



# ISU Psychology Department

## Departmental Procedures and Doctoral Program Handbooks

Prepared by the Psychology Department Faculty  
Revised August 2023

See next page for a summary of changes since previous revision

Quick Links:

[ISU Psychology Department Policies and Procedures](#)

[Doctoral Program in Clinical Psychology Handbook](#)

[Doctoral Program in Experimental Psychology Handbook](#)

## Summary of Changes Since Previous Revision (October 2022)

- Replaced references to policies with references to procedures
- Deleted GRE scores requirement from graduate admissions
- Added general voting procedures
- Updated Tenure and Promotion committee guidelines and procedures
- Clarified the procedures for transferring credits for students who matriculate with MS or MA degrees
- Deleted section on annual and graduate student awards
- Added a statement on Clinical student supervision by non-psychologist supervisors
- Updated Comprehensive/Qualifying Exam guidelines and procedures for both programs.
- Added information on ISU Student Support Resources and the City of Pocatello's Community Resource Directory

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## Introduction

This manual delineates all guidelines and procedures of the department, including those pertaining to graduate programs that are not presented elsewhere. Information contained herein supplements, but does not supersede, any policies or procedures of the University, the Graduate School, the Office for Research, or the College of Arts and Letters. See the [Office of Academic Affairs Policies](#) pertaining to university-wide policies and the [Graduate Catalog](#) for information specific to graduate students.

## Department of Psychology Mission Statement

The mission of the Psychology Department is to conduct research and provide education and services within the area of psychology. Our research programs advance psychological knowledge and apply this knowledge to address real-world issues. We provide education at the baccalaureate, masters, and doctoral levels, with the goals of teaching psychological concepts, scientific methods, professional skills, an awareness of and appreciation for diversity, critical thinking, and effective written and oral communication. We serve the profession and community by applying our expertise to improve individual and collective well-being.

## Commitment to Ethical Practices and Collegiality

As members of the ISU Psychology Department, we are united in our commitment to the discipline of psychology. We follow the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct as guidelines to ethical practices in teaching, research, and clinical work: <https://www.apa.org/ethics/code/>. We also adhere to Idaho State University's Code of Ethics and Conduct Policy: <https://www.isu.edu/media/libraries/general-counsel/Compliance-Code-of-Ethics-and-Conduct.pdf>

We recognize that a well-functioning academic community includes relationships built upon collegiality, trust, and honesty, including but not limited to relationships among students and faculty, researchers and participants, clients and therapists, and scientists and the public. To maintain trust, we strive to present ourselves, our research, our practice, and our discipline with integrity.

Consistent with APA, we respect the dignity, worth, and rights of all people. We recognize and respect cultural, individual, and role differences, such as on age, gender identity, race, ethnicity, religion, national origin, sexual orientation, disability, etc. We also aim to appreciate cross-discipline perspectives in psychology by considering differing theoretical perspectives. We further endeavor to limit the effects of bias in our immediate environment by attempting to reduce potential bias when we see it.

## Diversity Statement

The Department of Psychology at ISU is committed to creating an equitable, diverse, and inclusive environment for all students, staff, and faculty. We strive to treat everyone with respect and dignity. Diversity in all its forms (including but not limited to race, ethnicity, gender identity, sexual orientation, religion, age, disability status, national origin, socioeconomic status, neurodiversity, political orientation, and body diversity) is essential to achieve our mission, namely *conducting research and providing education and services within the area of psychology*. We aim to recruit and retain qualified students, staff, and faculty, including

members of marginalized groups. We are committed to incorporating the principles of equity, diversity, and inclusion in our work.

We are committed to eliminating all forms of discrimination, harassment, and oppression. We stand in solidarity against hate-related incidents. Our commitments are reflected in our education, research, advocacy, and services.

## Departmental Administration and Organization

Faculty, staff, and students serve in many different capacities and roles within the Department. Some lines of responsibility are well-delineated; others are difficult to specify. In the latter instance, the Department tends to operate as a single committee to resolve problems and articulate policy.

### Chairperson

The many roles and duties of the Department Chairperson include departmental governance, curriculum and instruction, faculty affairs, student affairs, college affairs, and general duties regarding the day-to-day operation of the department. The Chairperson is on an 11-month contract and is granted two course releases for both fall and spring semesters from the standard workload policy.

### Director of Clinical Training

The Director of Clinical Training (DCT) position is required by the Commission on Accreditation (COA) of the American Psychological Association (APA). Essentially, an individual other than the Department Chairperson must be recognized and assume responsibility for the many components of the professional education of clinical doctoral students. The DCT is appointed by the Dean of the College of Arts and Letters based on the recommendations of the Psychology Department Chairperson and the Clinical Training Committee (CTC), and is on an 11-month contract. The DCT is granted a reduction of one 3-credit course during both fall and spring semesters from the standard workload policy for full-time clinical faculty.

The DCT operates as the CTC's executive director and implements decisions made by the committee. The DCT has no special power over the committee (i.e., no veto), but has full responsibility to provide the committee with information relevant to committee functions and to administer committee decisions. The DCT serves as liaison between the committee and several other professional and institutional organizations of relevance for the doctoral training of clinical students at ISU and has a consulting role with the Director of the ISU Psychology Clinic and the Associate Director of Clinical Training. In particular, the DCT represents the committee on all relevant matters with the Department, the College, the Graduate School, and ISU central administration.

The DCT also monitors several professional organizations for the CTC and represents it in matters relevant to those organizations. Specific professional groups currently included on that list are the Idaho Psychological Association, the APA Committee on Accreditation, the Council of University Directors of Clinical Psychology (CUDCP), and the Association of Psychological Postdoctoral and Internship Centers (APPIC). The DCT chairs all meetings of the CTC. Minutes of all CTC meetings are recorded.

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### Coordinating Course Offerings by Clinical Staff

The DCT works with the CTC and the Department Chairperson to ensure an adequate staffing plan that allows students to make progress toward their degree. The Departmental Chairperson retains ultimate responsibility for course assignments to faculty members.

### Student Evaluations

Students are evaluated on their program progress and performance annually. At the beginning of each fall semester, students work with their advisors to draft a self-evaluation of their past-year performance in the program. Data include, but are not limited to, course grades, basic adherence to temporal guidelines for the doctoral program, practicum and externship evaluations, Graduate Assistantship evaluations, and professional data (e.g., publications and service activities). Under the direction of the DCT, the CTC reviews all self-evaluation drafts, makes edits as appropriate, and adds summary and recommendation language. All students indicate that they have received and read their annual evaluation and are given an opportunity to discuss the report with the DCT and respond to the evaluation if they wish to do so.

### Accreditation

The DCT performs duties required to support accreditation of the clinical training program by the APA Committee on Accreditation (CoA). These duties include, but are not limited to, completing the Annual Report Online (ARO), submitting any required narrative responses to CoA, working with office staff to update the clinical program's webpage to maintain compliance with accreditation standards, maintaining all databases required for the CoA annual reports and periodic clinical program self-studies, and coordination of all self-study and site visit processes.

### Training-Relevant Conference Attendance

The Doctoral Program in Clinical Psychology is a member of the Council of University Directors of Clinical Psychology (CUDCP) and the DCT (or an appropriate representative) attends CUDCP's annual winter meeting pending available funding. The DCT is encouraged, but not required, to attend other program-relevant professional conferences to help inform ongoing program goals and policies.

### Administration of Pre-Doctoral Internship Training

The DCT assists each internship applicant group to prepare for the APPIC internships application process. The DCT maintains the clinical training program's subscriber status with APPIC and the National Matching Service (NMS), and monitors the APPIC/NMS listserv. The DCT submits a copy of each internship contract to the ISU Registrar to document the full-time nature of APPIC internships (i.e., 48–52 weeks, approximately 2000 hours) for each student embarking on a clinical internship. The DCT also provides a copy of the internship certificate of completion or signed letter indicating successful completion of the internship to the ISU Registrar. These two documents provide ISU with data supporting its assertion that clinical doctoral students on internship are full-time students, despite registering for only a single credit (PSYC 7749) during the three successive semesters of fall, spring, and summer.

All practicum evaluation data are maintained in the graduate student's permanent program file for use in preparing letters of recommendation, internship applications, and program

evaluations. These data are available to students and faculty mentors at any time. The CTC formally reviews cumulative data for each fourth-year graduate student during their annual review in anticipation of rendering internship application readiness decisions.

#### Clinical Admissions

The DCT administers the clinical admission process (described below). Specifically, the DCT ensures that the admission processes defined on the Clinical Program webpages are rendered current by September 15 each fall semester. The DCT and clerical staff work together to organize all information required by the clinical admissions process. The Department Chair, DCT, and administrative staff work together to implement all procedures necessary to manage the visit weekend/interview process held in conjunction with an analogous visit weekend/interview process for applicants to the Experimental doctoral program. The DCT works with departmental faculty to ensure the specification of funding offers to clinical students prior to April 1.

#### Speakers/Presentations

The DCT works with the CTC, the Director of the Experimental Doctoral Program, and the Department Chair to construct a schedule of clinical colloquium meetings for clinical students. These meetings may also be used for Departmental Colloquia for both experimental and clinical students. At least one clinical workshop is arranged each year by the CTC. The DCT maintains records of all colloquium meetings, speaker presentations, clinical workshops, student colloquia, and any other departmental colloquia (e.g., job applicants).

#### Revision of the Clinical PhD Program Section of the Department Handbook

The Department Handbook is routinely scrutinized and revised by the CTC and the Psychology Department Faculty. It is the DCT's role to incorporate clinical program changes into the handbook on an annual basis. All students are required to review the latest copy of the Handbook—available online—and indicate in writing that they understand the associated program and departmental policies.

#### Associate Director of Clinical Training

The Associate Director of Clinical Training (ADCT) oversees all professional training activities outside the ISU Psychology Clinic that students engage in while in the graduate program prior to their pre-doctoral APPIC internship. The ADCT is on a 10-month contract and receives one course release per academic year. The ADCT is the primary point of contact for contracts associated with paid external training sites and the primary administrative contact for those sites and ensures that all relevant policies and procedures are followed at external training sites. The ADCT has a direct supervisory authority over graduate students assigned to Community Practicum (PSYC 7723) and Clinical Externship (PSYC 7748) positions and administers all associated student and agency supervisor evaluations. The ADCT also serves as a primary point of administrative contact for students and works with the DCT and the CTC to promote clinical training opportunities consistent with program goals.

The ADCT also manages clinical training opportunities for undergraduate students taking Community Practicum (PSYC 4423). The ADCT meets with undergraduate students interested in this course and provides guidance regarding appropriate practicum placements in the

community and appropriate oversight of practicum student experiences.

#### Director of Experimental Training

The Director of Experimental Training (DET) is an individual other than the Department Chair who is recognized and assumes responsibility for the many components of professional education of doctoral students in the Experimental Psychology PhD program. The DET is appointed for a 3-year term by the Dean of the College of Arts and Letters based on the recommendations of the Psychology Department Chairperson and the Experimental Training Committee (ETC), and is on a 9-month contract. The DET is granted a reduction of one, 3-credit course during the academic year from the standard workload policy for full-time faculty. Neither the Graduate School nor the College of Arts and Letters, however, formally describe the roles and responsibilities of the DET. Therefore, it is necessary to articulate those roles and responsibilities and the DET's job description is as follows:

The DET operates as the executive director of the Experimental Training Committee (ETC). Decisions made by the committee are implemented by the DET. The DET has no special power over the committee (i.e., no veto), but has full responsibility to provide the committee with information relevant to committee functions and to administer committee decisions. The DET serves as liaison between the committee and several other professional and institutional organizations of relevance for the doctoral training of Experimental Psychology students at ISU. In particular, the DET is a representative of the committee to the Department, the College, the Graduate School, and ISU central administration.

The DET takes a major role in the recruitment of new students. The DET is expected to coordinate with the department on any recruitment effort, e.g., recruitment trips to other universities, giving presentations to potential applicants, and responding to inquiries from potential applicants.

The DET chairs all meetings of the Experimental Training Committee and approves minutes of all meetings. Generally, meetings are convened bi-weekly or as needed.

#### Experimental Admissions

The DET oversees the admission process for the Experimental Psychology PhD program. Specifically, the DET works with the Graduate School to ensure the online application process is consistent with departmental application needs. The DET and clerical staff work together to record all information required by the admissions process. The DET and clerical staff implement all procedures necessary to manage the Experimental Training Program admissions process. The DET works with departmental faculty to ensure the award of stipends to Experimental Psychology students prior to April 1. Finally, all necessary correspondence and acceptance/rejection decision-making is performed by the DET until the new class of students is finalized.

#### Professional Activities of Students

The DET coordinates with the Department Chair and the Director of Clinical Training to schedule an orientation meeting with all new graduate students. During this meeting, information about program requirements, work requirements, and departmental expectations will be shared with students. Students with GTA, GRA, research internships, and service learning positions will be told that they are responsible for keeping a work log. All students are required to submit work

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logs to the DET by the end of finals week.

The DET is responsible for gathering information about students' performance. Such information includes grades, research productivity, and performance in GTA positions. During closed week each semester, the DET reminds supervisors of GTAs to complete the forms, meet with students, and send the signed forms to the DET.

### Annual Student Evaluations

All Experimental Psychology graduate students will be evaluated once a year. Each student will complete an annual evaluation form, and this will be used by the ETC to discuss each student's performance. Based on this information, the DET will provide students with written feedback about their performance in the past year, and the student will meet with their mentor and another member of ETC to discuss this feedback, their accomplishments and challenges, and a plan for the upcoming academic year. The annual evaluation form, with written feedback from the DET and notes from the meeting with the student, will be signed by the student, mentor, and other ETC member and given to the DET.

### Administration of Student Funding

One of the goals of the Experimental Psychology PhD program is to provide funding for all students. An important function of the DET is to help the program reach that goal. The DET works with the Department Chair to obtain students' funding. This may include contacting area companies to secure research assistantships.

### Program Assessment

The DET is responsible for assessing the effectiveness of the Experimental program. The DET ensures the program is evaluated annually. This work may include gathering information from current students, alumni, and other faculty members.

### Speakers/Presentations

The DET works with the Experimental Training Committee to construct a schedule of monthly Lunch & Learn meetings of the faculty and students in the Experimental Psychology program. A member of ETC will be asked to coordinate these meetings each year. The DET will coordinate with the DCT and department chair on departmental colloquia.

### Revision of the Experimental PhD Program Section of the Department Handbook

The Department Handbook is continuously scrutinized and revised by the ETC and the Psychology Department Faculty. It is the DET's role to incorporate changes into the Handbook on an annual basis.

## ISU Psychology Clinic Director

The Clinic Director oversees the operation of the Psychology Training Clinic. Five domains of activity can be specified in the job description: Clinic Policy, Fiscal Management, Student Professional Activities, Daily Operations, and Public Relations.

### Clinic Policy

The Clinic Director is responsible for proposing revisions in the Psychology Clinic Policy

and Procedures Manual to the CTC when needed. Although the Director is responsible for the administration of the clinic, the CTC determines clinic policy. Input for changes in clinic policy and/or procedure can arise from any number of sources and should be formally addressed in the Clinic Manual at the earliest possible date. These may include administrative needs, compliance with state and federal regulations (e.g., HIPAA), and institutional requirements. Formal review and revision (updates) of the Manual should occur at least annually. The Clinic Director also regularly presents reports on the Psychology Clinic to the CTC. The Clinic Director also monitors the Faculty Practice Plan (FPP), which allows clinical faculty to practice within the structure of the clinic. The Clinic Director maintains membership in the Association of Psychology Training Clinics (APTC) and attends association meetings to represent the program and to apprise the CTC of national developments in clinical practicum training and clinic management.

#### Fiscal Management of the Clinic

The Clinic Director monitors the Psychology Clinic Account and approves or defers expenditures requested by faculty, staff, or students, based on established funding priorities and available revenues. The Clinic Director submits an annual report of Psychology Clinic revenues and expenditures to the CTC and Department Chair. Monthly statements of Clinic Account activity are reviewed. Together with the clinic secretary, the Clinic Director oversees the monthly billing cycle and approves any exceptions to the standard fee collection schedules that might be requested by clinical staff. Clinic expenditures have included the following categories: testing materials, capital equipment, clinic room furnishings, clinical reference books/videos, office supplies, repairs/maintenance, fees (e.g., ADPTC dues, reimbursement for licensing fees for clinical faculty, reimbursement of student registration fees at professional conferences), utilities, and research expenses for approved projects directed by clinical faculty. Spending priorities are established by the Clinic Director who seeks consultation with the CTC as needed. The Clinic Director is also authorized to seek external funding for the clinic in concert with the Department Chair and the ISU Foundation.

#### Student Professional Activities

The Psychology Clinic is the primary site for practicum experiences for doctoral students, especially during their first two years. The Clinic Director works with students, faculty supervisors, and the CTC to assure quality training, compliance with ethical and legal guidelines, HIPAA compliance, and professional development. The Clinic Director works with the DCT and CTC to develop, utilize, and evaluate the system for documenting student practicum competencies. The Clinic Director is charged also with developing a quality assurance monitoring system and standards for clinical documentation.

Each semester the Clinic Director performs several functions regarding professional activities of students:

- a. The Clinic Director works with the CTC in assigning students to the various practicum teams. The Clinic Director and CTC utilize data from the student practicum competencies tracking system in determining trainee needs and assignments, as well as clinical readiness for internship.
- b. Early in the fall semester, the Clinic Director chairs a meeting of the entire clinical faculty and all practicum students to review Psychology Clinic Policies and Procedures.



Psychology Clinic Manuals are distributed to new students. Students also receive a special orientation prior to beginning psycho-educational assessments.

- c. The Clinic Director facilitates student access to professional training workshops by identifying outside speakers (e.g., Idaho Psychological Association CE opportunities) in consultation with CTC.
- d. Clinic activity is quantified in the Clinic Director's Annual Report to the CTC and Department Chair. Minimum data collection includes the number of clients, couples, or family units seen by each practicum team, the number of clinic sessions, and the amount and kind (graduate vs. undergraduate) of student participation. A database is maintained to monitor clinical activity, assist trainees reporting of cases seen, and facilitate possible service research or program evaluation.
- e. The Clinic Director prepares reports on the functions of the clinic as needed for APA accreditation.

#### Daily Clinic Operations

The Clinic Director works with the clinic secretary and clinic GTAs to manage all routine tasks of the Psychology Clinic as defined in the Psychology Clinic Manual. Typically, these operations include, but are not limited to, space allocation, therapy room schedules, client scheduling, initial phone contact procedures, intake screenings, record-keeping, filing, equipment repair, purchasing, and requests for client records. All requests for clinic information regarding clinical services that cannot be managed by the clinic staff (i.e., the secretary and GTAs) are forwarded to the Clinic Director. Any logistical problems between students, clinic teams, faculty, and/or clinic staff pertaining to clinic functions are referred to the Clinic Director.

The Clinic Director provides backup consultation on clinical issues as needed and is consulted on emergencies or other situations (e.g., legal requests) that may affect the clinic as a whole. The Clinic Director has administrative responsibility for monitoring compliance with Health Insurance Portability and Accountability Act (HIPAA) regulations and serves as the clinic Privacy Officer. The Clinic Director attends meetings of the ISU Clinics Committee and works directly with the ISU HIPAA Compliance Officer to maintain compliance with all current ISU Policy and Procedures regarding HIPAA compliance.

#### Public Relations

The Clinic Director is the spokesperson for the Psychology Clinic. The Clinic Director represents the clinic to the CTC, Department, College of Arts and Letters, Graduate School, and the University. The Clinic Director oversees the content and updating of the clinic webpage, and periodically releases announcements to ISU University Relations personnel regarding the availability of clinic services. All announcements to the public regarding clinic services of any kind, including research performed in the Clinic, need to be approved by the Clinic Director. The Clinic Director responds to media requests for information and university or community requests to present information about the ISU Psychology Clinic and the services provided. The Clinic Director is charged to assist supervising faculty in recruiting appropriate prospective clients to the practicum teams.

The Clinic Director or a designated faculty member works with the Coordinator of the ISU Interdisciplinary Evaluation Team (IET) to facilitate interdisciplinary training and cooperation on the ISU campus. This includes providing space in the Psychology Clinic as

available for IET functions. The Clinic Director works with other service providers on campus to better utilize and coordinate services, especially for students. In particular, the Clinic Director strives to maintain good working relationships with the ISU Counseling and Testing Center, the ISU Student Health Center, the ADA & Disabilities Resource Center, the Center for New Directions, and the ISU Pocatello Family Medicine Clinic.

### Additional Considerations

It is important to recognize that the Psychology Clinic is designed to train graduate students in clinical skills and to provide space and equipment to perform clinical and experimental research. In the process of achieving its training mission, the clinic also serves the public by providing psychological services at public sector fee rates and raises some revenues to offset the costs of the clinical program. Professional standards for the provision of clinical services are always maintained. The primary mission, student training, however, takes precedence over providing service and collecting revenues. Consideration of this policy is important whenever competing activities are weighed by the Clinic Director, Director of Clinical Training, the CTC, and the Psychology Department.

The Clinic Director is appointed by the Dean of the College of Arts and Letters based on the recommendations of the Department Chair and the CTC. The Clinic Director reports to the DCT and Department Chairperson.

The Clinic Director is granted an 11-month contract. The Clinic Director is provided course relief from one 3-credit course per fall and spring semester relative to the standard workload policy for full-time clinical faculty. During the period from June 15<sup>th</sup> to August 15<sup>th</sup> when the DCT is often unavailable, the Clinic Director coordinates vacation schedules to maintain a presence of at least one licensed clinical faculty member on campus at all times to provide clinical coverage.

The Clinic Director has supervisory authority over the Graduate Teaching Assistants (GTAs) assigned to the Psychology Clinic by the Department. The duties of the Clinic GTAs are described in the Psychology Clinic Policy and Procedures Manual. The Clinic Director has supervisory authority over the clinic secretary (technically, an “Office Specialist”) for all clerical and other functions pertaining to the Psychology Clinic. Note that the Department Administrative Assistant also has supervisory authority over the Office Specialist in conducting clerical functions they might be required to perform for the Psychology Department upon request. Supervising faculty are either licensed in Idaho or working toward licensure. The Clinic Director (or a designated licensed psychologist on staff) is charged with providing faculty supervision to new faculty who need supervision to obtain licensure.

## Graduate Admissions

### Minimum Qualifications of Applicants

1. All minimum standards required by the ISU Graduate School.
2. BA or BS in Psychology or the equivalent from an accredited institution of higher education.
3. GPA of 3.0 or higher during the last 2 years of undergraduate education.

## Application Materials

1. ISU Graduate School Online Application Form
2. Three letters of recommendation
3. Official GRE scores on the three aptitude measurements (optional)
4. Official transcripts from all undergraduate and graduate schools attended
5. A personal essay

## Deadlines

Updated online application materials are available by September 15 each fall. Graduate admissions are for fall semester only; the deadline for receipt of all materials is November 15 for the Clinical Program and December 1 for the Experimental Program.

## Selection Process

### Clinical Program Application Processes

*Mentor Screening Process.* During the early Fall semester of each application cycle, the CTC will meet and determine which Clinical faculty can and/or need to accept new student advisees (and how many) as well as the relative size of the prospective cohort given program-level needs and projected funding. Once this is determined, Clinical faculty will work with department staff to update the program website, so it clearly denotes which faculty will and will not be accepting applicants during that application cycle. Concurrently, the DCT will contact each Experimental faculty to assess their interest in and ability to accept a Clinical applicant as an advisee. Typically, the Clinical Program accepts 5–7 applicants each cycle.

*Applicant Screening Process.* Completed applications are first reviewed independently by each prospective faculty mentor explicitly named by the applicant (so long as that faculty is accepting students that application cycle). Prospective faculty mentors screen each of their respective applicants to determine if the prospective student aligns with their research lab's foci and needs with either a "Yes" or "No" vote. If an applicant receives a "Yes" from at least one potential faculty mentor, they proceed to the next screening phase as a potential advisee for any faculty that voted "Yes". Otherwise, they are rejected from that year's application cycle.

During the next phase, remaining applicants are screened by at least one other CTC faculty member to assess for the applicant's general alignment with the program. Specifically, these faculty rate applicants using a 3-level rating system:

1. "Yes" - strong candidate; support
2. "Maybe" - undecided
3. "No" - weak candidate; not supported

Thereafter, the CTC convenes to discuss each applicant that has reached this screening phase and to determine whether to invite each candidate for an interview OR reject them from further consideration. This decision is done by majority vote following discussion. The applications of those invited to interview are reviewed by participating students (discussed below) prior to the interview. A simple majority vote of committee members is decisive. For clinical applicants, the rule-of-thumb for "difficult-to-evaluate" applicants is to opt to invite the student to interview. No minimums or maximums are placed on the number of clinical applicants invited to interview. All independent ratings, committee votes, and committee decisions are

recorded. All rejected applicants are informed as soon as possible that they are no longer under consideration.

*Interview Process.* Clinical applicants usually are interviewed in February or March coinciding with the Psychology Department Annual Research Forum. Several components of the interview are designed to enhance recruitment of top candidates and to orient applicants to the program. The DCT and/or ADCT present applicants with an overview of the program, clinical training opportunities, research training opportunities, and program outcomes. Depending on the interview schedule and faculty interests, a 1-hour open house is sometimes scheduled that allows applicants to interact with faculty not on the review committee.

Each applicant is given an individual 1-hour interview with each prospective faculty mentor that is considering them for their lab. Additionally, each applicant receives at least two non-faculty interviews, each lasting approximately 30 minutes, with other clinical faculty and/or advanced clinical students that are part of that year's admission committee. A set of guidelines is given to all faculty and student interviewers, which promotes exploration of applicant interests, abilities, background, and goals. Faculty/student interviewers are asked to consider the applicant's general interpersonal skills, professional competencies, and overall match with the program.

*Admissions Decision Process.* Following interview weekend, all participating faculty and students submit their independent rankings (i.e., Reject, Maybe, Accept, or Definitely Accept) for program interviewees. Prospective faculty mentors (both Clinical and Experimental) additionally provide a ranking of their prospective advisees. The DCT provides a spreadsheet of these data for discussion at an admissions meeting. The committee discusses each applicant's strengths and challenges in addition to any variables (e.g., mentorship opportunities, prospective funding) that might influence the admissions decision. After this initial discussion, student participants conclude their role in the admissions process after this meeting. Thereafter, each CTC faculty member then submits a vote of "Yes", "Maybe", or "No" regarding their opinion about admitting each applicant.

