

# **2019-2020**

## **PROGRAM GUIDE**

### **PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY**

|  |           |
|--|-----------|
| <b>CH 1: INTRODUCTION .....</b>                | <b>5</b>  |
| Overview Of The Program.....                   | 5         |
| Admission To The Program.....                  | 7         |
| Transfer Credit .....                          | 7         |
| Assistantships And Fee Waivers .....           | 8         |
| Indiana Residency.....                         | 9         |
| Clinical Placements .....                      | 9         |
| Student Evaluations .....                      | 9         |
| Remediation and Probation.....                 | 10        |
| Self Evaluation .....                          | 11        |
| Professional Development .....                 | 11        |
| Attendance Policy.....                         | 12        |
| Self-Care .....                                | 12        |
| Social Media Recommendations .....             | 12        |
| Grievance Policy And Procedures.....           | 13        |
| INFORMAL COMPLAINT RESOLUTION.....             | 13        |
| FORMAL GRIEVANCE PROCEDURE .....               | 14        |
| Diversity Statement .....                      | 15        |
| Diversity Policy .....                         | 15        |
| <b>CH 2: PROGRESS THROUGH THE PROGRAM.....</b> | <b>16</b> |
| Program Requirements .....                     | 16        |
| Advisement .....                               | 16        |
| Course Loads.....                              | 17        |
| Time To Completion.....                        | 17        |
| Doctoral Committee.....                        | 18        |
| Masters Degree.....                            | 18        |
| Program Planning.....                          | 19        |

|  |           |
|--|-----------|
| Preliminary Examinations .....   | 19        |
| Admission To Doctoral Candidacy .....                                  | 19        |
| Clinical Placement.....  | 20        |
| Dissertation .....   | 20        |
| Clinical Internship.....   | 20        |
| Graduation .....   | 21        |
| Time Limitations .....   | 22        |
| Leave Of Absence.....  | 22        |
| <b>CH 3: CURRICULUM.....</b>   | <b>23</b> |
| Course Requirements Of The Program.....                                | 23        |
| The Psychology Core (33 Credit Hours).....                             | 24        |
| The Clinical / Professional Core (39 Hours) .....                      | 24        |
| Practicum Requirements (12 Hours).....                                 | 25        |
| Liability Insurance.....   | 25        |
| Clinical Placement (2 Hours).....                                      | 27        |
| Internship (1 Hour).....   | 27        |
| Electives (15 Hours).....  | 27        |
| Dissertation (12 Hours) .....  | 27        |
| Sequence Of Courses .....  | 28        |
| <b>CH 4: SELECTION OF THE DOCTORAL COMMITTEE.....</b>                  | <b>29</b> |
| <b>CH 5: MS IN PSYCHOLOGY FOR STUDENTS IN THE PSY.D. PROGRAM .....</b> | <b>31</b> |
| Coursework And Portfolio.....  | 31        |
| Clinical Skills .....  | 32        |
| Research Skills.....   | 33        |
| <b>CH 6: PRELIMINARY EXAMINATIONS .....</b>                            | <b>35</b> |
| Qualifications And Application Process .....                           | 35        |
| Structure Of The Examination .....                                     | 35        |
| Procedures For Administering The Preliminary Examinations .....        | 36        |
| Written Examination Grades.....  | 37        |
| Oral Examination.....  | 37        |

|   |           |
|---|-----------|
| Re-Taking The Examination .....   | 39        |
| <b>CH 7: CLINICAL PLACEMENT POLICIES AND PROCEDURES .....</b>                             | <b>40</b> |
| Eligibility .....   | 40        |
| Selection Of Clinical Placement Sites .....   | 42        |
| The Placement Agreement.....  | 43        |
| Monitoring And Support.....   | 44        |
| Maintaining Communication .....   | 44        |
| Feedback .....  | 45        |
| <b>CH 8: THE DISSERTATION .....</b>   | <b>46</b> |
| Nature Of The Dissertation.....   | 47        |
| The Dissertation Proposal .....   | 47        |
| Written Presentation Of The Dissertation .....  | 49        |
| The Oral Defense Of The Dissertation .....  | 49        |
| The Final Submission Of The Dissertation .....  | 50        |
| Critical Dates For Completion Of The Dissertation.....                                    | 51        |
| <b>CH 9: THE CLINICAL INTERNSHIP .....</b>  | <b>52</b> |
| Program Requirements For Internship .....   | 52        |
| Selecting An Internship .....   | 53        |
| Sources Of Information Regarding Internships .....  | 53        |
| Applying For Internship .....   | 54        |
| Program Approval .....  | 56        |
| Notification Of Match Results .....   | 56        |
| Coordination And Evaluation.....  | 56        |
| <b>CH 10: GRADUATION REQUIREMENTS .....</b>   | <b>57</b> |
| APPENDIX A: COA COMPETENCIES .....  | 59        |
| APPENDIX B: GRADUATE ASSISTANTSHIP/FELLOWSHIP POLICIES,<br>PROCEDURES AND GUIDELINES..... | 61        |
| APPENDIX C: STUDENT EVALUATION FORMS .....  | 66        |
| I. FIRST YEAR STUDENT EVALUATION FORM .....   | 66        |
| II. SECOND AND THIRD YEAR STUDENT EVALUATION FORM .....                                   | 70        |
| II. FOURTH YEAR STUDENT EVALUATION FORM .....   | 89        |

|   |     |
|---|-----|
| APPENDIX D: SELF EVALUATION .....                                     | 95  |
| APPENDIX E: PROGRAM OF STUDY (SCHEDULE OF STUDY) FORMS .....          | 100 |
| SCHEDULE (PROGRAM) OF STUDY FOR MS DEGREE IN PSYCHOLOGY .....         | 100 |
| SCHEDULE (PROGRAM) OF STUDY FOR Psy.D. DEGREE IN CLINICAL PSYCHOLOGY. | 101 |
| APPENDIX F: SOCIAL MEDIA RECOMMENDATIONS .....                        | 102 |
| APPENDIX G: POLICY ON DIVERSITY IN THE PSYD PROGRAM .....             | 103 |
| APPENDIX H: MASTERS PORTFOLIO.....                                    | 106 |
| PORTFOLIO REPORT ON MASTERY OF RESEARCH AND CLINICAL SKILLS           |     |
| FOR MASTERS OF SCIENCE IN PSYCHOLOGY .....                            | 106 |
| CHECKLIST OF CLINICAL AND RESEARCH SKILLS FOR THE MS PORTFOLIO.....   | 107 |
| <i>Clinical skills</i> .....  | 107 |
| <i>Research skills</i> .....  | 108 |
| APENDIX I: EVALUATION OF PERFORMANCE ORAL EXAMINATION.....            | 110 |
| APPENDIX J: CLINICAL PLACEMENT .....                                  | 112 |
| PLACEMENT TRAINING PLAN.....  | 113 |
| PLACEMENT PROGRESS REPORT .....                                       | 115 |
| APPENDIX K: GUIDELINES FOR REQUIREMENTS BY YEAR/PROGRAM.....          | 119 |
| FIRST YEAR GUIDELINES (FOR 2019-2020).....                            | 119 |
| SECOND YEAR GUIDELINES (FOR 2019-2020) .....                          | 121 |
| THIRD YEAR GUIDELINES (FOR 2019-2020) .....                           | 123 |
| FOURTH YEAR GUIDELINES (FOR 2019-2020) .....                          | 125 |
| FIFTH YEAR GUIDELINES (FOR 2019-2020) .....                           | 128 |
| CHECKLIST FOR COMPLETION OF THE DISSERTATION .....                    | 130 |
| APPENDIX L: TEMPLATE: CLINICAL COMPETENCIES FORM .....                | 132 |
| APPENDIX M: DISSERTATION EXPECTATIONS .....                           | 134 |
| APPENDIX N: TYPICAL COURSE SEQUENCE FOR CLASS OF 2019.....            | 135 |
| FIRST YEAR .....  | 135 |
| SECOND YEAR .....   | 135 |
| THIRD YEAR .....  | 136 |
| FOURTH YEAR .....   | 136 |
| FIFTH YEAR: INTERNSHIP .....  | 136 |
| APPENDIX O: PROFESSIONAL CONDUCT WHEN INTERVIEWING.....               | 137 |

# Introduction

## Overview of the Program

The Doctor of Psychology Degree (Psy.D.) is awarded to persons completing training oriented toward professional applications of psychology, and is a degree recognized by the American Psychological Association (APA) as an appropriate designation for practitioners of psychological services.

The Program at Indiana State University is APA-accredited<sup>1</sup> and designed to prepare clinical psychologists to offer a variety of professional services in psychological treatment, assessment, consultation, and administration. The Program follows the scientifically based practitioner model of training (practitioner-scientist model).

### **Program Values.**

The Program seeks to develop a professional identity that values and pursues:

- ❖ Excellence in clinical practice;
- ❖ A spirit of active inquiry and critical thought;
- ❖ An enduring commitment to personal and professional development;
- ❖ An active sense of social responsibility;
- ❖ An appreciation and respect for the significant impact of cultural and individual differences in all aspects of practice and inquiry; and
- ❖ A commitment to the development and application of new knowledge in the field.

### **Program Goals and Learning Objectives.**

The goals and objectives of the Psy.D. Program are presented in the table below.

---

<sup>1</sup> The American Psychological Association Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1<sup>st</sup> Street, NE, Washington, DC, 20002; Phone: (202) 336-5979; E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org); Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation).

**Goal #1: To produce professional psychologists who understand and apply scientific knowledge and principals.**

- ❖ Students will acquire knowledge of core areas of psychology.
- ❖ Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

**#2: To produce graduates who are effective and competent clinicians.**

- ❖ Students will acquire knowledge, skills and supporting attitudes for competence in assessment and diagnosis.
- ❖ Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.
- ❖ Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research.
- ❖ Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity\* in professional work and relationships with patients, organizations and colleagues.
- ❖ Students will gain foundational knowledge and skills in supervision and consultation.
- ❖ Students will produce oral and written communication that is informative, well-integrated and demonstrates a thorough grasp of professional language and concepts
- ❖ Students will demonstrate effective interpersonal skills including empathic listening, ability to solicit and make use of feedback, and maintain appropriate boundaries.

**Goal #3: To prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition.**

- ❖ Graduates will contribute to the field through professional activities
- ❖ Current students and graduates will demonstrate commitment to continued professional education

\*including differences based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.

In meeting the above goals and objectives, the Psy.D. Program documents that students develop graduate-level competencies which is required for programs accredited by the American Psychological Association's Commission on Accreditation (CoA). The Standards of Accreditation for Health Service Psychology (SoA) and ISU coursework which satisfies each standard can be found in Appendix A.

Consistent with our training objective that students will acquire the competencies to work effectively with clients from diverse backgrounds, students are expected to work with clients who hold different worldviews, beliefs and religious values from their own. The program's commitment to train psychologists to work effectively with diverse clients through course work and practicum is integral to the training program and psychology's commitment to provide culturally responsive psychological services to all members of the public.

The Doctor of Psychology Program typically involves five years of study, including four years of academic preparation and one year of internship. Requirements for the degree include successful completion of 100 credit hours of coursework in core clinical and basic psychology areas and the clinical internship. Clinical experience is obtained through clinical practica, third and fourth year community clinical placements, and the fifth year internship. Students must also pass written and oral preliminary examinations. A dissertation and oral defense of the project must also be completed. A masters degree may be obtained after two years of study, completion of required courses, and demonstration of basic proficiency in a specified set of clinical and research skills.

This guide provides information about the requirements for the Psy.D. degree in Clinical Psychology. It is important that students familiarize themselves with the program requirements in order to plan their progress through the Program. Although this guide is intended to serve as a detailed explanation of the various program requirements, it is not a substitute for a good working relationship with your advisor.

## **Admission to the Program**

The Psy.D. Program admits approximately 8 students per year based on GRE scores, GPA, letters of recommendation, personal statements and interviews. The minimum criteria for consideration for admission into the Psy.D. program include an undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale, or a graduate GPA (if more than nine graduate credit hours in Psychology) of 3.5 on a 4.0 scale. The Department requires all GRE scores from exams taken within the last five years. For admission into the program we prefer that applicants score above 150 on both the Verbal and Quantitative portions, and achieve a writing score of 4.0, or above.

Prerequisite coursework includes 24 credit hours of undergraduate psychology at an accredited university or college with courses in abnormal psychology, research methods or experimental psychology, and statistics. In addition, it is preferred that students have taken courses in learning or cognition and personality. It is expected that students who lack prerequisite courses will complete them prior to admission to the Program

## **Transfer Credit**

Students entering the Program with previous graduate work should not assume automatic transfer of credit for graduate courses. After admission, transfer credit will be evaluated on a course-by-course basis. The Program allows a maximum of 9 credit hours (i.e., 3 classes) to be transferred for courses taken at an accredited doctoral degree granting institution. The Program requires that potential transfer courses were taken within the past four years, are judged to be comparable to a required Indiana State University course, and the student can demonstrate requisite skills. In addition, the student must have earned a grade of A or A- for the course to be eligible for transfer. Transfer credit is not typically granted for core clinical courses (i.e., Ability Assessment).

Requests for transfer of credit should be initiated early in the student's program. The student should inform the Director of Clinical Training (DCT) and his or her advisor of the intent to request transfer credit and provide complete information regarding the course requirements including syllabi, text, materials used, and grade obtained. The DCT will request evaluation of the student's petition by the instructor of a similar course at Indiana State University. The student may be asked to take written or oral examinations over course content or demonstrate applicable skills. The Application for the Transfer of Graduate Credit from Other Institutions form is available on the CGPS website (<http://www.indstate.edu/graduate/>). The form is completed by the student, signed by the student's advisor and the DCT, and forwarded to the CGPS for approval by the Dean. A copy of the form is retained by the Program.

## **Assistantships and Fee Waivers**

Most students in the Psy.D. Program are offered assistantships and/or fee waivers. Fee waivers (designated as "Tuition Fellowships" by the CGPS) cover a portion of out-of-state or in-state tuition (except for building fees) during the academic year. For the past few years, students have received 12-18 hours of tuition waivers (i.e., 6-9 hours per semester for the fall and spring semesters). The number of hours covered may vary depending on the availability of scholarship hours in a particular year. Additional fee waivers *may* be available for summer courses. The Department of Psychology makes every effort to distribute the scholarship hours in a manner that covers much of the standard course load for the students throughout the program (first through fifth year). Full tuition must be paid for courses that are not covered by fee waivers.

During the first two years of the program, Psy.D. students are typically awarded assistantships that require 15 or 20 hours of departmental service a week. (Students who do not have a paid placement may be offered an assistantship or opportunity to teach a course as an adjunct lecturer in the 3<sup>rd</sup> or 4<sup>th</sup> year). Pay rate is based on the number of hours as well as the level of responsibility. Assistantship assignments are made by the Chairperson in consultation with faculty, staff, and graduate students. Assistantships include teaching assistants (TAs), research assistants (RAs), and Clinic assistants. In some cases, assistantships may provide a combination of responsibilities (i.e., assigned to two faculty for 7.5 hours each) to meet both department needs and student interests. Students who have done well in a specific graduate course may be asked to serve as a TA in that course the following year. Students who have taught PSY 101 may be asked to teach another course the following year.

An effort is made to rotate assistantship experiences in order to maximize the breadth of experience gained from assignments and student preferences are taken into account. However, the single most important criterion for assistantship assignments is department need. Introductory Psychology classes must be taught, faculty must have teaching and research assistants, and the Clinic must be staffed. It is our hope that most students will learn from and even enjoy their assignments, although we recognize that this is not always the case. It is necessary to accept a less than optimal assignment with grace and élan, remembering that assistantships are one means of accomplishing the work of the Department as well as providing

students support and a variety of experiences. The departmental policy and guidelines for the use of Graduate Assistants is included in Appendix B.

There are a limited number of assistantships and fee waivers available for the summer. Fee waivers during summer are limited to 6 credits per student and are distributed according to the following priorities: 3<sup>rd</sup> year students taking required courses, 2<sup>nd</sup> year students taking required courses, 1<sup>st</sup> year students taking required courses, elective courses.

According to CGPS policy, assistantships or fee waivers may be withdrawn for students who are placed on academic probation or fail to maintain the minimum cumulative graduate grade point average of 3.0 required for continued enrollment in graduate school. A minimum of nine hours of graduate course work must be taken each semester or six hours during the summer period if on assistantship. For CGPS policies on fee waivers and assistantships see the Graduate Catalog (<https://catalog.indstate.edu/index.php>) and the CGPS website: <http://www.indstate.edu/graduate/>.

## **Indiana Residency**

Students are encouraged to apply for in-state residency as soon as possible. We strongly encourage you to do so (if not an Indiana resident) as it will save on the cost of your tuition.

The following link provides information on applying for in-state residency:

<https://www.indstate.edu/registrar/student-resources/residency/residency>

Note that graduate students need only submit 3 of the following to be eligible for in-state residency: a copy of Indiana automobile registration, a copy of Indiana driver's license; a copy of an Indiana voter registration card; Indiana income tax return; a copy of rental agreement/lease or verification of mortgage in Indiana; a copy of utility bills with Indiana address in applicant's name; proof of marriage to a permanent resident of Indiana.

## **Clinical Placements**

All students in their fourth year and most students in their third year complete clinical placements in the community. Both paid and unpaid paid placements are available. The policies for these placements are covered in Chapter 7 of this Program Guide. In some cases, students are paid by the agencies in which they are placed. In some instances, the placement site pays the University and the student is paid through an assistantship for their placement. Some placements are very good training sites but do not offer a stipend (e.g., placements in Veteran's Administration hospitals).

## **Student Evaluations**

In order to assist students in their professional development, the faculty evaluates all students each semester in a number of ways for personal, clinical, and academic strengths and weaknesses. The

faculty may initiate additional reviews of students who appear to be having difficulty in any area affecting professional development. Indicators of difficulty may arise from grades and performance appraisals or from referrals from any member of the Program (faculty, students, staff, clinical placement supervisors). Furthermore, all persons associated with the Program and the Psychology Clinic are expected to comply with the University Handbook, The Ethics and Code of Conduct of the American Psychological Association (<http://www.apa.org/ethics/code/>), the University's Policy and Procedures on Graduate Student Academic Integrity (<https://www.indstate.edu/academic-integrity/more-faculty-info>), and the Indiana laws regulating the practice of psychology ([http://www.in.gov/pla/files/Psychology\\_compilation\\_7.2014.pdf](http://www.in.gov/pla/files/Psychology_compilation_7.2014.pdf)).

Each student in the first four years of the Program is evaluated each semester by the faculty in a number of areas including academic performance, clinical performance (assessment, therapy, supervision, professionalism), and assistantship duties (see Appendix C). The evaluation process is initiated by the Director of Clinical Training, who distributes an evaluation form (via Qualtrics) to all Department Faculty. Faculty rate students on a four-point scale (exceeds expectations, meets expectations, needs some attention, weakness). Summary data are then compiled and comments provided for those areas rated as needing attention or as a weakness. Clinical faculty meet at the end of each semester to discuss student evaluations and written commentaries addressing strengths, weaknesses, and recommendations (if relevant) are formulated.

The student then meets with their Dissertation Chairperson, Clinical Advisor or current practicum supervisor to review the summary data and written commentaries and discuss the feedback. The student and advisor sign the evaluation form and it is forwarded to the Director of Clinical Training for his or her signature. A copy of the evaluation is retained in the student's file.

In addition to the evaluation of clinical performance as part of the semester evaluation, students receive written mid-semester evaluations from their practicum supervisors using the Clinical Competencies checklist (see Appendix K). Placement supervisors also complete end of the semester placement evaluations and those are appended to the end of the semester evaluations that are reviewed with the student (see Ch. 7 for further information on placements and evaluations).

## **Remediation and Probation**

If the student's performance in the program is deemed problematic with respect to academic, clinical, professional, or ethical concerns, the student may be placed on remediation (if the concerns are less serious) or probation by the Clinical Faculty. An overall GPA that falls below 3.5, or earning a grade of less than B-, will also result in placement on remediation. If a student is placed on remediation, members of the faculty will work with the student to develop a remediation plan for areas that need improvement and the time period allotted for remediation. If sufficient progress is not made on these recommendations, the period of remediation may be extended, or the student may be placed on more formal probation. Similar to remediation, a student placed on probation will work with faculty to develop a plan to address areas of concern and a time period will be specified for meeting the

conditions of probation. If a student makes progress but does not meet all the conditions of probation during the specified time period, then probation may be extended. However, if a student has made minimal progress in meeting conditions of the probation, he/she may be expelled from the program.

## **Self-Evaluation**

Students on campus (1st through 4th year) are asked to complete a self-evaluation of their training progress at the end of the academic year (see Appendix D). The purpose is to help students plan their course of study and training. Starting at the end of the first year, students are encouraged to begin thinking about their professional development and career goals early so that they can make informed decisions about elective courses, training experiences and internships that would facilitate their goals.

Students are asked to complete a Program of Study form for the Psy.D. degree (see Appendix E) and submit with the self-evaluation. For the Program of Study form, students fill in all courses taken, courses enrolled in, and courses that are anticipated to be taken during the upcoming academic year. Students submit a Program of Study form for the MS degree when applying for the Master degree (end of the 2nd year) and the Program of Study form for the Psy.D. degree when applying to graduate with the Psy.D. (end of the 5th year). Completing this form each spring is intended to help students to understand what classes are needed to graduate, to keep track of electives that have been taken, and to plan for additional electives to take before graduating.

The self-evaluation is completed by the student and reviewed with your Committee Chairperson (or Clinical Advisor if your Chairperson is not a clinical faculty member). The last page of the self-evaluation includes signature lines for the student and advisor. Once you have met with your advisor to discuss the self-evaluation and your career goals, students are asked to make a copy to keep and to return the signed form to the DCT to be placed in your student file. A copy of the Student Self-Evaluation Form can be found in Appendix D. The Schedule of Study form for the Psy.D. degree is in Appendix E.

## **Professional Development**

Consistent with the objective of producing graduates who engage in life-long learning, students are required to obtain a minimum of 10 hours of attendance at conferences or workshops each year. At least two of the 10 hours must be diversity related presentations, conferences or workshops. The DCT will provide a list of professional development opportunities available through the department and in the community at the beginning of each semester and indicate which presentations have a diversity focus. The professional development requirement is monitored through the report of professional development activities on the student self-evaluation form.

In order to demonstrate skills in professional presentation, students are required to present at a local, regional or national conference (either research or clinical presentation that includes data) at least once prior to the internship year. Students can apply for funding to assist with travel to conference through the Graduate Research Fund, psychology department funds, and the Michael

J. Murphy Travel Scholarship (up to \$200). The professional presentation requirement will be monitored through the report of research activities on the student self-evaluation form.

## **Attendance Policy**

Students are expected to attend classes, supervision sessions (individual and group), and clinical sessions, and to be on time, except in unusual circumstances. In that case, the student must notify the instructor or supervisor in advance, or as soon as is reasonably possible. Unexcused absences or repeated lateness are grounds for receiving a lower grade for class or practicum. These policies also apply to placement.

## **Self-Care**

Graduate training in clinical psychology can be very demanding. Students in the Psy.D. Program face a number of challenges including high workload, multiple roles (e.g., student, teaching assistant, therapist), performance anxiety, and frequent evaluations. Students may also face challenges in their personal lives that can contribute to overall stress. Although there may be a perception that seeking counseling or other assistance is a sign of weakness, the opposite is true. Taking care of yourself is a key aspect of your professional development. One option for counseling services is the ISU Student Counseling Center, located on the 2<sup>nd</sup> floor of Gillum Hall on campus. The first appointment is free after which there is a fee of \$60 per year (\$30 per semester). Recommendations for other providers are included in the Graduate Student Resource Guide (posted on the program website). Self-care issues are an appropriate topic to discuss with your advisor as well as your clinical supervisor. However students should be aware that supervisors cannot guarantee confidentiality of information gained in supervision if it is relevant to your overall progress in the program. Students are encouraged to talk with their faculty advisor as well as upper level students in the program for guidance on professional development issues, such as how to juggle multiple roles, time management, etc. Issues related to self-care are also addressed in several core clinical courses (PSY 665A, PSY 690J, PSY 696).

## **Social Media Recommendations**

Societal changes in the use of the internet and social media have implications for clinical training and professional behavior. As a result, the Psy.D. Program has adopted recommendations concerning the use of social media and online activities (see Appendix F). If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws (i.e., misrepresentation of credentials, revealing confidential client information), such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program.

## **Grievance Policy and Procedures**

The following policy and procedures are provided by the Psy.D. Program for investigating and resolving cases of alleged violation or complaints by Psy.D. students. The Program fosters open communication and resolution between parties. However, we recognize that in some instances this is not possible thus both informal and formal procedures are detailed below.

Indiana State University is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, religion, pregnancy, genetic information, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any form of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to The Office of Equal Opportunity & Title IX: 812-237-8954 or by submitting an online report at :  
[https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout\\_id=10](https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout_id=10).

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to The Office of Equal Opportunity & Title IX. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to report to the Title IX Coordinator: - ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2nd Floor · Women's Resource Center/Victim Advocate: 812-243-7272; HMSU 7th Floor. For more information about discrimination and the support resources available to you through The Office of Equal Opportunity & Title IX, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Associate Vice President for Inclusive Excellence or the Director of Equal Opportunity>Title IX Coordinator; 812-237-8954; Rankin Hall 426; ISUEqualopportunity-titleix@indstate.edu.

### **Informal Complaint Resolution**

#### **A. General Complaints or Concerns**

In most instances, a complaint may be resolved to everyone's satisfaction, informally between the individuals involved. The informal process is characterized by the fact that the resolution of the problem involves only those individuals directly involved, there is no written complaint filed, and the resolution of the problem is acceptable to all parties. The following options are suggested for resolving a concern or complaint informally:

1. Ask to meet with the individual to discuss your concerns. If your concern or complaint involves a faculty member, you may want to set up an appointment to ensure you have dedicated time and attention. State as clearly as possible what your concern or complaint is and what action or change you are requesting.
2. Talk with your advisor, the Director of Clinical Training, or the Department Chair

- to ask for assistance in resolving the situation (i.e., by providing support, potentially scheduling a joint meeting with the student and other individual, or meeting with other individual on behalf of the student).
3. Send an email to the individual involved explaining the concern or complaint and the action or change being requested. If initiating discussion via email, it is suggested that you also propose the option of meeting in person to further discuss the situation.
  4. Consider consulting with ISU's student ombudsman. See <https://www.indstate.edu/student-affairs/services/ombuds> for more info

#### **B. Complaints or Concerns Associated with Possible Discrimination or Harassment**

Any student may seek advice or information on matters related to discrimination, harassment or other concerns without having to lodge a formal complaint. Students who feel they are being discriminated against, harassed, or are uncertain as to whether what they are experiencing is harassment, are encouraged to contact the Director of Equal Opportunity/ Title IX Coordinator (Stephannie.Gambill@indstate.edu). The complaining party (the "complainant") will be informed as to the options available under this policy, including upgrading the informal complaint to a formal written complaint. At the complainant's request, steps will be taken to resolve the complaint informally. The aim of the informal resolution process is to ensure that the alleged offending behavior ceases and that the matter is resolved promptly. The name of the complainant will be held in confidence during the informal resolution process, unless and until the complainant agrees that additional people must be informed in order to facilitate a solution and/or if the complainant files a formal grievance. The Director of Equal Opportunity/Title IX coordinator will have the discretion to initiate a formal investigation and notify the alleged offender of such investigation if the allegation warrants such action (i.e., a pattern of behavior that suggests risk to the campus community, including other students or employees).

#### **Formal Grievance Procedure**

If informal procedures are not effective in resolving a concern, or if the issue involves a more serious violation, students may wish to initiate a formal grievance by following the steps below.

**Step I.** To initiate formal procedures, the complainant submits a written complaint with a complete and concise statement of the facts (as perceived by him or her) to the Director of Clinical Training (DCT) or the Department chair if the complaint involves the DCT. The complainant must state in the written complaint: (1) that a grievance is being initiated, (2) the nature of the complaint, (3) the desired outcome and (4) the name of a faculty person to sit on the Grievance Committee. The DCT, or the Department Chair if the complaint involves the DCT, attempts to resolve the issue by meeting with each party. If there is a failure to resolve the issue in a manner acceptable to both parties, the DCT or his/her representative asks the faculty member involved in the grievance to select a faculty member to sit on the Grievance Committee and directs the two committee members to arrange a meeting. At that meeting the two members select a third member to complete the Grievance Committee. The three representatives meet

with those involved to resolve the grievance and render a decision in writing within five working days.

**Step II.** If the grievance is not settled, the student may appeal in writing to the Chair of the Psychology Department within five regular working days after receipt of the Step I decision. The notice to appeal must include (1) the action grieved; (2) the desired outcome; (3) a summary of proceedings thus far; and (4) a copy of the written response from Step I. A meeting with the grievant, individuals involved, DCT, Chair, and others if requested, shall be held within five regular working days of receipt of the appeal and a decision rendered within five regular working days after the meeting.

**Step III.** If the grievant is not satisfied with the findings in Step II, the student may appeal to Dean of the College of Graduate and Professional Studies (CGPS).

The grievant is entitled to have a PGSO (Psychology Graduate Student Organization) representative accompany him/her to each step of the grievance. However, because the grievance procedure is an internal process and not a legal forum, an attorney may not serve as the representative. At any step, the parties may mutually agree to extend the time limits. Either party may call witnesses. It is a violation of University policy to take action as a reprisal against a student for filing a grievance.

