

Department of Psychology

Idaho State University

Clinical Student Handbook

Prepared by
The Psychology Department
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Preface

This Handbook has been prepared by the Department of Psychology for students enrolled in the doctoral training program in clinical psychology. The Handbook is designed to sensitize the student to the wide range of policies and procedures that constitute the program. The Handbook is subject to review and revision. All doctoral students, regardless of date of matriculation, are asked to review the basic parameters of the program as described in the Handbook. We require that students document their review of the Handbook with a signature on the “Handbook Distribution Form”. Consult with your advisor or the Director of Clinical Training (DCT) if you find any aspect of the Handbook unclear. Changes in the Handbook that are necessitated by changes in conditions (e.g., APA Accreditation Requirements), departmental policy, or for purposes of clarification apply to all students. The Graduate School invokes a similar policy regarding the Graduate Catalog. Essentially, neither the Handbook, nor the Graduate Catalog should be considered a binding contract between Idaho State University and the student. If a hardship is created for a specific cohort of students by future Handbook alterations, the Psychology Department and/or the Clinical Training Committee will always consider rendering an exception in policy or procedure to accommodate transition problems.

This Handbook supplements, but does not supersede any other existing policies and procedures of Idaho State University. In particular, all students should be familiar with the current Graduate Catalog, the “Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects” and the associated Graduation Checklist (see the Graduate School’s website), the Psychology Clinic Policies & Procedures Manual, and the Psychology Department Graduate Studies Manual. Current copies of each of these documents are available from the Department Secretary or on-line.

Students should meet regularly with their advisor and the DCT to review progress and to determine the need to file forms, meet deadlines, etc. Although faculty will do everything possible to alert students to requirements, one should not assume that advisors or the DCT will provide reminders in a timely manner to perform each and every task. Use this Handbook and all other resources as a guide to the seemingly endless paperwork and rigors of graduate student life.

I. History and Mission of the Clinical Training Program

The State Board of Education approved the Clinical Training Program in 1991 for the express purpose of educating generalist practitioners of clinical psychology. A needs assessment, co-sponsored by the Idaho State University (ISU) Psychology Department and the Idaho Psychological Association, identified a shortage of doctoral-level, licensed psychologists in the state of Idaho. Consistent with ISU’s role and mission as the state’s lead institution in the field of health-related professions, doctoral training in clinical psychology was initiated at ISU in the fall semester of 1995. The program was first accredited by the Committee on Accreditation of the American Psychological Association in May 2001. The program’s full accreditation status was reaffirmed in 2004 and will not be formally evaluated again until 2011.

The practice of clinical psychology in sparsely populated states like Idaho requires generalist skills. Specifically, practitioners must possess a broad knowledge of human function in a variety of contexts in order to adequately evaluate clients, conceptualize problems, and dispense psychological services. In the absence of available specialists, the rural practitioner

must, at a minimum, possess the ability to screen and appropriately refer individuals presenting virtually any mental health problem. Further, the well-trained rural practitioner should be able to assess and provide psychological services for common mental health disorders. It is the express goal of the clinical training program at ISU to provide integrated academic and professional training in the psychopathology, evaluation, and treatment of common psychological disorders. Common disorders include, but are not limited to, schizophrenia, anxiety, depression, suicidal crisis, marital dysfunction, substance abuse, conduct disorders, childhood disorders (oppositional behavior, attention deficits, & learning disabilities), and mental retardation. Every effort will be made to provide supervised practicum experiences with as many common psychological disorders as possible.

Stated concisely, the mission of the ISU doctoral program is to train competent clinical psychologists who can apply and adapt general conceptual and technical skills in diverse regional and professional settings.

II. General Program Goals and Philosophy of Education

An effective clinical psychologist possesses a strong professional identity that includes: (a) a firm grounding in the science of psychology, and (b) knowledge of relevant theories and technical skills that aid in the amelioration of human suffering. Most importantly, a clinical psychologist understands the interactive relationship between science and practice. As such, the educational philosophy of the clinical training program at ISU is based on the traditional Scientist-Practitioner model of clinical training.

Several professional characteristics are integral to all levels of doctoral training and are reflected throughout our program objectives and curriculum. Specifically, a clinical psychologist adapts to societal needs and changes in service delivery, thinks critically, tolerates ambiguity, and communicates clearly. In addition, a clinical psychologist contributes to the knowledge base of psychology, evaluates the effectiveness of professional services, embraces APA standards of professional ethics, recognizes the importance of personal values, and appreciates individual and cultural differences.

III. Objective List and Associated Specific Competencies

The Clinical Training Committee (CTC), in conjunction with the Psychology Department, has evolved a finite set of goals and objectives for all graduate students in the clinical training program. This list is considered dynamic and aspirational. Specific program components designed to help students meet program objectives are continuously subject to scrutiny and modification. Moreover, program objectives may expand or contract as outcome data inform the CTC of areas of success or relative ineffectiveness. The five program goals (numbered), objective list (lettered), and associated competencies are presented in outline form below.

Goal 1 Research Knowledge and Skills: Students will demonstrate knowledge and skills relevant for conducting independent research and for communicating findings from such research to professional and/or scientific communities.

Objective 1-A Competence in Research Methodology: Understanding of basic research designs and conditions associated with their appropriate use; knowledge of basic and advanced quantitative methods for sampling, describing, and analyzing behavior; awareness of considerations pertinent to the critical evaluation of research, yielding informed and critical consumers of published research.

Objective 1-B Active Research Participation: Consideration, integration, and synthesis of relevant literatures; formulation of defensible hypotheses; delineation of a method of study; implementation of an empirical study; analysis of data; formulation of defensible inferences or conclusions based on a study's findings; and clear communication of findings in written and oral formats.

Goal 2 Professional Knowledge and Skills: Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Objective 2-A Core Clinical Knowledge: Relate biological, developmental, personality, social, and cultural processes to maladjustment and clinical disorders; apply and critically evaluate major theories of behavior to various forms of psychopathology; understand and critically evaluate classification systems or models of human behavior; demonstrate breadth and depth of knowledge of clinical phenomena and psychopathologies; demonstrate knowledge of basic behavior change processes; articulate theoretical foundations and models of psychopathology and intervention, including underlying assumptions that guide clinical interventions; and conceptualize psychotherapy as a process that requires a sophisticated understanding of the therapeutic alliance.

Objective 2-B Clinical Assessment: Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Objective 2-C Clinical Intervention: Demonstrate basic interviewing and clinical process skills; apply basic behavior change principles and techniques; display an adequate repertoire of empirically-supported treatments for specific disorders or conditions; use strategies for ongoing evaluation of treatment effects; write well-organized and informative case notes, treatment reports, and case summaries; and demonstrate respect and compassion for others.

Objective 2-D Administration, Supervision, and Consultation: Professional development in supervision, consultation, and administration is primarily conceptual and commensurate with a beginning level of competence. Opportunities for supervised experiences in supervision, consultation, and administration are available to enhance these professional skills beyond entry level for a subset of students who are developmentally ready to profit from these opportunities.

Goal 3 Integration of Science and Practice: Students will demonstrate the ability to integrate research and theory from diverse areas of psychology into their conceptualization and practice of clinical psychology.

Objective 3-A Core Psychology Knowledge: Understand basic principles of behavior; critically evaluate major theories of human behavior; demonstrate awareness of contemporary scholarly work in the major core areas of psychology (cognitive, biological, social, personality, and developmental); appreciate the historical foundations of contemporary psychology; and relate and apply core psychological knowledge to the investigation of research hypotheses or clinical phenomena.

Objective 3-B Application of Core Knowledge and Psychological Methods: Investigate and critically evaluate case-relevant research literature; apply an evidence-based approach to clinical assessment and intervention; use experimental and measurement-based strategies to investigate clinical phenomena; conceptualize clinical cases within an appropriate theoretical framework; extrapolate research questions from clinical experiences; discuss the clinical relevance of applied and basic research; and appreciate the interactive and continuous relationship of science and practice.

Objective 3-C Presentation of Psychological Research and Professional Processes: Formulate specific educational objectives for academic or professional presentations; review psychological research and organize central points; use appropriate media; communicate clearly in a manner appropriate for given audiences; lead question-and-answer discussions; and summarize and provide closure.

Goal 4 Professional Identification and Ethical Practice: Students, both during their training and in their professional careers, will identify themselves with the profession of psychology, conduct themselves in an ethical and professional manner, and present a positive public image as a psychologist.

Objective 4-A Professional Identification: Active involvement with local, regional, and national psychology groups and organizations.

Objective 4-B Ethical Knowledge and Practice: Students will demonstrate knowledge regarding ethical principles and the profession's code of conduct (APA, 2002), as well as practice guidelines and the applicability of state laws and federal regulations (e.g., HIPAA). Students will exhibit awareness and sensitivity to clinical and research situations in which ethical principles may be a concern, utilizing heuristics and models of ethical decision-making to analyze and evaluate options. Students will integrate their knowledge of ethical principles and decision-making with their professional work in the clinic and community. Students should gain awareness of how personal factors (e.g., personality, values, cultural identities) will influence their professional work and interpersonal dynamics, including how their personal life and possible difficulties may be relevant to their professional performance. Both as trainees and professionals, students will seek appropriate information and consultation when faced with ethical issues. Finally, students will acquire attitudes and skills that facilitate raising ethical concerns when they become apparent and demonstrate a personal and professional commitment to ethical practice.

Goal 5 Appreciation of Individual Differences, Cultural Differences, and Diversity of Practice: Students will be exposed to individuals who are affiliated with diverse cultural, demographic, and socioeconomic backgrounds. Furthermore, students will work with such individuals in varied and diverse settings. Students will demonstrate awareness, appreciation, and respect for cultural and individual differences and diverse value or belief systems.

Objective 5-A Cultural Diversity: Appreciate the person in his or her many social and cultural contexts; recognize that as cultural beings, psychologists may hold attitudes and beliefs that can detrimentally influence their perceptions of, and interactions with, individuals who are culturally different from themselves; demonstrate sensitivity to social processes (e.g., prejudice, discrimination, oppression) affecting stigmatized and marginalized individuals and groups; recognize the importance of cultural sensitivity/responsiveness, knowledge, and understanding about culturally different individuals; apply culturally appropriate skills in assessment, intervention, and research; recognize and utilize organizational processes to advocate for and advance culturally informed policy development and practices; understand how the characteristics of rural environments affect mental health and service delivery.

Objective 5-B Diversity of Practice: Perform clinical assessments and interventions with diverse demographic groups, across diverse areas of psychopathology, and in diverse treatment settings. Additionally, students will be exposed to the interdisciplinary process in which they will interact with colleagues from other professional disciplines; learn the general functions provided by different disciplines; screen for, refer to, and consult with appropriate interdisciplinary colleagues; synthesize information to arrive at diagnostic and intervention strategies in concert with an interdisciplinary staffing process; and develop critical thinking skills that can be used across disciplines and subject matters.