At this stage, applicants who receive any "No" votes (or "No" votes from all prospective mentors) are rejected. All rejected applicants are informed as soon as possible that they are no longer under consideration. In contrast, applicants who receive only "Yes" or "Maybe" votes (i.e., no "No" votes) continue to be considered. Specifically, each prospective faculty mentor (both Clinical and Experimental) rank-orders the remaining applicants in their individual pool of potential advisees. The CTC then determines which pools will be prioritized (e.g., typically Clinical mentor pools are prioritized over Experimental mentor pools), such that the top-ranked applicants from each prioritized pools are then extended an offer of admission from the DCT to the specified faculty mentor's lab. All other remaining applicants are then placed on the program's wait-list and notified of this status by the DCT.

All Affirmative Action policies of ISU are followed. Accepted candidates and alternates are notified of their status and financial support (in the case of acceptance) as soon as possible, but no later than April 1. Accepted applicants are given until April 15 to make a decision. If an accepted applicant turns down the acceptance offer, then that 'seat' is offered to the next applicant from the same faculty mentor pool. Once an applicant accepts an offer by the program, no further applicants from that mentor's pool are extended an offer—unless that faculty has been approved to accept more than one advisee for that application cycle. Otherwise, the top-ranked

applicant from the next prioritized pool is extended an offer. This process continues until the cohort's CTC-designated size has been obtained. At this time, any remaining applicants are rejected and notified of this decision by the DCT. Such candidates may apply to either degree program in the future, but receive no special status during subsequent admission processes. The final list of new students for fall matriculation is made public once the list has been finalized.

#### Experimental Program Applicant Processes

Applicants to the Experimental Psychology PhD program are invited to interview on the basis of match with current faculty and application materials. The program goal is to accept 3-6 qualified students per year. Experimental Psychology program applicants are interviewed, usually in February or March. Several components of the interview are designed to enhance recruitment of top candidates, as well as to provide an orientation to doctoral Experimental Psychology training at ISU. Applicants meet with Experimental faculty, particularly faculty they have identified as their desired mentor, and have the opportunity to participate in the department research forum to learn about current research at ISU.

Accepted Experimental Psychology applicants and alternates are notified of their status and financial support (in the case of acceptance) as soon as possible, but no later than April 1. Accepted applicants are given until April 15 to make a decision. Adjustments are then made based on the reactions of the applicants. Alternates are offered positions that come available in the order of their assigned rank on the alternate list.

#### Admissions Record-keeping

The DCT, DET, and Departmental Chairperson maintain various records regarding the admissions process. These data describe current patterns of applicant qualifications useful for completing reports and requests for information from APA or other regulatory bodies.

Applicant data will be maintained for:

1. Number of applicants
2. GPA
3. GREs
4. Presence of Master's degree
5. Screening Team (clinical program only) and Committee independent ratings
6. Decisions
7. Final Outcome

## Departmental Committees

#### Graduate Admissions Committees

Each doctoral program forms its own admissions committee to review and consider students for admission to the programs. Each committee comprises departmental faculty and may also include senior graduate students. In addition, each program may invite faculty members from the other program to participate in the admissions process. Cross-program admission committee participation is not mandatory.

### Clinical Training Committee (CTC)

The CTC consists of all full-time clinical faculty plus two Clinical student representatives from the PGSA. Student members have full voting rights on all programmatic issues. Simple majority votes are used whenever consensus cannot be reached and the issue must be resolved. Student members are excused from all committee activity regarding student evaluations or faculty affairs. The CTC considers any and all business of the doctoral program in clinical psychology. The DCT chairs the CTC and meetings are convened bi-weekly or as needed. Attendance, all decisions, and all votes are recorded in the minutes of every meeting. Minutes are maintained and distributed to committee members for review.

The CTC establishes policies and procedures germane to the clinical doctoral program. Specifically, policies and procedures articulated in the Clinical Student section of this handbook and the Psychology Clinic Manual. Relevant sections of the Graduate Catalog are also subject to CTC review. Whenever adjustments in non-professional aspects of doctoral training (e.g., dissertation guidelines) are recommended by the CTC, the committee will propose those changes to the Psychology Department for approval.

The CTC assumes full responsibility over the professional components of doctoral training in clinical psychology. The professional components of doctoral training are defined and limited to the following program processes:

1. All operations of the Psychology Clinic
2. Required and elective clinical courses
3. All professional training
4. Formal written summaries of clinical student progress
5. Ethical and professional conduct of clinical students
6. Service learning positions and externships in community agencies
7. Scheduling Clinical Lunch & Learn meetings and clinical workshops
8. Student readiness for clinical internship
9. Acceptance of the student's final Graduation Checklist.

The CTC serves as a board of directors for the DCT and the Clinic Director. The DCT and Clinic Director implement committee policy. If the committee recommends a change in administrative personnel for any variety of reasons, the Departmental Chair and the Dean of the College will review the request and render a decision.

### Experimental Training Committee (ETC)

The ETC consists of all full-time Experimental Psychology faculty members and up to two Experimental student representatives. The ETC considers all business of the PhD program in Experimental Psychology. The committee is chaired by the DET. The ETC establishes policies and procedures germane to the program. Specifically, policies and procedures articulated in this handbook are all subject to at least annual review by the Committee. The ETC assumes full responsibility over the professional components of training in Experimental Psychology.

The DET implements ETC policy. If the committee recommends a change in administrative personnel for any variety of reasons, the Departmental Chair and the Dean of the College will review the request and render a decision.

### Tenure and Promotion (T&P) Committees

The faculty candidate's Department Tenure/Promotion committee makes all recommendations for tenure and promotion to the Department Chairperson. Tenure/Promotion committees include two tenured psychology faculty members, one non-tenured tenure-track psychology faculty member, one tenured ISU faculty member external to the psychology department, and one student (graduate or undergraduate). The candidate chooses one psychology faculty member (who is guaranteed membership on the committee) and submits a list of at least three students (graduate and/or undergraduate) and two tenured non-departmental faculty members to the Chair for possible inclusion on the committee. The Department Chair selects the other two departmental faculty members for the committee. The Chair makes all reasonable efforts to balance the faculty composition of the committee in terms of gender, field, and tenure status. The Chair also attempts to rotate faculty across tenure/promotion committee assignments to spread the responsibility as evenly as possible across the available faculty. The three departmental faculty assigned to the committee convene and select a chair for the tenure/promotion committee. The faculty members review the nominations submitted by the candidate and select one student (either graduate or undergraduate) and one tenured non-departmental faculty member for the committee. Historically, students have written letters that have been included in the tenure and promotion materials, but this practice will be discontinued in order to protect students. Excluded from consideration for committee assignment are the Department Chair; any faculty member under consideration for tenure, promotion, or a Periodic Performance Review during the same academic year; and any faculty member serving on the CAL Tenure Review Committee during the same academic year.

### Five-Year Review/Periodic Performance Review (FYR/PPR) Committees

The FYR/PPR committee consists of two FTE departmental faculty. If the faculty member being reviewed is tenured, then both committee members must be tenured. If the faculty member being reviewed is in a non-tenure track faculty, then only one of the committee members must be tenured, and the other committee member may be an untenured tenure-track faculty or a non-tenure track faculty. The faculty member being reviewed selects one departmental faculty member (guaranteed inclusion to the committee). The Chair will select the other departmental faculty member, making a reasonable effort for gender balance, field balance, tenured/non-tenured representation, and rotation across committee assignments. Excluded from the committee membership will be the Chair and other faculty members undergoing a FYR/PPR, tenure, or promotion review that academic year, unless necessary to fulfill the two tenured faculty member obligation for reviews of tenured faculty. The department also has the option of selecting a tenured faculty member from another department within the division to serve on the committee if the department does not have two tenured colleagues (excluding the chair). The faculty member under review could identify a student to provide input to the committee on teaching, research, and mentorship, though this student should not be considered a committee member.

### Comprehensive/Qualifying Exam Committee

All Comprehensive/Qualifying Exam Committees consist of two full time faculty members of the Psychology Department and a Graduate Faculty Representative (GFR). See the relevant program sections for descriptions of the committee composition for the [Clinical program](#) and the [Experimental program](#).

## Thesis and Dissertation Committees

Both doctoral programs require that students complete a thesis and a dissertation in consultation with a committee that approves the research project and administers the final oral examination for the defense. The thesis committee consists of the student's advisor, a second member of the Psychology Department faculty, and a GFR. The dissertation committee consists of the student's advisor, two other members of the Psychology Department faculty, a GFR, and a fifth faculty member that can be from the Psychology Department or from another department. See the section on the [Master's Thesis](#) and the [Dissertation](#) for program-specific information.

## The Grievance Committee

The Grievance Committee is a standing committee, appointed annually by the Department Chair and the Psychology Graduate Student Association (PGSA). The purpose of the Grievance Committee is to make recommendations to the Chairperson (or to the College if the complaint is about the Chairperson) concerning ways to handle formal complaints of departmental students regarding other students or faculty within the department. Faculty complaints should follow the faculty grievance policy (see ISUPP 4041 or contact Human Resources). The Department Chair appoints two full-time faculty members of the Psychology Department, one from the clinical faculty and one from the experimental faculty, to serve on the committee. To avoid potential conflict of interest, faculty members who have an administrative role in the department (i.e., DCT, Associate DCT, DET, and Clinic Director) will not be appointed to the committee. PGSA appoints two graduate students, one from each training program, to serve on the committee. Committee members will sign a confidentiality agreement to confirm that they will not reveal any information learned as part of the grievance process without written permission. Consistent with standards 3 and 4 of the [APA Ethics Code](#), expectations of confidentiality will be clearly stated for all committee members and the committee "will take reasonable precautions to protect confidential information" (p. 7).

When a complaint is brought to the committee, it is possible to replace one or more committee members if there is a conflict of interest identified by the complainant (the person making the complaint), respondent (the person the complaint is against), a committee member, or the Department Chair. That member will be excused from committee responsibility and replaced by an individual appointed by the Department Chair or PGSA. In cases of other potential or perceived conflicts of interests, the complainant or respondent may request that one member of the committee be replaced without providing a rationale, which is intended to reduce barriers to bringing a complaint forward while creating a fair process for both complainants and respondents. Consistent with University policy ([ISUPP 3100](#)), retaliation, which is defined as "materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure" (ISUPP 3100, pXIV.C), is prohibited.

## Diversity and Inclusion Committee

The Diversity and Inclusion Committee has the mission of promoting diversity and inclusion among all members of the Psychology Department. Participation on all committee



activities such as meetings, different initiatives and task implementation, is open to all departmental members. A steering committee consisting of at least three full-time faculty members and at least three students will be selected annually to organize and lead committee activities. Faculty members will be appointed by the Chair. Students will be selected by the Psychology Graduate Student Association. A faculty member and a student representative will co-chair the steering committee, who elect the co-chairs on an annual basis.

### Ad-Hoc Committees

The Chairperson, departmental faculty, or either training committee may create other ad-hoc committees for any specific purpose. One or more graduate student representatives may be invited to participate on any ad-hoc committee with full voting privileges at the discretion of the Department Chairperson, CTC, or ETC.

## Departmental Processes and Procedures

### Voting Procedures

Faculty members vote on a range of matters within the Department. The procedures below pertain to voting that occurs within the Department's faculty meetings and program meetings.

#### Voting Procedures

All personnel votes are by secret ballot. Other matters do not typically require a secret ballot. However, any voting faculty member has the right to request a secret ballot for any vote at a meeting, and that request will be honored. Faculty members who are unable to attend a meeting but wish to vote should contact the department chair or program director in advance to cast a vote.

#### Non-Personnel Matters

In addition to tenure-track faculty, all non-tenure-track faculty may vote on non-personnel matters (e.g., student awards, departmental procedures) that do not have a long-term impact on the department. Lecturers and clinical faculty may also vote on departmental guidelines, procedures, and curriculum changes with long-term impact; however, they may vote only on curriculum changes related to the program in which they teach. Thus, lecturers who only teach undergraduate courses may only vote on undergraduate curriculum changes.

#### Personnel Issues

Personnel issues include hiring, tenure, promotion, and graduate faculty status. Voting eligibility for tenure-track and non-tenure-track positions varies by issue and type of position, as explained below.

#### *Hiring and promotion of tenure-track faculty*

- Clinical faculty are expected to participate in the hiring process and vote on hiring and promotion decisions for tenure-track faculty.
- Lecturers may choose to participate in the hiring process and vote on hiring decisions for tenure-track faculty. Lecturers should consult with the job search committee chair and

department chair prior to evaluation of job applicants to determine whether they will participate and vote. Lecturers will not vote on promotion decisions.

- Visiting faculty will not vote on hiring and promotion decisions for tenure-track faculty.

#### *Hiring and promotion of non-tenure-track clinical faculty*

- Clinical faculty are expected to participate in the hiring process and vote on hiring and promotion decisions for non-tenure-track clinical faculty.
- Lecturers may choose to participate in the hiring process and vote on hiring decisions for non-tenure-track clinical faculty. Lecturers should consult with the job search committee chair and department chair prior to evaluation of job applicants to determine whether they will participate and vote. Lecturers will not vote on promotion decisions.
- Visiting faculty will not vote on hiring and promotion decisions for clinical faculty.

#### *Hiring and promotion of lecturers*

- Clinical faculty and Lecturers are expected to participate in the hiring process and vote on hiring and promotion decisions for Lecturers.
- Visiting faculty will not vote on hiring and promotion decisions for Lecturers.

#### *Hiring of visiting faculty*

- Clinical faculty are expected to participate in the hiring process and vote on hiring decisions for visiting faculty.
- Lecturers may choose to participate in the hiring process and vote on hiring decisions for visiting faculty. Lecturers should consult with the job search committee chair and department chair prior to evaluation of job applicants to determine whether they will participate and vote.
- Visiting faculty may choose to attend a meal with job candidates and/or the research colloquium and share their thoughts about the candidates, but they will not vote on hiring decisions for visiting faculty.

#### *Graduate faculty status*

All non-tenure-track faculty with full or allied graduate faculty status are eligible to vote on full or allied graduate faculty status for both tenure-track and non-tenure-track faculty.

#### *Graduate student decisions*

Non-tenure-track clinical faculty, but not lecturers or visiting faculty, can vote on their program's student-specific decisions (e.g., graduate student admissions, funding, practicum and externship placements, scholarships, and dismissal).

### Mentoring

The ISU Department of Psychology provides students with guidance and support from the very beginning of their graduate careers in the Department of Psychology at ISU and is responsive to changing patterns of interest among students and advisors. Changes in mentor-student relationships occur for a variety of reasons, including changes in student interests and focus, but also as a result of the advisor leaving the department or due to a conflict in the advisory relationship that makes the continued relationship between advisor and student

untenable. Regardless of the reason for the change in advisory status, it is incumbent upon the student to designate a new research mentor within one semester. If needed, the respective training committee (experimental or clinical) will work with the student to identify a suitable research mentor from among the available faculty. Individual faculty retain the right to approve or deny student requests for advising or directing research and establish boundaries regarding the types of research they are willing to supervise.

If a student in good academic standing is unable to successfully secure a research mentor within one semester, the relevant training committee will convene and work toward a solution that provides the student with an opportunity to accomplish program requirements under the supervision of an assigned research mentor. Once a new mentor is identified, the student is expected to make consistent and satisfactory progress on research (e.g., thesis, dissertation) and academic (passing all academic classes and the comprehensive exam) aspects of the training program. Expectations for appropriate research and academic goals may vary across programs and mentors, so the student and the mentor should identify clear expectations for sufficient progress. The training committee also can be involved in these discussions if needed. In addition, all students are expected to act in a professional manner during their training and a pattern of student interpersonal behavior that makes a functional relationship with a mentor untenable is considered inconsistent with the professionalism expected by students in a psychology training program and may represent grounds for dismissal.

### The Grievance Process

Consistent with University policy (ISUPP 3100), complaints involving “discrimination or harassment on the basis of protected class status, and ... allegations of retaliation” (ISUPP 3100, Section I) should be reported to the Title IX Coordinator, the Director of Equity and Inclusion, or a member of the Title IX Team (ISUPP 3100, Section V.A.1) by phone to 208-282-1439, email to [millmeli@isu.edu](mailto:millmeli@isu.edu), or with the [online reporting form](#). If the complaint involves appeal of a course grade or appeal of program dismissal, all steps and timeframes outlined in the [Appeals and Dismissals](#) section of the [Graduate Catalog](#) must be followed. This departmental process does not replace any other official university policy, such as ISUP 3100.

Students may lodge complaints regarding other students or faculty within the Psychology Department. Complaints regarding staff should be shared with the department chair, in accordance with [ISUPP 3130](#). Any number of disputes, both minor and major, can arise. Several informal strategies exist to resolve problems (see “Who can I talk to about my concerns”). Students are strongly encouraged to seek informal solutions as the best first step. As such, the complainant is encouraged to respectfully discuss and resolve the issue with the respondent, if possible. Consultation with others (e.g., the major advisor, the DCT or Associate DCT, the DET, the Clinic Director, the Department Chair, the Dean of the Graduate School, Human Resources, or Student Affairs; or the Title IX office for issues related to discrimination or harassment on the basis of protected class status or retaliation) may also lead to quick, satisfactory resolution of any number of problems. A person who was consulted could facilitate or support a conversation between the complainant and respondent, which may also resolve the issues. The complainant may also ask to meet with one or more members of the Grievance Committee for consultation about a potential formal complaint. The purpose of the consultation could be to provide

information to the complainant to help them decide whether to file a complaint within the department or outside of the department and/or to explain the grievance process.

If informal resolution is not possible or preferred and the departmental member decides to file a formal complaint within the department, the following process should be followed. Again, any complaints related to discrimination or harassment (see ISUPP 3100 for definitions) on the basis of protected class status or retaliation should be reported directly to the Title IX Coordinator, the Director of Equity and Inclusion, or a member of the Title IX Team. Students may also elect to bring their concerns to the [Dean of Students](#) or the [Dean of the Graduate School](#). If students elect to file a complaint with the grievance committee, written records will be kept by the faculty co-chair about the nature of the complaint, the grievance process, and the recommendation to the Department Chair. A copy of these records will be submitted to the Chairperson when the committee submits their recommendations. The record will be kept confidentially in the department. These records will be accessible to the Chairperson or to others at the Chairperson's discretion for administrative purposes (e.g., for the appeal process). If there are repeated offenses by an individual faculty or student, the Chairperson will discuss with the individual and determine whether further action is needed to address the issue.

1. A written complaint should be submitted to one of the co-chairs of the Grievance Committee (the list of members can be found on the [department webpage](#)). The complaint should include the following minimum information: 1) the name of the complainant, 2) the name of the respondent, 3) the date(s) of the alleged incident(s) or general time frame, 4) a clear description of the event(s), 5) any evidence or documentation in support of the complaint (if available), 6) requests for replacement of committee members (if applicable), and 7) possible recommendations for resolving the grievance.
2. The co-chair will inform the Department Chair and the rest of the grievance committee about the complaint. In the case where the grievance is against the Department Chair, the College of Arts & Letters will be informed.
3. The committee will respond to the complainant within 5 business days of the submission of the formal complaint to let them know what the next step in the process will be. Depending on the nature of the complaint, the committee may choose to meet to discuss the complaint and/or meet with the complainant to get more information about the complaint.
4. When the nature of the complaint is clear, the faculty co-chair will contact the respondent about the complaint and provide the respondent with a copy of the formal complaint and any other information the committee has acquired. The respondent or complainant may suggest other people who could provide information about this issue to the committee.
5. Within 2 weeks of informing the respondent, the committee will meet separately with the complainant and respondent, both of whom may ask a person (e.g., colleague, peer, partner) to attend the meeting to provide support.
6. The committee will work with the complainant and respondent to identify possible solutions and present those recommendations to the Department Chair (or the College of Arts & Letters in the case of complaints against the Department Chair), who will determine a course of action to resolve the complaint. The recommendation will ideally

be made and submitted within 2 weeks of meeting with the complainant and respondent, but this process may take longer.

7. If the complainant or respondent is not satisfied with the decision made by the Department Chair, students may appeal the decision by contacting the Graduate School, the College of Arts & Letters, or Student Affairs, and faculty may appeal the decision by contacting the College of Arts & Letters or other university entities (e.g., the ombuds).

### Whom Can I Talk to About My Concerns?

There are several people who can help you think about and resolve concerns. If possible, go to the person you have the concern with first, then go to the person you are most comfortable with. It may be helpful to have a third party (e.g., program director, advisor, or student) facilitate a conversation if you are uncomfortable with having a one-on-one conversation. The list of people to talk to is not hierarchical, meaning that you do not have to proceed through the list in the order of appearance.

If I experience...	What to do or who to talk to...
Discrimination or harassment on the basis of protected class status, and/or retaliation	<ul style="list-style-type: none"> <li>Title IX Coordinator, Director of Equity and Inclusion, or a member of the Title IX Team (<a href="#">more information</a>, <a href="#">online reporting form</a>)</li> <li>You can also talk to your advisor, program director, or Department chair as a support person. Note that faculty are obligated to share information about discrimination, harassment, or retaliation with the Title IX Coordinator, The Director of Equity and Inclusion, or a member of the Title IX team.)</li> </ul>
Dismissal from the graduate program	<p>These steps must be followed to formally appeal this decision:</p> <ol style="list-style-type: none"> <li>1. Submit a written appeal to the Dean of College of Arts and Letters within 15 working days of receiving a notice of dismissal</li> <li>2. If appeal is denied, submit a written appeal to the Graduate Council within 15 working days (<a href="#">more information</a>)</li> </ol> <ul style="list-style-type: none"> <li>You can also talk to your advisor, program director, or Department chair (as a support person)</li> </ul>
The final grade received in a course	<p>These steps must be followed to formally appeal the grade:</p> <ol style="list-style-type: none"> <li>1. Submit a written appeal via email to the Department Chair within 10 days of when the final grade is posted in BengalWeb.</li> <li>2. If appeal is denied, submit a written appeal via email to the Dean of the College of Arts and Letters within 10 working days of the Department Chair's decision.</li> <li>3. If denied, submit a written appeal via email to the Graduate Council via the Dean of the Graduate School within 10</li> </ol>

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	<p>working days of the decision from the Dean of the college. (<a href="#">more information</a>)</p> <ul style="list-style-type: none"> <li>You can also talk to your advisor, program director, or Department chair (as a support person)</li> </ul>
Issues related to intimidation, threats, coercion, or bullying	<ul style="list-style-type: none"> <li>Advisor (as a support person)</li> <li>Program director (as a support person)</li> <li>Department chair (as a support person)</li> <li>Grievance committee</li> <li>Dean of the College of Arts and Letters</li> <li>Dean of the Graduate School</li> <li>Office of Student Affairs for student-only issues (<a href="#">online reporting form</a>)</li> </ul>
Issues related to academic dishonesty, including cheating and plagiarism	<ul style="list-style-type: none"> <li>Instructor or co-authors</li> <li>Program director</li> <li>Department chair</li> <li>Dean of College of Arts and Letters</li> <li>Graduate Council</li> </ul>
Authorship order on a paper or conference presentation	<ul style="list-style-type: none"> <li>Co-authors and potential co-authors</li> <li>Advisor (if not a co-author)</li> <li>Program director</li> <li>Grievance committee</li> <li>Department chair</li> </ul>
Funding and externship site placement	<ul style="list-style-type: none"> <li>Advisor</li> <li>Program director</li> <li>Department chair</li> </ul>
Being asked to leave the classroom due to disruptive behavior	<ul style="list-style-type: none"> <li>Instructor</li> <li>Department chair</li> <li>Office of Student Affairs (<a href="#">online reporting form</a>)</li> </ul>
The grade received on an assignment, paper, or exam	<ul style="list-style-type: none"> <li>Instructor</li> <li>Advisor</li> <li>Program director</li> <li>Grievance committee</li> <li>Department chair</li> </ul>

## Faculty Procedures

### Faculty Workload

Psychology Faculty are granted one course release per year for notable instructional workload in one of the following tracks:

1. Active supervision/mentorship of three or more graduate student thesis or dissertation projects (.5 credit per student per semester, up to three credits per year).
2. Active supervision/mentorship of one or more graduate student thesis or dissertation projects (.5 credit per student per semester, up to two credits per year) AND one of the following two:
  - a. supervision of an independent graduate student instructor (.25 credit per independent graduate student instructor per semester)
  - b. Supervision of four or more undergraduate research assistants per year enrolled in PSYC 4483 (.25 per student up to 1 credit per year equivalent).

This allows FTE faculty engaged in notable instructional mentorship of students to be eligible for a single course reduction (three credits) per year. Each year, faculty anticipating notable instructional workload in the identified categories would request reduced workload. Releases are distributed across the year, depending upon department teaching needs. This is implemented only once curriculum needs for undergraduate and graduate programs have been met.

The Dean retains the option of reviewing the procedure with the Department Chair as needed annually. The Chair will maintain information about the number of units earned by each faculty member and the number of course reductions that are granted. If there is reason to review the workload procedure with the Dean, the Dean and Chair will determine how this procedure has impacted: 1) the department's ability to offer the curriculum; 2) the number of graduate students brought to completion of their degrees; and 3) the research productivity of the department in terms of grants received and scholarly work published. The Dean and Chair will also review how satisfied the faculty is with this procedure. They will determine at that time what modifications need to be made in the document.

### Departmental Tenure and Promotion Guidelines

Departmental T&P guidelines are embedded within the T&P policies of the College of Arts and Academic Affairs (ISUPP 4020). The purpose of departmental tenure and promotion guidelines is to clarify application of college and university policies in the department and to increase consensus as to what departmental faculty expect of each other, both as T&P applicants and committee members. In addition, having departmental guidelines affords faculty candidates greater protection and assures fairness at the department level.

Consistent with college policies, departmental T&P committees are charged to:

1. Evaluate the candidate utilizing the criteria described in the departmental tenure and promotion guidelines and in a manner that is consistent with College of Arts & Letters guidelines;
2. Vote on whether to recommend the candidate for promotion and/or tenure.

Committees complete this evaluation using information in a faculty's official T&P application and related files, which include past annual evaluations, the applicant's Third Year Review, and the letter of hire for those being evaluated for tenure and promotion to Associate Professor. If additional information is deemed relevant, it should be noted in the committee's report.

Departmental T&P committees use professional judgment in deciding whether a given candidate's record is *superior*, *satisfactory*, or *unsatisfactory* in the areas of teaching, research, and service. Such judgment is necessary because an applicant's record might meet the benchmarks of satisfactory or superior in different ways (e.g., publishing a textbook versus a number of articles). Guidelines and category-specific exemplars, however, can help communicate what is expected for someone to receive tenure and promotion. Guidelines and related exemplars also help to establish fair, consistent benchmarks against which to evaluate faculty performance, as opposed to problematically dynamic, relativistic cross-faculty comparisons. That is, T&P committees should evaluate a candidate by comparing their performance to the following guidelines and exemplars versus comparing their performance to that of other untenured faculty, already-tenured faculty, or prior T&P candidates.