## Diversity Statement

The Psy.D. Program at ISU adheres to the belief that thoughtful training in diversity issues is crucial in developing a professional identity that values and pursues excellence in clinical practice. In addition, we are committed to creating a culture of acceptance and inclusion that values the contribution of diverse perspectives such as those influenced by gender, ethnicity, race, culture, sexual orientation, age, religion, disability and personal experience. The Program strives to develop in our students a professional identity grounded in an active sense of social responsibility combined with an appreciation and respect of cultural and individual differences.

## Diversity Policy

A commitment to diversity is integral to the approach to clinical training adopted by Program. Thus, students are expected to work with clients who hold different worldviews, beliefs and religious values from their own. This commitment arises from the belief that thoughtful training in diversity issues is crucial in developing a professional identity that values and pursues excellence in clinical practice. Therefore, the Program adopts a comprehensive approach to diversity with particular attention to issues of recruitment and retention of a diverse faculty and student body, incorporation of diversity training into the curriculum, the articulation of this knowledge base in supervised clinical practice, and the development of an atmosphere and social milieu dedicated to inclusion and support for all its members (see Appendix G for the Program's Diversity Policy).

## Progress Through The Program

### Program Requirements

The Psy.D Program requires completion of 100 credit hours, which includes core psychology courses, core clinical courses, electives, clinical practicum, clinical placement, internship, and a dissertation. Students must also successfully complete preliminary examinations. Specific information regarding these requirements is provided in the following chapters. This chapter provides an overview of the program elements and key policies and procedures.

### Advisement

Upon entering the program each student is assigned to an initial faculty advisor. The student may elect to change his/her advisor at any time during the program by consulting with the DCT and/or the prospective advisor. The initial advisor provides guidance and advisement as to coursework and program requirements and is available to the student for general guidance. Additional advising is provided by the Director of Training. The initial advisor remains in this role until the student selects the Chair of his/her Dissertation Committee.

Students should select a Dissertation Committee Chair as soon as they identify a faculty member who will direct their dissertation. In any case, students must select a Dissertation Committee Chair no later than the summer of their second year. The Dissertation Chair directs all aspects of the Dissertation including the development of the Proposal, conducting the research, and writing the final dissertation. The Dissertation Chairperson also conducts the Proposal meeting and the final defense of the Dissertation. If the Dissertation Chair is a clinical faculty member, he or she also serves as Clinical Advisor. The Clinical Advisor oversees the program of study (i.e., helps students select courses and placements), assists in the internship application process, and also conducts the preliminary examination orals. In many cases, the same person serves as the Dissertation Chair and the Clinical Advisor. If the Dissertation Chair is not on the Clinical Faculty, a clinical faculty member on the student's committee must be designated as Clinical Advisor.

There are limits on the number of Committees on which a faculty member can serve (4 per cohort) and the number they may serve as Dissertation Chair (2 per cohort). Therefore, it is important to select a Dissertation Chair early in the student's program. In order to facilitate the

selection of a Dissertation Chair, students have the opportunity to be exposed to the research interests of the faculty in their first semester and have the opportunity to serve on faculty members' practicum and research teams.

## **Course Loads**

During a regular semester, the maximum graduate course load is 12 credit hours. The Program is quite structured and students will typically enroll in between 10 and 12 hours during the first three years of the program and may enroll in fewer credit hours (5-8) during the 4<sup>th</sup> year and internship year. Students are encouraged to talk with their advisor about courses they plan to take the following year in April/May when completing the self-evaluation. A student may request to take an overload but this is seldom done. Requests for an overload require approval of the student's advisor, the Department Chairperson, and the Dean of the CGPS. Students with a graduate assistantship must register for at least 9 credit hours per semester during the academic year.

Summer courses are optional during the first summer, but students must register for practicum (1 credit) during their second and third summers, and some required courses (i.e., Social Psychology) are only offered during the summer. Fee waivers for summer are limited to 6 credit hours with first priority given to students taking a required course (versus an elective). Students awarded full or half-time assistantships over the summer must earn a minimum of 3 credit hours over all summer sessions.

Required courses and the general sequence of courses are presented in Chapter 3. For CGPS policies on course loads see the *Graduate Catalog*:

<https://catalog.indstate.edu/content.php?catoid=42&navoid=1346#class-load>

## **Time to Completion**

Most commonly, students complete required coursework during the first four years of the program and complete internship during the fifth year. However, a student may elect to stay on campus for five years in order to complete the dissertation prior to leaving for internship, to gain additional clinical experience to be more competitive for internship, or to spread coursework over five years rather than four years. The program places strong emphasis on self-care and balancing self-care with educational and professional obligations. Thus the option of taking an additional year on campus should not be viewed in a negative manner and students are encouraged to consider this option as a way to prioritize self-care and to gain maximum benefit from your coursework, research, and practicum experiences prior to internship. Students who elect to take an extra year to complete the Psy.D. will be awarded assistantships in a manner similar to students who complete the program in the typical length of time (i.e., may be awarded an assistantship in the 3rd or 4th year depending on the departmental budget and teaching needs). Student staying on campus for a fifth year

may be able to secure a paid placement position and/or work part time in addition to placement, given that coursework will be largely completed by this time.

## **Doctoral Committee**

Students must select their Dissertation Chair by the end of their second year in order to facilitate the development of the necessary research skills and formulation of a dissertation. The rest of the members of the Doctoral Committee must be selected prior to collecting data associated with the dissertation and prior to the proposal defense. Students are encouraged to meet with their Dissertation Chair during the summer following the 2<sup>nd</sup> year to develop the dissertation topic. Students should select the Dissertation Chair on the basis of the faculty member's research interests.

Typically a student will approach a faculty member who is engaged in research consistent with the student's interests. The student and the faculty member discuss the areas that the student may pursue and discuss other faculty who would contribute to the development of the project and would serve as the other members of the committee.

If the Dissertation Chair is not a member of the Clinical Faculty, a clinical faculty member who serves on the committee must be designated as the Clinical Advisor. The Doctoral Committee consists of a minimum of three members, two of whom must be from the Clinical Faculty and one General faculty. For more information on selection of the Doctoral Committee, see Chapter 4.

## **Master's Degree**

Students who do not have a master's degree when they enter the Program are required to complete the requirements to obtain a Master of Science (MS) Degree in Psychology. Students are encouraged to obtain the master's degree at the end of the second year. Requirements for the master's degree involve demonstration of basic proficiency in both clinical and research skills as well as completion of required coursework. Most students will gain experience in the required areas during their first two years of courses and clinical work. However, it is the responsibility of students to monitor progress towards the master's degree and to seek out experiences that meet the requirements. Students must apply for the master's degree, submit a program of study (showing that you have taken the necessary coursework) and provide written documentation (i.e., portfolio) of basic proficiency in each of the specific areas of clinical and research skills.

Documentation is given to the Graduate secretary who maintains a file for each student. The portfolios containing the documentation for the research and the clinical proficiencies are reviewed by the student's Committee Chairperson (or Advisor if the Chairperson is not a member of the Clinical Faculty). The Chairperson (or Advisor) and DCT sign off/approve of the portfolio as well as the completed Program of Study for the M.S.

If a student enters the program with a master's degree, he/she is not required to obtain a second master's degree through ISU. However, it should be noted that all students are required to demonstrate basic proficiency in the clinical skills areas regardless of whether they seek the master's degree. See Chapter 5 for more specific information on the requirements for the master's degree. Appendix H contains the documentation forms for the skill areas for the master's degree and the approval form for the master's degree portfolio. The form can be also obtained from the graduate secretary. Students must apply online (through the MyISU portal) for the master's degree by the deadlines specified by the CGPS (March 1<sup>st</sup> for May graduation, June 1<sup>st</sup> for August graduation, October 1<sup>st</sup> for December graduation). Students are also asked to complete the Program of Study (Schedule of Study) form for the MS degree (see Appendix E). All forms should be given to the Graduate secretary and a copy kept for your own records.

## **Program Planning**

The Program of Study (Schedule of Study) form for the MS degree is completed by the student and submitted at the time the student applies for the MS degree, and the Program of Study (Schedule of Study) form for the Psy.D. degree is completed by the student when applying to graduate with the Psy.D. The Program of Study form provides a summary of all program requirements and the date that each was completed. There are separate Program of Study forms for the MS and the Psy.D. degrees. As noted above, the forms are attached in Appendix E.

## **Preliminary Examinations**

Preliminary Examinations (referred to as Qualifying Examinations by the CGPS) are generally offered in early August and are typically taken just before the beginning of the student's fourth year. Exams may also be offered at other times (i.e., January) depending on student training needs as determined by the DCT.

In order to take Preliminary Examinations the student must have no more than six hours of required coursework (excluding dissertation, placement, practicum and internship credits) left to complete or have permission to sit for the exam by their advisor and the DCT. The Preliminary Examinations are divided into two parts: written and oral. Within four weeks of successful completion of the written part, the student must schedule and complete orals with his/her Doctoral Committee. The procedure for applying to take these examinations and their content and format are described in Chapter 6 of this guide.

## **Admission to Doctoral Candidacy**

Admission to doctoral candidacy requires successful completion of the Preliminary Examinations (referred to as qualifying examinations by the CGPS). The student's Committee Chairperson submits a report indicating successful completion of the Preliminary Examination to the CGPS.

## Clinical Placement

Third year students may be approved for clinical placement and fourth year students must complete a clinical placement. The placements, which may be paid or unpaid, are in clinical settings approved by the Clinical Faculty. Students complete approximately 500 hours of supervised clinical work, of which about half are direct contact hours. Students work under appropriate supervision a maximum of 16 hours a week (third year students) and 16-20 hours a week (fourth year students). The Placement Training Plan (see Appendix I) specifies the work that will be required by the student and serves as a contract between the student, the DCT, and the placement site. The activities of the student at the placement, as well as the student's clinical work on practicum in the Psychology Clinic, are monitored through Time2Track, an on-line tracking system that is completed by the student. Students are expected to document their clinical activities in the ISU Psychology Clinic and at the placement each week. Supervisors are asked to confirm total intervention and assessment hours at the end of each semester on the Placement Progress Report. See Chapter 7 for more detailed information on clinical placements.

## Dissertation

Once the student has formally established a Doctoral Committee, he or she may complete the Dissertation Proposal. Although students must wait until completing the Preliminary Examinations to have the Proposal officially submitted to the CGPS, it is in the student's best interest to complete and defend the proposal in the spring of the third year to allow sufficient time to implement the research project prior to leaving for internship. The student must obtain approval of his or her Committee prior to submitting an application to the University Institutional Review Board (IRB) to collect data associated with the Dissertation (pilot data or project data). Once defended, the proposal and the proposal approval form signed by the Committee and the Department Chairperson are submitted to the College of Arts and Sciences and then forwarded to the CGPS. In addition, a copy of the letter from the IRB approving the research (or designating it as exempt) should be given to the graduate secretary to put in the student's file. Students are encouraged to keep a personal copy of all letters and forms.

**The student must have the Dissertation Proposal approved by his or her Committee by October 4<sup>th</sup> to be eligible to apply for internship that year.** Students are strongly encouraged to complete and defend the Dissertation prior to leaving for internship. Additional information concerning the Dissertation is provided in Chapter 8. For CGPS policies on the dissertation see the Graduate Catalog (<http://catalog.indstate.edu/index.php>) and the CGPS's web page: <http://www.indstate.edu/graduate/>. In addition, the University requires all researchers to follow IRB procedures (see the IRB website for details: <http://www.indstate.edu/irb/>).

## Clinical Internship

Most students are able to successfully complete program requirements in four years and leave for internship in the fifth year. Most internship application deadlines are in November, and

matches are made in February. The student's advisor/chair and the DCT must approve internships that students apply to as well as the final ranking before submitted to APPIC. Chapter 9 provides additional details about internship.

**As noted above, the Dissertation Proposal must be approved by the student's committee by October 4th to be eligible to apply for internship that year. In addition, students need to have a minimum of 500 direct contact hours in intervention and 50 hours in assessment by October 4<sup>th</sup> to be eligible to apply for internship that year.**

## **Graduation**

In order to graduate the student must complete all requirements for the program including internship. Since internships are a full year and typically go through the summer, students are not eligible to graduate until August (if internship ends by early August) or December (if internship ends later in August). Students must apply online (via MyISU portal) for graduation by the date specified on the CGPS webpage (March 1<sup>st</sup> for May, June 1<sup>st</sup> for August graduation; October 1<sup>st</sup> for December graduation). It is essential that students apply online for graduation as failure to do so will result in not graduating that semester even though all program requirements are completed. Further, if a student does not complete the requirements to graduate during the semester listed on the application to graduate, he/she must submit a new application for graduation with the future graduation term. The graduation application can be found in the MyISU Portal under the "Student Records" link.

To be eligible for graduation the student must:

- ❖ Complete all general requirements.
- ❖ Complete a minimum of 100 credit hours of graduate coursework, with a grade point average of at least 3.5. (Grades less than B- are not counted toward the 100 hours.)
- ❖ Complete the Dissertation and defend it in an oral examination.
- ❖ Complete and submit all required forms (i.e., Dissertation Committee form, Approval of Proposal form, Approval of Dissertation form)
- ❖ Submit the Dissertation to the College of Arts and Sciences and the CGPS for format review.
- ❖ Receive final approval that the document conforms to CGPS requirements and complete the electronic submission process.
- ❖ Complete a departmentally approved clinical internship of at least 1800 hours.
- ❖ Be enrolled the semester the student plans to graduate and have maintained continuous enrollment.

Students who are graduating in the summer (i.e., August) are not required to register if their dissertation is defended, completed and the final copy submitted to the CGPS by the May deadlines (i.e., student has completed all requirements except completion of Internship).

Additional information on graduation requirements can be found in Chapter 10. Guidelines

summarizing requirements for each year in the program can be found in Appendix J.

## **Time Limitations**

The requirements for the Psy.D. degree must be completed within ten years of admission to the Program. Students who do not complete the degree within the time limits may need to reapply to the program. According to CGPS policies, the degree may not be granted during the same semester in which the student is admitted to candidacy (i.e., takes prelims) and the dissertation cannot be defended the same semester as the proposal is approved.

## **Leave of Absence**

Some students may wish to take a leave of absence at some point in the program. This option should be discussed with the student's advisor or Committee Chairperson. If interested in taking a leave, students must submit a request that includes an explanation of why the student is requesting the leave to the DCT. Generally, students who do not enroll and receive graduate credit for work at Indiana State University for a period of two consecutive years will have canceled their admission. If this occurs, and a student wishes to complete the Psy.D. Degree, a new application for admission must be submitted. As part of the conditions of acceptance, students may be required to repeat coursework or other requirements (e.g., Preliminary Examinations).

# Chapter

# 3

## Curriculum

The Psy.D. Program in Clinical Psychology is designed to accomplish multiple goals and foster a set of values that are summarized below. See Chapter 1, pp. 1-2, for a list of the values, goals and objectives of the Psy.D. Program.

- First, the program strives to provide the didactic and practicum experiences necessary to train competent, professional practitioners of clinical psychology.
- Second, consistent with the belief that a competent clinical psychologist is well grounded in general psychology, the program includes coursework intended to help students develop a basic awareness and knowledge base in areas such as the biological bases of behavior, the cognitive-affective aspects of behavior, and the influence of social systems on the behavior of the individual.
- Third, the program includes coursework and other experiences to ensure that students acquire those research and analytic skills needed to evaluate the adequacy of research relevant to practice as a professional, to evaluate their professional work, and to prepare them to make meaningful contributions to the body of knowledge regarding professional psychology.
- Fourth, the program fosters an appreciation of the responsibility that the profession has to the individuals and the society it serves.
- Fifth, the program includes coursework and other experiences (i.e., practicum) designed to promote written and oral communication that is integrative and reflects understanding of professional language and concepts.
- Finally, all aspects of the Program are designed to foster knowledge and application of ethics, respect for individual and cultural differences, and an ongoing commitment to personal and professional growth.

## Course Requirements of the Program

The Psy.D. Program in Clinical Psychology requires 100 credit hours including the clinical internship. The 100 hours are distributed as follows: Psychology Core (33 credit hours), Clinical/Professional Core (40 credit hours), electives (15 credit hours), and dissertation (12 credit hours). A grade of B- or better must be earned in all required courses. Any required course in which a grade lower than a B- is received must be repeated and any elective course in which a grade lower than a B- is received cannot be counted toward the 100 hours required

for graduation. Students who receive two grades of C+ or lower will be expelled from the Program. In addition, any student who receives a grade of F will be expelled from the Program.

## **The Psychology Core (33 Credit Hours)**

Students are expected to acquire and demonstrate substantial knowledge in general psychology. The required courses are intended to provide grounding in basic content areas of psychology. Course descriptions are available on-line in the *Graduate Catalog*: <http://catalog.indstate.edu/index.php>. For more detailed information about specific course content the instructor of the course(s) may be contacted.

All of the following courses are required unless an alternative is listed.

### **Psychology Core:**

#### **• Biological Basis of Behavior**

Psychology 608 - Proseminar: Biopsychology (3 credit hours)

Psychology 658 - Psychopharmacology (3 credit hours)

#### **• Cognitive & Affective Basis of Behavior**

Psychology 603 - Proseminar: Learning & Cognition (3 credit hours)

#### **• Social Basis of Behavior**

Psychology 607 - Proseminar: Social Basis of Behavior (3 credit hours)

#### **• Individual Differences**

Psychology 566 - Advanced Lifespan Developmental Psychology (3 credit hours)

Psychology 662 - Personality Theories (3 credit hours)

Psychology 668 - Advanced Psychopathology (3 credit hours)

#### **• Methodology: Theory, Research Design, and Quantitative Methods**

Psychology 602 - Proseminar: Theoretical & Methodological Foundations of Psychology (3 credit hrs)

Psychology 604 - Advanced Statistics (3 credit hours)

Psychology 680 - Clinical Research (3 credit hours)

#### **• History and Systems of Psychology**

Psychology 521 - History and Systems of Psychology (3 credit hours)

## **The Clinical / Professional Core (40 hours)**

The clinical/professional curriculum is made up of 40 semester credit hours of coursework, practicum, and placement that provide a foundation in the essential content of clinical psychology as a science and profession. In addition, students are strongly encouraged to seek out experience or didactics in group interventions, through a departmental course (PSY 690Z - Group Therapy when available), approved group course outside the department (e.g., Counseling 615), practicum, placement, or other supervised group experience (e.g., DBT group).

### **Clinical/Professional Core (25 hours)**

Psy 627 - Clinical Practice in a Pluralistic Society (or Coun 666 Multicultural Counseling; 3 credits)

Psy 664A - Ability Assessment (3 credit hours)

Psy 664C - Objective Personality Assessment (3 credit hours)

Psy 665A - Foundations of Psychotherapy (3 credit hours)

Psy 665B -Cognitive-Behavior Therapy (3 credit hours)

Psy 676 - Advanced Assessment and Treatment (3 credit hours)

Psy 663 – Ethics and Professional Issues (3 credit hours)

Psy 671 – Clinical Supervision and Consultation (3 credit hours)

Psy 690J: Seminar: Psychological Sciences (1 credit hour)

Psy 784 Clinical Internship (1 credit hour)

### **Practicum Requirement (12 credit hours)**

Twelve academic-year credit hours of practicum (PSY 696) are required for graduation. Practicum is taken during the four years on campus. The practicum hours in the first year are associated with the assessment and intervention courses and first year students enroll in 1 credit of 696 in the fall semester. Practicum during the second and third year is associated with practicum teams providing clinical services in the Psychology Clinic. Second and third year students enroll in 2 credits of 696 in the fall and spring, and 1 credit of practicum during the summer. Practicum credit during the 4<sup>th</sup> year is for students to discuss their experiences on placement and integrate their clinical training on external practica with the training program. Students enroll in 1 credit of 696 in the fall and spring during the 4<sup>th</sup> year.

Clinical experience qualifying as practicum credit is defined as clinical experience which is conducted at the Psychology Clinic and supervised by Clinical Faculty as well as presentation and discussion of clinical cases under the supervision of Clinical Faculty.

Students in the 2<sup>nd</sup> and 3<sup>rd</sup> years in the program are expected to engage in an average of 6-8 hours per week of clinical work in the Psychology Clinic appropriate to their level of training. The number of hours of direct client contact increases throughout the program. Students are assigned to a practicum team during their second and third years in the program based on student preferences, training needs, supervisor availability and staffing. Students in the 4<sup>th</sup> year engage in clinical work through an external placement. Consistent with the generalist training goals of the program, all students are expected to see at least one child or teen client in the Psychology Clinic during their 2<sup>nd</sup> or 3<sup>rd</sup> year of the program.

As noted in Chapter 1, the program's commitment to train psychologists to work with effectively with diverse clients is integral to the training program and psychology's commitment to provide culturally responsive psychological services to all members of the public. Therefore, students are expected to work with clients who hold different worldviews, beliefs and religious values from their own. Student clinicians should be alert to the possibility that value- or belief-related differences could negatively impact services. Thus, student clinicians are expected to maintain awareness of personal values and beliefs that may impact delivery of services and to discuss diversity related issues with supervisors. Differences between the clinician and client are also issues that may need to be addressed within the context of the therapeutic relationship.

First year students conduct assessments and practice interventions associated with clinical courses. They also rotate through practicum teams, observe therapy sessions of the 2<sup>nd</sup> and 3<sup>rd</sup> year students, and participate in group supervision.

**Incoming students are required to carry professional liability insurance starting in the 2nd year of the program.** APA has partnered with American Professional Agency to offer professional liability insurance for students for as little as \$35 and APA membership is not required. Further information can be found at: <https://www.americanprofessional.com/student-rates/> Students can also get liability insurance through the Trust for \$35: <https://www.trustinsurance.com/Products-Services/Student-Liability>.

Typically, second year students begin to see clients in the fall. The Clinic director assigns beginning clinicians one or two cases (often one client is a "transfer case" who has been in

treatment with a third year student and wants to continue services). Over the course of the semester, students are expected to add to their caseload until they have three or four cases. Establishing a caseload can take time, so the minimum number of required direct contact hours is two hours per week, with a minimum of 25 contact hours per semester in order to receive a grade for practicum. Second year students are also expected to complete at least two psychological evaluations per semester in order to receive a grade. Second year students are expected to carry their caseload throughout the summer. It should be noted that these are the minimum expectations, however, carrying a fuller caseload and completing more evaluations enhances one's competitiveness for internship. Students are provided with written mid-semester feedback on their performance and their cumulative contact hours by their supervisors using the Clinical Competencies Form (see Appendix K). Those with minimal hours (i.e., less than 25 hours) will be provided with additional clinical experience opportunities. Second year students enroll in 2 credits of PSY 696 during the fall and spring semesters and 1 credit in the summer.

It is expected that third year students will assume increased clinical responsibilities including number and difficulty level of cases. Generally, third year students are expected to carry four or five cases. Because caseload may vary due to many different circumstances, third year students are expected to have an average of three hours of client contact per week, and a minimum of 35 contact hours per semester in order to receive a grade for practicum. Third year students are also expected to complete a minimum of two psychological evaluations per semester in order to receive a grade. It should be noted that these are the minimum expectations; however, carrying a fuller caseload and completing more evaluations enhances one's competitiveness for internship. Students are provided with mid-semester feedback on their performance and cumulative contact hours by their supervisor, and those with minimal hours (i.e., less than 35 hours) will be provided with additional clinical experience opportunities. Third year students should continue with their caseload during the summer, and pick up short-term cases in the spring and early summer if their caseload is low. Third year students enroll in 2 credits of PSY 696 during the fall and spring semesters, and 1 credit in the summer. Cases should not be transferred until the beginning of the fall semester, when second year students are available to pick up clients. Decisions about transfer of cases are made by the Clinic Director in consultation with faculty supervisors, not by the student therapist.

In addition to their practicum requirement, 3<sup>rd</sup> year students may gain additional clinical experience at clinical placement sites in the community, with the approval of the DCT and Clinical Faculty. Third year students on placement are expected to be a part of a practicum team and to see clients at the Clinic. Third year students on placement enroll in PSY 696 (practicum) and are not required to enroll for PSY 796 (Field Placement) until the 4<sup>th</sup> year.

Fourth year students gain clinical experience through an approved clinical placement and enroll in clinical placement (PSY 796) credit. Fourth year students also enroll in 1 credit of practicum (PSY 696/ 4<sup>th</sup> year practicum) in fall and spring. This time is used for professional development (i.e., internship applications) as well as discussion of cases on placement in order to better integrate experiences on placement with the program's clinical training. On rare occasion, fourth year students may elect to continue seeing clients at the Clinic under special circumstances depending on their training needs, but must arrange for supervision by a Clinical Faculty member. Fourth year students seeing clients in the Clinic do not need to attend group supervision.

All students seeing cases at the Psychology Clinic must receive a minimum of one hour of face-to-face supervision per week. During the academic year, students receive one hour of individual supervision as well as one hour of group supervision. Second year students also participate in weekly peer supervision (with a 4<sup>th</sup> year student).

#### **•Clinical Placement (2 hours)**

In addition to 12 credit hours of practicum, students are required to complete a minimum of 500 hours of clinical placement. Placement experience qualifying for placement credit is defined as experience supervised by licensed psychologists in the community which is conducted at a placement site approved by the Clinical Faculty. The primary objective of the placement is to provide doctoral students with the opportunity to integrate academic training and clinical experience in applied settings.

Clinical placement is required during the fourth year of graduate training, although students in their third year are often approved for clinical placement. Fourth year students enroll in a minimum of 2 credits of Clinical Placement (PSY 796), 1 credit in the fall and spring semesters, but may sign up for additional placement credits dependent on their course load. Third year students on placement enroll in practicum (PSY 696) and are not required to enroll in 796. Details about the policy and procedures of the Clinical Placement are described in Chapter 7 of this guide.

#### **•Internship (1 credit)**

Students must complete one year of fulltime clinical internship in a training program approved by the Program and enroll for 1 credit hour of PSY 784 (Internship) in the spring semester. See Chapter 9 for additional information on the clinical internship.

## **Electives (15 hours)**

Students may select from numerous possible elective courses within and outside the Department to complete the 15 elective credits needed for graduation. Typically students will complete their hours of elective course work (i.e., combination of 1-credit and 3-credit elective courses). The Program maintains a schedule of likely elective offerings in the department in the upcoming years. Independent study (Psy 697A, 697B) will count towards elective requirement. No more than 3 credit hours of the following practicum courses will count as elective hours without approval of the student's Doctoral Committee and the DCT: PSY 696, 796, 698.

## **Dissertation (12 hours)**

Students must complete 12 credit hours of PSY 799, Dissertation. Students cannot enroll for 799 credits until they enter doctoral candidacy (i.e., after successful completion of preliminary exams) which typically the spring of the 4<sup>th</sup> year. After the required 12 credit hours of PSY 799 have been met, students are required to maintain continuous enrollment each semester until they finish the Dissertation and graduate (with the exception of summer). This can be done by registering for 1 hour of PSY 799, 697 or 698 each semester. Students need not enroll during the summer sessions unless they intend to graduate in the summer (i.e., August graduation). Students need not enroll in summer even if they plan to graduate in August, if their dissertation is defended and the final version submitted to the CGPS prior to the

beginning of the summer semester. The reader is directed to Chapter 8 of this guide for a more detailed description of the Dissertation.

## **Sequence of Courses**

A typical five-year sequence (four years on campus, one year off campus for internship) is presented in Appendix M. The exact sequence may vary somewhat due to changes in scheduling of particular courses or courses that are offered every second year. Students will typically need four years on campus to complete the required coursework.



## Selection of the Doctoral Committee

Students need to select the Chairperson of their Dissertation Committee no later than the end of their second year. The rest of the members of the committee should be selected as soon as possible and in any case must be selected prior to the student engaging in substantive work on the dissertation. The Doctoral Committee must be composed of a minimum of three members of the Graduate Psychology Faculty [two members from the Clinical Faculty, and one member from the Experimental faculty]. The Dissertation Chairperson (i.e., Research Director) directs the dissertation and may be any member of the Psychology Department's Graduate Faculty. The primary responsibility for guidance of the dissertation resides with the Dissertation Chairperson. If the Dissertation Chairperson is a member of the Clinical Faculty, that person also serves as Clinical Advisor. If the person is not a Clinical Faculty member, a member of the doctoral committee who is on the Clinical Faculty should be selected as the Clinical Advisor.

The Clinical Advisor is responsible for developing the student's plan of study, evaluating the documentation and demonstration of skills for the master's degree, assisting with the selection of placements and internship sites, providing feedback from evaluations, and overseeing the student's development as a clinician. The Committee assists in developing a course of study that meets the student's individual needs and fulfills the requirements of the CGPS and the Department of Psychology. The Doctoral Committee also administers and evaluates the oral part of the Doctoral Preliminary Examinations, and evaluates the Dissertation Proposal and defense. The Clinical Advisor serves as chair for the oral part of the preliminary exam and the Dissertation Chair chairs all research focused committee meetings (e.g., dissertation proposal and defense meetings).

Each faculty member can serve on no more than four committees of students admitted in an academic year and may be Dissertation Chair for no more than two of those students. A faculty person who leaves the employ of the University after becoming a committee member may continue to serve on committees, if both the faculty person and the student agree to this continuation. If the Dissertation Chair leaves the University, that person may continue to serve as director for the dissertation. However, there must be a current member of the Clinical Faculty serving as Clinical Advisor. The Committee may be larger than three members; additional members may be selected from within or outside the Department or University. All members of the committee must be either on the ISU Graduate Faculty or, if they are from another institution,

meet the ISU Graduate Faculty requirements.

