

DEPARTMENT OF PSYCHOLOGY

2001-2002
GRADUATE ACADEMIC
HANDBOOK

**Including Departmental &
Area Requirements, Course
Listings, and Preparation
Guide for
Thesis/Dissertation**

UNIVERSITY OF HOUSTON
COLLEGE OF LIBERAL ARTS AND SOCIAL

SCIENCES

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<p>This handbook is updated annually. Please submit all changes and corrections to the Academic Affairs Office by April 2002.</p>

INTRODUCTION

This handbook presents some of the information you need as a graduate student in psychology at the University of Houston. It provides information, which is essential for fulfilling your degree requirements. It is important to realize that some of these requirements may be subject to change. The aid of a faculty or staff expert will be helpful in defining some of the more complex questions and concerns you may encounter during your enrollment in the graduate program. A few of our many experts are:

• academic advisors.

• program directors.

• faculty advisors.

• administrative staff.

DEPARTMENTAL GOALS, PROCEDURES, & REQUIREMENTS

This handbook describes current academic departmental regulations and program area requirements for graduate education in psychology. The University has minimum requirements for all graduate students, but these requirements are superseded by the more specific departmental requirements and/or program requirements. In some cases the program requirements take precedence.

Students are accountable for familiarizing themselves with department requirements as well as academic responsibility. Staff are available to assist and guide students; however, it is the students' responsibility to know what the University, college, and departmental policies and procedures expect from students.

In extenuating and/or unusual circumstances, written permission from the Program Director, Department Chair, Director of Graduate Studies and/or the Education Committee may waive or revise departmental requirements. Decisions on such requests are made on an individual basis and must be approved at the departmental, college, and University level.

GENERAL REQUIREMENTS

Undergraduate Degree

Every student must have an official transcript with a posted bachelor's degree on file in the academic affairs office.

Transfer Hours and Credit

• • Transfer Courses (limit: 6 hours)

Students who have completed graduate courses at other accredited institutions may petition to have those courses accepted by the University of Houston. No course credits below the 6000 level will satisfy departmental or area course requirements. First, the student should meet with the instructor

teaching the equivalent course at UH with a course description, syllabus, and text that was used for the course completed at the other institution. If the instructor agrees that the course is equivalent to ours, a graduate petition must be submitted with the supporting documentation to the academic affairs office for processing and approval by the Program Director, the Director of Graduate Studies and/or Department Chair. (GRADUATE PETITION FORMS ARE AVAILABLE IN THE ACADEMIC AFFAIRS OFFICE)

? ? Transfer of a Master's Degree

Students entering the program at the University of Houston with a Master's degree must provide official transcripts indicating satisfactory completion. The transfer of Master's degree credit must be approved by the student's Program Director, the Director of Graduate Studies and/or Department Chair. A memo indicating such approval should be filed with the academic affairs office. Additional work may be deemed necessary for satisfactory conformance with departmental standards. **Credit for a previously earned Master's Degree is not automatic; every case is decided on its own individual merits.**

Continuous Enrollment

All graduate students in the Department of Psychology are required to maintain full-time, continuous enrollment during their entire educational career. Please refer to Appendix A for the Department's Graduate Full-Time Status Policy. Exceptions to this requirement may be made in some cases but must be approved by the Program Director, the Director of Graduate Studies, and/or the Department Chair. The requests must be submitted to the academic affairs office prior to the beginning date of the semester when the reduced load is desired.

(GENERAL PETITION FORMS ARE AVAILABLE IN THE ACADEMIC AFFAIRS OFFICE)

Degree Objective

During your graduate education, your progression from masters to doctoral student will require a change in academic status.

(MORE INFORMATION IS AVAILABLE IN THE ACADEMIC AFFAIRS OFFICE).

Incomplete

A grade of "I" which has not been changed within one calendar year will be changed to an "F".

Leaves of Absence

Leaves of absence for one semester may be approved by the area committee. Any leaves longer than one semester must be approved by the Program Director, Director of Graduate Studies and/or Department Chair, and the Education Committee. Unauthorized leaves will necessitate competitive readmission.

(GENERAL PETITION FORMS ARE AVAILABLE FROM THE ACADEMIC AFFAIRS OFFICE)

Time Limits

? ? Master's

The Master's degree should be completed within 2 years after admission to the graduate program.

? ? Ph.D.

Students are generally expected to complete the doctorate within a total of 100 hours, excluding hours awarded at the Master's level. ***Clinical students are expected to complete the program's requirements within 130 doctoral hours.***

? ? Social Students

Students entering with a Master's degree should complete the Ph.D. within three years. Students without a Master's degree should complete the Ph.D. within four years. The **MAXIMUM** expected time allowed for the completion of the Ph.D. is six years.

? ? Clinical and I/O Students

Students entering with a Master's degree should complete the Ph.D. within four years. Students without a Master's degree should complete the Ph.D. within five years. The **MAXIMUM** expected time allowed for the completion of the Ph.D. is seven years, including the time to complete the master's degree. University policy states that any student who does not complete the master's degree within 5 years will be automatically dropped from the program.

- ? ? Students who do not meet the time limitations must request an extension by contacting the Program Director and the Director of Graduate Studies and/or Department Chair for initial approval. The request must come before the Education Committee for the final approval. Extensions will only be awarded under exceptional circumstances. Further, any deviation from a standard master's thesis or doctoral dissertation must be approved by the department's Education Committee.

Recording, Implementing, and Enforcing Requirements

Each student, upon acceptance, is assigned a faculty advisor by the appropriate Program Director. The faculty advisor may be changed at the request of either the student or the faculty member. Please see Appendix E for Guidelines for Student-Faculty Relationships. The faculty advisor has primary responsibility for monitoring the student's progress. A minimum of three meetings a year are essential: 1) before fall for registration, 2) before spring for registration, 3) a final meeting in May to evaluate the graduate student's progress. The student and the faculty advisor are responsible for seeing that the student's progress and accomplishments are properly recorded in the file maintained by the academic affairs office.

? ? Annual Graduate Student Evaluation

This evaluation is intended to analyze the educational and intellectual achievement of each student and to track the progress of matriculation. Each area has its own evaluation procedures and forms that differ, so check with

both the faculty advisor and Program Director. The evaluations must be filed with the academic affairs office.

Termination

A satisfactory rate of progress toward completion of degree requirements is required throughout the student's enrollment. Students earning three grades of "C+" or lower during the course of graduate training will be dismissed automatically from the program. The Department may terminate a student at any time if the rate of progress or academic performance is not satisfactory.

- 1) Before formal termination procedures begin, the student will receive written notification from the appropriate Program Director indicating his/her academic performance is being evaluated for possible termination from the Department. This letter describes the reasons for the possible termination and, if appropriate, conditions for continued enrollment in the Department. If the program faculty deem it appropriate that termination be initiated, the procedure for termination is as follows:
- 2) The appropriate Program Director submits a written memo to the Director of Graduate Studies and Department Chairperson indicating that program faculty members have reached a decision requesting the student's termination from the program and the Department.
- 3) The Director of Graduate Studies and the Department Chairperson independently review the student's records and reach a joint decision regarding termination.
- 4) If the request is approved, the student is notified in writing of his/her termination from the Department. This letter is signed by the Department Chair, Director of Graduate Studies, and the Program Director.
- 5) If the student wishes to appeal, he/she will notify the Chairperson of the Psychology Department in writing. At such time, the Department's Education Committee will review the student's records and reach a decision as to whether or not they concur with request of the Program to terminate the student.
- 6) Should the student wish to continue the appeal process, he/she would submit a written appeal to the Associate Dean of Graduate Studies in the College of Liberal Arts and Social Sciences. The role of the associate dean is only to determine if the department followed correct termination procedures.

Grievances and Complaints

Any student who wishes to file a grievance or complaint should contact their Program Director and/or the Department Chair. The student must file official notice of an intention to grieve within 30 days of the point in time when the grievant has knowledge or should have had knowledge of the problem being grieved. Within 60 days of filing the intent to grieve notice, the grievant must submit a formal grievance. In filing the formal grievance, the grievant must state 1) when he/she discovered the issue being grieved, 2) what issue is being grieved and provide evidence to support the grievance, 3) what is the desired solution. Depending on the nature of the grievance or complaint, the Program Director and/or Department Chair will initiate appropriate

review procedures. The American Psychological Association Ethical Principles of Psychologists Code of Ethical Conduct shall govern the manner in which any ethical complaints are addressed (see Appendix D). The University procedures for addressing student grievances regarding grades, course requirements, and classroom procedures or other academic problems are presented in Appendix B.

CLINICAL PSYCHOLOGY

The clinical psychology program at the University of Houston endorses the Boulder Model of training with particular emphasis on the integration of the scientific and professional aspects of the field. The program is based on a strong advisor-advisee relationship and adheres to a broad-based empirical orientation. Further, the program attempts to expose students to a range of theoretical, research and clinical approaches to problems. The program offers specialty training in three areas of concentration: 1) child-family, 2) clinical neuropsychology, and 3) adult behavior disorders.

The program attempts to prepare students in the following abilities and skills: 1) research skills including research methods, statistics, measurement, and computer usage; 2) assessment skills, including intellectual, personality, observational, neuropsychological, and program evaluation techniques; 3) intervention skills including interviewing, psychotherapy, behavior therapy and unit-wide programs, with emphasis on empirically supported procedures; 4) conceptual skills in the basic methods, theories, and empirical bases of clinical psychology; 5) awareness of and sensitivity to cultural and individual diversity, and 6) above all, adherence to the highest standards of ethical and professional conduct consistent with the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (see Appendix D). The program works to prepare students to be capable of professional roles beyond direct service, such as supervision, administration, consultation, program planning, and evaluation. The program intends to train clinical psychologists who can work effectively in a variety of clinical, research, and academic settings. The program's training philosophy, goals, objectives, and curriculum plan are consistent with the mission of the University of Houston and the College of Liberal Arts and Social Sciences.

The program offers doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology.

Although program and institutional requirements take precedence, a minimum of 3 full-time academic years of graduate study and completion of an internship prior to awarding the doctoral degree is required of each student. At least 2 of the 3 academic training years must be at UH, at least 1 year of which must be in full-time residence.

The program publicly states an explicit philosophy of training by which it intends to prepare students for the practice of psychology. Psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology. Training for practice is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.

The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, and curriculum to ensure their appropriateness in relation to the psychology department, UH, local, regional, and national needs for psychological services, national standards of professional practice, the evolving scientific and professional knowledge that serves as the basis of practice and our graduates' job placement and career paths.

The program is fully accredited by the American Psychological Association Committee on Accreditation Documentation. Information about the program's accreditation status is

available upon request from the Director of Clinical Training. Information about accreditation can be obtained from the Committee for Accreditation of The American Psychological Association by phone (202) 336-5500 or (202) 336-6123 (TDD) or through written correspondence:

To: Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington DC 20002-4242

Course Requirements*

A supplemental list of course requirements may be obtained from the Clinical Program Office

During the student's first year the student and advisor should formulate an overall curriculum plan. This plan should include a set of time goals for completing aspects of the program. It should be placed in the student's file and reviewed at least annually.

DEPARTMENT REQUIREMENTS

Statistics for Psychology

6300

Experimental Design

6302

Psyc. Theory: Hist. & Sys. **OR** 6301

History of Psychology 7389

Thesis (6 units) 6399-7399

Dissertation (12 units) 8399-8699-8999

REQUIRED DEPARTMENTAL FOUNDATION COURSES

Biol. Bases of Behavior **OR** 7342

Neuropsych. I (Only for Clin/Neuro Track) 6305

Foundations of Cognitive

6306

Foundations of Social 6338

REQUIRED CLINICAL COURSES

Foundations of Clin. Intervention I 6303

Intervention in Clin. Psychology II 6316

Psychopathology I* 6317

Psychopathology II* 6318

Clinical Assessment I

(Theory and Cog. Assessment)

6356

Clinical Assessment II (Assessment of Personality & Psychopathology)

6357

Clinical Research Methods 7329

Professional Problems 7326

Summer Workshop I

7329

Summer Workshop II

7329

SPECIALTY COURSES

(24 hrs required - Child-Family Specialty)

(24 hrs required - Adult Beh Disorders Specialty)

(24 units required - Clinical Neuro. Specialty)

PRACTICA

Clin. Research Practicum (no min.)

6393

Clin. Practicum (12 units required) 6392

Internship (9 units req.)*** 8321-8621-8921

**Satisfies individual differences foundations requirement of APA Accreditation Guidelines & licensing requirements of many states.*

***Additional practica may be required depending on specialty track.*

****Students enroll for three hours per semester for the fall, spring, and summer semesters of the internship year. This constitutes full-time enrollment.*

Elective Courses

The intent of this requirement is for the student, together with his/her advisor to formulate an individual academic program relevant to the student's interests and needs. It is intended that this requirement form a central and important part of the

student's graduate program. Elective courses that are required or recommended in each of the three specialty tracks (clinical neuropsychology, child-family, adult behavior disorders) are listed below, beginning on page 11.

Planning a program of electives should take into account the overall curriculum as well as other factors. For example, students should attempt to obtain at least one course each sampling in greater depth the areas of assessment, intervention and psychopathology. Students with academic/research career goals should take additional courses in statistics, design or computer use.

Elective courses may include graduate level courses or seminars within the program, in other programs in the Department or in other departments. One elective may be filled by a Special Problems course, but this should be (1) a well-defined course equivalent (i.e. with at least a reading list and term paper involved), (2) logically important to the overall curriculum plan, and (3) approved in advance by the Clinical Faculty. Practicum courses (clinical or research, required or elective) do not qualify as meeting the elective course requirement.

Practica

? ? Clinical Research Practicum: PSYC 6393

(prerequisite: consent of instructor) This course involves research activity including design of experiments, data collection, quantitative analysis and preparation of research reports. **Clinical students should be continuously involved in research throughout their graduate careers.** This course serves as a vehicle to recognize research involvement when the student's master's or dissertation research is not the focus of this involvement (and thus, the student is not signed up for Master's or Dissertation credits).

? ? Clinical Practicum: PSYC 6392

(prerequisite: - graduate standing in the Clinical Psychology Program and PSYC 6333, 6334, 6303, 6373, 6330) This course provides pre-internship clerkship-level supervised clinical experience. A minimum of four semesters is required of all clinical students, although students are encouraged to enroll for practica until they leave for internship. The first two of these are in the Psychological Research and Services Center (PRSC) under the supervision of primary program faculty (first year of practicum). Two additional semesters will be required in the third year (second year practicum) to broaden exposure to a wider spectrum of problems, populations and treatment modalities. This requirement may be met through the PRSC or external sites. Elective practica may also be fulfilled by community or PRSC placements. Overall the practicum experience should provide exposure to assessment and intervention from multiple orientations by different supervisors in various modalities with both adults and children. While the emphasis and concentration may vary from student to student, attention is given to breadth of experience. Class discussions, group supervision, and program meetings provide a forum for discussion of the professional experience. Practicum involves approximately 12 hours a week of the student's time.

First Year of Practicum. The aim of the first year practicum (which occurs during the second year of the program) is to provide students with basic professional skills in case management, assessment, and therapy, with emphasis on empirically supported procedures. Case management and assessment includes topics such as confidentiality

procedures, record keeping, the nature and use of supervision, procedures for intake, history taking, assessment planning, assessment, and integration of results and report writing. Students acquire limited skills with particular therapy techniques, which may be relevant to specific populations. This would include treatment planning, therapy procedures, evaluation of progress, trouble-shooting the treatment plan, and termination. Sensitivity to individual and cultural diversity and adherence to the highest standards of ethical and professional conduct are specifically addressed. Some of the course material may be presented in didactic sessions developed cooperatively among practicum supervisors in any given year. On the average, one hour supervision is provided for every one or two hours of client contact. A group format is used for supervision, with additional individual supervision as indicated by student needs and the clinical demands of cases.

Second Year of Practicum. The aim of the second year of practicum is to expose students to clinical applications in the advanced specialty tracks as well as to a wider variety of populations, supervisors, orientations, and techniques. Advanced skills in the implementation of empirically supported therapies are also emphasized. While no specific requirement for obtaining breadth on these dimensions has been set, planning and case selection by students and supervisors should take into account the desirability of breadth of experiences. Continued attention is directed toward ensuring student sensitivity to individual and cultural diversity and strict adherence to the standards of ethical and professional conduct. At this level, students learn to evaluate the needs of a case, develop a treatment plan, carry out procedures, and adjust and change procedures with only moderate supervision. Students should be able to conceptualize cases and be conversant with alternative conceptualizations. They should acquire a broader range of technical skills in evaluation and treatment and be able to make decisions with regard to their use. At this level of practicum, one hour of supervision should correspond to between one to three hours of client contact. Both group and individual supervision formats are used in these practica.

Elective Practica. Students may take additional elective practica beyond the required four semesters. These practica may vary in the number of credits as a function of caseload. Greater depth or intensity of experience with particular techniques or populations may be the focus of elective practica. Students at this level may be involved in supervision, consultation or administrative projects under supervision. Flexibility, innovation, and student interests should shape elective practica. Certain practicum experiences are recommended for students in each of the specialty tracks. Below are listed the community practicum sites that are available in addition to the basic and advanced practica at the PRSC. The availability of specialized practicum training at each site is listed in parentheses (CN = Clinical Neuropsychology, CF = Child-Family, ABD = Adult Behavior Disorders).