The department specifies no minimums for each rating (i.e., *superior*, *satisfactory*, or *unsatisfactory*) in teaching, research, and service, but provides examples of the types of activity desired of our faculty. The exemplars should not be read as a rigid set of criteria or specific number of exemplars for each level. Rather, the exemplars offer examples the committee is charged to use to holistically evaluate the candidate's overall profile in each of the three areas and overall. For example, depending on authorship and the type of research (e.g., data collection length, journal prestige), fewer than five peer-reviewed publications in academic journals may be sufficient for a rating of *superior* research. Also, the guidelines do not specifically address contractual obligations, but agreements made at the time of hire or subsequently (e.g., time credited, submit a grant in return for startup funding, licensure) are made available to the committee in its deliberation.

The candidate must submit a list of at least seven recommended external reviewers to the department chair early during the summer preceding the academic year in which the candidate is applying for promotion and/or tenure. The candidate will not contact potential external reviewers. Individuals who might pose a conflict of interest (e.g., research collaborator, Chair of their dissertation committee, fellow graduate student) are ineligible to serve as external reviewers. Using the provided list, the Chair will formally contact at least four external reviewers and solicit their external letters of review. The candidate will digitally upload all required T&P materials to a department-provided Box folder, and the Department Chair will share the candidate's research-relevant materials (e.g., current curriculum vitae, copies of manuscripts or preprints for the review period) with the consenting external reviewers. The letters provided by the external reviewers will become part of the tenure and/or promotion portfolio of the faculty member. At least three completed external reviews will be required for each tenure and/or promotion decision.

All tenure-track, tenured, and Clinical faculty members of the department will have access to all tenure/promotion documents. All tenured, tenure-track, and clinical faculty members—who did not serve on the candidate's committee—are required to cast a secret ballot in support, denial, or abstention for tenure and/or promotion for the candidate. This ballot is cast independently from the tenure/promotion committee evaluation. The Department Chair includes the departmental vote as part of the report to the Dean. The Chairperson will forward the



committee's recommendation along with their own to the College of Arts and Letters per college and university policies.

#### Teaching Expectations

Teaching is a primary activity for department faculty, and all tenure-track faculty should contribute at both the undergraduate and graduate levels. Teaching activities include development and delivery of formal coursework for in-seat and/or online courses, mentoring undergraduate projects; and supervising theses, dissertations, and other graduate projects. The department employs a uniform course rating survey as one measure of teaching effectiveness, though student ratings vary by type of course and must be interpreted in light of sample size and level (e.g., graduate vs. undergraduate, upper-division vs. lower-division undergraduate). Departmental faculty members are expected to be responsive to student feedback. The evaluation of teaching also involves assessing the quality of instructional design as reflected in course objectives, methodology, presenting contemporary course content, and effective use of technology and/or other innovative teaching techniques. Evidence of effective teaching may be provided in the faculty member's syllabi, teaching materials, and annual evaluations. The following exemplars illustrate the criteria underlying the three ratings for teaching.

Unsatisfactory	Satisfactory	Superior
<ul style="list-style-type: none"> <li>• Consistent course ratings &lt; 60% agreement</li> <li>• No supervision of a thesis or dissertation to completion</li> <li>• Service on 2 or fewer thesis, dissertation, or qualifying exams</li> <li>• No indication of improvements and updates made to courses</li> <li>• No indication of professional development related to teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent course ratings between 60% and 80%</li> <li>• Chaired 1 thesis or dissertation to completion</li> <li>• Served on several (3–5) departmental theses, dissertations, and/or qualifying exams</li> <li>• Indication of some improvements and updates made to courses</li> <li>• Evidence of minor professional development related to teaching (e.g., brief workshops and/or conferences)</li> <li>• Evidence of quality undergraduate research mentoring and supervision</li> <li>• Currently chairing 1 thesis or dissertation committee</li> <li>• Currently serving on several (3–5) departmental theses, dissertations, and/or qualifying exams</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent course ratings &gt; 80%</li> <li>• Chaired 2+ theses and/or dissertations to completion</li> <li>• Chaired 1+ qualifying exam committees</li> <li>• Served on many (6+) departmental theses, dissertations, and/or qualifying exams</li> <li>• Indication of consistent improvements and updates to courses</li> <li>• Evidence of major professional development related to teaching (e.g., licensure, certifications, extended workshops/conferences)</li> <li>• Evidence of innovative or effective teaching techniques</li> <li>• Consistent evidence of quality undergraduate research mentoring and supervision</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching-related presentation or publication</li> </ul>	<ul style="list-style-type: none"> <li>• Currently chairing 2+ theses and/or dissertations</li> <li>• Currently serving on many (6+) departmental theses, dissertations, and/or qualifying exams</li> <li>• Teaching-related presentations and/or publications</li> </ul>
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### Research Expectations

Engagement in research is a primary role of the department's tenure-track faculty. All legitimate forms of scholarship are valued in the department including authoring and editing research-relevant books and pedagogical studies. Faculty are expected to conduct empirical research that results in peer-reviewed publications and presentations that are independent of their graduate school and post-doctoral advisor(s). When evaluating publications, committees should flexibly consider study design (as some are more time-intensive), journal requirements and prestige (e.g., impact factor), faculty authorship (e.g., sole, first, last, and/or senior authorship), as well as co-authorships with students. Additionally, faculty may have contractual obligations related to start-up and grant application and/or administrative duties that should be taken into account in considering their research record. The following exemplars illustrate the criteria underlying the three ratings for research.

Unsatisfactory	Satisfactory	Superior
<ul style="list-style-type: none"> <li>• 2 or fewer peer-reviewed research publications in academic journals</li> <li>• No evidence of research productivity independent of graduate school and/or postdoc mentor</li> <li>• No external grant submissions</li> <li>• No internal grant awards</li> <li>• 0–2 conference presentations</li> <li>• No supervision of thesis or dissertation to completion</li> <li>• Little or no involvement of students in research program</li> </ul>	<ul style="list-style-type: none"> <li>• 3–4 peer-reviewed research publications in academic journals</li> <li>• 1 lead or supervisory author peer-reviewed research publication</li> <li>• Other research publication (e.g., book chapter, encyclopedic article)</li> <li>• Evidence of research productivity independent of graduate school and/or postdoc mentor(s)</li> <li>• External grant submitted</li> <li>• Internal grant funded</li> <li>• Several (3–4) peer-reviewed research presentations at professional conferences</li> </ul>	<ul style="list-style-type: none"> <li>• 5+ peer-reviewed research publications in academic journals</li> <li>• 2+ lead or supervisory author peer-reviewed research publications</li> <li>• Published research-relevant book as author or editor</li> <li>• Other research publications (e.g., book chapter, encyclopedic article)</li> <li>• External grant awarded</li> <li>• Favorable scores or reviews on external grant</li> <li>• Internal grants awarded</li> <li>• Chaired 2+ theses and/or dissertations to completion</li> </ul>

	<ul style="list-style-type: none"> <li>• Chaired 1 thesis or dissertation to completion</li> <li>• Served on several (3–5) departmental thesis, dissertation, and/or qualifying exam committees</li> <li>• Mentoring undergraduate and graduate students in research</li> <li>• Currently chairing 1 thesis or dissertation committee</li> <li>• Currently serving on several (3–5) departmental theses, dissertations, and/or qualifying exams</li> <li>• External reviewers consider work to be satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>• Served on many (6+) departmental thesis, qualifying exam, and/or dissertation committees</li> <li>• 5+ peer-reviewed research presentations at professional conferences</li> <li>• Consistent co-presentations or co-authored papers with undergraduate and/or graduate students</li> <li>• Currently chairing 2+ theses and/or dissertations</li> <li>• Currently serving on many (6+) departmental theses, dissertations, and/or qualifying exams</li> <li>• 3+ research manuscripts currently under review for publication in academic journals</li> <li>• External reviewers consider work to be superior</li> </ul>
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#### Service Expectations

Psychology faculty are encouraged to provide service at various levels within the university (e.g., department, college, university committees), as well as within the community. Typical department service for all tenure-track faculty includes participation in departmental meetings, student admissions and faculty searches, graduate student advising, and comprehensive exams. Individual faculty may additionally assist with program administration, outcome assessment, undergraduate advising, or specific department functions (e.g., Grievance Committee, Diversity & Inclusion Committee, curriculum or procedure subcommittees). Faculty members also are encouraged to participate in college/university activities, committees, and/or programs (e.g., Honors, Bengal Visit Day) as well as international, national, and regional organizations. Professional service also includes editorial work, journal article reviews, and service to professional societies. All faculty members should be willing to provide some professionally-related community service (e.g., judging science posters, assisting organizational efforts, consulting). Faculty may also provide service to the public by disseminating knowledge such as through popular press writings, media interviews, and press releases. In general, superior service reflects professional activity and involvement beyond university service, although the duration and intensity of service should be considered for all service activities.



Unsatisfactory	Satisfactory	Superior
<ul style="list-style-type: none"> <li>• Does not volunteer for departmental committees or tasks</li> <li>• Ignores or delays tasks assigned by department chair</li> <li>• Consistent absences at faculty meetings or lack of participation in meetings</li> <li>• Limited evidence of undergraduate or graduate student advising</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers for a few (1–2) department, college, and/or university committees and tasks most years</li> <li>• Completed department tasks on-time</li> <li>• Typically attends and participates in faculty meetings</li> <li>• Minor leadership or service role in department (e.g., supervising student instructors, mentoring junior faculty), college/university committees, task forces, or councils</li> <li>• Memberships in appropriate professional societies</li> <li>• Service to the profession</li> <li>• Professionally related service to the community</li> <li>• Completed a few journal article reviews</li> <li>• Evidence of involvement in undergraduate and graduate student advising</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers for and completed several (3+) department, college, and/or university committees and/or tasks most years</li> <li>• Completed department tasks on-time</li> <li>• Consistent attendance at and participation in faculty meetings</li> <li>• Major leadership or service role in department (e.g., serving as Chair, DET, DCT, Associate DCT, or Clinic Director), college/university committees, task forces, or councils</li> <li>• Leadership or instrumental role in regional, national, or international organization(s)</li> <li>• Major service to the profession</li> <li>• Major professionally related service to the community</li> <li>• Completed many journal article reviews and/or served as journal editor or associate editor</li> <li>• Consistent involvement in undergraduate and graduate student advising</li> </ul>

## Departmental Five-Year Review (FYR) Guidelines

### Review Schedule

Five-year reviews (FYRs) are conducted every fifth year for all full-time faculty members (i.e., tenured and non-tenure track faculty) of the Psychology Department, who have served for five years since their last major review (e.g., since tenure and/or promotion, FYR, etc.). The Chair's FYR report will serve both as a summary review of five years' service and as the annual review for the year in which it is completed.

### Purpose and Overview of the FYR Process

According to the Idaho State University Office of Academic Affairs and [ISUPP 4010](#), the purpose of the FYR is to "provide an overview of scholarly, service and teaching activity for a faculty member that spans a five-year period ... a mechanism for remediation, should a faculty member be found to need assistance in maintaining progress in any or all of these areas ... [and] documents failure to meet the requirements of the position, providing the means for dismissal in that circumstance." It also is intended to "provide guidance for continuing and meaningful faculty development; to assist a faculty member to enhance professional skills and goals; to refocus academic and professional efforts; and to assure that faculty members are meeting their academic responsibilities. If any deficiencies in academic performance are identified, a plan for professional development must be designed by the faculty member in collaboration with the program or department head." The FYR is designed to evaluate faculty relative to their actual workload distribution. The FYR is not a re-tenuring process.

Each faculty member is charged to complete a portfolio consisting of (1) a curriculum vitae; (2) a five-year report of professional activities in the areas of teaching, scholarly activities, and service which will summarize accomplishments in each of these domains over the past five years; and (3) support materials including copies of previous annual evaluations, course syllabi, summaries of student course evaluations, and representative publications, grant applications, or creative activities for the review period. The form to be used is available through the Faculty Success website. The FYR committee, established by the department (see below), reviews the faculty member's performance relative to the faculty member's workload distribution across the domains of teaching, scholarly activities, and service. Subsequently, the Department Chair will consider the materials presented by the faculty candidate and the departmental committee report and write an independent evaluation presented to the Dean. The College Executive Committee will review the faculty candidate's curriculum vitae and reports of the committee and chair and make a recommendation to the Dean. The Dean will review all of these materials and make a recommendation to the Provost and Vice President of Academic Affairs. Each step in this process will include standard forms required by Academic Affairs.

### Part 1: Performance Variables under Consideration

#### A. Teaching

The Department of Psychology expects that teaching will be carried on with a high level of engagement and with a strong commitment to students. Depending on the faculty member's individual goals, teaching load, and administrative assignments, the following indicators might be considered by the FYR Committee: courses will be well-organized, thoughtful, and reflect a continuing and developing interest on the teacher's part in his or her

discipline; and faculty will mentor students and supervise individual research and clinical practica (if applicable). Central to the evaluation of teaching could be formal course evaluations, practicum evaluations (if applicable), recognitions and awards, informal student input, the Chair's annual evaluations of teaching performance, course syllabi, professional development training, participation as a research mentor and/or clinical supervisor, number of thesis and dissertation projects completed, faculty member's self-assessment of teaching strategies and philosophy, and if, applicable, participation in overload teaching.

#### B. Research and Scholarship

The Department of Psychology expects that faculty will actively pursue research and/or other scholarly activities. Depending on the faculty member's individual goals, teaching load, and administrative assignments, the following indicators might be considered by the FYR Committee: pursuit of research funding, research and/or scholarly activities that demonstrate the faculty member is engaged in an appropriate professional dialogue in his or her field, is active in publication and in scholarship, and has knowledge of continuing developments in the field. Central to evaluation of research and scholarship could be articles published in professionally peer-reviewed journals or books, articles published in non-peer-reviewed journals, books, book chapters, monographs, conference presentations, research mentoring and supervision, submitted and/or funded internal and external grant applications, professional development training, recognitions and awards, and the Chair's annual evaluations of research and scholarly activities.

#### C. Professionally-Related & University Service

The Department of Psychology expects that faculty will actively contribute to the welfare of the department, the university, the local community, and/or the professional community. Depending on the faculty member's individual goals, teaching load, and administrative assignments, the following indicators might be considered by the FYR committee: regular service on departmental committees, including but not limited to standing departmental committees, graduate committees, promotion/tenure committees, and other ad hoc departmental committees; participation on college/university committees and governing bodies; service as GFRs for other departments and colleges; professionally related public service and service to the discipline. Central to evaluation of service could be membership in professional associations, committee participation in professional organizations, professional association leadership roles, ad hoc manuscript reviews or editorship of journals, standing university committee participation, departmental ad hoc committee participation, participation in community organizations, presentation to university and community groups/audiences, GFR participation, clinical service provision (if applicable), recognitions or awards, professional development training, and the Chair's annual evaluation of contributions to faculty research, teaching, and service.

### Part 2: Process of Evaluation

#### A. Approximately during August

The College of Arts and Letters will notify Department Chairs of the list of faculty members due for a five-year review that following academic year. The Department Chair will then begin to create a FYR review committee.

B. Approximately October 1<sup>st</sup>:

The faculty member being reviewed will submit to the department chair a portfolio consisting of (1) a curriculum vitae; (2) a five-year report of professional activities in the areas of teaching, scholarly activities, and service which will summarize accomplishments in each of these domains over the past five years; and (3) support materials including copies of previous annual evaluations, course syllabi, summaries of student course evaluations, and representative publications, grant applications, or creative activities for the review period. Faculty members may also submit a narrative statement on their accomplishments to supplement this list. The Chair will forward the faculty member's materials to the FYR Committee.

C. Approximately by December 1<sup>st</sup>:

**Committee Responsibilities:** The designated FYR committee is responsible for reviewing and evaluating the faculty member's materials. The committee will consider multiple kinds of evidence to perform the evaluation. The FYR committee constructs a brief report that includes evaluation of teaching (including summary of quantitative and qualitative student evaluations), scholarly activities, and service. Committee evaluation of performance is always considered relative to the faculty member's teaching load, individual goals, and administrative assignments. Disparities, if any, between faculty member performance and goals are viewed as challenges by the FYR committee. The committee will make recommendations to the Chair and the faculty member regarding changes in individual goals, resource allocation, teaching load, and/or administrative assignments that would enhance the performance of the faculty member during the subsequent five-year period. The FYR Committee may choose to recognize exemplary performance during the five-year review period and recommend appropriate departmental recognition, including, but not limited to, merit pay raises.

The faculty member being evaluated will have five working days to respond to the FYR committee report. The faculty member's materials, the FYR committee report, and the faculty response to the FYR report, if any, will then be forwarded to the Chair of the department.

D. Early spring semester:

**Chair's Responsibilities:** The Chair will review the faculty member's materials, the FYR committee report, the faculty member's response to the report, if any, and the annual evaluations. All documents will be included in the appendices of the Chair's FYR report utilizing the Five Year Review Faculty Evaluation Form. The Chair will respond to the recommendations of the FYR committee and the faculty member.

The Chair will present their written recommendations to the faculty member being reviewed during early spring semester. The person being reviewed will have five working days to make a written response.

Part 3: Faculty Planning in Response to the FYR Report

The Chair will discuss the FYR evaluation, the Chair's written response, and any faculty responses to either report with the faculty member under review before all materials are submitted to the Dean and the College Executive Committee. The College Executive Committee will review the faculty candidate's curriculum vitae and reports of the committee



and chair and make a recommendation to the Dean. The Dean will review all of these materials and make a recommendation to the Provost and Vice President of Academic Affairs.

The faculty member will have five working days to respond to any of the reports and recommendations made within this process (e.g., by the departmental committee, chair, College Executive Committee, or Dean) before the recommendation is passed to the next level. The candidate may only respond once at each level.

#### Part 4: Outcomes of Five-Year Review

The outcome of the Five-Year Review may be that 1) the faculty member demonstrates exemplary performance during the five-year review period resulting in appropriate departmental recognition, including, but not limited to, departmental recommendation for merit pay raises; (2) the faculty member is judged to be performing at acceptable levels and thus no further review or action is needed; 3) there are concerns about the faculty member's performance; consequently, a plan for professional development must be developed, and there will be a re-review in three years; or 4) there are significant deficiencies noted; as a result, a detailed one-year remediation plan must be put into place, which may include changes in workload, and a final assessment completed at the end of the remediation year.

#### Part 5: Full-Time Non-Tenure Track Faculty

The content and process for FYR for non-tenure track faculty will be different in several ways from the above guidelines applicable to tenure-track faculty. Specifically, the person under review will provide materials similar to a tenure and promotion review, including a curriculum vitae and a five-year report of professional activities focusing on the primary responsibilities undertaken by that person, as well as supporting materials such as teaching evaluations. Annual evaluations from the previous four years should be submitted and will be considered as part of this process. Faculty members may also submit a narrative statement on their accomplishments to supplement this list. In most instances, non-tenure-track faculty have the primary duty of teaching; in such cases their five-year report will focus on teaching, although they may report on other kinds of activities. Clinical faculty should focus on clinical activities including service provision and supervision. For research faculty, see guidelines developed by the Office for Research.

The FYR committee for non-tenure track faculty will be formed in the same manner as FYR committees for tenured or tenure-track faculty, except that only one of the faculty members on the committee must be tenured. The FYR committee's report will include a brief summary (1-2 pages) that will focus primarily on teaching (including a summary of quantitative and qualitative student evaluations) and secondarily on other professional activities (i.e., service and scholarly activities). This report is forwarded to the department chair. If the faculty member is eligible for promotion, the committee could include a recommendation on this in their report.

The department chair will consider the materials presented by the candidate and the departmental committee, and write an independent evaluation utilizing the Five-Year Review Faculty Evaluation Form. In the case of a lecturer, the chair may choose to recommend promotion to the next higher lecturer rank. This evaluation along with evaluations from previous years will be presented to the Dean in the standard form requested by Academic Affairs. If the chair recommends promotion, then the College Tenure and Promotion Committee

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will review the reports of the departmental committee and the chair and make a recommendation to the Dean.

The Dean will review the reports of the departmental committee, the chair, and the College Tenure and Promotion Committee (if applicable) and make a recommendation to the Provost and Vice President for Academic Affairs in the standard form requested by Academic Affairs. The Dean may choose to approve a recommendation for promotion to the next higher lecturer rank, if a recommendation is received from the department. Approval is contingent on the availability of funds within the College. Promotions may be deferred if funds are not available.

The outcome of the Five-Year Review may be that 1) the faculty member demonstrates exemplary performance during the five-year review period resulting in appropriate departmental recognition, including, but not limited to, merit pay raises; (2) the faculty member is judged to be performing at acceptable levels and thus no further review or action is needed; 3) there are concerns about the faculty member's performance; consequently, a plan for professional development must be developed, and there will be a re-review in three years; or 4) there are significant deficiencies noted; as a result, a detailed one-year remediation plan must be put into place, and a final assessment completed at the end of the remediation year.

The faculty member under review will have five working days to respond to any of the reports and recommendations made within this process (by the departmental committee, by the chair, by the College Executive Committee, by the Dean) before the recommendation is passed along to the next level. The candidate may respond only once at each level.

## Non-Tenure-Track Faculty Guidelines and Procedures

The following guidelines apply to three types of non-tenure-track faculty: Lecturers, Visiting faculty, and Clinical faculty.

### Lecturers

#### *Definition of Lecturer*

Lecturers in the Psychology Department are faculty members hired for an academic year or other period of appointment to primarily teach undergraduate classes. Occasionally, depending on departmental needs, they may also be asked to teach graduate classes if they have the education and expertise in the subject area. Lecturers may also participate in some departmental service, attend and participate in faculty meetings (although they are not required to do so), and vote on most departmental issues like other faculty members (see section on Voting Rights).

#### *Appointment Standards*

The standards for appointment depend on the needs of the department. The most important criteria are experience and competence in undergraduate teaching. The minimum qualification for an assistant lecturer position is a Master's degree in Psychology (or sufficiently equivalent field), although a doctoral degree is preferred.

#### *Appointment Process*

- a) As determined to be appropriate by the department leadership team, **either**:

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- i) The department chair will independently review applications, interview applicants, and provide a recommendation to the department. Departmental faculty will discuss the recommendation and vote. The department chair will review the vote and then provide a recommendation to the College.
- or**
- ii) The department chair will set up a search committee of three faculty members, who will review applications, interview applicants, and provide a recommendation to the department. Departmental faculty will discuss the recommendation and vote. The department chair will review the vote and then provide a recommendation to the College.

### *Terms of Employment*

- a) Lecturers are full-time employees, but are not eligible for tenure.
- b) A Lecturer is eligible for promotion. Ranks of lecturers are Assistant Lecturer, Associate Lecturer, and Lecturer or Senior Lecturer.

### *Teaching Assignment and Other Responsibilities*

- a) The duties of each Lecturer are determined at the time the search for the position is approved, but may be changed as needed and agreed on by the college, department chair, and Lecturer.
- b) The typical load is four or five courses per semester.
- c) Adjustments to teaching load can be made based on involvement in research or service.
- d) It is possible for Lecturers to apply for Allied Graduate Faculty Status, which allows them to serve on graduate student committees (i.e., thesis, comprehensive/qualifying exam, and dissertation). However, Lecturers are not allowed to chair a student committee.
- e) Lecturers are encouraged and invited to attend faculty meetings.
- f) Lecturers are eligible for departmental professional development funds to support travel within their area of responsibility (e.g., teaching conferences for all, research conferences for those involved in research and/or supervising student research).
- g) Lecturers are not expected to participate in university- or college-level service, but may choose to do so in consultation with the department chair.

### Visiting Faculty

#### *Definition of Visiting Faculty*

Visiting Faculty are individuals visiting the university for the purposes of collaboration, advanced study in their field of expertise, and/or to augment the capabilities of the university through an appointment not covered by other faculty categories (see ISUPP 3050 – Categories of Employees). Visiting faculty are not eligible for tenure or promotion.

#### *Appointment Standards*

The standards for appointment of visiting faculty in qualified titles are the same as for tenure-track faculty. Thus, the minimum qualifications for appointment to the title of Visiting Assistant Professor are the same as for appointment as Assistant Professor, and so on.

### *Appointment Process*

- a) If possible and appropriate, the department chair will consult with faculty members in the department, as well as with others who may assist in or be affected by the selection, especially if it is anticipated that there will be a continuing need for the services of the visiting faculty member to be hired.
- b) Visiting faculty appointments (full- or part-time) are fixed-term appointments for at least 1 full academic semester and up to 3 academic years. The department chair could recommend renewal beyond the original appointment based on continuing need and performance review.

### *Terms of Employment*

Appointment as a visiting faculty member carries no expectation of re-appointment.

### *Assignments and Responsibilities*

- a) The duties of a visiting faculty member are determined at the time the search for the position is approved, but may be changed as needed and agreed on by the college, department chair, and visiting faculty member.
- b) The typical teaching load is three courses per semester for full-time visiting faculty.
- c) Visiting faculty are expected to have be active in research, which may include serving on thesis, dissertation, and/or comprehensive/qualifying exam committees.
- d) It is possible for visiting faculty to apply for Allied Graduate Faculty Status, which allows them to serve on graduate student committees (i.e., thesis, comprehensive/qualifying exam, and dissertation). However, visiting faculty are not allowed to chair a student committee, based on the temporary nature of their appointment.
- e) Visiting faculty members are expected to attend and participate in faculty and program meetings (i.e., Clinical Training Committee or Experimental Training Committee).
- f) Visiting faculty are eligible for departmental professional development funds to support travel within their area of responsibility (e.g., teaching conferences for all, research conferences for those involved in research and/or supervising student research).
- g) Visiting faculty may choose to participate in university- or college-level service, in consultation with the department chair.

### Clinical Faculty

#### *Definition of Clinical Faculty*

Clinical faculty have titles preceded with the designation of “Clinical” such as Clinical Assistant Professor. Clinical faculty in the Psychology Department are full-time faculty members. Their primary responsibility is the provision of clinical supervision and teaching at the undergraduate and graduate levels. Clinical faculty are expected to participate in service at the department, university, professional, and community level. There is not an expectation that Clinical faculty will engage in research activities.

#### *Appointment Standards*

The standards for appointment of clinical faculty in qualified titles are the same as for tenure-track faculty in regards to academic degrees and clinical experience and expertise.

#### *Appointment Process*

- a. The department chair will assign a search committee chair who will set up a search committee of at least three faculty members, generally members of the Clinical Training Committee, who will review applications and determine which applicants are qualified for the position and should be invited to interview. The full faculty will be involved in an on-campus interview and will vote on whether the applicants are qualified for the position and the preference for hiring. The department chair will review the vote and then provide a recommendation to the College Dean.
- b. Clinical Faculty appointments are full-time non-tenure track appointments for at least 1 full year. Each year, the department chair will review the annual evaluation of the clinical faculty and then recommend renewal based on continuing need and performance.