The selection of a Dissertation Chairperson and of the Doctoral committee members deserves forethought. The Dissertation Chair is the first committee member selected and directs the dissertation research. Therefore, it is important to select a Dissertation Chairperson whose research interests match those of the student. Experience has found that progress through the program and the quality of the dissertation is enhanced when students pursue the faculty's ongoing research projects rather than projects of their own design. Faculty make presentations on their ongoing research to first year students which allows for mutual interests to be identified. Once the Dissertation Chairperson has been selected, the student and the Dissertation Chairperson develop ideas for a Doctoral Dissertation. The Dissertation Chairperson plays a key role in the student's development. Therefore, that person should be a mentor with whom the student feels comfortable and has a solid working relationship. Generally, the rest of the committee is built around the Dissertation Chairperson. These members are selected based on their interests, abilities, technical expertise, and personalities, as well as their relationship with the student.

As the Dissertation Chairperson and other members of the Doctoral Committee are selected, they should be asked to sign the form entitled "Approval of Dissertation Committee." The form is on the CGPS website: (<http://www.indstate.edu/graduate/>). The form should then be signed by the Department Chairperson, and given to the Graduate secretary so it can be sent to the Dean of the CGPS for final approval. Students should make and keep a copy of the form for their records.

## MS in Psychology for Students in the Psy.D. Program

The Masters of Science (MS) degree is conferred on students in the Psy.D. Program to recognize that they have acquired the basic research and practice skills necessary to function under supervision. The MS degree is a requirement of the Psy.D. Program for students who do not enter the program with a master's degree, although most students who enter with a master's degree opt to get a second master's degree. If a student does not pursue the MS, he or she will be expected to demonstrate basic proficiency in the clinical skills as specified below. It is recommended that students seeking the MS complete degree requirements at the end of their second year because this facilitates obtaining placements for those going on clinical placement in their third year. In any case, students must receive the MS before preliminary examinations which are given in early August just prior to the beginning of the fourth year. In order to receive the MS degree, students must: complete the required coursework, prepare a portfolio demonstrating basic proficiency in clinical and research skills, submit the Application to Graduate according to the deadlines specified by the CGPS (March 1<sup>st</sup> for May graduation), and complete the MS Program of Study (Schedule of Study) Form.

### Coursework and Portfolio

The Departmental requirements for the Master of Science Degree are completion of PSY 602 (Theory and Method Foundations), 604 (Statistics), and 690J (Seminar: Psychological Science), and 25 credit hours of additional course work in psychology that includes at least 2 of the following courses: Psy 521: History and Systems, 603: Learning and Cognition, 607: Social Psychology and 608: Biopsychology. Psy.D. students must also demonstrate acceptable levels of basic proficiency in both research and clinical skills as documented in the portfolio. Basic proficiency indicates that the individual possess the knowledge, skill, and associated values and attitudes to perform a task under direct supervision.

Basic clinical proficiency is demonstrated through documentation in a portfolio that the student has acquired fundamental assessment and intervention skills and possesses the knowledge of professional issues and ethics necessary to practice under supervision. Research proficiency is demonstrated through documentation that the student has acquired all of the essential elements of performing clinical research under supervision and through presentation of a summary of their

work in each area. See Appendix H for the list of clinical and research skills.

The activities that demonstrate basic proficiency in clinical skill areas may be the result of coursework or practicum. However, at least some of the clinical skills must have been demonstrated in practicum with clinic clients. Students should have completed a minimum of 2 intakes, 2 psychological evaluations, and 2 treatment plans, as well as 20 therapy sessions by the end of the first year of practicum (2<sup>nd</sup> year of program). The activities that demonstrate basic proficiency in research skills may be the result of coursework, research team participation, assistantship work, or independently conducted research. It is the responsibility of students to monitor progress towards the master's degree and to seek out experiences that meet the clinical and research requirements. The documentation should include a description of the nature of the activity and the manner in which it demonstrates basic proficiency in the skill for which is submitted. A template with the list of clinical and research proficiencies and sample descriptions will be made available. Students should tailor the description of activities to their own experiences. The faculty member responsible for the work will endorse the activity as demonstrating the student's basic proficiency in that area. Although endorsement by one faculty member is sufficient, additional signatures may be obtained if the activities were supervised by more than one person (e.g., skills acquired in class and demonstrated in practicum). Where appropriate, samples of written work should be included as part of the documentation. For reports and other clinical documentation, all identifying information must be deleted.

When the portfolio is complete, the student meets with his or her Committee Chairperson (or Clinical Advisor if the Chairperson is not a member of the Clinical Faculty) to review and approve the documentation of proficiency in the clinical and research skills. The student should also obtain the approval sheet (Portfolio Report on Mastery of Research and Clinical Skills) from Appendix H for the Committee Chairperson (or Advisor) to sign. Once signed, the approval sheet is co-signed by the Director of Clinical Training. The student should make a copy of the approval sheet for his or her records, and then give the approval sheet to the Graduate secretary to forward to the CGPS. The portfolio is also given to the Graduate secretary and remains in the Department. The checklist of clinical and research skills for the MS degree is provided in Appendix H.

## Clinical Skills

In order to demonstrate basic proficiency in clinical skills the student will submit statements, endorsed by a minimum of one member of the Clinical Faculty, that under supervision, the student can perform the clinical skills specified below. When applicable, it is preferable that students get endorsements from the instructor of the course in which the skills were introduced and the person who supervised the skills as they were practiced. At least some of the clinical skills must have been demonstrated in practicum with clinic clients. Students need to have completed a minimum of 2 intakes, 2 psychological evaluations, and 2 treatment plans, as well as 20 therapy sessions. Documentation must be provided for each of the following assessment and intervention skills:

- I. Diagnostic interviewing including:
  - A. Initial diagnostic interview
  - B. Psychosocial interview - adult
  - C. Psychosocial interview for a child or adolescent
  - D. Mental status examination
- II. Development of rapport with adults and children in order to effectively conduct assessments
- III. Conduct assessments with due consideration to such variables as gender, race, ethnicity, socioeconomic status, religion, and other aspects of individual difference which are clinically relevant
- IV. Appropriately apply diagnostic criteria
- V. Conduct cognitive-behaviorally oriented assessments in order to plan interventions
- VI. Administer, interpret, and report findings from assessments of intelligence for persons from at least two different developmental periods
- VII. Administer, interpret, and report findings using two measures of personality or psychopathology
- VIII. Integrate assessment findings from a variety of sources into coherent assessments and provide appropriate recommendations and diagnoses based upon them
- IX. Use effective listening and communications skills to articulate an empathic and effective therapeutic relationship
- X. Develop and write a formal evidence based treatment plan based on the results of the assessment, and goals and objectives of the client
- XI. Implement and evaluate outcomes for at least three empirically supported interventions
- XII. Conduct assessments and interventions with sensitivity to issues of professional ethics and code of conduct
- XIII. Appropriately use consultants and adjunctive services (i.e., peer supervisors, physicians, teachers, other professionals)
- XIV. Appropriately seek and participate in clinical supervision

## **Research Skills**

In order to demonstrate basic proficiency in research skills the student will submit documentation endorsed by a member of the Graduate Faculty that he or she has done work of a substantial

nature that demonstrates basic proficiency in each skill specified below. Documentation and summaries must be provided for each of the following research skills.

- I. The student must conduct a literature review, summarize and assess the status of knowledge in the area reviewed, and draw conclusions from the results of the literature review.
- II. The student must design and plan a research study using appropriate methodologies to accomplish the goals of the study.
- III. The student must participate in the collection and preparation of data from a research study. The student must demonstrate the ability to enter data to a spreadsheet, manipulate the data, and transport the data to be used by a statistical package such as SPSS. The manipulation of the data must include entry of data, collapsing two or more variables into a summary variable, and separating groups or variables to reorganize the data set. The data manipulation may be done in either the spreadsheet or the statistical package.
- IV. The student must be able to conduct analysis of a data set and obtain three measures of central tendency and variability. The student must also be able to conduct correlations, regressions, t-tests, factorial ANOVA, and chi-square procedures. The student would typically use SPSS (other applications may be used with the permission of the faculty member evaluating the competence).
- V. The student must present data from a research study through written and graphic means including making inferences, drawing conclusions, and assessing implications of a set of research data. The student must include a table, a graph, and use of statistical notation.
- VI. The student must demonstrate the ability to produce a document that conforms to APA-style. The document must conform in all respects to the format specified by APA-style for margins, citations and references, pagination, tables, and running headings
- VII. The student must demonstrate the ability to use Powerpoint presentation. The presentation must include the incorporation of a table and figure from another application and embedding of an object. The student must also provide appropriate handouts to accompany the presentation.



## Preliminary Examinations

The purpose of the Preliminary Examinations is to provide the faculty with an opportunity to insure that the goals of the program have been accomplished and that the students are prepared to enter the culminating experiences of the doctoral program, i.e., the Dissertation and the Clinical Internship. Preparation for the examination also gives the student an opportunity to assess relative areas of strength and weakness and to focus study on those areas requiring further development.

### Qualifications and Application Process

Preliminary Examinations (referred to as Qualifying Examinations by the CGPS) are typically taken just before the beginning of the student's fourth year, and are offered in early August (generally Thursday or Friday of the last week of summer classes). Exams may also be offered at other times (i.e., early January) depending on student training needs as determined by the DCT.

In order to take Preliminary Examinations the student must have no more than six hours of required courses (not including dissertation, placement, practicum and internship hours) left to complete or have permission to sit for the exam by their advisor and the DCT.

### Structure of the Examination

The Preliminary Examination is divided into two parts, the written exam which is administered to all students in a morning and afternoon session (generally on Thursday or Friday the first or second week of August), and the oral examination which is conducted by the student's Committee within four weeks of passing the written exam.

Students are expected to complete the written portion of the examination on a computer provided by the Program. The written part of the exam is divided into a morning and an afternoon session and is intended to assess knowledge of theory, methodological issues, psychopathology, assessment, treatment and intervention approaches, professional issues, ethics and practical applications. The written exam consists of a morning and afternoon session on one day. At each session, students receive six questions from which they must select and answer three. Next to each question, the names of the faculty who will grade that question are

listed. The morning session begins at 8:00 and students must complete their answers by 11:00 AM. The afternoon session begins at 1:00 and students must complete their answers by 4:00 PM. At the end of each session, students have a short time to proof, spell check, and print their responses, generally no more than 30 minutes.

The final part of the Preliminary Examinations is the oral examination. After passing the written examination, the oral part of the test is scheduled by the student within four weeks after the written exam. This part of the Preliminary Examinations allows the Doctoral Committee to assess any aspect of the student's preparation in order to assure readiness for candidacy.

The oral exam includes a dissertation-related question developed by the student's doctoral committee, and two applied questions, an ethics case and an assessment case. Adult or child cases are provided depending on the student's clinical emphasis. These changes in structure and content were initiated to increase the focus on the application of knowledge, reflecting a competency model with a focus on performance versus knowledge. Members of the Doctoral Committee evaluate the student's performance during the oral exam using the Evaluation of Performance on Oral Examination (Appendix I). If the written examination is failed one cannot sit for the oral examination.

A student who fails the written examination or the oral portion of the Preliminary Examination may repeat it. However, failure of any part twice will result in expulsion from the Program. Preliminary Examinations must be successfully completed in order to be eligible to apply for internship that year.

## **Procedures for Administering the Preliminary Examinations**

The examination is developed by the DCT in consultation with the clinical faculty.

The DCT appoints a representative, usually the Clinic Director, to administer the examinations and collect the responses.

As stated above, students are expected to complete the examination on a computer that is provided. At the end of each session, students are allowed to proof and spell-check their responses. In preparing the final copies, students should not make changes or revisions in wording. Such modifications in the responses may result in being failed on the examination and could lead to dismissal from the program. Students then print two copies of each response and give them to the representative who is administering the preliminary examinations (often the Clinic Director or Director of Clinical Training).

Students taking the examination are assigned an identification number which is put in an envelope and kept by the Clinic Director until the examinations are scored and the results tabulated. The responses are scored blindly and there should be no marks or information, other than the identification number, which could identify the student.

## **Written Examination Grades**

The Clinic Director gives a copy of each answer to the faculty member assigned to grade that question. The graders rate each response on the following 9-point scale:

- 1 (poor response - failure)
- 1.5
- 2 (weak response - not passing)
- 2.5
- 3 (adequate response - passing)
- 3.5
- 4 (strong response)
- 4.5
- 5 (outstanding).

Graders assigned to a question will complete a bullet-point list of what they consider to be key content for the response. Graders then independently assign a rating. Graders are asked to complete their ratings by the second Monday after the exam is administered.

The graders return their scores to the Clinic Director who reports the scores to the DCT. For cases in which rater's score differ by 2 or more points, the DCT will contact the two graders to resolve the discrepancy. The final scores are sent to the chairperson of each student's committee (or Advisor if the Committee Chairperson is not a clinical faculty member). Students are directed to contact their Chairperson (or Clinical Advisor) to obtain the results of the exam. The Clinical Faculty is also informed of all of the outcomes. Generally, the final scores are available approximately two weeks after the exam.

A mean score of 2.75 or higher is required for passing the written examination. A score of 2.63 on the written examination is considered a "borderline" score. Students who obtain a "borderline" score are able to compensate in an extended oral examination. The student's Committee and an additional clinical faculty member conduct the extended oral examination. The purpose of the extended examination is to allow the student to demonstrate competence in the areas examined. The extended examination was introduced to provide for students who have the necessary level of competence but had a marginal performance on a written part of the examination to avoid the delay until the next examination is offered. Students who score below 2.63 on the written examination fail that part of the examination and cannot take the oral portion of the examination. If the written examination is failed, it must be retaken at the next examination period.

## **Oral Examination**

As indicated above, one must pass the written test before taking the oral part of the Preliminary Examinations (with the allowance for an extended exam for a borderline score as described above). Upon notification of passing the written part of the Preliminary Examinations the student is directed by the Chairperson to schedule the oral examination

within 4 weeks. This part of the Preliminary Examinations is chaired by the Clinical Advisor and administered by the Doctoral Committee and is scored on a pass/fail basis. Students may bring blank paper and a pencil or pen to the oral examination (i.e., to write a brief outline prior to presenting a response) as well as their notes on the assessment case and ethics case; however, they may not bring anything else into the room during the oral exam or the review period for the two cases (see below). Although any question can be asked during the oral exam, the focus is usually on the questions that were not answered or questions for which the student received a score of less than 2.5 on the written exam, as well as the two cases and a question from the dissertation committee. As noted above, students who receive a “borderline” score on the written exam will have an extended oral examination that also includes an additional clinical faculty member.

The oral examination includes three additional questions that were not part of the written examination. One question is developed by the student’s doctoral committee to assess knowledge in areas related to the student’s dissertation topic. This question is unique for each student. The next two questions involve application of clinical skills related to the student’s clinical emphasis. The second question is a case with assessment data and focuses on interpretation of test results, case conceptualization, diagnosis, treatment recommendations, and consideration of diversity issues that may influence diagnosis and intervention. Students have a choice of cases reflecting different clinical areas of emphasis (i.e., child, adult). The third question is an ethics case in which the student must demonstrate knowledge of ethical decision making.

Students have 45 minutes to review the case material for the assessment case and the ethics case prior to the oral exam. As noted above, no materials may be brought to the review period other than blank paper and a pencil or pen. Each of the cases also includes the list of areas the student is to address. Students should take notes on their responses to each of the questions during the review period, and bring those notes to the oral exam. Students need to arrange to pick up the case materials from their Chair or the Graduate secretary approximately 50 minutes prior to the scheduled oral examination.

Thus, there are 4 questions or components of the oral exam which are administered in the following order:

- 1) Clinical case study
- 2) Ethics case study
- 3) Dissertation-focused question
- 4) Question(s) from written prelim

## **Evaluation of Performance on Oral Examination**

Each member of the student’s committee will independently rate the student’s performance for each of the four components of the oral exam using the Evaluation of Performance on Oral Exam form (See Appendix I): clinical case study, ethics case study, dissertation-focused question, written prelim question(s). Ratings will be based on the following 9-point

scale:

- 1 (poor response - failure)
- 1.5
- 2 (weak response - not passing)
- 2.5
- 3 (adequate response - passing)
- 3.5
- 4 (strong response)
- 4.5
- 5 (outstanding)

Students must receive an overall mean rating (for all 4 questions) of 2.75 or higher to pass the oral exam. Scores that differ by 2 or more points will be discussed by members of the committee to resolve the discrepancy. If a student receives an overall score (i.e., mean of all committee members' ratings for all four sections) of less than 2.75, the student may repeat the oral exam once.

If a student receives a mean rating of less than 2.75 on any individual portion of the oral exam, the student will be required to repeat that section (or sections) of the oral exam. If a student is required to repeat more than one section of the oral exam, the student's performance during the second administration will be evaluated by the student's Committee and an additional clinical faculty member.

The Clinical Advisor insures that the results of the Preliminary Examination and the student's status regarding Doctoral Candidacy are communicated to the Director of Clinical Training and the CGPS via the Report of the Preliminary Examination Form on the CGPS website: <http://www.indstate.edu/graduate/>.

## **Re-taking the Examination**

Students must re-take and pass the written or oral examination if failed. If a student fails either the written or oral parts of the Preliminary Examination, the Chairperson of the student's Doctoral Committee, in consultation with the Committee and the Director of Clinical Training, will determine remediation and/or a study plan to facilitate skill or knowledge acquisition. Students not passing any part of the written or oral Preliminary Examinations upon the second attempt will be dismissed from the Program.

## Clinical Placement Policies and Procedures

The primary objective of the clinical placement is to provide doctoral students with the opportunity to integrate academic training with clinical experience in applied settings. The clinical placement is required in the student's fourth year of graduate training. Third year students may be approved for placement on the basis of their readiness and the availability of training resources. Students may receive a stipend for services provided at the placement. In some cases, students are paid by the agencies in which they are placed. In some instances, the placement site pays the University and the student is paid through an assistantship for their placement. Some sites that offer valuable training experiences are not paid (i.e., VA hospitals). Clinical placement assignment is based on the foundation of clinical competence developed during practicum training at the ISU Psychology Clinic. Clinical placement provides students with clinical practice opportunities under the supervision of a licensed psychologist. Coursework and development of the dissertation aid the student in integrating practice with theory and research. In accordance with the following guidelines, the student is expected:

1. To serve as a responsible, working part of a community-based service facility.
2. To serve under the appropriate and regular supervision (minimum of 1 hour each week) of a fully licensed psychologist (Health Service Provider in Indiana).
3. To have the opportunity to develop, test, and evaluate personal and professional functioning in an applied setting.
4. To have the opportunity to integrate and further develop basic knowledge, skills, and attitudes as they apply to the professional role of the clinical psychologist.
5. To supply and contribute to current knowledge and practice.
6. To complete a minimum of 500 hours of supervised clinical work.

**Third year students should not exceed 16 hours a week and fourth year students should not exceed 20 hours a week at the placement site during the academic year without approval from the student's advisor and DCT.**

### Eligibility

Clinical placement is required during the fourth year of graduate training. All fourth year

students in good standing are eligible to participate in clinical placements, subject to the approval of the Clinical Faculty during spring of their third year. Fourth year students enroll in Clinical Placement (PSY 796) while on placement.

Many third year students are approved for clinical placement based on student readiness, training needs, and placement availability. First priority is given to fourth year students and then eligible third year students. Second year students are evaluated at the end of the fall semester and again early in the spring (generally February) to determine their readiness for clinical placement in their third year.

**Process for determining readiness for external placement.**

In addition to the mid-semester and end of the semester feedback provided by the supervisor to students, the Clinician Competency Checklist is used to evaluate readiness for placement at the end of the fall semester of the second year and again in early February (see Appendix K for Clinician Competencies Checklist). Giving students earlier and more frequent feedback using the Clinical Competencies Checklist helps make students aware of possible concerns in fall semester, prior to the time period in which decisions about readiness for external placement are made (early February).

For 2<sup>nd</sup> year students rated as below expectation in any clinical skills at the end of the fall semester, the following procedure will be implemented:

- 1) the student will be informed that there are concerns regarding readiness for external placement and given feedback on specific skills which are in need of improvement;
- 2) a clinical faculty member in addition to practicum supervisor will be asked to review student's clinical work at start of spring semester;
- 3) clinical faculty will evaluate ratings from the practicum supervisor as well as the consulting supervisor (using the Clinical Competencies Checklist) in February and a group decision will be made regarding the student's readiness for external placement.

Those 2<sup>nd</sup> year students who are evaluated as ready for placement in their third year are invited to interview at placements sites that interest them. Third year students on clinical placement enroll in practicum (PSY 696), not 796, and are required to see clients at the Psychology Clinic and to be part of a practicum team. Students not approved for placement in their third year will be given an increased load in the Clinic (i.e., 1-2 more clients) to provide greater opportunity to develop proficiency in clinical skills prior to going on placement.

**Students completing third year clinical placements may work no more than 16 hours per week (during the academic year) without approval from the student's Clinical Advisor and the DCT.** These students will also complete a clinical placement in their fourth year, generally at a different clinical placement so that students can obtain

experience in different clinical settings. Some students may remain at the same placement site for another year based on the preference of the placement site and student, depending on the student's training needs, and subject to approval of the DCT and the student's Clinical Advisor.

Students who are on probation must receive the approval of the DCT and Clinical Faculty before applying for placement positions. The DCT is responsible for obtaining approvals for students on probation from the Clinical Faculty.

Clinical placements for students remaining in residence during their fifth year are subject to availability. First priority is given to fourth year students, followed by eligible third year students. Fifth year students may seek clinical employment but generally do not enroll in Clinical Placement (PSY 796). **In order for employment to be considered a placement and the hours and activities counted on the APPIC application form, the student must be supervised by a licensed HSPP psychologist, a placement training plan must be submitted within 1 month of starting, the site and placement training plan must be approved by the DCT, and the supervisor must complete the semi-annual placement evaluation of the student.**

## **Selection of Clinical Placement Sites**

The following procedure has been developed to assign students to the clinical placements. The placement coordinator provides eligible students with a written description for all available placement sites. Some placement sites (i.e., VA placements, ISU Counseling Center) prefer to interview students in January or February and may make decisions prior to March. The placement coordinator will send out a list of possible placements sites, including those with early deadlines, by the end of January. Students considering a placement with an early deadline are encouraged to consult with the DCT as well as their advisor. If a student becomes aware of a possible placement opportunity that is not on the list, he/she should provide information to the placement coordinator who will contact the agency to explore the possibility of developing a placement position. Students should not establish the placement on their own or outside of the policies outlined in this chapter. Alternative sites must meet the criteria for a placement (i.e., provides clinical training opportunities in a setting in which they receive a minimum of 1 hour of face-to-face supervision per week by a licensed psychologist).

Students should follow the application and interview procedures specified for each placement site. Usually, students will be asked to provide a current vita. Students are strongly encouraged to solicit feedback from a clinical faculty member on their vita. In addition, it may be helpful to request feedback on the email/letter expressing interest in the placement site. Some sites request a work sample consisting of a psychological evaluation from which all information identifying the client has been removed (i.e., names, address and phone number, date of birth, dates of service, city and county of residence, employers and schools, any other potentially identifying information). If invited to

interview, students are encouraged to be as flexible as possible in presenting their availability for the interview, to dress in a professional manner, and to prepare for the interview by seeking out information about the placement site, and potential supervisor. Students are also encouraged to send a thank-you note (by snail mail or email) shortly after the interview. (Additional tips for interviewing in Appendix O).

The placement coordinator in consultation with the DCT will make preliminary assignments of placements by matching each placement's rank ordering of their choices with those of the students. First priority is given to the preferences indicated by the placements. In the event that student-placement matches are not possible based on initial choices, the placement coordinator contacts the parties involved to make suitable arrangements. The placement coordinator submits the preliminary assignments of placements to the Clinical Faculty for their review and approval.

Upon obtaining the approval of the Clinical Faculty, the placement coordinator informs all parties of the final placement assignments. Students are expected to contact their assigned placement supervisor within a week of receiving the placement assignment in order to discuss their start date (i.e., summer or fall start date) and should communicate this information to the placement coordinator.

It is part of the placement coordinator's responsibilities to insure the following:

- To review and assure a sound clinical placement training plan within the guidelines of the Program and the resources of the community agency sponsoring the placement;
- To monitor and support the implementation of the clinical placement training plan;
- Solicit and review end of semester supervisor evaluations and student evaluations of the placement site.
- To represent the Program and to maintain communication with the student, and the placement primary supervisor; and
- To provide feedback to the DCT, Doctoral Committee Chairpersons and the Clinical Faculty regarding the performance of the trainees and the placement training sites.

## **The Placement Agreement**

The purpose of the Placement Agreement is to individualize the general practicum goals within the clinical placement setting in a clear, concrete way. The Placement Agreement specifies the duration of the placement including weekly schedule and total anticipated hours. The Agreement also includes a Training Plan which is developed by the primary supervisor and supervisee and details the specific goals and objectives of the placement, methods of supervision, and any additional learning activities or expectations. The Placement Agreement is an agreement between the trainee, the primary supervisor, and the DCT and should be completed within a month of the start of the placement. A sample/outline Placement Agreement is in Appendix J.

The primary supervisor is the major on-site clinical practitioner designated by the agency administrator and approved by the placement coordinator. The role of the primary supervisor is to be the direct supervisor of the trainee at the clinical placement. The primary supervisor is responsible for the day-to-day practice and training of the student. It is required that the primary supervisor is a licensed psychologist and organizes the trainee's supervisory relationships to conform to the guidelines of the Indiana State Board of Psychology (or is appropriately credentialed for independent practice if in a neighboring state). Supervisor evaluations must be based in part on direct observation (live or electronically) or audiotape of the supervisee (at least once per evaluation period).

## **Monitoring and Support**

The activities of the student at the placement are monitored through Time2Track, an online tracking system that is completed by the student. Students are expected to document their clinical activities at the placement each week. Students are expected to complete a minimum of 500 hours of supervised clinical work on placement during the 4<sup>th</sup> (or 3<sup>rd</sup> and 4<sup>th</sup> years). It is the responsibility of students to request additional clinical work if they are not meeting the expected number of clinical hours, and to keep the placement coordinator informed if the placement is not meeting their training needs in terms of clinical experience, appropriate supervision, or other aspects of the placement.

The primary supervisor at each placement site evaluates each trainee twice during the placement year, at the end of the fall and spring semesters. For each evaluation, the primary supervisor completes the Placement Progress Report (see Appendix I) online. The report asks the primary supervisor to rate the trainee along a number of dimensions including: the trainee's skills in assessment and diagnosis, intervention and treatment, response to supervision, completion of paperwork and documentation, interpersonal, professional, and organizational adjustment, ethics and professional conduct, sensitivity to individual differences and diversity, and progress toward training goals and objectives. The Placement Progress Report is submitted online and supervisors are asked to confirm that they have shared the evaluation with the trainee. A copy of the evaluation is placed in the student's file and information about student progress on placement is shared with clinical faculty during the end of semester evaluation meeting.

## **Maintaining Communication**

The placement coordinator endeavors to maintain good institutional relations and to develop or strengthen linkages between the Program and the community-based agencies that sponsor (or may sponsor) clinical placements. The placement coordinator communicates with placement supervisors at least once a semester and more often if there are any concerns voiced by the student or placement supervisor.

## **Feedback**

At the end of each semester, trainees are asked to provide feedback about each placement through completion of the Placement Evaluation form. In addition, the placement coordinator may contact the primary supervisor by phone to review the placement experience. The DCT keeps the Clinical Faculty advised as to the status of the clinical placements in a regular and timely manner.

## The Dissertation

The Dissertation is to prepare students to: 1) evaluate and integrate research findings and apply knowledge in the field, and 2) to contribute to the scientific basis of psychology and/or clinical practice. See Appendix L, Dissertation Expectations, for Psy.D. Program guidelines and procedures for completion of the dissertation.

The Program encourages students to begin developing research interests from the beginning of the program and to have a clear concept of the direction of the dissertation by the beginning of the third year. **The student must have the Dissertation Proposal approved by his or her Committee before October 4th during to be eligible to apply for internship that year.** Students enroll in 12 credit hours of PSY 799 for their doctoral Dissertation that is graded on a pass/fail basis. After internship, students must maintain continuous enrollment (except during the summer unless they plan to graduate that summer) and this is accomplished by enrollment in 1 hour of PSY 799 or Psy 784 in the Fall and Spring Semesters. **Additional hours of PSY 799 over the required 12 do not count toward the 100 hour total for the degree.** If students plan to graduate in the summer (i.e., August), they must be enrolled (PSY 799, 784,) during the summer they graduate **unless they have already submitted a final copy of their dissertation.**

The procedures established by the CGPS must be followed in publicizing the orals, conducting the orals, submitting the results of the orals, and preparing and submitting the Dissertation for processing by the CGPS. The student is referred to the CGPS website (<http://www.indstate.edu/graduate/>) and their website for steps to complete the dissertation (<http://www.indstate.edu/gradexpress/td-steps.htm>). Their website also provides a list of Dissertation responsibilities of the student, the Committee Chairperson, and the Committee members: <http://www.indstate.edu/gradexpress/td-responsibilities.pdf>.

A template for the dissertation and steps for electronic submission is available at:  
<http://www.indstate.edu/gradexpress/td-submitting.htm>.

## Nature of the Dissertation

The primary criterion for the selection of a topic for the Dissertation is its relevance to the professional endeavors of the clinical psychologist. The dissertation study may have a clinical or non-clinical focus. If the focus is non-clinical, Psy.D. students are encouraged to consider the possible clinical applications of their results in their discussion. A wide range of formats is acceptable, including: survey research; intervention and outcome studies; controlled laboratory studies; development and/or evaluation of a program; and the development or standardization of an assessment device.