Second year and elective practicum sites

UH-CTS	University of Houston Counseling & Testing Center (ABD)		Department of Phys Med & Rehab (CN)
UH-PRSC	University of Houston Psychological Research and Services Center		Department of Neurology (CN)
	General Clinical Services (ABD, CN, CF)	UT	Family Counseling Clinic (CF)
	Depression Research Clinic (ABD)		University of Texas Health Sciences Cent.
	Victims' Resource Institute (CF, ABD)		Department of Pediatrics (CN)
	Project Support (CF)	CAC	Department of Neurosurgery (CN)
	Domestic Violence Project (CF, ABD)	MDA	Children's Assessment Center (CF)
	Texas Young Autism Project (CF)		M.D. Anderson Cancer Center
	Community Violence Project (CF, ABD)		Department of Neuro-oncology (CN)
	Attention Deficit Disorder Clinic (CN, CF)		Department of Pediatrics (CN)
	Forensic Consultation Services (CF, ABD)	TIRR	Texas Institute for Rehab & Research (CN)
UT-HCPC	University of Texas Harris County Psychiatric Center (ABD, CN)		Challenge Program (CN)
VAMC	Veterans Admin. Medical Cntr (ABD)	JWL	J. W. Largent, Ph.D. Private Pract (CN)
BCM	Baylor College of Medicine	TCH	Texas Children's Hospital
	Department of Psychiatry (CF)		Department of Psychiatry (CN, CF)
	Department of Neurosurgery (CN)		Learning Support Center (CN)
	Blue Bird Circle Clinic (CN)		Teammates/Family Transition Clinic (CN, CF)
		DCC	Depelchin Children's Center
			Chimney Rock Center (CF)
			Child Guidance Center (CF)

Adult Behavior Disorders Specialty Track

The overall objective of the Adult Disorders Specialty Track is to train Clinical Psychologists as scientist-professionals. This track strives to integrate the science and practice of Clinical Psychology throughout the training program to prepare students for careers involving both evidence-based practice and applied research and evaluation. Aims include a thorough didactic grounding in the science of psychology with an emphasis on theoretical models and empirical content relevant to the etiology, maintenance and amelioration of behavior disorders in the adult population. The program is also designed to provide practicum experiences in state-of-the-art, empirically validated assessment and treatment technology for adult populations. Due to faculty strengths, it is expected that students will take didactic courses and practica that allow a focus either on the severely mentally ill or on disorders that have a direct effect on physiological functioning (e.g. "behavioral medicine").

DEPARTMENTAL REQUIREMENTS

A. Core Courses:

9

1. PSYC 6300 Statistics for Psychology (3)
2. PSYC 6301 Psyc. Theory History & Systems (3)/PSYC 7389 History of Psyc. (3)
3. PSYC 6302 Experimental Design (3)

B. Thesis / Dissertation Courses

1. Masters: PSYC 6399, 7399 **6**
2. Dissertation: PSYC 8399, 8699, 8999 **12**

C. Foundations Courses

9

1. PSYC 7342 Biological Bases of Beh. (3)
2. PSYC 6306 Foundations of Cognitive (3)
3. PSYC 6338 Foundations of Social (3)

PROGRAM/TRACK REQUIREMENTS

A. Clinical Courses

33

1. PSYC 6303 Interventions I (3)
2. PSYC 6316 Interventions II (3)
3. PSYC 6317 Psychopathology I (3)
4. PSYC 6318 Psychopathology II (3)
5. PSYC 6356 Clinical Assessment I (3)
6. PSYC 6357 Clinical Assessment II (3)
7. PSYC 7329 Clinical Research Method (3)
8. PSYC 7326 Professional Problems (3)
9. PSYC 6392 Clinical Practicum (6)
10. PSYC 7329 Summer Workshops (3)

B. Adult Behavior Disorders Courses

12

1. PSYC 6343 Beh. Psychopharmacology (Offered Spr. 1999-2000; 2001-02)
2. PSYC 7329 Seminar in Depression (Offered Spr. 1998-99; 2000-01) **OR** Behavioral Medicine (Offered Fall 1999-2000; 2001-02) **OR** Anxiety and Stress (Offering time to be determined)
3. PSYC 7336 Mental Health Systems I (Offered Fall 1998-99; 2000-2001)
4. PSYC 7337 Mental Health Systems II (Offered Spr. 1998-99; 2000-2001)

C. Elective Courses (12 units required; it is expected that these courses will be grouped to allow a focus on the severely mentally ill (see sample curriculum) or behavioral medicine with further emphasis to develop areas of expertise for research, teaching, and service.

- PSYC 6313 Multivariate Methods
- PSYC 6314 Factor Analysis
- PSYC 6341 Perception
- PSYC 6342 Psychophysiology
- PSYC 6308 Neuropsychology I
- PSYC 6331 Neuropsychology II
- PSYC 6349 Neuropsych. Assess of Adults
- PSYC 6352 Human Memory
- PSYC 6374 Organizational Change & Dev.
- PSYC 6384 Methods in Behavioral Ecology
- PSYC 7320 Child and Family Therapy
- PSYC 7322 Issues in Community Psyc.
- PSYC 7324 Memory Disorders
- PSYC 7328 Group Processes
- PSYC 7329 Sem in Stress-related Disorders (new course to be developed)
- PSYC 7331 Psyc. Research in Health Care Settings
- PSYC 7332 Program Evaluation (Rozelle - to be offered Fall every year, starting 1998-99)
- PSYC 7333 Experimental Neuropsychology
- PSYC 7335 Dementia
- PSYC 7397 Personality Assessment
- PSYC 8394 Selected Topics in Psychopathology
- PSYC XXXX Mental Health and Law (UH law center; occasional offerings)
- PSYC XXXX Prevention of Mental Disorders (Johnson-to be offered Spring 1998-99)

D. Internship

9

Total

104

Similarly, the program is designed to provide students with practicum experiences in state-of-the-art assessment and treatment technology for the adult disorders. Because of the interests of the faculty, it is expected that students will take didactic and practica that allow a focus either on the severely mentally ill or on disorders that have a direct effect on physiological functioning (e.g. "behavioral medicine").

Sample Course Sequence		
Fall Semester	Spring Semester	Summer Semester
First Year		
Statistics	Experimental Design	Clin. Research Mthds
Interventions I	Interventions II	Summer Workshop
Clinical Assessment I	Clinical Assessment II	
Psychopathology I	Professional Problems	
Second Year		
Clinical Practicum (PRSC)	Clinical Practicum (PRSC)	Clin. Prac. (PRSC)
Psychopathology II	Thesis	Thesis
Foundations Course	Prevention of Mental Disorders	Elective
Mental Health System I	Mental Health Systems II	
Third Year		
Clinical Practicum (UT-HCPC or VAMC)	Clinical Practicum (UT-HCPC or VAMC)	Comprehensive Exam
Seminar in Behavioral Medicine	Behavioral Psychopharmacology	Elective
Foundations Course	Psychological Theory: History & Systems	Elective
Program Evaluation	Biological Bases of Behavior	
Fourth Year		
Practicum (VAMC or UT-HCPC)	Practicum (VAMC or UT-HCPC)	Elective
Elective	Depression Seminar	Elective
Elective	Elective	Dissertation
Dissertation	Dissertation	
Fifth Year		
Internship	Internship	Dissertation

Child-Family Specialty Track

The overall objective of the child/family clinical track is to offer a Boulder model, scientist-practitioner program in child and family psychology. The aims of the scientist training portion of this track are to provide knowledge concerning individual and family developmental processes, including common deviations from normal development; and to train psychologists who can produce and use research bearing on the practice of clinical psychology. The aims of the practitioner portion of this track are to provide training in the use of a broad range of child/family assessment techniques, and methods of intervention for child/family problems.

DEPARTMENTAL REQUIREMENTS

A. Core Courses:

9

1. PSYC 6300 Statistics for Psychology (3)
2. PSYC 6301 Psychological Theory History and Systems (3) **OR** PSYC 7389 History of Psychology (3)
3. PSYC 6302 Experimental Design (3)

B. Thesis / Dissertation Courses

1. Masters: PSYC 6399, 7399 **6**
2. Dissertation: PSYC 8399, 8699, 8999 **12**

C. Foundations Courses

9

1. PSYC 7342 Biological Bases of Beh. (3)
2. PSYC 6306 Foundations of Cognitive (3)
3. PSYC 6338 Foundations of Social (3)

PROGRAM/TRACK REQUIREMENTS

A. Clinical Courses

33

1. PSYC 6303 Interventions I (3)
2. PSYC 6316 Interventions II (3)
3. PSYC 6317 Psychopathology I (3)
4. PSYC 6318 Psychopathology II (3)
5. PSYC 6356 Clinical Assessment I (3)
6. PSYC 6357 Clinical Assessment II (3)
7. PSYC 7329 Clinical Research Method (3)
8. PSYC 7326 Professional Problems (3)
9. PSYC 6392 Clinical Practicum (6)
10. PSYC 7329 Summer Workshop (3)

B. Child-Family Courses

- (12)** PSYC 6361 Social Development
PSYC 6304 Foundations of Dev. Psyc.

PSYC 6393 Clinical Research Pract.

Courses

(Child/Family Area 6 hrs)

C. Elective Courses (12 units req. from Group I, 3 units req. from Group II)

1) Group I

- PSYC 6345 Dev. Neuropsychology
PSYC 7322 Community Psychology
PSYC 7329 Seminar in Child Conduct Problems/ADHD
PSYC 7329 Seminar in Marital Interaction & Conflict
PSYC 7329 Seminar in Family Violence
PSYC 7329 Child Clin. Neuropsych. Assess.

2) Group II

- 6197/7396 Sel. Top. in Quant. Methods
6313 Multivariate Methods
6342 Psychophysiology
6343 Psychopharmacology
7301 Applied Data Analysis in Psyc.
7305 Struc. Equations in Psyc. Analysis
7329 Seminar in Forensic Psychology
7336 Mental Health Systems I
7337 Mental Health Systems II
7379 Categorical Data in Psychology
7329 Seminar in Forensic Psychology

D. Internship

9

Total

102

***Throughout the program, emphasis is placed on the integration of science and practice.

Sample Course Sequence

Fall Semester	Spring Semester	Summer Semester
<u>First Year</u>		
Interventions I	Interventions II	Summer Workshop
Clinical Assessment I	Clinical Assessment II	Clin. Res. Mthds
Psychopathology I	Professional Problems	
Statistics	Experimental Design	
<u>Second Year</u>		
Elective	Elective	Elective
Practicum (PRSC)	Practicum (PRSC)	Elective
Psychopathology II	Biological Bases of Behavior	Thesis
Foundations of Dev. Psy.	Elective	
<u>Third Year</u>		
Practicum (External)	Practicum (External)	Comprehensive Exam
Social Development	Psychology Theory: History and Systems	Elective
Elective	Foundations of Social Psyc.	Elective
Elective	Elective	Elective
<u>Fourth Year</u>		
Clinical/Research Practicum	Clinical/Research Practicum	Dissertation
Foundations of Cognitive	Elective	Elective
Elective	Elective	Elective
Dissertation	Dissertation	
<u>Fifth Year</u>		
Internship	Internship	Dissertation

Clinical Neuropsychology Specialty Track

The goal of this specialty track is to train clinical psychologists, who can bring to bear knowledge and skills from a number of different areas on the problems of brain function and behavior, both in research and clinical application. Students completing the program will be qualified for positions in academic psychology departments, medical school settings, and a variety of clinical settings such as hospitals, neuropsychological clinics, private practice, rehabilitation and training centers, special education services, etc. The psychological services would specifically focus on the behavioral effects of human brain involvement, defined in the broadest terms--genetic, maturational, impairments and dysfunctions, drugs, aging, etc. Depending upon specific interest, graduates could be concerned with a range of populations from infants and learning disabled children to geriatric cases. They should have an effective understanding of the relevant neurosciences, populations, and behavioral techniques for assessment, management, and remediation programs, and research. The graduate of this clinical program specialty track should be the expert in behavioral analysis, particularly as it relates to higher cognitive processes and brain function.

NEUROPSYCHOLOGY TRACK GUIDELINES

DEPARTMENTAL REQUIREMENTS

A. Core Courses:

9

1. PSYC 6300 Statistics for Psychology (3)
2. PSYC 6301 Psychological Theory History and Systems (3)
3. PSYC 6302 Experimental Design (3)

B. Thesis / Dissertation Courses

1. Masters: PSYC 6399, 7399 **6**
2. Dissertation: PSYC 8399, 8699, 8999 **12**

C. Foundations Courses

9

1. PSYC 6306 Foundations of Cognitive (3)
2. PSYC 6308 Neuropsychology I: Foundations (3)
3. PSYC 6338 Foundations of Social (3)

PROGRAM/TRACK REQUIREMENTS

A. Clinical Courses

33

1. PSYC 6303 Interventions I (3)
2. PSYC 6316 Interventions II (3)
3. PSYC 6317 Psychopathology I (3)
4. PSYC 6318 Psychopathology II (3)
5. PSYC 6356 Clinical Assessment I (3)
6. PSYC 6357 Clinical Assessment II (3)
7. PSYC 7329 Clinical Research Methods

(3)

8. PSYC 7326 Professional Problems (3)
9. PSYC 6392 Clinical Practicum (6)
10. PSYC 7329 Summer Workshop (3)

B. Neuropsychology Courses

21

1. Baylor 340-452 Medical Neurosciences

(6)

(2 three hour courses at Baylor College of

Medicine registered through UH)

2. PSYC 6331 Neuropsychology II (3)

3. PSYC 6349 Neuropsychological Assessment of Adults (3)

4. PSYC 6340 Neuropsychological Rehabilitation (3)

5. Two or more electives from the following list (b), one of which must be PSYC XXXX

Directed Research

- a) PSYC XXXX Directed Research
- b) 1) PSYC 6345 Dev. Neuropsychology
- 2) PSYC 6350 Neuro. Assess. of

Children

- 3) PSYC 6397 Attent. Deficits in Children
- 4) PSYC 6397 Neuro. of Psychopathology
- 5) PSYC 6397 Epilepsy
- 6) PSYC 7321 Head Injury
- 7) PSYC 7324 Memory Disorders
- 8) PSYC 7325 Aphasiology
- 9) PSYC 7334 Dementia
- 10) PSYC 6341 Perception
- 11) PSYC 6342 Psychophysiology
- 12) PSYC 6343 Psychopharmacology
- 13) PSYC 6362 Cognitive Development
- 14) PSYC 7333 Ex. Tech. in Human Neuro.
- 15) PSYC 7338 Attention
- 16) PSYC 6397 Movement Control
- 17) PSYC 6397 Cerebral Dominance

6. Neuropsychology Practica **18**

7. Internship **9**

Total

117

SAMPLE COURSE SEQUENCE*		
Fall Semester	Spring Semester	Summer Semester
<u>First Year</u>		
Interventions I	Interventions II	Neuropsychology II
Clinical Assessment I	Clinical Assessment II	Summer Workshop
Psychopathology I	Thesis (6 hours)	
Foundations of Neuropsychology		
<u>Second Year</u>		
Statistics for Psychology	Experimental Design	Clinical Research
Mthds.		
Neuropsychological Assessment	Professional Problems	Neuropsych. Practicum
Clinical Practicum (PRSC)	Clinical Practicum (PRSC)	
Neuropsychology Practicum	Neuropsychology Practicum	
<u>Third Year</u>		
Psychopathology II	Neuroscience (6 hours)	Comprehensive Exams
Psych. Theory	Neuropsychology Practicum	Neuropsych. Practicum
Found. of Cog. or Social	Neuro Rehab	
Neuropsychology Practicum		
<u>Fourth Year</u>		
Clinical Practicum (external)	Clinical Practicum (external)	Elective
Found. of Cog. or Social	Elective	Dissertation
Dissertation	Dissertation	
<u>Fifth Year</u>		
Internship	Internship	Dissertation

*Students are required to take thesis hours in the semester that they defend the thesis. This is likely to be in the fall of the second year, but might be in another semester. Also, students should continuously enroll in thesis hours once they begin to enroll in such hours.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

The Industrial/Organizational (I/O) program subscribes to the Guidelines for Education and Training at the Doctoral Level as prepared by the Society for Industrial and Organizational Psychology and Division 14 of the American Psychological Association. These guidelines are based on a scientist-practitioner model. That is, the I/O psychologist is frequently both the generator of knowledge and consumer/user of such knowledge. As a scientist, he or she develops theory using research and empirical skills and as a practitioner, services are provided to individuals and groups by applying theory and research findings to specific situations.

The goal of the graduate training program is to develop the competencies needed to function as a scientist-practitioner. The strategies chosen to accomplish this goal include formal courses, individual reading/research projects with faculty, and supervised practicum experience. The formal course work required in this program is described below. In individual study projects students explore topics of special interest to them in consultation with qualified faculty. In supervised practicum, students learn through "hands on" experience in a field setting under the guidance of practicing I/O psychologists.

GENERAL PROGRAM REQUIREMENTS

(1) Course Work Required:

- a) PSYC 6300/6302 Stat. for Psyc. & Exp. Des.
- b) PSYC 6301 Psychological Theory
- c) 2 Foundations courses from the list below:
 - PSYC 6304 Developmental
 - PSYC 6306 Cognitive
 - PSYC 6308 Neuropsychology I
 - PSYC 6338 Social
 - PSYC 7342 Biological Bases of Behavior
- d) PSYC 6370 Foundations of I/O
- e) PSYC 6351 Research Methods in I/O
- f) PSYC 7326 Professional Problems
- g) 2 advanced statistics courses; one must be PSYC 6313 (Multivariate or equivalent)
- h) 6 advanced I/O content seminars; at least one must be in the organizational area and one in the personnel area.
- i) 2 graduate courses outside of I/O (business, communication, computer science, psychology, sociology, etc.). These are in addition to courses listed in a, b, & c above.
- j) 6 hrs of practicum (PSYC 7392, 7393).
- k) 6 hrs of Master's Thesis (PSYC 6399, 7399).
- l) 12 hrs of Dissert. (PSYC 8399, 8699, 8999).