IV. Advising

During the first semester of clinical training at ISU, all incoming graduate students are assigned to the Director of Clinical Training (DCT) for all issues pertaining to academic advising. Students should not register for classes before meeting with the DCT. First year registration decisions are few in number, but important in terms of Area Requirement completion (discussed below). **All entering students are required to designate an academic advisor (who also directs the student's research) by October 1.** An orientation to each faculty member's current research program and interests will be provided by the department prior to the October 1 deadline. Incoming students are encouraged to meet with potential thesis/dissertation advisors to discuss mutual interests during September. The CTC retains the right to review student requests for thesis/dissertation supervisors. Individual faculty retain the right to approve or deny student requests for advising or directing research. Students and/or faculty may request a change in research directors at any time; refer to the Graduate Catalog for more detail regarding changing major advisors.

The demands of professional training require careful attention to course requirements, course sequences, practica requirements, internship applications, time-limits, and so on. It is the goal of the Clinical Training Program that every admitted student be given every opportunity to finish the on-campus components of the program in four years. The student's major advisor and the DCT are charged to help the student accomplish that goal. Students should meet with their advisors regularly and often. Advisors are provided copies of student evaluations and professional activities by the DCT to facilitate mentoring. **All students are also required to**

consult with the DCT prior to class registration for each upcoming semester to ensure adherence with temporal guidelines of the program. All students are expected to enroll for “12 credits” each semester or the equivalent. For example, four courses (first year students), or three courses plus practicum, or two courses plus practicum plus research are each considered a “12 credit” full load. See the Basic Curriculum Sequence at the end of this Handbook. All departures from the “12 credit” principle must be reviewed and approved by the CTC. Part-time students are not allowed in the doctoral training program at ISU except under unusual and temporary circumstances. The CTC must grant explicit approval for any part-time arrangements. Failure to maintain adequate progress toward completion of the doctoral degree is considered a serious deficiency by the CTC. Students not maintaining adequate progress may be placed on academic probation or even dismissed from the program by a vote of the departmental graduate faculty. The recommended temporal guidelines defined in this Handbook are but one criterion by which adequate progress is defined. Students in good standing with the CTC make every possible effort to adhere to the recommended temporal guidelines. Conditions, however, may prevent a well-intended student from meeting the recommended time frame for completing specific tasks. It is incumbent upon the student to inform the CTC in writing of the conditions creating significant deviations from the recommended temporal guidelines. The Appendix includes an overview of the recommended temporal guidelines.

The “Continuing Registration” policy of the Graduate School requires that all students who have registered for thesis or dissertation credits must be registered for at least one graduate credit during each subsequent semester until the degree has been earned, including summer semesters and the semester in which the thesis or dissertation is defended. Generally, students register for 1-credit of practicum (PSYC 724 or 725), thesis (PSYC 650), dissertation (PSYC 750), or internship (PSYC 749) during summers, the internship year, or during any post-internship semesters needed to defend the dissertation. If a student has outstanding student loans during the internship year, the required 1-credit enrolled in must be PSYC 749 (Clinical Internship) to maintain full time student status with the university, thereby extending the deferment of loan repayment.

The Graduate School also imposes a specific time limit on the completion of doctoral degrees. Doctoral candidates are allowed no more than five years to complete the doctoral degree from the date the student passes the department’s Qualifying Exam. Since most students will pass the exam during September of their third year and complete all degree requirements within the next 3-4 years, the Graduate School time limit is rarely an issue. It can become a significant problem, however, for the “All-But-Dissertation” student who finishes the internship but encounters dissertation data collection requirements or life circumstances that delay the dissertation defense. Such a student may be required to retake part or all of the Qualifying Exam in order to obtain an exception from the Graduate Council to extend the 5-year limit. Obviously, this exigency is to be avoided. See the Graduate Catalog for details.

V. The Master of Science Degree Requirements

All clinical doctoral students must complete the Master of Science (MS) in Psychology as described in the Graduate Catalog. The MS includes coursework, both required and elective, and a thesis. A Program of Study for the MS (“Candidacy Form”) must be submitted to, and approved by, the DCT, academic advisor, and Department Chairperson during the student’s first academic semester.

I. Required Courses

1. PSYC 627 – Statistics & Research Design I
2. PSYC 632 – Statistics & Research Design II
3. PSYC 650 – Thesis (6 credits)
4. Area Requirements - one 3-credit course from each area
 - A. Biological Bases of Behavior
 - i. PSYC 504 - Sensation & Perception, OR
 - ii. PSYC 531 - Physiological Psychology I, OR
 - iii. PSYC 532 - Physiological Psychology II
 - B. Cognitive-Affective Bases of Behavior
 - i. PSYC 642 - Cognitive Psychology
 - C. Social Bases of Behavior
 - i. PSYC 643 - Advanced Social Psychology
 - D. Individual Behavior
 - i. PSYC 644 - Advanced Developmental Psychology, OR
 - ii. PSYC 647 - Personality and Individual Differences

II. Elective Courses - 12 graduate credits in Psychology

Note: The 12 “elective” credits are not truly electives for graduate students in the clinical training program. Generally, clinical program requirements dictate the doctoral student’s “electives” during the first two program years. See the Basic Curriculum Sequence at the end of the Handbook. True clinical electives are available during the third and fourth years. The 12 elective credits from the MS degree all apply toward completion of doctoral course and credit requirements.

Minimum Total Credits for the MS Degree = 36

Area Requirements

Completing the Area Requirements poses several important problems for the student and his/her academic advisor to solve. The Department requires that each student, in conjunction with the Chair and a second faculty member (the DCT in the case of clinical students), file an Area Requirement Plan of Completion during the first semester following matriculation. A copy of the Area Requirement Plan of Completion form can be found in the Appendix. Essentially, the departmental administrators, representing the faculty, review the student’s undergraduate and graduate transcripts. Successfully completed (i.e., As & Bs) undergraduate courses and, if available, graduate courses, will be considered in evaluating alternative strategies for completing Area Requirements. For example, a student who had successfully completed an undergraduate course in physiological psychology would be advised to use PSYC 532 (Physiological Psychology II) to fulfill Area A. Students may be asked to retrieve undergraduate course syllabi or textbooks to insure the department (and themselves) of adequate preparation in each area.

There are two important reasons for the seemingly excessive concern about Area Requirements. First, strong academic preparation in the core areas of human behavior is consistent with the scientist-practitioner training model. Second, APA Accreditation standards indicate that students in accredited programs “shall be exposed” to each of the following core areas: biological, social, developmental, cognitive/affective, personality, and history & systems of psychology. The APA Committee on Accreditation does not explicitly define how that “exposure” is to be accomplished. Our MS degree requirements guarantee that each student will have earned an A or B in a graduate level course in the traditional four areas (Areas A, B, C, and D listed on the previous page) of the apparent six “APA Areas”. Our PhD degree requires a history and systems course. In addition, the doctoral qualifying exam (discussed below) will assess each student’s basic knowledge of each of the six areas core areas identified by APA. Therefore, it is imperative that the student’s undergraduate accomplishments are properly weighted in determining the Area Requirement Plan of Completion. In some cases, it may be necessary for a clinical student to enroll in more “Area” courses than the usual four in order to remediate omissions in their undergraduate preparation. For example, a clinical student may be required to enroll in both PSYC 644 (Advanced Developmental) and PSYC 647 (Personality and Individual Differences), if her/his undergraduate preparation in these domains is judged to be inadequate. If this proves necessary for an individual student, a professional course might be deferred until a later year to maintain an appropriate course load.

All doctoral students should be aware that some boards of psychologist examiners who define licensure criteria might require the completion of a graduate course in each of the six “APA Areas”. As state and provincial boards adjust criteria to reflect national accreditation standards, it is possible that “exposure” will be operationalized as a graduate course in each of the six areas, rather than the five we require. An undergraduate course and demonstration of competency on a doctoral qualifying exam may be judged insufficient for licensure by some boards. Therefore, whenever possible, the student is advised to enroll in a graduate course to prepare for the doctoral qualifying exam and to satisfy all possible licensure contingencies that might prevail in a given state or province.

The Master’s Thesis

The master’s thesis is a second year research project. The thesis represents an integration of methodological skills and subject matter knowledge previously acquired. Generally, students select a research area based on interest, faculty expertise and support, and possible consideration of the eventual dissertation. A full-time member of the Psychology Department faculty is selected by the student to direct her/his thesis by October 1 of the first year. The faculty thesis director should be selected based on his or her expertise in the thesis topic and ability to assist the student’s implementation of the project (i.e., space, equipment, access to research participants, etc.). A second member of the Psychology Department faculty is selected to join the thesis committee by the student and the thesis director. Neither the director nor the second departmental member need be a member of the Clinical Training Committee. The final member of the thesis committee is a Graduate Faculty Representative appointed by the Graduate School. The thesis committee must be officially convened by the Graduate School prior to the prospectus meeting (discussed below). In order to create the committee, the Graduate School must first receive an approved Program of Study for the MS degree. The DCT will help with both tasks.

Several steps have been formalized to promote the successful and timely completion of the thesis. During the fall semester of the first year, new students enroll in one credit of thesis

(PSYC 650). Once a research advisor has been determined, students join that advisor's research team and actively participate. Possible roles include reviewing relevant literature, collecting and analyzing data, and providing general assistance to research team members. Some will initiate the preparation of their own thesis proposal. All incoming students complete the foundational Statistics and Research Design courses (PSYC 627 and PSYC 632) during the first year. The spring course (PSYC 632) requires that the student work with her/his thesis advisor to construct an initial research question and associated methodology for the thesis. These preliminary decisions culminate in a class paper and class presentation designed to enhance the student's initial efforts at drafting a thesis proposal. Clinical students continue to enroll in thesis credits (PSYC 650) during summer semester and the second year, accumulating at least 6 credits. Thesis credits formally commit the student to four hours per week of research activity on their team. Faculty evaluate student research participation each semester. We anticipate being able to offer 1-credit of thesis during spring semester of the first year, however, this is not currently possible given other course requirements.

The department organizes an annual Research Forum each spring to promote research and to orient applicants to ongoing research. Generally, the forum is held during a Friday in late February or early March in conjunction with visit weekend. All graduate students, including first-year students, are required to present their current research efforts. Presentation formats range from poster sessions of prospective projects and studies in progress to colloquium-style reports of completed thesis, dissertation, or team research.