Experience in the Program has revealed that students who select a topic consistent with a faculty member's ongoing research progress more quickly through the Program and produce higher quality products.

Students are encouraged to work closely with one or more faculty members in the development of research ideas. The Program facilitates this by including faculty research presentations in the PSY 690J class during the first semester. In order to insure that they are prepared to select a topic at the beginning of the third year, students should select their Dissertation Chairperson (i.e., the Research Director) no later than the middle of their second year. Students should select the other committee members in consultation with their Dissertation Chairperson. There are limits on the number of committees a faculty member may serve and chair for any cohort of students (i.e., Dissertation Chair for 2 students per cohort and serve on a total of 4 committees per cohort). Therefore, students are encouraged to select a Dissertation Chair and committee members as soon as possible in their program to insure availability of preferred members.

## The Dissertation Proposal

Students formally propose, defend, and submit the Dissertation Proposal to the College of Arts and Sciences after they enter doctoral candidacy (i.e., pass the Preliminary Examination) who forwards it to the CGPS. However, students develop the Proposal during their third year and may collect data before formal submission of the Proposal with the approval of dissertation committee members. It is essential that the Dissertation Proposal be presented and approved by the Committee members before data is collected or substantive work is pursued. The Dissertation Proposal form can be obtained at: <http://www.indstate.edu/gradexpress/td-forms.htm>. **Students must have their dissertation proposal approved by October 4th of their 4<sup>th</sup> year to be eligible to apply for internship that year.**

The signed approval form and final proposal is submitted to the Graduate secretary who will forward it to the College of Arts and Sciences who will then forward it to the CGPS. The Proposal demonstrates that the topic has been carefully thought through and the relevant literature surveyed. The Proposal should include a representative review of the literature, a statement of the research problem, specific hypotheses or research questions, and a detailed methods section. The Proposal should also address the results, i.e., how they will be analyzed, and likely contributions of the findings.

The CGPS has developed a mechanism for providing students financial assistance with their Dissertation. Information about applying for these funds can be obtained on the CGPS web site. The Dissertation Chairperson (i.e., Research Director), Department Chairperson and other faculty members can help students identify potential sources of internal as well as perhaps extramural funding (i.e., APA Dissertation Award).

The Proposal should be carefully prepared, appropriately documented, and well written. In all cases, it should be written in APA style. Students are provided with a timeline for developing the proposal in PSY 680, Clinical Research, taken during the fall semester of the third year. Student progress on meeting the timeline and feedback on the proposal is the responsibility of the dissertation chair. Students may enroll in Independent Study (Psy 697A or Psy 697B) while working on their proposal prior to taking prelims (i.e., during the 3<sup>rd</sup> year and fall semester of the 4<sup>th</sup> year). Student may register for Psy 799: Dissertation after they have successfully completed prelims (i.e., spring semester of the 4<sup>th</sup> year, internship year).

Students should anticipate that the work will be reviewed, revised, and approved by the Dissertation Chairperson through at least several drafts. Students should also allow sufficient time (a minimum of two weeks) for the other committee members to read the Proposal prior to the scheduled Oral Defense of the proposal. The Proposal is approved by consensus of the committee and the approved Proposal is submitted first to the College of Arts & Sciences for review and then to the CGPS. The approved Proposal serves as a contract between the student and the Committee that specifies how the student will conduct the research.

It is advisable that the student develop a timeline with his/her advisor to facilitate timely completion of the dissertation. It is recommended that students defend their Proposal as early as possible – students can defend in the spring of the 3<sup>rd</sup> year (although the CGPS approval cannot be processed at that time and the form is held until after prelims) and must defend by October 4<sup>th</sup> to be eligible to apply for internship that year.

After receiving approval of the Dissertation Proposal by the Student's Committee, the Proposal, along with the Committee approval form, is submitted to the College of Arts and Sciences (CAS), who conducts a review of the document and emails a list of edits to the student and Dissertation Chairperson. The revised Proposal is then forwarded to the CGPS for final review and approval. Students are reminded to be sure to make copies of all forms and materials for themselves and another copy for their departmental file.

All research conducted in the Department of Psychology involving human subjects must be approved (or designated as exempt) by the IRB. Prior to submission to the IRB, the IRB proposal must be submitted to the Dissertation Chairperson for review. It is the Dissertation Chairperson's responsibility to ensure that the IRB proposal clearly describes the proposed research, addresses all potential human subject concerns, conforms to the required format, and includes all required content, supplemental forms and materials for the IRB Committee to complete their review. Several revisions may be necessary until the IRB proposal is ready for submission. Students may find it helpful to consult previously approved IRB proposals for similar research (e.g., faculty IRB proposals or other students working with the Dissertation Chairperson). This review process

facilitates the development of a satisfactory IRB proposal and assures the Department Chairperson that the procedures provide appropriate safeguards for human subject treatment. The final IRB Proposal is submitted to the IRB online through IRBNet, and electronically signed by the student, the Dissertation Chairperson, and the Chairperson of the Department of Psychology, who is the administrative reviewer. The student is responsible for the final submission of the IRB proposal after all of the signatures are obtained. The forms and instructions for the submission of the IRB proposal are available on the IRB website at: <http://www.indstate.edu/irb/>.

## **Written Presentation of the Dissertation**

Following the approval of the Proposal, the research should be conducted as specified in the Proposal. A copy of the letter from IRB, indicating that the study is approved or exempt, must be given to the Graduate secretary prior to collecting data. Once the research is conducted, the Dissertation document should be prepared. Any changes in the procedures must be approved by the student's Committee and by the IRB. The IRB policy and form for proposed modifications in the study or consent form are available on the IRB website (<http://www.indstate.edu/irb/>).

The format of the written Dissertation document is determined by the student in consultation with his or her Dissertation Chairperson and the consent of his or her Doctoral Committee. The written document should use APA Style following the 5<sup>th</sup> edition of the *Publication Manual of the American Psychological Association* (APA, 2001) and conform to the requirements of the CGPS as detailed on the CGPS website: <http://www.indstate.edu/gradexpress/td-submitting.htm>.

The student should work very closely with his or her Dissertation Chairperson (i.e., Research Director) in writing the Dissertation, as well as in the data collection and analysis stages, and should anticipate numerous revisions. Concerns are often expressed by both students and faculty about the turn-around time in revisions of the Dissertation. It is in the student's interest to return revisions to faculty quickly to facilitate continuity in the dialogue as well as timely completion of the research. The faculty will generally return drafts within two weeks. If it will take longer to review the draft, the faculty member will inform the student of the timeline.

Generally, copies are not distributed to the other committee members until the Dissertation Chairperson is satisfied with the written product and approves the distribution of the paper. Typically, other Committee members are available for consultation on specific aspects of the project, but not for reading rough drafts. However, faculty members differ in their procedures, and students should check with their Dissertation Chairperson for how to handle the distribution of drafts and when to schedule orals. Once approved for distribution by the Dissertation Chairperson, the student should contact each member of the committee to schedule orals and get the final version of the project to them at least two weeks in advance of the orals date.

## **The Oral Defense of the Dissertation**

The student, in consultation with the Dissertation Chair and the committee members, sets up a date and time for the oral defense of the dissertation. The student (or chair) must notify the

College of Graduate and Professional Studies one week prior to the defense. The notification must include the time and place of the examination, together with the names of the student, the doctoral committee members and the Dissertation Chair, and the title of the dissertation. This information is posted by the CGPS in a global email (i.e., *ISU Today*). The orals should be scheduled in one of the department conference rooms (i.e., Clinic conference room, Department conference room, 2<sup>nd</sup> floor committee room) and can be expected to last 1 to 2 hours. Although orals are open to anyone in the university community, usually, only the student and members of the committee attend. The student is expected to attend orals in person, though committee members may participate via telephone conference if necessary.

The format of orals is organized as follows. The Dissertation Chair conducts the orals. The student is asked to leave the room while the committee has a brief discussion and gets organized. When the student is invited back in, he/she usually gives a brief overview of the project including the background, methods, results and conclusions. Students may choose to use a Powerpoint presentation or handouts, but it is not required. Check with the Dissertation Chairperson on the desired length and depth of the presentation, generally no more than 10-15 minutes. The presentation is followed by questions about the research from the committee. Questions may be theoretical or may focus on technical aspects of the project. When all committee members have addressed their questions and concerns, the student is again asked to leave so the committee can confer on their recommendation.

The oral defense may be passed, failed, or provisionally passed under the condition that the recommended revisions are made. Results of the oral defense are conveyed to the CGPS via the Dissertation Approval Form, which is available on-line: (<http://www.indstate.edu/gradexpress/td-forms.htm>).

The student works closely with his or her Dissertation Chairperson to complete the required revisions. Committee members may request to review the revisions before they sign the signature page approving the final project. The committee chair signs the Dissertation Defense form twice, once to certify that the student has successfully completed the oral defense and again to confirm that the student has completed all required revisions and that the dissertation meets standards for academic integrity. Students may be asked to submit the dissertation to Turnitin to assess academic integrity (i.e., no plagiarism). The Committee may request that the student obtain assistance with the final editing of the document. Students may also want to obtain assistance with the final formatting of the paper. As noted above, the specifications for the format of the Dissertation are available online at: <http://www.indstate.edu/gradexpress/td-submitting.htm>.

## **The Final Submission of the Dissertation**

After the changes requested by the committee are made, the student (in consultation with their Dissertation Chairperson) makes arrangements for necessary editing of the final copy. The Dissertation and the Dissertation approval form are then submitted to the College of Arts and Sciences along with the form verifying that the document has been carefully proofed including grammar, citations and references, and format. After making edits based on the College of Arts and Sciences review, the student will upload the document and a scanned copy of the signed

dissertation defense form to Proquest for the CGPS review. This review focuses on format rather than content of the document.

Electronic submission of the Dissertation is required. The specific procedures and instructions for submission of the Dissertation to the CGPS and for electronic submission are listed on the CGPS website: <http://www.indstate.edu/graduate/> and <http://www.indstate.edu/gradexpress/td-submitting.htm>.

## **Critical Dates for Completion of the Dissertation**

CGPS critical dates for dissertation including the last date to: schedule the oral defense of the dissertation, to submit the paper to the CGPS for review, and to submit the final pdf version of the paper can be found at:

[https://www.indstate.edu/sites/default/files/media/cgps/pdfs/cgps-critical-deadlines-for-degree-completion\\_0.pdf](https://www.indstate.edu/sites/default/files/media/cgps/pdfs/cgps-critical-deadlines-for-degree-completion_0.pdf).

## The Clinical Internship

The Clinical Internship is the culmination of the student's clinical training and is the last of the major requirements which must be passed before graduation. The internship provides an opportunity to utilize the clinical skills and knowledge acquired over the course of the program. Internship is also a time for consolidation of basic attitudes and practices that have begun to develop while in residency. Internship is an intensive work/learning experience designed to establish one's identity as a clinical psychologist while working under the supervision of more experienced clinicians.

An internship experience is required by most state licensing boards. Since the clinical internship is vital to the student's educational and professional future, the selection of an internship site deserves careful attention. **Note that students must have defended their dissertation proposal by October 4th to be eligible to apply for internship that year. In addition, students must have a minimum of 500 intervention (direction contact) hours and 50 assessment hours by October 4th to be eligible to apply for internship that year.**

### Program Requirements for Internship

The Program requires that the internship be the equivalent of one full calendar year in length and consists of at least 1800 hours. This requirement is usually met by a full-time internship, but may be met through a two year half-time placement in accordance with the guidelines of the American Psychological Association (APA) regarding the internship component of doctoral level clinical psychology training programs.

Except under unusual circumstances, it is expected that the internship be completed at an APA accredited internship and all internships must be APPIC affiliated internship programs. Students must sign up for 1 credit of PSY 784, usually offered in the spring semester, during their internship year. Registration for the credit hour establishes the internship experience as a part of the graduate curriculum, provides for the time and financial resources that the Psychology Department invests in monitoring the student's progress while on internship, and documents the

internship on the student's transcript. Students on internship also participate in a monthly discussion (September through April) via Blackboard in order to share their experiences with other students on internship, as well as 4<sup>th</sup> year students in the program.

## Selecting an Internship

When selecting an internship, it is important to consider areas of interest and career goals. Many internship programs offer broad based training and experience with a variety of work settings and clinical populations while others are focused on a specialty concentration or population. Internships sites include medical centers that are university based, Veterans Administration Medical Centers (VAMCs), research institutions, psychiatric hospitals, general hospitals, and community mental health centers. Some students have also secured placements at university counseling centers. Consortiums provide experience in multiple settings. Students are advised to consult with their advisor and other clinical faculty early in the program (i.e., end of 2<sup>nd</sup> year) about practicum and placement experiences that will help them to be competitive in applying to certain types of internships (i.e., VA internships, psychiatric hospitals).

Another issue to consider when applying for internship positions is the area of the country in which one might prefer to work and live, especially since initial job positions are often located through contacts made during internship. There are APPIC affiliated and APA accredited internship sites available in almost every part of the United States, including Alaska and Hawaii, and in Canada. In addition, they are located in rural as well as large urban areas.

Other issues to consider include the stipend and other benefits, such as health insurance and time off for research or job interviews. Although most sites offer funding, some prestigious programs offer minimal stipends and benefits. These factors should be considered and discussed with the student's Advisor.

The Internship Committee, which consists of the DCT and two other clinical faculty members, will review and provide feedback on application materials (i.e., list of sites where applying, essays, cover letters). The committee will set a deadline for receiving the materials.

## Sources of Information Regarding Internships

The most comprehensive listing and description of internship programs is the *APPIC Directory*, which is available on line (students may learn more about the directory from the APPIC website at: <http://www.appic.org/>). APPIC (Association of Psychology Postdoctoral and Internship Centers) is an organization that facilitates internship selection and provides some structure for the process of application and notification of acceptance. The *Directory* provides information about financial support for interns, the populations served by the facility, and the criteria a student should meet in order to have the best chance of acceptance. The *Directory* also lists the types of academic programs (i.e., Clinical, Counseling, School, Psy.D., Ph.D.) that will be given serious consideration for acceptance.

Students can register on the APPIC web site in the fall of the 4<sup>th</sup> year. After registering, students

will begin receiving emails from APPIC that provide updates in regard to APPIC internship sites.

## **Applying for Internship**

Complete information regarding the process of applying for internship can be obtained from the APPIC web site at: <http://www.appic.org/>. The standard application form requires detailed information on the number supervised intervention and assessment hours, particular types of clients have been seen, number of times specific tests have been administered, etc. Students are required to keep track of therapy and assessment experience throughout their graduate school training. The Program requires that students to use Time2track to record their clinical activities. Time2Track requires that students pay a \$37 annual fee. Students are required to keep their clinical activities up-to-date, including clinical activities on placement. This allows the Program to monitor clinical progress and facilitates the students' preparation of internship applications. The online summary of activities is consistent with the format of the standard APPIC application materials. Students are provided with guidelines regarding which activities should be recorded in Time2Track.

In addition to the above information, the APPIC application also asks applicants to provide a curriculum vita and responses to four essay questions (autobiographical statement, experience and training in work with diverse populations, theoretical orientation, research experience and interests). .

Most internship programs require at least 3 letters of reference from persons who are in a position to provide an assessment of your competency in the following areas: research, ethical and legal standards, individual and cultural diversity, professional values, communication and interpersonal skills, assessment, intervention, supervision, consultation and interprofessional skills. Although academic references can be used, internships sites are particularly interested in recommendations from clinical supervisors. The DCT completes a section on the APPIC form indicating the student's readiness for internship and provides comments. If the DCT served as a student's clinical supervisor, a letter can be requested and used as one of the clinical references. Starting in fall 2015, references are required to use the APPIC standardized reference format (available on APPIC website)

Some internship programs require applicants to submit sample psychological reports or treatment summaries. **It is important to delete all identifying information and unique identifiers. The Health Insurance Portability and Accountability Act (HIPAA) specifies 19 unique identifiers that must be removed including name, geographic subdivisions smaller than a state (i.e., street address, city, county), dates directly related to the individual (i.e., date of birth, intake and termination dates), age over 89 years old, and telephone number or e-mail address. Other potentially identifiable information such as employers, schools, and other named individuals should also be removed.**

Application for internship requires a considerable investment of time, energy, and personal and financial resources. The application process should be initiated early (e.g., by August). Students are advised to start developing a list of sites where they plan to apply in the summer prior to

applying for internship. Students will be given specific deadlines for finalizing list of sites, revising CV, developing drafts of essays, etc. in the 4<sup>th</sup> year practicum during the fall semester. Letters of recommendation should be requested from faculty and placement supervisors well in advance of the earliest deadline. Students should inform faculty and supervisors that they would like a letter of recommendation by October 1st at the latest and also provide them with their vita, goals for internship and other information (e.g., dates of their supervision with the faculty member, grades in their courses) that might be helpful.

All materials in the internship application are submitted electronically, including the APPIC form, essays and other materials requested by sites. Students should carefully review all materials. All materials submitted should be previously reviewed by at least one of the members of the Internship Committee. Once the application is submitted, no revisions can be made to the APPIC form or essays. Faculty and clinical supervisors who are writing letters of recommendation also submit their letters directly to the APPIC website and they are automatically attached to students' applications. As noted above, references are required to use the APPIC standardized reference format.

## **Internship Committee**

An Internship Committee that consists of 3 clinical faculty was developed to ensure that students who apply for internship are provided sufficient support/review of materials to ensure competitiveness. The committee sets deadlines for submitting lists of sites, essays, and cover letters; provides feedback on list of sites and essays; and conducts practice internship interviews.

## **Interviews**

Most internship programs request or require an interview as part of their selection process. Such an interview not only allows the program to more adequately assess the extent to which students may be suitable for the training experience offered, but it also provides an opportunity for students to ask questions and make observations which may be helpful in deciding on an internship. Some sites permit telephone interviews and some sites have an optional open house combined with a phone interview. Attending a face-to-face interview or open house is preferable in order to meet potential supervisors and gain familiarity with the area as well as facility. The internship committee schedules practice interviews in November which give students an opportunity to practice answering typical questions used in internship interviews and receive feedback from the committee and their peers.

Students should anticipate being invited to interview at several sites. It is important to be familiar with the APPIC Guidelines for conducting the interviews and communicating with internship sites. For example, internship programs and applicants are prohibited from conveying information about their rankings to each other. Students are encouraged to plan ahead in order to cover the cost of travel to internship interviews.

When students have completed the interviews, they should meet with their Committee Chairperson (Clinical Advisor) to review and rank order the internship sites.

## **Rankings**

**Once the ranking of the internships is decided, in consultation with the Committee Chairperson (Clinical Advisor), students should email a copy of the rankings to both the DCT and his/her advisor for approval prior to submitting the ranking to APPIC.** Once approved, students should submit their rankings according to the APPIC policies and procedures.

## **Program Approval**

The internship training experience is an extension of the Program. Therefore, the Program has an obligation to insure that the internship program is suitable and that it provides quality training. Except in unusual circumstances, the Program requires that the internship be APA approved and all internships must be APPIC-affiliated. Students must obtain approval from the DCT before ranking any internship sites that are not APA approved.

## **Notification of Match Results**

The date for notification of the match results is the third Friday in February and is announced by APPIC to the applicant and the Director of Clinical Training (DCT) via email. The DCT is also informed of the results of the match. Applicants should contact the director of the internship to which they were matched some time on notification day. Students who are not matched in Phase I can enter the Phase II match to be matched with internships with remaining positions.

Unmatched applicants should work closely with the DCT and their Committee Chairperson (or Clinical Advisor if their Chairperson is not a Clinical Faculty member) in making decisions about their plans for the next year (i.e., stay and complete the dissertation, attempt to find an open position). Our students have generally done very well in the matching process and many have obtained one of their top-ranked internships. In the event that a student does not match, he/she has an additional year to gain further clinical experience, complete their dissertation, and otherwise increase their competitiveness for the next internship match.

## **Coordination and Evaluation**

After the student begins internship, and by October 1, the DCT contacts the Director of Training at each internship site to insure that the student has arrived and is making a good adjustment. The DCT maintains contact with the internship site. Any difficulty that arises during the internship year will be addressed by the DCT who will inform the Chair of the Doctoral Committee.

The DCT requests a copy of the evaluations conducted by the internship site, generally mid-year (January or February) and again at the end of the internship year. The Chairperson of the Doctoral Committee (Advisor) is informed of the results of all evaluations.

A large gray rectangular box containing the word "Chapter" in black at the top left and the number "10" in large white digits at the center.

# Chapter 10

## Graduation Requirements

This chapter summarizes the graduation requirements mentioned in earlier chapters and provides some further details on graduation. In order to graduate, the student must complete all requirements for the program including internship. Application for graduation must be made by the date specified by the CGPS (March 1<sup>st</sup> for May graduation; June 1<sup>st</sup> for August graduation; October 1<sup>st</sup> for December graduation) and listed on their website: <http://www.indstate.edu/graduate/>. This form is completed and submitted via the student's ISU Portal. It is essential that this form is submitted by the deadline -- failure to do so will result in not graduating that semester even though all program requirements are completed. Further, if the requirements to graduate are not met during the semester listed on the application to graduate, it is necessary to complete a new graduation application. **Students are also asked to complete the Program of Study (Schedule of Study) and email it to the Director of Training when completing the application for graduation (see Appendix E). The DCT will check over the program of study and attach it when he/she completes the graduation checkout.**

To be eligible for graduation the student must:

- ❖ Complete all general requirements.
- ❖ Complete a minimum of 100 credit hours of graduate coursework, with a grade point average of at least 3.5. (Grades less than B- are not counted toward the 100 hours.)
- ❖ Complete the Dissertation and defend it in an oral examination.
- ❖ Complete and submit all required forms (i.e., Dissertation Committee form, Approval of Proposal form, Approval of Dissertation form)
- ❖ Follow the CGPS instructions for submission of the Dissertation.
- ❖ Complete a clinical internship of at least 1800 hours that has been approved by the Program.
- ❖ Pay any outstanding fees (e.g., tuition, library, etc.)
- ❖ Electronic submission of the Dissertation is required. There is no fee for electronic submission, but there is a fee for copyrighting, which is optional. Students who want to order hard copies of their Dissertation for themselves, their family or friends are responsible for the binding and mailing costs.

- ❖ Students who plan to graduate in August must register for Psy 799 if you have not submitted the final copy of your dissertation to the CGPS prior to the beginning of the summer semester.

After the required 12 credit hours of PSY 799 have been met, students are required to maintain continuous enrollment each semester they are working on the dissertation (with the exception of summer unless they plan to graduate in August). This can be done by registering for 1 hour of PSY 799 each semester. Students taking credits beyond the internship year will not receive any fee waivers. Students need not be enrolled during the summer unless they intend to graduate at the end of that semester (i.e., in August). Additional hours of PSY 799 over the required 12 do not count toward the 100 hour total for the program.

The last date to upload the final version of the dissertation to Proquest in order to graduate that semester is usually about two weeks before the end of the semester. Students should check with the CGPS for the exact date. The CGPS also specifies the last date that the oral defense can be conducted to graduate that semester. For the dates of these deadlines, go to: <https://www.indstate.edu/sites/default/files/media/graduate/pdfs/criticaldates.pdf>. Students must complete all internship requirements by early August in order to graduate in August

Graduation occurs in May, August and December, and commencement ceremonies are held in December and May. Students who graduate in August may participate in the May ceremony if they have submitted the final draft of their Dissertation to the CGPS by the May graduation deadlines (i.e., all requirements completed except internship). Students may also chose to participate in the December ceremony following completion of internship. Students receiving a terminal degree will be hooded at a separate ceremony on Friday evening prior to the all-campus graduation ceremony on Saturday. Students have the option of also attending the Saturday graduation ceremony, but can only be hooded at the CGPS Friday evening graduation ceremony. Students have the option of being hooded during the ceremony by their Dissertation Chairperson, the DCT, or the department chair. Students should inform their Committee Chairperson and the DCT about whether they plan to attend the ceremony and if so, who they would like to hood them. This information should be conveyed well in advance so there is sufficient time for those involved to make plans to attend.

Psychology internships most often end by late July however some continue through August, which sometimes precludes students from graduating until December. However, once internship is completed and all Program and CGPS requirements are met, the CGPS and/or the DCT can write a letter indicating that all requirements for the degree have been met. Generally, one can begin to count post-doctoral hours and apply for taking the EPPP (Examination for Professional Practice in Psychology) at this time although requirements may vary by state. Most professional positions and post-doctoral training programs also accept a letter of completion prior to official graduation from the Program.

## APPENDIX A

### Standards of Accreditation (SoA) Profession-Wide Competencies

Programs accredited by the American Psychological Association's Commission on Accreditation (CoA) are required to document that students develop graduate-level Competencies in several areas including discipline-specific knowledge and profession-wide competencies. While CoA does not specifically require coursework, programs must document how students have gained foundation knowledge, including history of thought, methods of inquiry and current and evolving knowledge base in several key areas. Several state licensure boards also require applicants to document competencies (e.g., through a graduate course) in the areas below.

#### Competency Domains

Courses required in the Psy.D program that include content coverage for the requirement are listed following the competency domain.

#### Discipline-specific Knowledge

- a. History and Systems of Psychology – *PSY 521: History and Systems of Psychology*
- b. Affective Aspects of Behavior: *PSY 608: Biological Bases of Behavior*,  
*PSY 566: Advanced Lifespan Developmental Psychology*,
- c. Biological aspects of behavior – *PSY 608: Biological Bases of Behavior*
- d. Cognitive Aspects of Behavior – *PSY 603: Learning and Cognition*
- e. Developmental Aspects of Behavior - *PSY 566: Advanced Lifespan Developmental Psych*; *PSY 668: Advanced Psychopathology*
- f. Social Aspects of Behavior – *PSY 607: Social Bases of Behavior*
- g. Advanced Integrative Knowledge: *PSY 608: Biological Bases of Behavior*
- h. Research Methods – *PSY 602: Theories of Methods of Psychological Research*; *PSY 604: Advanced Statistics*; *PSY 680: Research in Clinical Psychology*
- i. Quantitative Methods: *PSY 604: Advanced Statistics*, *Psy 680: Research in Clinical Psychology*
- j. Psychometrics: *PSY 664A: Ability Assessment*; *PSY 664C: Objective Assessment*; *PSY 676: Advanced Assessment and Treatment*, *PSY 696: Practicum*

#### Profession-Wide Competencies

- a. Research (demonstration of the integration of science and practice): *PSY 680: Research in Clinical Psychology*, *PSY 799: Dissertation*.
- b. Ethical and Legal Standards: *PSY 690J: Psychological Sciences Seminar*; *PSY 663: Ethics and Professional Issues*

- c. Individual and Cultural Diversity: *Psy 627 - Clinical Practice in a Pluralistic Society or COUN 666: Multicultural Counseling, PSY 696: Practicum, PSY 665A: Foundations of Psychotherapy; PSY 668: Advanced Psychopathology*
- d. Professional Values and Attitudes: *PSY 690J: Psychological Sciences Seminar; PSY 663: Ethics and Professional Issues, PSY 696: Practicum, PSY 796: Field Placement*
- e. Communication and Interpersonal Skills: *Assessed across all coursework, practicum, placement experiences and preliminary exams.*
- f. Assessment: *PSY 664A: Ability Assessment, PSY 664C: Objective Assessment; PSY 668: Advanced Psychopathology, Psy 676: Advanced Treatment and Assessment*
- g. Intervention – *PSY 665A: Foundations of Psychotherapy, PSY 665B: Cognitive Behavioral Therapy, PSY 676: Advanced Treatment and Assessment*
- h. Supervision – *PSY 671: Supervision and Consultation*
- i. Consultation and Interprofessional/Interdisciplinary Skills : *PSY 671: Supervision and Consultation, PSY 696: Practicum, PSY 796: Field Placement*

## **APPENDIX B**

### **GRADUATE ASSISTANTSHIP/FELLOWSHIP POLICIES, PROCEDURES AND GUIDELINES**

Department of Psychology  
(Revised November, 2017)

#### Introduction

The following policies, procedures, and guidelines reflect the position of the Department of Psychology on issues related to Graduate Assistantships (GAs). The document is intended to elaborate and conform to the policies and procedures of the School of Graduate and Professional Studies and the University. The goals of the document are as follows:

1. Establish procedures for assigning GAs that address the needs and priorities of the Department, fairly distribute assistance to faculty, and insure student input;
2. Specify expectations for work assignments for GAs;
3. Establish guidelines for fair and proper treatment of GAs;
4. Specify procedures and standards for evaluation of GAs; and
5. Identify the route for grievances and appeals under this policy.

#### Procedures for Assignment of GAs

The chairperson shall maintain a list of assistantship and instructional needs for the department based on discussion with the Directors of the Graduate and Undergraduate Programs. It is assumed that the clinic needs two assistants (for a combined 35 hrs per week), and that each faculty member with responsibility for more than one course has need of an assistant for at least 7.5 hours per week. Special assistantship needs/requests (including requests for preferred assistants or for help on special projects or grants) should be brought to the attention of the program head and/or department chair at least two months prior to the beginning of the semester. The Chairperson assigns students to assistantships or other assignments in consultation with the Program Directors. In making assistantship assignments, priority will be given to departmental instructional needs, followed by faculty research needs and other special projects. When possible and appropriate, students' developmental needs and preferences as well as the availability of alternative funding sources shall also be considered.

#### Types of Assistantships

Assistantship assignments include Faculty-GA, Clinic Fellow, Discussion Leader for PSY 100, or Instructor for PSY 101 or other undergraduate course, although the latter is typically reserved for advanced students. Students may also be assigned as a GA to a grant or other special project. The most typical assignment for first-year graduate students shall be as Faculty-GA.

