School sets a “filing” deadline for dissertations. This date occurs near the end of each semester. “Filing” your dissertation with the Graduate School, means that you must submit your final electronic copy of your dissertation to the Graduate School, as well as these completed forms:

Filing Requirements for Doctoral Students (**all Graduate School documents can be found on the W drive**)

1. Online Submission of Dissertation: The student must complete online submission of the dissertation via our Library’s Vireo System at the following link. <https://utswmed-etd.tdl.org/>
2. Original, completed, and signed in ink Report of Final Oral Examination form [see Supplemental Forms and Information, Report of Final Oral Examination]. [Open Supplemental Forms and Information](#)
3. **Survey of Earned Documents** questionnaire for the National Research Council Study.
4. Graduation Exit Survey
5. Copyright disclaimer form [see Supplemental Forms and Information, Copyright Disclaimer]. [Open Supplemental Forms and Information](#)
6. Receipt for **\$185.00** graduation fee payment.

If you have any questions about any of the forms, Graduate School procedures, or Division procedures, please do not hesitate to ask your CLP Administrative Team.

Appendix F. Student Resources

F1. Resources for Students

Student organizations are described in Appendix F2. Current schedules, officers, membership information, and activities are communicated through Program and organization channels.

F1.1 Advising and Program Support

Students may consult Program leadership, Faculty Advisors, research mentors, clinical supervisors, the Clinical Psychology Administrative Team, FOCUS, and other Program organizations for guidance, mentorship, and assistance navigating training requirements.

F1.2 Graduate Career Development

The Graduate School Career Development Office offers seminars, workshops, individual advising, career exploration, practical skill development, and preparation for academic and nonacademic career pathways.

Resources: [Graduate Career Development](#)

F1.3 Academic, Library, Research, and Statistical Support

Available resources include UT Southwestern libraries, research infrastructure, consultation with faculty and institutional experts, software and computing support, scientific writing and presentation support, and research-compliance resources. Students should consult the Program and Graduate School for current access procedures.

Resources: [Student Services and Support](#) | [Clinical Psychology Program](#)

F1.4 Health, Wellness, and Counseling

UT Southwestern student-support services include health and wellness resources, counseling, and assistance locating appropriate care. Students should use emergency or crisis services when immediate assistance is required.

Resources: [Student Services and Support](#)

F1.5 Accessibility, Pregnancy, and Parenting Support

Campus Accessibility Services coordinates disability-related accommodations. The Office for Access & Title IX coordinates pregnancy- and parenting-related resources and other matters within its jurisdiction. Students should use the current institutional process rather than submitting sensitive documentation to Program personnel.

Resources: [Campus Accessibility Services](#) | [Student Accommodations](#) | [Pregnancy and Parenting Resources](#)

F1.6 Financial Aid and Funding

The Office of Student Financial Aid administers scholarships, grants, and student loans for eligible students. Program, Graduate School, and institutional awards may provide additional support when funding is available.

Resources: [Office of Student Financial Aid](#)

F1.7 Student Organizations, Leadership, and Community

Students may participate in the Graduate Student Organization, FOCUS, Diversity Club, Student Research Committee, Association of Neuropsychology Students in Training, Mindfulness Student Association, BIPOC Collective, elected class leadership, community service, and other activities announced by the Program or University.

Resources: [Student Services and Support](#)

F1.8 Technology, Facilities, and Clinical Training Resources

Depending on assignment and availability, resources may include computer and software access, psychological test materials, approved audio-video equipment, interview and psychotherapy rooms, administrative support, and consultation with clinical, research, legal, risk-management, privacy, and information-security personnel.

F1.9 International Student Support

International students should consult the appropriate UT Southwestern office for current immigration, documentation, onboarding, and institutional requirements. Students remain responsible for maintaining lawful status and meeting all applicable deadlines.

Resources: [Student Services and Support](#)

F1.10 Campus Life and Recreation

Campus resources may include the Bryan Williams, MD Student Center, student-life events, recreation, intramural activities, and Graduate Student Organization programming. Offerings and schedules may change.

Resources: [Student Services and Support](#)

F2. Student Organizations

Graduate Student Organization (GSO)

The Graduate School of Biomedical Sciences supports a campus-wide Graduate Student Organization (GSO). Clinical Psychology students have one elected representative (selected by the program based on student volunteers/nominations) in that body and are encouraged to participate in its activities. GSO participation offers many benefits, one of which is annual travel scholarships. Students interested in participating in the GSO should contact the Psychology Chief Resident for more information.