(2) Comprehensive examination. Each student takes a comprehensive examination, usually at the end of the third year, after completing the Master's thesis. Students entering with a

Master's Thesis Waiver should take Comprehensive Exams at the end of the second year.

This exam is a written test. Students are given two opportunities to pass this exam. Failure to pass on the second attempt will result in termination from the program.

(3) Teaching experience. Most students serve as teaching assistants or as instructors with full responsibility for courses.

(4) Practicum. All students must spend at least one year in a practicum. These practica are 50% time, paid positions in organizations and consulting firms (e.g., Aon, Jeanneret & Associates, Personnel Decisions International, Vandaveer Group). Practica are supervised by Ph.D. level I/O Psychologists and allow students to learn how to apply their skills in actual organizations.

(5) Research experience. In addition to the

master's thesis and doctoral dissertation, students are expected to work closely with faculty and to engage in research projects on their own. Ongoing laboratory and field research projects offer excellent opportunities for research experience.

(6) Participation in the Interviewing Institute.

The I/O program offers interviewer training workshops each year attended by professional interviewers from companies all over the country. Students may participate in training these interviewers to gain experience in training and leading workshops.

A SAMPLE PROGRAM OF STUDIES FOR STUDENTS IN I/O PSYCHOLOGY

Fall Semester	Spring Semester	Summer III Semester
<u>FIRST YEAR</u>		
PSYC 6300 Statistics for Psyc.	PSYC 6302 Exp. Design	PSYC 6399 Master Thesis
PSYC 6370 Foundations of I/O Psyc.	PSYC 6351 Rsch Mthds in I/O	I/O Seminar (Interviewing)
PSYC 6398 Special Problems	I/O Seminar (Ex: Leadership)	
I/O Seminar (Ex: Training)	Foundations Course (Ex: Cognitive)	
<u>SECOND YEAR</u>		
PSYC 6313 Multivariate Methods	Statistics (Ex: Structural. Equations)	PSYC 7399 Master Thesis
I/O seminar (Ex: Motivation)	PSYC 6301 Psychological Theory	I/O Seminar (Legal Issues)
I/O Seminar (Ex: Org. Psyc.)	PSYC 6371 Sem. in Personnel Psyc.	
Outside Course (Ex: Manag. Theory)	Foundations Course (Ex: Social)	
<u>THIRD YEAR</u>		
I/O Seminar (Ex: Survey Methods.)	PSYC 7326 Professional Prob.	Comprehensive Exam
PSYC 6398 Special Problems	Seminar in I/O (Ex: Occup. Health)	Elective Courses
Outside Course (Ex: Org. Behav.)	PSYC 6398 Special Problems	
<u>FOURTH AND FIFTH YEAR</u>		
PSYC 8399;8699;8999 Dissertation		
PSYC 7392;7393 Practicum		
Elective Courses		

Notes:

Students are expected to participate in faculty and their own research projects throughout their graduate program. Enrollment in Special Problems courses (6398) permits course credit for such research experience.

All courses are not necessarily offered every year.

SOCIAL PSYCHOLOGY

The Graduate Program in Social Psychology is designed to train our graduate students for careers as social psychologists. As such, the program provides broad coverage of all aspects of social psychology, as well as scholarly competence in specific social psychological content areas. The program is designed to develop the high level of research competence necessary for attaining the Ph.D. degree and for professional preparation for research careers in academic or other research settings.

A practical aspect of increasing breadth while also achieving expertise in a specialty area is to facilitate the degree of flexibility required to deal with a job market which is expanding beyond the traditional academic roles of the social psychologist. For example, relating social psychology to health behavior has been one area in which the program has offered extensive research training opportunities. In addition, relating social psychology to cognition, communication, and interaction in close relationships is another research area in which students can acquire knowledge and training. In view of this, faculty research interests are sufficiently broad to provide students with research opportunities in several areas of social psychology.

During the first two years of the program, the graduate student will complete several basic, core courses as well as develop specific research interests and skills needed to complete the Master's Degree requirements by the end of the second year. Formal coursework involves completing core courses in the program, courses in the student's minor area, seminars, and other departmental courses. By the end of the third year, the student should complete all requirements to advance to doctoral candidacy, including the Master's Thesis and the comprehensive examination. Ideally, the doctoral dissertation is to be completed by the end of the fourth year. The main focus of training in the program is to guide each student in developing independent research in an area of continuing interest to him or her.

Curriculum and Evaluation Procedures

The social psychology graduate program is divided into two major segments:

- A. Predoctoral candidacy
- B. Doctoral candidacy

Each of these segments is expected to require two years or less for completion. Thus, the entire program should require a maximum of four years of study depending on availability of courses.

A. Predoctoral Candidacy Requirements

Successful completion of the following requirements is required for admission to candidacy for the Doctoral Degree in Social Psychology:

1. Departmental Requirements. Successful

completion of three specific departmental courses during the first two years of enrollment in the program are required for all students, regardless of area of concentration.

PSYC 6301: Psychological Theory
PSYC 6300: Statistics for Psychology
PSYC 6302: Experimental Design

2. Foundation Courses. All students are required to successfully complete the foundations course in the area of specialty, as well as two foundation electives chosen from other areas, such as Developmental or Industrial-Organizational.

PSYC 6338: Foundations of Social Psychology
PSYC ____: Foundations Elective 1
PSYC ____: Foundations Elective 2

3. Social Seminar Sequence. A series of six core social seminars offered by members of the social psychology faculty must be completed with superior performance during the first two years. These seminars are:

PSYC 6378: Social Cognition

PSYC 6394: Current Topics in Social Psychology

PSYC 6389: History & Theory of Soc. Psych.

PSYC 6394: Social Psychology & Health

PSYC 6381: Social Psychology Methodology

PSYC 6380: Personal Relationships: Theory and Research

4. Research Training. Each student will be exposed systematically to one or more areas of research in social psychology during the first two years of training. Research practice assignments will be made for the fall, spring, and summer terms. Assignments will be determined according to the needs of the student and the

activity schedule of the research project in which the student will be participating. The student will be evaluated according to a formal set of criteria established by the supervisor(s) of each research project.

5. Departmental Electives. Three elective courses should be chosen in collaboration with the advisor during the first two years of study.

6. Master's Thesis. The student must propose, design, and implement an original research project to be conducted under the supervision of his/her advisor. The written proposal and final report of the project must be approved by a thesis committee constituted as described in the "Sequence for the Thesis" section of this handbook.

7. Master's Degree. Successful completion of all formal M.A. degree requirements is necessary before the student may be admitted into candidacy for the Ph.D. degree.

B. Doctoral Candidacy Requirements. Four basic categories of requirements must be completed successfully during the doctoral candidacy phase of training:

1. Comprehensive Examination. The comprehensive examination must be completed successfully. This is a written examination covering the history, theory, and methods of contemporary social psychology, and is usually taken by the third year of study.

2. Major area requirements. A minimum of four seminars in social psychology or related areas should be taken during the last two years of doctoral training. Program Evaluation and Multivariate Methods are required for doctoral candidacy and may be included among the four

seminars. Theory and Research on Personal Relationships is not required currently, but is highly recommended.

3. Minor Area Requirements. The student is required to present to the Social Psychology faculty a written outline of a planned course of study in an area complementary to the area of specialization. The minor proposal must include formal approval from a faculty member outside the social psychology program who will provide an evaluation of the student's performance. The minor proposal should be submitted to the social psychology faculty during the fall term of the third year for those students entering the program with a Bachelor's degree, and during the fall term of the second year for students entering the program with an M.A. degree. Coursework for the approved minor area of study must be completed prior to the final defense for the doctoral dissertation.

4. Dissertation. The doctoral dissertation must represent original research in the area of the student's choice. At least one member of the social psychology faculty will serve as chair and/or co-chair of the dissertation committee. Other criteria for composition of the committee are described in the "Sequence for the Doctoral Dissertation" section of this handbook.

A SAMPLE PROGRAM OF STUDIES FOR STUDENTS IN SOCIAL PSYCHOLOGY

Fall Semester	Spring Semester	Summer Semester
<u>FIRST YEAR</u>		
PSYC 6300 Statistics for Psychology	PSYC 6302 Experimental Design	PSYC 7392 Rsch. Pract
PSYC 6338 Found. of Social Psych.	PSYC 6389 Hist. & Th. of Soc Psyc	Psychology Elective
Foundations Course or Core Soc. Sem.	Foundations Course or Core Soc. Sem.	
PSYC 7392 Research Practicum	PSYC 7392 Research Practicum	
<u>SECOND YEAR</u>		
Core Social Seminar	PSYC 6301 Psychological Theory	PSYC 7392 Rsch. Pract.
Foundations Course or Core Soc Seminar	Core Social Seminar	Psychology Elective
PSYC 7392 Research Practicum	PSYC 7392 Research Practicum	
PSYC 6399 Master's Thesis	PSYC 7399 Master's Thesis	
	Master's Thesis Defense	Comprehensive Exam
<u>THIRD YEAR</u>		
PSYC 7332 Program Evaluation	PSYC 8399 Doctoral Dissertation	PSYC 8399 Doctoral Diss.
PSYC 6380 Personal Relationships	PSYC 6313 Multivariate Methods	Psychology Elective
Psychology Elective	Psychology Elective	
PSYC 7392 Research Pr acticum	Minor Elective	
Minor Proposal	Dissertation Proposal	
<u>FOURTH AND FIFTH YEAR</u>		
PSYC 8399 Doctoral Dissertation	PSYC 8399 Doctoral Dissertation	
Two Psychology Electives		
Minor Elective	Dissertation Defense	

COURSE LISTINGS

All courses numbered 6000 or higher in this department are restricted to graduate students in psychology. All other graduate students or post-baccalaureate students must have the approval of the instructor prior to registration. Courses are punctuated as follows:

an ASTERISK (*) preceding a course number indicates that the course has been approved by the University's appropriate governance body and is pending approval by the Coordinating Board, Texas College and University Systems.

a COLON (:) following a course number indicates that the course may be taken as an independent one-semester course. This also applies when two course numbers are separated by a colon.

a COMMA (,) between course numbers indicates that both courses must be taken before credit is received for either, but the second course may be taken first.

a HYPHEN (-) between course numbers indicates that both courses must be taken before credit is received for either, and the courses must be taken in the sequence in which they are shown.

a SEMICOLON (;) between course numbers indicates that the first course may be taken and justify credit without completion of the second course, but the second course cannot be taken without the first as a prerequisite.

Department Core

PSYC 6300: Statistics for Psychology (Credit 3)

The origins of inferential statistics. Emphasis is placed on understanding the uses of statistical concepts in psychological research.

PSYC 6301: Psychological Theory: History and Systems (Credit 3)

Survey of topics in philosophy of science and technology: rational (rule-governed) and paradigmatic (arbitrary) components of natural science, contemporary psychological research and practice, logical structure, and cognitive status of scientific theory.

PSYC 6302: Experimental Design (Credit 3)

Review of basic principles and design models. Concentration on multivariate factorial designs, both parametric and nonparametric, including analysis of variance, co-variance, Latin and Greco-Latin squares, and trend analysis.

General Courses

PSYC 6100: Psychological Research Data Analysis (Credit 1)

Instruction and practice in data analysis using large and small computer systems. Emphasis on use of packaged software.

PSYC 6397:7396: Selected Topics in Quantitative Methods (Credit 1-3)

Prerequisite - PSYC 6300 or consent of instructor. May be repeated for credit when topics vary. Examples of topics are factor analysis, test theory, Bayesian methods, and computer simulations.

PSYC 6198:6298:6398:6498:6598: Special Problems (Credit 1-5)

Prerequisites - Approval of chair. Individual student projects conducted in conjunction with a faculty member.

PSYC 6303: Foundations of Clinical Intervention I (Credit 3)

History and scope of clinical interventions; major theoretical models.

PSYC 6304: Foundations of Developmental Psychology (Credit 3)

Examines major theories and research findings that characterize a developmental perspective.

PSYC 6306: Foundations of Cognitive Psychology (Credit 3)

Advanced introduction to basic concepts, current issues, and applications of cognitive psychology. Areas represented are information processing, language, judgment, memory, and thinking.

PSYC 6308: Neuropsychology I: Foundations (Credit 3)

Review of current status of research and theory of brain functioning in normal and abnormal behavior for the non-specialist; introduction to nomenclature, concepts, and clinical and research techniques.

PSYC 6309: Motivation and Emotion (Credit 3)

The development of the concepts of motivation and emotion: current views as to their status and as to models of motivational and emotional processes.

PSYC 6313: Multivariate Methods (Credit 3)

Prerequisite - PSYC 6300 or consent of instructor. Application of multiple regression and correlation to psychological data; introduction to discriminant analysis, canonical correlation, multivariate analysis of variance, and the general linear model.

PSYC 6314: Factor Analysis (Credit 3)

Exploratory and confirmatory factor analysis. Emphasis on theoretical understanding and practical use of major software packages.

PSYC 6315: Microcomputing in Psychological Research (Credit 3)

Role of microcomputers in psychological research. Emphasis on data acquisition, management, and analysis.

PSYC 6338: Foundations of Social Psychology (Credit 3)

An advanced introduction to the basic concepts, current issues, and applications of social psychology.

PSYC 6361: Social Development (Credit 3)

Prerequisite - PSYC 6304 or consent of instructor. Considers in greater detail the bearing of developmental theory and research on social relations and the socio-emotional

aspects of knowledge and conduct.

PSYC 6362: Cognitive Development (Credit 3)

Prerequisite - PSYC 6304 or consent of instructor. Considers in greater detail the bearing of developmental theory and research of the problem of knowledge acquisition and its relationship to action. Readings include Piaget, Vygotsky, and information-processing researchers.

PSYC 6370: Foundations of Industrial Organizational Psychology (Credit 3)

Survey of the major content areas of I/O psychology as well as the relevant journals, the roles played by I/O psychologists, and the major ethical issues.

PSYC 6391: Selected Topics in Teaching of Psychology (Credit 3)

PSYC 6396: Topics in Applied Developmental Psychology (Credit 3)

Prerequisite - PSYC 6304 or consent of instructor. May be repeated when topics vary. Examination of issues of public concern such as daycare, impact of television, parent education, child advocacy programs from the perspective of developmental theories and empirical research.

PSYC 6397: Developmental Research Methods (Credit 3)

Provides students with a basic understanding of concepts related to measurement, design and sampling in developmental research. Both general issues (e.g., reliability and validity) and issues especially salient in developmental research (e.g., measurement equivalence and the age-period-cohort model) are addressed.

PSYC 6397: Selected Topics in Psychology (Credit 3)

PSYC 6399-7399: Master's Thesis (Credit 3-3)

PSYC 7301: Applied Data Analysis (Credit 3)

Advanced forum for students to explore unusual problems in data analysis or statistical alternatives for exploring hypothesis that are difficult to analyze with traditional techniques.

PSYC 7302: Data Acquisition in Psychology (Credit 3)

Methods of data acquisition in psychological research. Provides an opportunity for student initiated research.

PSYC 7303: Data Management in Psychology (Credit 3)

Techniques for management of data bases for psychological research.

PSYC 7305: Structural Equations In Psychological Analysis (Credit 3)

Estimation, testing, and assessment of fit using LISREL are examined for path analytic, confirmatory factor, and latent variable models.

PSYC 7311: Applied Developmental Psychology (Credit 3)

Prerequisite - PSYC 6304 and either PSYC 6397 (Methods) or PSYC 6362 (Social Development) or consent of the instructor. Considers what developmental theory and research are and how they might be used to affect institutions and programs for children

and social policy. An attempt is also made to provide students with an appreciation of professional and marketplace issues.

PSYC 7342: Biological Bases of Behavior (Credit 3)

The biological neurological and physiological aspects of behavior as they are relevant to psychology.

PSYC 7389: History of Psychology (Credit 3)

The history of psychology as a scientific and human enterprise is considered, including its major figures, theoretical systems, and historical and social contexts.

PSYC 7397: Categorical Data in Psychology (Credit 3)

Models and methods for working with categorical data, from joint probability and two-way contingency tables through log-linear models and their application to higher order tables.

PSYC 7392: Psychology Practicum (Credit 3)

Prerequisite - Consent of instructor, enrollment limited. Faculty supervised field work in clinical, industrial, and institutional settings.

PSYC 7393: Field Practicum in Psychology (Credit 3)

Prerequisite - Consent of instructor; enrollment limited. Supervised field work in clinical, industrial, and institutional settings.

PSYC 8396: Selected Topics in Developmental Psychology (Credit 3)

Prerequisite - PSYC 6304 or consent of instructor. May be repeated when topics vary. Intensive study of selected topics that are central to the field or current interests of faculty and students.

PSYC 8399:8699:8999: Doctoral Dissertation (Credit 3-6-9)

Clinical Courses

PSYC 6316: Interventions in Clinical Psychology II (Credit 3)

Problem-specific techniques and therapeutic strategies based on functional analytic and cognitive-behavioral perspectives.

PSYC 6317: Psychopathology I (Credit 3)

Major theoretical formulations associated with functional disorders.

PSYC 6318: Psychopathology II (Credit 3)

Major theoretical formulations of behavior disorders in childhood; systemic and alternative perspectives on psychopathology.