Students submit a prospectus to their thesis committee, usually during the fall semester of the second year. The prospectus represents the culmination of a literature review and methodological decisions made by the student in consultation with the thesis director. The final prospectus may not be circulated to other committee members until it has been approved by the thesis director. The prospectus consists of three sections: 1) an introduction, justifying the research question and methodology, based on a thorough literature review; 2) hypotheses, reasonably inferred from the introduction; and 3) a method section, describing in operational terms the procedures, measurements, and analyses to be employed. Although original empirical research is usually proposed, a relatively broad latitude of research goals will be entertained by a thesis committee. These goals could include replications of important projects, methodological studies, initial investigations of a new measurement or treatment, a re-analysis of archival data/information, etc. The prospectus meeting is both educational and evaluative. Committees often provide advice and recommendations that lead to important improvements in the eventual research. Generally, the committee will approve the proposal, contingent upon specific recommended changes derived during the prospectus meeting. It is possible, however, for a thesis committee to request major changes and, consequently, require the student to reconvene the committee prior to approving implementation. In addition, the committee evaluates the student's general abilities to conceptualize the proposed research. It is possible for a committee to determine that a student's conceptualization/communication skills are insufficient to proceed. The committee will then defer consideration of the proposal until such time as the student's thesis advisor recommends convening a second prospectus meeting. Consensus of the entire committee must be obtained prior to initiation of the thesis project. Further, all research with human subjects must be approved by the ISU Human Subjects Committee prior to project onset. A student cannot "fail" a prospectus. Inadequate preparation, however, can extend the process. **It is recommended that the initial prospectus meeting be convened no later than January of the doctoral student's second year.**

Upon completion of the project the student, in consultation with the thesis director, prepares the thesis for final defense before the committee. The document needs to conform to standards established by the Graduate School. Students should review the Graduate School's online, "Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects". Generally, the basic text of the thesis includes four sections: the introduction, method, results, and discussion. The final form of the document, however, is left to the discretion of the thesis director, with the approval of the thesis committee. The final manuscript may assume various forms, including a comprehensive scholarly document or a manuscript ready for submission to a journal. The thesis may not be distributed to committee members until the thesis director has approved the document. The Graduate School must be formally notified of the meeting date, time, and location on the Oral Defense Examination Notification form. Committee members must be allowed a minimum of two weeks to review the document prior to the meeting. **It is recommended and expected that the thesis defense be conducted no later than January of the doctoral student's third year.** The oral defense of the thesis includes a presentation of the project, focusing on the findings and implications. The adequacy of the oral defense is evaluated by the three committee members, each of whom will decide if the thesis is satisfactory or unsatisfactory. A majority vote in support of the student's thesis is required for approval. Generally, committee members make specific recommendations for altering the final manuscript. Upon approval, the student assumes full responsibility for completing required alterations and for conforming to all requirements for graduation, including Graduate School deadlines, fees, thesis binding, and so on to insure completion of the MS degree. See the on-line "Graduation Checklist" prepared by the Graduate School. It is possible to fail an oral defense. If this happens, the oral exam must be repeated in the subsequent academic semester. A second failure of an oral defense may be considered grounds for academic dismissal from the program.

It is expected that students will work with their thesis director (and eventually, dissertation director) to submit successful research for publication in scientific journals. Authorship credit for submitted thesis/dissertation research must adhere to Ethical Standard #8.12 of the APA Code of Ethics. Specific written agreements may need to be established between the research director and student regarding mutual responsibilities and individual rights to the products of completed research, subject to approval of the Department of Psychology and ISU Vice President for Research and compliance with current legal standards. Retention of raw data and appropriate security provisions for storage of raw data need to comply with ISU Human Subject's Committee requirements and APA standards for retention of raw data published in scientific journals. Since standards typically vary from five to seven years post publication, students should consult with their advisor and the department chair as to the best mechanism to gain compliance with data retention requirements. The relevant APA Ethics Code (STD #8.14) is silent as to the specific number of years one should retain data, although it is clear that one has an obligation to do so.

Grading

Students are expected to earn As or Bs in all graduate courses. A grade of C or less is considered inadequate in any graduate course that fulfills requirements in either the MS or PhD degrees. A student earning a C or less in any graduate course will be automatically placed on academic probation by the Psychology Department and required to retake the course at the earliest possible time. Failure to earn an A or B upon retaking the course may be considered grounds for program dismissal. Multiple C grades in graduate courses, despite subsequent

remediation, may also be construed by the departmental faculty as evidence of unsatisfactory progress toward degree completion.

Transfer Credit

The Graduate School defines specific policies regarding transfer of academic credit from other graduate programs. Only nine credits may be transferred toward the completion of the MS degree at ISU. Students entering doctoral training at ISU with a completed MS degree from another institution will receive full or partial credit for specific courses, based on an examination of completed coursework and the thesis. The Department Chair, the DCT, and departmental subject matter experts will perform a review of submitted transcripts, related documents (e.g., course syllabi, textbooks), and the thesis to determine the specific credit to be transferred toward the doctoral degree. The only criteria for acceptance of transfer credits is the judgment of equivalence plus A/B-level performance. See a copy of the MS Equivalency Review form in the Appendix. If the administrators and subject matter experts cannot arrive at a consensus regarding equivalence or non-equivalence, the question will be addressed and resolved by the faculty as a whole via a discussion and a vote. The thesis must meet the standards delineated above. Students completing the MS degree elsewhere must submit an official transcript to the Graduate School indicating the conferral of the MS degree.

VI. The Doctoral Degree in Clinical Psychology

All doctoral students must complete the MS in Psychology. In addition, students must complete required courses, elective credits, professional preparation, a qualifying examination, a dissertation, and a colloquium. All requirements are described in the Graduate Catalog. Each component of the doctoral degree is outlined or discussed below.

1. Assessment Sequence

PSYC 620 Psychodiagnostics I
 PSYC 621 Psychodiagnostics II
 PSYC 623 Advanced Psychological Measurements

2. Methodological-Research

PSYC 637 Multivariate Statistics & Research Design (or equivalent approved by CTC)
 PSYC 750 Dissertation (12 credits)

3. Clinical Core

PSYC 512 Ethical & Professional Issues in Psychology (2 credits)
 PSYC 634 Cultural Diversity
 PSYC 645 Theory & Method of Psychosocial Adult Therapy I
 PSYC 646 Theory & Method of Psychosocial Adult Therapy II
 PSYC 648 Advanced Psychopathology
 PSYC 649 Psychosocial Child Therapy
 PSYC 701 Clinical Psychology (2 credits)
 PSYC 702 Introduction to Psychotropic Medication (2 credits)
 PSYC 703 Advanced Ethics Seminar (1 credit)

PSYC 724/725/517 Clinical Practica (See Section VI below) - 8 credits total
 PSYC 749 Clinical Internship (1 credit minimum)

4. Clinical Electives - 12 credits

Currently approved clinical electives are listed in the Graduate Catalog. The Clinical Training Committee will consider requests to approve other graduate courses for clinical elective credit, including courses offered by other departments, on a case-by-case basis, given student interest and approval of the student's advisor. The CTC's current guideline allows up to 3 credits of clinical electives to be approved from departments other than Psychology. The Clinical Training Committee approves student requests rather than courses, since the same course may not be suitable for all students.

5. Other – PSYC 672 History and Systems

Minimum Total Credits = 70

The Qualifying Exam

Successful performance on a comprehensive examination of psychology is required by the Graduate School for admission to candidacy for the doctoral degree. The term “preliminary exam” or “qualifying exam” is often used to denote this purpose of the test. Qualifying exams are generally constructed to evaluate mastery of the methodology and core content areas of basic graduate-level psychology. Since eligible students will have already completed graduate course work in most of the designated areas, the Qualifying Exam at ISU is constructed to evaluate the student's ability to integrate theory, methodology, and empirical knowledge across the core methodological/content areas and to communicate that integration in written and oral modalities. Students who demonstrate adequate integrative and communication skills pass the Qualifying Exam and are permitted to enter the final stages of doctoral training. **Doctoral students are required to take the Qualifying Exam when the following conditions have been met:**

1. Good standing with the CTC
2. Program of Study for the Ph.D. is filed with the Graduate School
3. Completion of the second year (4 semesters) of graduate education
4. Completion of relevant course work
 - a. All courses designated on the Area Requirement Plan of Completion and the MS Equivalency Review Form (if applicable), excluding History and Systems
 - b. MS methodological courses
 - i. PSYC 627 Statistics & Research Design I
 - ii. PSYC 632 Statistics & Research Design II
5. Approved thesis prospectus

The Department Chair selects the Qualifying Exam Committee which oversees all examinations in a given year. Membership on the committee rotates such that each faculty

member participates approximately every third year. The Qualifying Exam Committee is comprised of two faculty members from each degree program (clinical & experimental).

The written component of the Qualifying Exam is administered during the week preceding the start of fall semester by two weeks. The written exam is a “take-home” exam, and students are given one week to complete it, commencing on a specific Friday in August. Questions and associated instructions are provided to students online. Students may utilize any reading materials they wish in preparing typed, written responses, but are required to work independently. Specifically, it is not acceptable for students to consult with other students or faculty during the week of the written exam. Such unethical behavior may be considered grounds for dismissal from the program.

The written component of the qualifying exam consists of four questions. The Qualifying Exam Committee members meet first to discuss possible questions and derive area assignments for each of the four committee members. Area assignments consist of two or more content areas from the seven core areas listed below. Each of the seven core areas must be assigned to at least one committee member.

1. methodological (statistics and design)
2. social
3. developmental
4. biological
5. cognitive
6. personality
7. history & systems

Qualifying Exam Committee members consult with departmental area specialists to construct a reading list that represents core readings and new developments in each core area. Each departmental area specialist(s) contributes five articles to the eventual reading list; Qualifying Exam Committee members may add up to five additional articles/chapters, such that the final reading list ranges from 35 to 50 articles/chapters. Each committee member drafts two integrative essay questions from his/her area assignment, based on principles/readings from course work and the assigned reading list. The committee reviews drafts of the proposed questions presented by each member and approves the final four questions and four re-take questions. Exam questions are not based exclusively on facts from the readings, i.e., students may be asked to extrapolate beyond the readings. In selecting the information included in their answers, students should demonstrate the ability to integrate principles and methods across domains illustrated by the assigned material. It is expected that each student will provide her/his own interpretation, and that there is no single correct answer to any given question.

