

Virginia State University

Department of Psychology

Doctoral Program in Health Psychology

Policies and Procedures Manual



Health Psychology Doctoral Manual

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I.

OVERVIEW OF THE PROGRAM

A. GENERAL INFORMATION

This manual provides guidance and directives for the Doctoral Health Psychology Program in the Department of Psychology at Virginia State University (VSU). Students should read this manual to learn of Departmental policies and guidelines of the doctoral program. Students may also utilize the School of Graduate Studies handbook for basic policies governing all graduate programs at the University.

B. RESPECT FOR DIVERSITY AND INDIVIDUAL DIFFERENCES

The Virginia State University Health Psychology Ph.D. program recognizes, understands, respects and values the complexity of individual differences and sociocultural diversity. Subsequently, a major component of this program is the recruitment and inclusion of professionals, trainers and students from diverse cultural, social and ethnic backgrounds. The wealth of these individuals' knowledge, experiences and training will provide the VSU Health Psychology Ph.D. program with the following:

- The firm foundation for the conceptualization of current and future health issues,
- a collaborative framework for the development of diverse sociocultural research methodologies and
- multifaceted assessment and intervention techniques and strategies.

C. NON-DISCRIMINATION POLICY

The purpose of this policy is to establish clearly and unequivocally that the Department of Psychology prohibits the inequitable and unlawful treatment based on an individual's protected characteristics or statuses -- race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, pregnancy, genetic information, disability, or any other status protected by law. The Department forbids discrimination, sexual assault, harassment, dating violence, domestic violence, stalking and retaliation as well as any other sexual misconduct by individuals subject to its control, supervision or influence. The Department of Psychology abides by the APA Code of Ethics and ascribes to the principles encoded in its preamble. Recognizing benevolence, responsibility, integrity, justice, and respect for the rights and dignity of others is core to inclusion and a conscious non-discriminatory approach to all who fall within the Department's sphere of influence.

D. GOALS AND OBJECTIVES OF THE HEALTH PSYCHOLOGY PROGRAM

Based on reports from the Surgeon General, the leading causes of mortality in the U.S. have substantial behavioral components. Research which focuses on the impact that psychological factors have on health and disease states is needed. Thus, this doctoral program has a strong connection and linkage to behavioral risk factors such as stress, risky sexual and drug use practices, sedentary lifestyles, and

smoking. This program focuses on health disparities, such as cardiovascular disorders, chronic disease, and health promotion education and planning. The doctoral program has two tracks; a Clinical track and a Behavioral and Community Health Sciences track. Both tracks emphasize research and related competencies such as manuscript and grant writing, statistical analysis, communication and team development skills. The overview and objectives of each track follows:

Goal #1: To produce graduates with an understanding of the broad theoretical and scientific foundations of psychology.

Objective 1: Students will acquire and demonstrate knowledge of the breadth of psychology including biological, cognitive, affective, and social aspects of behavior; history and systems; human development.

Objective 2: Students will acquire and demonstrate research knowledge and skills in psychology.

Goal #2: To produce graduate students who are proficient in the practice of clinical psychology, with a concentration in health psychology.

Objective 1: Students will acquire knowledge in psychopathology.

Objective 2: Students will acquire knowledge of and skills in psychological assessment, including clinical health assessments.

Objective 3: Students will acquire knowledge and skills in clinical psychological treatment and intervention, including health psychology interventions.

Objective 4 – Students will acquire knowledge of professional ethics in psychology and behave ethically.

Goal #3: Facilitate the development of foundation and functional competencies associated with cultural and individual diversity

Objective 1 - Students will acquire knowledge of cultural and individual diversity in psychology and practice in a culturally competent manner.

II. ADMISSION AND ENROLLMENT

A. ADMISSION REQUIREMENTS

To be considered for admission to the Health Psychology Doctoral Program, a student must:

1. Have a minimum of 15 semester hours in psychology, including at least one course in each of the following: 1) social, personality, cognitive, or developmental psychology, 2) research methods, quantitative methods, or experimental psychology, and 3) physiological psychology. Students applying to

the Clinical Health Psychology program must have a course in abnormal psychology;

2. Submit official transcripts of undergraduate and graduate coursework.
3. Submit official GRE scores. The GRE is required for all applicants, including those with a Master's degrees.
4. Complete a VSU Graduate School Application and the Psychology Department Supplemental Application, including a resume.
5. Submit a written personal statement (not to exceed three pages, double spaced) that describes your personal background, academic experience and future goals (professional and educational);
6. Submit three current letters of recommendation from professors, employers, and other professionals qualified to assess the applicant's ability to complete doctoral studies. At least two letters should be from professors and/or psychologists.

Students who are most competitive for unconditional admission will have:

1. A minimum graduate grade point average of 3.00 on a scale of 4.0. Applicants with post-baccalaureate work, including those with Master's degrees, must have a minimum graduate GPA of 3.5.
2. Have a minimum verbal GRE score of 153 and quantitative GRE score of 144 (500V and 500Q on the old GRE scale).

B. TRANSFER CREDITS

Students who would like to transfer courses taken at another institution must get approval from their Program Director and the Chairperson of the Department. Students should initiate the process by reviewing the transcript and course descriptions with the Program Director. The student will be asked to provide syllabi, course outlines or other course materials to facilitate the evaluation of the coursework. A maximum of 30% (32 credit hours for the Clinical track and 26 credit hours for the Behavior Community Health Sciences track) of non-research coursework can be applied toward the doctoral degree. All transfer work must be at the "A" or "B" level from an accredited institution.

C. ENROLLMENT

The program is designed for full time students. To complete the program in the recommended timeframe, students should carry a course load of 9-15 hours per semester. Students should only register for the 15 credit hour maximum load with approval from their Program Director. All students must maintain continuous enrollment in doctoral courses (at least one credit hour) for each fall and spring session (except for official leaves of absence) until they have completed all program requirements. Enrollment during the summer session cannot be accepted in place of registration for fall and spring sessions. Students must be registered for at least one credit hour during the semester they graduate. During the internship, students can

petition the graduate school for special enrollment status. A student who does not enroll in courses for a fall or spring semester and has not been granted a formal leave of absence is subject to termination. Any student who interrupts his or her graduate program by not registering for courses during any one semester of the regular academic year (Fall and Spring) must apply for readmission before being allowed to resume graduate work. Applications for readmission are furnished by the Graduate School. These applications should be presented to the Graduate School at least one week prior to the opening of registration for the semester or summer term in which the student wishes to resume graduate work.

D. LEAVES OF ABSENCE

While the department discourages doctoral students from taking leaves of absence in the middle of the program, students may be granted a leave of absence under certain circumstances. To apply for a leave of absence, submit a written petition and all supporting documents must be submitted to the Director of the program. The petition must be approved by the Director of the Program and the Chairperson of the Department. Students are granted a leave of absence for a stated period, usually not to exceed one year. A leave of absence during the academic year may be granted for verifiable personal, military or medical reasons or emergencies. For medical leaves, written petitions must be accompanied by a statement from the doctor.

E. TIME LIMIT FOR COMPLETION OF DEGREE

The maximum time allotted for completion of the Ph.D. is within eight (8) calendar years from the date of initial registration in the program. Students may send a written request to the Chair of the University Graduate Policies and Petitions Committee for an extension beyond the eight years.