*Faculty-GA.* Ordinarily, it is expected that a Faculty-GA shall assist with a faculty member's instructional duties; teaching assistants should expect to proctor exams, give guest lectures, arrange readings, grade papers, maintain attendance records, assist in demonstrations, meet with students, etc.

for one or more classes. GAs are not expected to attend all sessions of the undergraduate courses they assist, but may be asked to attend for specific purposes noted above if it does not conflict with their own courses. If a faculty member has no appropriate instructional tasks (for instance, when only teaching graduate courses), students may be assigned research-related activities appropriate to their skills; assignments for research assistants include (but are not limited to) searching for and collecting library materials, developing research materials (including questionnaires and human subjects' forms), supervising undergraduate assistants, running subjects, entering and coding data, analyzing data, and assisting in the preparation of manuscripts (e.g., locating and entering references, making/editing tables, etc.).

*Course Instructors and Discussion Leaders.* Course instructors are responsible for preparing a syllabus, in-class lectures and activities, development, administration and scoring of quizzes, exams and homework, maintaining records of students' attendance and performance, assigning grades, establishing office hours, responding to communications from students, and meeting all university reporting requirements. Discussion leaders for PSY 100 have many of the duties of a course instructor (i.e., meeting the class times, leading activities and discussions, administering & scoring exams, quizzes, & homework, maintaining records, etc.), but with considerable direction and oversight of the faculty member instructing the primary section of the course. Typically, the faculty member would develop the syllabus, grading procedures, and examination schedule that will be followed, and he/she may also provide relevant activities or discussion materials to be used by the Discussion leader.

*Clinic Assistants.* Clinic Assistants assist with referrals, maintenance of client files and clinic materials, administrative work, computer administered tests, clinical assessments, and other clinic-related tasks.

*Other Assignments.* At the discretion of the Chair and upon recommendation of the program heads, GAs may also be assigned to work on grants or other special projects. GAs assigned to a faculty grant are given duties directly related to the funded project that may be broader and more encompassing than RA duties outlined above. Other "special" assignments may include "administrative" tasks such as developing documentation for an accreditation review, acting as an editorial assistant for a newsletter or journal, managing a membership list for a professional society, or assisting with conference planning. Other assignments may also include assisting in the development of a new course, preparation of a grant submission, etc.

### Work Expectations

Assistantships are usually for 15 or 20 hours per week. Discussion leaders and Faculty-GAs are usually for 15 hours per week (which may be split between two different faculty supervisors in the case of Faculty-GAs). Course instructors for two sections of PSY 101 shall be given a 20-hr/week assistantship; instructors for other courses shall be given 15- or 20-hr assistantships depending on the expected time commitment (e.g. based on required "prep", mode of delivery, complexity of material, etc.) as well as availability of funds (Note that advanced students may also be "hired" as part-time lecturers at the standard rate of pay when there are no assistantship funds available). Work expectations of other assignments (clinic assistants, grant positions) shall be based on the

recommendations of the supervisor in collaboration with the program head and/or department chair.

All GAs may be required to participate in an orientation sponsored by the College of Graduate and Professional Studies and students given direct instructional responsibilities (e.g., as Discussion leader or Course Instructor) are required to attend a departmental teaching workshop prior to the first day of classes. Otherwise, assistants are expected to begin work during the first week of classes and to work during finals and up through the deadline for final grades. Students' work schedules during finals week must be adjusted so that they can prepare for, and take, their own exams. Assistants should be informed at least one month prior to the end of the classes what their responsibilities will be, if any, during finals. Assistants working on grants or related projects may also be expected to work during winter and spring breaks *while the university is open*, although their load should not exceed the specified weekly assignment and should be compensated with an additional stipend. Faculty supervisors should inform students of any expectation that they will work over winter or spring break and the added compensation to be provided within one week of the start of the assistantship. If such an assignment is unacceptable (and no accommodation by either party seems possible), the graduate assistant may request reassignment by the program head and/or department chairperson.

Graduate Assistants are not expected to work more than the assigned number of hours during any given week. Tasks that may take longer than the required weekly work hours (e.g., grading large numbers of term papers) should be spread over multiple weeks. Meetings with faculty supervisors about work assignments and travel from campus to work locations (for work at off-site locations) shall count as worked hours. Scheduled hours (see below) in which faculty do not provide adequate work for an assistant shall also count as worked hours. During weeks involving campus holidays (Labor Day, Fall Break, Thanksgiving, Martin Luther King Jr. Day), Assistants shall be excused from their assignments for hours proportional to the holiday period (e.g., 1 day off = 20% reduction; 2 days off = 40% reduction, etc.), regardless of their normal working schedule (see below). An exception is that students with direct instructional responsibilities (i.e., those serving as Instructors or Discussion Leaders) must meet with their assigned classes according to the University's academic schedule.

Graduate Assistants are entitled to develop a regular schedule for work hours in collaboration with their supervising faculty member. Hours should be established to accommodate the students' class schedule, clinical responsibilities, and events scheduled by the department or programs, but should not typically include weekends. Assistants should be given sufficient advanced notice by the faculty member of needed changes in hours. On most occasions, a one-week notice is appropriate. In emergency situations, a 24-hour notice may be given. Otherwise, assistants are not expected to work outside of the agreed upon schedule, and may decline such requests without penalty. An assistant may request an adjustment or change in work schedule from the faculty member. In most cases, such requests are expected to be approved, but if an accommodation to the work schedule cannot be made, the GA or faculty member may request reassignment by the program head or department chair.

Graduate Assistants should normally work their full assigned hours. If a GA has a need to reduce hours (due to illness or other personal matters), the GA can do so with an appropriate reduction in salary. The salary reduction will be proportional to the percentage reduction in time to

be worked. Under such circumstances the GA should inform their program head and the faculty member to whom they are assigned. The faculty member may request another GA to replace the lost hours, and such requests will ordinarily be granted, if feasible.

### Treatment of Graduate Assistants

Graduate Assistants are first and foremost graduate students and their roles as students must be respected. Although GAs may be assigned a variety of tasks, some of which may tedious, repetitive, or boring, assistantship supervisors should strive to contribute to the GAs professional development and such assignments should be balanced by work that contributes to this goal.

Graduate Assistants should not be expected to do personal service, including (but not limited to) helping a faculty member move (although helping them move offices or labs on campus is acceptable), looking after their children or pets, driving them to appointments or the airport (regardless of the reason for the trip), cleaning a faculty members' home, or assisting with other activities not within the scope of the faculty members' academic responsibilities. Organizing journals and filing articles, involvement in a faculty members' personal research or other professional activities (e.g., work for professional organizations, journals, conferences), proctoring exams or giving occasional guest lectures, or even assisting with committee assignments are within the scope of professional activities and may be assigned to GAs.

### Evaluation of Graduate Assistants

Graduate Assistants should be given appropriate feedback on their performance throughout their assignment. This is particularly important when the student's performance falls below the faculty member's expectation. In these cases, the GA must be informed of the deficiency (generally by mid-semester) and given the opportunity to bring performance in line with expectations. Normally, this would be accomplished via a discussion between the GA and faculty supervisor. The program head and/or department chairperson should also be informed when deficiencies have occurred and of the procedures followed to make the GA aware of the deficiencies. If the GA's performance has not improved 30 days after they have been made aware of the deficiency, the faculty member shall notify the program head and/or department chair, who shall meet with the GA to review their performance and determine an appropriate resolution, which may include a change in the assistantship assignment, the reassignment of the GA to another faculty supervisor (or in the case that the deficiencies preclude reassignment, the loss of the graduate assistantship).

Faculty responsible for supervising GAs should also provide feedback as part of the student evaluations done by each of the department's graduate programs near the end of the semester or academic year

The Department Chair shall also conduct classroom (or online) observations of each course instructor at least once per academic year. All course instructors shall also be evaluated through the university's online instructional evaluation tool (currently administered via IOTA systems). These evaluations may be shared with program heads for determining recommendations for future assignments and awards. GAs are expected to meet with the Chair to discuss their evaluations as

well as the chair's in-class observations.

### Procedures for Grievance & Appeal

It is expected that most problems surrounding graduate assistantships can be effectively handled through communication between the faculty supervisor and their GA(s). Difficulties that cannot be resolved via such means should be referred to individual program heads and/or the department chairperson, who will hold individual or joint consultations with the affected parties to determine a resolution. Resolutions may include (but are not limited to) modification of the GA's work assignment, reassignment of GAs between faculty, or the loss of participation in the assistantship pool (by the graduate student or faculty member). If a student or faculty member believes that the responses they received from their program head or the department chair are unjust and not in keeping with the spirit of the provisions in this policy, the affected party may develop a written petition outlining their concerns and deliver it to the department chairperson. The department chairperson will form an "appeals" committee consisting of the program heads (DCT, Coordinator of the MA, and Director of Undergraduate Studies) as well as the two other psychology graduate students selected by the student. The program head who made the appealed decision shall be replaced in this committee with another faculty member selected by the remainder of the committee. This committee shall consider the petition and formulate a response that supports the prior decision, overturns the prior decision, or proposes an alternative resolution. The decision of this committee shall be final.

## APPENDIX C

### Student Evaluation Forms

#### I. First Year Student Evaluation Form

**Name:**

**Semester:**

#### ACADEMIC PERFORMANCE: 1st Year

| Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1. Master the content of his/her course work   |                              |  |  |                                      |                                |
| 2. Show motivation and interest  |                              |  |  |                                      |                                |
| 3. Verbally communicates clearly and accurately  |                              |  |  |                                      |                                |
| 4. In written work, uses appropriate style, grammar and spelling                       |                              |  |  |                                      |                                |
| 5. Written work is expressed clearly, accurately and is effectively organized          |                              |  |  |                                      |                                |
| 6. Oral presentations are clear, well organized and demonstrate understanding of topic |                              |  |  |                                      |                                |
| 7. Regularly attends and arrives for class on time                                     |                              |  |  |                                      |                                |
| 8. Actively participate in his/her classes   |                              |  |  |                                      |                                |
| 9. Completes written work in a timely manner   |                              |  |  |                                      |                                |
| 10. Apply course content in practice   |                              |  |  |                                      |                                |
| 11. Demonstrates critical thinking and conceptual skills                               |                              |  |  |                                      |                                |
| 12. Willingness to consider alternative point of view                                  |                              |  |  |                                      |                                |
| 13. Overall academic performance   |                              |  |  |                                      |                                |

**Please provide comments for academic performance**

#### ASSISTANTSHIP DUTIES INCLUDING TEACHING: 1st Year

| Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1. Is responsible in completing assistantship duties |                              |  |  |                                      |                                |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2. Shows initiative and self-reliance   |  |  |  |  |  |
| 3. Completes tasks in a timely manner   |  |  |  |  |  |
| 4. Relates well to faculty              |  |  |  |  |  |
| 5. Overall performance on assistantship |  |  |  |  |  |

**Please provide comments for assistantship performance including teaching**

#### **PROFESSIONAL BEHAVIOR AND ETHICS: 1st Year**

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Demonstrate emotional maturity (i.e., engage in self-reflection regarding personal and professional functioning) |                              |  |  |                                      |                                |
| 2 | Conduct him/herself in a professional manner (i.e., integrity, deportment, accountability)                       |                              |  |  |                                      |                                |
| 3 | Conduct him/herself in an ethical manner (i.e., concern for the welfare of others)                               |                              |  |  |                                      |                                |
| 4 | Demonstrate familiarity with APA ethical standards and principles  |                              |  |  |                                      |                                |
| 5 | Shows initiative and self-reliance appropriate for level of training   |                              |  |  |                                      |                                |
| 6 | Relate to peers in a respectful manner (i.e. class discussion)   |                              |  |  |                                      |                                |
| 7 | Relate to faculty/staff in a respectful manner (i.e., deportment, openness to feedback)                          |                              |  |  |                                      |                                |
| 8 | Overall professionalism and ethics   |                              |  |  |                                      |                                |

**Please provide comments for professional behavior and ethics**

#### **INTERVIEWING SKILLS - 1st Year**

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Creating a positive interview climate   |                              |  |  |                                      |                                |
| 2 | Handling client resistance and anxiety properly                                 |                              |  |  |                                      |                                |
| 3 | Formulating appropriate Items   |                              |  |  |                                      |                                |
| 4 | Handling rambling communications appropriately                                  |                              |  |  |                                      |                                |
| 5 | Allowing clients to express their thoughts and feelings in their own unique way |                              |  |  |                                      |                                |
| 6 | Staying alert and attentive to client   |                              |  |  |                                      |                                |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | nonverbal behavior  |  |  |  |  |  |
| 7  | Facilitating a deeper exploration of client issues                        |  |  |  |  |  |
| 8  | Recognizing and addressing cultural/diversity issues                      |  |  |  |  |  |
| 9  | Using confrontation skills appropriately                                  |  |  |  |  |  |
| 10 | Overall demonstration of knowledge, skill, and competence in interviewing |  |  |  |  |  |

**Please provide comments for interviewing skills**

#### **ASSESSMENT, DIAGNOSIS AND REPORT WRITING SKILLS - 1st Year**

| #  | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Provide rationale and instructions for assessment procedures                             |                              |  |  |                                      |                                |
| 2  | Accurately score assessment measures (i.e. WAIS, Rorschach)                              |                              |  |  |                                      |                                |
| 3  | Accurately interpret test results (including consideration of cultural/diversity issues) |                              |  |  |                                      |                                |
| 4  | Integrate assessment findings from various sources into coherent assessments             |                              |  |  |                                      |                                |
| 5  | Conceptualize cases relative to his/her level of training                                |                              |  |  |                                      |                                |
| 6  | Communicate clearly and accurately in psychological reports                              |                              |  |  |                                      |                                |
| 7  | Complete reports in a timely manner  |                              |  |  |                                      |                                |
| 8  | Provide appropriate recommendations relative to level of training                        |                              |  |  |                                      |                                |
| 9  | Make use of feedback to redraft reports  |                              |  |  |                                      |                                |
| 10 | Overall demonstration of knowledge, skill, and competence in assessment                  |                              |  |  |                                      |                                |

**Please provide comments for assessment, diagnosis and report writing skills**

#### **CULTURAL AND INDIVIDUAL DIVERSITY - 1st Year**

| # | Item | Highly proficient, competent | Solid competence , needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|------|------------------------------|---|--|--------------------------------------|--------------------------------|
|   |      |                              |   |  |                                      |                                |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1 | Recognizing and addressing cultural and individual diversity issues in interviewing                  |  |  |  |  |  |
| 2 | Recognizing and addressing cultural and individual diversity issues in assessment and report writing |  |  |  |  |  |
| 3 | Overall ability to recognize and address cultural and individual diversity issues                    |  |  |  |  |  |

**Please provide comments for knowledge of cultural and individual diversity**

**RESEARCH SKILLS – 1<sup>st</sup> Years (as part of assistantship, work in a lab, classes, independent research)**

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Knowledge, understanding and critical evaluation of research literature  |                              |  |  |                                      |                                |
| 2 | Knowledge and understanding of methodology   |                              |  |  |                                      |                                |
| 3 | Ability to write a critical literature review  |                              |  |  |                                      |                                |
| 4 | Ability to independently formulate research or scholarly activity  |                              |  |  |                                      |                                |
| 5 | Reliability and accuracy in collecting data  |                              |  |  |                                      |                                |
| 6 | Knowledge and understanding of data analysis   |                              |  |  |                                      |                                |
| 7 | Ability to contribute to dissemination of research findings via professional presentation (local, regional, national levels) |                              |  |  |                                      |                                |
| 8 | Ability to contribute to dissemination of research findings via professional publication (local, regional, national levels)  |                              |  |  |                                      |                                |
| 9 | Overall knowledge and ability to conduct research or other scholarly activities  |                              |  |  |                                      |                                |

**Please provide comments for research skills**

## II. Second Year Student Evaluation Form

Name:

Semester:

### ACADEMIC PERFORMANCE - 2nd Years

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Master the content of his/her course work   |                              |  |  |                                      |                                |
| 2  | Show motivation and interest  |                              |  |  |                                      |                                |
| 3  | Verbally communicates clearly and accurately  |                              |  |  |                                      |                                |
| 4  | In written work, uses appropriate style, grammar and spelling                       |                              |  |  |                                      |                                |
| 5  | Written work is expressed clearly, accurately and is effectively organized          |                              |  |  |                                      |                                |
| 6  | Oral presentations are clear, well organized and demonstrate understanding of topic |                              |  |  |                                      |                                |
| 7  | Regularly attends and arrives for class on time                                     |                              |  |  |                                      |                                |
| 8  | Actively participate in his/her classes   |                              |  |  |                                      |                                |
| 9  | Completes written work in a timely manner   |                              |  |  |                                      |                                |
| 10 | Apply course content in practice  |                              |  |  |                                      |                                |
| 11 | Demonstrates critical thinking and conceptual skills                                |                              |  |  |                                      |                                |
| 12 | Willingness to consider alternative point of view                                   |                              |  |  |                                      |                                |
| 13 | Overall academic performance  |                              |  |  |                                      |                                |

Please provide comments for academic performance

### ASSISTANTSHIP DUTIES INCLUDING TEACHING - 2nd Years

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Is responsible in completing assistantship duties |                              |  |  |                                      |                                |
| 2 | Shows initiative and self-reliance                |                              |  |  |                                      |                                |
| 3 | Completes tasks in a timely manner                |                              |  |  |                                      |                                |
| 4 | Relates well to faculty                           |                              |  |  |                                      |                                |
| 5 | Overall performance on assistantship              |                              |  |  |                                      |                                |

**Please provide comments for assistantship performance including teaching**

### PROFESSIONAL BEHAVIOR AND ETHICS - 2nd Years

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Demonstrate emotional maturity (i.e., engage in self-reflection regarding personal and professional functioning) |                              |  |  |                                      |                                |
| 2 | Conduct him/herself in a professional manner (i.e., integrity, deportment, accountability)                       |                              |  |  |                                      |                                |
| 3 | Conduct him/herself in an ethical manner (i.e., concern for the welfare of others)                               |                              |  |  |                                      |                                |
| 4 | Demonstrate familiarity with APA ethical standards and principles  |                              |  |  |                                      |                                |
| 5 | Shows initiative and self-reliance appropriate for level of training   |                              |  |  |                                      |                                |
| 6 | Relate to peers in a respectful manner (i.e. class discussion)   |                              |  |  |                                      |                                |
| 7 | Relate to faculty/staff in a respectful manner (i.e., deportment, openness to feedback)                          |                              |  |  |                                      |                                |
| 8 | Overall professionalism and ethics   |                              |  |  |                                      |                                |

**Please provide comments for professional behavior and ethics**

## INTERVIEWING SKILLS - 2nd Years

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Assessing client problems   |                              |  |  |                                      |                                |
| 2  | Creating a positive interview climate   |                              |  |  |                                      |                                |
| 3  | Handling client resistance and anxiety appropriately                            |                              |  |  |                                      |                                |
| 4  | Formulating appropriate Items   |                              |  |  |                                      |                                |
| 5  | Handling rambling communications appropriately                                  |                              |  |  |                                      |                                |
| 6  | Allowing clients to express their thoughts and feelings in their own unique way |                              |  |  |                                      |                                |
| 7  | Staying alert and attentive to client nonverbal behavior                        |                              |  |  |                                      |                                |
| 8  | Facilitating a deeper exploration of client issues                              |                              |  |  |                                      |                                |
| 9  | Recognizing and addressing cultural/diversity issues                            |                              |  |  |                                      |                                |
| 10 | Using confrontation skills appropriately  |                              |  |  |                                      |                                |
| 11 | Overall demonstration of knowledge, skills, and competence in interviewing      |                              |  |  |                                      |                                |

Please provide comments for interviewing skills

**ASSESSMENT, DIAGNOSIS AND REPORT WRITING SKILLS - 2nd Years (next page)**

| #  | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Appropriately select assessment/tests consistent with the goals of assessment  |                              |  |  |                                      |                                |
| 2  | Provide rationale and instructions for assessment procedures   |                              |  |  |                                      |                                |
| 3  | Appropriately use and interpret tests in gathering information on clients  |                              |  |  |                                      |                                |
| 4  | Accurately score assessment measures (i.e. WAIS, Rorschach)  |                              |  |  |                                      |                                |
| 5  | Accurately interpret test results (including consideration of cultural/diversity issues)   |                              |  |  |                                      |                                |
| 6  | Use an interpretative approach that takes into consideration decision making biases and subjective versus objective data                                 |                              |  |  |                                      |                                |
| 7  | Conduct assessment with due consideration to such variables as gender, race, ethnicity, socioeconomic status, religion, and other individual differences |                              |  |  |                                      |                                |
| 8  | Communicate clearly and accurately in psychological reports and written work   |                              |  |  |                                      |                                |
| 9  | Integrate assessment findings from appropriate sources into coherent assessments   |                              |  |  |                                      |                                |
| 10 | Conceptualize cases relative to his/her level of training  |                              |  |  |                                      |                                |
| 11 | Provide accurate diagnoses   |                              |  |  |                                      |                                |
| 12 | Provide appropriate recommendations  |                              |  |  |                                      |                                |
| 13 | Complete reports in a timely manner  |                              |  |  |                                      |                                |
| 14 | Make use of feedback to redraft reports  |                              |  |  |                                      |                                |
| 15 | Effectively communicate assessment findings to clients (i.e., accurate, sensitive to the audience)   |                              |  |  |                                      |                                |
| 16 | Overall demonstration of knowledge, skill, and competence in assessment and diagnosis  |                              |  |  |                                      |                                |

**Please provide comments for assessment, diagnosis and report writing skills**

## THERAPY SKILLS – 2<sup>nd</sup> Years

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Using listening and communication skills to develop an empathetic and effective therapeutic relationship  |                              |  |  |                                      |                                |
| 2  | Demonstrating sensitivity to ethical issues in relation to the treatment of clients   |                              |  |  |                                      |                                |
| 3  | Helping clients define specific treatment goals   |                              |  |  |                                      |                                |
| 4  | Formulating treatment plans based upon a theoretical and empirical rationale  |                              |  |  |                                      |                                |
| 5  | Conceptualizing and planning strategies for specific clients  |                              |  |  |                                      |                                |
| 6  | Appropriate formulation, assignment and monitoring of homework  |                              |  |  |                                      |                                |
| 7  | Carrying out a treatment plan based upon its formulations   |                              |  |  |                                      |                                |
| 8  | Assessment of treatment progress from observation and other measures  |                              |  |  |                                      |                                |
| 9  | Providing feedback to clients and modifying the treatment plan as appropriate   |                              |  |  |                                      |                                |
| 10 | Use of Evidence Based Practice (i.e., consideration of empirically supported treatments, clinical judgment and decision making, client characteristics) |                              |  |  |                                      |                                |
| 11 | Evaluation of treatment outcome (i.e., regularly administers and provides feedback on the OQ)   |                              |  |  |                                      |                                |
| 12 | Demonstrates knowledge base and works effectively with diverse individuals and groups   |                              |  |  |                                      |                                |
| 13 | Overall knowledge, ability, supporting attitudes and values, and competence in therapy and interventions  |                              |  |  |                                      |                                |

**Please provide comments for knowledge and competence in therapy**

## CULTURAL AND INDIVIDUAL DIVERSITY – 2<sup>nd</sup> Years

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Recognizing and addressing cultural and individual diversity issues in interviewing   |                              |  |  |                                      |                                |
| 2 | Recognizing and addressing cultural and individual diversity issues in assessment and report writing  |                              |  |  |                                      |                                |
| 3 | Recognizing and addressing cultural and individual diversity issues in therapy  |                              |  |  |                                      |                                |
| 4 | Overall knowledge, skills, and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations, and colleagues |                              |  |  |                                      |                                |

**Please provide comments for knowledge of cultural and individual diversity**

## SUPERVISION – 2<sup>nd</sup> Years

| #  | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Regularly attends and arrives on time for group supervision  |                              |  |  |                                      |                                |
| 2  | Participation and contribution during group supervision and level of preparation   |                              |  |  |                                      |                                |
| 3  | Oral presentation of cases in group supervision  |                              |  |  |                                      |                                |
| 4  | Regularly attends and arrives on time for individual supervision   |                              |  |  |                                      |                                |
| 5  | Makes good use of individual supervision time  |                              |  |  |                                      |                                |
| 6  | Preparation for individual supervision   |                              |  |  |                                      |                                |
| 7  | Efforts toward openness and self-insight   |                              |  |  |                                      |                                |
| 8  | Understanding and openness to discussing how personal/culture, attitudes and biases may affect understanding and interaction with people who are different from themselves |                              |  |  |                                      |                                |
| 9  | Willingness/ability to accept constructive criticism and use as a tool toward professional growth  |                              |  |  |                                      |                                |
| 10 | Implementation of supervisory guidance   |                              |  |  |                                      |                                |
| 11 | Demonstrates initiative and self-reliance  |                              |  |  |                                      |                                |
| 12 | Overall participation in and response to supervision   |                              |  |  |                                      |                                |

**Please provide comments for participation in and response to supervision**

**PROFESSIONALISM – 2<sup>nd</sup> Years (Record Maintenance, Consultation, Ethics) – 2<sup>nd</sup> Years**

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Review and overall chart maintenance  |                              |  |  |                                      |                                |
| 2  | Timeliness of paperwork   |                              |  |  |                                      |                                |
| 3  | Knowing when and how to consult with other professionals  |                              |  |  |                                      |                                |
| 4  | Requesting appropriate information (i.e. signed release) from past/auxiliary services)  |                              |  |  |                                      |                                |
| 5  | Understanding controversial issues within the profession  |                              |  |  |                                      |                                |
| 6  | Understanding professional ethical issues (i.e., knowledgeable of and acting in accordance with the APA Ethical Principles and Code of Conduct)                         |                              |  |  |                                      |                                |
| 7  | Recognize ethical dilemmas that arise and apply ethical decision making processes to resolve them   |                              |  |  |                                      |                                |
| 8  | Understanding professional legal issues (i.e., knowledgeable of and acting in accordance with relevant laws, regulations and policies governing mental health services) |                              |  |  |                                      |                                |
| 9  | Conducting assessments and interventions with sensitivity to issues of professional ethics/codes of conduct   |                              |  |  |                                      |                                |
| 10 | Conducts self in an ethical manner in all professional activities   |                              |  |  |                                      |                                |
| 11 | Adherence to ISU Clinic policies and procedures   |                              |  |  |                                      |                                |
| 12 | Level of emotional maturity   |                              |  |  |                                      |                                |
| 13 | Professional conduct with peers   |                              |  |  |                                      |                                |
| 14 | Professional conduct with faculty staff   |                              |  |  |                                      |                                |
| 15 | Professional self-presentation  |                              |  |  |                                      |                                |
| 16 | Overall knowledge, ability, and associated attitudes and values related to ethical and professional conduct in practice and research                                    |                              |  |  |                                      |                                |

**Please provide comments for professionalism**

**RESEARCH SKILLS– 2nd Years (as part of assistantship, work in a lab, classes, independent research)**

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Knowledge, understanding and critical evaluation of research literature  |                              |  |  |                                      |                                |
| 2 | Knowledge and understanding of methodology   |                              |  |  |                                      |                                |
| 3 | Ability to write critical literature review  |                              |  |  |                                      |                                |
| 4 | Ability to independently formulate research or scholarly activity  |                              |  |  |                                      |                                |
| 5 | Reliability and accuracy in collecting data  |                              |  |  |                                      |                                |
| 6 | Knowledge and understanding of data analysis   |                              |  |  |                                      |                                |
| 7 | Ability to contribute to dissemination of research findings via professional presentation (local, regional, national levels) |                              |  |  |                                      |                                |
| 8 | Ability to contribute to dissemination of research findings via professional publication (local, regional, national levels)  |                              |  |  |                                      |                                |
| 9 | Overall knowledge and ability to conduct research or other scholarly activities  |                              |  |  |                                      |                                |

**Please provide comments for research skills**

### III. Third Year Student Evaluation Form

Name:

Semester:

#### ACADEMIC PERFORMANCE – 3<sup>rd</sup> Years

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Master the content of his/her course work   |                              |  |  |                                      |                                |
| 2  | Show motivation and interest  |                              |  |  |                                      |                                |
| 3  | Verbally communicates clearly and accurately  |                              |  |  |                                      |                                |
| 4  | In written work, uses appropriate style, grammar and spelling                       |                              |  |  |                                      |                                |
| 5  | Written work is expressed clearly, accurately and is effectively organized          |                              |  |  |                                      |                                |
| 6  | Oral presentations are clear, well organized and demonstrate understanding of topic |                              |  |  |                                      |                                |
| 7  | Regularly attends and arrives for class on time                                     |                              |  |  |                                      |                                |
| 8  | Actively participate in his/her classes   |                              |  |  |                                      |                                |
| 9  | Completes written work in a timely manner   |                              |  |  |                                      |                                |
| 10 | Apply course content in practice  |                              |  |  |                                      |                                |
| 11 | Demonstrates critical thinking and conceptual skills                                |                              |  |  |                                      |                                |
| 12 | Willingness to consider alternative point of view                                   |                              |  |  |                                      |                                |
| 13 | Overall academic performance  |                              |  |  |                                      |                                |

Please provide comments for academic performance

### ASSISTANTSHIP DUTIES INCLUDING TEACHING – 3rd Years

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Is responsible in completing assistantship duties |                              |  |  |                                      |                                |
| 2 | Shows initiative and self-reliance                |                              |  |  |                                      |                                |
| 3 | Completes tasks in a timely manner                |                              |  |  |                                      |                                |
| 4 | Relates well to faculty                           |                              |  |  |                                      |                                |
| 5 | Overall performance on assistantship              |                              |  |  |                                      |                                |