Maximum page length for typed, written responses is limited to seven pages per question, double spaced. There is no minimum page length. All essays must use a standard format to allow for a blind review. Specifically, essays are to be submitted with 12-point font, Times New Roman style, 1 inch margins all around, with the question number (e.g., “Question 1”) on the top left corner of each page one and with the page numbers 1 through 7 in the upper right corners (e.g., “Page X”). Complete APA referencing style is not expected or necessary. Articles from the reading list should be cited, when appropriate, by author(s) name in the text. If sources of information beyond course work and the reading list are introduced, students should cite standard name/date in the text and attach a reference list on an 8th page. Responses are graded on the

student's ability to integrate ideas, think critically, demonstrate depth of knowledge, and compose clear, concise responses.

All eligible students receive the same reading list within one week of the end of spring semester. The reading list is made available online. Students will have the summer session to review the reading list, considering the principles and methods introduced in prior course work from the seven core areas. The intent of the reading list is to re-orient the student to the various domains and to provide new exemplars from each domain. Students are encouraged to work together and to consult with faculty as needed.

Students must pass both the written and oral phases of the Qualifying Exam to be admitted to doctoral candidacy. The first step in the evaluation process is a blind review of the written evaluation. Each student will be assigned an arbitrary set of codes by the secretary, one for each essay, who protects the anonymity of each student until the committee has evaluated all essays. Each committee member evaluates all four questions independently and assigns a grade of pass, marginal, or fail to each essay. The committee then meets, discusses, and arrives at a consensus grade for each essay: pass, marginal, or fail. Once all essays have been graded, linkage across essay sets is identified, while continuing to maintain anonymity. Faculty then arrive at a pass, marginal, or fail for the exam as a whole for each set of four essays. Only after the overall grade is derived are faculty informed of the student identity. Students who receive passing or marginal evaluations on the written exam proceed to the oral exam. The committee provides specific feedback to any student receiving a marginal grade regarding weaknesses on the written exam. Students who fail the written exam are given specific feedback regarding weaknesses and are re-tested with the remaining four questions covering the same reading list in January of the subsequent spring semester. Students receiving a marginal evaluation on the written exam who subsequently fail the oral exam are considered to have failed to remediate the initial marginal written exam and are also re-tested in January. Any student receiving a marginal or failing evaluation on the re-take of the written exam in January is automatically placed on academic probation and is required to take the written exam a third and final time in August of the subsequent fall semester with a new reading list and new committee.

Oral exams are scheduled from one to four weeks after a written exam with one exception: the student who failed an oral exam after passing the original written exam is allowed to re-take the oral exam the following spring semester at a specific date to be determined by committee discretion. During all oral examinations a Graduate Faculty Representative (GFR) assigned by the Graduate School joins the department's Qualifying Exam Committee. The GFR is provided a copy of the written exam and committee grading for review. The oral exam emphasizes integrative questions tailored to the reading list and the particular students' expertise and interests. A majority of the committee must find the student's overall oral performance to be satisfactory in order to pass the oral exam. Students who fail the oral exam during spring semester are automatically placed on academic probation and are required to take the written exam a third and final time in August of the subsequent fall semester with a new reading list and new committee.

A total of three marginal or failing evaluations on any combination of written and oral exams is considered grounds for program dismissal. The one exception to this rule is for the student who receives a marginal evaluation on the initial written exam and fails the oral exam. The faculty conceptualize this sequence of outcomes as a single failure, rather than two independent failures.

The Dissertation

Students are admitted to candidacy for the doctoral degree upon satisfactory completion of the MS degree and the Qualifying Examination.

Each student will need to construct a dissertation committee. The committee consists of five members, three of whom must be full time faculty members of the Psychology Department. At least one representative from each degree program (clinical and experimental) must be included on the committee. The fourth and fifth members of the dissertation committee include the Graduate Faculty Representative, appointed by the Graduate School, and any other member of the Graduate Faculty from any department of relevance (including a fourth psychologist). The student and her/his dissertation director must request that the DCT send a memo to the Graduate Dean, replacing the Qualifying Exam Committee, previously listed on the student's Program of Study, with the dissertation committee.

The process of completing the dissertation is similar to that of the master's thesis. The student, in consultation with her/his dissertation director, prepares a prospectus for the dissertation committee. Once the dissertation director has approved the prospectus, the document is distributed to committee members and the prospectus meeting is scheduled. The prospectus document should assume the form of the thesis prospectus, i.e., an introduction, hypotheses, and a method section. Unlike the thesis, only original, empirical research will be considered. Furthermore, it must be the consensus of the committee (i.e., all five members), that the research question and methodology have the potential to contribute new, substantive knowledge to the field of psychology. The prospectus meeting is both an educational and an evaluative process. If necessary, the committee may meet more than once in order to gain the consensus needed for the student to initiate the research. Like the master's thesis, Human Subject Committee approval must be obtained prior to project initiation. **The recommended temporal guideline for a dissertation prospectus meeting is on or before October 15 of the year the student applies for APPIC internships.**

During the course of collecting dissertation data, it is possible that the student and his/her dissertation director determine the need to make substantial changes in methodology. Such changes require committee approval, and sometimes, Human Subject Committee approval. The need for a formal meeting of the committee is left to the discretion of the dissertation director. Informal discussion with all committee members may be sufficient. Upon completion of the data collection phase, the student, in consultation with her/his dissertation director, prepares the final document as per Graduate School guidelines. The dissertation is distributed to committee members only after the dissertation director has approved the document. Committee members are allowed two weeks to review the dissertation before the scheduled final oral exam. The Graduate School must be formally notified of the meeting date, time, and location on the Oral Defense Examination Notification form

The first step in the oral defense of the dissertation is a public colloquium (discussed below). During the second step, the dissertation committee reviews and discusses the research questions, methods, findings, and conclusions. Specific changes in the manuscript may be required by committee members. Generally, such changes will not require an additional meeting. Required modifications are monitored by the dissertation director. Each committee member evaluates the entire oral defense as satisfactory or unsatisfactory. A majority judgment of satisfactory (3 of 5) is required to pass the oral defense. Failure to pass the oral exam

necessitates rescheduling the exam in the subsequent semester. A second failure of the oral defense may be considered grounds for dismissal from the doctoral program.

The student assumes full responsibility for meeting all Graduate School requirements for graduation, including fees, deadlines, dissertation binding, etc. The Graduation Checklist is available online to assist the student. See the appropriate Graduate School Office Specialist for assistance.

The Colloquium

Each doctoral student is required to present a public colloquium to the academic community of Idaho State University and regional professionals. The ability to offer scholarly presentations to students and professionals is a component skill of the doctoral psychologist. The colloquium represents the culmination of many earlier opportunities to present psychological findings to one's colleagues, embedded throughout the clinical training program at Idaho State: coursework, Brown Bag case conferences, practicum team meetings, the Research Forum, research team meetings, and professional experiences at scholarly conferences throughout the nation. Further, the colloquium models dissertation topics, methodology, data analyses, conclusions, and the presentation process itself for junior colleagues. The colloquium is not evaluated separately from the student's dissertation defense. Rather, it is an integral part of the dissertation defense, attended by all members of the dissertation committee.

Each student works with her/his dissertation director to schedule the dissertation defense for at least a 2-hour time block. The first 30-minutes of that period are dedicated to the public colloquium. The Director of Clinical Training provides notice to the academic community of the title, date, time, and location of the public colloquium. The student is charged to create a 30-minute presentation, allowing up to 10-minutes of questions/answers with the general audience. The presentation (usually a computer projected slide show) is not repeated during the private meeting with the members of the dissertation committee that follows the public colloquium. In no case will the colloquium, which is part of the dissertation defense, be scheduled until data are collected and analyzed and the dissertation director provides approval of the student's readiness to defend her/his dissertation.

VII. Professional Training

Throughout the four on-campus years of doctoral training in clinical psychology, the faculty will make every effort to arrange experiences that promote the growth of professional attitudes and skills. Clinic and community practica, "Brown Bag" presentations, clinical case conferences, departmental colloquia, clinical workshops, Psychology Clinic GTA positions, clinical externships, and the APPIC internship are the primary mechanisms behind professional education. Three principles of professional training are inherent in the program's structure: integration, graduation, and feedback. First, an integration of theory, empirical knowledge, and practical application is continuously sought. Although a difficult task, the program's focus on generalist skills needed by scientist-practitioners in sparsely populated regions requires a continuous integration of coursework and practica. Coursework presents the psychopathology, diagnostics, assessment strategies, empirical studies of differential treatment efficacy/effectiveness, and alternative theoretical models for common mental health problems. Practicum teams service the community, allowing the student to observe, participate, and possibly supervise (as fourth year students or senior clinical externs) the delivery of

psychological services for common mental health problems. Case conferences provide another format for presenting and discussing case material in a supportive, but academic environment, where assertions are defended and questions are encouraged. Finally, departmental colloquia and clinical workshops allow the CTC to supplement faculty expertise with that of community and regional professionals.

The second principle of professional training is the gradual shaping of independent professional skills. New students are primarily observers, consumers of information, and practitioners with sub-clinical populations. First-year students practice interviewing skills during the fall semester and testing skills during both fall and spring semesters. Second- and third-year students work in the Psychology Clinic; third- and fourth-year students may work in community practica or clinical externships. As coursework and practica progress, the student assumes more and more direct responsibility for casework and decision-making. Faculty seek opportunities for fourth year students to supervise less advanced students.

The third principle of professional training is specific and frequent feedback. The level of supervision during practica/externships is commensurate with student ability level. At the end of every semester, practica and externship supervisors complete the Student Practicum/Externship Semester Evaluation form, meeting individually with each student to review progress and to identify goals. Students and their supervisors also prepare the Specific Assessment/Intervention Protocol Experiences form, which is entered into a cumulative data base for each student. Each semester the CTC reviews all evaluative material on every doctoral student. Materials include course grades, progress on component tasks (e.g., thesis, qualifying exam, etc.), practicum ratings, the cumulative practicum experience record, APPIC data sheets, attendance records, and teaching/externship evaluations. Specific written summaries of progress, deficiencies, and recommendations are provided each semester to each student by the CTC. Professional data (e.g., APPIC hours and the cumulative experience record) are summarized annually in a format consistent with the AAPI (i.e., the APPIC Application for Psychology Internship) form, allowing the student and his/her advisor to monitor student progress. During its June meeting the CTC reviews the professional progress of all 3rd year students in depth, since most will be applying to APPIC (the internship organization) internships during the fall semester of the following academic year. The CTC is charged to respond “yes” or “no” on the AAPI form to the statement, “The faculty agrees that this student is ready to apply for internship.” Consequently, an in depth review of clinical training experiences (e.g., practica/externships), associated performance ratings, and current level of professional competencies is performed by the CTC. Specific written feedback is provided to each 3rd year student in the spring evaluation for the purpose of recognizing professional accomplishments and development, identifying experiential needs to emphasize during the fourth year, and formally recognizing any significant barriers that might prevent the CTC from affirming the student’s “readiness” for internship during the subsequent fall semester. If professional development is considered inadequate preparation for internship, specific recommendations will be offered to the student.