III. GRADES AND EVALUATIONS

A. GRADES

Each student must complete all required and elective coursework with a grade of "B" or higher and maintain a cumulative GPA of at least 3.0. If students have 1) two grades below a "B", including grades of "U" in thesis or dissertation work or 2) if the semester or cumulative GPA drops below 3.0 they will be put on probation. If a student receives 1 grade of "C", they will receive a warning letter from the Director of their program. If a student has two (2) grades below "B", or 1 grade below "C", they will be immediately dismissed from the program after earning the third grade.

B. STUDENT ANNUAL REVIEWS AND EVALUATIONS

Each student will be evaluated annually in areas such as progress in the program, coursework, scholarship and research activities, as well as departmental contribution and professionalism. Evaluation area may also include clinical training and teaching

(if applicable). This evaluation is conducted by the Program Director and the core faculty in your specific concentration/program.

The student should complete coursework with a grade of “B” or higher (see **Grades**) and successfully complete programmatic milestones in a timely manner (see **Timeline for Completion of the Doctoral Program**). The student should also be involved in department functions including attendance at colloquia, departmental activities and meetings; participation in professional conferences and meetings; and participation in other activities and training programs beyond the minimal curriculum requirements outlined in this document.

C. CONDUCT EVALUATION PROCEDURES

Students are required to show good standing in the program. Thus, upon evaluation, students who fail to complete programmatic milestones, fail to meet the minimum grade requirements, or are found to be in violation of the program’s Professional Conduct Code in any other way will receive a warning letter and be put on probation. During this probationary period the student is expected to complete the milestone in question or raise her/his grade point average by the end of the following semester. Failure to successfully meet expectations and adjust the behavior in question during the probationary period may lead to termination from the Program.

Termination from the Program. If students do not make reasonable efforts to resolve issues that lead to programmatic probation, the Program Director will make a recommendation to the Dean of the Graduate School regarding a student’s termination from the Program. Students have the right to appeal this decision to the Graduate School (see **Appeals Process**). Students who have been terminated are ineligible to register in any semester or summer session until they have been properly reinstated.

D. APPEALS PROCESS

According to the School of Graduate Studies, Research and Outreach, the appeal procedure for a student in the case of a complaint about perceived inaccurate or unfair evaluations is: 1) first contact the Director of Program 2) if the appeal is not resolved at the level of the Director of the Program, then you should contact the Department Chairperson; 3) and if the appeal is not resolved at the level of the Department Chairperson then you should contact the Dean of the School of Graduate Studies, Research and Outreach if necessary. If the appeal is not resolved at any of the previously mentioned levels, the student may submit a written request for review of the situation by the Policies and Petitions Committee. The chairman of this committee is the Graduate School Dean. See the School of Graduate Studies, Research and Outreach complete statement on appeals at <http://www.vsu.edu/pages/796.asp>.

IV.

VSU POLICY ON THE PROHIBITION OF SEXUAL HARRASSMENT

It is the goal of Virginia State University to provide a productive and challenging educational environment, free from sexual harassment. It is the responsibility of all members of the University community to ensure that individuals are provided equal access to education, employment and services without being subjected to sexual harassment. Sexual harassment is a type of sex discrimination and is prohibited misconduct which undermines the mission of the University.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other conduct of a sexual nature, or action taken in retaliation for reporting such behavior, when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or participation in a university-sponsored educational program or activity, or;
2. Submission to, or rejection of, such conduct by an individual is used as a basis for decisions affecting that individual's employment, academic standing or other benefits, or;
3. Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating a hostile and offensive work or learning environment.

Sexual harassment may include, but is not limited to: (1) Sexually suggestive conduct or remarks about clothing, body, or sexual activities directed personally at a member of the University community; (2) whistling in a suggestive manner directed personally at others in the University community; (3) sexual propositions, invitations, or other unwanted pressures for sexual contact; (4) obscene gestures directed personally at other members of the University community; (5) patting, pinching, or any other sexually suggestive touching or feeling; (6) attempted or actual kissing or fondling; (7) coerced sexual acts; (8) assault; and (9) expressed or implied requests for sexual favors as a condition of employment, promotion or favorable academic performance.

Virginia State University will not tolerate any conduct by any member of the University community that constitutes sexual harassment as outlined in Title VII of Sect. 703 of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Virginia's Human Rights Act, or other applicable state or federal laws and regulations. Upon notification of a sexual harassment complaint, the University shall take prompt and appropriate action in response to the charge presented by the complainant. Any employee of the University being advised of a complaint of sexual harassment shall immediately refer the matter to the Human Resources Manager (EEO). All complaints under the policy should be filed within 30 days from the date of the alleged harassment. Sexual harassment will not be tolerated at VSU.

The policy on the prohibition of sexual harassment was taken from the Virginia State University Student Handbook. Please refer to the handbook for the university's policy on sexual harassment in its entirety.

V. PROFESSIONAL DEVELOPMENT

One of the cornerstones of being a professional, is a focus on continual improvement through professional development. As beginning scholars there is an expectation that you will begin your careers by practicing professional development in graduate school as this is a reflection of the expectations of your behavior over the course of your career.

Professional development includes attending non--mandatory training, providing trainings, performing research, and exploring theoretically and scientifically relevant information through conference attendance and group affiliation.

It is therefore a requirement of the Doctoral program that students engage in research, join professional organizations (State and/or national) and attend workshops, seminars, and professional meetings. Students are expected to join at least one professional organization, and present at conference at least one poster AND one paper, OR submit for publication at least one paper during their training in the doctoral program in order to meet the requirement of professional development.

VI. PROFESSIONAL CONDUCT

A. CODE OF CONDUCT

Students are expected to abide by all University rules and regulations, standards, and by the laws of Chesterfield County, the Commonwealth of Virginia and Federal government. It is not possible to list all acts of misconduct/disorderly conduct that can occur on campus, but students are required to exhibit the highest forms of good manners, behavior and respect for the University community and its inhabitants.

B. CODE OF ETHICS

Students are expected to exhibit exemplary ethical behavior as part of the University community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification and other unethical acts that may be specifically defined by a student's individual discipline are considered breaches of the Student Code of Ethics.

C. NONACADEMIC TERMINATION POLICY

Students are required to follow the American Psychological Association as well as VSU ethical standards and academic integrity policies. Students must be able to perform and communicate on a graduate level and professionalism must be maintained at all times. This professional standard applies to classroom settings, research activities and community events. Consistent demonstration of unprofessional behavior will not be tolerated and serve as grounds for immediate dismissal from the program.

D. ACADEMIC DISHONESTY/ PLAGIARISM

Academic dishonesty is a violation of the Student Academic Code. All students entering their first year will be provided the Academic Code. Each student is then required to sign *The Student Pledge of Academic Integrity* and return the signed pledge to their Program Director before instruction begins. It is the student's responsibility to seek guidance from the instructor when there are questions or doubt pertaining to their academic integrity responsibilities. By accepting admission to Virginia State University students are automatically subject to the provisions of the Student Academic Code, and are expected to uphold and support this Code without compromise or exception.