#### *Terms of Employment*

- a. Clinical Faculty are full-time but are not eligible for tenure.
- b. Clinical Faculty are eligible for promotion. Ranks of clinical faculty are Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.

#### *Assignments and Responsibilities*

- a. The duties of a clinical faculty member are determined at the time that the search for the position is approved, but may be changed as needed and agreed on by the college, department chair, and clinical faculty member.
- b. The typical teaching load is four courses per semester, primarily due to there not being a research expectation.
- c. Adjustments to teaching load can be made based on administrative position (e.g., Clinic Director), involvement in research, including data collection, co-supervision of graduate and/or undergraduate students, and serving as a committee member of thesis, comprehensive/qualifying exam, and dissertation committees.
- d. Clinical faculty may apply for Full or Allied Graduate Faculty Status, which allows them to chair and/or serve on graduate student committees (i.e., thesis, comprehensive/qualifying exam, and dissertation).
- e. Clinical Faculty are expected to attend faculty and Clinical Training Committee meetings.
- f. Clinical Faculty are eligible for departmental faculty development funds to support travel within their area of responsibility (e.g., teaching conferences for all, research conferences for those involved in research and/or supervising student research).
- g. Clinical faculty will participate in university- or college-level service, in consultation with the department chair.

### **Americans with Disabilities Act**

Idaho State University has issued a [statement of compliance](#) with the Americans with Disabilities Act. Students who need auxiliary aids or other accommodations are asked to contact [Disabilities Services](#) on campus. The Psychology Department will cooperate with and accommodate requests made by the Disabilities Services.

## Psychology Student Mental and Physical Health

The psychological well-being of our students is critically important and personal counseling can represent a meaningful way to navigate the stress of graduate school or life in general, or just simply be an important tool to help students in their personal growth. In any case, we encourage students to seek personal counseling when they feel it would benefit them. Students are encouraged to seek services from anywhere they like, but below are several avenues that offer personal counseling services to our students at low or no cost and minimize or eliminate most concerns about confidentiality (e.g., concerns about close professional proximity to the psychology department) or dual relationships (e.g., concerns about receiving services and training from the same clinic).

**ISU Counseling and Testing Services.** The ISU [Counseling and Testing Services](#) (CATS) offers free in-person and telehealth counseling to all ISU students. There are clinics on the Pocatello campus (208-282-2130), in Idaho Falls (208-282-7750), and in Meridian (208-373-1921). Having received services from CATS does not represent a barrier to clinical students receiving training there and CATS faculty have procedures to offset dual relationships. If you have questions about those procedures, call Dr. Rick Pongratz (CATS Director) or Dr. Jennifer Miesch (CATS Assistant Director/Clinical Coordinator)

**Telehealth Counseling Meridian Campus.** [ISU's Meridian campus counseling clinic](#) offers personal telehealth counseling that is free to ISU students. Their clinic is open Mon-Thurs from 11-8. The counselors are masters-level students in the Counseling MS program who are supervised. They also offer couples/family and counseling for minors on a sliding scale. You can complete a screening interview and set up an appointment by calling 208-373-1719.

**ISU Counseling Clinic.** The [ISU Counseling Clinic](#), located on the 7<sup>th</sup> floor of Garrison Hall, offers low-cost services (\$5 per session, but could be reduced to free) provided by students in the Master of Counseling program who are supervised by faculty and doctoral students in the Department of Counseling. The Counseling Clinic is open all year. Call 208-240-1609 to make an appointment.

**ISU Center for New Directions.** The [Center for New Directions](#) is housed in ISU's College of Technology and offers free personal counseling to graduate students in the Department of Psychology from Licensed Professional Counselors. There is an online intake form on their website or you can call them at 208-282-2454.

**Student Support Resources.** ISU also provides [Student Support Resources](#) such as Benny's Pantry and the Dean of Students Emergency fund.

**Pocatello Resources.** The City of Pocatello provides a [Community Resource Directory](#) for emergency services, medical services, legal aid services, low income housing, rent assistance, emergency housing, indigent services, energy assistance, emergency food/clothing, domestic violence and sexual assault services, domestic violence evaluators, non-violence groups, counseling services, parenting services, substance abuse services, women's services, family/children services, and employment services.

## The Master's Thesis

### Proposal

For students who enter the program without having first earned a master's degree elsewhere, the master's thesis project is initiated in the first year and ideally completed in the

second year. 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. Thesis projects may consist of original empirical research; replications of important projects; original analyses of archival data/information, big data, publicly-available data sets, or ongoing longitudinal studies; original coding and analyses of existing information (quantitative or qualitative); and meta-analyses.

The faculty thesis chair should be selected based on his or her expertise in the thesis topic and ability to assist the student's implementation of the project. A second member of the Psychology Department faculty is selected to join the thesis committee by the student and the thesis chair. In the **Clinical Psychology Program**, a full-time member of the Psychology Department faculty is identified and agrees to serve as the thesis advisor at the time of the student's acceptance into the program (though this can be changed by October 1 of the student's first year if another student-faculty mentorship dyad is preferred by the student and faculty). In the **Experimental Psychology Program**, the thesis chair is the student's identified program mentor. The thesis chair does not need to be a member of the student's program. The third and final member of the thesis committee is a Graduate Faculty Representative (GFR) who may be chosen by the student and faculty advisor, or appointed by the Graduate School. Members of the thesis committee must all have Graduate Faculty Status prior to the defense meeting (see timeline). The thesis chair will notify the student's respective Program Director on the committee membership.

Several steps have been formalized to promote the successful and timely completion of the thesis. 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, providing general assistance to research team members, and beginning preparation of their own thesis proposal. All incoming students complete the foundational Statistics and Research Design courses (PSYC 6627 and PSYC 6632) during the first year. The spring course (PSYC 6632) requires that the student work with their 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. Graduate psychology students continue to enroll in thesis credits (PSYC 6650), accumulating at least six. Thesis credits formally commit the student to research activity on their team.

Students are strongly encouraged to submit a prospectus to their thesis committee by the end of their first year. Committee members must be allowed a minimum of 2 weeks to review the document prior to the prospectus meeting. The prospectus represents the culmination of a literature review and methodological decisions made by the student in consultation with the thesis chair. The final prospectus may not be circulated to other committee members until it has been approved by the thesis chair. The prospectus typically consists of three sections: 1) an introduction, justifying the research question and methodology and the significance of the proposed project, 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. Measures, consent forms, and other supporting documents should be included in the appendix, consistent with departmental and [Graduate School policies](#).

The thesis proposal meeting should be scheduled for 2 hours, although it may not take this long for the committee to arrive at a decision for the project. The student is charged to create a 25-minute presentation (usually a computer-projected slide show). 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. Once consensus about the project is reached, the student will summarize the feedback from the committee and any changes to the proposal that were agreed upon by the committee. This information will be sent to the committee (typically via email) within 2 weeks for approval before the project begins. Any substantial changes to the project (e.g., meaningful change in research question or model, change in sample size) requires notification to and approval by the committee before any changes are made. A student cannot "fail" a prospectus. Inadequate preparation, however, can extend the process.

All research studies with humans or live animals must be approved by the appropriate research compliance committees prior to study onset. Studies with human subjects must be approved by the ISU [Human Subjects Committee](#) (HSC), including those with exempt status. Studies with animal subjects must be approved by the ISU [Institutional Animal Care and Use Committee](#) (IACUC). Both committees require all students and faculty to complete an online research ethics training program called [Collaborative Institutional Training Initiative](#) (CITI). Students should check with their advisors and the ISU Research Outreach and Compliance Office to determine which modules to complete.

#### Defense

Upon completion of the project, the student, in consultation with the thesis chair, 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 policies and procedures on their website. 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 chair, 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. If a manuscript format is chosen, a comprehensive literature review will be included in the appendix. The thesis may not be distributed to committee members until the thesis chair has approved the document.

The Graduate School must be formally notified of the meeting date, time, and location. The advisor (committee chair) must submit the [request to schedule oral defense form](#) and notify the student's respective Program Director. Committee members must be allowed a minimum of two weeks to review the document prior to the meeting. Further, the Graduate School requires that all oral examinations "...must be completed at least two weeks before the end of the



semester in which the student plans to graduate.” Please see the Graduate School requirements for oral examination completion timeline in the semester of planned graduation.

For students in the Graduate **Clinical Program**, it is recommended that the thesis defense be conducted no later than the end of the doctoral student’s second year. Most clinical externship positions now require completion of the MS degree, which means that in order to be considered for these funding opportunities, the functional deadline for a thesis defense falls in late July prior to externship onset dates, which are in August. Second year students who cannot anticipate meeting the July defense deadline cannot be considered for externship funding during the third year. For students in the **Experimental Program**, the defense should occur no later than January of their third year.

Each student is required to complete a 20-25 minute public presentation to the academic community of Idaho State University and regional professionals. The ability to offer scholarly presentations to students and professionals is an important skill for a master’s level psychologist. This public presentation offers another opportunity for students to share their findings on their thesis projects. The presentation is not evaluated separately from the student’s thesis defense. Rather, it is an integral part of the thesis defense, attended by all members of the thesis committee. Prior to the thesis defense meeting, the committee should indicate major concerns about the project that could risk the student not passing the defense to the thesis chair. This will allow the chair and student to carefully consider these concerns prior to the defense, though attempts to address them during the defense will not guarantee that the student will pass. Each student works with their thesis chair to schedule the defense for at least a 2-hour time block. The thesis chair provides notice to the department of the title, date, time, and location of the presentation. The presentation will be followed by 5 minutes of questions/answers with the general audience. The presentation (usually a computer projected slide show) will not be repeated during the private meeting with members of the thesis committee. Immediately afterward the public presentation, the general audience is dismissed and the student steps out of the room so that the committee can discuss the student’s readiness to defend their project.

Once the majority of members agree to move forward, students will answer questions from members of the committee in a private meeting. 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. When the defense is successful, committee members will sign the signature page provided by the student and required by the Graduate School. Generally, committee members make specific recommendations for altering the final manuscript. Following the thesis defense, the committee will determine which committee members will be responsible for finalizing the approval of the changes requested by the committee to the document. This could be only the committee chair, but could also include other committee members depending on the extent of the requested revisions. The student will summarize the changes to the document that were agreed upon by the committee and send this information to the entire committee (typically via email) for approval. The student will make the requested changes and submit the updated document to the determined committee member(s) for approval prior to submitting the final document to the Graduate School. The final document should be submitted to the Graduate School within 2 weeks of the defense.

It is possible to fail an oral defense (e.g., if the student cannot convey an understanding of literature in reference to their project, cannot explain the methods sufficiently, and/or cannot answer questions regarding their project sufficiently). If this happens, the oral defense must be

repeated in the subsequent academic semester unless otherwise approved by the thesis committee and Graduate School. A second failure of an oral defense is considered grounds for academic dismissal from the program. The Graduate School does not currently allow a third re-examination of an oral defense for either the thesis or the dissertation.

It is expected that students will work with their thesis chair (and eventually, dissertation chair) to submit successful research for publication in scientific journals. Authorship credit for submitted thesis/dissertation research must adhere to [APA Ethical Standards](#) (STD #8.12). Specific written agreements may need to be established between the research chair 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 Subjects Committee requirements and APA standards for retention of raw data published in scientific journals. Since standards typically vary from 5 to 7 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 Standard (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.

## The Dissertation

### Proposal

Students are admitted to candidacy for the doctoral degree upon satisfactory completion of the MS degree and the Qualifying Examination. These two accomplishments allow the student to propose a dissertation. 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 committee member should be from the student's degree program (Experimental or Clinical). The fourth and fifth members of the dissertation committee include the Graduate Faculty Representative, who is chosen by the student and faculty advisor or appointed by the Graduate School, and any other member of the Graduate Faculty from any department of relevance (including a fourth psychologist).

The process of completing the dissertation is similar to that of the master's thesis. The main difference between a thesis and dissertation project is the level of autonomy and independence at which the student works across the research process. The typical dissertation will involve original empirical research that has the potential to make a significant contribution to the field (as judged by the majority of the dissertation committee). However, a dissertation project may consist of other formats, including original analyses of archival data/information, big data, publicly-available data sets, or ongoing longitudinal studies; original coding and analyses of existing information (quantitative or qualitative); and meta-analyses.

In the **Clinical Program**, students are expected to demonstrate a broad range of research competencies (see Clinical Program section for more details) that can be achieved through completion of their theses, dissertations, or other research experiences overseen and/or evaluated by ISU Psychology Department faculty. In the **Experimental Program**, if a dissertation project other than original empirical research is undertaken, then the student will be required to demonstrate specific competencies (see Experimental Program section for more details). Prior to the dissertation proposal meeting, the student will submit the program-specific documentation to demonstrate competencies evaluated by the respective training committee (i.e., Experimental or

Clinical). In order for the dissertation to be approved as complete, these competencies must be approved by the training committee.

The student, in consultation with their dissertation committee chair, prepares a prospectus for the dissertation committee. The prospectus typically consists of three sections: 1) an introduction, justifying the research question and methodology and the significance of the proposed project, 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. Measures, consent forms, and other supporting documents should be included in the appendix, consistent with departmental and Graduate School policies. Once the dissertation committee chair has approved the prospectus, the document is distributed to committee members by the student at least 2 weeks prior to the prospectus meeting, and the prospectus meeting is scheduled.

The dissertation proposal meeting should be scheduled for 2 hours, although it may not take this long for the committee to arrive at a decision for the project. 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 majority vote needed for the student to initiate the research. Once this is reached, the student must submit a list of major changes to the project to the committee. Like the Master's thesis, approval from the appropriate research compliance committee must be obtained prior to project initiation. For students in the **Clinical Program**, the recommended temporal guideline for a dissertation prospectus document submission to the dissertation committee is on or before October 1 of the year the student applies for APPIC internship. Failure to successfully propose the dissertation in time to apply to APPIC internships will postpone the internship application process by a full year. It is strongly recommended that the proposal meeting occur before data collection begins. However, data collection can begin before the proposal meeting with the approval of the dissertation chair. See program-specific guidelines for data collection procedure prior to proposal. The dissertation committee has the option to not allow data collected prior to the proposal meeting to be used in the dissertation if changes to the protocol are needed.

All research studies with humans or live animals must be approved by the appropriate research compliance committees prior to study onset. Studies with human subjects must be approved by the ISU [Human Subjects Committee](#) (HSC), including those with exempt status. Studies with animal subjects must be approved by the ISU [Institutional Animal Care and Use Committee](#) (IACUC). Both committees require all students and faculty to complete an online research ethics training program called Collaborative Institutional Training Initiative (CITI). Students should check with their advisors on which modules to complete.

During the course of collecting dissertation data, it is possible that the student and their dissertation committee chair may determine the need to make substantial changes in methodology. Such changes require committee approval, and may require HSC or IACUC approval. The need for a formal meeting of the committee is left to the discretion of the dissertation committee chair. Informal discussion with all committee members may be sufficient, but documented approval must be obtained.

#### Defense

Upon completion of the data collection phase, the student, in consultation with their dissertation chair, prepares the final document as per [Graduate School guidelines](#). The final manuscript may take the form of a traditional comprehensive scholarly document or a

manuscript(s) ready for submission to a journal with a comprehensive literature review in the appendix. The dissertation is distributed to committee members only after the dissertation chair has approved the document. Committee members are allowed 2 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 using the online Oral Defense Examination Notification form, which will be completed by the dissertation chair.

Each student works with their dissertation chair to schedule the dissertation defense for at least a 2-hour time block. The Graduate School must be formally notified of the meeting date, time, and location. The advisor (committee chair) must submit the [request to schedule oral defense form](#) and notify the student's respective Program Director. Further, the Graduate School requires that all oral examinations "...must be completed at least two weeks before the end of the semester in which the student plans to graduate." Please see the Graduate School requirements for oral examination completion timeline in the semester of planned graduation.

Prior to the dissertation defense meeting, the committee should indicate major concerns about the project that could risk the student not passing the defense to the dissertation chair. This will allow the chair and student to carefully consider these concerns prior to the defense, though attempts to address them during the defense will not guarantee that the student will pass. The first step in the oral defense of the dissertation is a public colloquium. 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 and immediately precedes the formal dissertation defense. This includes the first 30-minutes, which are open to all. The dissertation chair provides notice to the department of the title, date, time, and location of the public colloquium. The student is charged to create a 20-25-minute public presentation, allowing up to an additional 5 minutes of questions/answers with the general audience. The entire presentation (usually a computer projected slide show) is not repeated during the meeting with the members of the dissertation committee that follows the public colloquium. In no case will the colloquium, which is a part of the dissertation defense, be scheduled until data are collected and analyzed, the final document is complete, and the dissertation chair provides approval of the student's readiness to defend their dissertation.

Immediately after the public colloquium, the general audience is dismissed and the student steps out of the room so that the committee can discuss the student's readiness to defend their project. Once the majority of members agree to move forward, the dissertation committee reviews and discusses the research questions, methods, findings, and conclusions with the student. 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 committee chair. Each committee member evaluates the oral defense and written document as pass or fail. A majority judgment of pass is required to pass the oral defense. When the defense is successful, committee members will sign the signature page provided by the student and required by the Graduate School. If notable changes are required of the dissertation document, one of the committee members or chair may elect to temporarily postpone signature to ensure that these changes are implemented prior to submission of the final version of the document to the Graduate School. Failure to pass the oral exam necessitates rescheduling the exam in the subsequent semester unless otherwise approved by the dissertation committee and Graduate School. For students failing the oral exam, the Graduate School allows one re-examination. This re-examination is to take place during the subsequent three semesters unless otherwise approved by the Graduate School.

## Academic and Disciplinary Policies

### Graduate School Policies

The Department adheres to all disciplinary policies described in the ISU [Graduate Catalog](#). Specifically, a student may be dismissed from the program according to the following criteria:

1. If the student receives two or more grades of C+ or below, or
2. If the student fails to meet the continuation standards of the department, or
3. If it is the academic judgment of two-thirds of the graduate faculty in the department that the student is not making satisfactory progress in the program, and such judgment is recorded by formal vote.

### Academic Probation

A student earning a C+ or lower in any graduate course will be automatically placed on academic probation by the ISU Graduate School and is 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 (the ISU Graduate School allows program dismissal after a single C+ grade). Multiple C+ or lower grades in graduate courses, despite subsequent remediation, may also be construed by the departmental faculty as evidence of unsatisfactory progress toward degree completion. For more information, refer to the [graduate school dismissal policy](#).

### Academic Dishonesty

Academic integrity is expected of all individuals in academe. Behavior beyond reproach must be the norm. Academic dishonesty in any form is unacceptable. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Any penalty imposed for academic dishonesty shall be in proportion to the severity of the offense. Penalties may be imposed at the level of the course by the instructor, following guidelines and procedures indicated in ISU Policies and Procedures regarding [academic integrity](#). Academic dishonesty may also result in a review of the student's actions by program and/or departmental faculty and may impact funding and continuation in the program. Any action to consider dismissal of a student from the program will follow guidelines and procedures in the graduate catalog.

### 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 degree. A student earning a C+ or less in any graduate course will be automatically placed on academic probation by the ISU Graduate School 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.

Thesis (PSYC 6650) and dissertation (PSYC 8850) credits are graded on an S ("Satisfactory") or U ("Unsatisfactory") basis. IP (in progress) grades are given for those students who have initiated but not completed their thesis or dissertation work. The Graduate School processes a Change of Grade for all previous semesters after the completion of all

requirements for the thesis or dissertation, at which time all IP grades will be changed to S or U grades. It is important that students make persistent, positive, and timely contributions to their thesis or dissertation research every semester in which they register for these credits.

Unsatisfactory research performance indicates a failure to contribute and/or progress, despite repeated informal discussions with the research advisor. If a student is at risk of having an IP grade changed to a U grade in one or more semesters, upon completion of the thesis or dissertation, the advisor will inform the appropriate training committee prior to the end of the semester, and the advisor will issue a formal letter written to the CTC or ETC and the student. The letter will describe the nature of the unsatisfactory progress, the steps needed to remedy the deficiency, and a deadline for re-evaluation. Failure to meet the requirements detailed in the letter will result in a U grade upon completion of the thesis or dissertation in any and all relevant semesters. The student may be placed on academic probation for failing to conform to temporal guidelines of the program. Probation will be lifted when the student has met deadlines decided on with the advisor and with approval of the CTC or ETC.

#### Exam policy for large courses

This exam policy is for in-seat psychology courses with greater than 60 students. For courses with in-seat multiple choice exams, students are required to write their name on both the exam and the scantron form and to turn in both the exam and the form to receive credit. Instructors are asked to use multiple forms of the exam, identified via number or letter (Form 1, 2, 3 or A, B, C). In classes of greater than 100 students, instructors are strongly recommended to request GTA support from the department for proctoring such that the instructor and at least one additional proctor is present. Instructors may instruct students where to sit, remove hats, clear the space around their feet etc. so that instructors can monitor for academic integrity. Instructors may request to see student IDs to confirm student identity at the time an exam is turned in. Instructors may utilize additional instructions or examination policies (e.g., exam policy for late arrivals) at their discretion. Instructors must write out exam policies in course syllabi so that students are fully informed and also note in writing what the make-up policy is in the case of a missed exam. Finally, if academic dishonesty is suspected, instructors or proctors may take steps ranging from directing the student to move to a different seat to confiscating an exam or giving "0" credit for an exam, consistent with Idaho State University policies ([isu.edu/policies](http://isu.edu/policies)). If the exam score is impacted, instructors must submit a brief report indicating the academic dishonesty concern and instructor actions and consequences.

#### Continuing Registration Rule

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 that degree has been earned, excluding summer semesters. Note that students need to register for at least one credit in the summer if they plan to defend or graduate during the summer.

Clinical students generally register for 1 credit of practicum (PSYC 7724 or 7725), externship (PSYC 7748), thesis (PSYC 6650), dissertation (PSYC 8850), special problems (PSYC 5583 or 6641) or internship (PSYC 7749) during summers, the internship year, or during any part-time semesters needed to defend the dissertation. During the internship year (in fall, spring, and summer semesters), the required 1-credit must be PSYC 7749 (Clinical Internship) to



maintain full time student status with the university, thereby extending the deferment of student loans and continuation of student loan eligibility.

#### Idaho Residency Status for In-State Tuition

Graduate students who are not formal Idaho residents may be able to receive in-state tuition after their first year in the program. According to [Idaho Title 33 Statute](#) (2B), the ISU Registrar can consider graduate students Idaho residents for tuition purposes only under two conditions:

1. They have been full-time students for the past two semesters; and
2. They are independent adults (not claimed by their out-of-state parents on their taxes).

Students who qualify for this residency status should apply for it any time after June 1 of their first year using the ISU Registrar's [Residency Determination Worksheet](#). They should contact Dan Woerner (208-282-3900) in the Registrar's office. Please note that this residency status is limited to student consideration for tuition rates and does not give the student formal Idaho residency that would give them formal Idaho resident privileges (e.g., voting).

#### Time Limit on Doctoral Degree Completion

The Graduate School 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 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. See the Graduate Catalog for details.

#### Transfer Credit and Students Matriculating with MS/MA Degrees

The Graduate School defines [specific policies regarding transfer of academic credit from other graduate programs](#). Students with a MA or MS degree from an accredited institution do not need to transfer those classes to get an ISU-equivalent master's degree (the student will be admitted to the doctoral program after passing the Qualifying Exam). However, students may wish to apply credits earned in their previously-attained MA or MS program to their doctoral program of study or to demonstrate program-specific competencies. Students entering doctoral training at ISU with a conferred MS or MA degree from an accredited institution may transfer an unlimited number of credits for specific courses to the doctoral plan of study based on comparability/equivalence of coursework and research to current departmental standards. These criteria are separate from any additional program-specific requirements students must satisfy prior to graduation (e.g., clinical students must demonstrate minimum level achievements across all Discipline-Specific Knowledge areas regardless of how many courses are transferred). Students without a master's degree but with some graduate training from another institution may transfer up to 12 credits from a regionally accredited graduate institution toward the completion of the MS degree at ISU.

Students wishing to transfer courses from other programs to either the MS or the PhD degrees should first meet with the DCT or DET and with departmental subject matter experts to review the relevant documents (e.g., transcripts, course syllabi) and the thesis to determine the specific credit to be transferred toward the masters or doctoral degrees. The only criteria for acceptance of transfer credits are the judgment of equivalence plus A/B-level performance. 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. A thesis completed at another graduate program must meet the standards delineated in this handbook. Students completing the MS/MA degree elsewhere must submit an official transcript to the Graduate School indicating the conferral of the MS/MA degree.

When requesting academic credit transfer from another institution, the graduate student must initiate an ISU Graduate School's [Graduate Transfer Credit Approval Form](#) for each class that is being transferred. The student should include the name and email of the DCT or DET in place of the Advisor on this form and also include the name and email of the Department Chair, who must also approve all transfers. They also should attach a copy of the syllabus from the class they took at their previous graduate institution to the Graduate Transfer Credit Approval Form.

### Psychology Graduate Student Association

All matriculated psychology graduate students are automatically members of the Psychology Graduate Student Association (PGSA). The PGSA has 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 be student representatives at regular CTC meetings; two graduate students from the Experimental Psychology training program to be student representatives at regular ETC meetings; two graduate students, one from each degree program, to participate in Psychology Department meetings; two graduate students, one from each program, to the Grievance Committee; and at least three students to the Diversity and Inclusion committee. Further, the Department Chairperson, the CTC, or the ETC may ask the PGSA to appoint a student representative(s) to various ad-hoc committees.

The PGSA 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 Directors of the two programs to schedule two-to-three PGSA meetings each semester during the Departmental Colloquium time slots. The Department Secretary provides clerical assistance to PGSA upon request.

### Graduate Teaching Assistants

Graduate teaching assistantships (GTAs) are awarded to graduate students in both programs and are assigned responsibilities on the basis of class size and workload (laboratory support, writing intensive courses) by the Department Chair to particular faculty/courses. The precise duties and work responsibilities of the GTA recipient may vary across faculty/courses, but typical duties include attending classes, grading and proctoring exams, reading and grading written responses, test construction, occasional lectures, literature reviews, and research activities. GTAs may also assist the department Administrative Assistant with clerical responsibilities or cover the front desk when the Administrative Assistant is absent. GTAs may



also be assigned to independently instruct psychology courses. Students assigned to positions as Clinic GTAs can expect to facilitate the ISU Psychology Clinic by conducting intakes, assisting junior students with assessments, performing quality assurance tasks, and other duties defined by the Clinic Director. Clinic GTAs are also required to provide coverage for the Clinic Secretary and to assist the Clinic Director.

Depending upon the demands of different courses, students in assisting positions will likely be assigned to work with more than one faculty member. Regardless of the number of faculty members with whom a student works, the GTA can be assigned to work up to 20 hours per week. GTAs maintain a contact log of all hours spent performing GTA duties. These data are used to assess the workload associated with particular courses and the related demands of the GTA. The number of hours a GTA reports will have no direct impact on the continuation of their assistantship or on the amount of their stipend.