ISU Psychology Clinic Practica

Students are required to complete seven credits of practica (PSYC 725), three of which can be completed in community settings (PSYC 724). Each credit of practicum represents six to eight hours per week of professional activities, including direct therapy or evaluative activities, assisting others in evaluative or therapeutic activities, observing the delivery of psychological services, group supervision, individual supervision, record-keeping, preparing for team meetings,

completing specific didactic assignments, writing reports, and attendance at case conferences and clinical colloquia/workshops. Students should accrue approximately 100 hours on their APPIC monitoring form for each semester hour (1 credit) of practicum. The CTC has established 35 hours of direct client contact per semester as a formal guideline. Students maintain an APPIC Case Data form for each patient and an APPIC Professional Team Data form for every supervisor/site. For more detail on this and other issues relating to practica, please consult the current ISU Psychology Clinic Policies and Procedures Manual. Each student also participates on the ISU Interdisciplinary Evaluation Team (IET) for one semester (PSYC 517), usually during the third or fourth year. Since the IET does not require six to eight hours per week, students are assigned concurrently to a practicum team to maintain the gradual accumulation of practicum hours necessary to compete for clinical internships.

Up to six practicum teams operate out of the ISU Psychology Clinic. The Clinic Director manages day-to-day functions of the Clinic. The Clinic Director's roles and responsibilities are described in the Departmental Graduate Studies Manual. Students are assigned to practicum teams each semester by the CTC. Students nominate their preferred assignments during the preceding semester. Every effort is made to match students with preferred teams. Three important and sometimes competing principles, however, may create discrepancies between student preferences and the actual assignment. First, all students must participate on at least four different ISU Psychology Clinic teams. This requirement is mandated by the practice diversity objective (Objective 5-B) of the clinical training program. Second, all teams must have from two to four graduate students per semester to service patient flow and referral sources, while maintaining faculty supervisory responsibilities at a manageable level. Third, whenever possible, teams are composed of students from different levels in the program to allow opportunities for supervisory experiences.

First-year doctoral students do not enroll for practicum credit. First-year students are rotated across all teams during the fall semester as observers, attending the weekly team meeting and observing at least one team case each week. An APPIC Professional Team Data form is maintained by first-year students, since observation and group supervision are bona fide practicum experiences. First-year observers are not assigned any clinic team duties by the faculty supervisor or senior students. Generally, first-year observers devote three hours or less per week to team observations and rotate across teams every three weeks. First-year students practice generic interviewing skills in simulated contexts as part of the introductory clinical course (PSYC 701) during the fall semester. In addition, first-year students complete the two-course testing sequence (PSYC 620 and PSYC 621). All first-year students complete one ADA evaluation (i.e., of an ISU student presenting to the ISU ADA and Disabilities Resource Center) supervised by the Clinic Director or Clinic Graduate Teaching Assistants during the spring semester, following the successful completion of PSYC 620. In addition, all second and third year students who have successfully completed PSYC 620 are required to complete one evaluation from the ADA waiting list each fall and each spring semester.

Each team is supervised by a clinical psychologist, usually a full-time member of the clinical faculty. Whenever possible, students from different levels of the doctoral program are assigned to each team, approximating a "vertical team" approach to practicum training. Each student is actively engaged in various aspects of the diagnostic and/or therapeutic process at the level of skill the individual student currently possesses. For example, second-year students may function as co-therapists, or may be limited to administering standardized measurements, or may focus on observing and record-keeping. The senior team members (e.g., the faculty supervisor, a

student with a prior semester on that team, or a 3rd/4th year student) may provide the direct therapy, serving as models for junior students. The faculty supervisor always assumes ultimate responsibility for the delivery of psychological services, deciding what level of independent professional function to allow each individual team member. The art of mentoring clinical students in practicum settings is just that, an art. Team members will always struggle to find the right balance between supervisory guidance and independent professional function, since client welfare always maintains equivalent importance with student training.

Practicum supervisors evaluate each doctoral student enrolled for practicum credit using the Student Practicum/Externship Semester Evaluation Form and the Specific Assessment/Intervention Protocol Experiences Form described in the Clinic Manual. Performance evaluations are anchored by expectations commensurate with a student's class standing. For example, second-year students in their first semester of practicum are judged relative to the function of similar students. The recording and rating of acquired technical skills is an important part of the evaluative process, and one used to form a cumulative record (i.e., the list of assessment/intervention protocols experienced by the student). These records document specific skills of great interest to internship programs and prospective employers. Students should work diligently with supervisors to accurately record experiences with specific assessment and intervention protocols. See the APPIC Professional Team Data and APPIC Case Data forms described in the Psychology Clinic Manual for methods of recording APPIC hours and the Specific Assessment/Intervention Protocol Experiences form for methods of recording professional repertoire development.

Community Practica (PSYC 724) can be arranged for third and fourth year students. Up to three semesters of community practica can substitute for Psychology Clinic Practica (PSYC 725). Placements are with licensed, doctoral-level psychologists who provide professional services in local agencies. An ISU clinical faculty member may serve as the licensed supervisor upon need. Currently, community practica placements include State Hospital South, the Portneuf Behavioral Health Center, the ISU Counseling Center, a local developmental disabilities agency (ALLIES Family Solutions), a private practice focusing on forensic evaluation at the local women's correctional center, the Boise VA (summer only), a private practice specializing in work with sexual offenders, Region VI Department of Health and Welfare, and the Idaho Falls Behavioral Health Center. Community practicum students must purchase the ISU Medical Malpractice Insurance (\$15 per year).

Student therapists may continue to see patients in the ISU Psychology Clinic between semesters and during the summer months, even if not enrolled for practicum credit. This circumstance usually emerges when a student wishes to continue with a long term case, despite assignment to a new team, or wishes to carry a single case on a particular team. The university allows such practices as long as the faculty supervisor continues to accept responsibility for the case and maintains appropriate supervision. If a student is providing carryover services to a limited cliental during the summer session and is not enrolled in PSYC 725, the student must purchase the ISU Medical Malpractice Insurance. During the summer session students accepting a full caseload under supervision are required to enroll in 1-credit of PSYC 724 or 725.

Clinical Externships

A limited number of clinical externships are available to third- and fourth-year students, and occasionally, second-year students. Externships involve supervised professional practice in

a community setting for compensation. Like other funded positions, externships are awarded annually on a competitive basis. Unlike other funded positions, externships are a component of a student's program of study, earning academic credit (1-credit of PSYC 748 per semester). If the student needs a Non-resident Tuition Waiver (NRTW), externships are referred to as "Graduate Clinical Assistantships" by the university. Externships are enabled through training grants obtained by the Psychology Department with local agencies. Those grants specify the educational nature of the part-time professional practice and the minimum supervision requirements. Most importantly, a doctoral-level licensed psychologist must participate in the supervision of the extern. All professional contact is documented as per Psychology Clinic standards. Consequently, hours accumulated while on externship can be included in applications for pre-doctoral internships and in applications for state/provincial licensure to practice psychology. Currently, externships are available at the Department of Health and Welfare, Psychological Assessment Specialists, the Pocatello Family Medicine Clinic (which is staffed by the ISU Family Residency Program), a local developmental disabilities agency (ALLIES Family Solutions), the Idaho Center for Disabilities Evaluation, Road to Recovery, the Southeast Idaho Center for Neurobehavioral and Developmental Disorders, and the Idaho Falls Behavioral Health Center.

Weekly Clinical Training Program Meetings

Two to four case conferences are scheduled each semester by the CTC. Practicum teams assume the responsibility for directing case conferences on a rotating basis. Clinical case conferences are open only to clinical students and supervisors in order to maintain confidentiality and compliance with client informed consent. The responsible clinic team (or teams) presents one or more cases using whatever format is deemed appropriate: data, graphs, test information, videotapes, audiotapes, etc. The goal is to describe the evaluative strategy, diagnostic interpretation, case formulation, current treatment protocols, and/or treatment progress (if available). Teams are encouraged to present challenging clinical problems and to facilitate discussion of alternative courses of action and/or alternative formulations. Usually, third- and fourth-year students lead the team's presentation, although no limits are placed on any student or faculty role. Case conferences are an important component of "Brown Bag" lunches, currently held on Wednesdays during the noon hour.

The weekly luncheon meetings allow clinical students and faculty to accomplish needed business, attend presentations on clinical topics, attend meetings of the Psychology Graduate Student Association, obtain reports from convention activities, as well as present case conferences. The departmental Recruitment/Diversity Coordinator schedules speakers representing various interest groups to prepare students to function in a diverse, multicultural society. Attendance by doctoral students at "Brown Bags" scheduled by the CTC is required, recorded, and considered an important component of professional education.

Departmental Colloquium Series

The Psychology Department, the CTC, PSI CHI, and Psychology Club schedule presentations by professionals and students throughout the year. Colloquia are open to all members of the academic community. Colloquia are coordinated with other activities so that most students and faculty can usually attend (e.g., 4:00 – 5:00 PM). Professional presentations are solicited to enhance understanding of professional role models (e.g., private practitioners, consultants), specific institutional settings (e.g., the State Hospital, the Regional Mental Health

program), assessment/treatment information, and multicultural/diversity issues. Academic presentations are provided by faculty, guest speakers, applicants for open academic positions, and by students presenting dissertation colloquia.

The CTC organizes at least one clinical workshop each year to provide intense exposure to a specific area of professional activity that supplements faculty expertise. Attendance at the clinical workshop is a program requirement. Workshops are usually scheduled on a Friday in spring semester. Note that graduate courses are not scheduled on Fridays. The College of Health Professions sponsors the annual Idaho Health Care Conference in October. That conference invariably includes a “psychosocial track” that includes several presentations by doctoral level psychologists of interest to clinical psychology students.

Internship

The fifth-year pre-doctoral internship provides the clinical student with full-time clinical experience under qualified supervision in a service delivery setting. Data from the 2009 internship Match Report compiled by the Association of Psychology Postdoctoral and Internship Centers (APPIC) identified 666 pre-doctoral internship sites in the USA and Canada, hosting 3,051 interns. Most are APA accredited. The fourth-year student applying to internships should review the on-line APPIC Directory and discuss possible placements with the DCT, her/his dissertation director, and other faculty members. Most internship applications are due in November or December of the year prior to the internship start date. Most internships begin between July 1 and September 1. The training program at ISU currently requires students to attend an APPIC member internship site. The DCT organizes meetings with the intern applicant group in May and September to assist with the many details of the internship application process. In addition, one Brown Bag each spring is devoted to a roundtable presentation by the recent intern applicant group.