Students are expected to comply with reporting procedures when they notice a violation, and all cases of academic dishonesty shall be reported by the instructor to the Chairperson of the department. The chairperson of the department shall report the incident to the Dean of Engineering, Science and Technology. Penalties for academic dishonesty may be loss of credit for the work in question, loss of credit for the course, suspension or expulsion from the University. Students have the right to dispute any action in accordance with the Student Grievance Procedure. Ignorance of any aspect of the Student Academic Code is not a defense to an alleged violation.

Cheating: Cheating is obtaining an unearned academic advantage either through deliberate deception or indifference to the student academic code. A student is considered to be cheating if, in the opinion of the person administering an examination or assigned class work the student gives, seeks, or receives aid .

Cheating also includes, but is not limited to: (1) deliberate alteration of graded material for a re-grade or grade correction; (2) submitting without authorization the same assignment for credit in more than one course; (3) collaborating on any work when not allowed, either in or outside the classroom setting; (4) forging the signature of another or allowing forgery by another for a any classroom related document such as class roll or an academic pledge; (5) use of unauthorized material stored or recorded on electronic devices during an exam or quiz; (6) use of "crib" notes or other unauthorized written material during an exam or quiz; (7) attempting to or allowing impersonation by another in order to take one's exam or quiz; (8) copying, alteration or fabrication of data such as that collected in a teaching laboratory or as part of a research project; and (9) intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism: Part of the college experience is the discovery of one's own voice. The Virginia State University teaching community is committed to helping each student find their voice. Plagiarism contradicts this end. Plagiarism is the presentation of others' ideas or written works as one's own. Written works can take the form of electronic or print media and could include - among other items - opinions, facts and statistics. The following are examples of plagiarism.

1. Citing a source is necessary when an idea or written work can be attributed in any way to someone else.
2. Direct copying requires a very specific acknowledgment, either using quotation marks or a clear statement describing how that material was reproduced.
3. An indication of how a source is used is necessary if unique words or phrases from the source are part of the one's work. Words or phrases are considered unique if they would not be spoken or expressed the same way coincidentally. The use of unique language requires incorporation of quotation marks or a direct statement indicating who is responsible for the word, phrase, sentence or group of sentences.
4. Finally, one should always acknowledge the contribution of any person who is a significant contributor to a work through discussion or any other such collaboration.

Although, common knowledge does not require a reference, one may not be aware of what constitutes common knowledge. The golden rule is, when in doubt, cite. Specific examples of plagiarism are provided on the Virginia State University Academic Code Blackboard site. These examples were reproduced from the Code of Academic Integrity and Acknowledging the Work of Others, Prepared by the Office of the Dean of Faculty, Cornell University and used with permission.

The code of conduct section was taken from the Virginia State University Student Handbook. Please refer to the handbook for the university's Code of Conduct in its entirety.

VII. FINANCIAL RESOURCES

A. DOCTORAL ASSISTANTSHIPS AND FINANCIAL AID

Each year the psychology department has a varying amount of funds for graduate student support for those in the first through fourth years of study, with preference being given to students in their first three years of training. Fourth year students are funded when possible, however, students may *not* be funded on a Graduate Assistantship and receive concurrent funds for a practicum or internship. The

various types of funding are mentioned in the following sections. Assistance is most often offered in the form of a stipend and/or partial or full tuition remission. All newly admitted and continuing students in the doctoral program are considered unless one of the following occurs:

1. The student has indicated she/he is not interested
2. Academic performance quality is poor
3. Past assistantship performance was rated unsatisfactory
4. Student is not full-time in the program
5. Student admitted to program as “non-funded”

B. DOCTORAL ASSISTANTSHIPS

Most assistantships are for the academic year (beginning the first week before classes and ending the second week in May), although duties might change at the beginning of each semester. They carry a workload of 12-20 hours per week. Examples of assistantship duties are as follows:

1. Working as a Teaching Assistant for a faculty member.
2. Working as an instructor with full responsibility for teaching a course (requires completion of the Master's degree).

Applicants will be notified of their assignments by the Chairperson of the Department. All assignments will be reviewed at the beginning of each semester. Occasionally, the department may need to make changes in assignments during the year on a case by case basis. In addition, attention will be given to insure comparability in workloads across assistantships.

Graduate Teaching Assistants and course instructors are expected to post and maintain regular office hours to insure availability to the undergraduate students and VSU faculty and staff. Performance on all assistantships is evaluated and included in each annual progress report/review.

C. TERMINATION OF FUNDING

Student funding is based on the availability of departmental and university funds. Graduate assistantships normally end when the period of appointment is concluded and the term of the assistantship agreement is fulfilled. An appointment also may end when the grant or contract supporting the student expires, for whatever reason, even if that occurs before the end of the student's current appointment. A graduate assistantship may be terminated for many reasons including:

1. Resignation/ withdrawal from the program by the student. A formal written request should be submitted to the graduate committee, program director and department chair, with a copy to the Dean of the School of Graduate Studies;

2. Performance issues that result in termination as agreed upon by the graduate committee, supervising faculty member, department chair and program director, with a copy to the Dean of the School of Graduate Studies;
3. Academic dishonesty - failure of the graduate assistant to remain in good academic standing or to adhere to enrollment policies in accordance with this policy statement.

D. OUTSIDE EMPLOYMENT

The Graduate School at VSU provides financial aid to graduate students through fellowships and/or assistantships. Doctoral students who have completed their Master's degree requirement will also be eligible to be hired as adjunct faculty in the undergraduate program.

In addition, most doctoral students receive a stipend to assist with daily living expenses. Doctoral students, in cooperation with faculty in the Psychology Department, also will have the opportunity to apply for fellowship/scholarship funds to specifically support their research programs.

It is *highly recommended* that doctoral students not have outside employment. Outside employment may be considered when evaluating students' performance in the program, request for extensions, dismissal from the program due to academic dissatisfaction (grades below B average) and/or dismissal for nonacademic reasons.

E. TEACHING REQUIREMENTS

The recommended format for students teaching a course at VSU under this program includes the following:

1. Completion of Psych 597, Teaching of Psychology;
2. Served as a Teaching Assistant for the course and/or having satisfactorily completed the course in the past (as demonstrated on your transcript);
3. Completion of a Masters in Psychology or equivalent prior to teaching course;
4. Eligibility to be hired as adjunct faculty in the undergraduate program.

VIII. CURRICULUM REQUIREMENTS

A. DEPARTMENT CORE CURRICULUM

The core curriculum for the Health Psychology program is designed to give students a strong foundation in the basic principles of Health Psychology, research in Health Psychology, and ethical practices in Health Psychology. The core curriculum includes 33 hours of coursework and 18 hours of research requirements:

PSYC530: Ethics and Professional Standards of Practice (3)

PSYC533: Introduction to Neuroscience (3)

PSYC580: Statistical Methods in Health Psychology I (3)

PSYC581: Statistical Methods in Health Psychology II (3)
PSYC597: Teaching of Psychology (3)
PSYC603: Health Psychology (3)
PSYC609: History and Systems (3)
PSYC612: Research Methods in Clinical and Health Psychology (3)
PSYC701: Health Psychology: Psychotherapy Methods and Interventions (3)
PSYC705: Health Education and Behavioral Science (3)
PSYC715: Social and Cultural Aspects of Health and Illness (3)

Research Requirements

PSYC599: Research & Thesis (6)
PSYC899: Doctoral Dissertation (12)

Both tracks offer an interim M.S. degree upon completion of required hours. Prior to completion of the M.S. requirements, students should submit a program card to the School of Graduate Studies. Upon completion of the M.S. requirements, students should submit a *Transition to Doctoral Program* form (see Appendix A) to the appropriate program director. This form documents completed M.S. requirements and the student's plans for completing the remaining doctoral requirements.