When accepting a Graduate Teaching Assistantship, the student agrees to fulfill those responsibilities associated with being a GTA. A student's unwillingness or inability to complete tasks associated with their GTA position may be grounds for removal of the assistantship. Other grounds for removal of an assistantship include: (a) a grade point average below 3.00 in graduate-level courses; (b) insufficient progress toward degree completion; (c) unsatisfactory GTA performance evaluations by supervisor(s); and (d) behavior incongruent with graduate study (e.g., academic dishonesty). Students who receive a GTA in a given year are not guaranteed such a position in subsequent years. GTAs are assigned on a yearly basis, and students who are interested in being considered for these positions should let their advisor and program director know if they would like to be considered for the position each year.

### Graduate Teaching Assistant Allocation

GTAs in the Department of Psychology are assigned to assist regular FTE faculty based upon the following criteria:

1. Undergraduate course with 50+ students enrolled
2. Undergraduate course with an accompanying laboratory (e.g., PSYC 2227, PSYC 3303)
3. Writing intensive courses (e.g., Senior Seminar, PSYC 4491)
4. Undergraduate course with 25+ students enrolled with a daily "live" participation requirement
5. Graduate course in the testing sequence (e.g., PSYC 6620 and PSYC 6621)

GTA assignments are made each semester. Pending available GTA resources, faculty members with one of the above teaching assignments will be assigned a GTA for 5 hours per week and faculty members with more than one of the above teaching assignments will be granted a GTA for 10 hours per week. Remaining GTAs will be assigned to teach independently and/or assist with other departmental needs. If GTA resources allow, there may be a departmental at-large GTA who could assist faculty on an as-needed basis.

### Department Support for Graduate Student Professional Development

Each graduate student is able to request up to \$300 while working on their thesis and an additional \$300 while working on their dissertation by completing the [Psychology Graduate Student Professional Development Funding Application](#). These funds can be used flexibly for professional development and could include costs related to the thesis/dissertation, other research

projects, travel to present at a conference (even if not 1<sup>st</sup> author) or to attend a workshop. *Funds are based on availability each year.* Students who are approved for funding will work with Psychology office staff to either make purchases, be reimbursed for purchases, and/or complete travel paperwork (before and after traveling). Please work with the staff before making any purchases. **Students must complete a travel authorization prior to travel to be eligible for reimbursement.** Forms should be signed by both the student and their faculty advisor and submitted to the chair.

Additional potential funding sources include:

1. Office for Research or Graduate School (e.g., funds for travel to present research)
2. External grant money obtained by individual faculty members or students

### Student Copy Service

Each student is assigned a copy access code. Each month each student user will receive a bill for the total number of copies they made. Copies are currently 5 cents each (double sided copies count as two copies) plus 6 percent tax on the monthly total. The bill is payable within 10 days of receipt. Abuse of this system can lead to revocation of a student's privilege to use the department's copy machine. Students are required to bring their own paper when using the printers available in computer labs. The department secretary will sell students a ream of copy paper upon request, which can be paid for via the monthly copy bill system.

### Public Communications Warnings to Students

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 unprofessional posting may reflect badly on you and on our programs. Indeed, a number of negative episodes have occurred in training programs and at universities where graduate students have been negatively affected by material they posted on websites, emails, and answering machines.

Obviously, the Department of Psychology 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 an extreme case that you might describe unethical or illegal behavior online, that information could be used to determine continued eligibility for graduate training in 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 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 Department Chair, CTC, or ETC.

### Exceptions to Policies and Procedures

Under extenuating circumstances, a student may request the faculty to consider an exception to written policies and procedures currently articulated in this handbook. The faculty

as a whole will consider the proposal and resolve the question by a vote. Requests to consider exceptions to written professional requirements (e.g., internship application procedures, practicum assignments, ISU Psychology Clinic policies) are directed to the CTC. For questions involving appeal of a grade or dismissal, see the Graduate Catalog. For questions regarding disputes and disagreements over issues other than policy and procedure, see the Grievance Process described in this handbook.

### Research Participation by Undergraduate Students

In order to enhance students' understanding and appreciation for research, the Department of Psychology adopted guidelines for the management of the Research Participant Pool. Students enrolled in Psychology 1101 (Introduction to Psychology) and Psychology 2225 (Child Development) will be required to complete several credits of research experience. Other courses may also have research experience requirements and/or optional research experience opportunities for extra credit. One unit of credit is earned for each half hour of research participation. Students may complete their required research by either participating in department research or by completing alternative research activities as designated by their instructor and described in their course syllabus.

As an incentive against unexcused no-shows for research participation, students who log three (3) unexcused no-shows for research participation will be blocked out of the Sona system and will not be able to satisfy research credits by participating in a research study. Of course, alternative means of satisfying research requirements (e.g., research reports) will remain available to these students.

### The Qualifying/Comprehensive Exam

Successful performance on a comprehensive examination of psychology is required by the Graduate School for admission to candidacy for the doctoral degree. The Qualifying Exam at ISU is constructed to evaluate the student's ability to integrate theory, methodology, and empirical knowledge and to communicate that integration in written and oral modalities. All students in the ISU Department of Psychology graduate programs must pass the qualifying exam before they can be considered for candidacy to the doctoral degree. Each program has different prerequisites for taking the exam and varying expectations about the requirements of the exam. See the relevant sections of this handbook for details specific to the [Clinical](#) and [Experimental](#) Psychology programs.

### Note about Students Matriculating with a Conferred Master's Degree

A student matriculating with a conferred MS or MA in Psychology may take the Qualifying Exam upon successful completion of 2 semesters of graduate education at Idaho State University and the support of their research mentor, even if all courses specified in the student's Area Requirement Plan of Completion cannot be completed in advance of the exam.

# ISU Doctoral Program in Clinical Psychology

## Preface

This section of the handbook was prepared by the Department of Psychology for students enrolled in the doctoral training program in clinical psychology, hereafter, the “Program.” 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) or Associate Director of Clinical Training (ADCT) if you find any aspect of the Handbook unclear. Changes in the Handbook apply to all students. The Graduate School invokes a similar policy regarding the [Graduate Catalog](#). Neither the Handbook nor the Graduate Catalog should be considered a binding contract between Idaho State University (ISU) 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 (CTC) 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 [Thesis and Dissertation Manual](#) and associated [Graduation Information](#).

You will earn two graduate degrees: the MS in Psychology and the PhD in Clinical Psychology. Each degree requires an application for graduation and all the associated steps required by the Graduate School. In addition, all incoming students are provided a copy of the ISU Psychology Clinic Policies and Procedures Manual, and all students are required to attend the annual orientation to the Psychology Clinic offered by the Clinic Director. Finally, the Psychology Department Graduate Studies Manual is available for review by any student, only parts of which pertain to clinical students. Current copies of all of these documents are available from the Department Secretary or on-line at the respective websites.

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.

## 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 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 strong commitment to providing training in 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 (CoA) of the American Psychological Association (APA) in May 2001. The program’s full accreditation status was reaffirmed in 2004,

2011, and most recently in 2017. The program submitted an accreditation self-study in spring 2023 and a site visit is expected sometime thereafter.

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 with 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, family/couple dysfunction, substance abuse, childhood disorders (externalizing and internalizing issues), and intellectual deficiency. 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 in clinical psychology is to train competent clinical psychologists who can apply and adapt general conceptual and technical skills in diverse regional and professional settings.

Idaho Laws about psychologists:

<https://legislature.idaho.gov/statutesrules/idstat/Title54/T54CH23/>

## Program Philosophy

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 in our program aims 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.

## Program Aims

The Clinical Training Committee (CTC), in conjunction with the Psychology Department, has evolved a finite set of aims for all graduate students in the clinical training program that are consistent with APA accreditation standards. Specific program activities designed to help students meet program aims are continuously scrutinized and modified.

**Aim #1:** To produce students who become competent clinical psychologists who recognize the reciprocal relationship between science and practice and integrate research and theory from diverse areas of psychology into their evidence-based practice.

**Aim #2:** To produce students who can comprehend and critically evaluate psychological science and plan, execute, and disseminate research relevant to the field of psychology.

**Aim #3:** To produce students who have knowledge of and embody the ethical standards of the profession of psychology and who demonstrate appropriate professional conduct and professional interpersonal relationships.

**Aim #4:** To produce students who are sensitive to cultural and individual differences and diverse value or belief systems and effectively integrate aspects of diversity into case conceptualization, assessment, and treatment delivery.

## APA Accreditation

The ISU Doctoral Program in Clinical Psychology has been continuously accredited by the APA Commission on Accreditation since May 2001 and was most recently re-accredited in 2017. The program pays an annual fee and submits the Annual Report Online to the commission to maintain its accreditation status. Our next site visit is scheduled for fall 2023. Students with questions about the accreditation process can direct those concerns to the DCT or contact the Commission on Accreditation directly at:

Office of Program Consultation and Accreditation,  
American Psychological Association, 750 First Street,  
NE, Washington, DC 20002-4242  
Phone: 202-336-5500  
Website: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## Advising

During the first semester of clinical training at ISU, the Director of Clinical Training (DCT) is an assigned advisor to all incoming graduate students to facilitate academic advising. First year registration decisions are few in number, but important in terms of meeting curricular requirements, including demonstrating Discipline-Specific Knowledge. The student's advisor/mentor (typically the same faculty named during their acceptance offer) also is named as an advisor in the Bengalweb system.

If students have not committed to working in a specific lab prior to entering the program, they are encouraged to meet with potential research advisors early in fall semester to discuss mutual interests and mentoring. **All entering students are required to designate a research mentor by October 1, who then serves as the student's academic advisor.** 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/advisors at any time; refer to the Graduate Catalog for more detail regarding advisors and changing major advisors. Students should meet with their advisors regularly and often.



The demands of professional training require careful attention to course requirements, course sequences, practicum requirements, internship applications, time limits, and so on. It is the goal of the Program that every admitted student finishes the on-campus components of the Program in four years. The student's advisor and the DCT are charged to help the student accomplish that goal and will meet with the student as needed to plan course registration. Students and advisors are provided with electronic copies of the forms used to track academic, professional, and research experiences during their training.

### Full-Time vs. Part-Time Status

The curriculum is designed such that students typically will take 12 graduate credits during fall and spring semesters. Depending on varying circumstances, students may take fewer than 12 credits, but 9 credits are required to be considered full time. The graduate school does not require that students take summer credit, but all students must be registered for at least one graduate credit (regardless of semester) when they defend their thesis and dissertation and when they graduate.

Part-time students are not allowed in the doctoral training program at ISU except under unusual and temporary circumstances. Failure to maintain adequate progress toward completion of the doctoral degree is considered a serious deficiency by the CTC. Students who do not maintain adequate progress may be placed on academic probation or even dismissed from the Program by a vote of the departmental graduate faculty. See the Graduate Catalog for all policies regarding program [dismissal and the appeal process](#).

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 registration requirements and temporal guidelines of the Program. A variety of 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 registration and/or temporal guidelines. [Appendix A](#) includes a summary of the currently recommended temporal guidelines and contingencies.

### 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 must be submitted to and approved by the Graduate School the semester prior to the semester in which the student plans to graduate. This program of study lists required and elective courses associated with the MS degree and lists the student's thesis committee members. An initial program of study will be established during the student's first semester at ISU and adjusted as needed before being submitted to the Graduate School. The minimum total credits for the MS Degree are 31.



## ISU Doctoral Program in Clinical Psychology Program Handbook

### MS Degree Coursework

Required Courses		
PSYC 6627	Statistics and Research Design I	3
PSYC 6632	Statistics and Research Design II	3
PSYC 6650	Thesis	6
Clinical Area Requirements		
Core Courses (Select 3 of the following):		
PSYC 5531	Behavioral Neuroscience I	3
or PSYC 5532	Behavioral Neuroscience II	3
or PSYC 5537	Cognitive Neuroscience	3
or PSYC 5539	Social Neuroscience	3
PSYC 5570	Advanced Topics in Learning	3
PSYC 6642	Cognitive Psychology	3
PSYC 6643	Advanced Social Psychology	3
PSYC 6644	Advanced Developmental Psychology	3
PSYC 6647	Advanced Personality	3
Clinical Courses		
PSYC 5512	Ethical and Professional Issues in Psychology	2
PSYC 6620	Psychodiagnostics I	3
PSYC 6621	Psychodiagnostics II	3
PSYC 7701	Clinical Psychology	2
Total Minimum Hours for Clinical Students		31

### The Master's Thesis

#### The Thesis Committee

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 their 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.

#### Program-Level Steps to Promote Thesis Completion

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 (save for those who have already completed a program-accepted thesis from another program) enroll in at least one credit of thesis (PSYC 6650) with their research advisor. If the student does not have an agreed-upon research advisor, they can register under the DCT's section of PSYC 6650 while the CTC works

with the student to identify a permanent research advisor. Once a research advisor has been determined, students join that advisor's research team and actively participate every semester. 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 6627 and PSYC 6632) during the first year. The spring course (PSYC 6632) requires that the student work with their 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 6650) until 6 are accumulated. Thesis credits formally commit the student to continuous research activity on their team. Faculty evaluate student research participation each semester by way of course grades for PSYC 6650.

#### Thesis Prospectus

Students must propose their thesis to a thesis committee. The written prospectus represents the culmination of a literature review and methodological decisions made by the student in consultation with the thesis director. The final prospectus manuscript may not be circulated to other committee members until the thesis director approves it. 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 and/or 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. The Human Subjects Committee also requires all students and faculty to complete an online research ethics training program (CITI Training) on a periodic basis. A student cannot "fail" a prospectus. Inadequate preparation, however, can extend the process. **The initial prospectus meeting should be convened no later than January of the**

**doctoral student's second year. All students must successfully propose the thesis prior to beginning the Clinical Qualifying Exam.**

#### Thesis Defense

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 [Thesis and Dissertation Manual](#). Generally, the basic text of the thesis includes four sections: the introduction, method, results, and discussion. The final form of the document 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. The advisor (committee chair) or the Department chair must complete the [Schedule of Final Oral Defense Form](#) and notify the student's respective Program Director. Committee members must be allowed a minimum of two weeks to review the document prior to the meeting. Further, the Graduate School requires that all oral examinations "...must be completed at least two weeks before the end of the semester in which the student plans to graduate."

It is recommended and expected that the thesis defense be conducted no later than January of the doctoral student's third year. It must be noted, however, that most clinical externship positions require that student externs are Service Extenders, which require completion of the MS degree. This means that the functional deadline for a thesis defense falls in late July prior to externship onset dates, which are in August. Second year students who cannot anticipate meeting the July defense deadline cannot be considered for externship funding during the 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 thesis 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. The student works with their advisor to make all final changes to the thesis required by the committee. 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. The Graduate School does not currently allow a third re-examination of an oral defense for either the thesis or the dissertation.

#### A Note About Graduation from the MS Program

All students are admitted to the doctoral program. However, the MS degree is a required step toward the doctoral degree. As such, students admitted to the doctoral program without an MS/MA degree will need to [apply](#) for admission to the MS program and pay any associated fees. The application process is a formality, since all students have been admitted to the doctoral program, but is a required step along the path toward the doctoral degree.

#### Publication and Ethical Considerations

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, as well as 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.

### 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. However, scientist-practitioner programs around the nation have entertained a broad variety of Qualifying Exams beyond knowledge tests of specific content domains. Since students who are eligible to sit for the Clinical Qualifying Exam have already successfully completed graduate course work in foundational areas of psychology—including clinical practice—the Qualifying Exam at ISU is constructed to evaluate the student's ability to integrate theory, methodology, empirical literature, and practical skills across a body of knowledge and to communicate that integration in written and oral modalities.

For the ISU Doctoral Program in Clinical Psychology program (referred hereto as the Clinical Program), the Clinical Qualifying Exam has two qualitatively different formats: (1) Integrated Case Exam and (2) Integrated Research Exam. Eligible clinical students will select one of these two formats (both described in detail below). To select the Integrated Research option, a student **MUST** have the support of their research mentor, who under almost all conditions will chair the Clinical Qualifying Exam Committee for that student. Students who demonstrate adequate integrative and communication skills pass the Clinical Qualifying Exam and are admitted to doctoral candidacy status, which is necessary to propose a doctoral dissertation.

#### Prerequisites for taking the Clinical Qualifying Exam

Clinical doctoral students are required to take the Clinical Qualifying Exam once the following conditions have been met:

1. The student has good standing with the Clinical Training Committee (CTC).
2. The student has completed the second year (4 semesters) of graduate education
3. The student has completed MS methodological courses

- a. PSYC 6627 Statistics & Research Design I
- b. PSYC 6632 Statistics & Research Design II
4. The student has completed at least 1 year (2 semesters) of clinical practicum training.
5. The student has successfully proposed the master's thesis.

### **Note about Students Matriculating with a Conferred Master's Degree**

A student matriculating with a conferred MS or MA in Psychology may take the Clinical Qualifying Exam upon successful completion of 2 semesters of graduate education at Idaho State University and the support of the CTC, even if all courses specified in the student's Area Requirement Plan of Completion cannot be completed in advance of the exam.

## **Integrated Case Exam**

### **Focus**

The Integrated Case Exam evaluates competence in the traditional areas of assessment and intervention. The overall expectation is that students demonstrate an integration of their didactic and applied training. The examination requires the written presentation and oral defense of an assessment and a treatment case. The assessment and treatment components can be based on a single case, or each component can be based on a different case.

### **Committee Composition and Timelines**

Each year, one member of the core clinical faculty of the Clinical Program will chair the Integrated Case Exam Committee. The Department Chair will consider prior assignments to past Integrated Case Exam Committees and participation on Integrated Research Exam Committees in appointing faculty to chair the Clinical Qualifying Exam Committee. The Department Chair will appoint each year's Clinical Case Exam Committee Chair by April. Once appointed, the Clinical Qualifying Exam Chair will hold a meeting by the end of May with eligible examinees to describe Clinical Qualifying Exam procedures and answer any related questions. During this initial planning meeting, students should be prepared to identify tentative cases and the potential discipline areas, psychological theories, and/or empirical literature they might plan to integrate for those cases.

In addition to the annually selected committee chair, each student opting for the Integrated Case Exam invites one other departmental member to serve on their exam committee, based on availability, expertise, and mutual interest. This faculty member must be a full-time clinical faculty. Similarly, the student, in consultation with the Psychology faculty members, must identify a Graduate Faculty Representative (GFR) to serve on the Integrated Case Exam committee. The GFR has two main committee functions: (1) ensure that Clinical Qualifying Exam procedures are fair and consistent with Clinical Qualifying Exam policies and (2) ensure the student can clearly explain and defend their clinical practice and underlying integration of psychological science to someone outside the field of clinical psychology. On rare occasions (such as when a case involves clinical subject matter outside CTC expertise), a student may request to have a clinical psychologist outside of the CTC join their committee. All such requests must be approved by the CTC, who will evaluate the external candidate's qualifications.

The committee chair will create and share a Box folder with the student and the rest of the committee. Students will upload the written portion of their Case Exam to this Box folder within 60 days of the start of the fall semester. Submitted written materials should avoid

mentioning any personally identifying client information (e.g., names, all geographic subdivisions smaller than a State, birth-dates, medical record numbers, etc.).

Within 2 weeks of the submission, the committee's clinical faculty independently will determine a grade (i.e., Pass, Marginal, Fail) for each of the two portions of the written exam (see below). The two clinical committee members will then discuss their individual evaluations and arrive at a consensus grade (once again Pass, Marginal, Fail) for each of the two written sections of the Case Exam. The committee chair will then provide the student with these collective committee grades and related feedback on their written performance. If a student fails either or both portions of the written exam, they will receive an overall Fail and can reattempt the Clinical Qualifying Exam during the next academic year. Should a student fail the written or oral portion of the exam, the committee chair must notify the DCT.

Students who obtain an overall Marginal or Pass on each of their written portions of the Integrated Case Exam may proceed to the oral defense portion of the Case Exam. The oral defense typically lasts 90 minutes to 2 hours (e.g., approximately 10 minutes for each presentation, 30–40 minutes to address committee questions about the assessment component, 30–40 minutes to address committee questions about the intervention component, and up to 20 minutes for closed committee deliberations). The defense is to be scheduled within 2 to 4 weeks after the written component of the examination is graded. Students are responsible for coordinating the time and date of their oral defense with their Case Exam Committee members. Unlike the written portion of the Case Exam, the oral defense is evaluated by all three committee members (i.e., clinical committee members and GFR), and each committee member votes to determine whether a student receives a Pass or Fail grade for each of the two components. If a student receives a majority of Pass votes for both components, they receive an overall Pass for their Clinical Qualifying Exam, and if they receive a Pass from all committee members for all components for both the written and oral portions, they receive a Pass with Distinction. If a student receives a majority Fail votes for the oral portion of the exam, they can choose to reattempt the oral portion within 30 days. If they forgo this option, they can reattempt the full (written and oral) Integrated Case Exam or the Integrated Research Exam during the next cycle. Students may attempt the Clinical Qualifying Exam twice for entry into the doctoral program, with a limit of three total oral defense attempts.

### **Format for the Assessment Component**

The assessment component should be a comprehensive psychological evaluation (i.e., an integrated psychological testing report). The style and organization of this report are the student's choice. The goal is to demonstrate skill in conducting a psychological assessment and integrating basic psychological science and assessment data to draw relevant clinical conclusions. The assessment devices employed must be appropriate for the referral question. It is expected that the clinical formulation and the recommendations will be based

on the integration of the client's current concerns, intersectional identity, and idiographic preferences; published empirical research; and current psychological theory across at least two conceptual domains (e.g., cognitive, affective, social, developmental). The report should include the following de-identified information:

1. Reason for psychological testing/reason for referral
2. Pertinent history and demographics
3. Relevant behavioral observations

4. Assessment results
5. Clinical impressions/formulations. This should include (a) citations of relevant basic and applied research and (b) integration and citations of relevant theories.
6. Conclusion and recommendations

The written assessment component (excluding its title page, tables and/or figures, APA formatted references, and appendix) should be no longer than 30 double-spaced pages using 12-point Times New Roman or 11-point Arial font. Papers may be shorter than 30 pages. Redacted copies of legibly completed test protocols may be included in an appendix. If a student's document exceeds its 30-page limit, the committee will only read and evaluate the document up to the 30-page limit (plus any post-text tables, figures, and/or appendices).

The goal of the oral defense is to evaluate the candidate's ability to integrate knowledge and skill in the field of psychological assessment. During the oral defense, candidates will be questioned about a variety of assessment-related topics. In general, candidates are expected to demonstrate knowledge about clinical assessment methods and instruments (particularly those taught in the clinical program); knowledge of psychometric properties including reliability, validity, and clinical utility; and the ability to integrate knowledge from multiple disciplines of psychology into applied clinical practice. Although questions raised during the defense can relate to any aspect of assessment, most often they will relate to the written submission. Questions typically range from why certain assessment devices were administered to how the clinical impression and recommendation flow from the idiographic assessment data and nomothetic research across several psychology disciplines (e.g., affective, biological, cognitive, cultural, developmental, social psychology). Students must defend their conclusions regarding the examination of the client as they relate to the referral question or presenting concern.

### **Evaluative Criteria for the Assessment Component**

While the nature of clinical work makes it difficult to specify all the criteria used to evaluate every submission, the following criteria are routinely used for both the written submission and the oral defense.

1. Was the written submission clear, concise, organized, properly formatted (according to the current APA style guide), and well-integrated?
2. Were responses during the oral defense clear, concise, and well-integrated?
3. Did the assessment address the reason for referral?
4. Was there an integration of relevant affective, behavioral, biological, cognitive, cultural/diverse identities, developmental, personality, and/or social factors into the psychological assessment?
5. Were appropriate assessment devices chosen and correctly implemented/scored?
6. Was there sensitivity to the need for additional information/referral?
7. Were data from the history, behavioral observations, and test results integrated into a reasonable clinical formulation?
8. Was an appreciation of the adaptive aspects of the patient's functioning integrated throughout the report?
9. Was there an understanding of the relevant process issues associated with conducting a psychological assessment?
10. Were clinical impressions and recommendations theoretically and empirically informed?

### **Format for the Intervention Component**

The intervention component should be a comprehensive review of a clinical intervention case. The goal is to demonstrate skill in providing and evaluating psychotherapy. While the style and organization are the student's choice, the submission must contain a summary of the case. There is no list of acceptable formats for providing treatment (e.g., child, adult, couple, or family) and there is no required theoretical approach (e.g., behavioral, psychodynamic, cognitive, or systems). The student is expected to develop an approach based on an integration of the client's current concerns, intersectional identity, and idiographic preferences; published empirical research; and current psychological theory across at least two conceptual domains (e.g., cognitive, affective, social, developmental). The report should include the following deidentified information:

1. Client's presenting concern(s)
2. Pertinent history and demographics
3. Relevant information on current functioning
4. Theoretically and empirically supported clinical impressions and diagnosis
5. A theoretically and empirically supported treatment plan and delineation of practice elements and/or processes
6. Determination of the efficacy/effectiveness of the treatment, including results of treatment-related assessment data (e.g., routine outcome monitoring, pre- and posttreatment evaluations)

The intervention submission (excluding its title page, tables and/or figures documenting client change, APA-formatted references, and optional appendix) should be no longer than 20 double-spaced pages using 12-point Times New Roman or 11-point Arial font. Intervention and related assessment protocol materials can be included in an appendix. If a student's document exceeds its 20-page limit, the committee will only read and evaluate the document up to the 20-page limit (plus any post-text tables, figures, and/or appendix).

The goal of the oral defense is to understand the candidate's current knowledge and skill in providing and evaluating psychotherapy. During the oral defense, candidates will be questioned on a variety of intervention-related topics. In general, candidates are expected to demonstrate an integration of material (both applied and basic) covered in the Clinical Program, as well as knowledge of any unique intervention/formulation that is contained in the written submission. Students also need to demonstrate an integration of the theoretical and empirical issues related to evaluating the efficacy and effectiveness of their clinical work. Topics raised during the defense can relate to any aspect of psychotherapy, but most often stem from the written submission. Questions typically range from why a certain case formulation was adopted to questions regarding how treatment efficacy/effectiveness was evaluated. Students must defend their case formulation and the intervention provided.

### **Evaluative Criteria for the Therapy Component**

While the nature of clinical work makes it difficult to specify all the criteria that would be used to evaluate a particular case, the following criteria are routinely used to evaluate the written and oral parts of the intervention component.

1. Were the written submission and responses during the oral defense clear, concise, and well-integrated?
2. Did the intervention address the client's presenting concern(s)?