Prior to October 1 of the internship application year, each student must submit the “Graduation Checklist” to the DCT. The checklist identifies all doctoral degree requirements previously completed, and those that remain, including coursework, practica, and research credits. The student is referred to the Graduate Catalog, her/his own Doctoral Program of Study, and her/his current unofficial transcript for all the data needed to complete the Graduation Checklist. Each student meets with his/her advisor to review the data and complete the checklist, which is then submitted to the DCT once advisor approval is obtained. The DCT will then review the documents and request changes or approve the checklist. If changes are needed to the Program of Study, these can be identified and submitted to the Graduate School by the DCT (e.g., the student completed a clinical elective other than the one previously entered on the Program of Study). **The Graduation Checklist must indicate that all coursework and practica will be completed prior to departure for internship.**

The DCT must enter and submit data online verifying the student’s professional hours and readiness for internship, which has replaced the paper version of the AAPI (APPIC Application for Psychology Internship). The DCT will submit the verification data once the student has met all of the following criteria:

1. Approval of the Clinical Training Committee
2. Admission to Candidacy for the doctoral degree which requires:
 - a. The MS degree

- b. Passing the Qualifying Exam
- 3. Successfully proposing the doctoral dissertation
- 4. Approval of the Graduation Checklist

It is anticipated that the modal student will collect dissertation data into the spring and summer of the fourth year. Some students will defend the dissertation before departing for the internship; however, many other students will finish the data analyses and writing while on internship and return to campus to defend the dissertation and present their colloquium. Students should be aware that collecting dissertation data during the internship year is not very realistic. Internship sites tend to schedule 40 “plus” hours per week of clinical service delivery and rarely structure opportunities for student research. It may be possible, however, to select a site compatible with research. Significant coordination between the student, the dissertation director, the site, the internship Training Director, and the Institutional Review Boards of both ISU and the site are required. Such details must be addressed thoroughly in advance.

The APPIC internships use a national matching service to assign internships to applicants. Only matches that are mutually acceptable to both the site and the student are made. Students (and sites), however, will not always be granted first choices, and a small, but significant percentage will not be matched at all (15.2% in 2009). Through 2009, 95% (42/44) of ISU applicants have been placed on match day or shortly thereafter via the APPIC Clearinghouse system. It is the policy of the Council of University Directors of Clinical Psychology (CUDCP), our national organization, that students who sign an agreement with the APPIC National Matching Service are expected to abide by the rules of the system. This agreement includes the stipulation that the student will accept and will attend the internship program to which the student is matched. Failure to abide by the APPIC match policies is considered serious misconduct by the CTC. If this failure is determined to be evidence of unprofessional conduct and/or unethical behavior without mitigating circumstances, the student may be subject to disciplinary action, up to and including termination from the clinical training program at Idaho State University.

All students must enroll in 1-credit of Clinical Internship, PSYC 749, during the fall semester of their internship year. The student’s internship training director will file periodic evaluations of internship performance throughout the year. Students will receive an IP (In Progress) grade for each semester until the internship is completed. To meet the continuous enrollment rule of the Graduate School, students on internship register for either 1-credit of internship (PSYC 749) or dissertation (PSYC 750) during the spring and summer semesters of the internship year. Students with outstanding student loans must opt for the internship credit, rather than the dissertation credit, to maintain their full-time student status for purposes of continued loan re-payment deferment. Upon receipt of the internship certification of satisfactory completion, internship grade(s) will be changed from IP to Satisfactory. The ISU Verifications Clerk and Office of Financial Aid will send information to any lending institution indicating that the intern is a full-time student during the internship year, a status formally recognized by ISU. Interns are designated as full-time students in the ISU Graduate Catalog. The internship is a degree requirement, an accreditation requirement, a licensure requirement, and educational in nature, rather than simply a job. Moreover, it is certainly “full-time”.

It is a goal of the clinical training program to fully prepare students for the pre-doctoral internship. Neither Idaho State University, the College of Arts and Sciences, or the Psychology Department, however, guarantee admission into an APPIC member internship site by virtue of

admission into the clinical psychology program at Idaho State University. APPIC member sites are independent organizations. In 2009 there were 547 fewer internship positions (3,051) than applicants (3,598), indicating that a qualified student from ISU may not gain admission. Consequently, the CTC has obtained approval from the ISU Graduate Council to approve "...comparable supervised clinical practice..." as a substitute for an APPIC internship under limited conditions. The primary reason would be to meet the needs of a fully qualified student who makes a good-faith effort to apply, but is unable to obtain an APPIC internship. The secondary reason for authorizing a non-APPIC internship is a small set of special cases, considered on an individual basis. Examples of such special cases include, but are not limited to, medical necessity, extreme financial hardship, and program mission to serve the needs of state mental health agencies. All special cases require a two-step process. First, the request must meet CTC approval as a special case; second, the local internship parameters must be approved by the CTC and by an external reviewer prior to internship onset. All the usual criteria for internship application approval pertain to non-APPIC internships, other than the time frame.

Requirements Imposed by Some Training Sites

A minority of community practicum sites, clinical externships, and clinical internships require the student participant to submit to a legal background check. Generally, these mental health agencies have a mandate to insure that all service providers, including student trainees, meet a specific standard (e.g., the absence of a felony conviction). Moreover, virtually all state and provincial Psychology Boards require applicants for licensure in their jurisdiction to disclose their legal history, and to explain the nature of a felony conviction, if any. Boards may deny licensure to applicants with felony convictions.

Some hospital settings now require documentation and/or updating of a student's immunizations for communicable diseases (e.g., Tuberculosis, Chicken Pox, Measles, Mumps, Rubella). Students may be required to locate their medical records, document their immunization history, take a vaccination(s), and/or provide medical evidence of immunity in order to participate in a community practicum, clinical externship, or clinical internship located within a hospital.

VIII. Standard of Conduct

Students in the clinical training program at ISU adhere to the Ethical Principles of Psychologists and Code of Conduct published by the APA, June 2003. These principles are presented in a formal course, PSYC 512, Ethical and Professional Issues in Psychology, taken by all students during the fall semester of the second year. A fourth year seminar on ethical dilemmas is also required (PSYC 703). Common ethical issues pertaining to student activities in the ISU Psychology Clinic are reviewed in the Psychology Clinic Manual.

Developing an attitude consistent with ethical responsibilities is an important quality of a professional psychologist. If a doctoral student displays behavior that is inconsistent with ethical guidelines, every effort will be made to resolve the problem through education. Persistent disregard of ethical standards despite educational efforts will lead to dismissal from the program. See the Grievance Committee section of the Departmental Graduate Studies Manual and the Appeal of Dismissal from a Graduate Program section in the Graduate Catalog for more detail.

Multiple relationships between faculty/students, or students/clients, or teaching assistants/students (and so on) should be avoided. Examples of such dual relationships include, but are not limited to, romantic/sexual involvements, joint financial activities, family relationships, and similar entanglements. The adverse consequences of such dual relationships extend not only to the individuals involved, but others in the training program and the program itself. See Ethical Standards #3.05, Multiple Relationships, and #3.08, Exploitive Relationships. Should a dual relationship arise, it is important that the dual relationship become known to the Clinical Training Committee so that ethical steps to mitigate harm can be taken. Such steps can include, but are not limited to, removing the instructional, supervisory, or evaluative roles of one individual in the relationship relative to the other for as long as either member participates in the clinical training program.

Graduate school is a very difficult and demanding period of life. It is not surprising that personal problems arise from time to time. Seeking help is actually an ethical requirement if personal problems interfere with a student's ability to function as a psychology trainee. See Ethical Standard #2.06, Personal Problems and Conflicts. Formal therapy is not a requirement of clinical training at ISU. Seeking therapy when needed, however, would reflect positively on a student. There are many appropriate community options. Engaging in therapy with a clinical faculty member or fellow student, however, is strictly prohibited (as a result of the inherent dual relationship). We do share a collective responsibility to take action if a fellow student or faculty member's personal problems appear to be harmful to clients. The appropriate first step would be to bring the concern to the attention of the student colleague. If that is not corrective and a risk to clients still exists, it is appropriate to bring the matter to the attention of a faculty member. If there is sufficient evidence that a student might be suffering from a psychosocial or physical disorder, the CTC may recommend a leave of absence until the possible impairment is evaluated and/or remediated; continued impairment despite reasonable remediation efforts may be grounds for dismissal from the program.

Finally, all students are explicitly reminded of the ethical issues surrounding plagiarism and other forms of academic dishonesty. Ethical Standard #8.11 indicates that 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". Essentially, in all written material, students must be sure to reference all sources of information and all quoted material as indicated by the APA Publication Manual. Students take every reasonable step to minimize the risk that a reader might mistakenly conclude that someone else's work or ideas are the student's. Please note the section on "Academic Dishonesty" in the Graduate Catalog and the range of quite severe consequences for violations, including program dismissal.

Public Communications Warning to Each Student

The University reminds you that any website, blog, email, email signature, or answering machine message is literally an announcement to the general public. Part of that general public is any internship program, client, employer, or legal authority, any of whom may conduct an online search to learn more about you. Be aware that any ill-considered, unprofessional posting may reflect badly on you and on our program. Indeed, a number of negative episodes have occurred in training programs and at universities where graduate students have been adversely affected by material they posted on websites, emails, and answering machines.

Obviously, the CTC has no authority or desire to restrict your freedom of speech. If you identify yourself as a graduate student in our program, however, we have an interest in how you portray yourself. In the extreme case in which a student describes unethical or illegal behavior online, that information could be used to determine continued eligibility for doctoral training in clinical psychology. Recall that you are expected to adhere to the APA Ethical Code of Conduct, which includes obeying the law. In the risk avoidance spirit in which this warning is intended, the program advises each student and faculty member to approach very carefully any online announcements. Always keep this question in mind: "Have I have posted anything that I would not want the program faculty, employers, family, or clients to read or view?" Always remain concerned about professional demeanor and your personal presentation. If you have any questions regarding "safe" web practices, do not hesitate to contact the CTC.