B. CLINICAL HEALTH PSYCHOLOGY CURRICULUM

Requirements	Hours	Semester	Grade
Foundations in Psychology	45 Hours		
<i>Biological Aspects of Behavior</i>			
PSYC533: Introduction to Neuroscience	3		
<i>Cognitive & Affective Aspects of Behavior</i>			
PSYC513: Educational Psychology	3		
<i>Social Aspects of Behavior</i>			
PSYC514: Experimental Social Psychology	3		
<i>History and Systems in Psychology</i>			
PSYC609: History and Systems	3		
<i>Individual Differences</i>			
PSYC715: Social & Cultural Aspects of Health & Illness	3		
<i>Human Development</i>			
PSYC512: Human Growth and Development	3		
<i>Research Methodology, Measurement & Data Analysis</i>			
PSYC580: Statistical Methods in Health Psychology I	3		
PSYC581: Statistical Methods in Health Psychology II	3		
PSYC612: Research Methods in Clinical & Health Psych	3		
PSYC599: Research & Thesis	6		
PSYC899: Doctoral Dissertation	12		
Clinical Health Core Requirements	36 Hours		
<i>Theories and Methods of Assessment & Diagnosis</i>			
PSYC520: Psychological Assessment I: Intelligence and Achievement Testing	3		
PSYC522: Psychological Assessment I: Lab	3		
PSYC521: Psychological Assessment II: Personality and Projective Testing	3		
<i>Theories and Methods of Effective Intervention</i>			
PSYC508: Psychotherapy I: Theories of Psychology	3		
PSYC519: Psychotherapy II: Techniques in Psychology	3		
<i>Psychopathology</i>			
PSYC517: Advanced Psychopathology	3		

<i>Ethics and Professional Development</i>			
PSYC530: Ethics and Professional Standards of Practice	3		
PSYC620: Clinical Practicum I	1		
PSYC707: Supervision and Consultation	3		
Pre-doctoral Internship (no credit)			
<i>Practicum</i>			
PSYC621: Clinical Practicum II	2		
PSYC720: Health Psychology Practicum	3		
PSYC721: Advanced Clinical Practicum	6		
Health Psychology Core Requirements	12 Hours		
PSYC597: Teaching of Psychology	3		
PSYC603: Health Psychology	3		
PSYC701: Health Psychology: Psychotherapy Methods and Interventions	3		
PSYC705: Health Education and Behavioral Science	3		
Possible Electives (Choose at least one)	3 Hours		
PSYC702: Neuropsychological Assessment	3		
PSYC704: Clinical Psychopharmacology	3		
PSYC706: Professional Issues in Behavioral Medicine Consultation	3		
Total Clinical Health Psychology Requirements	96 Hours		

C. BEHAVIORAL AND COMMUNITY HEALTH SCIENCES PSYCHOLOGY CURRICULUM

Requirements	Hours	Semester	Grade
Foundations in Psychology	36 Hours		
<i>Biological Aspects of Behavior</i>			
PSYC533: Introduction to Neuroscience	3		
PSYC603: Health Psychology	3		
<i>Human Development</i>			
PSYC 530: Ethics and Professional Standards of Practice	3		
<i>Research Methodology, Measurement & Data Analysis</i>			
PSYC580: Statistical Methods in Health Psychology I	3		
PSYC581: Statistical Methods in Health Psychology II	3		
PSYC612: Research Methods in Clinical & Health	3		

Psychology			
PSYC599: Research & Thesis	6		
PSYC899: Doctoral Dissertation	12		
BCHS Core Requirements	39 Hours		
PSYC 512: Human Growth & Development	3		
PSYC 532: Diagnosis and Treatment of Substance Use Disorders	3		
PSYC 701: Health Psychology: Methods and Interventions	3		
PSYC 609: History and Systems	3		
PSYC 703: Assessment and Evaluation of Community Health Programs	3		
PSYC 711: Research Seminars in Health Psychology	3		
PSYC 714: Epidemiology of Health Behaviors/ Community Epidemiology	3		
PSYC 715: Social and Cultural Aspects of Health and Illness	3		
PSYC 725: BCHS Community Health Practicum	3		
Possible Electives (Choose at least one)	3 Hours		
PSYC 705: Health Education and Behavioral Science	3		
PSYC 713: Health Services Administration	3		
Possible Electives (Choose at least one)	3 Hours		
PSYC 513: Educational Psychology	3		
PSYC 515: Learning Theory	3		
Possible Electives (Choose two of the three courses)	3 Hours		
PSYC 517: Advanced Psychopathology	3		
PSYC 527: Personality	3		
PSYC 514: Experimental Social Psychology	3		
Total BCHS Psychology Requirements	75 Hours		

IX. INTERNSHIP REQUIREMENTS

The psychology pre-doctoral internship is a year-long (1500 hour minimum) clinical training experience that is the capstone of professional training in the doctoral program. The training should be consistent with or equivalent to the requirements established by APA or Association of Psychology Postdoctoral and Internship Centers (APPIC). For internships not accredited by APA or APPIC, students must submit documents demonstrating the training is equivalent to the APA or APPIC standards. Most students apply for internships during the fourth year, although some wait until the fifth year.

In order to apply for internship, students must have made satisfactory program progress and have the approval of the Clinical Health faculty. The Director of Clinical Training (DCT) must certify each student's readiness for internship through the APPIC process. Although defense of the dissertation proposal is preferred, students must have made satisfactory progress on the proposal (e.g., completed introduction, literature review in progress, proposed methodology) prior to applying, with the expectation that the proposal will be defended before beginning the "match process". Students must complete the following degree requirements prior to beginning the match process: all coursework, comprehensive examination, and the dissertation proposal. Students are strongly encouraged to complete data collection prior to beginning the internship as well.

A. Determination of Readiness for Internship

In order to determine if a student is ready to proceed with the application process for Internship in the next academic year, students are asked to notify the DCT by May 1st of the year that they plan to apply for internship. The following materials should be submitted to the DCT by September 1st.

1. MyPsychTrack/APPIC Tracking System current hours form
2. Projected hours for the coming year of their practicum training and at what sites
3. Updated Vitae
4. Comprehensive examination form
5. Dissertation proposal completion form OR statement from dissertation chair regarding status of dissertation.
6. Practicum Evaluations (these will be pulled from the student's file)

A decision regarding readiness will be made by the Clinical Health faculty no later than September 30th in order to help students determine their course of action for the internship application year.

X. RESEARCH REQUIREMENTS

The Ph.D. is considered a research degree therefore your training in the Health Psychology Program at Virginia State University will be research intensive. In addition to research courses such as Research Methods in Clinical and Health Psychology and Statistical Methods in Health Psychology, the students are expected to be actively involved in research throughout their graduate training. The first step in research training is selecting a thesis/dissertation advisor.