PSYC 6320: Clinical and Research Team (Credit 3)

Enrollment limited. May be repeated. Practical introduction to clinical research activities.

PSYC 6330: Psychopathology (Credit 3)

Major theoretical formulations associated with functional disorders.

PSYC 6331: Neuropsychology II (Credit 3)

Study of behavioral and cognitive concomitants of damage to various structures and

systems in the central nervous system.

PSYC 6333: Foundations of Clinical Assessment (Credit 3)

Test standards, the history of assessment, basic measurement theory, dependability of data, models of prediction, decision theory.

PSYC 6334: Techniques of Clinical Assessment (Credit 3)

Enrollment limited. Required for clinical psychology concentration. For others, consent of Program Director. Rationale, administration, scoring, and interpretation of basic intellectual, personality and behavioral assessment instruments.

PSYC 6340: Neuropsychology Rehabilitation (Credit 3)

Theory and implementation of specific psychological techniques in the retraining of neurological patients, including cognitive training, behavior modification, biofeedback, and training under drug states.

PSYC 6341: Perception (Credit 3)

Concerned with visual perception and other sense modalities. Topics include sensory organization and processes, space perception, constancies and illusions, pattern recognition, contributions of neurophysiology, perceptual learning and development, visuo-motor coordination.

PSYC 6342: Psychophysiology (Credit 3)

A study of central electrical activities of the brain and peripheral autonomic processes including recording techniques and clinical applications.

PSYC 6343: Behavioral Psychopharmacology (Credit 3)

Electrical activity of the brain and synaptic transmitter systems. Manipulation by endogenous and exogenous chemicals and drugs, and their operation in various brain pathologies.

PSYC 6345: Developmental Neuropsychology (Credit 3)

Survey of development and maturation processes related to abnormal brain function.

PSYC 6346: Intervention in Neuropsychology (Credit 3)

Survey of interviewing, counseling, and therapeutic techniques used with various pathologies.

PSYC 6347: Structure and Function of the Abnormal Brain (Credit 3)

Study of structural, electrical, and chemical central nervous system abnormalities, including various brain damage, epilepsy aphasias, drug effects, and learning disabilities. Consideration will be given to research and assessment techniques.

PSYC 6349: Neuropsychological Assessment of Adults (Credit 3)

Prerequisite - PSYC 6330 and consent of instructor. A survey of neuropsychological tests and diagnostic procedures for adults.

PSYC 6350: Neuropsychological Assessment of Children (Credit 3)

Prerequisite - Psyc 6330 or consent of instructor. Survey of neuropsychological tests and diagnostic procedures for children.

PSYC 6356: Clinical Assessment I (Credit 3)

Test standards, the history of assessment, basic measurement theory, dependability of data, models of prediction, decision theory, Cognitive Assessment.

PSYC 6357: Clinical Assessment II (Credit 3)

Enrollment limited. Required for clinical psychology concentration. Rationale, administration, scoring, and interpretation of basic, personality, and behavioral assessment instruments.

PSYC 6373: Intervention in Clinical Psychology (Credit 3)

Role of psychologist in psychotherapy: clinical interviewing; major approaches in intervention.

PSYC 6392: Clinical Practicum (Credit 3)

May be repeated. Enrollment limited. Supervised field work in clinical psychology.

PSYC 6393: Clinical Research Practicum (Credit 3)

Prerequisites - PSYC 6330 and 6302 and consent of instructor. May be repeated for a maximum of nine semester hours. Clinical research involving experimental design, data collection, quantitative analysis, and preparation of research reports.

PSYC 6397: Neuropsychology of Psychopathology (Credit 3)

PSYC 7320: Family Therapy (Credit 3)

May be repeated for a maximum of six semester hours. The family as a focus for problems and a medium for change; theory, assessment and intervention.

PSYC 7321: Head Injury (Credit 3)

Prerequisite - PSYC 6305 or consent of instructor. Research and clinical issues in pathophysiology, epidemiology and neurobehavioral sequelae of head injury.

PSYC 7322: Issues in Community Psychology (Credit 3)

May be repeated for a maximum of six semester hours.

PSYC 7323: Research in Personality and Clinical Psychology (Credit 3)

Major concepts and methods of study of personality and clinical psychology.

PSYC 7324: Memory Disorders (Credit 3)

Prerequisite - Consent of instructor. An overview of the neurobiology of memory and the clinical and experimental literature on various memory disorders having structural or functional etiologies. Rehabilitation techniques are also discussed.

PSYC 7325: Aphasiology (Credit 3)

Prerequisite - Consent of instructor. Historical and current approaches to the study of aphasia are discussed. Topics include localization of function, group versus case study methodology and the analysis of deficits in syntactic and phonological components of language.

PSYC 7326: Professional Problems in Applied Psychology (Credit 3)

Issues involved in service delivery and service delivery systems (ethics, program administration, inter-professional relationships, etc.).

PSYC 7328: Group Processes (Credit 3)

May be repeated for a maximum of nine semester hours. Dynamics, leadership styles, and therapies in groups.

PSYC 7329: Seminar in Clinical Psychology (Credit 3)

May be repeated.

PSYC 7329: Seminar in Clinical Psychology (Credit 3) May be repeated.

PSYC 7333: Experimental Techniques in Human Neuropsychology (Credit 3)

Behavioral and physiological techniques for studying human brain function.

PSYC 7335: Dementia (Credit 3)

Prerequisite - Consent of instructor The etiology, prevalence, neuropathology and clinical aspects of major dementing disorders are discussed. Emphasis is placed on behavioral symptomatology, differential diagnosis, especially with regard to neuropsychological testing and in the context of normal aging.

PSYC 7336: MHS-I: Research & Services for the Severely & Chronically Mentally Disabled (Credit 3)

Prerequisite - Second year or beyond in clinical psychology program and /or consent of instructor. An advanced seminar in clinical psychology covering research requirements, problems, and empirically validated structures and procedures for effective programs with psychotic and other chronic mental disorders.

PSYC 7337: MHS-II: Assessment and Diffusion of New Technologies (Credit 3)

Prerequisite - PSYC 7336 and/or consent of instructor. An advanced seminar in clinical psychology extending MHS-I to in-depth coverage of assessment and decision-making practices in service delivery systems and research requirements, problems, and principles for effective dissemination of new technologies.

PSYC 7390: Psychophysiology (Credit 3)

A study of central electrical activities of the brain and peripheral autonomic processes including recording techniques and clinical applications.

PSYC 7390: Selected Topics in Neural Mechanisms (Credit 3)

May be repeated for a maximum of nine semester hours. Various topics relevant to central processing of information, e.g., localization and hemispheric functioning, predictability and control of stressors, state dependent learning, brain models of memory, motivational, and cognitive processing.

PSYC 7390: Introduction to Neuropsychology Practicum (Credit 3)

A discussion of professional issues, including ethics, licensing, and accreditation. Introduction to interviewing, mental status examination, report writing, and consultation.

PSYC 7395: Topics on Clinical Research (Credit 3) May be repeated.

PSYC 7397: Personality Assessment (Credit 3)

An advanced course on objective and projective methods of personality assessment. Basic techniques, including Rorschach, TAT, and MMPI are reviewed in terms of administration, scoring and interpretation.

PSYC 8321:8621:8921 Clinical Psychology Internship (Credit 3:6:9)

May be repeated (three terms required for completion of the program requirement).

PSYC 8394: Selected Topics in Psychopathology (Credit 3)

PSYC 8395: Selected Topics in Neuropsychology (Credit 3) May be repeated when topics vary.

Cognitive Courses

PSYC 6352: Human Memory (Credit 3)

Prerequisite - PSYC 6306 or consent of instructor. An informational processing approach to the analysis of empirical evidence and theoretical issues regarding human memory, its development and demise. Topics include short-term memory, long-term memory, autobiographical memory, automatic and control processes. Various theoretical perspectives are examined in detail.

PSYC 6397: Cognition and Emotion (Credit 3)

Prerequisite - Approval of graduate advisor. Examines the relationship between "normal" emotions (e.g., anxiety, happiness, sadness) and cognitive processes involved in memory, attention, and problem-solving. Research and theory from both the adult and developmental literatures are considered.

PSYC 7394: Selected Topics in Cognitive Psychology (Credit 3)

Prerequisite - Approval of graduate director. May be repeated for credit when topics vary. Example topics are semantic memory, search strategies, judgmental heuristics, and computer models.

PSYC 7397: Selected Topics in Applied Cognitive Psychology (Credit 3)

Prerequisite - Approval of graduate advisor. May be repeated for credit when topics vary. Example topics are: applications of cognitive perspectives to law enforcement, education, curriculum development, and medical compliance.

Industrial-Organizational Courses

PSYC 6351: Research Methods in Industrial-Organizational Psychology (Credit 3)

Designed to provide experience in the process of research in industrial/organizational psychology. Students evaluate research in terms of conceptualization, hypothesis proposals.

PSYC 6371: Seminar in Personnel Psychology (Credit 3)

Theory and application of principles of individual differences and psychological measurement to the study of behavior in organizational settings. Applied emphasis is on employee selection and development.

PSYC 6374: Organizational Change and Development (Credit 3)

Diagnostic and intervention strategies concerned with social processes in organizational

functioning.

PSYC 6390: Topics in Current Literature in Industrial-Organizational Psyc (Credit 3)

May be repeated for a maximum of six semester hours with approval of Program Director. Review of present psychological knowledge on topics broadly related to work behavior. The aim is to define future research needs. Topics are determined by instructor and student research interests.

PSYC 7304: Survey Methods in Psychology (Credit 3)

Design and use of surveys to assess attitudes in organizations; use of the data as organizational feedback.

PSYC 7361: Organizational Effectiveness (Credit 3)

Overview of the literature including measuring effectiveness, the role of productivity in effectiveness, and research needs.

PSYC 7362: Interviewing (Credit 3)

Theory, research and legal issues involved in the use of the interview in personnel selection.

PSYC 7363: Seminar in Organizational Psychology (Credit 3)

Research methodologies and theories related to social processes in organizations.

PSYC 7364: Legal Issues (Credit 3)

Overview of the influence of law, government regulations and guideline, and professional principles and standards on the practice of Industrial-Organization Psychology. Primary focus is on fair employment and ethical issues.

PSYC 7365: Leadership (Credit 3)

Theories, issues, and research in organizational leadership. Reviews basic paradigms of leadership, controversies among theories and studies, and difficulties in measuring leadership processes in organizations.

PSYC 7366: Work Motivation (Credit 3)

Theories, issues, and research in work motivation, factors and processes influencing effort, intentions, performance, and other job behaviors such as work needs, motives, and values.

PSYC 7360: Seminar in Training (Credit 3)

Training needs-analysis, development of training programs, evaluation of training outcomes.

PSYC 8320: Field Work in Organization Development (Credit 3)

Skill-building for OD field work. Emphasizes process facilitation, communication, group problem solving, and organizational diagnosis skills.

PSYC 8393: Selected Topics in Industrial-Organizational Psychology (Credit 3)

May be repeated for a maximum of nine semester hours with approval of Program Director. Topics will be described and posted in the Psychology Department prior to registration.

Social Courses

****PSYC 6378: Social Cognition (Credit 3)***

Prerequisite - Graduate standing or consent of instructor. The course is designed to explore perspectives and research on social cognition that both reflect and challenge mainstream assumptions in the field.

****PSYC 6380: Personal Relationships: Theory and Research (Credit 3)***

Prerequisite - Graduate standing or consent of instructor. This course is designed to help students acquire greater knowledge about how research on relationships is approached and to critically analyze theory and research in the field.

PSYC 6381: Social Psychological Methodology (Credit 3)

Various methodological orientations pertaining to experimental and quasi-experimental research in the social sciences.

PSYC 6389: History and Theory of Social Psychology (Credit 3)

Prerequisite - Graduate standing in Psychology or consent of instructor. Survey of major historical and theoretical antecedents of modern social psychology.

PSYC 6394: Selected Topics in Social Psychology (Credit 3) May be repeated when topics vary. In-depth coverage of special topics in social psychology. (Past topics have included: Behavioral Medicine - Health Psychology, Grantsmanship, Social Learning, Experimental Social Psychology, Measurement in Social Psychology.)

PSYC 7331: Psychological Research in Health Care Settings (Credit 3)

Health research topics and perspectives presented by selected faculty and other medical/health professionals.

PSYC 7332: Program Evaluation (Credit 3)

May be repeated for a maximum of six semester hours. Design and evaluation of treatment and educational programs.

PSYC 7391: Research in Personality and Social Contexts (Credit 3)

Systematic examination of topics relating personality factors and dimensions of social contexts.

MASTER'S DEGREE REQUIREMENTS

****The Psychology Department does not offer a terminal MA degree (many requirements for the MA and Ph.D. are similar).

Course requirements

Minimum departmental requirements are 45 semester hours for the MA degree. These hours should be completed during the student's first two years. **All core courses must be passed with a grade of B- or higher.**

Departmental Core Courses

PSYC 6300 Statistics for Psychology
PSYC 6302 Experimental Design
PSYC 6301 Psychological Theory: History
& Systems

9 semester hours

Four Required Courses in Major Area
12 semester hours

Two or more Distribution Electives
6 semester hours

(Foundations or equivalent)
Four Research and/or Applied Practica
12 semester hours

Two Master's Thesis Courses
PSYC 6399, 7399
6 semester hours

All graduate students must take one Foundations course, or equivalent, from each of two areas other than their major area. Students also frequently take the Foundations course in their area. Therefore, students will often take three or more Foundations courses.

The courses listed below meet the Foundations requirement:

PSYC 6303 Foundations of Clinical
Intervention I

PSYC 6304 Foundations of Developmental
Psychology

PSYC 6306 Foundations of Cognitive
Psychology

PSYC 6308 Foundations of
Neuropsychology I

PSYC 6338 Foundations of Social
Psychology

PSYC 6370 Foundations of Industrial/
Organizational Psychology

PSYC 7342 Biological Bases of Behavior

Thesis requirements

The Department of Psychology requires the MA; a formal Master's thesis based upon research for all students. A Master's degree equivalency is not acceptable for fulfilling this degree requirement. Students entering with an MA or MS degree and a research thesis from another university may petition their area committee to review that thesis and recommend that it be accepted as meeting this requirement.

Sequence for the Thesis
(a checklist is available from the academic affairs office)

1) Posted Bachelor's Degree: The academic affairs office must have a posted bachelors degree in the student's file.

2) Completion of the 45 core hours

3) Enrollment in Thesis Courses: PSYC 6399 and PSYC 7399 (6 semester hours) is required. Once you have begun taking thesis hours, you must remain continuously enrolled in one of these courses until the thesis is completed and approved.

4) Committee: A committee comprising three (3) members is required. Two faculty members, including the committee chair, must be from the Psychology Department. The third faculty member may be from outside the student's area or outside the Psychology Department. All three members must be appointed to the faculty of the University of Houston (full-time, part-time, adjunct, visiting). Of the three required members, no more than one may be an adjunct or part-time faculty member. If the part-time or adjunct faculty member serves as chair of the committee, a full-time, tenure-stream faculty member must serve as co-chair.

a) Approval of the Committee: Committee membership must be approved by the Program Director and the Director of Graduate Studies and the Department Chair prior to notification of the Dean of the College of Liberal Arts and Social Sciences. ***

5) Graduation: An application for graduation must be filed at the beginning of the desired graduating semester. If you do not graduate, then you must refile for graduation. ***

6) Written Thesis Proposal: A written thesis proposal must be prepared and provided to each committee member with two signature forms. ***

7) Defense: A written thesis and a public oral defense are required. The final oral defense of the thesis will be publicized as follows:

a) The candidate will circulate a summary of the thesis (may be the thesis abstract) to all Psychology Department faculty, with a notice posted in the Department no less than one week before the scheduled orals. This will be an open invitation to attend, stating the time and location of the oral examination.

b) A memo with all information should be sent to the Dean of the College of Liberal Arts and Social Sciences.

8) Final Oral Defense: The academic affairs office must be notified by memo that the student has passed orals and the thesis has been accepted.

9) Submission for Binding: The original and two copies of the approved thesis must be submitted to the College of Liberal Arts and Social Sciences.

*** all forms are available in the academic affairs office

PH.D. DEGREE REQUIREMENTS

Comprehensive Examination

Memorandum announcing completion of comprehensive examination - Upon completion of the comprehensive examination, a memo must be sent to the Director of Graduate Studies with a copy to be filed in the student's folder.

During the third year, each student should complete the major comprehensive examination. **Students may not attempt the comprehensive examination until they have completed the Master's degree.** The format and requirements for completing the comprehensive examination are established by the area faculty. A memo must be forwarded to the Director of Graduate Studies stating the date of completion of the comprehensive examination.

Course Requirements

*****A STUDENT MAY NOT ENROLL FOR DISSERTATION HOURS UNTIL THE MASTER'S THESIS IS COMPLETED AND THE COMPREHENSIVE EXAMINATION HAS BEEN PASSED*****

REGISTRATION FOR DOCTORAL DISSERTATION HRS

Graduate students in psychology who are officially working on a dissertation are required to register for Doctoral Dissertation hours each succeeding semester. Once you have begun taking dissertation hours, you must remain enrolled in such hours until the dissertation has been completed and approved.

The minimum * requirements for the Ph.D. degree are 72 hours. In addition to fulfilling the requirements for the MA degree listed above, at least 27 additional hours (i.e., in addition to the 45 hours listed above) must be completed for the Ph.D.