**Please provide comments for assistantship performance including teaching**

### PROFESSIONAL BEHAVIOR AND ETHICS – 3<sup>rd</sup> Years

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Demonstrate emotional maturity (i.e., engage in self-reflection regarding personal and professional functioning) |                              |  |  |                                      |                                |
| 2 | Conduct him/herself in a professional manner (i.e., integrity, deportment, accountability)                       |                              |  |  |                                      |                                |
| 3 | Conduct him/herself in an ethical manner (i.e., concern for the welfare of others)                               |                              |  |  |                                      |                                |
| 4 | Demonstrate familiarity with APA ethical standards and principles  |                              |  |  |                                      |                                |
| 5 | Shows initiative and self-reliance appropriate for level of training   |                              |  |  |                                      |                                |
| 6 | Relate to peers in a respectful manner (i.e. class discussion)   |                              |  |  |                                      |                                |
| 7 | Relate to faculty/staff in a respectful manner (i.e., deportment, openness to feedback)                          |                              |  |  |                                      |                                |
| 8 | Overall professionalism and ethics   |                              |  |  |                                      |                                |

**Please provide comments for professional behavior and ethics**

### INTERVIEWING SKILLS – 3<sup>rd</sup> Years

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Assessing client problems   |                              |  |  |                                      |                                |
| 2  | Creating a positive interview climate   |                              |  |  |                                      |                                |
| 3  | Handling client resistance and anxiety appropriately                            |                              |  |  |                                      |                                |
| 4  | Formulating appropriate Items   |                              |  |  |                                      |                                |
| 5  | Handling rambling communications appropriately                                  |                              |  |  |                                      |                                |
| 6  | Allowing clients to express their thoughts and feelings in their own unique way |                              |  |  |                                      |                                |
| 7  | Staying alert and attentive to client nonverbal behavior                        |                              |  |  |                                      |                                |
| 8  | Facilitating a deeper exploration of client issues                              |                              |  |  |                                      |                                |
| 9  | Recognizing and addressing cultural/diversity issues                            |                              |  |  |                                      |                                |
| 10 | Using confrontation skills appropriately  |                              |  |  |                                      |                                |
| 11 | Overall demonstration of knowledge, skills, and competence in interviewing      |                              |  |  |                                      |                                |

Please provide comments for interviewing skills

### ASSESSMENT, DIAGNOSIS AND REPORT WRITING SKILLS – 3rd Years

Please provide comments for assessment, diagnosis and report writing skills

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Appropriately select assessment/tests consistent with the goals of assessment |                              |  |  |                                      |                                |
| 2 | Provide rationale and instructions for assessment procedures                  |                              |  |  |                                      |                                |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 3  | Appropriately use and interpret tests in gathering information on clients  |  |  |  |  |
| 4  | Accurately score assessment measures (i.e. WAIS, Rorschach)  |  |  |  |  |
| 5  | Accurately interpret test results (including consideration of cultural/diversity issues)   |  |  |  |  |
| 6  | Use an interpretative approach that takes into consideration decision making biases and subjective versus objective data                                 |  |  |  |  |
| 7  | Conduct assessment with due consideration to such variables as gender, race, ethnicity, socioeconomic status, religion, and other individual differences |  |  |  |  |
| 8  | Communicate clearly and accurately in psychological reports and written work   |  |  |  |  |
| 9  | First drafts of reports require minimal revision   |  |  |  |  |
| 10 | Integrate assessment findings from appropriate sources into coherent assessments   |  |  |  |  |
| 11 | Conceptualize cases relative to his/her level of training  |  |  |  |  |
| 12 | Provide accurate diagnoses   |  |  |  |  |
| 13 | Provide appropriate recommendations  |  |  |  |  |
| 14 | Complete reports in a timely manner  |  |  |  |  |
| 15 | Make use of feedback to redraft reports  |  |  |  |  |
| 16 | Effectively communicate assessment findings to clients (i.e., accurate, sensitive to the audience)   |  |  |  |  |
| 17 | Overall demonstration of knowledge, skill, and competence in assessment and diagnosis  |  |  |  |  |

### THERAPY SKILLS – 3<sup>rd</sup> Years

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Using listening and communication skills to develop an empathetic and effective therapeutic relationship  |                              |  |  |                                      |                                |
| 2  | Demonstrating sensitivity to ethical issues in relation to the treatment of clients   |                              |  |  |                                      |                                |
| 3  | Helping clients define specific treatment goals   |                              |  |  |                                      |                                |
| 4  | Formulating treatment plans based upon a theoretical and/or empirical rationale   |                              |  |  |                                      |                                |
| 5  | Conceptualizing and planning strategies for specific clients  |                              |  |  |                                      |                                |
| 6  | Appropriate formulation, assignment and monitoring of homework  |                              |  |  |                                      |                                |
| 7  | Carrying out a treatment plan based upon its formulations   |                              |  |  |                                      |                                |
| 8  | Assessment of treatment progress from observation and other measures  |                              |  |  |                                      |                                |
| 9  | Providing feedback to clients and modifying the treatment plan as appropriate   |                              |  |  |                                      |                                |
| 10 | Use of Evidence Based Practice (i.e., consideration of empirically supported treatments, clinical judgment and decision making, client characteristics) |                              |  |  |                                      |                                |
|    | Shows initiative and self-reliance in development of treatment plans and implementation of interventions  |                              |  |  |                                      |                                |
| 13 | Evaluation of treatment outcome (i.e., regularly administers and provides feedback on the OQ)   |                              |  |  |                                      |                                |
| 14 | Demonstrates knowledge base and works effectively with diverse individuals and groups   |                              |  |  |                                      |                                |
| 15 | Overall knowledge, ability, supporting attitudes and values, and competence in therapy and interventions  |                              |  |  |                                      |                                |

**Please provide comments for therapy skills**

**CULTURAL AND INDIVIDUAL DIVERSITY – 3rd Years**

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Recognizing and addressing cultural and individual diversity issues in interviewing   |                              |  |  |                                      |                                |
| 2 | Recognizing and addressing cultural and individual diversity issues in assessment and report writing  |                              |  |  |                                      |                                |
| 3 | Recognizing and addressing cultural and individual diversity issues in therapy  |                              |  |  |                                      |                                |
| 4 | Overall knowledge, skills, and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations, and colleagues |                              |  |  |                                      |                                |

**Please provide comments for knowledge of cultural and individual diversity**

### SUPERVISION – 3rd Years

| #  | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Regularly attends and arrives on time for group supervision  |                              |  |  |                                      |                                |
| 2  | Participation and contribution during group supervision and level of preparation   |                              |  |  |                                      |                                |
| 3  | Oral presentation of cases in group supervision  |                              |  |  |                                      |                                |
| 4  | Takes a leadership role in group supervision   |                              |  |  |                                      |                                |
| 5  | Regularly attends and arrives on time for individual supervision   |                              |  |  |                                      |                                |
| 6  | Makes good use of individual supervision time  |                              |  |  |                                      |                                |
| 7  | Preparation for individual supervision   |                              |  |  |                                      |                                |
| 8  | Efforts toward openness and self-insight   |                              |  |  |                                      |                                |
| 9  | Understanding and openness to discussing how personal/culture, attitudes and biases may affect understanding and interaction with people who are different from themselves |                              |  |  |                                      |                                |
| 10 | Willingness/ability to accept constructive criticism and use as a tool toward professional growth  |                              |  |  |                                      |                                |
| 11 | Implementation of supervisory guidance   |                              |  |  |                                      |                                |
| 12 | Demonstrates initiative and self-reliance  |                              |  |  |                                      |                                |
| 13 | Overall participation in and response to supervision   |                              |  |  |                                      |                                |

Please provide comments for participation in and response to supervision

**PROFESSIONALISM (Record Maintenance, Consultation, Ethics) – 3rd Years**

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Review and overall chart maintenance  |                              |  |  |                                      |                                |
| 2  | Timeliness of paperwork   |                              |  |  |                                      |                                |
| 3  | Knowing when and how to consult with other professionals  |                              |  |  |                                      |                                |
| 4  | Requesting appropriate information (i.e. signed release) from past/auxiliary services)  |                              |  |  |                                      |                                |
| 5  | Understanding controversial issues within the profession  |                              |  |  |                                      |                                |
| 6  | Understanding professional ethical issues (i.e., knowledgeable of and acting in accordance with the APA Ethical Principles and Code of Conduct)                         |                              |  |  |                                      |                                |
| 7  | Recognize ethical dilemmas that arise and apply ethical decision making processes to resolve them   |                              |  |  |                                      |                                |
| 8  | Understanding professional legal issues (i.e., knowledgeable of and acting in accordance with relevant laws, regulations and policies governing mental health services) |                              |  |  |                                      |                                |
| 9  | Conducting assessments and interventions with sensitivity to issues of professional ethics/codes of conduct   |                              |  |  |                                      |                                |
| 10 | Conducts self in an ethical manner in all professional activities   |                              |  |  |                                      |                                |
| 11 | Adherence to ISU Clinic policies and procedures   |                              |  |  |                                      |                                |
| 12 | Level of emotional maturity   |                              |  |  |                                      |                                |
| 13 | Professional conduct with peers   |                              |  |  |                                      |                                |
| 14 | Professional conduct with faculty staff   |                              |  |  |                                      |                                |
| 15 | Professional self-presentation  |                              |  |  |                                      |                                |
| 16 | Overall knowledge, ability, and associated attitudes and values related to ethical and professional conduct in practice and research                                    |                              |  |  |                                      |                                |

**Please provide comments for professionalism**

**RESEARCH – 3rd Years (as part of assistantship, work in a lab, classes, independent research)**

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Knowledge, understanding and critical evaluation of research literature  |                              |  |  |                                      |                                |
| 2 | Knowledge and understanding of methodology   |                              |  |  |                                      |                                |
| 3 | Ability to write a critical literature review  |                              |  |  |                                      |                                |
| 4 | Ability to independently formulate research or scholarly activity  |                              |  |  |                                      |                                |
| 5 | Reliability and accuracy in collecting data  |                              |  |  |                                      |                                |
| 6 | Knowledge and understanding of data analysis   |                              |  |  |                                      |                                |
| 7 | Ability to contribute to dissemination of research findings via professional presentation (local, regional, national levels) |                              |  |  |                                      |                                |
| 8 | Ability to contribute to dissemination of research findings via professional publication (local, regional, national levels)  |                              |  |  |                                      |                                |
| 9 | Overall knowledge and ability to conduct research or other scholarly activities  |                              |  |  |                                      |                                |

**Please provide comments for research skills**

### DISSERTATION –3rd<sup>d</sup> Years

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Progress on literature review and/or development of a research topic |                              |  |  |                                      |                                |
| 2 | Knowledge and understanding of research literature in topic area     |                              |  |  |                                      |                                |
| 3 | Progress on writing proposal   |                              |  |  |                                      |                                |
| 4 | Knowledge and understanding of methodology in research topic area    |                              |  |  |                                      |                                |
| 5 | Progress on collecting data  |                              |  |  |                                      |                                |
| 6 | Progress on analyzing data   |                              |  |  |                                      |                                |
| 7 | Knowledge and understanding of data analysis for dissertation data   |                              |  |  |                                      |                                |
| 8 | Progress on writing final dissertation                               |                              |  |  |                                      |                                |
| 9 | Overall progress on dissertation                                     |                              |  |  |                                      |                                |

**Please provide comments for dissertation progress**

## IV. Fourth Year Student Evaluation Form

**Name:**

**Semester:**

### ACADEMIC PERFORMANCE – 4th Years

| #  | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|----|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1  | Master the content of his/her course work   |                              |  |  |                                      |                                |
| 2  | Show motivation and interest  |                              |  |  |                                      |                                |
| 3  | Verbally communicates clearly and accurately  |                              |  |  |                                      |                                |
| 4  | In written work, uses appropriate style, grammar and spelling                       |                              |  |  |                                      |                                |
| 5  | Written work is expressed clearly, accurately and is effectively organized          |                              |  |  |                                      |                                |
| 6  | Oral presentations are clear, well organized and demonstrate understanding of topic |                              |  |  |                                      |                                |
| 7  | Regularly attends and arrives for class on time                                     |                              |  |  |                                      |                                |
| 8  | Actively participate in his/her classes   |                              |  |  |                                      |                                |
| 9  | Completes written work in a timely manner   |                              |  |  |                                      |                                |
| 10 | Apply course content in practice  |                              |  |  |                                      |                                |
| 11 | Demonstrates critical thinking and conceptual skills                                |                              |  |  |                                      |                                |
| 12 | Willingness to consider alternative point of view                                   |                              |  |  |                                      |                                |
| 13 | Overall academic performance  |                              |  |  |                                      |                                |

**Please provide comments for academic performance**

### PROFESSIONAL BEHAVIOR AND ETHICS – 4th Years

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Demonstrate emotional maturity (i.e., engage in self-reflection regarding personal and professional |                              |  |  |                                      |                                |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   | functioning)   |  |  |  |  |
| 2 | Conduct him/herself in a professional manner (i.e., integrity, deportment, accountability) |  |  |  |  |
| 3 | Conduct him/herself in an ethical manner (i.e., concern for the welfare of others)         |  |  |  |  |
| 4 | Demonstrate familiarity with APA ethical standards and principles                          |  |  |  |  |
| 5 | Shows initiative and self-reliance appropriate for level of training                       |  |  |  |  |
| 6 | Relate to peers in a respectful manner (i.e. class discussion)                             |  |  |  |  |
| 7 | Relate to faculty/staff in a respectful manner (i.e., deportment, openness to feedback)    |  |  |  |  |
| 8 | Overall professionalism and ethics   |  |  |  |  |

**Please provide comments for professional behavior and ethics**

#### CULTURAL AND INDIVIDUAL DIVERSITY – 4th Years

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Recognizing and addressing cultural and individual diversity issues in interviewing   |                              |  |  |                                      |                                |
| 2 | Recognizing and addressing cultural and individual diversity issues in assessment and report writing  |                              |  |  |                                      |                                |
| 3 | Recognizing and addressing cultural and individual diversity issues in therapy  |                              |  |  |                                      |                                |
| 4 | Overall knowledge, skills, and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations, and colleagues |                              |  |  |                                      |                                |

**Please provide comments for knowledge of cultural and individual diversity**

## SUPERVISION AND CONSULTATION - 4th Years

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Foundational knowledge of clinical supervision (e.g., goal setting, evaluation, building the supervision relationship, solving problems, etc.)  |                              |  |  |                                      |                                |
| 2 | Ability to implement supervision strategies (e.g., teaching, mentoring, coaching, consulting); document supervision; and employ specialized techniques (e.g., using video in supervision) |                              |  |  |                                      |                                |
| 3 | Knowledge of ethical, legal, multicultural, and crisis management issues with regard to supervision of clinical services  |                              |  |  |                                      |                                |
| 4 | Overall knowledge, competency, and skills in supervision  |                              |  |  |                                      |                                |
| 5 | Foundational knowledge of consultation services   |                              |  |  |                                      |                                |
| 6 | Knowledge of ethical, legal, and multicultural, issues with regard to consultation services   |                              |  |  |                                      |                                |
| 7 | Overall knowledge, competency, and skills in consultation services  |                              |  |  |                                      |                                |

**Please provide comments for supervision**

**RESEARCH – 4th Years (as part of assistantship, work in a lab, classes, independent research)**

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Knowledge, understanding and critical evaluation of research literature  |                              |  |  |                                      |                                |
| 2 | Knowledge and understanding of methodology   |                              |  |  |                                      |                                |
| 3 | Able to write critical literature review   |                              |  |  |                                      |                                |
| 4 | Ability to independently formulate research or scholarly activity  |                              |  |  |                                      |                                |
| 5 | Reliability and accuracy in collecting data  |                              |  |  |                                      |                                |
| 6 | Knowledge and understanding of data analysis   |                              |  |  |                                      |                                |
| 7 | Ability to contribute to dissemination of research findings via professional presentation (local, regional, national levels) |                              |  |  |                                      |                                |
| 8 | Ability to contribute to dissemination of research findings via professional publication (local, regional, national levels)  |                              |  |  |                                      |                                |
| 9 | Overall knowledge and ability to conduct research or other scholarly activities  |                              |  |  |                                      |                                |

**Please provide comments for research skills**

#### DISSERTATION– 4th Years

| # | Item   | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Some basic skills, needs improvement |
|---|--|------------------------------|--|--|--------------------------------------|--------------------------------------|
| 1 | Progress on literature review and/or development of a research topic |                              |  |  |                                      |                                      |
| 2 | Knowledge and understanding of research literature in topic area     |                              |  |  |                                      |                                      |
| 3 | Progress on writing proposal   |                              |  |  |                                      |                                      |
| 4 | Knowledge and understanding of methodology in research topic area    |                              |  |  |                                      |                                      |
| 5 | Progress on collecting data  |                              |  |  |                                      |                                      |
| 6 | Knowledge and understanding of data analysis for dissertation data   |                              |  |  |                                      |                                      |
| 7 | Progress on analyzing data   |                              |  |  |                                      |                                      |
| 8 | Progress on writing final dissertation                               |                              |  |  |                                      |                                      |
| 9 | Overall progress on dissertation                                     |                              |  |  |                                      |                                      |

**Please provide comments on dissertation progress**

#### PROFESSIONAL VALUES AND ATTITUDES – 4th Years

| # | Item  | Highly proficient, competent | Solid competence, needs only fine tuning | Foundational skills, needs further development | Some basic skills, needs improvement | Significant improvement needed |
|---|---|------------------------------|--|--|--------------------------------------|--------------------------------|
| 1 | Adherence to professional values infuses work as psychologist-in-training   |                              |  |  |                                      |                                |
| 2 | Recognizes situations that challenge adherence to professional values   |                              |  |  |                                      |                                |
| 3 | Communication and conduct (including attire) is professionally appropriate across different settings  |                              |  |  |                                      |                                |
| 4 | Demonstrates awareness of the impact behavior has on client, public and profession  |                              |  |  |                                      |                                |
| 5 | Displays emerging professional identity as psychologist (e.g., membership in professional organizations; attends colloquia, workshops, conferences) |                              |  |  |                                      |                                |
| 6 | Understands the importance of and displays efforts to engage in lifelong learning   |                              |  |  |                                      |                                |
| 7 | Understanding controversial issues within the profession  |                              |  |  |                                      |                                |
| 8 | Understanding professional ethical issues (i.e., knowledgeable of and   |                              |  |  |                                      |                                |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
|    | acting in accordance with the APA Ethical Principles and Code of Conduct)   |  |  |  |  |
| 9  | Recognize ethical dilemmas that arise and apply ethical decision making processes to resolve them   |  |  |  |  |
| 10 | Understanding professional legal issues (i.e., knowledgeable of and acting in accordance with relevant laws, regulations and policies governing mental health services) |  |  |  |  |
| 11 | Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice  |  |  |  |  |
| 12 | Understands the central role of self-care to effective practice; monitors issues related to self-care with advisor/supervisor   |  |  |  |  |
| 13 | Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively                                  |  |  |  |  |
| 14 | Demonstrates knowledge of the viewpoints and contributions of other professions/professionals   |  |  |  |  |
| 15 | Demonstrates knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning   |  |  |  |  |
| 16 | Develops and maintains collaborative relationships and respect for other professionals  |  |  |  |  |
| 17 | Values and applies scientific methods to professional practice  |  |  |  |  |
| 18 | Overall professional attitudes and values related to ethical and professional conduct in practice and research  |  |  |  |  |

**Please provide comments for professional behavior and ethics**

**APPENDIX D**  
**SELF EVALUATION**  
Indiana State University  
Psy.D. Program  
Year-End Self-Evaluation

The purpose of this self-evaluation is to assist students in making note of their clinical training accomplishments to date as well as any gaps in training or areas in need of further development related to your developing career goals.

Students should complete the self-evaluation and set up a time to meet with your advisor (or clinical chair if advisor is an experimental faculty member) to discuss your self-evaluation by the end of May.

***Please give a signed (by student and advisor) copy of your self-evaluation to Emilie (for your student file) by May 31st.***

Name: \_\_\_\_\_

Year in Program: \_\_\_\_\_ Date: \_\_\_\_\_

Date Expected/Completed for:

|  | Expected | Completed |
|--|----------|-----------|
| 1. Choosing Dissertation Chair and Committee members:<br><i>(1<sup>st</sup>-2<sup>nd</sup> year)</i>                   | _____    | _____     |
| 2. Deciding on dissertation topic/ research question<br><i>(end of 2<sup>nd</sup> year/summer 2<sup>nd</sup> year)</i> | _____    | _____     |
| 3. Completion of Master's Portfolio<br><i>(2<sup>nd</sup> year, end of spring or summer semester)</i>                  | _____    | _____     |
| 4. Dissertation Proposal Defense:<br><i>(Spring 3<sup>rd</sup> year/Fall of 4<sup>th</sup> year)</i>                   | _____    | _____     |
| 5. Data Collected for Dissertation (following IRB approval)<br><i>(4<sup>th</sup> year)</i>                            | _____    | _____     |
| 6. Dissertation Defended ( <i>4<sup>th</sup> or 5<sup>th</sup> yr</i> )  | _____    | _____     |

If you are not on track for any of the above, what is your plan/timeline for getting on track?

Please summarize your progress in regard to the dissertation process (for 1<sup>st</sup>-2<sup>nd</sup> year students, consider selection of chair and topic).

List any publication/presentations (both completed in past year and planned)

***\*\*If you have not yet made a professional presentation (research or clinical presentation with data), when do you anticipate completing this requirement?***

List courses that you have taught or worked as a teaching assistant in the past year:

***Attach updated Program of Study that includes courses you anticipate taking in the next year***

Assess your proficiency in the following areas using the scale below:

***1 = significant Improvement needed      2 = foundation laid, but need more direct experience      3 = solid competence      4 = highly proficient maintain current skill level***

N/A: Not applicable

**Writing Skills:**

Communicate clearly and accurately in written work \_\_\_\_\_

Mastering APA style \_\_\_\_\_

Mastering technical report writing style (i.e., concise) \_\_\_\_\_

Revising in response to feedback \_\_\_\_\_

Sticking to a writing schedule (for dissertation) \_\_\_\_\_

**Oral Presentation and Teaching:**

Designing an oral presentation or lecture \_\_\_\_\_

Comfort with oral presentation \_\_\_\_\_

Grading student papers/providing constructive feedback \_\_\_\_\_

Managing gradebook \_\_\_\_\_

Verbal and written (e.g., email) communication with students \_\_\_\_\_

**Interpersonal Skills and Professionalism**

Communicating effectively with others \_\_\_\_\_

Accepting and making use of constructive criticism \_\_\_\_\_

Resolving conflicts with others \_\_\_\_\_

Sensitivity to diversity in classes, clinical work, department) \_\_\_\_\_

Seeking help and guidance when needed \_\_\_\_\_

Completing assignment/reports in a timely manner  
Attending to and balancing multiple responsibilities \_\_\_\_\_

Leading and motivating others \_\_\_\_\_

Awareness of ethics and ability to implement ethical standards \_\_\_\_\_

*1 = significant            2 = foundation laid, but            3 = solid competence            4 = highly proficient*

*Improvement needed      need more direct experience      need fine tuning*

*maintain current skill level*

N/A: Not applicable

### **Clinical Skills:**

Competence in traditional assessment measures and techniques, including  
Clinical interview and mental status exam \_\_\_\_\_

Ability to identify client problem areas and to use concepts of  
Differential diagnosis \_\_\_\_\_

Ability to interpret test results and communicate assessment results \_\_\_\_\_

Formulate and conceptualize cases and plan interventions based on  
knowledge of evidence-based practice \_\_\_\_\_

Ability to implement evidence-based interventions \_\_\_\_\_

Ability to evaluate client treatment progress in context of  
Evidence based interventions \_\_\_\_\_

Total Therapy Hours (as of April 15<sup>th</sup>): \_\_\_\_\_

Total Assessment Hours: \_\_\_\_\_

**Professional Development:**

*Please list all workshops, conferences and didactic events that you have attended over the past year. (Note: Students are expected to complete a minimum of 10 hours of professional development each year; two of the 10 hours should include diversity-focused presentations).*

**Training and Career Goals:**

At this point in your training, what are your career goals?

What type of internship experiences will you be seeking?

Are there specific areas of knowledge or skills that you feel would make you more competitive for this type of internship?

What steps do you need to take to gain the skills/experience that will make you competitive for the internship you are seeking?

**Summary/ Plan**

Of the above areas, what are your most important priorities in regard to your education/training for next year?

Of the areas above, which have proved most challenging or given you unexpected difficulty?

Outline the specific steps that you will take in the coming year to address the training priorities you have listed above. This may include consultation with your advisor or other faculty members, specific coursework, visiting the Writing Center, attending a conference, or consulting with another student or alumnus. Identify a time goal for each task or step.

Other Comments (Student or Advisor):

---

Signature of Student

---

Date

---

Signature of Advisor

---

Date

**APPENDIX E**  
**Program of Study (Schedule of Study) Forms**

**Schedule (Program) of Study for Masters of Science (MS) Degree in Psychology**

| <b>Student Name:</b>   |                             |                   |                       |              |
|--|-----------------------------|-------------------|-----------------------|--------------|
| <b>Student Identification Number:</b> 991-   |                             |                   |                       |              |
| <b>Graduation Summary:</b>   |                             |                   |                       |              |
| Total hours required for Graduation: 32  |                             |                   |                       |              |
| Semester Graduating:   |                             |                   |                       |              |
|  |                             |                   |                       |              |
| <b>Course #</b>  | <b>Course Topic</b>         | <b>Credit Hr.</b> | <b>Date Completed</b> | <b>Grade</b> |
| <b>REQUIRED COURSES (7 Credit Hours)</b>   |                             |                   |                       |              |
| PSY 602  | Theory & Method Founds      | 3                 |                       |              |
| PSY 604  | Statistics                  | 3                 |                       |              |
| PSY 690J   | Seminar: Psych Sciences     | 1                 |                       |              |
|  |                             |                   |                       |              |
| <b>ADDITIONAL COURSEWORK IN PSYCHOLOGY (25 Credit Hours) – must include 2 of the following courses:<br/>521, 603, 607, and 608</b> |                             |                   |                       |              |
| PSY 521*   | History & Systems           | 3                 |                       |              |
| PSY 603*   | Learning and Cognition      | 3                 |                       |              |
| PSY 607*   | Social Basis Behavior       | 3                 |                       |              |
| PSY 608*   | Biopsychology               | 3                 |                       |              |
| PSY 662  | Theories of Personality     | 3                 |                       |              |
| PSY 664A   | Ability Assessment          | 3                 |                       |              |
| PSY 664C   | Objective Pers Assessment   | 3                 |                       |              |
| PSY 665A   | Founds of Psychotherapy     | 3                 |                       |              |
| PSY 665B   | Cognitive- Behavior Therapy | 3                 |                       |              |
| PSY 664A   | Ability Assessment          | 3                 |                       |              |
| PSY 668  | Advanced Psychopathology    | 3                 |                       |              |
| Other: Specify:  |                             |                   |                       |              |
|  |                             |                   |                       |              |
|  |                             |                   |                       |              |
|  |                             |                   |                       |              |
|  |                             |                   |                       |              |
| <b>*must include at least two of these courses</b>   |                             |                   |                       |              |
| <b>COMPLETION OF MASTERS PORTFOLIO (Date):</b>   |                             |                   |                       |              |
| Signatures:  |                             |                   |                       |              |
| Advisor: _____   |                             |                   | Date: _____           |              |
| Director of Clinical Training: _____   |                             |                   | Date: _____           |              |

## Schedule (Program) of Study for Psy.D. Degree in Clinical Psychology (rev 7/19)

| <b>Student Name:</b>  |                                     |                   |                       |              |
|---|-------------------------------------|-------------------|-----------------------|--------------|
| <b>Student Identification Number:</b> 991-                          |                                     |                   |                       |              |
| <b>Graduation Summary:</b> Total hours required for Graduation: 100 |                                     |                   |                       |              |
| <b>Semester Graduating :</b>  |                                     |                   |                       |              |
| <b>Course #</b>   | <b>Course Topic</b>                 | <b>Credit Hr.</b> | <b>Date Completed</b> | <b>Grade</b> |
| <b>PSYCHOLOGY CORE (33 Credit Hours)</b>                            |                                     |                   |                       |              |
| PSY 658   | Psychopharmacology                  | 3                 |                       |              |
| PSY 602   | Theory & Method Founds              | 3                 |                       |              |
| PSY 603   | Learning and Cognition              | 3                 |                       |              |
| PSY 604   | Statistics                          | 3                 |                       |              |
| PSY 607   | Social Basis Behavior               | 3                 |                       |              |
| PSY 608   | Biopsychology                       | 3                 |                       |              |
| PSY 662   | Theories of Personality             | 3                 |                       |              |
| PSY 668   | Advanced Psychopathology            | 3                 |                       |              |
| PSY 680   | Research in Clinical                | 3                 |                       |              |
| PSY 521   | History & Systems                   | 3                 |                       |              |
| PSY 566   | Advanced Lifespan Develop Psy       | 3                 |                       |              |
|   |                                     |                   |                       |              |
| <b>CLINICAL PROFESSIONAL CORE (40 Credit Hours)</b>                 |                                     |                   |                       |              |
| COUN 666  | Multicultural Counseling            | 3                 |                       |              |
| PSY 663   | Ethics and Professional Issues      | 3                 |                       |              |
| PSY 664A  | Ability Assessment                  | 3                 |                       |              |
| PSY 664C  | Objective Pers Assessment           | 3                 |                       |              |
| PSY 665A  | Founds of Psychotherapy             | 3                 |                       |              |
| PSY 665B  | (Cognitive) Behavior Therapy        | 3                 |                       |              |
| PSY 671   | Clinical Supervision & Consultation | 3                 |                       |              |
| PSY 676   | Adv Assessment & Treatment          | 3                 |                       |              |
| PSY 690J  | Seminar: Psychological Sciences     | 1                 |                       |              |
| *PSY 696 (12 hrs)   | Clinical Practicum                  | 12                |                       |              |
| PSY 796   | Field Placement                     | 2                 |                       |              |
| PSY 784   | Clinical Internship                 | 1                 |                       |              |
| <b>ELECTIVES (15 Credit Hours to total 100 hours)</b>               |                                     |                   |                       |              |
| PSY 575   | Bio Psych Soc Addictions            | 3                 |                       |              |
| PSY 664B  | Projective Pers Assessment          | 3                 |                       |              |
| PSY 654B  | Clin Neuropsychology                | 3                 |                       |              |
| PSY 667   | Clinical Health Psych               | 3                 |                       |              |
| PSY 678   | Empir Tx child adolescent           | 3                 |                       |              |
| PSY 690C  | Sem: Correctional Psych             | 3                 |                       |              |
| PSY 690L  | Sem Personality Disorders           | 3                 |                       |              |
| PSY 690N  | Sem: Forensic                       | 3                 |                       |              |
| PSY 690Z or COUN 733  | Group                               | 3                 |                       |              |
| Other: Specify:   |                                     |                   |                       |              |
| Other: Specify:   |                                     |                   |                       |              |
| <b>DISSERTATION (12 Credit Hours)</b>                               |                                     |                   |                       |              |
| PSY 799   | Dissertation                        | 12                |                       |              |
|   | <b>TOTAL HOURS</b>                  |                   |                       |              |

**Signatures: Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Director of Clinical Training:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **APPENDIX F**

### **Social Media Recommendations**

### **Social Media and Online Activities**

Students are encouraged to remain mindful of your behavior and its consequences online, including the use of social networking, blogs, listservs, and email. It is likely that students, clients, supervisors, potential internship sites, and future employers may be interested in searching or accessing online information about you. Although you may not be able to control all the information about you that is available online, students are urged to exercise caution and restraint and to utilize safeguards when possible. Activities online, including those that you may consider purely personal in nature may unfortunately reflect upon your professional life.