A. THESIS/DISSERTATION ADVISOR

The research advisor you select should be someone who has similar research interests with whom you are comfortable working. Students typically meet with their advisors once a week. Students must select a full-time faculty member with Graduate Faculty status to serve as the dissertation advisor and dissertation committee chair. To verify if a faculty member has this status, the student may contact the Chair of the Psychology Department or the Graduate School Office. Much of the work on the thesis/dissertation is done during the summer, and most of the faculty in the program may not be on campus during the summer, therefore you must be creative and find ways to get your advisor to review drafts and revisions of the thesis/dissertation. Together, the student and the research advisor selects a research topic for the thesis/dissertation. The student, guided by the advisor, selects the thesis/dissertation committee.

B. THESIS/DISSERTATION COMMITTEE

For the Master's student, the thesis committee should include a minimum of three members, all of whom must have Graduate Faculty status. The Chair of the Committee will be the student's thesis advisor. A fourth faculty member may serve on the thesis committee in the capacity of consultant. Consultants do not have input toward the student's grade for the thesis course. For the Doctoral student, the Dissertation Committee must include a minimum of four members; three from the Graduate Faculty in the Psychology Department, and one external to the department or university. Similar to the thesis committee, the Chair of the Dissertation Committee will be the student's advisor, who will have Graduate Faculty status.

C. PROPOSAL DEFENSE

The purpose of the proposal defense is to present the thesis topic and research design to the committee for approval. All Doctoral level students must also submit a dissertation proposal to the dissertation committee minus the external examiner. Prior to the dissertation proposal defense, the doctoral student must (a) have met all program requirements for a dissertation examination, (b) be in good standing as a graduate student at the University, (c) have passed comprehensive examinations, (d) must be

registered for *PSYC 899: Doctoral Dissertation*. All doctoral students must defend their dissertation proposal PRIOR to going on internship. Students in the Master's program must also prepare and defend a thesis proposal to the thesis committee. The proposal should include Chapter 1 (Introduction), Chapter 2 (Selected Review of the Literature) and Chapter 3 (Methodology) and must be written in the format recommended by the American Psychological Association. Once the advisor approves the thesis proposal document, the student convenes a proposal defense meeting with his/her thesis/dissertation committee. The dissertation/thesis proposal must be submitted to the committee at least two weeks before the proposal defense. All members of the thesis committee must attend the proposal meeting (with the exception of the external examiner) and approve the proposal before the student is allowed to proceed. If the proposal does not meet with the committee's approval, they may elect to hold an additional meeting.

D. SUBMITTING AN IRB APPLICATION

All research on human participants conducted at the University must be approved by the University's Institutional Review Board (IRB). Submission to the IRB involves completing a protocol form, writing a brief description of the design and methodology, completion of an informed consent form and the responsible conduct of research training from the Collaborative Institutional Training Initiative (CITI) website. The instructions and forms for review can be found on the web at <http://www.vsu.edu/research/research-compliance/index.php>. Students must submit a protocol describing their intended research at least two weeks prior to the IRB meeting (the meeting dates are posted on the VSU website). Students may also ask the IRB for an expedited review of their application. Expedited reviews take approximately 2 weeks. The decision to grant an expedited review is based on the nature of the research. Data collection cannot begin until the student receives written permission from the IRB.

E. THE THESIS

For most graduate students, the thesis is your first professional document. Your thesis should add a unique perspective to the body of knowledge in health psychology. The thesis represents an independent research project that demonstrates the student's ability to review current literature relevant to the student's project; to design a study a study that will scientifically and strategically test a hypothesis; and analyze data and orally his/her results and implications. Students typically enroll in the thesis research course each semester in their second year of the program.

Doctoral students must complete a Master's thesis or equivalent research project and an oral defense by the third year of matriculation in the doctoral program. Students entering the program with a completed Master's thesis must submit it for approval to the Program Director. The thesis must meet the minimum requirements of VSU Master's Theses. Those entering the program with a Master's degree that did not require a thesis or those with a thesis not approved by the doctoral committee will be required to complete the equivalent research project.

Students must register for the thesis course (*PSYC 599*) each semester that they are working on the thesis. Students will receive a grade of "S" or "U" for each semester they are registered for thesis credits, with the exception of the last semester they are registered for thesis credits, in which they will receive a grade of "A" or "B". Receiving a "U" in any thesis work is tantamount to failing a course and will count toward the number of unsatisfactory grades that can lead to possible termination from the program. To facilitate the thesis process, all students should complete a *Thesis Research Planning Form* (see Appendix B) at the beginning of each semester for which they are registered for thesis credits. This form is intended to clarify both the student's and advisor's expectations regarding work on the thesis and should be signed by both parties.

F. THESIS EQUIVALENT

Students entering the doctoral program with a Master's degree that did not require a thesis will be required to complete an equivalent research project within the first year of enrollment in the Ph.D. program. The research equivalent project can take one of three forms: a first author on a paper written and submitted for publication; analysis of secondary data from an existing dataset; or a pilot study for which preliminary data are collected. The research equivalent must be evaluated the same way a thesis is evaluated during a meeting of the student and his/her committee as detailed in the section on Masters Theses above. This meeting will constitute a "Master's Oral Examination." The thesis committee is charged with evaluating the student's research project (in regard to its appropriateness as a Master's thesis or its equivalent in Psychology from this Department) as well as the student's performance in pursuit of this goal. The committee will decide to (a) accept or reject the research equivalent as meeting the requirements for an equivalent project, and (b) recommend or not recommend that the student continue in graduate study toward the Ph.D.

G. THE DISSERTATION

A dissertation is required of all candidates for the doctoral degree in Health Psychology at Virginia State University. A dissertation is a document that describes an independent research project conducted by the candidate. The topic must be approved by the student's dissertation committee and deemed an original contribution to the field.

Students are expected to independently design and conduct research deemed by the dissertation committee as contributing to the body of knowledge in their discipline. Students will assume the responsibility for becoming an expert in the area of their dissertation research. Therefore, the student is expected to demonstrate research, methodological and analytical expertise sufficient to assume full responsibility for their dissertation research. The dissertation research project should advance the scientific knowledge in the area of its research. The student must take an oral examination of her/his dissertation research. This examination must meet the approval of the dissertation committee.

Students must register for the dissertation course (*PSYC 899: Doctoral Dissertation*) each semester that they are working on the dissertation. Students will

receive a grade of "S" or "U" for each semester they are registered for dissertation credits, with the exception of the last semester they are registered for dissertation credits, in which they will receive a grade of "A" or "B". Receiving a "U" in any dissertation work is tantamount to failing a course and will count toward the number of unsatisfactory grades that can lead to possible termination from the program. To facilitate the dissertation process, all students should complete a *Dissertation Research Planning Form* (See Appendix C) at the beginning of each semester for which they are registered for dissertation credits. This form is intended to clarify both the student's and advisor's expectations regarding work on the dissertation and should be signed by both parties.

H. THE DEFENSE

Open to everyone at the University, the thesis/dissertation defense provides an opportunity for the student to defend his/her research. During the thesis/dissertation defense the student makes a formal presentation of the research problem, background literature, hypothesis, methodology, analysis and interpretation of the data, and implications of the findings. Following the presentation, the committee chair will entertain questions of the student, first, from the committee and then, from other individuals in attendance. The committee will then deliberate in private regarding the approval of the student's thesis/dissertation. If approved, the student will make any requested changes and submit the final thesis/dissertation for appropriate signatures. Following the defense, the student must the corrections dictated by the committee. Once the advisor approves the final draft of the document, the student should make an appointment with the Associate Dean of the Graduate School to have the thesis/dissertation reviewed and approved. The student should submit two copies of the final document to the graduate school and one copy to each committee member and to the Department of Psychology.