* The minimum requirements for the Clinical Ph.D. degree are considerably greater than above. See Clinical Program Guidelines.

DOCTORAL DISSERTATION COURSES:

These courses, as well as the dissertation itself, should be completed by the fourth (or fifth) year.

Individual area curricula may involve additional semester hours.

These 27 semester hours should include:

Five Additional Courses
(in major area, minor area,
specified related courses, or electives)
15 semester hours

Four Dissertation Courses
PSYC 8399, 8699, 8999
12 semester hours

Sequence for the Doctoral Dissertation **(a checklist is available from the academic affairs office)**

1) Posted Master's Degree: The academic affairs office must have a posted Master's degree in the student's file.

2) Completion of the 72 hours: These hours include the MA degree courses (45 hours) and the Dissertation courses (27).

3) Enrollment in Dissertation Courses: PSYC 8399, 8699, & 8999 (total of 12 semester hours) is required. Once you have begun taking dissertation hours, you must remain continuously enrolled in one of these courses until the dissertation is completed and approved.

4) Committee: A committee comprising at least four members is required. It is recommended that one faculty member be selected from a Psychology program other than the candidate's own major area, and one faculty member be from a department other than the Psychology Department. The remainder of the committee may be selected from the Psychology Department, a university department other than Psychology, or the psychological professional community. All members must be appointed to the faculty of the University of Houston (full-time, part-time, adjunct, visiting). Of the four required members, it is recommended that no more than one may be an adjunct or part-time faculty member. If the part-time or adjunct faculty member serves as chair of the committee, a full-time, tenure-stream faculty member must serve as co-chair.

a) Approval of the Committee: The committee membership must be approved by the Program Director and the Director of Graduate Studies and Department Chair prior to notification of the Dean of the College of Liberal Arts and Social Sciences. ***

5) Graduation: An application for graduation must be filed at the beginning of the desired graduating semester. If you do not graduate, then you must refile for graduation. ***

6) Written Doctoral Dissertation Proposal: A written dissertation proposal must be prepared and provided to each committee member with two signature forms. ***

7) Defense: A written doctoral dissertation and a public oral defense is required. The final oral defense of the dissertation will be publicized as follows:

a) The candidate will circulate a summary of the dissertation (may be the dissertation abstract) to all Psychology Department faculty, with a notice posted in the Department no less than one week before the scheduled orals. This will be an open invitation to attend, stating the time and location of the oral examination.

b) A memo containing all information should be sent to the Dean of the College of Liberal Arts and Social Sciences.

8) Final Oral Defense: The academic affairs office must be notified by memo that the student has passed orals and the doctoral dissertation has been accepted.

9) Submission for Binding: The original and two copies of the approved dissertation must be submitted to the College of Liberal Arts and Social Sciences.

***** all forms are available in the academic affairs office**

GENERAL WRITING REQUIREMENTS FOR THESIS/DISSERTATION

This guide is intended to serve as a reference for final preparation of a thesis and/or dissertation. Guidelines are in accordance with the current **APA Publication Manual** and guidelines for the College of Liberal Arts and Social Sciences. Deadlines are published each semester in the class schedule under "Academic Calendar."

You are required to submit an original and two copies for binding. The University retains the original and one copy, and the Dept. of Psyc. receives the second copy. Students wishing extra copies bound may submit them along with the required copies.

GENERAL INFORMATION

- 1) Indent each new paragraph. Use consistent paragraph indentation.
- 2). Each new chapter should begin on a new page. Continue the text to the bottom of the page unless you are at the end of a chapter.
- 3) Do not leave widow lines/headings. Type at least two lines of the beginning or end of a paragraph at the top or bottom of the page.
- 4) Check punctuation carefully for accuracy and consistency.

Examples of standard punctuation rules are:

- a) after commas and semicolons - one space,
- b) after colons - two spaces (except after the colon in ratios)
- c) after punct. marks @ the close of sentences - two spaces
- d) after periods that separate parts of a reference two spaces
- e) after the periods of initials in personal names - one space
- f) after internal periods in abbreviations - no space (e.g., Ph.D.)

- 5) Do not split reference citations in the reference section. Complete each entry on the same page.
- 6) Do not divide words at the end of a line.

TYPEFACE

- 1) Use a standard typeface (such as elite/12, pica/10, letter gothic, prestige elite, etc.). Do not use italic or script print, except for foreign words, citations of titles, and special emphasis.
- 2) Use the same typeface throughout the entire document.
- 3) The typeface should be dark & readable. Dot matrix is NOT acceptable.

STATISTICAL EQUATIONS

- 1) Type all signs and symbols.
- 2) Space equations as you would space words.
Wrong: A+B=C RIGHT: A + B = C
- 3) Display a statistical equation by double-spacing twice above and below the expression. If the equation is identified by a number, type the number in parentheses flush against the right margin.
- 4) If the equation is too long to fit on one line, break before signs of operation (e.g., plus, minus, or equal signs).
- 5) Equations should be numbered by chapter.

MARGINS

- 1) Leave margins of 1" at the top, bottom, and right, and 1 & 1/2 " on the left of every page. Do not justify the right margin.
- 2) A line should not exceed 65 characters pica / 78 characters elite.

SPACING

- 1) Double-space between all lines of the manuscript (including footnotes and references). Single-spacing for block quotations.
- 2) Single-spacing is recommended within, but not between, items in the table of contents and lists of figures and tables.

PAGINATION

- 1) Number all pages, including tables, figures & appendices. Do not number the title page and the signature page.
- 2.) Preliminary pages should be numbered with lowercase Roman numerals. The numbers should be centered and 1" from the bottom of the page. Sections included are: title & signature pages, table of contents, lists of tables & figures, acknowledgments (optional), & the abstract.

3) Begin numbering the text with the Arabic 1, and continue consecutively to the end of the manuscript. Page numbers should be placed in the upper right corner, 1" from both the top and the right edges of the page.

PAPER

The original & one copy must be prepared on at least 20 lb., 8 1/2" X 11" white bond, with 25% rag content (25% cotton paper). It is recommended that the third copy be prepared on at least 13 lb. paper (with 25% rag content).

DUPLICATION

In general, carbon copy or electrostatic copies, such as Xerox, are acceptable for the copies required by the University. Mimeographing or any fluid process not acceptable.

ORGANIZATION

The Thesis/Dissertation should be divided into major divisions by chapters. Using headings indicated by location and/or underscoring, your ideas should develop logically from general to specific. The standard outline is the most basic organizational scheme. It is arranged in a deductive logical manner from broad to narrow. Consistency is the rule - do not mix organizational schemes.

CONTENT

The following list is the required order of the descriptions & examples:

- 1) Blank paper @ beginning of each copy
- 2) Title Page
- 3) Signature Page
- 4) Acknowledgments (optional)
- 5) Abstract Title Page
- 6) Abstract
- 7) Table of Contents
- 8) List of Tables
- 9) List of Figures
- 10) Text
- 11) References
- 12) Appendices
- 13) Blank sheet @ end of each copy.

TITLE PAGE

The title page should be centered using the same margins as the text. The title of the thesis/dissertation should be typed in all caps. Lines are used to divide the sections of the title page and should be of equal length. Designate the degree to be awarded, such as Master of Arts or Doctor of Philosophy. Your name should match the listing on UH records. Be sure to include the month and year of graduation.

SIGNATURE PAGE

The title of the thesis/dissertation should be typed in all caps and centered using the same margins as used in the text. Signature blocks are provided for the student, all members of the thesis/dissertation committee, and the Dean of the College of Liberal Arts and Social Sciences. Spacing between signature blocks can vary, depending on the number of committee members. Spacing should be consistent and signature lines should be of equal length. The chair of the thesis/dissertation committee should be listed first and all others should be arranged in alphabetical order. Be sure to include the professor's title (e.g., Ph.D., Ed.D., etc.) and the department to which they are appointed. Original signatures are required on all three required copies.

ACKNOWLEDGMENTS

Acknowledgments are optional in a thesis/dissertation. This section can be used to express the author's professional and personal indebtedness and should be written in a dignified and professional manner. Be sure that your use of "person" is consistent throughout and in a double-spaced paragraph form. The same margins used in the text should be used. The word "Acknowledgments" should be typed in all caps and centered. While there is no requirement regarding the length of this section, it generally should not exceed 2 pages. Acknowledgments are part of the preliminary pages and should be numbered with lowercase Roman numerals at the bottom of the page and centered.

ABSTRACT TITLE PAGE

Theses/dissertations completed in the psychology department require an Abstract Title Page. The format is the same as the title page and all lines are centered using the same margins as the text with the lines equal in length used to divide the sections. Be sure to use the correct designation for the awarding degree listing your name as shown on UH records including the month and year of graduation.

ABSTRACT

All theses/dissertations are required to include an abstract, a concise statement of the thesis/dissertation. It usually includes a statement of the problem, procedures or methods, results, and conclusion. The abstract is part of the preliminary pages and should be numbered with lowercase Roman numerals at the bottom of the page and centered. "Abstract" should be in all caps and centered using the same margins as the text. If you have your work copyrighted/microfilmed, the abstract cannot be over 150 words.

TABLE OF CONTENTS

The table of contents is a topic outline of the thesis/dissertation.

- 1) List the acknowledgments, abstract, tables, and figures.
- 2) List all chapter divisions; subdivisions indicate subordinate headings by indentation.
- 3) Be consistent in the level of subheadings indicated. If you list second-level headings from one chapter, you must list second-level headings for all chapters.
- 4) Be sure the headings in the text match the headings listed in the table of contents.
- 5) Do not underline in the table of contents.
- 6) Use leader dots to connect headings to page numbers.
- 7) Do not designate an Appendix A unless there is an Appendix B and list complete appendix titles with page numbers. The table of contents should be numbered with lowercase Roman numerals at the bottom of the page and centered.

LIST OF TABLES

Prepare the list of tables using the same format as the table of contents, placing it immediately after the table of contents, listed on its own page. Include the number, caption and page number for every table included. (You do not have to individually list appendix

tables that are grouped under a single appendix title.) Single-space entries in the list must have double spaces between them. Use leader dots to connect the last word of the caption with the page number. The list of tables should be numbered with lowercase Roman numerals at the bottom of the page and centered.

LIST OF FIGURES

The list of figures is prepared using the same format as the table of contents and the list of tables. It should follow the list of tables, listed on its own page. Include the number, caption and page number of each figure included. (You do not have to individually list appendix figures that are grouped under a single appendix title.) The list of figures should be numbered with lowercase Roman numerals at the bottom of the page and centered.

PREPARING TABLES AND FIGURES

**A table is a columnar arrangement of data directly related to the content, organized to save space and to enable the reader to quickly see patterns and relationships not readily visible in text.

**A figure is a graphic illustration, (ex.: a chart, graph, diagram, map, photo, or plate) Observe the following rules when preparing tables and figures.

- 1) Give numbers and captions to all text tables and figures. Number consecutively throughout the text.
- 2) Tables and figures, including numbers and captions, must fit within the same margins used in the text. Tables must be double-spaced entirely.
- 2) Captions should appear as follows:
 - a) Table 1. Caption of first table to be introduced
 - b) Figure 1. Caption of first figure to be introduced.
- 4) The number and caption for the table should appear at the beginning of the table, double-space between the number and the caption. The number and caption for a figure should be placed at the bottom of the figure. All lines of the caption for a table or figure should be flush with the left margin and double-space between each line.

5) Place tables and figures in the text on the page immediately after their first mention in the text. All tables and figures must be mentioned in the text.

6) If the table or figure is less than half a page, it may be integrated, after its mention, on a page with text. Set off the table with at least three spaces above and below. numbers. If appendix tables and figures have individual titles, each must be listed in the list of tables and list of figures. Several small tables or figures may be placed on a single page without splitting tables or figures.

7) If a large number of tables or figures disrupt the flow of the text, they may be grouped in an appendix at the end of the text. Number these tables or figures using the appendix letter and then consecutive

8) If necessary, place a table or figure and its caption sideways on a page with the page number in the usual upper right corner. **You must stay within the same margins as used in the text - 1" on all sides.**

9.) Oversized material may be on continuous pages without repeating the caption. As a last resort, oversized material can be placed on a foldout page (not recommended).

REFERENCES

A reference section is required in all theses and dissertations. You must list all references cited in the text in the references. This section follows the text, preceding the appendices, and should continue the Arabic pagination. You may single-space within entries and double space between each entry. The date should always follow the name of the author(s) or organization. If a city is not well known for publishing or could be confused with another location, include the abbreviation for the state. Capitalize only the first letter of the title and of the subtitle of a book or article. Underline the title of books or journals. Do not underline the title of articles or book chapters.

Chapter #
CHAPTER TITLE

First Level

Second Level

Third Level.

Chapter #
CHAPTER TITLE

First Level

Second Level

Third Level

Fourth Level.

Chapter #
CHAPTER TITLE

First Level

Second Level

Third Level

Fourth Level

Fifth Level.

TITLE OF DISSERTATION/THESIS

A Dissertation (or Thesis)

Presented to

the Faculty of the Department of Psychology

University of Houston

In Partial Fulfillment

of the Requirements for the Degree

(name of degree)

By

Name

Month and Year of Graduation

TITLE OF DISSERTATION/THESIS

Student's Name

APPROVED:

Committee Chair
Department of

Committee Member
Department of

Committee Member
Department of

Committee Member
Department of

Committee Member
Department of

Name
Dean, College of Liberal Arts and Social Sciences

TITLE OF THESIS/DISSERTATION

An Abstract of a Dissertation (or Thesis)

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the Faculty of the Department of Psychology

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APPENDIX A

GRADUATE FULL-TIME STATUS POLICY

DATE: May 15, 2000

TO: Psychology Faculty and Graduate Students

FROM: John P. Vincent, Ph.D., Chairman

RE: Graduate Full-time Status

XC: Marco J. Mariotto, Ph.D., Dean of Grad. and Prof. Studies
Richard M. Rozelle, Ph.D., Dean of the College of Social Sciences
Karen Baldassare, SOS Coordinator, Academic Records
Suzanne Kieffer, Ph.D., Psy. Dir. of Admin. Affairs
Sherry Rivera, Psy. Coord. of Academic Affairs

Effective immediately, the following *Graduate Full-Time Status Policy* is in effect for all graduate students in the Department of Psychology. This policy is a revision of, and supercedes, the October 21, 1998 policy. Further, it is in compliance with the November 8, 1995 memorandum from the Office of the Vice Provost for Graduate Studies which defines full-time status as 12 hours per long semester for students who have not yet completed core curricula such as is outlined in our graduate student handbook.

Students in the Clinical Psychology Program, are required to take 12 semester credit hours each long semester, and 6 semester credit hours during the summer for the first four years of graduate study. Thereafter, full-time status will be maintained by registering for the minimum number of hours required for full-time doctoral status at the University (9 semester credit hours for each long semester and 6 semester credit hours for summer).

For students in the other three department doctoral programs, the full-time enrollment requirement is 12 semester credit hours during each long semester and 6 credit hours for summer for the first two years of graduate study or until the student has finished the departmental core courses. After completion of the core courses, full-time status will be maintained by registering for the minimum number of hours required for full-time doctoral status at the University (9 semester credit hours for each long semester and 6 semester credit hours for summer).

The departmental core minimum of organized courses required of all graduate students consists of 6 credit hours of statistics, 3 credit hours of Philosophy of Science, 9 credit hours of Psychology Foundation Courses, 3 hours of Research Methods, and 3 hours of Professional Problems/Ethics.

Exceptions

Completion of a General Petition initiates the approval process for the following full-time equivalency exceptions. General Petitions are available through the department's Academic Affairs Office, located in 124 Heyne. Exceptions must be submitted at least 2 weeks prior to the official 1st day of classes to ensure that approval at all levels has been granted.

1.) Graduate students in their last semester and taking only dissertation hours may register for 3 credit hours.

2.) Clinical graduate students engaged in full-time internships may register for 3 credit hours during their year of internship*.

3.) Industrial/Organizational graduate students engaged in full-time practicums may register for 6 credit hours (PSYC 7392 and 7393) during the semester of the practicum*. This does NOT apply to I/O students who do their practicum part-time over the course of one year.

* Note that once students enroll for dissertation hours, they must continuously do so. As such, if students have begun to register for dissertation hours prior to their internship/practicum, they will be required to enroll for 3 dissertation hours in addition to the internship/practicum hours.

4.) Other unusual circumstances. These circumstances should be detailed in a memo directed to the department chairman from the appropriate program director.

APPENDIX B

ACADEMIC AND ADMINISTRATIVE GUIDELINES

The University of Houston, Department of Psychology adheres to the guidelines established by the American Psychological Association for Graduate Programs. These fundamental principles are outlined below.