3. Was an awareness and integration of relevant affective, behavioral, biological, cognitive, cultural/diverse identities, developmental, personality, and/or social issues present in the case conceptualization and treatment?
4. Was there sensitivity to the need for additional information/referral?
5. Was there an appreciation and integration of the adaptive aspects of the client's functioning?
6. Did the intervention stem from an integration of idiographic client factors with relevant theoretical formulations and nomothetic empirical research?
7. Was there an integration of the relevant process issues related to conducting psychotherapy?
8. Were practice elements integrated with the case material and implemented with fidelity?
9. Was there a theoretically sound and empirically supported evaluation of the treatment?

Students may not propose their dissertation until they have successfully passed the Qualifying Exam.

### **Integrated Research Exam**

#### **Committee Composition and Timelines**

Students should confirm with their research mentor their interest in completing the Integrated Research Exam by April of their second year (or first year for students who enter the program with a master's degree). The Research Qualifying Exam Chair/Mentor and the student will hold a meeting by May to discuss the Research Qualifying Exam procedures and answer any related questions. Students should be prepared to identify a tentative research question or focus and the research areas they plan to integrate at this initial planning meeting.

Integrated Research Exam Committees consist of two full-time faculty members of the Psychology Department (one of whom serves as the committee chair) and a Graduate Faculty Representative (GFR). Students opting for the Integrated Research Exam select the two departmental members of their exam committee, based on expertise and mutual interest. These faculty members must be full-time, but can be from either degree program. Similarly, the student, in consultation with faculty members, must identify a GFR to serve on the Integrated Research Exam Committee (subject to the approval of the Graduate School). The GFR has two main committee functions: (1) ensure that Integrated Research Exam procedures are fair and consistent with exam policies and (2) ensure the student can clearly explain and defend their research paper and demonstrate their ability to draw on and integrate from at least two areas of psychological science to someone outside the field of psychology.

Students work with their Integrated Research Exam Committee chair and second departmental committee member to propose the writing project. A prospectus meeting must be convened, which includes the two departmental faculty, but may also include the GFR. The Research proposal consists of two parts:

1. A list of references
2. A plan for the paper (e.g., the initial questions to be addressed, the research domains to integrate, the initial paper outline, etc.)

After circulating the list of references to the committee and discussing ideas with committee members, a formal prospectus meeting will be scheduled within 45 days of the start of the fall semester in which the student will present the basic subject matter to be addressed in the Integrated Research paper in a 15–20 minute presentation to the committee. During that meeting,

the committee may modify and clarify the research questions, areas to integrate, and/or paper outline proposed by the student. In addition, the committee will approve the final reference list that will guide the student's writing of the paper. This reading list represents a foundational reference list the student should use while writing the paper, although it is expected that other readings relevant to the topic will emerge and be cited in the final paper. The prospectus meeting must arrive at a consensus regarding the initial reference list and the plan for the paper. More than one prospectus meeting may be convened to achieve this goal. A copy of the approved reference list and paper outline must be signed, and dated by the two faculty members and the student and uploaded to the student's file.

The Integrated Research Paper should be approximately 20–30 pages in length (excluding title page, tables, figures, and/or references). The subject matter addressed should represent a meaningful integration of at least two different disciplines (e.g., affective, behavioral, biological, cognitive, cultural, developmental, personality, and/or social), subdisciplines, or focus areas within the field of psychology. There is no pre-determined list of areas that must be incorporated. Sub-areas within a major research area are appropriate for integration (e.g., one could incorporate a sub-domain of the larger field of clinical psychology). Psychopathology and research/statistical methods also are considered to be meaningful domains for integration. The document should be written in APA style as though it were a journal article submission. Although one possible scholarly product that can result from the Integrated Research paper is a submission for publication, a manuscript submission is not required.

The actual writing of the Integrated Research Paper is performed solely by the student without collaboration or consultation with faculty or other students. Of course, this does not preclude discussions between the student and their committee or other faculty on paper content/topics that occur during the course of routine coursework or research. What is prohibited is any editing or review of the student's actual writing by any faculty member, student colleague, or anyone else. As with the Integrated Case Exam, such unethical behavior may be considered grounds for dismissal from the program.

Mid-course corrections might be needed subsequent to the prospectus meeting, based on the student's discoveries while reviewing the reference list and complying with the written plan. If the student infers such a correction is needed (e.g., adding an unplanned area into the outline), the student should request the committee to consider such major shifts in the paper's plan. The chair may (but is not required to) ask the student to formally re-convene the committee to consider the substantive change(s) to the original plan, or simply instruct the student to consult with the other members of the committee to gain consensus for the change.

Students will upload the written portion of their Research Exam to a Box folder that will be created by the committee chair and shared with the rest of the committee members. Students must digitally submit their written portion of the exam within 60 days of the prospectus meeting and the committee's approval of the project's plan.

Within 2 weeks of the submission, the two departmental members of the committee independently will determine a grade (i.e., Pass, Marginal, Fail) for the written paper. Those two committee members will then arrive at a consensus Pass, Marginal, or Fail grade for the written component as a whole. The committee chair will then provide the student with these collective committee grades and related feedback on their written performance. While the nature of research work makes it difficult to specify all the criteria that would be used to evaluate a

particular Integrated Research Exam, the following criteria are routinely used to evaluate its written and oral parts.

1. Was the written submission clear, concise, organized, and properly formatted (according to the current APA style guide)?
2. Were responses during the oral defense clear, concise, and well-integrated?
3. If applicable (e.g., systematic reviews), were appropriate research methods selected and implemented correctly?
4. Did the written paper and oral responses demonstrate sufficient depth and breadth of knowledge to address the paper's stated research question(s)?
5. Did the written paper and oral responses demonstrate integration across the two or more areas/subdisciplines that were approved during the Research Exam's prospectus meeting?
6. Did the written paper and oral responses address the relative internal validity of reviewed research studies and their findings?
7. Did the written paper and oral responses address the relative external validity of reviewed research studies and their findings?
8. Did the written paper and oral responses address relevant clinical implications of this research?

Students who obtain an overall Marginal or Pass on their written submission may proceed to the oral defense portion of the Integrated Research Exam. If a student receives a majority of Fail votes for the written portion of the exam, they can reattempt the full (written and oral) Clinical Qualifying Exam (i.e., Integrated Research or Case Exam) during the next cycle. Students may attempt the Clinical Qualifying Exam twice for entry into the doctoral program, with a limit of three total oral defense attempts. Regardless, should a student fail the written portion of the Integrated Research Exam, the committee chair must notify the DCT and upload a copy of the student's paper and a summary of the committee votes (dated and signed by committee members) to the student's file.

For students who proceed to the oral defense of the Integrated Research Exam, the oral defense typically lasts 90 minutes to 2 hours (including approximately 20 minutes for closed committee deliberations) and is to be scheduled within 2 to 4 weeks after the written component of the examination is graded. Students are responsible for coordinating the time and date of their oral defense with their Research Exam Committee members. Students should prepare an approximately 20-minute presentation summarizing their integrated research paper, allowing 60–90 minutes for subsequent committee questions, discussion, and deliberation. Unlike the written portion of the Research Exam, the oral defense is evaluated by all three committee members (i.e., including the GFR), and each committee member votes to determine whether a student receives a Pass or Fail grade for the overall Research Exam.

If a student receives a majority of Pass votes, they receive an overall Pass for their Clinical Qualifying Exam, and if they receive a Pass from all committee members for both the written and oral portions, they receive a Pass with Distinction. If a student receives a majority of Fail votes for the oral portion of the exam, they can choose to reattempt the oral portion within 30 days. If they forgo this option, they can reattempt the full (written and oral) Integrated Research Exam or the Integrated Case Exam during the next cycle. Students may attempt the Clinical Qualifying Exam twice for entry into the doctoral program, with a limit of three total oral defense attempts.

After the conclusion of the oral defense, the committee chair should notify the DCT of the exam's outcome and upload a copy of the student's Integrated Research Exam and a summary of the committee votes (dated and signed by committee members).

Students may not propose their dissertation until they have successfully passed the Clinical Qualifying Exam.

## 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 training, a qualifying examination, a dissertation, and a public colloquium. All requirements are described in the Graduate Catalog. Each component of the doctoral degree is outlined or discussed below. The doctoral degree requires a minimum of 66 credits.

### Doctoral Degree Coursework

<b>Required Courses</b>		
<b>Core Courses (at least 5 credits total)</b>		<b>5</b>
PSYC 7702	Introduction to Psychotropic Medication	2
PSYC ****	One additional core course from the MS clinical requirement	3
<b>Clinical Courses</b>		<b>16</b>
PSYC 6634	Cultural Diversity and Individual Differences	3
PSYC 6645	Adult Psychopathology and Treatment I	3
PSYC 6649	Child Psychopathology and Treatment I	3
One Advanced Psychopathology and Treatment Course		3
PSYC 6646	Adult Psychopathology and Treatment II	
OR		
PSYC 6659	Child Psychopathology and Treatment II	
PSYC 7703	Advanced Ethics and Professional Issues	1
PSYC 7704	Supervision and Consultation in Clinical Psychology	3
<b>Clinical Practica (at least 18 credits total)</b>		<b>18</b>
PSYC 5517	Interdisciplinary Evaluation Team	1
PSYC 7724	Community Practicum	variable
PSYC 7725	Psychology Clinic Practicum	3+
PSYC 7726	Supervision Practicum	variable
PSYC 7727	Psycho-Educational Evaluations	4
PSYC 7748	Clinical Externship	variable
PSYC 7749	Clinical Internship	3
<b>Research (at least 19 credits total)</b>		<b>19</b>
PSYC 6637	Multivariate Statistics and Research Design	3
PSYC 8850	Dissertation	16
<b>General Electives Transferred from the MS degree (up to 12 credits total)</b>		<b>12</b>
<b>Minimum Total Credits</b>		<b>70</b>

## The Dissertation

### The Dissertation Committee

Students are admitted to candidacy for the doctoral degree upon satisfactory completion of the MS degree and the Qualifying Examination. These two accomplishments allow the student to propose a dissertation. 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. 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 the Department of Psychology).

### The Dissertation Format

The process of completing the dissertation is similar to that of the master's thesis. The student, in consultation with their 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 Subjects 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 internship. Failure to successfully propose the dissertation in time to apply to APPIC internships will postpone the internship application process by a full year.**

### Making Changes to the Dissertation after Prospectus

During the course of collecting dissertation data, it is possible that the student and their 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 their 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 via an email sent from the DCT.

### The Dissertation 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, Diversity Case Conferences, practicum team meetings, research team meetings, and professional paper/poster presentations at scholarly conferences across the nation. Further, the dissertation 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 and immediately precedes the formal dissertation defense.

#### The Dissertation Defense

Each student works with their dissertation director to schedule the dissertation defense for at least a 2-hour time block. Under no circumstances will the dissertation defense be scheduled until the dissertation director approves the dissertation document (which by then includes the results and discussion sections) as sufficiently ready to commit the committee to a specific date/time for the defense. The first 30-minutes of that period are dedicated to the public colloquium, open to all. The Director of Clinical Training provides notice to the academic community of the title, date, time, and location of the dissertation colloquium. The student is charged to create a 30-minute presentation, allowing up to 10-minutes for questions/answers with the general audience. The presentation (usually a computer projected slide show) is not repeated during the oral defense with the dissertation committee that follows the public colloquium.

Following the colloquium, 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.

#### Discipline-Specific Knowledge Area Requirements

All students graduating from this program must meet program criteria for *Discipline-Specific Knowledge (DSK)* as described in the APA Standards of Accreditation and Implementing Regulations. APA distinguishes between *foundational knowledge of DSK* (which may be acquired at the undergraduate level) and *graduate-level knowledge of DSK* (which must be acquired at the graduate level). Both are relevant to ISU clinical psychology graduate students. Students are expected to monitor their progress toward meeting DSK standards in collaboration with their major advisor and the Clinical Training Committee. There are numerous paths toward satisfaction of student DSK and the curriculum is designed to allow students to flexibly meet DSK standards as outlined by the [APA Standards of Accreditation](#) and the associated [Implementing Regulations](#).

During the course of their graduate studies at ISU, students should update their Clinical Student Tracking Form (available on Box.com) in collaboration with their major advisor and the Clinical Training Committee. Successfully completed (i.e., As & Bs) undergraduate courses (foundational DSK) and, if available, graduate courses (graduate-level DSK), will be considered in evaluating strategies for completing DSK Area Requirements. For example, a student who had successfully completed an undergraduate course in physiological psychology (demonstrating foundational DSK knowledge of Biological Bases of Behavior) will have different expectations in terms of graduate level DSK knowledge in Biological Bases of Behavior. Likewise, a student who did not take an undergraduate course that satisfies a specific foundational DSK requirement can do so in our program in several ways, including via coursework (e.g., individual courses or material infused across multiple courses) or through other evaluated educational experiences (e.g., research requirements, qualifying examinations, or other methods).

There are two important reasons for the seemingly excessive concern about DSK Area Requirements. First, strong academic preparation in the core areas of human behavior is consistent with the scientist-practitioner training model. Second, current APA standards indicate that students in accredited programs “...acquire and demonstrate substantial understanding of and competence in...” each of the following foundational areas of psychology: biological, social, developmental, cognitive bases of behavior, affective bases of behavior, and history & systems.

The APA Committee on Accreditation does not explicitly define the program activities leading to the acquisition and demonstration of these foundational competencies. Our MS and PhD degree requirements guarantee that each student will have earned an A or B in a graduate level course in numerous DSK areas. Also, our Qualifying Exam options (discussed above) allow students to include DSK subject matter that could be used to establish their knowledge in that area. However, it is imperative also that the student's undergraduate accomplishments are properly weighted in determining the DSK Area Requirement Plan of Completion.

All doctoral students should be aware that some state/provincial Boards of Psychology (that grant licenses) might require the completion of a graduate course in each and every APA foundational area. Our formal requirements ensure four such courses. An undergraduate course and demonstration of competency on a doctoral qualifying exam, however, may be judged insufficient for licensure by some boards. Therefore, when possible, the student is advised to enroll in a graduate course to prepare for our Qualifying Exam and to satisfy all possible licensure contingencies that might prevail in a given state or province.

## Graduate School Policies for Degree Completion

It is the student's obligation to adhere to all policies and procedures defined by the Graduate School to be granted the MS and PhD degrees. Specific information is available in the [Graduate Catalog](#). Information is always available from the Senior Transcript Evaluator at the Graduate School, as well as one's research advisor.

## 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. Coursework, clinic and community practica, Lunch & Learn presentations,

Diversity Case Conferences, departmental colloquia, clinical workshops, Psychology Clinic GTA positions, clinical externships, and the internship are the primary mechanisms behind professional education. Internships must be completed at a member site of the Association of Psychology Postdoctoral and Internship Centers (or APPIC).

### Principles of Professional Training

Three principles of professional training are inherent in the Program's structure: integration, graduation, and feedback.

#### Integration

First, an integration of theory, empirical knowledge, and practical applications with diverse populations 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. Diversity 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, Lunch & Learn presentations, and the annual clinical workshop allow the CTC to supplement faculty expertise with that of community and regional professionals.

#### Graduation

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 and/or clinical externships. As coursework and practica progress, the student assumes more and more direct responsibility for casework and decision-making. Advanced students may assume a formal role as a peer supervisor on a clinic team with which the student has already gained considerable experience and expertise.

#### Feedback

The third principle of professional training is specific and frequent feedback. The level of supervision provided 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 database for each student. The CTC reviews all evaluative material on every doctoral student at the end of every academic year. Materials include course grades, progress on component tasks (e.g., thesis,



Qualifying Exam, etc.), practicum and externship ratings, cumulative specific skill list, cumulative APPIC temporal data by category, attendance records, and GTA/GRA evaluations. Specific written summaries of progress, areas of concern (if any), and recommendations are provided annually to each student by the CTC. Although most students' progress will be reviewed annually, the CTC reserves the right to evaluate individual students on a semester-by-semester basis if issues arise that warrant such attention. Professional data (e.g., APPIC hours and the cumulative skill list) are summarized in a format consistent with the AAPI (i.e., the APPIC Application for Psychology Internship) form, allowing the student and their advisor to monitor student progress.

Each summer, the CTC reviews in depth the professional progress of all students completing the 3<sup>rd</sup> Program year or higher, since most will be applying to APPIC 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 3<sup>rd</sup> 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.

## Individual and Cultural Diversity

### Diversity in Coursework and Clinical Practice

It is a policy of the Program that all students are expected to develop competencies to serve a diverse clientele. Infused throughout the four years of on-campus professional training are curricula designed to meet Program Aim #4: *To produce students who are sensitive to cultural and individual differences and diverse value or belief systems and effectively integrate aspects of diversity into case conceptualization, assessment, and treatment delivery.*

All professional casework occurs within a psychosocial context that is directly influenced by the individual and cultural differences of the client and their many social contexts of relevance. Understanding and acceptance of relevant individual and cultural differences is essential for accurate professional evaluations and effective clinical interventions. Consequently, diversity theory and research are formally presented in PSYC 6634, Cultural Diversity & Individual Differences, as well as infused across numerous required and elective courses. Supervisors in clinic practica (PSYC 7725), community practica (PSYC 7724), and clinical externships (PSYC 7748) guide students to consider individual and cultural differences when conceptualizing cases.

### Diversity Case Conference Presentation

As a capstone experience, the Clinical Training Committee requires all students to integrate diversity theory and/or research into a case conceptualization at a formal Lunch & Learn. Students obtain feedback and consent of the psychologist who supervised the specific

case prior to the formal presentation. Each student's "Diversity Case Conference" Lunch & Learn is scheduled with the DCT concurrent with enrollment in PSYC 6634 or in any subsequent semester prior to departure for clinical internship. Completion of the Diversity Case Conference requirement is recorded on each student's Clinical Student Tracking form.

#### Working with Clients from Diverse Backgrounds

The Clinical Training Committee is committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

### Practicum Training

#### Overview of Practicum Training

Practicum training is a fundamental component of professional training in the Program. Students are required to complete at least three credits of practicum in the ISU Psychology Clinic (PSYC 7725) and two credits of Community Practicum (PSYC7724). Students are expected to gain training from at least three different practicum supervisors in the ISU Psychology Clinic.

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 APPIC hours (i.e., Assessment, Treatment, Supervision, & Support) for each credit of practicum. Within these 100 hours, the CTC anticipates that at least 35 hours will be direct client contact hours (i.e., Assessment and Treatment).

#### ISU Psychology Clinic Practica

#### HIPAA Requirements

Idaho State University requires students in professional programs to comply with all HIPAA requirements (i.e., Health Insurance Portability and Accountability Act). Extensive

policies and procedures designed to protect clients' Protected Health Information (PHI) are articulated in the ISU Psychology Clinic Policies and Procedures Manual, monitored by Psychology Clinic Staff, and adhered to by all students, faculty, and staff participating in the clinic. Procedures include specific training experiences, witnessed acknowledgement forms, methods to safeguard clinic files and reports, and specific check-in procedures (for new students) and check-out procedures for those departing for internships. See the ISU Psychology Clinic manual for more detail.

#### Program Approach to Practicum Assignments

Usually, three or four practicum teams operate out of the ISU Psychology Clinic during fall and spring semesters; two teams are available during the summer. 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 a result of the Program's practice diversity objective. Second, all teams must have from two to four graduate students per semester to service patient flow and maintain referral sources, while maintaining faculty supervisory responsibilities at a manageable level. Third, when possible, teams include a 4<sup>th</sup> year student participating in PSYC 7726, Supervision Practicum, whose primary focus is to provide direct supervision to less experienced junior members of the team.

#### Practicum Training for First-Year Students

First-year doctoral students do not enroll for practicum credit until the summer after their first year, though students matriculating with a Master's degree may begin practicum training sooner. First-year students are rotated across all teams during the fall semester as observers as part of their PSYC 7701 course, attending the weekly team meeting and observing at least one team case each week. APPIC data are 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 fewer per week to team observations and rotate across teams every three to four weeks. First-year students practice generic interviewing skills in simulated contexts as part of the introductory clinical course (PSYC 7701) during the fall semester.

In addition, first-year students complete the two-course assessment sequence (PSYC 6620 and PSYC 6621). All first-year students complete one psycho-educational evaluation during the spring semester of the first year upon successful completion of PSYC 6620 in the fall. Clients seeking psycho-educational evaluations are referred by the ISU Disability Services Center for possible academic accommodations under the Americans with Disability Act (ADA). All ADA cases are supervised by the Clinic Director and Clinic Graduate Teaching Assistants. All second and third year students are required to complete one evaluation from the ADA waiting list each fall and each spring semester. Students register for one credit of PSYC 7727, Psycho-educational Evaluation, every semester an ADA assignment is made unless precluded from registration by the 12-credit maximum registration rule. PSYC 7727 credits count toward the General Elective Credit requirement of the doctoral degree. Although students have an

obligation to perform at least one ADA evaluation during each of five different semesters, those semesters need not be sequential, given individual circumstances.

#### Practicum Team Supervision

Each clinic team is supervised by a clinical psychologist, usually a full-time member of the core clinical faculty, who may be assisted by an advanced student enrolled in PSYC 7726, Supervision Practicum. Clinic practicum students are 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 supervision practicum student, or a student with a prior semester on that team) may provide the direct therapy, serving as a model 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.

#### Community Practica

Community Practica (PSYC 7724) are usually arranged for third and fourth year students, but are open to those entering with the MS/MA degree and some second year students. Students in these placements are supervised by licensed psychologists. An ISU clinical faculty member may serve as the licensed supervisor upon need. Every fall and spring semester, students are presented with a list of practicum sites available to rank for the following semester. Students are not compensated financially for community practicum activities.

#### Student Supervision by Non-Psychologist Supervisors

Students in this program are supervised primarily by psychologists who are licensed or license-eligible psychologists in the State of Idaho. However, students at some of our community training sites may be supervised by allied health professionals such as clinical social workers, mental health counselors, and/or psychiatrists who are licensed to practice in their fields. Supervision from diverse mental health practitioners represents an opportunity to diversify and broaden student training. Consistent with APA accreditation guidelines (C-12 D), all students supervised by an allied health professional will have a weekly opportunity to discuss their clinical work with a doctoral level psychologist appropriately credentialed in Idaho. Students should contact the ADCT to identify the appropriate licensed psychologist to provide these opportunities.

#### Carry-over Case Work

Generally, student therapists may continue to see some patients between semesters and during the summer months, even if not registered for a credit under the supervisor's clinic or community practicum section. This practice is referred to as a "zero-credit carryover" assignment. This circumstance emerges when a student and supervising faculty member both

agree to continue with a long-term case, despite the student's assignment to a different team or community site. The university allows such practices as long as the faculty or community supervisor continues to accept ethical and legal responsibility for the case and maintains appropriate supervision. Further, the student must be concurrently registered for 1-credit of PSYC 7724 (community practicum), PSYC 7725 (clinic practicum), or PSYC 7748 (clinical externship), albeit with a different clinical team. This latter requirement documents the student's continued commitment to formal professional training that extends to the "zero-credit" carryover supervision. Finally, student malpractice insurance is automatically billed to all clinical doctoral students who register for even a single credit (e.g., summer semester).

#### Clinical Externships

A limited number of clinical externships are available to third- and fourth-year students, and occasionally, second-year students. Virtually all externships now require conferral of the MS degree and the successful completion of 1-credit of community practicum (PSYC 7724) at the site. Externships involve supervised professional practice in a community setting for compensation. Like other funded positions, externships are awarded annually on a competitive basis. Unlike teaching/research assistantships, externships are a component of a student's Program of Study, earning academic credit (1-credit of PSYC 7748 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 service grants obtained by the Psychology Department with local agencies. Those grants specify the educational nature of the part-time professional practice (up to 15 hours per week), the minimum level of supervision to be provided by agency staff, and the fact that the student is an employee of the university, not the agency. 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 on available software. 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.

#### Practicum and Externship Evaluation Process

Practicum and externship supervisors complete a Practicum Student Evaluation Form for each student at the end of each semester (or commensurate ending of a training rotation). Forms are completed online, reviewed with the student, signed by both the supervisor and the student, and submitted to the ADCT. The original evaluations are maintained in the student's clinical program file.

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 and competency level of specific assessment/intervention protocols). 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. In addition, categorical definitions are used by students to track temporal accumulations of specific, supervised, professional activities. These categories are

directly linked to the internship application process. See the APPIC categories on the relevant software (Time2Track) for operational definitions of all APPIC categories. *As with all evaluations, students have the opportunity to respond in writing to their practicum or externship evaluation. All responses to practicum or externship evaluations must be submitted to the ADCT.*

Students evaluate their practicum experiences and the quality of professional supervision each semester. An online system is used to collect these data for Psychology Clinic Practicum (PSYC 4425 and PSYC 7725) and Psycho-educational Evaluation (PSYC 7727) and experiences provided off campus (Community Practicum, either PSYC 4423 or PSYC 7724, and Clinical Externship, PSYC 7748) or by a single instructor mentoring a single student (Supervision Practicum, PSYC 7726).

As with all student evaluations of faculty, students complete these forms anonymously and participation is voluntary. Program administrative staff compiles these data in summary form and submits the evaluations to the Department Chairperson for incorporation into annual staff evaluations and the Clinic Director. If a faculty member has only a single student during a given semester, a report is deferred until the single evaluation can be combined with subsequent evaluations, protecting anonymity. Community supervisor forms are maintained by the ADCT and reviewed regularly by the CTC. If problems with community supervisors are apparent, the ADCT may consult with the supervisor or advise the CTC regarding student placement options.

#### Clinical Training Fees

Two fees are inserted automatically into every student's semester TranPay bill by the university.

*Clinical Fees.* First, the Department levies \$50 per credit fee for each semester in which the student registers for a credit of PSYC 7725 (i.e., Psychology Clinic Practicum). Money from this fee is used to purchase tests and testing materials, and to maintain our electronic medical records (EMR) system. Training in EMR is essential for record retention and for training purposes as more and more internship and postdoctoral sites expect students to be familiar with this technology.

#### Malpractice Coverage for Clinical Work

The Idaho State University Office of General Counsel maintains [student liability coverage](#) to insure against malpractice that occurs in the context of student training. Clinical doctoral students pay a modest fee each semester (usually about \$5, which is charged automatically as part of their associated fees) to contribute to the university's student malpractice premium. That policy applies to all professional activities that are part of the student's program of study, which includes paid and unpaid clinical experiences on and off campus. The Associate Director of Clinical Training provides a copy of the Certificate of Liability Insurance to clinical training sites when requested.

#### Tracking Professional Hours using Time2Track

A critically important aspect of doctoral training in clinical psychology is the tracking of professional experiences that you can use for your APPIC predoctoral internship application. Students must keep accurate track of their ongoing clinical hours and must report their accumulated hours annually to the DCT for use in the annual evaluation of the student's

progress. We recommend that students use [Time2Track](#) to monitor their ongoing hours. Students also are asked to link their Time2Track account to the Doctoral Program in Clinical Psychology so that the DCT can have access to student records of clinical hours.