I. RESEARCH TEAMS

As a research-oriented program, we strongly recommend that students become a member of a faculty member's research team. Conducting research with a faculty member, will allow the student the opportunity to present at research colloquia and professional conferences. Working on a research team will also provide the student an opportunity to publish in a professional journal. Doctoral students are expected to present at a minimum of one conference and publish (or submit for publication) at least one paper during their training in the doctoral program.

XI.

WRITTEN COMPREHENSIVE EXAMINATION

The Comprehensive Examination provides an opportunity for students to demonstrate competence as a scholar in the field of health psychology. The Comprehensive Examination assesses the *foundational and functional* competencies necessary for

success as a health psychologist. The exam should be taken during the 3rd year in the doctoral program. Students taking the examination must have a minimum 3.0 GPA, must have removed all incomplete grades from their transcript, and must have removed any conditions placed upon them at admission into the program. The exam must be taken prior to the students' dissertation proposal.

Description

The exam will be given twice a year, in the **Fall** and in the **Spring** and reading material will be distributed during the semester prior to the examination. The exam will be given over two days; Day one will cover 8 content areas in Health Psychology (see below).

Comprehensive Examination Content Areas for Day 1

1. Assessment and diagnosis
2. Neuroscience
3. Social and Cultural Aspects of Health and Illness
4. Professional/Ethical/Legal Issues
5. Research Methods in Clinical and Health Psychology
6. Social and Cultural Aspects of Health and Illness
7. Health Psychology
8. Health Education & Behavior/ Theories

Comprehensive Examination Content Areas for Day 2

The Comprehensive examination on Day 2 will differ for students in the Clinical Health track and students in the Behavioral Community Health Sciences (BCHS) track. Students in the Clinical Health track will answer multiple choice questions taken from past national Examination for Professional Practice in Psychology licensure exams. Students in the BCHS track will be asked questions regarding the theoretical foundation, background research literature, and methodology relevant to the students' dissertation topic.

Evaluating the Comprehensive Examination

All graduate faculty members in the Psychology Department will be responsible for scoring the comprehensive examinations. At least three faculty members will score each question on the students' exam. The faculty will provide feedback on the students' performance in terms of a pass or fail. Students will be notified of their results as soon as possible after the test results are received by the Director of the graduate program. If the student fails one or two questions, she/he will have to retake the failed portion(s). If the student fails 3 or more exam questions, he/she will have to retake the entire exam. If they are unsuccessful with the retake, they will be asked to leave the program. Failure to take the Comprehensive Exam by the end of the Spring semester of the 3rd year will be considered a failed attempt at the exam, and students must then successfully pass all questions of the exam during their second attempt in accordance with the retake procedures and schedule.

Written expression will be evaluated by the following:

- Ability to discuss research issues and controversies relevant to the area of study including the citation of examples from the literature
- Understanding of the components of a proposal relevant to the area of study

- Ability to assimilate, enumerate, and analyze course work relevant to the specific question
- Ability to support the ideas, premises, arguments or summaries with appropriate references from readings in the relevant area
- Ability to thoroughly and comprehensively explore and present responses which justify and support position
- Ability to present information clearly in a logical and well-organized manner

XII. PROCEDURES FOR WRITING THE DISSERTATION

A. DISSERTATION AND ORAL EXAMINATION

A dissertation is required of all candidates for the doctoral degree in Health Psychology at Virginia State University. A dissertation is a document that describes an independent research project conducted by the candidate. The topic must be approved by the student's dissertation committee and deemed an original contribution to the field.

Students are expected to independently design and conduct research deemed by the dissertation committee as contributing to the body of knowledge in their discipline. Students will assume the responsibility for becoming an expert in the area of their dissertation research. Therefore, the student is expected to demonstrate research, methodological and analytical expertise sufficient to assume full responsibility for their dissertation research. The dissertation research project should advance the scientific knowledge in the area of its research. The student must take an oral examination of her/his dissertation research. This examination must meet the approval of the dissertation committee.

B. SELECTING AND WORKING WITH A DISSERTATION ADVISOR

Students must select a full-time faculty member with Graduate Faculty status to serve as the dissertation advisor and dissertation committee chair. To verify a faculty member has this status contact the Chair of the Psychology Department or the Graduate School Office. Be advised that it is in your best interests to select a faculty member who has expertise in your area of research interest, and with whom you are comfortable working.

Students must register for the dissertation course (*PSYC 899: Doctoral Dissertation*) each semester that they are working on the dissertation. Students will receive a grade of "S" or "U" for each semester they are registered for dissertation credits, with the exception of the last semester they are registered for dissertation credits, in

which they will receive a grade of “A” or “B”. Receiving a "U" in any dissertation work is tantamount to failing a course and will count toward the number of unsatisfactory grades that can lead to possible termination from the program.

To facilitate the dissertation process, all students should complete a *Dissertation Research Planning Form* (See Appendix C) at the beginning of each semester for which they are registered for dissertation credits. This form is intended to clarify both the student's and advisor's expectations regarding work on the dissertation and should be signed by both parties.

C. SELECTING A DISSERTATION COMMITTEE

The Dissertation Committee must include a minimum of four members; three from the Graduate Faculty in the Psychology Department, and one external to the department or university. The Chair of the Committee will be the student's advisor, who will have Graduate Faculty status, or who has been granted an exception to the policy by the Graduate School.

D. PREPARING AND PRESENTING A DISSERTATION PROPOSAL

A student is eligible to propose a dissertation if the student (a) has met all program requirements for a dissertation examination, (b) is in good standing as a graduate student at the University, (c) is registered for *PSYC 899: Doctoral Dissertation*, (d) has selected a dissertation committee, and (e) has the approval of his/ her dissertation committee.

All doctoral students must defend their dissertation proposal PRIOR to going on internship.

The student must prepare a dissertation proposal which conforms to the American Psychological Association publication manual. The proposal should include the following sections:

- Dissertation Proposal title page
- Introduction (summary description of the relevant literature, conceptual basis or framework for the study, statement of the problem and research questions)
- Proposed Methods (participants, materials/measures, procedures)
- Data Analysis Plan (variables list, hypotheses and planned analyses)
- References

The student should then convene a proposal defense meeting with his/her dissertation committee minus the external examiner. The proposal document must be submitted to the committee at least two weeks before the dissertation proposal meeting. The proposal meeting is intended to serve as an opportunity for the student to formally present his/her proposed research to committee members and gather input about the methodology and data analysis plan. All members of the dissertation

committee, except the external examiner, must approve the project plan before the student is allowed to proceed. If the proposal does not meet with the committee's approval, they may elect to hold an additional proposal meeting.

E. SUBMITTING TO THE IRB AND CONDUCTING THE RESEARCH

All research conducted by graduate students must be reviewed by the University Institutional Review Board (IRB) prior to commencing the research. The instructions and forms for review can be found on the web at <http://www.vsu.edu/pages/1089.asp> . Students must submit a protocol describing their intended research at least two weeks prior to the next IRB meeting (IRB meets at a minimum of once a month) and obtain approval before they can begin data collection.