IX. Financial Support

It is the goal of the Psychology Department to offer some level of financial support to every doctoral student. Graduate Teaching Assistantships (6), Psychology Clinic Assistantships (2), Service Learning Positions (2), and Graduate Clinical Assistantships (Externships) (11) are committed to clinical doctoral students during the 2009-10 academic year. Each position requires approximately 15 hours of work per week. Departmental Teaching Assistants perform many duties, often for more than one faculty instructor. Duties include, but are not limited to, grading exams, giving presentations, holding office hours, directing review sessions, proctoring tests, preparing and grading lab assignments and problem sets, and compiling class data. Up to two senior GTAs may assume course instructor roles for lower division psychology courses, based upon departmental need and readiness. Currently, Graduate Teaching Assistants and the departmental Research Assistant earn \$12,281 plus tuition and health insurance during the fall and spring semesters of one academic year. Service Learning positions, usually in direct care, earn from \$8-\$10 per hour, and include a non-resident tuition waiver (NRTW). Clinical Externships are restricted to advanced students (i.e., at least second-year), involve more professional activities (evaluation, therapy, data management, etc.), earn academic credit, APPIC hours, and the NRTW. Clinical Externships pay a higher hourly rate, currently ranging from \$15 to \$20 per hour. Assistantships, Service Learning, and Externship performances are formally evaluated semi-annually by the relevant supervisor(s). These evaluations are incorporated into the CTC's semester review of each student. In addition to departmentally controlled funding, some students each year (3 in 2009-10) are supported with assistantships by other programs within ISU or by faculty grants.

To date the program has been able to fund virtually all students who have requested funding at some level. The maximum funding (GTA or GRA positions) provide full tuition relief, health insurance, and a stipend; the minimum funding (service positions) provide a non-resident tuition waiver and a stipend.

All financial awards are announced on or before April 1 of each year. Current doctoral students are automatically considered for funding. Current students must submit preferences for funding when requested by the DCT, usually before March 1. If a doctoral student is also an Idaho resident, the student should apply for a Kasiska grant by the required deadline (usually in March, although not available in 2009-10 due to budgetary constraints). Teaching and Research Assistantship recipients are ineligible to receive Kasiska grants.

It is very important to note that funding for one year does not guarantee a stipend during subsequent years. It is possible that a previously stipended student will not be offered financial assistance by the department, or may be assigned to a less preferred funding source. Funding is on an annual basis only and is competitive. Performance variables considered for funding include, but are not limited to, course work, assistantship/service learning/externship ratings, practicum ratings, participation in professional activities sponsored by the program, and adherence with the recommended temporal guidelines of the program. Students who are not in good standing with the CTC (e.g., not making satisfactory progress or on academic probation) are a lower funding priority than students in good standing. The Psychology Department may admit unfunded students if there is an insufficient number of funded positions in a given year. In general, students do not receive more than four years of departmental funding, although fifth year students have frequently been funded, given availability and eligibility to fill vacant positions. Students admitted with the MS/MA degree from another institution who have a defined three-year on-campus program of study are usually limited to no more than three years of departmental funding. It is important to recognize that students who do not advance through the program in a timely manner face financial problems with lending institutions if unable to transition to internships during the fifth year. Such students are often not funded by the department, as noted above, and usually lose full-time student status, since enrolling for the required 9 credits is unnecessary and costly. Consequently, there is no protection from student loan repayment schedules for students beyond the fourth year (unless on internship).

If a student requests funding from the department, assignments made by the department to an Assistantship, Service Learning Position, or Externship are not open to negotiation. Refusal to accept an assignment could be considered grounds for probationary status and possibly program dismissal. The Department and CTC have worked diligently to secure and contract reasonable and educational assistantships, service learning positions, and externships. The Department has accepted the responsibility to fill every contracted position with a doctoral-level graduate student if at all possible, and to fund every student if at all possible. The Department will do everything possible to match students with preferred positions. It is very important, therefore, that students fully communicate their interests/needs regarding the many funding options. Rank ordering the various positions as instructed on the Departmental Funding Request form is only the first step. Another communication method is to provide explicit written instructions on the form (e.g., "If I cannot be assigned to position X, I do not wish to be funded by the department next year."). A third communication method is to make sure your advisor will be present at the faculty meeting and be able to adequately represent your wishes, professional experience needs, and readiness to perform preferred assignments. If your advisor cannot be present, be sure to meet with the DCT who will represent your interests on behalf of your advisor. Once decisions are made, the DCT, Department Chair, and the student's advisor are always available to discuss the rationale for funding assignments made by the department. The student always has the right to ask for re-consideration of the faculty's decision. Nevertheless, the ultimate authority for making funding assignments rests with the faculty.

X. APA Accreditation

The APA Committee on Accreditation first accredited ISU's doctoral program in clinical psychology in May 2001. In February of 2004 we were accredited a second time. The program pays an annual fee and files an annual report to the committee to maintain its accreditation status. Our next site visit is scheduled for 2011. Students with questions about the accreditation process can direct those concerns to the DCT or contact the Committee on Accreditation directly at:

Office of Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

XI. Summer Session

Summer session brings limited offerings to graduate students maintaining residence. Two practicum teams are usually in operation in the Psychology Clinic each summer. Most community practica are available. Most clinical externships and service learning positions operate on 11-month contracts, terminating on July 25 and resuming on August 25.

Many students maintain active academic pursuits during the summer for a variety of reasons. Second year students often remain to collect thesis data and prepare for the Qualifying Exam with a student study group. Some remain in summer session as a result of contractual responsibilities with a community agency. Fourth-year students often need to remain on campus to finish collecting data for their dissertation prior to departing for internship sites.

It is possible to schedule various committee meetings during the summer (e.g., thesis or dissertation defense). The student is advised, however, to check with committee members well in advance of the summer session to insure attendance at a June or July meeting. Contact the Graduate School to insure timely completion of oral exams that insure an August graduation date. The last day to defend theses/dissertations for August graduation is usually the Friday of the third week in July. Early August is a particularly poor time to attempt to schedule a committee meeting of any kind.

XII. Work Policy

Funded students are not expected to seek or accept additional employment during the academic year. The “12 credit” semester plus a 15-hour per week assistantship, externship, or service learning position is a full life! It is wiser to acquire a loan, if necessary, than assume any additional burdens. The CTC, of course, cannot dictate to anyone what he/she does beyond the structure of the doctoral program. The CTC requires, however, that any student who chooses professional employment outside the program inform the CTC and sign the Employment Acknowledgement and Disclaimer Form at the start of each semester. If a student employed outside the program is not making adequate progress toward completion of the doctoral degree (e.g., missing recommended deadlines), the CTC can place the student on probation. Sustained inadequate progress may be considered grounds for dismissal from the program. Therefore, consulting with one’s advisor and the DCT is a good strategy to include in consideration of seeking/accepting external employment.

Students in any community placements or employment contexts must adhere to all ethical and legal requirements regarding public representation of their credentials. See the APA Ethical Standard #5.01, Avoidance of False or Deceptive Statements, and the Idaho Code #54-2302/2303 regarding the legal use of the title, psychologist, and exemptions for students. Generally, students in a supervised setting that is a component of their program of study (e.g., the ISU Psychology Clinic or contracted externships) refer to themselves as “Psychology Trainees”. In contrast, if a student chooses to engage in professional employment or professional activities that are not a component of her/his program of study, the student must use the job title designated by the employer (e.g., “Psychosocial Rehabilitation Worker”). Only a licensed psychologist can use the title, “psychologist”. The title is protected by law. Further, in

professional activities not sanctioned by the program, students must be very careful not to represent themselves as ISU graduate students engaged in a formal program of study.

Students should be explicitly apprised of the fact that when engaged in professional employment or professional activities that are not components of the doctoral training program, the student is completely uninsured against lawsuits alleging harm. Neither Idaho State University nor the American Psychological Association student insurance plans cover a student for activities not sanctioned by the training program.

XIII. Graduate Student Association

All matriculated graduate students are automatically members of the Psychology Graduate Student Association (PGSA). The PGSA has as an important formal function, namely, to appoint student representatives to various departmental committees. If elected by the PGSA, student members of departmental committees have full voting rights on all programmatic issues. Currently, the association is asked to elect two graduate students from the clinical training program to the Clinical Training Committee; two graduate students, one from each degree program, are elected to participate in Psychology Department meetings; three graduate students from either degree program are elected to serve on the Grievance Committee; one clinical student serves on the Psychology Clinic Quality Assurance Committee; one clinical student serves as the program's student liaison to CUDCP; and up to three clinical students who have applied to APPIC internships are elected to serve on the Clinical Admissions Committee. Further, the Department Chairperson or the CTC may ask the PGSA to appoint a student representative(s) to various ad-hoc committees.

The Psychology Graduate Student Association is not limited to nominating committee participants. It may pursue any other aspect of student affairs it so chooses. The association is encouraged to meet at least monthly. The President of PGSA works with the DCT to schedule two-to-three PGSA meetings each semester during the Wednesday Brown Bag time slots. The Department Secretary provides clerical assistance to PGSA upon request.

XIV. The Grievance Process

Any number of disputes and honest disagreements can arise during the course of graduate training. Students are strongly encouraged to seek informal solutions as the best, first step to resolving conflicts. Consultation with one's academic advisor, the DCT, the Department Chairperson, the Clinic Director, other faculty, the secretarial staff, or other students will often lead to a better understanding of the conflict and successful accommodations.

If an informal resolution of the problem is not successful, students are asked to submit written complaints to the appropriate administrator. If the complaint involves Psychology Clinic procedures, submit the complaint to the Clinic Director; if it involves a Clinical Training Committee decision, submit the complaint to the DCT; if it involves a non-clinical faculty member, submit it to the Department Chairperson; inform the ISU Office of Affirmative Action if a problem of sexual harassment or discriminatory practices occurs. If a student is reluctant to file a complaint within the Psychology Department, the student can submit a written complaint to the Dean of the College of Arts and Sciences or the Dean of the Graduate School.

Formal written complaints should include: 1) identification of the individual or organizational entity of concern; 2) the date or time-frame of the alleged incident; 3) the specific allegation and rationale justifying the complaint; 4) evidence in support of the allegation and/or justification of the complaint; and 5) perceived actions that would constitute a fair redress of the grievance. If a complaint is submitted to a departmental administrator, she/he will respond in writing within five working days of receiving the written complaint. Students may be asked to meet with the administrator to clarify the complaint or provide further information. Students are welcome to bring a member of the Psychology Graduate Student Association with them to such meetings to provide information and support. Formal complaints and the written administrative response will be maintained on file in the Psychology Department.

If a complaint cannot be resolved to the satisfaction of a student at the departmental administrative level, two general courses of action are available. First, if the complaint involves an appeal of a course grade or program dismissal, specific steps and time frames outlined in the Graduate Catalog must be followed. The student is referred to the section entitled “Appeals of Grade or Dismissal”. A series of actions then ensue providing due process for both the student and the individual/organizational entity against whom the complaint was lodged. These steps may eventually involve the Dean of the College of Arts and Sciences or the Graduate Council.

The student should direct all other appeals to the Departmental Grievance Committee. Three general classes of complaints will be reviewed by the Grievance Committee:

1. Allegations of ethical violations
2. Disagreements with a departmental or Clinical Training Committee decision
3. Probationary Status

For more specific details regarding the function and process of the Grievance Committee, see the Psychology Department Graduate Studies Manual.