### Professional Development Seminars

In addition to didactic and clinical training, students are exposed to developments in the field of psychology using professional development seminars throughout their time at ISU.

#### Clinical Lunch & Learn

Clinical Lunch & Learn meetings are scheduled from Noon to 12:50 PM on alternating Wednesdays during fall and spring semesters. No clinical courses are scheduled during this hour. Clinical Lunch & Learn meetings will focus exclusively on professional issues related to clinical psychology, including training issues relevant to the ISU Psychology Clinic, discussions of clinically relevant subject matter, and diversity case conferences. Attendance by clinical doctoral students at these weekly meetings is required and considered an important component of professional education. A schedule of Lunch & Learn events is posted on the Clinical Program Gmail calendar and announced over email. Clinical Lunch & Learn sessions will be scheduled monthly on Wednesdays, though Lunch & Learn colloquia may be scheduled at additional times based on program need.

#### Departmental Colloquia

The Psychology Department, the two doctoral training committees (Experimental and Clinical), and Psi Chi schedule presentations by professionals and students throughout the year. Colloquia are open to all members of the academic community. Every effort is made to coordinate colloquia with other activities such that students and faculty are likely to attend. The two graduate programs coordinate research presentations to promote translational research and increase collaboration and unity between the two programs. Historically, departmental colloquia are mostly research presentations provided by faculty, graduate students, guest speakers, candidates for open academic positions, and by students presenting thesis and dissertation colloquia. Attendance at departmental colloquia is encouraged, but not required.

#### Annual Clinical Workshop

The CTC organizes 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 scheduled on a Friday in spring semester. Students performing clinical externships need to inform their supervisors well in advance of this annual event, since most externships schedule students on Fridays, the one day of the week that is free of graduate courses. Lunch & Learns are not scheduled during the week that includes the clinical workshop.

## Internship

The year-long pre-doctoral internship provides the clinical student with full-time clinical training experience under qualified supervision in a service delivery setting. The fourth-year or

fifth-year student applying to internships should review the on-line APPIC Directory and discuss possible placements with the DCT, their dissertation director, and other faculty members. Students prepare for their internship applications as part of their PSYC 7703: Advanced Ethical/Professional Issues class the spring before they apply.

Most internship applications are due in November of the year prior to the internship start date, typically between July 1 and September 15. The Program requires students to attend an APPIC member internship site, most of which are APA accredited. The Program strongly encourages, but does not require, students to attend APA-accredited internship sites. 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 Lunch & Learn each February is devoted to a roundtable presentation by the current intern applicant group.

**Prior to October 1 of the internship application year, each student must submit an updated copy of all three Clinical Student Tracking Forms to the DCT.** Intern applicants enter the semester of all “In Progress” activities (fall semester) or “Anticipated” activities (spring or summer semesters) for all required courses/practica/research that are yet to be completed. Intern applicants are asked to provide brackets around the inserted semester of all “In Progress” and “Anticipated” accomplishments to highlight its special status. **All required coursework and practica must be completed prior to departure for internship.**

The DCT must enter and submit data online to verify the student’s professional hours and readiness for internship to the National Match. The DCT will submit the required verification data on the AAPI once the student has met all of the following criteria:

1. Approval of the Clinical Training Committee to apply to APPIC sites;
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 Clinical Student Tracking forms with In Progress and Anticipated accomplishments;
5. Approval of the student’s summary data (e.g., in Time2Track) through November 1 and projected accomplishments thereafter through spring semester.

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, most students will finish the data analyses and writing while on internship and return briefly 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 unless done by on-campus research team members as a result of a quid pro quo arrangement for prior years of team research by the intern. 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 dissertation 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.

### CTC Approval for Internship

The CTC serves an important gatekeeping function for the internship process that ensures adequate preparation for internship training, which increases the likelihood of matching at an internship and successful completion of internship training. A successful internship process is important to both the student (whose career is affected by the outcomes of the internship process) and the department (whose program is affected by student internship outcomes). Therefore, a student wishing to apply to internship must have the permission of the Clinical Training Committee to do so.

Students typically progress through the program in a way that demonstrates a progression of skills that indicate readiness for internship training. However, in some instances, a student's readiness for internship may be in question. The CTC reserves the right to construct a formal Plan of Remediation to address potential challenges that may make a student currently unready for internship training.

### The MATCH System

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 significant percentage of registered applicants nationwide will not be matched at all. However, the vast majority of ISU applicants have been placed via the match during their first year of application.

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 dismissal from the clinical training program at Idaho State University.

All students must enroll in 1-credit of Clinical Internship, PSYC 7749, during the fall, spring, and summer semesters of their internship year. To meet the Graduate School's requirement for continuous enrollment, students register for one credit of dissertation or professional activity (clinic practicum, community practicum, or externship) during the summer preceding the internship, even though the internship may commence as early as July 1. The ISU Registrar requires that each intern registers for the required 1 internship credit per semester during each of 3 consecutive semesters commencing with fall semester. The student's internship "contract" letter is filed with the ISU Registrar prior to internship onset, providing evidence of the full-time nature of the internship requirement. The student's internship Training Director will file periodic evaluations of an intern's performance throughout the year with the DCT. Students will receive an IP (In Progress) grade for each semester until the internship is completed. Upon receipt of a copy of the internship certification of satisfactory completion (or a

signed letter from the Training Director), internship grade(s) will be changed from IP to S (Satisfactory). A copy of the internship completion letter (or certificate) is filed with the ISU Registrar, documenting completion of the 11-12 month requirement. Given compliance with these requirements, the ISU Registrar enters the student's name on a list accessed by lending institutions nationwide to indicate that the intern is a full-time student during the internship year, a status formally recognized by ISU. Interns are also 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", since virtually all contracts are for 12 months and 2000 hours. See the course description for PSYC 7749 in the Graduate Catalog.

#### Policy for Students Who do not Match an Internship

It is a goal of the Program to fully prepare students for the pre-doctoral internship. Neither Idaho State University, the College of Arts and Letters, 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 and even qualified students 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 specific and 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 with APPIC expertise 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 ensure 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.

Training sites may require students to undergo a site-specific background check. However, ISU provides background checks for any student requesting one at no cost. If needed, students should submit an [application](#) to ISU Human Resources. Once the background check is complete, ISU Human Resources will communicate the student's clearance to work at the site, but will not share the report with the site.

Most hospital settings require documentation and/or updating of a student's immunizations for communicable diseases (e.g., Tuberculosis, Chicken Pox, Measles, Mumps,

and 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 particular community practicum, clinical externship, or clinical internship.

## General Program Expectations

### Grade Expectations

Students are expected to earn As or Bs in all graduate courses. Consistent with ISU Graduate School policy, a grade of C+ or less is considered inadequate in any graduate course that fulfills requirements for either the MS or PhD degree. Students earning anything less than a B- in a graduate class associated with their degree will be placed on academic probation.

Students working on their thesis (PSYC 6650), dissertation (PSYC8850) or other credited research project will receive IP (“In Progress”) grades each semester once the project is initiated and until it is completed. Once the project is complete, instructors are responsible for submitting a Change of Grade form (available from the departmental front office) to either S (“Satisfactory”) or U (“Unsatisfactory”) for each semester. During the course of the project, a failure to contribute and/or progress on the project may result in a formal warning from the CTC about progress on the project in the form of a formal letter will be issued that describes the nature of the unsatisfactory progress, the steps needed to remedy the deficiency, and a deadline for re-evaluation.

### 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 5512, 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 7703). 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 Disciplinary Policies section of this handbook 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 APA Ethical Standards #3.05, Multiple Relationships, and #3.08, Exploitive Relationships. Should a dual relationship arise, it is important that the Clinical Training Committee be informed promptly 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 APA 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 putative problem 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. APA 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 current Graduate Catalog and the range of quite severe consequences for violations, including program dismissal.

### Summer Session Registration

During summer session students register for at least 1 credit and focus upon research and/or professional skill development through the available variety of professional courses. Two practicum teams usually operate in the Psychology Clinic each summer. Most community practica are available. Most clinical externships positions operate on 11- to 12-month contracts, typically terminating mid July. Graduate level coursework, however, is usually limited to PSYC 7736, Clinical Proseminar, and then only if favorable faculty circumstances and sufficient graduate student registration are available.

Student activities during the summer vary qualitatively as a function of developmental status in the program. Typically, those completing their first year take their first practicum in the ISU Psychology Clinic and work with their research mentor to complete a thesis proposal. Those finishing the second year collect thesis data and prepare for the Qualifying Exam. Students who have finished the third year often fulfill externship contracts and/or work in community practicum sites, while drafting a dissertation proposal. Fourth-year students often need to remain on campus as long as possible to finish collecting dissertation data 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 ensure 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.

### Non-Program 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 they do 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 their 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.

## Disciplinary Policies

### Graduate School Policies

The Program adheres to all disciplinary policies described in the ISU Graduate Catalog. Specifically, a student may be dismissed from the program according to the following criteria:

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1. If the student receives two or more grades of C+ or below, or
2. If the student fails to meet the continuation standards of the department, or
3. If it is the academic judgment of two-thirds of the graduate faculty in the department that the student is not making satisfactory progress in the program, and such judgment is recorded by formal vote.

### Academic Probation

A student earning a C+ or less in any graduate course will be automatically placed on academic probation by the ISU Graduate School and is required to retake the course at the earliest possible time. Failure to earn a B- or higher upon retaking the course may be considered grounds for program dismissal (the ISU Graduate School allows program dismissal after a single C+ grade). 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. All students placed on academic probation will receive a written response from the CTC regarding the steps needed to remove them from probationary status. Depending on the nature of the academic probation, the CTC may choose to submit a formal Plan of Remediation.

### Plan of Remediation

A Plan of Remediation is a formal effort to address potential challenges that may represent significant challenges to a student's success in the Program. The purpose of the Plan of Remediation is to identify significant challenges to a student's success in the Program and to clearly identify the steps that a student must take to address those concerns.

A plan of remediation can be triggered by one of three events: 1) a student dismissal from an external training site; 2) an Unsatisfactory (U) grade in any professional course (PSYC 7724, Community Practicum; PSYC 7725, Clinic Practicum; PSYC 7726 Supervision Practicum; PSYC 7727, Psycho-educational Evaluation; or PSYC 7748, Clinical Externship), 3) being placed on academic probation by the university, or 4) any other concern regarding professional development that leads the Clinical Training Committee to believe that a formal remediation plan is warranted. A written Plan of Remediation will include the following six elements:

1. Problem identification
2. Course of action to remediate the problem
3. Measurable objectives
4. Method and specific time to determine if objectives have been met
5. Consequences if objectives are not met
6. Process of appeal

The Clinical Training Committee will review the student's progress at the time specified in the Plan. All processes of appeal are found in Section XIV of the Clinical Student Handbook and the ISU Graduate Catalog sections on Appeals and Dismissals.

### Program Dismissal

Consistent with ISU Graduate School policy, if two-thirds of the graduate faculty in the ISU Department of Psychology record a formal vote indicating that the student is not making

satisfactory progress in the program or exhibits interpersonal behavior inconsistent with professional expectations, the student can be dismissed. Refer to the [Graduate Catalog](#) and to individual program handbooks for more information regarding program dismissal and the appeals process.

## Financial Support

### Tuition Waivers

Tuition waivers vary as a function of the mechanism of financial support. Typically, students admitted to the program pay in-state tuition either as a function of their residency in a state participating in the [Western Regional Graduate Program](#) (WRGP) or from the ISU Graduate School's pool of non-resident tuition waivers. Students funded by a Graduate Assistantship (GA) typically receive a full tuition waiver for the Fall and Spring semesters associated with the GA position.

### Departmental Support

It is the goal of the Psychology Department to offer some level of financial support to every doctoral student. Financial support from the department can take various forms, including Graduate Teaching Assistantships (GTA), Graduate Research Assistantships (GRAs), Career Path Internships (CPI), Clinical Externships, and adjunct teaching opportunities. Each position requires approximately 15-20 hours of work per week.

Each funding mechanism has different responsibilities that vary as a function of needs in the department and the appropriateness of the student for that particular position (e.g., a GTA could involve independent teaching and/or assisting a faculty member teaching a course). In addition, the funding available for each mechanism can be very different. Graduate Teaching Assistants and Research Assistantships earn approximately \$16,000 per year plus tuition during the fall and spring semesters of one academic year. 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 (PSYC 7748), and APPIC hours. Clinical Externships pay a variable hourly rate. Most externships require the completion of a semester of community practicum and the completion of the MS in psychology, since that allows the agency to gain reimbursement for services performed by the extern.

Regardless of the nature of the funding, student performance is formally evaluated semi-annually by the relevant supervisor(s). These evaluations are incorporated into the CTC's semester review of each student.

### Funding Prioritization

All financial awards are announced in the spring semester of each year, although awards are often improved over the summer as new positions or funding sources become available. Doctoral students in Program Years 1 to 4 are prioritized for funding consideration, though priority for funding assignments may be influenced by performance in the program. Performance variables considered by faculty include, but are not limited to, course work, performance 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. Students beyond the fourth year may still receive funding through the department, but are a lower priority for funding consideration. Current students must submit preferences for funding when requested by the DCT in spring semester.

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.

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 some fifth-year students have filled vacant externship positions or gained employment as service extenders to licensed psychologists. 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 may face financial problems with lending institutions if unable to transition to internships during the fifth year. Such students are generally not funded by the department and lose the full-time student status needed to defer loan repayment or maintain loan eligibility. The Office of Financial Aid requires a student to be at least “part-time” for purposes of loan deferment and eligibility; to be so recognized, the student must register for at least 5 credits per semester, which is academically unnecessary and rather costly. Therefore, students should consider both the academic and financial consequences of delaying the internship.

### Accepting Funding Offers

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 funding options for that specific year. 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.

### Nonresident Tuition Waivers

Students admitted to the Program are eligible for nonresident tuition waivers through several mechanisms. First, students assigned to GTA and GRA positions are typically offered a full tuition waiver. Second, Idaho is a member state of WICHE, the *Western Interstate Commission for Higher Education*. Commencing in August of 2012 our program gained approval to participate in the Western Regional Graduate Program (WRGP) division of WICHE. Consequently, students who are residents of the 15 participating states (see [www.wiche.edu/wrgp](http://www.wiche.edu/wrgp)) qualify for Idaho resident tuition rates. Finally, the ISU Graduate School typically offers nonresident tuition waivers to students on an annual competitive basis.

## The Graduation Ceremony

Idaho State University offers two graduation ceremonies, one in May and one in December. Academic degrees, however, are conferred by the university three times each year, corresponding to the end of fall, spring, and summer semesters. Participation in the May ceremony is not required, but is encouraged. A student is eligible to participate if their degree (either the M.S. or the Ph.D.) was previously conferred in August or December of the preceding year, or if it will be conferred in May. For the degree to be conferred in May, a successful oral defense of the thesis/dissertation must be scheduled at least two-weeks prior to the end of the spring semester and all other degree requirements, including the internship (in the case of the doctoral degree), have been met.

As a result of internship completion dates, however, most students do not finish the internship until July 1 at the earliest and mid-September at the latest. Consequently, even if all other degree requirements are completed prior to May, the student's degree will not be conferred until August, or even until December for those whose internship is completed later than the first week in August. Nevertheless, the Graduate Dean has allowed students who have met all degree requirements other than the internship to walk in the graduation ceremony in May if they wish to do so. A student who wishes to participate under these conditions must satisfy the following requirements **prior to the graduation ceremony in May:**

1. Apply for May graduation by the deadline established by the Graduate School;
2. Successfully defend the dissertation;
3. Provide the DCT with an email from the student's internship Training Director that they anticipate the successful completion of the internship by the end of the internship contract.

An understandable problem has emerged during the last two years as a result of the current graduation ceremony policy and the financial constraints that exist for all interns. Specifically, there has been significant pressure placed on faculty and Graduate Faculty Representatives to schedule an oral defense of the dissertation during the finals week that immediately precedes the Saturday graduation ceremony. This is a convenient date for students, since they only have to travel to Pocatello once to both defend and walk in the ceremony. It is a

particularly difficult time for faculty, however, given the exigencies of finals week and the sheer number of defenses and colloquia scheduled during this very busy week. Student interns who hope to defend during finals week are strongly encouraged to coordinate committee members well in advance of the 2-week minimum rule required for all oral defenses. Moreover, students should not commit to airfares or travel expenses (their own and/or their relatives) UNTIL the faculty agree to the date of the oral exam.

## 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 and 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 Letters, 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.

## Appendix A: Recommended Temporal Guidelines for Clinical Psychology PhD Students

Year	Task	Date (by then or before)
1	Finalize thesis advisor	October 1
	Complete Curriculum Plan of Completion with DCT	End of fall semester
	MS Equivalency Review, if entering with an MS/MA	End of fall semester
	Preliminary MS Program of Study	October of fall semester
	Submit MS application to Graduate School	End of fall semester
2	Thesis Prospectus	End of fall semester
	Select Qualifying Exam Option	End of spring semester
	Thesis Defense	Summer semester
3	Qualifying Exam Prospectus	45 days after beginning of Fall semester
	Qualifying Exam Defense	60 days after prospectus
4	Dissertation Prospectus	October 1 of fall semester applying for internship
5	Diversity Case Conference	Spring semester before leaving for internship
	APPIC Internship	Summer/Fall/Spring
	Dissertation Defense	Fall/Spring of internship year

## Appendix B: Typical Curriculum Sequence (2023 Curriculum)

	Fall	Spring	Summer
<b>Year 1</b>	Statistics & Design I (6627) Psychodiagnostics I (6620) Adult Psychopath/Tx I (6645) Clinical Psych (7701) Thesis (6650)	Statistics & Design II (6632) Psychodiagnostics II (6621) Ethical & Prof Issues (5512) Child Psychopath/Tx I (6649) Thesis (6650)	Psy Clin Prac (4425)
<b>Year 2</b>	Child Psychopath/Tx II (6659) <sup>c</sup> Psycho-ed Eval (7727) Multivariate Stats (6637) MS Core <sup>a,b</sup> Thesis (6650) Psych Clin Prac (4425) Psycho-ed Eval (7727)	Adult Psychopath/Tx II (6646) <sup>b</sup> MS Core <sup>a</sup> MS Core <sup>a,c</sup> Thesis (6650) Psych Clin Prac (4425) Psycho-ed Eval (7727)	Psy Clin Prac (4425)
<b>Year 3</b>	Supervision & Consult (7704) Psychopharmacology (7702) Dissertation (8850) Comm Prac (7724) OR Externship (7748) Psycho-ed Eval (7727)	Advanced Ethics Seminar (7703) Dissertation (8850) Comm Prac (7724) OR Externship (7748) Cult Divers & Ind Diff (6634) MS Core <sup>a</sup>	Comm Prac (7724) OR Externship (7748)
<b>Year 4</b>	Dissertation (8850) Comm Prac (7724) OR Externship (7748)	Dissertation (8850) Comm Prac (7724) OR Externship (7748)	Comm Prac (7724) OR Externship (7748)
<b>Year 5</b>	Clin Internship (7749)	Clin Internship (7749)	Clin Internship (7749)

*Note.* The actual course offerings may vary from year-to-year

<sup>a</sup>Must take 4 MS Core classes total (3 completed for MS degree)

<sup>b</sup>If not taking Child Psychopath/Tx II (6659)

<sup>c</sup>If not taking Adult Psychopath & Treat II (6646)

# ISU Doctoral Program in Experimental Psychology

## Preface

This section of the handbook has been prepared by the Department of Psychology for students enrolled in the doctoral training program in Experimental Psychology, and 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 Acknowledgement Form” (available in the Box folder titled “Experimental Psychology at ISU”). Consult with your advisor or the Director of Experimental Training (DET) if you find any aspect of the Handbook unclear. Changes in the Handbook that are necessitated by changes in conditions, 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 (ISU) and the student. If a hardship is created for a specific cohort of students by future Handbook alterations, the Psychology Department and/or the Experimental 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 [“Thesis & Dissertation Manual”](#), and the [Graduation Checklist](#). Most students will earn two graduate degrees: the MS in Psychology and the PhD in Experimental Psychology. Students who enter the PhD program with a Master’s degree in Psychology or a related field may not earn a second Master’s degree. Each degree requires an application for graduation and all the associated steps required by the Graduate School. Finally, the Psychology Department Policies and Procedures at the beginning of this document should also be reviewed as needed.

Students should meet regularly with their advisor and the DET 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 DET 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.

## History and Mission of the Experimental Training Program

The State Board of Education approved the Experimental Training Program in 2010 for the express purpose of educating doctoral students in Experimental Psychology. A needs assessment completed by the ISU Psychology Department identified a shortage of doctoral-level Experimental Psychology programs in the state of Idaho. Consistent with ISU’s role and mission as the state’s lead institution in academic research, doctoral training in Experimental Psychology was initiated at ISU in the fall semester of 2011 and the first PhD degree was awarded in May 2016.

Prior to the approval of the doctoral program, there was a terminal Master of Science (MS) program in General Experimental Psychology. The terminal MS program in General Experimental began in 1968 and continued until the doctoral program was initiated in 2011.

Doctoral training in Experimental Psychology provides students with an education and research training in core areas of psychological science, including but not limited to behavioral neuroscience, behavioral pharmacology, cognition, developmental psychology, health psychology, learning, personality, sensation and perception, social psychology, research methodology, and statistics. Students who complete the PhD program may pursue academic or non-academic careers.

In short, the mission of the ISU doctoral program in Experimental Psychology is to train competent research psychologists who can apply and adapt general conceptual and research skills in diverse academic and professional settings.

## General Program Goals and Philosophy of Education

The Doctor of Philosophy (PhD) program in Experimental Psychology provides students with an education in core areas of psychological science, including behavioral neuroscience, behavioral pharmacology, cognition, developmental psychology, learning, personality, sensation and perception, social psychology, research methodology, and statistics. The PhD program is designed for students with a variety of career goals. Although most of our students intend to pursue an academic career, others pursue careers in non-academic fields. To prepare for their future careers, students need to (i) have a solid foundation in basic areas of psychology (breadth of knowledge) and also (ii) develop an expertise in their research areas (depth of knowledge). Our program offers a wide variety of courses to help students accomplish their career goals.

## Goals, Objectives, and Associated Specific Competencies

The Experimental Training Committee (ETC), in conjunction with the Psychology Department, has evolved a finite set of goals and objectives for all graduate students in the Experimental Psychology program. This list is considered dynamic and aspirational. Specific program activities designed to help students meet program goals and objectives are continuously subject to scrutiny and modification. Moreover, program objectives may expand or contract as outcome data inform the ETC 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 – Area-Specific Research Knowledge and Expertise: Students will demonstrate knowledge and skills relevant for conducting independent research in a specialized area.

Objective 1A - Develop knowledge and expertise in a specialty area. Understand relevant theories and research in a specialized area; develop expertise in the area through completing research projects (e.g., thesis, dissertations and other projects) and disseminating research findings (i.e., publications).

Objective 1B - 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 - Breadth of Knowledge and Integration of Core Areas in Psychology: Students will demonstrate breadth of knowledge and ability to integrate across several core areas in psychology.

Objective 2A - Core Psychology Knowledge: Understand basic principles and critically evaluate major theories of psychology; demonstrate awareness of contemporary scholarly work in several core areas of psychology (e.g., behavioral neuroscience, behavioral pharmacology, cognitive, developmental, health, social, and personality); understand the historical foundations of contemporary psychology; and relate and apply core psychological knowledge to the investigation of research hypotheses.

Objective 2B - Integration of Research and Theories in Core Areas in Psychology: Understand the relationships among several core areas in psychology; integrate across theories and research in different core areas; identify how these areas complement each other in answering research questions.

Goal 3 – General Competencies in Research Methodology and Analysis: Students will demonstrate competence in understanding research methods, design, and statistical analyses.

Objective 3 - 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; critical evaluation of research, yielding informed and critical consumers and producers of published research.

Goal 4 - Effective communication skills: Students will communicate effectively, in both oral and written form, about their research and issues related to their profession.

Objective 4A - Presentation of Psychological Research: 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 and lead question-and-answer discussions.

Objective 4B - Presentation of Psychological Knowledge and Teaching: Present existing research and theories clearly and systematically to different audiences, including students and lay people; gain experience in teaching and mentoring junior students.

Goal 5 - Professionalism: Students will conduct themselves in a professional manner.

Objective 5A - Professionalism: Demonstrate professionalism in classes, communication with colleagues and faculty, and research practices.

Objective 5B - Professional Identification: Active involvement with local, regional, and national psychology groups and organizations.

Goal 6 - Ethical Research Conduct: Students will receive training, demonstrate knowledge, and act in accordance with ethical research principles and appropriate codes of conduct.

Objective 6A - Ethical Knowledge: Knowledge of the APA code of conduct, including awareness and sensitivity to research conditions in which ethical principles may be a concern. Seek appropriate information and consultation when faced with ethical issues.

Objective 6B – Ethical Conduct: Acquisition of attitudes and skills that facilitate raising ethical concerns when they become apparent. Demonstrate a personal and professional commitment to ethical research conduct.



Goal 7 - Respect for Diversity: Diversity takes many forms, including of scientific perspectives, and sociodemographic variables, and therefore psychologists must both embrace the commonalities and differences between perspectives and groups.

Objective 7A – Knowledge Regarding Diversity: Familiarity with the Psychology Department commitment to ethical practices and collegiality, and acquisition of an awareness of the diversity that exists on campus and in the field of psychology.

Objective 7B – Respect Regarding Diversity: Acquisition of a broad knowledge for commonalities and differences in scientific perspectives and socio-demographic groups in their own work and academic experiences. Demonstration of respect for diverse scientific perspectives and socio-demographic group differences.

## Advising

During the first semester of Experimental Psychology training at ISU, all incoming graduate students are assigned to the Director of Experimental Training (DET) for all issues pertaining to academic advising. First-year students should get approval for classes from the DET before registering. First year registration decisions are few in number, but important in terms of Core Area course completion (see section on MS degree requirements). Based on the mentor model, students will already be assigned to an advisor when they start the program. The advisor should also be involved in the selection of courses for the first semester. If a first-year student needs to change advisors, this decision should be made by October 1 of the first year. 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 advisors at any time. Refer to the Graduate Catalog for more detail regarding advisors, examining committees, and changing major advisors.

The demands of graduate training require careful attention to course requirements and course sequences. It is the goal of the ETC that every admitted student be given every opportunity to finish the components of the program in four to five years. The student's major advisor and the DET are charged to help the student accomplish that goal. Students should meet with their advisors regularly and as determined by their advisor. Advisors are provided copies of student evaluations by the DET to facilitate mentoring. All students are also required to consult with the DET prior to class registration for each upcoming semester to ensure adherence with the temporal guidelines of the program. All students are expected to enroll in 9-12 graduate credits each semester. Specific combinations of coursework and research credits must add up to 9-12 credits each fall and spring semester during the first four years of the program. During any part-time periods prior to graduation, all students must register for at least one (1) academic credit. All departures from the "9-12 credit" principle must be reviewed and approved by the ETC.