Our programs have an identifiable core faculty responsible for its leadership whom:

- ?? function as an integral part of the academic unit
- ?? are sufficient in number for their academic and professional responsibilities
- ?? have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives
- ?? demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals
- ?? are available to and function as appropriate role models for students in their learning and socialization in the discipline and profession

Our programs have an identifiable body of students at different levels of matriculation whom:

- ?? are of sufficient number to ensure opportunities for meaningful peer interaction, support, and socialization
- ?? by interest, aptitude, and prior achievement are of quality appropriate for the program's goals and objectives
- ?? reflect through their intellectual and professional development and intended career paths the program's goals, objectives, and philosophy

Additionally, all programs adhere to the following guidelines:

- ?? The rights of students and faculty to be treated with courtesy and respect are recognized. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession.
- ?? Students are informed of these principles and other avenues of recourse should problems arise.
- ?? Faculty are accessible to students and provide them with a level of guidance and supervision that actively encourages timely completion of the program. The faculty provide appropriate professional role models and engage in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.
- ?? Programs engage in actions that indicate respect for and understanding of cultural and individual diversity. Cultural and individual diversity refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, social economic status, and psychosocial functioning.
- ?? Respect for an understanding of cultural and individual diversity is reflected in the program's policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements.
- ?? Nondiscriminatory policies and operating conditions are promoted and programs

avoid any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

- ?? Systematic, coherent, and long-term efforts have been initiated to attract and retain students and faculty from differing ethnic and racial backgrounds, and the programs within the department of psychology play an integral part of the mission of the academic college and The University of Houston. This mission is represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives. The program must have students in sufficient number and the facilities necessary to ensure meaningful peer interaction, support, and socialization.
- ?? Any actions that would restrict program access on grounds that are irrelevant to success in graduate training are avoided.
- ?? A thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology has been implemented.
- ?? Programs adhere to and make available to all interested parties formal written policies and procedures that govern: academic admission and degree requirements; administrative and financial assistance; student performance evaluation, feedback, advisement, retention and termination decisions; and due process and grievance procedures for students and faculty.
- ?? Program policies and procedures are consistent with those of The University of Houston and with those guidelines of the Council of Graduate Schools in the United States that pertain to faculty and student rights, responsibilities, and personal development.
- ?? Programs engage in regular, ongoing self studies that address (with appropriate involvement from its students):
 - ✍✍ effectiveness in achieving program goals and objectives (i.e., its outcomes)
 - ✍✍ how its goals and objectives are met through graduate education and professional training (i.e., its processes)
 - ✍✍ its procedures to maintain current achievements or to make program changes as necessary
- ?? Programs demonstrate commitment to excellence through personal systematic review of their goals/objectives, training models and curriculum in relation to:
 - ✍✍the University of Houston Mission and goals
 - ✍✍local, regional and national needs for psychological teaching, research, and service
 - ✍✍national professional standards
 - ✍✍the evolving body of academic and professional knowledge
 - ✍✍our graduates' job placement and career paths

The programs recognize that students need access to support services during their course of graduate study. Student Support Services are available in Appendix C. In addition to these services, if a graduate student wishes referral for assessment, counseling, or psychotherapy beyond the service resources available to University faculty, staff, and students, the Director of Clinical Training may provide a list of qualified providers, many of whom offer reduced fees for graduate students. Mental health services are also covered by several of the sponsored health insurance plans that are available to graduate students who receive financial support through the department.

Academic Honesty - (see complete policy in UH Student Handbook)

The university can best function and accomplish its objective in an atmosphere of high ethical standards. It expects and encourages all students, faculty and staff to contribute to such an atmosphere in every way possible and especially by observing all accepted principles of academic honesty.

Academic Problems - Students have the right to redress their grievances, examine student evaluations for every class offered, and follow the chain of command listed in the UH Student Handbook if any academic problems occur.

Classification - Graduate classification denotes students who have been formally admitted to a graduate program.

Student Records: Family Educational Rights and Privacy Act - UH adheres to the Family Educational Rights and Privacy Act listed in the UH Student Handbook. UH will disclose information from a student's education records only with the written consent of the student, except with regard to the law that provides for disclosure without consent as indicated in the UH Student Handbook.

Procedure to Inspect Education Records - A student has the right to inspect his or her educational records and to challenge the contents. To review records, a student must make a request in writing to the Custodian of those records (see UH Student Handbook) for a complete listing.

Withdrawal - If students must drop all classes, they must officially withdraw from the university.

Student Life Policies - Members of the university community share the same responsibilities of citizenship as other members of the broader community. Students, faculty, and staff members are all subject to the same laws and ordinances. The university does not stand between national, state, or local law enforcement agencies and persons who break the law. Persons who break the law on the campus are subject to action by these agencies and also, when appropriate, the university's internal discipline procedures. All policies and procedures regarding student life are available in the UH Student Handbook.

APPENDIX C

UH STUDENT SERVICES

(see also the Graduate and Professional Studies catalog)

The quality of campus life, by helping all students who need information about campus services and policies, is the focus of the Office of the Dean of Students.

Students are expected to conduct themselves in a mature and responsible manner, respect the opinions and personal property of others, and meet their financial obligations.

AIDS Policy - UH approved a university policy on AIDS (Acquired Immune Deficiency Syndrome) in November, 1989, establishing guidelines for responding to AIDS within the campus community (see UH Student Handbook).

Drug Free Workplace Policy - The university is committed to the development and maintenance of a drug free environment on the campus (see UH Student Handbook).

Psychological Research and Services Center - The University of Houston Psychological Research and Services Center (UHPRSC) offers psychological services to UH staff and students, their families, and the general public. The center is staffed by clinical psychology doctoral students and faculty from the department of psychology.

Student Health Insurance - UH strongly encourages all students to carry health insurance and annually endorses a student health insurance plan offered by a private insurance company at reasonable rates.

Career Planning and Placement Center (CPPC) - Serves UH students and alumni at all stages of career development - from career decision-making to student employment; from internships to the implementation of a professional job search. In advancing its goals, the center conducts each year more than 6,000 individual counseling sessions and over 500 workshops, and coordinates 425 corporate recruitment visits to UH.

Child Care Center - Serves students, faculty, and staff by providing quality care and programs especially designed to respond to the needs of their young children.

Counseling and Testing Service (CTS) - A unit within the Division of Student Affairs, assists members of the university community to function effectively in their academic and personal lives. CTS identifies and addresses the needs of students, educates the university community about institutional and environmental climates conducive to the students' success, and helps faculty, staff, and students develop skills for success.

Center for Career Transitions - Licensed psychologists and professional counselors provide career transition and career decision-making assistance to individuals in the greater Houston area.

Challenger Program - Provides academic and personal support to first generation, low income, and/or physically disabled university students. Participating students receive the following services: peer tutoring; workshops; a three-semester-credit-hour reading, writing, and study skills course; study groups; academic and personal counseling; vocational testing and advising; financial aid assistance; cultural enrichment activities; newsletters; orientation; interest groups; support groups; referrals to on/off-campus support programs; and early warning system and needs assessment guidance.

University Counseling Center - Offers counseling, consultation, and outreach services that help all members of the university community function well personally, professionally, and academically. Psychologists, licensed professional counselors, and certified social workers staff the center.

Learning Support Services (LSS) - Works to improve the retention and graduation of students. LSS offers learning support programs and self-development activities to remedial deficits and develop skills necessary for college success. Individualized

diagnostic, proscriptive, and instructive educational plans as well as group intervention programs are available.

Measurement and Evaluation Center - Provides optical scanning, computerized data analysis, and test scoring services. The center provides exam scoring and analysis; end-of-semester faculty evaluations; assistance with research projects; and processing of registration, academic records, and Parking and Transportation materials.

APPENDIX D

AMERICAN PSYCHOLOGICAL ASSOCIATION

ETHICAL PRINCIPLES OF PSYCHOLOGISTS

AND CODES OF CONDUCT

[History and effective date.](#)

Effective date December 1, 1992.

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INTRODUCTION

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, six General Principles (A - F), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are *aspirational* goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards. The Ethical Standards set forth *enforceable* rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by the Ethics Code does not mean that it is necessarily either ethical or unethical.

Membership in the APA commits members to adhere to the APA Ethics Code and to the rules and procedures used to implement it. Psychologists and students, whether or not they are APA members, should be aware that the Ethics Code may be applied to them by state psychology boards, courts, or other public bodies.

This Ethics Code applies only to psychologists' work-related activities, that is, activities that are part of the psychologists' scientific and professional functions or that are psychological in nature. It includes the clinical or counseling practice of psychology, research, teaching, supervision of trainees, development of assessment instruments, conducting assessments, educational counseling, organizational consulting, social intervention, administration, and other activities as well. These work-related activities can be distinguished from the purely private conduct of a psychologist, which ordinarily is not within the purview of the Ethics Code.

The Ethics Code is intended to provide standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. Whether or not a psychologist has violated the Ethics Code does not by itself determine whether he or she is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur. These results are based on legal rather than ethical rules. However, compliance with or violation of the Ethics Code may be admissible as evidence in some legal proceedings, depending on the circumstances.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code, in addition to applicable laws and psychology board regulations. If the Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If the Ethics Code standard appears to conflict with the requirements of law, then psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner. If neither law nor the Ethics Code resolves an issue, psychologists should consider other professional materials [Footnote 1](#) and the dictates of their own conscience, as well as seek consultation with others within the field when this is practical.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. The actions that APA may take for violations of the Ethics Code include actions such as reprimand, censure, termination of APA membership, and referral of the matter to other bodies. Complainants who seek remedies such as monetary damages in alleging ethical violations by a psychologist must resort to private negotiation, administrative bodies, or the courts. Actions that violate the Ethics Code may lead to the imposition of sanctions on a psychologist by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition to actions for violation of the Ethics Code, the APA Bylaws provide that APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure.

PREAMBLE

Psychologists work to develop a valid and reliable body of scientific knowledge based on research. They may apply that knowledge to human behavior in a variety of contexts. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. Their goal is to broaden knowledge of behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. Psychologists respect the central importance of freedom of inquiry and expression in research, teaching, and publication. They also strive to help the public in developing informed judgments and choices concerning human behavior. This Ethics Code provides a common set of values upon which psychologists build their professional and scientific work.

This Code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic set of ethical standards for a psychologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each psychologist supplements, but does not violate, the Ethics Code's values and rules on the basis of guidance drawn from personal values, culture, and experience.

GENERAL PRINCIPLES

PRINCIPLE A: COMPETENCE

Psychologists strive to maintain high standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. Psychologists are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, psychologists exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Psychologists make appropriate use of scientific, professional, technical, and administrative resources.

PRINCIPLE B: INTEGRITY

Psychologists seek to promote integrity in the science, teaching, and practice of psychology. In these activities psychologists are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. Psychologists strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles. Psychologists avoid improper and potentially harmful dual relationships.

PRINCIPLE C: PROFESSIONAL AND SCIENTIFIC RESPONSIBILITY

Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different populations. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of their patients, clients, or other recipients of their services. Psychologists' moral standards and conduct are personal matters to the same degree as is true for any other person, except as psychologists' conduct may compromise their professional responsibilities or reduce the public's trust in psychology and psychologists. Psychologists are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

PRINCIPLE D: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

Psychologists accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

PRINCIPLE E: CONCERN FOR OTHERS' WELFARE

Psychologists seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, psychologists weigh the welfare and rights of their patients or clients, students, supervisees, human research participants, and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Psychologists are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

PRINCIPLE F: SOCIAL RESPONSIBILITY

Psychologists are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of psychology in order to contribute to human welfare. Psychologists are concerned about and work to mitigate the causes of human suffering. When undertaking research, they strive to advance human welfare and the science of psychology. Psychologists try to avoid misuse of their work. Psychologists comply with the law and encourage the development of law and social policy that serve the interests of their patients and clients and the public. They are encouraged to contribute a portion of their professional time for little or no personal advantage.

ETHICAL STANDARDS

1. GENERAL STANDARDS

These General Standards are potentially applicable to the professional and scientific activities of all psychologists.

1.01 Applicability of the Ethics Code.

The activity of a psychologist subject to the Ethics Code may be reviewed under these Ethical Standards only if the activity is part of his or her work-related functions or the activity is psychological in nature. Personal activities having no connection to or effect on psychological roles are not subject to the Ethics Code.

1.02 Relationship of Ethics and Law.

If psychologists' ethical responsibilities conflict with law, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner.

1.03 Professional and Scientific Relationship.

Psychologists provide diagnostic, therapeutic, teaching, research, supervisory, consultative, or other psychological services only in the context of a defined professional or scientific relationship or role. (See also Standards 2.01, Evaluation, Diagnosis, and Interventions in Professional Context, and 7.02, Forensic Assessments.)

1.04 Boundaries of Competence.

(a) Psychologists provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.

(b) Psychologists provide services, teach, or conduct research in new areas or involving new techniques only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas or techniques.

(c) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect patients, clients, students, research participants, and others from harm.

1.05 Maintaining Expertise.

Psychologists who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

1.06 Basis for Scientific and Professional Judgments.

Psychologists rely on scientifically and professionally derived knowledge when making scientific or professional judgments or when engaging in scholarly or professional endeavors.

1.07 Describing the Nature and Results of Psychological Services.

(a) When psychologists provide assessment, evaluation, treatment, counseling, supervision, teaching, consultation, research, or other psychological services to an individual, a group, or an organization, they provide, using language that is reasonably understandable to the recipient of those services, appropriate information beforehand about the nature of such services and appropriate information later about results and conclusions. (See also Standard 2.09, Explaining Assessment Results.)

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

1.08 Human Differences.

Where differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status significantly affect psychologists' work concerning particular individuals or groups, psychologists obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals.

1.09 Respecting Others.

In their work-related activities, psychologists respect the rights of others to hold values, attitudes, and opinions that differ from their own.

1.10 Nondiscrimination. In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

1.11 Sexual Harassment.

(a) Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the

psychologist's activities or roles as a psychologist, and that either: (1) is unwelcome, is offensive, or creates a hostile workplace environment, and the psychologist knows or is told this; or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

(b) Psychologists accord sexual-harassment complainants and respondents dignity and respect. Psychologists do not participate in denying a person academic admittance or advancement, employment, tenure, or promotion, based solely upon their having made, or their being the subject of, sexual harassment charges. This does not preclude taking action based upon the outcome of such proceedings or consideration of other appropriate information.

1.12 Other Harassment.

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

1.13 Personal Problems and Conflicts.

(a) Psychologists recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to a patient, client, colleague, student, research participant, or other person to whom they may owe a professional or scientific obligation.

(b) In addition, psychologists have an obligation to be alert to signs of, and to obtain assistance for, their personal problems at an early stage, in order to prevent significantly impaired performance.

(c) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.

1.14 Avoiding Harm.

Psychologists take reasonable steps to avoid harming their patients or clients, research participants, students, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

1.15 Misuse of Psychologists' Influence.

Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

1.16 Misuse of Psychologists' Work.

(a) Psychologists do not participate in activities in which it appears likely that their skills or data will be misused by others, unless corrective mechanisms are available. (See also Standard 7.04, Truthfulness and Candor.)

(b) If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.17 Multiple Relationships.

(a) In many communities and situations, it may not be feasible or reasonable for psychologists to avoid social or other nonprofessional contacts with persons such as patients, clients, students, supervisees, or research participants. Psychologists must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal. A psychologist refrains from entering into or promising another personal, scientific, professional, financial, or other relationship with such persons if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the psychologist's effectively performing his or her functions as a psychologist, or might harm or exploit the other party.

(b) Likewise, whenever feasible, a psychologist refrains from taking on professional or scientific obligations when pre-existing relationships would create a risk of such harm.

(c) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

1.18 Barter (With Patients or Clients).

Psychologists ordinarily refrain from accepting goods, services, or other nonmonetary remuneration

from patients or clients in return for psychological services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. A psychologist may participate in bartering only if (1) it is not clinically contraindicated, and (2) the relationship is not exploitative. (See also Standards 1.17, Multiple Relationships, and 1.25, Fees and Financial Arrangements.)

1.19 Exploitative Relationships.

(a) Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients or patients. (See also Standards 4.05 - 4.07 regarding sexual involvement with clients or patients.)

(b) Psychologists do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are so likely to impair judgment or be exploitative.

1.20 Consultations and Referrals.

(a) Psychologists arrange for appropriate consultations and referrals based principally on the best interests of their patients or clients, with appropriate consent, and subject to other relevant considerations, including applicable law and contractual obligations. (See also Standards 5.01, Discussing the Limits of Confidentiality, and 5.06, Consultations.)

(b) When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their patients or clients effectively and appropriately.

(c) Psychologists' referral practices are consistent with law.

1.21 Third-Party Requests for Services.

(a) When a psychologist agrees to provide services to a person or entity at the request of a third party, the psychologist clarifies to the extent feasible, at the outset of the service, the nature of the relationship with each party. This clarification includes the role of the psychologist (such as therapist, organizational consultant, diagnostician, or expert witness), the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.

(b) If there is a foreseeable risk of the psychologist's being called upon to perform conflicting roles because of the involvement of a third party, the psychologist clarifies the nature and direction of his or her responsibilities, keeps all parties appropriately informed as matters develop, and resolves the situation in accordance with this Ethics Code.

1.22 Delegation to and Supervision of Subordinates.

(a) Psychologists delegate to their employees, supervisees, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training, or experience, either independently or with the level of supervision being provided.

(b) Psychologists provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

(c) If institutional policies, procedures, or practices prevent fulfillment of this obligation, psychologists attempt to modify their role or to correct the situation to the extent feasible.

1.23 Documentation of Professional and Scientific Work.

(a) Psychologists appropriately document their professional and scientific work in order to facilitate provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.

(b) When psychologists have reason to believe that records of their professional services will be used in legal proceedings involving recipients of or participants in their work, they have a responsibility to create and maintain documentation in the kind of detail and quality that would be consistent with reasonable scrutiny in an adjudicative forum. (See also Standard 7.01, Professionalism, under Forensic Activities.)

1.24 Records and Data.

Psychologists create, maintain, disseminate, store, retain, and dispose of records and data relating to their research, practice, and other work in accordance with law and in a manner that permits compliance with the requirements of this Ethics Code. (See also Standard 5.04, Maintenance of Records.)

1.25 Fees and Financial Arrangements.

(a) As early as is feasible in a professional or scientific relationship, the psychologist and the patient,

client, or other appropriate recipient of psychological services reach an agreement specifying the compensation and the billing arrangements.