To minimize the extent of online personal information that is available to others, you are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering “friend” requests and also consider the boundary implications. For example, it is not advisable to accept “friend” requests from clients, former clients, students, or anybody else that you have an evaluative relationship with.
2. Keep in mind that any email that you write is potentially retrievable. Emails sent via the ISU email system are considered public records and the property of ISU. Also, be mindful of the wide audience when posting to listservs (e.g., posts on one listserv may be reposted on another listserv). Email is not an appropriate venue to discuss confidential information, thus if using email to communicate about clients, information should be non-identifiable.
3. Email “signatures” should be professional and appropriately represent one’s status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
4. If you communicate online about ISU-related matters, disclose your connection with ISU and your role at ISU. Use good judgment and strive for accuracy in your communications; errors and omissions reflect poorly on ISU and our program.
5. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching). Make sure that such messages portray the professional persona that you wish to present.
6. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.

These suggestions are intended to assist students in being mindful of the implications of online activity and to encourage and assist you in maintaining your professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws (i.e., discussion of clients in a manner that could identify the client), such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program.

**APPENDIX G**  
**POLICY ON DIVERSITY FOR GRADUATE PROGRAMS IN PSYCHOLOGY**  
**(Revised April 2015)**

A commitment to diversity is integral to the approach to clinical training adopted by the Doctor of Psychology Program at Indiana State University. *Our commitment arises from the belief that thoughtful training in diversity issues is crucial in developing a professional identity that values and pursues excellence in clinical practice.* Furthermore, we strive to develop in our students a professional identity grounded in an active sense of social responsibility combined with an appreciation and respect of cultural and individual differences. Therefore, the Program adopts a comprehensive approach to diversity with particular attention to issues of recruitment and retention of a diverse faculty and student body, incorporation of diversity training into the curriculum, the articulation of this knowledge base in supervised clinical practice, and the development of an atmosphere and social milieu dedicated to inclusion and support for all its members.

In pursuing these goals, specific structures and program elements have been introduced including: 1) an admissions policy that promotes recruitment of diverse students, 2) the Diversity Training Committee, 3) regular assessment of Diversity Goals, 4) incorporation of diversity issues in all aspects of the curriculum, and 6) efforts to increase experience with diverse populations through practicum training. The purposes and organization of each of these elements will be discussed below.

**DIVERSITY ASPECTS OF ADMISSIONS POLICY**

The Psy.D. program is particularly interested in recruiting academically qualified applicants that can contribute to diversity of the study body. We define diversity broadly considering gender, ethnicity, race, culture, sexual orientation, age, religion, disability and personal experience.

All student applications are reviewed by at least two faculty members and applicants that are identified as potentially contributing to diversity are reviewed by a third faculty member. If nominated by two or more faculty members, the student applicant is invited for an in-person interview. Applicants who attend our in-person interview day are interviewed by two faculty members and also interact throughout the day with our current students. Current students are encouraged to make applicants aware of opportunities for involvement in diversity focused research as well as placements that serve a diverse range of clients.

**EXPANDING DIVERSITY AMONG FACULTY AND STAFF**

A primary goal of the program is to expand diversity among the faculty. Achieving this goal requires long-term systemic efforts among current faculty and students. Current policies focus primarily on attracting diverse applicants for tenure track positions. For example, advertising in venues that target individuals from diverse backgrounds and making note of the University's commitment to diversity in the recruitment materials. In addition to these recruitment strategies, the Program has recently developed several procedures designed to highlight the value and importance placed on diversity in the Program, potentially making the department and the program more attractive to future applicants from diverse groups. These goals include development of a web page that highlights student and faculty diversity-focused research,

inviting colleagues from other institutions to present on diversity-focused clinical work and research, and scheduling speakers on topics related to providing clinical services for an underrepresented group.

### **RETENTION OF DIVERSE STUDENTS AND FACULTY**

The program is committed to retaining diverse students and faculty and believes that promoting a welcoming and respectful culture that values individual differences is key in this process. The Diversity Training Committee (DTC) is charged with monitoring and promoting an atmosphere of inclusion and does so through planned activities and speakers that celebrate diversity as well soliciting feedback from students and faculty in regard to perceptions of inclusion and supportive climate. Feedback on the program climate is obtained from the Satisfaction Survey completed biannually by all students. In addition, more specific feedback on perceived attitudes and values related to diversity is solicited through the Assessment of Diversity Goals survey which is conducted every three years. In addition to promoting a supportive and inclusive climate, the Program provides mentors for new students and new faculty. Incoming students are paired with an existing student “buddy” in the summer prior to starting the program and are encouraged to contact their peer “buddy” for assistance in finding housing as well as general adjustment to the community and the program. Faculty who express interest in working with a mentor are paired with either a mentor in the department, or outside of the department, based on the faculty member’s preference.

### **DIVERSITY TRAINING COMMITTEE**

The Diversity Training Committee is composed of a minimum of two clinical faculty members and two graduate students. Faculty members are nominated and approved through the Clinical Faculty committee and student members are nominated by PGSO members. One of the faculty members serves as chair. The purpose of this group is to critically evaluate and monitor the Program’s efforts to address issues of diversity and to act as consultants for policy, curriculum, and clinical training issues. This group also monitors and advocates on behalf of students from diverse backgrounds and works to promote an atmosphere of inclusion that is welcoming and respectful of cultural and individual differences. Members of the Diversity Training Committee promote an “open door” policy to encourage any faculty or student with concerns regarding inclusion to consult a member of the Diversity Training Committee. Every 2-3 years this group reviews syllabi for courses taught in the program and gives feedback to faculty regarding coverage of diversity as indicated in the course syllabi. The Diversity Training Committee also surveys faculty and graduate students periodically (every 3 years) to assess areas of growth and any continued weaknesses or concerns related to diversity training. Based on feedback from these surveys, future goals for diversity training for the program are developed. Finally, the Diversity Training Committee plans and/or promotes speakers, continuing education workshops, seminars and community events with a diversity focus.

### **ASSESSMENT OF DIVERSITY GOALS**

On a periodic basis (every 3 years), the Diversity Training Committee will survey the clinical faculty and graduate students in regard to perceptions of the program’s effectiveness in providing training and experiences related to development of multicultural competency and atmosphere of inclusion. This survey will include both open and closed questions designed to assess perceptions

of progress related to current goals as well as to facilitate development of new goals. Results of the survey will be evaluated by the Diversity Training Committee and presented to faculty and graduate students along with an updated action plan to address areas of concern.

### **DIVERSITY IN THE CURRICULUM**

The Program requires that all students take Multicultural Counseling (COUN 666), in order to assure all students are exposed to course content with a concentrated focus on issues of diversity. This course addresses assessment and treatment with various ethnic minority and diverse groups and provides both lecture and experiential components. In addition, both foundation and clinical courses required in the program include content dealing with issues of cultural and individual differences as they bare upon the subject area.

### **PRACTICUM TRAINING**

Efforts are made to insure that the Psychology Clinic offers services to a broad range of client populations and actively seeks under-represented groups. The sliding fee schedule, which is adjusted to income, draws persons with low income or who are without insurance coverage to the Clinic. First and second year students are also provided opportunities to engage in community-based clinical activities, providing screening or free therapy services to individuals and groups in underserved areas (e.g., Health Fairs). In addition, many students in their third year and all students in their fourth year in the program currently complete fieldwork placements at clinical settings in the surrounding communities. Services are supervised by licensed psychologists in the facilities. These sites include agencies delivering services to minority populations. Students' clinical experiences with minority groups are monitored to insure exposure to practice opportunities with diverse groups.

**APPENDIX H  
MASTERS PORTFOLIO**

INDIANA STATE UNIVERSITY

**PORFOLIO REPORT ON MASTERY OF RESEARCH AND CLINICAL SKILLS  
FOR MASTERS OF SCIENCE IN PSYCHOLOGY**

NAME OF STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

The student's committee considers that the student has completed the portfolio required for the completion of the Masters of Science in Psychology.

---

Doctoral Committee Chairperson or Advisor

---

Printed Name

---

Liz O'Laughlin, Ph.D.  
Director of Clinical Training

## **APPENDIX H (continued)**

### **CHECKLIST OF CLINICAL AND RESEARCH SKILLS FOR THE PORTFOLIO FOR THE MASTERS OF SCIENCE IN PSYCHOLOGY**

#### **CLINICAL SKILLS**

In order to demonstrate basic proficiency in clinical skills the student will submit statements, endorsed by a minimum of one member of the Clinical Faculty, that under supervision, the student can perform the clinical skills specified below. When applicable, it is preferable that students get endorsements from the instructor of the course in which the skills were introduced and the person who supervised the skills as they were practiced. At least some of the clinical skills must have been demonstrated in practicum with clinic clients. Students should have completed a minimum of 2 intakes, 2 psychological evaluations, and 2 treatment plans, as well as 20 therapy sessions. Documentation must be provided for each of the following assessment and intervention skills:

- I.  Diagnostic interviewing including:
  - A. Initial diagnostic interview
  - B. Psychosocial interview - adult
  - C. Psychosocial interview for a child or adolescent
  - D. Mental status examination
- II.  Development of rapport with adults and children in order to effectively conduct assessments
- III.  Conduct assessments with due consideration to such variables as gender, race, ethnicity, socio-economic status, religion, and other aspects of individual difference which are clinically relevant
- IV.  Appropriately apply diagnostic criteria
- V.  Conduct cognitive-behaviorally oriented assessments in order to plan interventions
- VI.  Administer, interpret, and report findings from assessments of intelligence for persons from at least two different developmental periods
- VII.  Administer, interpret, and report findings using two measures of personality or psychopathology
- VIII.  Integrate assessment findings from a variety of sources into coherent assessments and provide appropriate recommendations and diagnoses based upon them
- IX.  Use effective listening and communications skills to articulate an empathic and

effective therapeutic relationship

- X.  Develop and write a formal evidence based treatment plan based on the results of the assessment, and goals and objectives of the client
- XI.  Implement and evaluate outcomes for at least three empirically supported interventions
- XII.  Conduct assessments and interventions with sensitivity to issues of professional ethics and code of conduct
- XIII.  Appropriately use consultants and adjunctive services
- XIV.  Appropriately seek and participate in clinical supervision

**Has completed a minimum of the following with clients in the Clinic (not practice cases for courses):**

- 2 intakes**
- 2 psychological evaluations**
- 2 treatment plans**
- 20 therapy sessions**

## **RESEARCH SKILLS**

In order to demonstrate basic proficiency in research skills the student will submit documentation endorsed by a member of the Graduate Faculty that he or she has done work of a substantial nature that demonstrates basic proficiency in each skill specified below. Documentation and summaries must be provided for each of the following research skills.

- I.  The student must conduct a literature review, summarize and assess the status of knowledge in the area reviewed, and draw conclusions from the results of the literature review.
- II.  The student must design and plan a research study using appropriate methodologies to accomplish the goals of the study.
- III.  The student must participate in the collection and preparation of data from a research study. The student must demonstrate the ability to enter data to a spreadsheet, manipulate the data, and transport the data to be used by a statistical package such as SPSS or SAS.

The manipulation of the data must include entry of data, collapsing two or more variables into a summary variable, and separating groups or variables to reorganize the data set. The data manipulation may be done in either the spreadsheet or the statistical package.

- IV. \_\_\_ The student must be able to conduct analysis of a data set and obtain three measures of central tendency and variability. The student must also be able to conduct correlations, regressions, t-tests, factorial ANOVA and chi-square procedures. The student would typically use SPSS (other applications may be used with the permission of the faculty member evaluating the competence).
- V. \_\_\_ The student must present data from a research study through written and graphic means including making inferences, drawing conclusions, and assessing implications of a set of research data. The student must include a table, a graph, and use of statistical notation.
- VI. \_\_\_ The student must demonstrate the ability to produce a document that conforms to APA-style. The document must conform in all respects to the format specified by PA-style for margins, citations and references, pagination, tables, and running headings.
- VII. \_\_\_ The student must demonstrate the ability to use Powerpoint presentation. The presentation must include the incorporation of a table and figure from another application and embedding of an object. The student must also provide appropriate handouts to accompany the presentation.

**APPENDIX I**  
**Evaluation of Performance on Oral Examination**  
**Indiana State University: Psy.D. Program**  
(June 2016)

Student Name: \_\_\_\_\_  
Rater's name: \_\_\_\_\_

Date of oral exam: \_\_\_\_\_

**Performance on Written Prelims:** Q1:    Q2:    Q3:    Q4:    Q5:    Q6:    **Total Average:**  
(Rater 1/Rater 2)

**Part I: Clinical Case Study**

- \_\_\_\_ 1 (poor response - failure)  
1.5
- \_\_\_\_ 2 (weak response - not passing)  
2.5
- \_\_\_\_ 3 (adequate response - passing)  
3.5
- \_\_\_\_ 4 (strong response)  
4.5
- \_\_\_\_ 5 (outstanding)

Comments: \_\_\_\_\_

---

**Part 2: Ethics Case Study**

- \_\_\_\_ 1 (poor response - failure)  
1.5
- \_\_\_\_ 2 (weak response - not passing)  
2.5
- \_\_\_\_ 3 (adequate response - passing)  
3.5
- \_\_\_\_ 4 (strong response)  
4.5
- \_\_\_\_ 5 (outstanding)

Comments: \_\_\_\_\_

---

**Part 3: Dissertation Focused Question**

- \_\_\_\_ 1 (poor response - failure)  
1.5
- \_\_\_\_ 2 (weak response - not passing)  
2.5
- \_\_\_\_ 3 (adequate response - passing)  
3.5
- \_\_\_\_ 4 (strong response)  
4.5
- \_\_\_\_ 5 (outstanding)

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Part 4: Questions from written prelim** (if more than one question is administered, provide average rating across responses for written prelim questions).

- 1 (poor response - failure)
- 1.5
- 2 (weak response - not passing)
- 2.5
- 3 (adequate response - passing)
- 3.5
- 4 (strong response)
- 4.5
- 5 (outstanding)

Comments: \_\_\_\_\_  
\_\_\_\_\_

Average score across Part 1-4 above: \_\_\_\_\_

**APPENDIX J**  
**CLINICAL PLACEMENT**  
**PLACEMENT AGREEMENT**

**INDIANA STATE UNIVERSITY**  
**PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY**  
**PLACEMENT AGREEMENT**  
(Revised 6/2019)

Clinical Trainee Name: \_\_\_\_\_ Year in Program: 3<sup>rd</sup> Year / 4<sup>th</sup> Year

**Name of Placement Agency:** \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

**Name of Primary Supervisor:** \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Degree: \_\_\_\_\_ Licensed? Yes No HSPP? Yes No

**Name of Secondary Supervisor (if relevant):** \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Degree: \_\_\_\_\_ Licensed? Yes No HSPP? Yes No

**Secondary Supervisor:** \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Degree: \_\_\_\_\_ Licensed? Yes No HSPP? Yes No

---

**1. Duration:** This Agreement will be in effect over the course of the training period:

\_\_\_\_\_, 2018 to \_\_\_\_\_, 2019

Total # weeks = \_\_\_ (A)

## 2. Weekly Schedule

|           | <i>Fall Semester</i> | <i>Spring Semester</i> |
|-----------|----------------------|------------------------|
| Monday    |                      |                        |
| Tuesday   |                      |                        |
| Wednesday |                      |                        |
| Thursday  |                      |                        |
| Friday    |                      |                        |

*Note: 3<sup>rd</sup> year students are expected to work 14-16 hours a week and 4<sup>th</sup> year students are expected to work 16-20 hours a week (unless a one-day/week placement).*

*Total # hours per week = \_\_\_\_\_ (**B**)*

*Estimated # direct contact hours per week (**C**): \_\_\_\_\_*

*Time allotted for documentation per week: \_\_\_\_\_*

**3. Total hours anticipated for placement (A x B) : \_\_\_\_\_**

**4. Total direct contact hours anticipated for placement (A x C): \_\_\_\_\_**

**4. Stipend (if applicable): \_\_\_\_\_**

## **PLACEMENT TRAINING PLAN**

### **5. Training Goals and Objectives:**

### **6. Placement Responsibilities (*Activities for meeting goals and objective*):**

### **7. Supervision:**

Hours per week of individual supervision: \_\_\_\_\_

Hours per week of group supervision: \_\_\_\_\_

\*Supervision Methods (check all that apply)

- Review of audiotape/videotape\*
- Live Supervision (i.e., sitting in on client session)\*
- Case Discussion
- Review of reports, progress notes, other clinical documentation
- Teaching new skills and methods of intervention
- Readings
- Discussion of relevant Professional, Ethical, Legal issues
- Role play of interventions
- Other (please describe): \_\_\_\_\_

*\*each practicum evaluation must be based in part on direct observation of the practicum student and her/his developing skills (either live or electronically)" (APA Standard II.B.3.d).*

**8. Additional learning activities** (seminars, in-services, rounds):

**9. Agency consent for release of case information:** The agency will allow the student to use psychological assessment data and other clinical information obtained at the agency to fulfill course work requirements or to make clinical case presentations. The student will discuss any such uses of clinical material with the primary supervisor in a timely manner. It is the student's responsibility to follow proper procedures for maintaining client confidentiality and for final disposition of the materials.

**10. Evaluations:** The supervisor agrees to complete an evaluation of the clinical trainee at the end of the fall and spring semester. Clinical Trainees will also be asked to complete an evaluation of the placement experience at mid-year (end of fall semester) and at the end of the placement.

**11. Signatures**

*My signature below indicates my agreement with this placement contract.*

---

Clinical Trainee

Date: \_\_\_\_\_

---

Primary Supervisor

Date: \_\_\_\_\_

---

Secondary Supervisor (if relevant)

Date: \_\_\_\_\_

---

Director of Clinical Training

Date: \_\_\_\_\_

**APPENDIX J (Continued)**  
**CLINICAL PLACEMENT**  
**PLACEMENT PROGRESS REPORT**

1. Name of trainee to be evaluated

2. Name of Placement Site

3. Name of Supervisor completing this evaluation

4. Evaluation Period

- Fall (August through December)
- Spring (January through May)

5. Date of Evaluation

6. Number of direct client contact hours at placement site for this semester:

7. Number of supervision hours this semester (include both individual and group supervision):

8. Evaluation of student is based on: (choose all that apply)

- Direct Observation of Student Performing Clinical Duties. (If YES, approximately how many times did you observe a client session this semester?) \_\_\_\_\_
- Review of Videotape of Therapy or Assessment sessions (If YES, approximately how many times did you observe a client session this semester?) \_\_\_\_\_
- Review of Student's Clinical Documentation
- Discussions in Supervision
- Co-facilitating or providing co-therapy
- Other: \_\_\_\_\_

9. Instructions: Please rate the trainee on each of the following items using the scale indicated below. Additional comments are welcome and may be written in the text box at the end of the survey. Additional comments (please address any areas marked as a weakness or needing attention, as well as any areas of strength or other comments you would like to share about the trainee's performance):

Thank you for completing this evaluation of the trainee's performance at your placement. This information is very helpful to the program in monitoring the performance of individual students as well as the program's preparation of students for independent clinical practice. You can download a PDF of the evaluation to print by clicking on the Adobe symbol in the top right hand corner (after you click on the "submit" button). We ask that you go over your evaluation with your supervisee. Thank-you!

|  | Unable to Judge       | Significant Improvement Needed | Some Basic Skills, Needs improvement | Progressing Well, Meets Expectations For Level of Training | Above Expected Level of Competence For Level of Training | Exceptional Level of Competence |
|--|-----------------------|--------------------------------|--------------------------------------|--|--|---------------------------------|
| Knowledge and skills in assessment and diagnosis   | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>                | <input type="radio"/>                                      | <input type="radio"/>                                    | <input type="radio"/>           |
| Knowledge and skills in intervention and treatment   | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>                | <input type="radio"/>                                      | <input type="radio"/>                                    | <input type="radio"/>           |
| Recognizing and addressing cultural and individual diversity issues in assessment and report writing | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>                | <input type="radio"/>                                      | <input type="radio"/>                                    | <input type="radio"/>           |
| Recognizing and addressing cultural and individual diversity issues in therapy                       | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>                | <input type="radio"/>                                      | <input type="radio"/>                                    | <input type="radio"/>           |

|   |                       |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall knowledge, skills, and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations, and colleagues | <input type="radio"/> |
| Communicates clearly and accurately in psychological reports and other documentation  | <input type="radio"/> |
| Conceptualizing and planning strategies for specific clients  | <input type="radio"/> |
| Provide accurate diagnoses  | <input type="radio"/> |
| Shows initiative and self-reliance in development of treatment plans and implementation of interventions  | <input type="radio"/> |
| Appropriate use and response to supervision   | <input type="radio"/> |
| Overall clinical skills   | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Recognize ethical dilemmas that arise and apply ethical decision making processes to resolve them | <input type="radio"/> |
| Conduct him/herself in a professional manner (i.e., integrity, deportment, accountability)        | <input type="radio"/> |
| Relate to supervisor/staff in a respectful manner (i.e., deportment, openness to feedback)        | <input type="radio"/> |
| Timely completion of reports and notes  | <input type="radio"/> |
| Overall professionalism   | <input type="radio"/> |
| Appropriate use of consultation   | <input type="radio"/> |
| Professional development and progress toward placement training goals                             | <input type="radio"/> |
| Overall Assessment of Trainee's Performance   | <input type="radio"/> |

## APPENDIX K

### GUIDELINES FOR REQUIREMENTS BY YEAR IN THE PROGRAM

#### FIRST YEAR GUIDELINES (for 2019-2020)

##### **RESEARCH**

- ✓ Become familiar with faculty research (fall: as part of PSY 690J – Seminar Psychological Science. May attend faculty research meetings)
- ✓ Select Dissertation Chairperson by end of spring semester of second year
- ✓ Review research components of MS requirements and begin working on these (e.g., data collection and analysis generally as part of an assistantship; literature review)

##### **CLINICAL**

- ✓ Observe therapy sessions (one per week)
- ✓ Attend group supervision: you will rotate through all teams
- ✓ Attend Client & Science presentations (1x/month Thursday 11am to noon)
- ✓ Courses with practical component:
  - Fall:
    - Foundations of Psychotherapy (665A)
    - Ability Assessment (664A) + 1 credit practicum (696)
  - Spring:
    - Objective Personality Assessment (664C )
    - Cognitive Behavior Therapy (665B)
- ✓ Review clinical components of MS requirements and begin working on these (e.g., interviewing, assessment, report writing)

##### **MASTERS (MS) DEGREE**

- ✓ Become familiar with the criteria for the MS degree
- ✓ Ask your instructors (fall and spring) if any of the masters requirements (clinical and research) are met through their course
- ✓ If so, start collecting documentation and obtain signatures from instructors
- ✓ Your assistantship work might also qualify for the research requirements (e.g., data entry, analysis)

##### **COURSES**

|             | <b>Fall</b>                      |          |             | <b>Spring</b>                    |          |
|-------------|----------------------------------|----------|-------------|----------------------------------|----------|
| <b>662</b>  | Theories of Personality          | <b>3</b> | <b>664C</b> | Objective Personality Assessment | <b>3</b> |
| <b>664A</b> | Ability Assessment               | <b>3</b> | <b>668</b>  | Advanced Psychopathology         | <b>3</b> |
| <b>696</b>  | Practicum (associated with 664A) | <b>1</b> | <b>665B</b> | Cognitive-Behavior Therapy       | <b>3</b> |
| <b>665A</b> | Foundations of Psychotherapy     | <b>3</b> |             |                                  |          |
| <b>690J</b> | Psych Sciences Seminar           | <b>1</b> |             |                                  |          |

|                          |                                   |                 |
|--------------------------|-----------------------------------|-----------------|
|                          | <b>Total: 11</b>                  | <b>Total: 9</b> |
| <b>Summer - optional</b> |                                   |                 |
| <b>607</b>               | Social Basis of Behavior <b>3</b> |                 |
|                          | <i>OR</i> Elective <b>3</b>       |                 |
| <b>Total: 0-6</b>        |                                   |                 |

## **SECOND YEAR GUIDELINES (for 2019-2020)**

### **RESEARCH**

- ✓ Continue working with a faculty member with a goal of selecting the Dissertation Chair and learning research methodology and developing a research idea – have your topic and general methodology worked out by summer
- ✓ Form rest of doctoral committee and get signatures on committee form and return form to the graduate secretary
- ✓ Continue working on MS degree research components

### **CLINICAL**

- ✓ Carry three to four cases with increasing case load throughout the year: 2nd year students must have a minimum of 25 contact hours per semester in order to receive a grade for practicum. Students are also expected to complete at least two psychological evaluations per semester.
- ✓ Keep up with clinical documentation in Titanium every week
- ✓ Intake reports, psych evals, and treatment plans are required for all new cases – be sure to complete these on time and to complete progress notes for each session
- ✓ Document clinical activities online with Time2Track every week
- ✓ Continue working on MS degree clinical components; be sure you are getting the necessary experiences – request cases, assessments to fulfill requirements
- ✓ Placement information will be provided by the DCT in January, placement applications and interviews take place from February through early April and placement decisions are in late April/early May. Note that some placements (e.g., Roudebush VA) may wish to interview students earlier – students interested in these placements should contact the DCT
- ✓ You may start training/orientation and/or placement in the summer if approved by placement supervisor.
- ✓ Continue to see clients during the summer – register for 696 for summer
- ✓ Students are required to carry professional liability insurance starting in their second year. APA offers professional liability insurance for students for as little as \$35 and APA membership is not required. Further information can be found at:  
<http://www.apait.org/apait/products/studentliability/>.
- ✓ Attend Client & Science presentations (1x/month Thursday 11am to noon)

### **MASTERS (MS) DEGREE**

- ✓ Apply in January (deadline March 1) to receive MS degree in May (the form is on the CGPS website) and complete the Schedule of Study form (the form is in Appendix H). Give completed forms to the graduate secretary and keep copies for yourself
- ✓ Finish gathering documentation including examples of work and faculty signatures
- ✓ Complete MS documentation by April – get signatures on “Report on Mastery of Research and Clinical Skills” (the form is in Appendix B) and return to graduate secretary

## COURSES

|               |   | <b>Fall</b>       |                 |                             | <b>Spring</b>    |
|---------------|---|-------------------|-----------------|-----------------------------|------------------|
| <b>602</b>    | Theory & Method Foundations   | <b>3</b>          | <b>604</b>      | Advanced Statistics         | <b>3</b>         |
| <b>662</b>    | Cognitive Psych   | <b>3</b>          | <b>COUN 666</b> | Multicultural Counseling    | <b>3</b>         |
| <b>696</b>    | Practicum   | <b>2</b>          | <b>696</b>      | Practicum                   | <b>2</b>         |
| <b>521</b>    | History & Systems (or elective)                                       | <b>3</b>          | <b>608</b>      | Biopsychology (or elective) | <b>3</b>         |
|               |   | <b>Total: 11</b>  |                 |                             | <b>Total: 11</b> |
| <b>Summer</b> |   |                   |                 |                             |                  |
| <b>607</b>    | Social Basis of Behavior (if not taken in first year) and/or Elective | <b>3</b>          |                 |                             |                  |
| <b>696</b>    | Practicum   | <b>1</b>          |                 |                             |                  |
|               |   | <b>Total: 1-7</b> |                 |                             |                  |

## **THIRD YEAR GUIDELINES (for 2019-2020)**

### **RESEARCH**

- ✓ Develop draft of research proposal for dissertation in the fall
- ✓ Continue to work with Dissertation Chairperson throughout the spring developing the proposal
- ✓ Collect pilot data if needed – you need IRB approval before collecting ANY data
- ✓ Finalize proposal with Dissertation Chairperson and distribute copies to committee members
- ✓ You cannot have your “official” proposal defense before passing prelims; however, it is recommended that you have your proposal meeting with your committee in the spring or summer prior to prelims (but must wait until after prelims to submit the dissertation proposal approval form)
- ✓ Make revisions and get the IRB proposal approved by your Dissertation Chairperson
- ✓ Give signed proposal approval form and final copy of proposal to the graduate secretary; keep copies for your records
- ✓ Prepare your IRB application and submit it to your Dissertation Chairperson
- ✓ Make revisions and get the IRB proposal approved by your Dissertation Chairperson
- ✓ Register for IRBNet and review directions to submit your IRB proposal
- ✓ You will need to get electronic signatures from your Dissertation Chairperson and the Department Chairperson after uploading your documents, and can then submit it
- ✓ You will need to submit proof of completion of IRB training (scanned printout of completion of training) when you submit the IRB application.
- ✓ Give the graduate secretary the letter from the IRB approving the research or designating it as exempt
- ✓ Review CGPS website for a template, due dates, and instructions on completion of the Dissertation

### **CLINICAL**

- ✓ Carry four to five cases in the Clinic; 3rd year students must have a minimum of 35 contact hours per semester in order to receive a grade for practicum. Students are also expected to complete at least two psychological evaluations per semester.
- ✓ Keep up with clinical documentation in Titanium every week
- ✓ Intake reports, psych evals, and treatment plans are required for all new cases – be sure to complete these on time and to complete progress notes for each session
- ✓ If you are doing a placement this year, develop the Placement Training Plan with the site and turn it in to the DCT ASAP (within 1 month of starting)
- ✓ Document clinical activities online with Time2Track - this should be done for work in the Clinic and at your placement on a weekly basis
- ✓ Continue seeing clients through the summer (generally, no new cases will be assigned) – be sure to register for PSY 696 for 1 credit; do not transfer cases until next fall
- ✓ Placement information will be provided by the DCT in January, placement applications and interviews are from February through April, rankings due in mid-April, and placement decisions are in late April/early May.