Part-time students are not allowed in the doctoral training program at ISU except under unusual circumstances. The ETC must grant explicit approval for any part-time arrangements.

Failure to maintain adequate progress toward completion of the doctoral degree is considered by the ETC to be a serious deficiency. Students not maintaining adequate progress may be dismissed from the program by a vote of the departmental graduate faculty. See the Graduate Catalog for all policies regarding dismissal and the appeal process. Agreement via voting by two-thirds of the faculty is needed for dismissal. The recommended temporal guidelines defined in this Handbook are but one criterion by which adequate progress is defined. Students in good standing with the ETC 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 ETC in writing of the conditions creating significant deviations from the recommended temporal guidelines. Appendix B provides a summary of the currently recommended temporal guidelines and contingencies.

## The Master of Science Degree Requirements (effective starting 2020-21 academic year)

All Experimental Psychology doctoral students must complete the Master of Science (MS) in Psychology as described in the Graduate Catalog, or have a conferred MS/MA degree in Psychology from another university (see section on Transfer Credit, p. 12). The MS requirements include coursework and a thesis. A Program of Study for the MS (available on Moodle) must be approved by the academic advisor, the Director of Experimental Training (DET), and Department Chairperson during the semester immediately prior to the student's thesis defense. The DET will submit the approved Program of Study to the Graduate School. A draft of the Program of Study will be completed during the student's first semester. This draft should be used as a guide for the student and faculty to evaluate the student's progress and could be changed if necessary. Note that maximums of 12 credits of Psyc 5583 and 12 credits of Psyc 6641 are allowed to apply to either the MS or PhD degree, and therefore students should not take many more than 12 credits of each of these courses.

1. Required Courses – complete all of the following (12 credits)
  - PSYC 6627 Statistics & Research Design I (3 credits)
  - PSYC 6632 Statistics & Research Design II (3 credits)
  - PSYC 6650 Thesis (minimum of 6 total credits)
2. Core Areas – choose four 3-credit courses from the following (12 credits)
  - PSYC 5531 Behavioral Neuroscience I **or** PSYC 5532 Behavioral Neuroscience II **or** PSYC 5537 Cognitive Neuroscience **or** PSYC 5539 Social Neuroscience
  - PSYC 5570 Advanced Topics in Learning
  - PSYC 6642 Cognitive Psychology
  - PSYC 6643 Advanced Social Psychology
  - PSYC 6644 Advanced Developmental Psychology
  - PSYC 6647 Advanced Personality
3. Elective Courses (12 graduate credits)

In addition to required classes, students must complete 12 credits of graduate-level elective classes. Up to six credits of these electives may be taken from outside of the Psychology Department. Electives should be approved by the student's faculty advisor. Thesis (6650) credits may not be used to satisfy this requirement.

Minimum Total Credits for the MS Degree = 36

### The Master's Thesis

Refer to [The Master's Thesis](#) section for more information on the Master's thesis.

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. Although

original empirical research is usually proposed, 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. **It is strongly recommended that the thesis defense be conducted no later than January of the doctoral student's third year.**

### Graduate School Requirements for Degree Completion

It is the student's obligation to adhere to all policies and procedures defined by the Graduate School to be granted the MS, and eventually, the PhD degrees. All students are admitted to the doctoral program. However, the MS degree is a required step toward the doctoral degree. As such, students admitted to the doctoral program without an MS/MA degree in Psychology will need to [apply](#) for admission to the MS program and pay any associated fees. The application process is a formality, since all students have been admitted to the doctoral program, but is a required step along the path toward the doctoral degree. See the instructions for "Graduation" (i.e., application, fees, deadlines, etc.) available at <https://isu.edu/graduate/current-students/graduation-information/>.

To summarize, the following timeline is important to students finishing the MS degree. Students must contact the DET during these times.

Draft of Program of Study to DET	Beginning of first semester
Apply for MS degree through CollegeNet	First semester
Students and advisor select thesis committee and notify DET.	At least 2 weeks prior to the prospectus meeting.
Submission of Final Program of Study, with signatures, to DET. DET checks and submits plan to Graduate School.	During semester prior to the thesis defense.
Student or advisor provides the DET with the oral defense information and the advisor completes the online form to inform the Graduate School.	At least 2 weeks prior to the thesis defense.
Send advisor-approved document to committee.	At least 2 weeks prior to the thesis defense.
Work with Administrative Assistant to reserve a room for the defense. Advisor sends an email to the department faculty and students to announce the public colloquium.	At least 2 weeks prior to the dissertation defense.
Notify DET about the outcome of defense	Within 48 hours after the defense.

### Doctoral Degree Requirements (effective starting 2017-18 academic year)

All doctoral students must complete a Master's degree in Psychology, or a Master's degree in a related field that was approved by the ETC. In addition, students must complete required courses, a dissertation, and a public colloquium. All requirements are described in the Graduate Catalog. Each component of the doctoral degree is outlined or discussed below. A Program of Study for the PhD (available on Moodle) must be approved by the academic advisor, the Director of Experimental Training (DET), and the Department Chairperson during the semester immediately prior to the student's dissertation defense. The DET will submit the

approved Program of Study to the Graduate School. A draft of the Program of Study will be completed following completion of the comprehensive exam. This draft should be used as a guide for the student and faculty to evaluate the student's progress and could be changed if necessary. Students are typically expected to be enrolled full-time, which is a minimum of 9 credits. However, students may choose, in consultation with their advisor and the DET, to take fewer than 9 credits when they have finished their required courses and would like to focus on their dissertation and/or other research. Students should keep in mind that some funded positions typically require full-time enrollment, including graduate assistantships (GTA or GRA positions) and Career Path Internship (CPI) positions.

1. Required Courses (13 credits)

PSYC 6637 Multivariate Statistics and Research Design

PSYC 5583 and/or PSYC 6641 Special Problems (minimum of 10 credits – this is in addition to any credits used as electives for the MS degree)

2. Research

PSYC 8850 Dissertation (minimum of 12 credits)

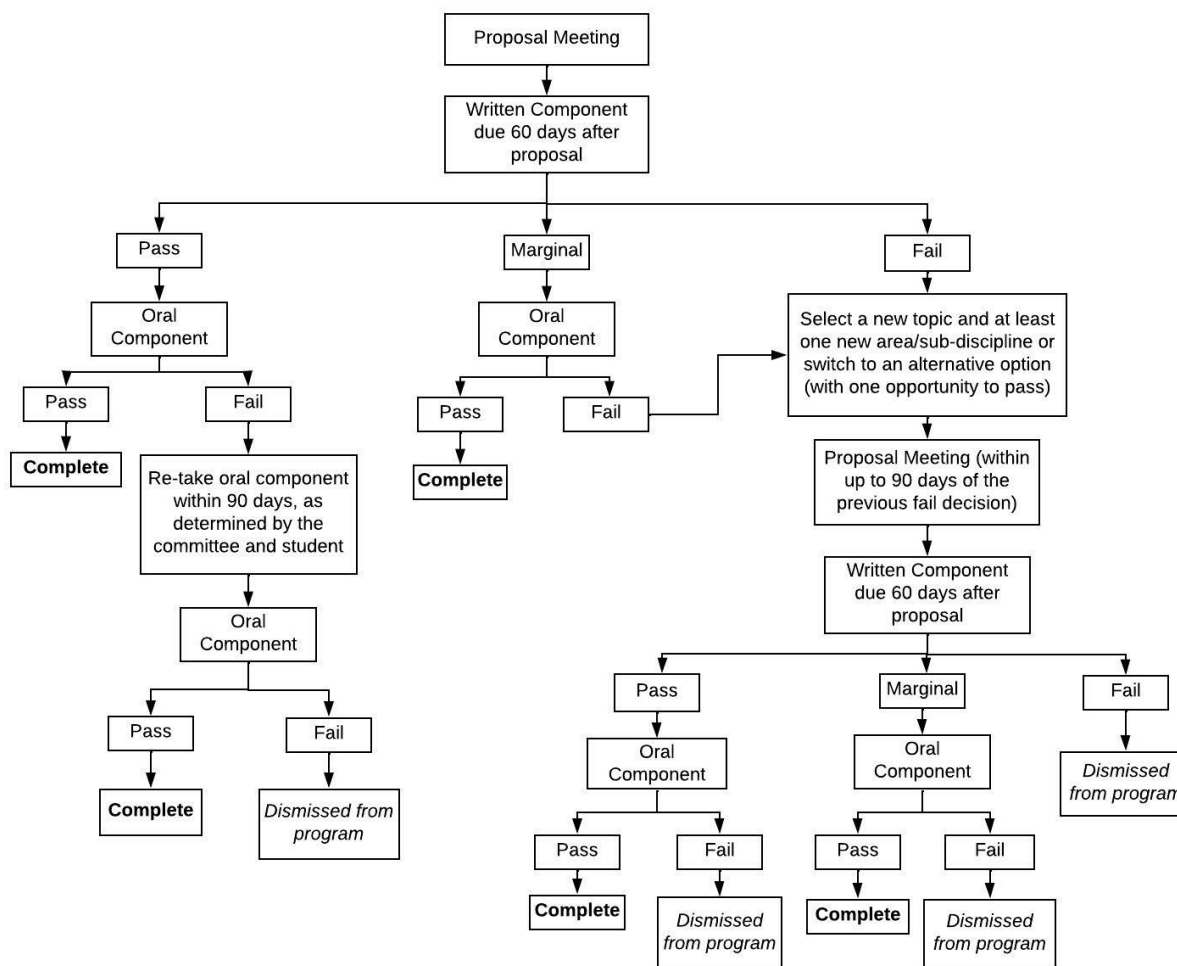
3. Electives (minimum of 18 credits)

Students must complete 18 credits of elective classes. Up to nine credits of these electives may be taken outside the Psychology Department. Electives should be approved by the student's faculty advisor. The 12 elective credits earned for the Master of Science degree will satisfy course requirements for the Doctor of Philosophy, subject to approval of the Department Chair, and therefore an additional 6 credits of electives are needed for the PhD degree.

Minimum Total Credits = 67 (including the 36 credits required for the MS degree)

## 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,” “comprehensive 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. However, Experimental Psychology programs around the nation have entertained a broad variety of Qualifying Exams beyond knowledge tests of specific content domains. The Qualifying Exam is constructed to evaluate the student's ability to integrate theory, methodology, and empirical knowledge and to communicate that integration in written and oral modalities. Two qualitatively different content domains are acceptable: areas foundational to the field or an individualized research/scholarly domain. Students who demonstrate adequate integrative and communication skills pass the Qualifying Exam and are admitted to doctoral candidacy status, which is necessary to propose a doctoral dissertation. See flowchart below.



**Doctoral students are encouraged to complete the Qualifying Exam within one year after the following conditions have been met:**

1. Good standing with the Experimental Training Committee (ETC)
2. Completion of the Master's Thesis
3. Completion of relevant coursework for the MS degree (all required courses for the Master's degree and the MS Course Review Form (if applicable)).

The Qualifying Exam Committee

Committees consist of two full-time faculty members of the Psychology Department and a Graduate Faculty Representative (GFR). Students select the two departmental members of their exam committee, based on expertise and mutual interest. These faculty members must be full time, but can be from either degree program. Students may select members of their thesis committee to serve on their Qualifying Exam committee, but it is not a requirement to do so. Similarly, the student, in consultation with faculty members, may identify a GFR to serve on the Qualifying Exam committee, or may opt to request that the chair of the committee do so.

#### Evaluation of the Qualifying Exam

The student's written product will be evaluated independently by the two departmental faculty members of the exam committee. Each faculty member must arrive at a Pass, Marginal, or Fail decision for that written product. The two faculty members then meet and discuss their individual evaluations, arriving at a consensus Pass, Marginal, or Fail for the written product as a whole. If the decision is Pass or Marginal, the student is advanced to the oral component of the exam. If the decision is Fail, the student is deferred to the next exam cycle as discussed below (see flowchart above of this process). The student's written product and faculty evaluation of that writing are forwarded to the GFR who will participate in the oral component of the Qualifying Exam. During the oral component, which is scheduled for , the entire committee will evaluate the student's ability to engage in a coherent discussion of the theories, empirical findings, methodology, and implications of their own writing. The whole committee votes by ballot to Pass or Fail the student's oral exam performance. A majority of the committee must pass the student to successfully complete the Qualifying Exam. Students failing the oral exam must enter the next exam cycle. A student who passes the written component, but fails the oral component, need only retake the oral exam during the next cycle. Students earning a Marginal evaluation of the written component and a Fail on the oral exam, however, must retake both the written and oral components of the exam during the next cycle. The signed ballots should be given to the DET and placed in the students file. The DET will inform the Graduate School when a student has passed the exam.

#### The Integrative Exam

Students work with their Integrative Exam committee chair and second departmental committee member to propose the writing project. A prospectus meeting must be convened, which includes the two departmental faculty members and may include the GFR. Prior to the prospectus meeting, students should consult with their advisor and faculty as needed. Per the [Qualifying/Comprehensive Exam](#) procedures, the Integrative Exam has two parts: The Integrative Paper and an oral exam.

The paper proposal consists of two parts: a list of references and a plan for the paper (e.g., the initial questions to be addressed, the research domains to integrate, the initial paper outline, etc.). The student collaborates with their committee chair and other committee members to construct the list of references. After circulating the list of references to the committee and discussing ideas with committee members, a formal 1-hour prospectus meeting will be scheduled in which the student will present the basic subject matter to be addressed in the Integrative Paper. During that meeting the committee may modify and clarify the questions, areas to integrate, and paper outline proposed by the student. In addition, the committee will approve the initial reference list that will guide the student's writing of the paper. This reading list represents a foundational reference list the student should use while writing the paper, although it is expected that other readings relevant to the topic may emerge and be cited in the final paper. At the prospectus meeting, the committee must arrive at a consensus regarding the initial reference list and the plan for the paper. More than one prospectus meeting may be convened to achieve this goal.

The Integrative Paper should be approximately 30 pages in length (this does not include title page, references, and/or appendices). The subject matter addressed should represent a meaningful integration of at least three different disciplines, sub-disciplines, or focus areas (e.g., cognitive, social, physiological) within the field of psychology. There is no predetermined list of areas that must be incorporated. Sub-areas within a major research area are appropriate for

integration (e.g., one could incorporate a sub-domain of the larger field of Experimental Psychology). Psychopathology, research/statistical methods, and teaching/pedagogy(andragogy) also are considered to be meaningful domains for integration. Additionally, description of a research method(s) for addressing a question proposed in the written document should be included in the written document or discussed during the oral exam. A plan for this research method(s) component should be determined with the committee at the proposal. If during writing the student wants to change this plan, they must receive approval from the committee before they can submit a final document. The document should be written in APA style as though it were a journal article submission.

The actual writing of the Integrative Paper is performed solely by the student without collaboration or consultation with faculty or other students. Of course, this does not preclude discussions between the student and their committee chair or other faculty on paper content/topics that occur during the course of routine coursework or research. What is prohibited is any editing or review of the student's actual writing by any faculty member, student colleague, or anyone else. Such unethical behavior may be considered grounds for dismissal from the program. Mid-course corrections might be needed subsequent to the prospectus meeting, based on the student's discoveries while reviewing the reference list and complying with the paper plan. Students may discover that upon reading the full articles on the initial reading list, some are not appropriate for the scope of the integrative paper. In this case, students should consult with their advisor about replacing these articles with more appropriate ones. If 25% or more of articles are changed (deleted and/or added), the committee should be informed of the changes and approval should be obtained. If the student infers such a correction is needed (e.g., the recommendation to insert an unplanned area into the outline), the student should request the committee to consider such major shifts in the paper plan. The chair may (but is not required to) ask the student to formally re-convene the committee to consider the substantive change(s) to the original plan, or simply instruct the student to consult with the other members of the committee to gain consensus for the change. Students are allowed up to 60 days to complete the paper following the prospectus meeting.

The oral exam is scheduled for up to 2 hours. Students can prepare a brief presentation and/or bring notes or any other materials they feel would be helpful in answering questions to the oral exam session.

#### Alternative to the Integrative Exam

If the graduate student would like to do something other than the Integrative Exam to fulfill the Comprehensive Exam, they must discuss this possibility with their advisor. If their advisor approves this alternative idea, they can then complete the [Comprehensive Exam Integrative Paper Alternative Petition](#). Once the form is complete with signatures it will be forwarded to ETC. The student may move forward (e.g., prospectus meeting) with an alternative to the integrative paper only after approval by ETC.

#### Exam Cycles and Timeline

Integrative Exam or ETC-approved alternative: Students begin the process immediately after they meet the MS degree requirements. Students have up to 60 days to complete the paper after the prospectus meeting with the committee and approval of the initial reading list and outline. If changes need to be made and approved by the committee based on the prospectus meeting, then the 60-day work period will begin after the final approval.



## The Dissertation

Refer to [The Dissertation](#) section for more information on the Doctoral dissertation.

It is strongly recommended that the proposal meeting occur before data collection begins. However, data collection can begin before the proposal meeting with the approval of the advisor. If the advisor approves of starting data collection before the proposal meeting, no more than one-third (1/3) of the data can be collected before the proposal meeting. The dissertation committee has the option to not allow data collected prior to the proposal meeting to be used in the dissertation if changes to the protocol are needed.

If the student does not collect original data, they must complete the Research Competency Evaluation for Secondary Data Analysis Dissertation Projects form (available on Moodle). The purpose of this form is to ensure that students have acquired the appropriate competencies of an Experimental Psychology PhD degree. The form should be submitted to the DET and will be discussed by the ETC. If approved, the student may then form a dissertation committee and design a project with secondary data analysis. If not approved, the student must work to acquire the missing competencies or design a dissertation that used primary, original data.

## Important Timelines

The requirements for degree completion are similar to information stated for the MS degree. The following timelines are important to students finishing with the PhD degree. Students must contact the DET during these times.

Draft of Program of Study for PhD to DET.	During semester after completion of comprehensive exam
Students and advisor select dissertation committee and notify DET.	At least 2 weeks prior to the prospectus meeting.
Submission of Final Program of Study, with signatures, to DET. DET checks and submits plan to Graduate School.	During semester prior to the dissertation defense.
Student or advisor provides the DET with the oral defense information and the advisor completes the online form to inform the Graduate School.	At least 2 weeks prior to the dissertation defense.
Work with Administrative Assistant to reserve a room for the defense. Advisor sends an email to announce the public colloquium.	At least 2 weeks prior to the dissertation defense.
Send advisor-approved document to committee.	At least 2 weeks prior to the dissertation defense.
Defend dissertation	At least 2 weeks prior to graduation and within 5 years of advancing to doctoral candidacy.
Notify DET about the outcome of defense	Within 48 hours after the defense.

## Professional Training

Throughout doctoral training, the faculty will make every effort to arrange experiences that promote the growth of attitudes and skills related to being a doctoral level researcher. Departmental colloquia and Lunch & Learn presentations allow the ETC and graduate students



to share their research expertise with one another. Additionally, faculty and students also benefit from listening to one another, as well as guest speakers, about their ongoing research.

### Lunch & Learn Meetings

Lunch & Learn meetings allow faculty and students in the Experimental Psychology program to present their research or listen to the presentation of an external speaker. Occasionally, the ETC will use this time to meet with Experimental program students to discuss issues pertaining to the program or student development. Attendance by doctoral students at “Lunch & Learns” scheduled by the ETC is required and considered an important component of professional education.

### Departmental Colloquium

The Psychology Department schedules presentations by researchers and students throughout the year. Colloquia are open to all members of the academic community. Colloquia are coordinated with other activities so that students and faculty are more likely to attend. Historically, colloquia are mostly research presentations provided by faculty, guest speakers, applicants for open academic positions, and by students presenting thesis and dissertation colloquia.

## Standard of Conduct

All students must adhere to the [Ethical Principles of Psychologists and Code of Conduct](#) published by the APA.

All students are explicitly reminded of the ethical issues surrounding plagiarism and other forms of academic dishonesty in coursework and research. APA 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.

Developing an attitude consistent with ethical responsibilities is an important quality of a research 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 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, or family relationships. The adverse consequences of such dual relationships extend not only to the individuals involved, but to others in the training program and the program itself. See APA 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 ETC so that ethical steps to mitigate harm can be taken. Such steps may 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 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 fulfill academic and work responsibilities. See APA Ethical Standard #2.06, Personal Problems and Conflicts. Seeking therapy when needed, therefore, 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 student or faculty member's personal problems appear to be harmful to other members of the department. The appropriate first step would be to bring the concern to the attention of the student colleague. If there is sufficient evidence that a student might be suffering from a psychosocial or physical disorder, the ETC may recommend a leave of absence until the putative problem is evaluated and/or remediated; continued impairment despite reasonable remediation efforts and accommodations may be grounds for dismissal from the program.

## Financial Support

It is the goal of the Psychology Department to offer some level of financial support to every doctoral student. Graduate Teaching Assistantships (GTA), Career Path Internships (CPI) or a contracted research assistantship may be committed to Experimental Psychology doctoral students during the academic year. Each position typically requires approximately 15-20 hours of work per week. GTAs 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. Experienced GTAs may assume course instructor roles for lower division psychology courses, based upon departmental need and readiness. GTAs earn a stipend, tuition. CPI students earn an hourly wage. CPI students participate in activities intended to provide them with training and experience related to their future career. Activities usually involve assisting departmental faculty on research projects but may include other responsibilities deemed appropriate by the CPI advisors. Contracted research assistants or research assistants funded by specific research projects will work on activities related to those projects. Some research assistantships pay for tuition. Performances in GTA, research assistantships, and CPI positions are formally evaluated semi-annually by the relevant supervisor(s).

Both the Experimental and Clinical programs are members of the Western Regional Graduate Program (WRGP). Residents of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming are eligible to enroll in the Experimental Psychology program outside of their home state at resident tuition rates.

To date, the Experimental program has been able to fund the majority of students who have requested funding at some level. Financial awards are announced by the end of the Spring semester, when possible.

It is very important to note that funding for one year does not guarantee funding during subsequent years. It is possible that a previously funded student will not be offered financial assistance by the department, or may be assigned to a less preferred funding source. Funding is typically assigned on an annual basis and is competitive. Performance variables considered for funding include, but are not limited to, course work, research productivity, performance 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 ETC (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. The Office of Financial Aid requires a student to be at least “part-time” for purposes of loan deferment and eligibility; to be so recognized, the student must register for at least 5 credits per semester.

If a student requests funding from the department, assignments made by the department to GTA, research assistant, or CPI positions are not open to negotiation. The ETC is not obligated to disclose reasons for these assignments as these decisions often involve matters related to performance, needs, and unique circumstances of students. The Department and ETC work diligently to secure different assistantships and funding positions. The Department has accepted the responsibility to fill every 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 funding options. Students are encouraged to talk with their advisors and the DET if they have a strong preference for a certain position. Once decisions are made, the DET, Department Chair, and the student’s advisor are always available to discuss the rationale for that student’s funding assignments made by the department. Nevertheless, the ultimate authority for making funding assignments rests with the faculty.

Funded students are not expected to seek or accept additional employment during the academic year. The ETC, of course, cannot dictate to anyone what they do beyond the structure of the doctoral program. The ETC requires, however, that any funded student who chooses professional employment outside the program inform the ETC and sign the Employment Acknowledgement and Disclaimer Form at the start of each semester.

## Summer Session

The ETC does not offer any graduate classes in the summer. However, all students are encouraged to be active in their research and academic work during the summer.

Though most faculty are not on contract in the summer, 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 summer meeting. Contact the Graduate School to ensure 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.

## The Graduation Ceremony

Idaho State University offers two graduation ceremonies each year, in May and December. Academic degrees, however, are conferred by the university three times each year, corresponding to the end of fall, spring, and summer semesters. Participation in the May or December ceremony is not required, but encouraged. A student is eligible to participate in the May ceremony if their degree (either the MS or the PhD) was previously conferred in August or December of the preceding year, or it will be conferred in May. For the degree to be conferred in May, a successful oral defense of the thesis/dissertation must be scheduled at least two-weeks prior to the end of the spring semester and all other degree requirements have been met. A

student is eligible to participate in the December ceremony if their degree (either the MS or the PhD) was previously conferred in August or will be conferred in December.

## Appendix C. Recommended Temporal Guidelines for Degree Completion for Experimental Psychology PhD Students

### **I. Temporal Guidelines**

Time	Task
Year 1, Fall	Create draft of Program of Study for MS degree (DET & advisor approve) or complete the MS Equivalency Review, if entering with an MS/MA from elsewhere
Year 1, Spring	Inform DET regarding Thesis Committee members Proposal meeting for thesis project
Year 2, Fall	Submit final Program of Study to DET Apply for graduation (MS degree) with Graduate School
Year 2, Spring	Submit MS oral defense information to DET Schedule Masters Colloquium with Psychology Department Office Defend thesis project Complete all steps on Graduate School's "Graduation Checklist" & "Thesis Clearance" for MS
Year 2, May	Select Qualifying Exam Option (Integrative Exam or Alternative, if Alternative this must be approved by ETC) and submit committee to DET
Year 2, Summer	Complete Qualifying Exam
Year 3, Fall	Create draft of Program of Study for PhD (DET & advisor approve) Inform DET regarding Dissertation Committee members Proposal meeting for dissertation project
Year 5, Fall	Submit final Program of Study to DET Apply for graduation (PhD degree) with Graduate School
Year 5, Spring	Submit PhD oral defense information to DET Schedule Doctoral Colloquium with Psychology Department Office Defend dissertation project Complete all steps on Graduate School's "Graduation Checklist" and "Dissertation Clearance" for Ph.D.

### **II. Prerequisites for Program Tasks**

1. Prerequisites to take the Qualifying Exam
  - a. In Good Standing (not on probation)
  - b. Four semesters of doctoral training at ISU (or MS/MA + 2 semesters at ISU)

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- c. Completion of all courses specified by the Program of Study
  - d. Completion of MS Course Review Form (for students entering the program with an MS/MA degree from another institution)
  - e. Completion of master's thesis
  - f. Select Qualifying Exam Option (Integrative Exam or Alternative, if Alternative this must be approved by ETC)
2. Admission to Candidacy for the Doctoral Degree
- a. MS Degree Conferred
  - b. Qualifying Exam Passed
3. Propose the Dissertation
- a. Admission to Candidacy
4. Walk in May Graduation Ceremony
- a. Defend dissertation prior to finals week in spring semester
  - b. All requirements of Program of Study completed
  - c. Apply for graduation with the Graduate School