F. WRITING AND FORMATTING THE DISSERTATION DOCUMENT

The dissertation has 5 chapters: Introduction, Literature Review, Methods, Results and Discussion. Dissertations should be written to comply with the Graduate School's Dissertation Manual and the American Psychological Association Publication Manual. Students may obtain a copy of Graduate School's Dissertation Manual from the Graduate Studies Office. In addition to these requirements, students must also comply with the requirements of the Psychology Department as set forth in this manual.

XIII. DISSERTATION ORAL EXAMINATION

A. REQUIREMENTS FOR THE DISSERTATION ORAL EXAMINATION

Each doctoral student must defend orally his or her dissertation as a requirement in partial fulfillment of the doctoral degree. A final oral examination of the dissertation will be held when the student has completed the dissertation to the satisfaction of the student's advisor, all other requirements for the degree have been completed, and a 3.0 grade point average has been earned. A student is eligible to be examined on a dissertation if the student: (a) has met all program requirements for a dissertation examination, (b) is in good standing as a graduate student at the University, (c) is registered for dissertation credits (*PSYC 899: Doctoral Dissertation*), (d) has a Dissertation Committee, (e) has at least a 3.0 grade point average.

The student must submit the final dissertation document to the committee at least two weeks prior to the scheduled examination. The dissertation advisor will send an announcement to the university inviting them to the oral examination. Oral examinations should be attended by all members of the student's dissertation committee.

B. PROCEDURES FOR THE ORAL EXAMINATION

The oral examination consists of a professional presentation by the student on the main aspects of the research reported in the dissertation. The oral examination requires the student to give a 20-25 minute presentation that emphasizes the results and implications of their dissertation research. The presentation should also include a brief description of the background and significance, methodology, main findings or results, implications and future directions. After the presentation, the student will field questions from the dissertation committee members. Questions from non-committee members of the Graduate Faculty, and graduate students from the candidate's graduate program will be permitted. The Chair of the dissertation committee will determine whether questions are appropriate and germane to the dissertation topic and how much time will be allotted for answers. After the oral examination, the student and any others who are not members of the dissertation committee will be asked to leave the room and the dissertation committee will discuss whether or not the dissertation document (including the oral defense) is satisfactory.

A student who fails his/her final examination for the doctoral degree may, at the discretion of the dissertation committee, be allowed another examination not earlier than one semester after his/her failure.

Three typewritten copies of the dissertation must be given to the Graduate Office, one copy must be given to each committee member and one copy must be given to the department.

XIV.

TIMELINE FOR COMPLETION OF THE DOCTORAL PROGRAM

Activity	Pre-requisite
1. Thesis or Thesis Equivalent	Must be completed by the beginning of the 3rd year in program
2. Written Comprehensive Examinations	Must be taken after the completion of all coursework and the thesis defense
3. Enroll in Doctoral Dissertation Course PSYC 899	Must have selected an Advisor
4. Dissertation Proposal Oral Examination	Must have permission from Committee
5. Data Collection	Must get IRB approval before data collection
6. Dissertation Oral Examination	Written comprehensive exams must be passed before the dissertation oral examination is taken
7. Internship	8. Must pass the written comprehensive examinations and the dissertation proposal must be approved by the dissertation committee before <i>applying</i> for internship. (Clinical students only)

XV. PROGRAM FACULTY

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Associate Professor

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Phone: (804) 524-5459

Email: rhopkins@vsu.edu

Behavioral and Community Health Sciences

Dr. Kimberly Boyd Director of the Behavioral and Community Health Sciences

Professor

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Professor

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Email: tsharris@vsu.edu

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Associate Professor

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Phone: (804) 524-5938

Email: smccall@vsu.edu

Additional Departmental Faculty

Dr. Bernice Carson

Assistant Professor

Undergraduate Program Coordinator

Office: Hunter McDaniel, 102SD

Phone: (804)524-5464

Email: bcarson@vsu.edu

XVI.
APPENDIX

**Thesis Research Planning Form
Department of Psychology
Virginia State University**

Student's Name _____

V# _____

Program of Study _____

Date _____

1. Working title of your thesis

2. Thesis Advisor _____

Committee members

3. What progress have you made on the thesis thus far?

4. What do you expect to accomplish on your thesis this semester?

5. What is your expected date of graduation? _____

Student's Signature

Thesis Advisor's Signature

**Thesis Proposal Meeting
Department of Psychology
Virginia State University**

Student's Name _____

V- Number

Date of meeting

1. Working title of your thesis

2. Approval Status

*Please attach a description of required revisions

Chapter	Approved	Approved with minor revisions*	Not approved - Major revisions needed*
Chapter 1 Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 2 Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 3 Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 4 Proposed Analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

New meeting date

3. Proposal approved:

Tentative data collection start date: _____

Tentative defense date: _____

Student's Signature

Thesis Advisor's Signature

Date

Revised proposal approved (If needed):

Tentative data collection start date: _____

Tentative defense date: _____

Student's Signature

Thesis Advisor's Signature

Date

**Dissertation Research Planning Form
Psychology Department
Virginia State University**

Student's Name _____

V# _____

Program of Study _____

Date _____

1. Working title of your dissertation

2. Dissertation Advisor _____

Committee members

3. What progress have you made on the dissertation thus far?

4. What do you expect to accomplish on your dissertation this semester?

5. What is your expected date of graduation? _____

Student's Signature

Dissertation Advisor's Signature

**Dissertation Proposal Meeting
Department of Psychology
Virginia State University**

Student's Name _____

V- Number

Date of meeting

1. Working title of your dissertation

2. Approval Status

*Please attach a description of required revisions

Chapter	Approved	Approved with minor revisions*	Not approved - Major revisions needed*
Chapter 1 Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 2 Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 3 Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapter 4 Proposed Analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

New meeting date

3. Proposal approved:

Tentative data collection start date: _____

Tentative defense date: _____

Student's Signature Dissertation Advisor's Signature Date

Revised proposal approved (If needed):

Tentative data collection start date: _____

Tentative defense date: _____

Student's Signature Dissertation Advisor's Signature Date

VIRGINIA STATE UNIVERSITY
**DOCTOR OF PHILOSOPHY DEGREE PROGRAM IN
HEALTH PSYCHOLOGY**
SCHOOL OF GRADUATE STUDIES, RESEARCH, AND OUTREACH

COMPREHENSIVE EXAMINATION EVALUATION

Student Name: _____

Concentration: _____

Comprehensive Exam Date: _____

ACTION BY COMMITTEE:

- PASS
- CONDITIONAL PASS (Must meet certain conditions. See committee recommendations.)
- UNSATISFACTORY; Retake permitted (Only one retake allowed)
- UNSATISFACTORY; Retake not permitted, program terminated with the results of the examinations forwarded to the Graduate School

COMMITTEE RECOMMENDATIONS:

COMMITTEE MEMBER SIGNATURES:

Clinical Training Plan

Requirements

This form should be completed by the student and supervisor no later than three (3) weeks into the practicum. The form should be reviewed and signed by the practicum course instructor. Copies should be given to the Clinical Health Psychology Program Director, the practicum course instructor, the practicum site supervisor, and the student. Students are responsible for submitting the form to designated persons. Students will accumulate hours through direct services (therapy, outreach programming, assessment, etc.), indirect services (charting, report writing, informal consultation, etc.), didactic activities (classroom lectures, seminars, administrative meetings, in-service trainings, etc.), and supervision (individual and group). The practicum should include a minimum of two hours of supervision per week; one hour of which is individual, face-to-face with a licensed clinical psychologist. The second hour may be individual or group with any licensed mental health professional.