Faculty-Student Organization of Clinical Psychology at UT Southwestern (FOCUS)

FOCUS was developed to promote faculty-student collaboration and camaraderie through community service, fellowship, and alumni outreach. FOCUS hosts several social events throughout the year, including a Welcome Happy Hour for new and returning students, as well as social activities before and after Interview Day. FOCUS also organizes community service projects throughout the year.

Diversity Club

The Clinical Psychology Diversity Club was founded in February 2008 by clinical psychology graduate students. This group welcomes the membership of interested faculty. The Diversity Club believes that diversity encompasses all of the features that make individual clients unique, which include, but are not limited to race, ethnicity, religious affiliation, sexual orientation, gender, and country of origin/regional location. Discussions are based on relevant literature, clinical experience, and guest speakers from various organizations in the community.

Student Research Committee (SRC)

The SRC is a student-run organization that aims to enrich students' research experiences by providing resources to facilitate student research, offering didactic opportunities, and broadening research collaborations through a team-based science approach.

Association of Neuropsychology Students in Training (ANST)

ANST is a national organization for students interested in the field of neuropsychology. This organization promotes three values: knowledge, community, and leadership. The ANST chapter at UT Southwestern focuses on knowledge through neuropsychology-related lectures & fact-finding seminars, community through outreach opportunities & social events, and leadership through opportunities to serve as ANST officers. We emphasize both adult and pediatric neuropsychology and welcome all students and faculty to our events.

BIPOC Collective

The Black, Indigenous, and People of Color (BIPOC) Collective is a registered student organization at UT Southwestern and a community of BIPOC women and gender diverse people of color. The purpose is to provide a mentoring and networking space that honors the identities of this intersection between psychology students and psychology professionals. The focus is for the community to share their training and academic experiences in psychology. Events have a purpose to connect students with peers and faculty members from the BIPOC women and gender-diverse psychology community at UT Southwestern. This is an opportunity to establish relationships with mentors/mentees/peers that can continue to develop throughout their psychology careers. All BIPOC women and gender-diverse students, faculty, and post-docs within the UT Southwestern psychology division are invited to join the community and attend events.

Mindfulness Student Association (MSA)

The MSA provides opportunities for graduate students to learn about mindfulness and how to utilize it as a therapeutic intervention in both individual and group settings. The MSA seeks to educate the larger Dallas community about the practice of mindfulness through accessible and affordable mindfulness education groups.

Appendix G. Relevant UT Southwestern Education Policies

The following policies are particularly relevant to the Clinical Psychology Doctoral Program and Doctoral Internship. This list is provided as a navigation aid and does not replace the complete Education Policy Handbook or other controlling institutional policies. Current policy text controls over any summary in this handbook.

UTSW network required: [UT Southwestern Education Policy Handbook, Chapter 10: Education](#). Individual policy links below may also require the UTSW network or approved remote access.

G1. General Administrative and Learner Requirements

[EDU-102: Learner Complaints and Resolutions](#)

[EDU-103: Reasonable Accommodations for Qualified Applicants and Learners with Disabilities](#)

[EDU-103A: Technical Standards and Essential Functions](#)

[EDU-103B: Acknowledgement of Essential Functions and Acceptance of Admission Form](#)

[EDU-105: Learners' Personal Information](#)

[EDU-106: Professional Liability Insurance](#)

[EDU-107: Immunizations and Infectious Disease Prevention Requirements](#)

[EDU-107A: Clinical Student Immunization and Screening Requirements](#)

[EDU-109: Learner Pregnancy and Parenting Nondiscrimination](#)

[EDU-113: Student Travel](#)

[EDU-114: Background Checks](#)

[EDU-117: Fitness for Participation in UT Southwestern Activities](#)

[EDU-118: Drug Testing Requirement](#)

[EDU-119: Admissions](#)

[EDU-119B: Graduate School of Biomedical Sciences Admissions Appendix](#)

[EDU-120: Nonmedical Leaves of Absence](#)

[EDU-121: Curriculum and Credit Hours](#)

[EDU-122: Transfer Credit and Advanced Standing](#)

G2. Student Conduct, Records, Organizations, and Finances

[EDU-151: Student Conduct and Discipline](#)

[EDU-151P-01: Procedures for Student Discipline](#)

[EDU-201: Student Rights Under FERPA](#)

[EDU-251: Student Organizations](#)

[EDU-302: Student Financial Assistance for Education](#)

[EDU-303: Tuition, Fees, and Student Debts](#)

G3. Graduate School Academic Policies

[EDU-452: Academic Decisions - Graduate School of Biomedical Sciences](#)

[EDU-453: Student Outside Activities or Employment - Graduate School of Biomedical Sciences](#)

[EDU-454: Transfers and Advanced Standing From Other Schools to the Graduate School of Biomedical Sciences](#)