XV. Licensure

Licensure to practice psychology in any given state or province falls under the jurisdiction of state/provincial boards of psychologist examiners. These boards are members of an organization called the Association of State and Provincial Psychology Boards (ASPPB). Although there is considerable international effort to render licensure requirements/regulations more uniform (e.g., eligibility, continuing education, and portability across state boundaries), significant diversity still exists across the many boards. It is a goal of the clinical training program to fully prepare the student to qualify for licensure in any state or province. However, neither Idaho State University, the College of Arts and Sciences, or the Psychology Department guarantees student eligibility for licensure. ASPPB member boards are independent organizations, defined by law within the state/province of jurisdiction. Licensure is a responsibility and choice of the individual graduate.

XVI. Americans with Disabilities Act

Idaho State University has issued a statement of compliance with the Americans With Disabilities Act. See the policy statement in the Graduate Catalog and associated service information. Students who need auxiliary aids or other accommodations are asked to contact the ADA and Disabilities Resource Center on campus. The Psychology Department will cooperate and accommodate to requests made by the ADA and Disabilities Resource Center.

BASIC CURRICULUM SEQUENCE

Year 1	Fall Statistics & Design I Clinical Psychology Psychodiagnostics I MS Core Thesis (1)	Spring Statistics & Design II Adult Psychopathology Psychodiagnostics II MS Core
	<u>Additional Year 1 Goals:</u>	Observe all Psychology Clinic teams
Year 2	Fall Thesis Ethics (2) Adult Therapy I MS Core Practicum (1)	Spring Thesis (2) Child Psychopathology & Therapy Adult Therapy II MS Core Practicum (1)
	<u>Additional Year 2 Goals</u>	Prepare for Qualifying Exam (Summer) Take Qualifying Exam (August/September)
Year 3	Fall Psychotropic Medication (2) Clinical Elective Advanced Measurement Practicum (2)	Spring Multivariate Stats & Design Clinical Elective Cultural Diversity Practicum (1)
Year 4	Fall Clinical Elective Advanced Ethics Sem (1) Dissertation (6) Practicum (1)	Spring Clinical Elective History & Systems Dissertation (6) Practicum (1) Interdisciplinary Evaluation Team (1)
	<u>Additional Year 4 Goals</u>	Complete Graduation Checklist (Oct 1) Dissertation Prospectus (Oct 15) Apply to Internships (Nov-Dec)
Year 5	Clinical Internship (1)	Clinical Internship Defend Dissertation Present Colloquium

Several courses are offered only on alternating years. Therefore, students may take courses in orders slightly different from the above model. All courses are 3-credits unless stated otherwise in parentheses. Students are strongly advised to maintain the schedule of courses as presented above. Significant deviations from the recommended course sequence requires approval of the academic advisor and the DCT. The student and his/her advisor should be fully cognizant of the many tradeoffs in costs and benefits when qualitatively altering the Basic Curriculum Sequence. Students must have schedules approved by the DCT each semester.

Appendices

1. Area Requirement Plan of Completion
2. MS Equivalency Review Form
3. Clinical Student Tracking Form: Years 1 and 2
4. Clinical Student Tracking Form: Years 3 and 4
5. Overview of the Recommended Temporal Guidelines
6. Graduation Checklist

Area Requirement Plan of Completion

Area	Courses Completed Elsewhere (Dept., #, Title, U/G)	ISU Courses To be Completed
1. History & System	_____	_____

2. Biological Bases	_____	_____

3. Cognitive/Affective	_____	_____

4. Social	_____	_____

5. Individual	_____	_____

6. Developmental	_____	_____

Signatures

Student _____

Date _____

Department Chair _____

Date _____

Director of Clinical Training _____

Date _____

Student:

MS Equivalency Review Plan of Completion

University**Degree****Date of Degree Conferral****ISU Requirement****Transfer****ISU Course
to complete**

PSYC 627

PSYC 632

PSYC 650

Area A (Bio Bases)

Area B (Cog Bases)

Area C (Social Bases)

Area D (Ind Behavior)

Elective Credits (12)

Signatures

Student _____ Date _____

Department Chair _____ Date _____

Director of Clinical Training _____ Date _____

Subject Matter Experts (as needed):

	Date
	Date
	Date
	Date

Clinical Student Tracking Form

Program Years 1 and 2

MS Core

1. Developmental _____
2. Biological _____
3. Cognitive _____
4. Social _____
5. Personality _____

Practicum Rotations**Year 1**

- 2
- 3
- 4
- 5

Year 2

- 1 _____
- 2 _____
- 3 _____

Methodological

1. Stats/Design I (627) _____
2. Stats/Design II (632) _____

Testing

1. Cognitive (620) _____
2. Personality (621) _____

Thesis

Committee Members:

1. Director
- 2.
3. GFR

Professional

1. Clinical (701) _____
2. Ethics (512) _____

Prospectus
Defense**Clinical**

1. Psychopathology (648) _____
2. Adult Therapy I (645) _____
3. Adult Therapy II (646) _____
4. Child Therapy (649) _____

Final MS Program filed with Graduate School (Prior to thesis prospectus)

Thesis Title:

Clinical Student Tracking Form

Program Years 3 and 4

Required Courses

1. Multivariate Stats/Design (637) _____
2. ADV Measurement (623) _____
3. Cultural Diversity (634) _____
4. Psychotropics (702) _____
5. ADV Ethics Sem (703) _____
6. History & Systems (672) _____

Qualifying Exam - Written

Date _____
 Consensus: _____

Clinical Electives (12 credits)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Qualifying Exam Committee - Orals

1. _____
 2. _____
 3. _____
 4. _____
 5. GFR _____
- Consensus Score: _____

Practicum Assignments

- Year 3 1 _____
 2 _____
 3 _____

- Year 4 1 _____
 2 _____
 3 _____

IET _____

Ph.D. Program of Study filed with Graduate School prior to Qualifying Exam

Admission to Candidacy Checklist

1. MS Degree _____
2. Qualifying Exam _____
3. Final Ph.D. Program of Study Filed with
Graduate School _____

Dissertation Committee

1. Director _____
2. _____
3. _____
4. _____
5. GFR _____

Prospectus Date

Final Oral Defense

Colloquium

Dissertation Title:

Internship Process

1. Graduation Checklist
2. CTC Approves Application
3. Internship Site
4. Internship Onset Date
5. Enrollment in PSYC 749
6. Internship Certificate/Letter Received

Current Recommended Temporal Guidelines (Academic Year begins in September)

I. Bureaucratic Guidelines

Date	Task
1. October 1, YR 1	Select thesis advisor
2. Fall Sem, YR 1	Area Requirement Plan of Completion (DCT & Chair approve)
3. Fall Sem, YR 1	MS Equivalency Review, if entering with an MS from elsewhere
4. Fall Sem, YR 1	Program of Study for the MS filed with the Graduate School
5.	MS Oral Defense Examination Notification form filed with Graduate School
6.	Apply for graduation (MS degree) with Graduate School Complete all steps on the Graduate School's "Graduation Checklist"
7. July, YR 2	Program of Study for PhD filed with Graduate School (needed prior to Qualifying Exam; needed for GFR; invariably a different committee than dissertation committee, since the Qualifying Exam Committee is appointed by the Dept. Chair)
8. YR 3	Inform DCT of Dissertation Committee membership (needed prior to dissertation prospectus; change committee to address needs of dissertation)
9. Oct 1, YR 4	Graduation Checklist submitted to DCT
10. Oct, YR 4	CTC Approval to Apply to Internships
11.	PhD Oral Defense Examination Notification form filed with Graduate School
12.	Schedule Doctoral Colloquium/Oral Defense with DCT
13.	Apply for graduation (PhD degree) with Graduate School Complete all steps on the Graduate School's "Graduation Checklist"

II. Recommended Temporal Guidelines

Date (by then or before)	Task
1. January, YR 2	Thesis Prospectus
2. Aug, YR 2	Qualifying Exam
3. January, YR 3	Thesis Defense
4. October 15, YR 4	Dissertation Prospectus
5. YR 5	APPIC Internship
6. YR 5	Dissertation Defense (includes colloquium)

III. Linkage Across Academic Tasks

1. Prerequisites to take the Qualifying Exam

- a. Good Standing (not on probation)
- b. Four semesters of doctoral training at ISU (or MS + 2 semesters at ISU)
- c. Completion of Area Requirement Plan
- d. Completion of MS Equivalency Review Form & Plan (if applicable)
- e. Completion of methodology courses of YR 1 & 2
- f. Thesis Prospectus

2. Admission to Candidacy for the Doctoral Degree

- a. MS Degree
- b. Qualifying Exam

3. Propose the Dissertation

- a. Admission to Candidacy

4. Gain CTC Approval to Apply to Internships

- a. Admission to Candidacy
- b. Propose doctoral dissertation
- c. Graduation Checklist approved by DCT
- d. CTC general considerations (e.g., viability of dissertation data collection, professional readiness, course work completed prior to departure, remediation of specific deficits previously specified, etc.)

Graduation Checklist

Directions: Insert date of completion (e.g., Fall 2008), OR
Planned date of completion in parentheses, e.g., (May 2011)

- | | |
|---|---|
| <p>1. MS Degree _____</p> <p>3. Dissertation Prospectus _____</p> <p>5. Doctoral Coursework:</p> <p style="padding-left: 20px;">PSYC 620 _____</p> <p style="padding-left: 20px;">PSYC 621 _____</p> <p style="padding-left: 20px;">PSYC 623 _____</p> <p style="padding-left: 20px;">PSYC 512 _____</p> <p style="padding-left: 20px;">PSYC 634 _____</p> <p style="padding-left: 20px;">PSYC 637 _____</p> <p style="padding-left: 20px;">PSYC 645 _____</p> <p style="padding-left: 20px;">PSYC 646 _____</p> <p style="padding-left: 20px;">PSYC 648 _____</p> <p style="padding-left: 20px;">PSYC 649 _____</p> <p style="padding-left: 20px;">PSYC 672 _____</p> <p style="padding-left: 20px;">PSYC 701 _____</p> <p style="padding-left: 20px;">PSYC 702 _____</p> <p style="padding-left: 20px;">PSYC 703 _____</p> <p>7. Practica: 7 credits of PSYC 724/725
1 credit of PSYC 517</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> | <p>2. Qualifying Exam _____</p> <p>4. Dissertation Defense _____</p> <p>6. Colloquium _____</p> <p>Four Different ISU practicum teams</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>8. Clinical Electives (12 credits total)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>9. Clinical Internship</p> <p>1. _____</p> |
|---|---|

Signatures:

(Student)

(date)

(Advisor)

(date)

(Director of Clinical Training)

(date)