(b) Psychologists do not exploit recipients of services or payors with respect to fees.

(c) Psychologists' fee practices are consistent with law.

(d) Psychologists do not misrepresent their fees.

(e) If limitations to services can be anticipated because of limitations in financing, this is discussed with the patient, client, or other appropriate recipient of services as early as is feasible. (See also Standard 4.08, Interruption of Services.)

(f) If the patient, client, or other recipient of services does not pay for services as agreed, and if the psychologist wishes to use collection agencies or legal measures to collect the fees, the psychologist first informs the person that such measures will be taken and provides that person an opportunity to make prompt payment. (See also Standard 5.11, Withholding Records for Nonpayment.)

1.26 Accuracy in Reports to Payors and Funding Sources.

In their reports to payors for services or sources of research funding, psychologists accurately state the nature of the research or service provided, the fees or charges, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standard 5.05, Disclosures.)

1.27 Referrals and Fees.

When a psychologist pays, receives payment from, or divides fees with another professional other than in an employer - employee relationship, the payment to each is based on the services (clinical, consultative, administrative, or other) provided and is not based on the referral itself.

2. EVALUATION, ASSESSMENT, OR INTERVENTION

2.01 Evaluation, Diagnosis, and Interventions in Professional Context.

(a) Psychologists perform evaluations, diagnostic services, or interventions only within the context of a defined professional relationship. (See also Standards 1.03, Professional and Scientific Relationship.)

(b) Psychologists' assessments, recommendations, reports, and psychological diagnostic or evaluative statements are based on information and techniques (including personal interviews of the individual when appropriate) sufficient to provide appropriate substantiation for their findings. (See also Standard 7.02, Forensic Assessments.)

2.02 Competence and Appropriate Use of Assessments and Interventions.

(a) Psychologists who develop, administer, score, interpret, or use psychological assessment techniques, interviews, tests, or instruments do so in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists refrain from misuse of assessment techniques, interventions, results, and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. This includes refraining from releasing raw test results or raw data to persons, other than to patients or clients as appropriate, who are not qualified to use such information. (See also Standards 1.02, Relationship of Ethics and Law, and 1.04, Boundaries of Competence.)

2.03 Test Construction.

Psychologists who develop and conduct research with tests and other assessment techniques use scientific procedures and current professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

2.04 Use of Assessment in General and With Special Populations.

(a) Psychologists who perform interventions or administer, score, interpret, or use assessment techniques are familiar with the reliability, validation, and related standardization or outcome studies of, and proper applications and uses of, the techniques they use.

(b) Psychologists recognize limits to the certainty with which diagnoses, judgments, or predictions can be made about individuals.

(c) Psychologists attempt to identify situations in which particular interventions or assessment techniques or norms may not be applicable or may require adjustment in administration or interpretation because of factors such as individuals' gender, age, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

2.05 Interpreting Assessment Results.

When interpreting assessment results, including automated interpretations, psychologists take into account the various test factors and characteristics of the person being assessed that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant reservations they have about the accuracy or limitations of their interpretations.

2.06 Unqualified Persons.

Psychologists do not promote the use of psychological assessment techniques by unqualified persons. (See also Standard 1.22, Delegation to and Supervision of Subordinates.)

2.07 Obsolete Tests and Outdated Test Results.

- (a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.
- (b) Similarly, psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

2.08 Test Scoring and Interpretation Services.

- (a) Psychologists who offer assessment or scoring procedures to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.
- (b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations.
- (c) Psychologists retain appropriate responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

2.09 Explaining Assessment Results.

Unless the nature of the relationship is clearly explained to the person being assessed in advance and precludes provision of an explanation of results (such as in some organizational consulting, pre-employment or security screenings, and forensic evaluations), psychologists ensure that an explanation of the results is provided using language that is reasonably understandable to the person assessed or to another legally authorized person on behalf of the client. Regardless of whether the scoring and interpretation are done by the psychologist, by assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that appropriate explanations of results are given.

2.10 Maintaining Test Security.

Psychologists make reasonable efforts to maintain the integrity and security of tests and other assessment techniques consistent with law, contractual obligations, and in a manner that permits compliance with the requirements of this Ethics Code. (See also Standard 1.02, Relationship of Ethics and Law.)

3. ADVERTISING AND OTHER PUBLIC STATEMENTS**3.01 Definition of Public Statements.**

Psychologists comply with this Ethics Code in public statements relating to their professional services, products, or publications or to the field of psychology. Public statements include but are not limited to paid or unpaid advertising, brochures, printed matter, directory listings, personal resumes or curriculum vitae, interviews or comments for use in media, statements in legal proceedings, lectures and public oral presentations, and published materials.

3.02 Statements by Others.

- (a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.
- (b) In addition, psychologists make reasonable efforts to prevent others whom they do not control (such as employers, publishers, sponsors, organizational clients, and representatives of the print or broadcast media) from making deceptive statements concerning psychologists' practice or professional or scientific activities.
- (c) If psychologists learn of deceptive statements about their work made by others, psychologists make

reasonable efforts to correct such statements.

(d) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item.

(e) A paid advertisement relating to the psychologist's activities must be identified as such, unless it is already apparent from the context.

3.03 Avoidance of False or Deceptive Statements.

(a) Psychologists do not make public statements that are false, deceptive, misleading, or fraudulent, either because of what they state, convey, or suggest or because of what they omit, concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. As examples (and not in limitation) of this standard, psychologists do not make false or deceptive statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings. (See also Standards 6.15, Deception in Research, and 6.18, Providing Participants With Information About the Study.)

(b) Psychologists claim as credentials for their psychological work, only degrees that (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

3.04 Media Presentations.

When psychologists provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate psychological literature and practice, (2) the statements are otherwise consistent with this Ethics Code, and (3) the recipients of the information are not encouraged to infer that a relationship has been established with them personally.

3.05 Testimonials.

Psychologists do not solicit testimonials from current psychotherapy clients or patients or other persons who because of their particular circumstances are vulnerable to undue influence.

3.06 In-Person Solicitation.

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential psychotherapy patients or clients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this does not preclude attempting to implement appropriate collateral contacts with significant others for the purpose of benefiting an already engaged therapy patient.

4. THERAPY

4.01 Structuring the Relationship.

(a) Psychologists discuss with clients or patients as early as is feasible in the therapeutic relationship appropriate issues, such as the nature and anticipated course of therapy, fees, and confidentiality. (See also Standards 1.25, Fees and Financial Arrangements, and 5.01, Discussing the Limits of Confidentiality.)

(b) When the psychologist's work with clients or patients will be supervised, the above discussion includes that fact, and the name of the supervisor, when the supervisor has legal responsibility for the case.

(c) When the therapist is a student intern, the client or patient is informed of that fact.

(d) Psychologists make reasonable efforts to answer patients' questions and to avoid apparent misunderstandings about therapy. Whenever possible, psychologists provide oral and/or written information, using language that is reasonably understandable to the patient or client.

4.02 Informed Consent to Therapy.

(a) Psychologists obtain appropriate informed consent to therapy or related procedures, using language that is reasonably understandable to participants. The content of informed consent will vary depending on many circumstances; however, informed consent generally implies that

the person (1) has the capacity to consent, (2) has been informed of significant information concerning the procedure, (3) has freely and without undue influence expressed consent, and (4) consent has been appropriately documented.

(b) When persons are legally incapable of giving informed consent, psychologists obtain informed permission from a legally authorized person, if such substitute consent is permitted by law.

(c) In addition, psychologists (1) inform those persons who are legally incapable of giving informed consent about the proposed interventions in a manner commensurate with the persons' psychological capacities, (2) seek their assent to those interventions, and (3) consider such persons' preferences and best interests.

4.03 Couple and Family Relationships.

(a) When a psychologist agrees to provide services to several persons who have a relationship (such as husband and wife or parents and children), the psychologist attempts to clarify at the outset (1) which of the individuals are patients or clients and (2) the relationship the psychologist will have with each person. This clarification includes the role of the psychologist and the probable uses of the services provided or the information obtained. (See also Standard 5.01, Discussing the Limits of Confidentiality.)

(b) As soon as it becomes apparent that the psychologist may be called on to perform potentially conflicting roles (such as marital counselor to husband and wife, and then witness for one party in a divorce proceeding), the psychologist attempts to clarify and adjust, or withdraw from, roles appropriately. (See also Standard 7.03, Clarification of Role, under Forensic Activities.)

4.04 Providing Mental Health Services to Those Served by Others.

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential patient's or client's welfare. The psychologist discusses these issues with the patient or client, or another legally authorized person on behalf of the client, in order to minimize the risk of confusion and conflict, consults with the other service providers when appropriate, and proceeds with caution and sensitivity to the therapeutic issues.

4.05 Sexual Intimacies With Current Patients or Clients.

Psychologists do not engage in sexual intimacies with current patients or clients.

4.06 Therapy With Former Sexual Partners.

Psychologists do not accept as therapy patients or clients persons with whom they have engaged in sexual intimacies.

4.07 Sexual Intimacies With Former Therapy Patients.

(a) Psychologists do not engage in sexual intimacies with a former therapy patient or client for at least two years after cessation or termination of professional services.

(b) Because sexual intimacies with a former therapy patient or client are so frequently harmful to the patient or client, and because such intimacies undermine public confidence in the psychology profession and thereby deter the public's use of needed services, psychologists do not engage in sexual intimacies with former therapy patients and clients even after a two-year interval except in the most unusual circumstances. The psychologist who engages in such activity after the two years following cessation or termination of treatment bears the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated, (2) the nature and duration of the therapy, (3) the circumstances of termination, (4) the patient's or client's personal history, (5) the patient's or client's current mental status, (6) the likelihood of adverse impact on the patient or client and others, and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a post-termination sexual or romantic relationship with the patient or client. (See also Standard 1.17, Multiple Relationships.)

4.08 Interruption of Services.

(a) Psychologists make reasonable efforts to plan for facilitating care in the event that psychological services are interrupted by factors such as the psychologist's illness, death,

unavailability, or relocation or by the client's relocation or financial limitations. (See also Standard 5.09, Preserving Records and Data.)

(b) When entering into employment or contractual relationships, psychologists provide for orderly and appropriate resolution of responsibility for patient or client care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the patient or client.

4.09 Terminating the Professional Relationship.

(a) Psychologists do not abandon patients or clients. (See also Standard 1.25e, under Fees and Financial Arrangements.)

(b) Psychologists terminate a professional relationship when it becomes reasonably clear that the patient or client no longer needs the service, is not benefiting, or is being harmed by continued service.

(c) Prior to termination for whatever reason, except where precluded by the patient's or client's conduct, the psychologist discusses the patient's or client's views and needs, provides appropriate pretermination counseling, suggests alternative service providers as appropriate, and takes other reasonable steps to facilitate transfer of responsibility to another provider if the patient or client needs one immediately.

5. PRIVACY AND CONFIDENTIALITY

These Standards are potentially applicable to the professional and scientific activities of all psychologists.

5.01 Discussing the Limits of Confidentiality.

(a) Psychologists discuss with persons and organizations with whom they establish a scientific or professional relationship (including, to the extent feasible, minors and their legal representatives) (1) the relevant limitations on confidentiality, including limitations where applicable in group, marital, and family therapy or in organizational consulting, and (2) the foreseeable uses of the information generated through their services.

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Permission for electronic recording of interviews is secured from clients and patients.

5.02 Maintaining Confidentiality.

Psychologists have a primary obligation and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships. (See also Standard 6.26, Professional Reviewers.)

5.03 Minimizing Intrusions on Privacy.

(a) In order to minimize intrusions on privacy, psychologists include in written and oral reports, consultations, and the like, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning patients, individual or organizational clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

5.04 Maintenance of Records.

Psychologists maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. Psychologists maintain and dispose of records in accordance with law and in a manner that permits compliance with the requirements of this Ethics Code.

5.05 Disclosures.

(a) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose, such as (1) to provide needed professional services to the patient or the individual or organizational client, (2) to

obtain appropriate professional consultations, (3) to protect the patient or client or others from harm, or (4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.

(b) Psychologists also may disclose confidential information with the appropriate consent of the patient or the individual or organizational client (or of another legally authorized person on behalf of the patient or client), unless prohibited by law.

5.06 Consultations.

When consulting with colleagues, (1) psychologists do not share confidential information that reasonably could lead to the identification of a patient, client, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they share information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 5.02, Maintaining Confidentiality.)

5.07 Confidential Information in Databases.

(a) If confidential information concerning recipients of psychological services is to be entered into databases or systems of records available to persons whose access has not been consented to by the recipient, then psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(b) If a research protocol approved by an institutional review board or similar body requires the inclusion of personal identifiers, such identifiers are deleted before the information is made accessible to persons other than those of whom the subject was advised.

(c) If such deletion is not feasible, then before psychologists transfer such data to others or review such data collected by others, they take reasonable steps to determine that appropriate consent of personally identifiable individuals has been obtained.

5.08 Use of Confidential Information for Didactic or Other Purposes.

(a) Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their patients, individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so.

(b) Ordinarily, in such scientific and professional presentations, psychologists disguise confidential information concerning such persons or organizations so that they are not individually identifiable to others and so that discussions do not cause harm to subjects who might identify themselves.

5.09 Preserving Records and Data.

A psychologist makes plans in advance so that confidentiality of records and data is protected in the event of the psychologist's death, incapacity, or withdrawal from the position or practice.

5.10 Ownership of Records and Data.

Recognizing that ownership of records and data is governed by legal principles, psychologists take reasonable and lawful steps so that records and data remain available to the extent needed to serve the best interests of patients, individual or organizational clients, research participants, or appropriate others.

5.11 Withholding Records for Nonpayment.

Psychologists may not withhold records under their control that are requested and imminently needed for a patient's or client's treatment solely because payment has not been received, except as otherwise provided by law.

6. TEACHING, TRAINING SUPERVISION, RESEARCH, AND PUBLISHING

6.01 Design of Education and Training Programs.

Psychologists who are responsible for education and training programs seek to ensure that the

programs are competently designed, provide the proper experiences, and meet the requirements for licensure, certification, or other goals for which claims are made by the program.

6.02 Descriptions of Education and Training Programs.

- (a) Psychologists responsible for education and training programs seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.
- (b) Psychologists seek to ensure that statements concerning their course outlines are accurate and not misleading, particularly regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. (See also Standard 3.03, Avoidance of False or Deceptive Statements.)
- (c) To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree- granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

6.03 Accuracy and Objectivity in Teaching.

- (a) When engaged in teaching or training, psychologists present psychological information accurately and with a reasonable degree of objectivity.
- (b) When engaged in teaching or training, psychologists recognize the power they hold over students or supervisees and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to students or supervisees. (See also Standards 1.09, Respecting Others, and 1.12, Other Harassment.)

6.04 Limitation on Teaching.

Psychologists do not teach the use of techniques or procedures that require specialized training, licensure, or expertise, including but not limited to hypnosis, biofeedback, and projective techniques, to individuals who lack the prerequisite training, legal scope of practice, or expertise.

6.05 Assessing Student and Supervisee Performance.

- (a) In academic and supervisory relationships, psychologists establish an appropriate process for providing feedback to students and supervisees.
- (b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

6.06 Planning Research.

- (a) Psychologists design, conduct, and report research in accordance with recognized standards of scientific competence and ethical research.
- (b) Psychologists plan their research so as to minimize the possibility that results will be misleading.
- (c) In planning research, psychologists consider its ethical acceptability under the Ethics Code. If an ethical issue is unclear, psychologists seek to resolve the issue through consultation with institutional review boards, animal care and use committees, peer consultations, or other proper mechanisms.
- (d) Psychologists take reasonable steps to implement appropriate protections for the rights and welfare of human participants, other persons affected by the research, and the welfare of animal subjects.

6.07 Responsibility.

- (a) Psychologists conduct research competently and with due concern for the dignity and welfare of the participants.
- (b) Psychologists are responsible for the ethical conduct of research conducted by them or by others under their supervision or control.
- (c) Researchers and assistants are permitted to perform only those tasks for which they are appropriately trained and prepared.
- (d) As part of the process of development and implementation of research projects,

psychologists consult those with expertise concerning any special population under investigation or most likely to be affected.

6.08 Compliance With Law and Standards.

Psychologists plan and conduct research in a manner consistent with federal and state law and regulations, as well as professional standards governing the conduct of research, and particularly those standards governing research with human participants and animal subjects.

6.09 Institutional Approval.

Psychologists obtain from host institutions or organizations appropriate approval prior to conducting research, and they provide accurate information about their research proposals. They conduct the research in accordance with the approved research protocol.

6.10 Research Responsibilities.

Prior to conducting research (except research involving only anonymous surveys, naturalistic observations, or similar research), psychologists enter into an agreement with participants that clarifies the nature of the research and the responsibilities of each party.

6.11 Informed Consent to Research.

(a) Psychologists use language that is reasonably understandable to research participants in obtaining their appropriate informed consent (except as provided in Standard 6.12, Dispensing with Informed Consent). Such informed consent is appropriately documented.

(b) Using language that is reasonably understandable to participants, psychologists inform participants of the nature of the research; they inform participants that they are free to participate or to decline to participate or to withdraw from the research; they explain the foreseeable consequences of declining or withdrawing; they inform participants of significant factors that may be expected to influence their willingness to participate (such as risks, discomfort, adverse effects, or limitations on confidentiality, except as provided in Standard 6.15, Deception in Research); and they explain other aspects about which the prospective participants inquire.