Additional Requirements

_____ PSYC 621 – Clinical Practicum II

The practicum proceeds for approximately 12 hours per week over the academic semester resulting in a minimum of 200 hours of on-site experience. Students should spend at least 1/3 to 1/2 of their time per week (4-6 hours) providing face-to-face services to clients. Students are expected to maintain at least two long-term therapy clients and develop and implement one outreach program on campus.

_____ PSYC 720 – Health Psychology Practicum

The practicum proceeds for approximately 16-20 hours per week over the academic semester resulting in a minimum of 300 hours of on-site experience. Students should spend 1/3 to 1/2 of their time per week (6-10 hours) providing face-to-face services to clients. At a minimum, students will complete two (2) long-term therapy cases (i.e., treatment for the course of the semester) and two (2) psychological batteries with written reports. Additionally, experience in areas relevant to Health Psychology, such as behavioral risk factors associated with poor physical and mental health, chronic diseases, physical and mental health promotion and well-being, and health education is desired.

_____ PSYC 721 – Advanced Clinical Practicum

The practicum proceeds for approximately 16-20 hours per week over the academic/calendar year resulting in a minimum of 600 hours of on-site experience. Students should spend 1/3 to 1/2 of their time per week (6-10 hours) providing face-to-face services to clients. At a minimum, students will complete two (2) long-term therapy cases (i.e., treatment for the course of the practicum) and six (6) psychological batteries with written reports.

*minimum requirements can be changed with Program Director's approval.

Student Information

Name: _____ Current Year: _____

Address: _____

Phone: _____ Email: _____

Class Schedule (include courses you are teaching):



VIRGINIA STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

1 HAYDEN DRIVE, BOX 9079

PETERSBURG, VIRGINIA 23806

Tel: (804)524-5938 * Fax: (804)524-5460 (f)

Date: _____

Student's Name: _____

Practicum Site: _____ Semester: _____

Practicum: ___ Clinical Practicum II ___ Health Psychology Practicum ___ Advanced Clinical Practicum

Please fill out this evaluation form to summarize your supervision of the above student. Label N/A those areas which do not apply to your involvement with this student. Please rate in comparison to other students at his/her level. Comments are very helpful.

1 - Needs work; 2 - Fair; 3 - Good; 4 - Very good; 5 - Superior

A. Ethics and Professionalism

1. Responsibility (e.g., in following appropriate procedures, completing work promptly, reliably, etc.) _____
2. Ethics (e.g., knowledge and application of professional ethics, respect for confidentiality, etc.) _____
3. Maturity (e.g., works independently, professional demeanor) _____
4. Cooperation (e.g., with peers, other professionals, agencies, etc.) _____
5. Demonstrates effective time management and punctuality (i.e., regulating commitments, preparedness at deadlines, effective use of time) _____
6. Follows agency procedures _____
7. Initiates and maintains positive relationships with co-workers and with other agencies _____
8. Participates appropriately in staff meetings _____
9. Maintains accurate and timely case records _____
10. Seeks out learning opportunities _____
11. Maintains appropriate attire and appearance _____
12. Presents self professionally (e.g., conduct, speech) _____

B. Response to supervision

1. Use of supervisory sessions (e.g., effective presentation of recent session, case development, reformulation of case, participation in group supervision, etc.) _____
2. Effectiveness of communication with supervisor _____
3. Acceptance of criticism (e.g., receptivity to positive and negative critiques, and use of suggestions, etc.) _____

C. Clinical Skills: General

1. Rapport and interpersonal sensitivity with clients _____



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2. Readiness to work with clients from diverse backgrounds _____
3. Communicates effectively with clients _____
4. Knowledge base (e.g., tests, disorders, DSM) _____
5. Ability to listen _____
6. Demonstrates respect for patients _____

D. Clinical Skills: Assessment

1. Finds, evaluates, and uses existing relevant assessments (e.g., tests, checklists) _____
2. Test administration _____
3. Interviewing skills (Includes building rapport and planning interview) _____
4. Formulation of case/integration of findings _____
5. Report writing _____
6. Feedback to patient and/or referral source _____
7. Please check the tests the student has administered and rate the degree of competency:
WAIS _____ WISC _____
Stanford-Binet _____ Bender-Gestalt _____
MMPI _____ Rorschach _____
TAT _____ CAT _____
Draw-a-Person _____
Others: _____

D. Clinical Skills: Intervention and Therapy

1. Knowledge of area (e.g., psychotherapy, behavioral management, etc.) _____
2. Use of techniques and procedures _____
3. Conceptualization/understanding of case _____
4. Formulation of treatment plan _____
5. Ability to formulate appropriate goals _____

E. Overall

What do you see as his/her greatest strengths as a professional?



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What would you suggest she/he strive to improve, and how?



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Any additional comments?

Grade Earned _____ The student has completed _____ hours for this practicum.

Signature of Supervisor: _____ Date: _____

I have discussed this evaluation with my supervisor, had my questions answered, and have received a copy of this form.

Signature of Student: _____ Date: _____



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DEPARTMENT OF PSYCHOLOGY FORMAL GRADUATE GRIEVANCE FORM DEAN OF THE COLLEGE OF NATURAL HEALTH SCIENCES

This section to be completed by the student:

NAME: _____ V# _____

MAILING ADDRESS:

City: _____ State: _____ Zip _____

PHONE NUMBER: _____

E-MAIL ADDRESS: _____

DATE OF INITIAL INFORMAL GRIEVANCE: _____

PERSON(S) AGAINST WHOM GRIEVANCE IS DIRECTED:

PLEASE DESCRIBE YOUR GRIEVANCE: (Attach all supporting documents and use additional paper if necessary)

RECOMMENDATION OF THE DEAN (Completed by the Dean):

_____ Supports grievance

_____ Does not support grievance

Signature of the Dean

Date

This form and the Chairperson's form must be attached to a Grievance Form sent to the Graduate School's Policies and Petition Committee.



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DEPARTMENT OF PSYCHOLOGY FORMAL GRADUATE GRIEVANCE FORM GRADUATE SCHOOL'S POLICIES AND PETITIONS COMMITTEE

This section to be completed by the student:

NAME: _____ V# _____

MAILING ADDRESS:

City: _____ State: _____ Zip _____

PHONE NUMBER: _____

E-MAIL ADDRESS:

DATE OF INITIAL INFORMAL GRIEVANCE: _____

PERSON(S) AGAINST WHOM GRIEVANCE IS DIRECTED:

PLEASE DESCRIBE YOUR GRIEVANCE: (Attach all supporting documents and use additional paper if necessary)

RECOMMENDATION OF THE GRADUATE SCHOOL'S POLICIES AND PETITIONS
COMMITTEE (Must be completed by the Chairperson of the Committee):

_____ Supports grievance

_____ Does not support grievance

Signature of the Chairperson of the Graduate School's
Policies and Petitions Committee

Date



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