(c) When psychologists conduct research with individuals such as students or subordinates, psychologists take special care to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(d) When research participation is a course requirement or opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

(e) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) obtain the participant's assent, and (3) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted by law.

6.12 Dispensing With Informed Consent.

Before determining that planned research (such as research involving only anonymous questionnaires, naturalistic observations, or certain kinds of archival research) does not require the informed consent of research participants, psychologists consider applicable regulations and institutional review board requirements, and they consult with colleagues as appropriate.

6.13 Informed Consent in Research Filming or Recording.

Psychologists obtain informed consent from research participants prior to filming or recording them in any form, unless the research involves simply naturalistic observations in public places and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.

6.14 Offering Inducements for Research Participants.

(a) In offering professional services as an inducement to obtain research participants, psychologists make clear the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 1.18, Barter [With Patients or Clients].)

(b) Psychologists do not offer excessive or inappropriate financial or other inducements to obtain research participants, particularly when it might tend to coerce participation.

6.15 Deception in Research.

(a) Psychologists do not conduct a study involving deception unless they have determined

that the use of deceptive techniques is justified by the study's prospective scientific, educational, or applied value and that equally effective alternative procedures that do not use deception are not feasible.

(b) Psychologists never deceive research participants about significant aspects that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.

(c) Any other deception that is an integral feature of the design and conduct of an experiment must be explained to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the research. (See also Standard 6.18, Providing Participants With Information About the Study.)

6.16 Sharing and Utilizing Data.

Psychologists inform research participants of their anticipated sharing or further use of personally identifiable research data and of the possibility of unanticipated future uses.

6.17 Minimizing Invasiveness.

In conducting research, psychologists interfere with the participants or milieu from which data are collected only in a manner that is warranted by an appropriate research design and that is consistent with psychologists' roles as scientific investigators.

6.18 Providing Participants With Information About the Study.

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and psychologists attempt to correct any misconceptions that participants may have.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

6.19 Honoring Commitments.

Psychologists take reasonable measures to honor all commitments they have made to research participants.

6.20 Care and Use of Animals in Research.

(a) Psychologists who conduct research involving animals treat them humanely.

(b) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(c) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(d) Psychologists ensure that all individuals using animals under their supervision have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role.

(e) Responsibilities and activities of individuals assisting in a research project are consistent with their respective competencies. (f) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(g) A procedure subjecting animals to pain, stress, or privation is used only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(h) Surgical procedures are performed under appropriate anesthesia; techniques to avoid infection and minimize pain are followed during and after surgery.

(i) When it is appropriate that the animal's life be terminated, it is done rapidly, with an effort to minimize pain, and in accordance with accepted procedures.

6.21 Reporting of Results.

(a) Psychologists do not fabricate data or falsify results in their publications.

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

6.22 Plagiarism.

Psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally.

6.23 Publication Credit.

- (a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.
- (b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Department Chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement.
- (c) A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's dissertation or thesis.

6.24 Duplicate Publication of Data.

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

6.25 Sharing Data.

After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release.

6.26 Professional Reviewers. Psychologists who review material submitted for publication, grant, or other research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

7. FORENSIC ACTIVITIES

7.01 Professionalism.

Psychologists who perform forensic functions, such as assessments, interviews, consultations, reports, or expert testimony, must comply with all other provisions of this Ethics Code to the extent that they apply to such activities. In addition, psychologists base their forensic work on appropriate knowledge of and competence in the areas underlying such work, including specialized knowledge concerning special populations. (See also Standards 1.06, Basis for Scientific and Professional Judgments; 1.08, Human Differences; 1.15, Misuse of Psychologists' Influence; and 1.23, Documentation of Professional and Scientific Work.)

7.02 Forensic Assessments.

- (a) Psychologists' forensic assessments, recommendations, and reports are based on information and techniques (including personal interviews of the individual, when appropriate) sufficient to provide appropriate substantiation for their findings. (See also Standards 1.03, Professional and Scientific Relationship; 1.23, Documentation of Professional and Scientific Work; 2.01, Evaluation, Diagnosis, and Interventions in Professional Context; and 2.05, Interpreting Assessment Results.)
- (b) Except as noted in (c), below, psychologists provide written or oral forensic reports or testimony of the psychological characteristics of an individual only after they have conducted an examination of the individual adequate to support their statements or conclusions.
- (c) When, despite reasonable efforts, such an examination is not feasible, psychologists clarify the impact of their limited information on the reliability and validity of their reports and testimony, and they appropriately limit the nature and extent of their conclusions or recommendations.

7.03 Clarification of Role.

In most circumstances, psychologists avoid performing multiple and potentially conflicting roles in forensic matters. When psychologists may be called on to serve in more than one role in a legal proceeding - for example, as consultant or expert for one party or for the court and as a fact witness - they clarify role expectations and the extent of confidentiality in advance to the extent feasible, and thereafter as changes occur, in order to avoid compromising their

professional judgment and objectivity and in order to avoid misleading others regarding their role.

7.04 Truthfulness and Candor. (a) In forensic testimony and reports, psychologists testify truthfully, honestly, and candidly and, consistent with applicable legal procedures, describe fairly the bases for their testimony and conclusions. (b) Whenever necessary to avoid misleading, psychologists acknowledge the limits of their data or conclusions.

7.05 Prior Relationships.

A prior professional relationship with a party does not preclude psychologists from testifying as fact witnesses or from testifying to their services to the extent permitted by applicable law. Psychologists appropriately take into account ways in which the prior relationship might affect their professional objectivity or opinions and disclose the potential conflict to the relevant parties.

7.06 Compliance With Law and Rules.

In performing forensic roles, psychologists are reasonably familiar with the rules governing their roles. Psychologists are aware of the occasionally competing demands placed upon them by these principles and the requirements of the court system, and attempt to resolve these conflicts by making known their commitment to this Ethics Code and taking steps to resolve the conflict in a responsible manner. (See also Standard 1.02, Relationship of Ethics and Law.)

8. RESOLVING ETHICAL ISSUES

8.01 Familiarity With Ethics Code.

Psychologists have an obligation to be familiar with this Ethics Code, other applicable ethics codes, and their application to psychologists' work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

8.02 Confronting Ethical Issues.

When a psychologist is uncertain whether a particular situation or course of action would violate this Ethics Code, the psychologist ordinarily consults with other psychologists knowledgeable about ethical issues, with state or national psychology ethics committees, or with other appropriate authorities in order to choose a proper response.

8.03 Conflicts Between Ethics and Organizational Demands.

If the demands of an organization with which psychologists are affiliated conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the Ethics Code.

8.04 Informal Resolution of Ethical Violations.

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

8.05 Reporting Ethical Violations.

If an apparent ethical violation is not appropriate for informal resolution under Standard 8.04 or is not resolved properly in that fashion, psychologists take further action appropriate to the situation, unless such action conflicts with confidentiality rights in ways that cannot be resolved. Such action might include referral to state or national committees on professional ethics or to state licensing boards.

8.06 Cooperating With Ethics Committees.

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they make reasonable efforts to resolve any issues as to confidentiality. Failure to cooperate is itself an ethics violation.

8.07 Improper Complaints.

Psychologists do not file or encourage the filing of ethics complaints that are frivolous and are

intended to harm the respondent rather than to protect the public.

History and effective date.

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 13 and 16, 1992, and is effective beginning December 1, 1992. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

This Code will be used to adjudicate complaints brought concerning alleged conduct occurring after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Code that was in effect at the time the conduct occurred, except that no provisions repealed in June 1989, will be enforced even if an earlier version contains the provision. The Ethics Code will undergo continuing review and study for future revisions; comments on the Code may be sent to the above address.

The APA has previously published its Ethical Standards as follows: American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1958). Standards of ethical behavior for psychologists. American Psychologist, 13, 268-271.

American Psychological Association. (1963). Ethical standards of psychologists. American Psychologist, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. American Psychologist, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. APA Monitor, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. American Psychologist, 36, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). American Psychologist, 45, 390-395.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

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Footnote 1:

Professional materials that are most helpful in this regard are guidelines and standards that have been adopted or endorsed by professional psychological organizations. Such guidelines and standards, whether adopted by the American Psychological Association (APA) or its Divisions, are not enforceable as such by this Ethics Code, but are of educative value to psychologists, courts, and professional bodies. Such materials include, but are not limited to, the APA's General Guidelines for Providers of Psychological Services (1987), Specialty Guidelines for the Delivery of Services by Clinical Psychologists, Counseling Psychologists, Industrial/Organizational Psychologists, and School Psychologists (1981), Guidelines for Computer Based Tests and Interpretations (1987), Standards for Educational and Psychological Testing (1985), Ethical Principles in the Conduct of Research With Human Participants (1982), Guidelines for Ethical Conduct in the Care and Use of Animals (1986), Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations (1990), and Publication Manual of the American Psychological Association (3rd

ed., 1983). Materials not adopted by APA as a whole include the APA Division 41 (Forensic Psychology)/American Psychology-Law Society's Specialty Guidelines for Forensic Psychologists (1991).

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APPENDIX E

GUIDELINES FOR STUDENT-FACULTY RELATIONSHIPS

INTRODUCTION

This document has its roots in a department-wide student survey administered by the UCLA Psychology Graduate Association in 1992. The first draft of this document was distributed to UCLA faculty members and GSA representatives in 1994. After incorporating their comments, a final review was conducted by the UCLA Faculty Executive Committee in 1995. A revised version was posted on the Northwestern University web site in 1998. The Northwestern version served as the first draft for this document. The document was then revised for the UH web site by the Director of Graduate Studies after incorporating changes recommended by the Department Executive Committee and Graduate Student Council (GSC).

PURPOSE

Everyone has a different view of the ideal advising relationships and good advising relationships take many different forms. There is widespread agreement, however, that certain responsibilities and rewards are an inherent part of any mentoring relationship between student and faculty member. The purpose of this document is to describe the basic expectations that should hold for advising relationships. It will recommend ways of insuring that these expectations are met and that relationships are maximally beneficial to both parties. The goal is to increase awareness of the factors that produce a valuable partnership in the pursuit of scientific knowledge.

The advising relationship will ideally foster students' confidence, skills, and grounding in theory. This relationship should be the student's doorway to participation in the profession of psychology. In most cases, students and faculty will both feel that the relationship is productive and rewarding. However, if a student is not making good progress toward a degree or is not engaging in requisite presentation and publication activities, this may indicate a problem in the advising relationship. Students who feel the necessary support is missing from their advising relationship are encouraged to communicate their needs, discuss possible remedies, or perhaps find a new advisor. It is important that students are able to recognize unsatisfactory situations early on, and handle them appropriately. It is ultimately the student's choice and responsibility to terminate an unsatisfactory relationship.

WHAT TO EXPECT FROM YOUR ADVISING RELATIONSHIP

Basic Expectations

At a minimum, students can expect advising relationships to provide:

1. Guidance with ongoing research.
2. Guidance in planning professional progress and achieving necessary milestones.
3. Opportunities for and assistance with professional publications and conference presentations.
4. Letters of reference required for professional opportunities.

In addition, some advising relationships also provide students with:

1. Financial support from a grant and other external sources.

2. Facilitation of exchange of ideas among students and faculty with similar research interests, often in the form of lab meetings, etc.

At a minimum, faculty members can expect advising relationships to provide:

1. Opportunities to exchange ideas with intelligent and motivated students.
2. Opportunities to collaborate on research projects and publications
3. Gratification that they are training a new generation of scholars and practitioners.

In addition, some advising relationships also provide faculty with:

1. Employed research assistants.
2. Exposure to new areas of research and new statistical techniques as a result of their students' interests and expertise.
3. Letters of evaluation required for professional advancement.
These letters of evaluation can be the primary method through which advising is given weight in faculty promotions. If you have had a good or bad experiences with a professor, or if you have any thoughts as to whether a professor will serve students' interests in the future, you can make these known in a letter of evaluation.

Other Expectations

Below are five aspects of the mentoring relationship that tend to vary across advising relationships. Expectations regarding these aspects should be mutually understood throughout the advising relationship. Negotiation of these expectations is often informal, and mutual understanding may well be reached with little discussion. The activities of the advisor and advisee will evolve naturally to meet the changing needs of the student and changing demands of research projects. The important thing is that both parties are aware of what to expect and feel that they can safely raise issues if expectations are frequently unfulfilled.

1. Frequency and method for scheduling advising meetings:

There appears to be a common feeling among some faculty members (UCLA, NW and other schools polled) that advising meetings should occur roughly one to eight times a month, depending on the current needs of the student and the research project(s) in progress. Within these guidelines, however, there are several different ways to schedule meetings.

Advisor and advisee set up a regular meeting time, and/or the advisor holds a lab meeting attended by all of his/her students. The expectation is that they will always meet at that set time to ensure continuity and frequent communication.

Advisor and advisee set aside a weekly meeting time during which the student can count on the advisor to be available. However, the student may cancel the meeting (in advance) if he or she has nothing new to discuss.

Advisor is available to advisee on an "as needed" basis, usually by appointment, and occasionally, by stopping by the advisor's office. If this is the arrangement, advisors are expected to be on campus and available for meetings on a regular basis. Students should keep in mind that faculty members may not want to be interrupted at certain times (e.g., while preparing for a class). The important thing is not that faculty are always available, but that they are available for meetings on a regular basis and do not communicate to the student that a meeting would be an imposition.

2. How the advisee should prepare for advising meetings:

Advisee should come prepared with ideas, questions, or results to discuss.

If the advisee has written work (e.g., a manuscript for submission or a thesis draft), a copy should be given to the advisor about a week before the scheduled meeting, so that the advisor has sufficient time to read over it. Keep in mind that a key component of a professor's job is review of manuscripts submitted to journals; this means that your advisor may have a backlog of papers to read, and yours may or may not be at the top of the list. If in doubt, simply ask your advisor how much time he/she needs in advance for the purpose of examining written documents.

3. How quickly the advisor will return a written draft with comments, and how quickly the student will incorporate the advisor's comments and bring in a new draft.

Of course, this depends on the size of a document or other task and the proximity of deadlines. Revisions of journal manuscripts will often require 24 hour turn-around. In general, a maximum of two weeks is often appropriate. Remember, if the faculty member is traveling or either party becomes ill, the turn-around time must be extended. The important thing is to make this turn-around time explicit to both parties and then to honor this commitment. As in a game of badminton, both parties are expected to keep the birdie in the air, so to speak.

4. It is important to develop a shared understanding of the timeline for the advisee's progress through the doctoral program. Typically, the area (e.g., clinical, social) has established guidelines. Also, regulations regarding maximum/minimum courses and support have been set up by the State of Texas Coordinating Board for Higher Education.
5. As research projects become formalized, it is important to have mutual agreement about the advisor's participation in the planning and write-up of the advisee's research. It is also important to establish as early as possible how this participation will figure into order of authorship for collaborative papers.

GETTING WHAT YOU EXPECT: COMMUNICATION

1. Share your expectations as early as possible. Attempt to clarify your agreements about essential aspects of the relationship. (It might be helpful for students to prepare a list of questions and concerns prior to meeting with your advisor).
2. Communicate concerns or questions to your advisor or advisee as soon as they arise. If you avoid addressing difficulties they are likely to get worse. Students can take heart in one professor's comment "we are often as relieved as the students are when tensions are acknowledged and dealt with." Usually, difficulties can be worked out; if it appears there is an inherent incompatibility, advisors should be changed.

CHOOSING AN ADVISOR (SUGGESTIONS FOR STUDENTS)

1. Ask other students.

Other students, especially more senior students, have a great deal to offer. Ask them to relate their experiences working with an advisor you are considering. What are the positives, what are the negatives? How much time has the advisor devoted to meeting with students? Do students feel supported psychologically by this advisor? Try to talk to as many sources of information as possible because different students can have dissimilar

experiences with the same advisor.

2. Create a relationship that is mutually beneficial.

Look for advisors who would themselves benefit from the mentor relationship. An ideal situation is when your work fits somehow into your advisor's research program.

3. Teach and entice your prospective advisor.

If you can't find someone pursuing research in your area, remember that most faculty members are motivated to advise because of the intellectual stimulation it provides. Therefore, if you want a certain faculty members to take you on as an advisee, take time to get this person interested and motivated. You may have to educate this person on the background of your research. Working together, you might find a way to link your ideas to his/her current projects or interests. you may even discover a new angle for approaching your own work.

4. Ask other faculty members.

Faculty members tend to know one another's area of interest, and may be able to guide you to someone who has an interest in line with your own. While some professors will gently steer you away from colleagues they don't think would be ideal mentors for you, others will be reluctant to provide an opinion on a specific colleague's style of advising. One good way to be sensitive to the political constraints on professors is to ask them in an open ended fashion who they might recommend to serve as your advisor.

IMPORTANT REMINDERS FOR STUDENTS

1. With proper communication, most advising relationships are productive and satisfying for both parties.
2. If it seems to you that your relationship will never reach this point of mutual satisfaction, you have the right and the responsibility to yourself to switch advisors. The sooner you switch, the easier it will be for you to build another relationship, and the less you will have invested in the original relationship. Remember, as one professor said, "ending a collaboration does not imply personal rejection." Some people just don't work well together because of differences in style, values, or intellectual interests
3. No matter who your primary advisor is, always make sure that more than one faculty member knows you well, and can attest to the quality of your work and character. This way, you will not have to depend solely upon one person for a letter of recommendation. You will thus be protected in the case of a relationship turned sour, or a departure of your advisor from the university. Moreover, with two or three advisors, you will have the benefit of advice from several sources.