- ✓ Start collecting information about internships and start work on essays and the APPIC form in the spring and summer (student complete draft of orientation essay in Advanced Tx and Assessment).
- ✓ Attend Client & Science presentations (1x/month Thursday 11am to noon)

## MASTERS DEGREE

- ✓ If you have not completed your MS degree by the end of your second year, you need to be sure to:
  - submit your application to graduate in December by September (deadline Oct 1<sup>st</sup>)
  - complete your portfolio and meet with your Committee Chairperson before taking prelims in the summer (you cannot get the MS degree after taking prelims)
- ✓ If you already have a masters and do not plan to get the MS, you still must complete the clinical skills portion of the requirements and provide documentation

## PRELIMINARY EXAMINATIONS

- ✓ DCT and prelim committee will meet with students as a group in the April or May to discuss the prelim process and give advice on study preparation
- ✓ Study for the exam during June, July and early August
- ✓ The written part of the exam is generally on the Thursday or Friday of the last week of Summer classes
- ✓ Schedule orals within one month of the written exam (at beginning of fourth year)

## COURSES

| <b>THIRD YEAR</b> |                                    |          |                   |               |   |
|-------------------|------------------------------------|----------|-------------------|---------------|---|
|                   | <b>Fall</b>                        |          |                   | <b>Spring</b> |   |
| <b>663</b>        | Ethics and Professional Issues     | <b>3</b> |                   | <b>676</b>    | Adv. Asm and Tx <b>3</b>                  |
| <b>680</b>        | Clinical Research                  | <b>3</b> |                   | <b>658</b>    | Clinical Psychopharm <b>3</b>             |
| <b>696</b>        | Practicum                          | <b>2</b> |                   | <b>696</b>    | Practicum <b>2</b>                        |
| <b>603</b>        | Learning and Cognitive or Elective | <b>3</b> |                   | <b>566</b>    | Adv Lifespan Dev Psy or Elective <b>3</b> |
|                   |                                    |          | <b>Total: 11</b>  |               | <b>Total: 11</b>                          |
| <b>Summer</b>     |                                    |          |                   |               |   |
|                   | Study for August Prelims           |          |                   |               |   |
|                   | Elective                           | <b>3</b> |                   |               |   |
| <b>696</b>        | Practicum                          | <b>1</b> |                   |               |   |
|                   |                                    |          | <b>Total: 1-4</b> |               |   |

## **FOURTH YEAR GUIDELINES (for 2019-2020)**

### **RESEARCH**

- ✓ Complete research proposal defense as early as possible (if not done in the spring); the **PROPOSAL MUST BE APPROVED BY OCT 4TH FOR YOU TO BE ELIGIBLE TO APPLY FOR INTERNSHIP!**
- ✓ Bring “Approval of Dissertation Proposal” form to proposal defense for committee members to sign
- ✓ Give signed proposal approval form and final copy of proposal to the graduate secretary; keep copies for your records
- ✓ Prepare your IRB application and submit it to your Dissertation Chairperson
- ✓ Make revisions and get the IRB application approved by your Dissertation Chairperson
- ✓ Go to the IRB website for the link to register for IRBNet and directions to submit your IRB proposal
- ✓ You will need to get electronic signatures from your Dissertation Chairperson and the Department Chairperson after uploading your documents, and can then submit it
- ✓ Students must submit proof of completion of IRB training (scanned printout of completion of training) when submitting IRB application
- ✓ Give the graduate secretary the letter from the IRB approving the research or designating it as exempt
- ✓ Begin to put your dissertation in the format required by the CGPS – a template, due dates, and instructions are on the CGPS webpage
- ✓ Collect data and complete analyses working closely with your Dissertation Chairperson
- ✓ Write the dissertation – work on drafts with your Dissertation Chairperson
- ✓ When your Dissertation Chairperson approves the project, give drafts to committee members (allow 2 weeks for them to read it)
- ✓ With Dissertation Chairperson’s approval, contact committee members to schedule oral defense, inform the DCT at least two weeks in advance
- ✓ You or your Dissertation Chairperson need to inform the CGPS of the day and time of your defense – at least a week in advance so it can be posted (advertised) on *ISU Today*
- ✓ Complete oral defense and make changes requested by committee
- ✓ When the changes are approved by your Dissertation Chairperson, submit the dissertation, signed approval form, and form verifying that you have edited and proofed the document to the College of Arts and Sciences (CAS) for the dean’s review
- ✓ Complete any edits requested by CAS and resubmit the dissertation to the College of Arts and Sciences
- ✓ When it is approved by CAS you will get a scan of the approval form signed by the dean of the CAS
- ✓ Submit the final dissertation and approval form through Proquest for review by the CGPS
- ✓ Make the final changes requested by CGPS
- ✓ Follow CGPS guidelines for electronic submission of dissertations

### **CLINICAL**

- ✓ Start placement early fall; enroll in PSY 796
- ✓ Develop placement Training Plan with the site and turn it in to the DCT

- ✓ Monitor clinical activities online with Time2Track for work at your placement on a weekly basis
- ✓ Students enroll in 1 hr of PSY 696 each semester - Practicum credit during the 4th year is for students to discuss their experiences on placement and integrate their clinical training on external practica with the training program.

## INTERNSHIP

- ✓ Review and finish collecting information about internships
- ✓ Select internship application sites with your Advisor: your sites must be approved by your Advisor and the DCT
- ✓ Except under unusual circumstances, students should only apply APA accredited programs
- ✓ Submit your essays, list of sites and APPIC form to the internship committee for their review and approval prior to submitting your materials to APPIC. The committee will give due dates for these materials.
- ✓ **STUDENTS MUST HAVE A MINIMUM OF 500 INTERVENTION (DIRECT CONTACT) HOURS AND 50 ASSESSMENT HOURS BY OCTOBER 4th AND HAVE DEFNEDED PROPOSAL TO BE ELIGIBLE TO APPLY FOR INTERNSHIP THAT YEAR.**
- ✓ You must have successfully completed prelims in order to be eligible to apply for internship that year.
- ✓ Request letters of recommendation from faculty and clinical supervisors by October 1<sup>st</sup> – give them a list of sites to which you are applying, a list of your interactions with them (courses, practicum, research, assistantship), your vitae, a brief statement of your goals for internship
- ✓ All application materials are submitted online including faculty and supervisor letters
- ✓ You are responsible for submitting your applications, keeping track of due dates, and following up with faculty and supervisors to be sure letters have been submitted
- ✓ Applications are due in late October through early December.
- ✓ Internship interviews are generally in December and January
- ✓ Send follow-up letters or emails to sites
- ✓ Rank sites in order of preference in consultation with your Advisor; rankings must be approved by your Advisor and the program
- ✓ **Email a copy of ranking to the DCT for approval prior to submitting the rankings to APPIC (include Advisor in email).**
- ✓ Submit your rankings to APPIC
- ✓ Contact the director of training at your internship site the day of notification via email
- ✓ Applicants not matched in Phase I have an opportunity to be matched in Phase II
- ✓ Contact your Advisor and the DCT for advice ASAP if you need to go through the Phase II match
- ✓ The clearinghouse is available for applicants not matched in Phase II; be sure to contact your Advisor and the DCT for advice and to determine the best course of action

## **PRELIMINARY EXAMINATIONS**

- ✓ Schedule orals within one month of the written exam
- ✓ If you did not receive an MS degree, you must present your clinical skills portfolio as a part of your prelim oral defense
- ✓ If necessary, notify the DCT by October that you plan to re-take prelims in January (students may request an earlier date for the exam)
- ✓ You must be a doctoral candidate (i.e., have passed preliminary exams) to be eligible to apply for internship that year

## **COURSES**

### **FOURTH YEAR**

|                    | <b>Fall</b>          |            |            | <b>Spring</b>                            |            |
|--------------------|----------------------|------------|------------|--|------------|
|                    |                      |            | <b>671</b> | Clinical Supervision and<br>Consultation | <b>3</b>   |
| <b>796</b>         | Clinical Placement   | <b>1-3</b> | <b>796</b> | Clinical Placement                       | <b>1-3</b> |
| <b>696</b>         | Practicum            | <b>1</b>   | <b>696</b> | Practicum                                | <b>1</b>   |
|                    | Elective (if needed) | <b>3</b>   | <b>799</b> | Dissertation (optional)                  | <b>3</b>   |
| <b>Total: 5-10</b> |                      |            |            | <b>Total: 5-10</b>                       |            |

## FIFTH YEAR GUIDELINES (for 2019-2020)

### MAKE SURE THAT THE DEPARTMENT AND THE CGPS HAVE YOUR NEW ADDRESS AND AN EMAIL ADDRESS WHERE YOU CAN BE REACHED

#### RESEARCH

- ✓ Sign up for PSY 799 in the fall and the spring (need 12 hours minimum)
- ✓ If you have not completed your dissertation:
  - Finish writing dissertation – work on drafts with your Dissertation Chairperson
  - When your Dissertation Chairperson approves dissertation, give drafts to committee members (at least 2 weeks before defense date)
  - With your Dissertation Chairperson's approval, contact committee members to schedule oral defense and inform graduate secretary of time and date
  - You or your Dissertation Chairperson needs to inform the CGPS of the day and time of your defense - at least one week in advance so it can be posted on *ISU Today*
  - Complete oral defense and make changes requested by committee
  - When the changes are approved by your Dissertation Chairperson, submit the dissertation, signed approval form, and form verifying that you have edited and proofed the document to the College of Arts and Sciences (CAS) for the dean's review
  - Complete any edits requested by CAS and resubmit the dissertation to the College of Arts and Sciences
  - When it is approved by CAS you will get a scan of the approval form signed by the dean of the CAS
  - Submit the final dissertation and approval form through Proquest for review by the CGPS
  - Make the final changes requested by CGPS
  - Follow procedures for electronic submission as detailed on the CGPS website

#### CLINICAL

- ✓ Enroll in Internship class, Psy 784 (1 credit) in the spring (only)

#### GRADUATION

- ✓ Apply by June 1 for August graduation (if planning to walk in May, must apply by March 1) – if internship ends by August and the final dissertation draft is submitted to the CGPS by their deadlines
- ✓ Apply in September for December graduation (deadline: Oct 1<sup>st</sup>)
- ✓ Be sure dissertation is defended and approved by the CGPS
- ✓ See CGPS website for deadlines for the oral defense and submission of the dissertation in order to graduate that semester.
- ✓ Follow procedures for electronic submission as detailed on the CGPS website
- ✓ You must maintain continuous enrollment until you graduate (with the exception of summer, unless you plan to graduate in the summer, then you must be enrolled that summer unless the dissertation has been defended and the final copy submitted to the CGPS prior to the beginning of the summer semester.)

- ✓ You must be enrolled during the semester you plan to graduate (including summer – unless the dissertation has been defended and the final copy submitted to the CGPS prior to the beginning of the summer semester ).
- ✓ If your research hours and internship are completed sign up for one hour of PSY 799 (or PSY 697 or 698) each semester until you graduate with the exception of summer (unless you plan to graduate in the summer)
- ✓ No fee waivers are available after you have completed your internship or for hours taken beyond the 100 required hours.

## COURSES

### FIFTH YEAR: INTERNSHIP

|            | <b>Fall</b>  |            | <b>Spring</b> |              |            |
|------------|--------------|------------|---------------|--------------|------------|
| <b>799</b> | Dissertation | <b>4-6</b> | <b>799</b>    | Dissertation | <b>4-6</b> |

**784**      Clinical Internship      **1**

**Total: 6**

**Total: 7**

### BEYOND INTERNSHIP (if needed)

|            |              |   |
|------------|--------------|---|
| <b>799</b> | Dissertation | 1 |
|------------|--------------|---|

## **CHECKLIST FOR COMPLETION OF THE DISSERTATION**

- ✓ Dissertation Chairperson and rest of doctoral committee is formed. Signatures are on the “Department Recommendation for Doctor of Psychology Professional Committee” form and turned in to the graduate secretary
- ✓ Develop research idea with input from your Dissertation Chairperson and further develop the research proposal in PSY 680.
- ✓ Continue to work with your Dissertation Chairperson throughout the spring of the third year developing the project
- ✓ Collect pilot data if needed – you need IRB approval before collecting ANY data
- ✓ Finalize proposal with Dissertation Chairperson and distribute copies to committee members
- ✓ You cannot have your “official” proposal defense before passing prelims; however, you are encouraged to have your proposal meeting with your committee in the spring or summer before prelims (but must wait until after prelims to submit the dissertation proposal approval form)
- ✓ Make suggested changes on proposal and get proposal approved by your Dissertation Chairperson
- ✓ Give the signed proposal approval form and final copy of proposal to graduate secretary;
- ✓ Submit the proposal and signed proposal approval form to the College of Arts and Sciences for their review; they will email you and your Chairperson with any revisions
- ✓ Make any necessary revisions and re-submit to the CAS; the College of Arts and Sciences will forward the materials to the CGPS
- ✓ Prepare your IRB application and submit it to your Dissertation Chairperson – no data collection or data analysis (including archival data) can begin until after IRB approval
- ✓ Make revisions to the IRB proposal. Get the IRB proposal approved by your Dissertation Chairperson and submit electronically via IRBNet (get chair and Advisor electronic signature before submitting).
- ✓ Give the graduate secretary or the letter from the IRB approving the research or designating it as exempt for your file
- ✓ Once you receive IRB approval you may begin collecting data (or analyzing archival data)

- ✓ Once data collection is complete, conduct data analyses working closely with your Dissertation Chairperson
- ✓ Review the CGPS website for the template, due dates, and instructions on completion of the Dissertation
- ✓ Write the dissertation – work on drafts with your Dissertation Chairperson
- ✓ When your Dissertation Chairperson approves the project, give drafts to committee members (allow 2 weeks for them to read it)
- ✓ With your Dissertation Chairperson's approval, contact committee members to schedule oral defense, inform graduate secretary at least two weeks in advance (graduate secretary will inform CGPS so defense can be advertised on *ISU Today*).
- ✓ Register for twelve hours of PSY 799 (generally 6 hours during fall and spring semesters of internship year)
- ✓ Submit approved Dissertation along with signed dissertation approval form to the College of Arts and Sciences for the dean's approval
- ✓ Make the changes requested by the CAS and resubmit the document to CAS; you will receive a scan of the approval form signed by the CAS dean
- ✓ Once approved by CAS, submit the final document along with the scanned approval form through Proquest for review by the CGPS
- ✓ Make the changes in formatting requested by the CGPS
- ✓ Follow procedures for electronic submission as detailed on the CGPS website (note that there are additional procedures and a fee if you want bound copies of the dissertation)
- ✓ You must maintain continuous enrollment until with the exception of summer (unless you plan to graduate in the summer – then you must be registered that semester, unless the dissertation has been defended and the final copy submitted to the CGPS prior to the beginning of the summer semester).
- ✓ Be sure you have submitted the application to graduate – March 1<sup>st</sup> for May, June 1<sup>st</sup> for August, October 1<sup>st</sup> for December
- ✓ See the CGPS website for due dates for the application to graduate and the deadlines for the oral defense and submission of the dissertation

**APPENDIX L**  
**TEMPLATE: CLINICAL COMPETENCIES FORM**

**Clinician Evaluation**

Clinician: \_\_\_\_\_  
Supervisor: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Clinicians are rated using the following scale:

B= Below Expectations    M=Meets Expectations    E=Exceeds Expectations

| <b>PROFESSIONALISM</b>   |   |   |   |
|--|---|---|---|
| Completes tasks in a timely manner   | E | M | B |
| Identifies and manages personal issues that may impact clinical work                 | E | M | B |
| Attends to self-care and recognizes personal limitations                             | E | M | B |
| Takes initiative in seeking out new knowledge to enhance clinical skills             | E | M | B |
| <b>USE OF SUPERVISION</b>  |   |   |   |
| Works to form and maintain a collaborative relationship                              | E | M | B |
| Arrives on time and prepared for supervision   | E | M | B |
| Participates in group supervision  | E | M | B |
| Accepts and makes use of feedback  | E | M | B |
| Shows good judgment and asks for assistance when needed                              | E | M | B |
| <b>BASIC CLINICAL SKILLS</b>   |   |   |   |
| Manages session time well  | E | M | B |
| Displays ability to maintain appropriate boundaries (e.g., limiting self-disclosure) | E | M | B |
| Builds rapport and alliance  | E | M | B |
| Monitors countertransference   | E | M | B |
| Uses verbal and nonverbal behavior to convey attending and empathy                   | E | M | B |
| Demonstrates active listening (attentive nonverbal, eye contact, etc.)               | E | M | B |
| Attends to client nonverbal communication  | E | M | B |
| <b>USE OF MICROSILLS</b>   |   |   |   |
| Makes use of a range of questions (direct, indirect, open, projective)               | E | M | B |
| Uses encouragers appropriately   | E | M | B |
| Demonstrates accurate use of paraphrase and summary                                  | E | M | B |
| Demonstrates the skill of reflecting meaning and feeling                             | E | M | B |
| Effectively gives feedback and uses the skill of confrontation                       | E | M | B |
| <b>ASSESSMENT SKILLS</b>   |   |   |   |
| Effectively conducts an intake interview   | E | M | B |
| Effectively selects psychological tests to use                                       | E | M | B |
| Accurately administers and interprets tests  | E | M | B |
| Integrates assessment results with the client's history and clinical issues          | E | M | B |
| Creates concise and well written reports   | E | M | B |
| Effectively gives feedback to clients  | E | M | B |
| Makes use of the OQ to assess effectiveness of interventions                         | E | M | B |
| <b> THERAPY SKILLS</b>   |   |   |   |
| Ability to work with client to develop appropriate therapeutic goals                 | E | M | B |
| Ability to implement therapeutic plan  | E | M | B |
| Flexibility to adjust goals and alter therapeutic plan during therapy as needed      | E | M | B |
| Ability to write appropriate and concise progress notes                              | E | M | B |
| Provides effective interpretations   | E | M | B |
| Comments on process  |   |   |   |
| Facilitates a deeper exploration of client issues                                    |   |   |   |
| <b>CLINICAL CONCEPTUALIZATION SKILLS</b>   |   |   |   |

|   |   |   |   |     |
|---|---|---|---|-----|
| Ability to collect necessary information during intake to develop working diagnosis and initial conceptualization | E | M | B | n/a |
| Recognizes and assesses for risk (suicide, homicide, abuse)   | E | M | B | n/a |
| Makes accurate diagnoses  | E | M | B | n/a |
| Applies theoretical knowledge to case conceptualization   | E | M | B | n/a |
| Has awareness of his/her own culture and its impact on his/her work   | E | M | B | n/a |
| Demonstrates knowledge of and sensitivity to client's cultural characteristics                                    | E | M | B | n/a |

**APPENDIX M**  
**Dissertation Expectations**  
**ISU Psy.D. Program**  
**(rev 6/2018)**

In general, it is expected that issues such as scope and breadth of the dissertation study, design of the study, methods of data collection and analysis, and reporting of results will be determined by the dissertation chair and dissertation committee members.

The following are guidelines proposed by the Psy.D. Clinical Faculty to assist Psy.D. students and their chairs:

1. The dissertation study may have a clinical or non-clinical focus. In the event that the focus is non-clinical, Psy.D. students are encouraged to consider the possible clinical applications of their results (e.g., in discussion section of dissertation, during oral defense or both if appropriate).
2. Psy.D. students may use archival data for their dissertation projects. In some cases, students using archival data will have been involved in collection of the data (e.g., ADHD Evaluation Clinic, test administration in Dr. Bolinskey's lab). In the event that a student is using archival data and was not involved in the data collection, it is expected that he/she will make use of more rigorous statistics than typical (e.g., compared to other Psy.D. student dissertation projects) in analysis of the data.
3. Once the dissertation committee has approved a student's proposal, the proposal becomes a "contract" of sorts between the student and the dissertation committee regarding implementation of the study, plan of analysis etc. Although a student might be encouraged to consider additional analyses, especially in cases in which the planned analyses did not yield significant results, it should not be the case that the chair or dissertation committee members ask the student to engage in data collection or analyses that deviate significantly from the original proposal.
4. **Students must defend their dissertation proposal by Oct. 1 in order to be eligible to apply for internship that year.** (Note: Students that have not yet defended by September should be advised not to register (and pay fees) on the APPIC web site unless they are confident that they will be able to defend by the Oct. deadline.)

It is strongly encouraged that Psy.D. students begin meeting with their dissertation chair, at a minimum, **the summer before the 3<sup>rd</sup> year** so they are better able to develop a defendable proposal by the spring/summer of the 3<sup>rd</sup> year (must defend by Oct. 1 of 4<sup>th</sup> year to apply for internship).

\*Chairs of Psy.D. Dissertation committees are also expected to be familiar with and adhere to expectations detailed in the CPGS "Responsibilities of Students & Dissertation/Thesis Chairs and Committee" (e.g., respond to student drafts in a timely manner such as 10 working days).

**APPENDIX N**  
**Typical Course Sequence**

| <b>FIRST YEAR</b>        |                                     |                   |               |                                     |                 |
|--------------------------|-------------------------------------|-------------------|---------------|-------------------------------------|-----------------|
| <b>Fall</b>              |                                     |                   | <b>Spring</b> |                                     |                 |
| <b>662</b>               | Theories of Personality             | <b>3</b>          | <b>668</b>    | Advanced Psychopathology            | <b>3</b>        |
| <b>664A</b>              | Ability Assessment                  | <b>3</b>          | <b>664C</b>   | Objective Personality<br>Assessment | <b>3</b>        |
| <b>696</b>               | Practicum (associated with<br>664A) | <b>1</b>          | <b>665B</b>   | Cognitive-Behavior Therapy          | <b>3</b>        |
| <b>665A</b>              | Foundations of<br>Psychotherapy     | <b>3</b>          |               |                                     |                 |
| <b>690J</b>              | Psychological Sciences<br>Seminar   | <b>1</b>          |               |                                     |                 |
|                          |                                     | <b>Total: 11</b>  |               |                                     | <b>Total: 9</b> |
| <b>Summer - optional</b> |                                     |                   |               |                                     |                 |
| <b>607</b>               | Social Basis of Behavior            | <b>3</b>          |               |                                     |                 |
|                          | Elective                            | <b>3</b>          |               |                                     |                 |
|                          |                                     | <b>Total: 0-6</b> |               |                                     |                 |

| <b>SECOND YEAR</b> |  |                   |                 |   |                  |
|--------------------|--|-------------------|-----------------|---|------------------|
| <b>Fall</b>        |  |                   | <b>Spring</b>   |   |                  |
| <b>602</b>         | Theory & Method<br>Foundations                           | <b>3</b>          | <b>604</b>      | Advanced Statistics                       | <b>3</b>         |
| <b>603</b>         | Cognition & Learning<br>or Elective                      | <b>3</b>          | <b>COUN 666</b> | Multicultural Counseling                  | <b>3</b>         |
| <b>696</b>         | Practicum  | <b>2</b>          | <b>696</b>      | Practicum                                 | <b>2</b>         |
| <b>521</b>         | History and Systems                                      | <b>3</b>          | <b>608</b>      | Biopsychology or                          | <b>3</b>         |
|                    |  |                   | <b>566</b>      | Adv Lifespan Develop Psych<br>or Elective |                  |
|                    |  | <b>Total: 11</b>  |                 |   | <b>Total: 11</b> |
| <b>Summer</b>      |  |                   |                 |   |                  |
| <b>607</b>         | Social Basis of Behavior (if<br>not taken in first year) | <b>3</b>          |                 |   |                  |
|                    | Elective   | <b>3</b>          |                 |   |                  |
| <b>696</b>         | Practicum  | <b>1</b>          |                 |   |                  |
|                    |  | <b>Total: 1-7</b> |                 |   |                  |

| THIRD YEAR               |                                  |          |            |                                      |          |  |  |  |  |  |  |  |
|--------------------------|----------------------------------|----------|------------|--------------------------------------|----------|--|--|--|--|--|--|--|
|                          | Fall                             |          |            | Spring                               |          |  |  |  |  |  |  |  |
| <b>663</b>               | Ethics and Professional Issues   | <b>3</b> | <b>676</b> | Advanced Assessment and Treatment    | <b>3</b> |  |  |  |  |  |  |  |
| <b>680</b>               | Clinical Research                | <b>3</b> | <b>658</b> | Clinical Psychopharmacology          | <b>3</b> |  |  |  |  |  |  |  |
| <b>696</b>               | Practicum                        | <b>2</b> | <b>696</b> | Practicum                            | <b>2</b> |  |  |  |  |  |  |  |
| <b>603</b>               | Cognition & Learning or Elective | <b>3</b> | <b>608</b> | Biopsychology or                     | <b>3</b> |  |  |  |  |  |  |  |
|                          |                                  |          | <b>566</b> | Adv Lifespan Develop Psy or Elective |          |  |  |  |  |  |  |  |
|                          |                                  |          |            |                                      |          |  |  |  |  |  |  |  |
|                          | <b>Total: 11</b>                 |          |            | <b>Total: 11</b>                     |          |  |  |  |  |  |  |  |
|                          |                                  |          |            |                                      |          |  |  |  |  |  |  |  |
| Summer                   |                                  |          |            |                                      |          |  |  |  |  |  |  |  |
| Study for August Prelims |                                  |          |            |                                      |          |  |  |  |  |  |  |  |
| Elective                 |                                  |          |            |                                      |          |  |  |  |  |  |  |  |
| <b>696</b>               | Practicum                        | <b>1</b> |            |                                      |          |  |  |  |  |  |  |  |
|                          | <b>Total: 1-4</b>                |          |            |                                      |          |  |  |  |  |  |  |  |

| FOURTH YEAR |                              |          |            |                                       |          |  |
|-------------|------------------------------|----------|------------|---------------------------------------|----------|--|
|             | Fall                         |          |            | Spring                                |          |  |
|             | Cognitive or H&S (if needed) | <b>3</b> | <b>671</b> | Clinical Supervision and Consultation | <b>3</b> |  |
| <b>796</b>  | Clinical Placement           | <b>1</b> | <b>796</b> | Clinical Placement                    | <b>1</b> |  |
|             | Elective (if needed)         | <b>3</b> |            | Elective (or Psy 799)                 | <b>3</b> |  |
| <b>696</b>  | Practicum                    | <b>1</b> | <b>696</b> | Practicum                             | <b>1</b> |  |
|             | <b>Total: 5-8</b>            |          |            | <b>Total: 5-8</b>                     |          |  |

| FIFTH YEAR: INTERNSHIP |                 |          |            |                     |          |  |
|------------------------|-----------------|----------|------------|---------------------|----------|--|
|                        | Fall            |          |            | Spring              |          |  |
| <b>799</b>             | Dissertation    | <b>6</b> | <b>799</b> | Dissertation        | <b>6</b> |  |
|                        |                 |          | <b>784</b> | Clinical Internship | <b>1</b> |  |
|                        | <b>Total: 6</b> |          |            | <b>Total: 7</b>     |          |  |

## APPENDIX O

### Professional Conduct When Interviewing

#### Professional Conduct when Interviewing (May 2018)

- I. Written correspondence
  - Ask a faculty member to review your vitae and cover letter
    - Make sure vita is updated to reflect most recent experience
  - Carefully edit (make sure correct name of agency, especially if using a previous letter as a template!)
  - Content should reflect your experience and qualifications while also expressing what additional training you are seeking. (If you already know it all and have done it all, why would you be seeking additional training?)
  - If requesting or anticipating an interview, wait till individual contacts you to provide information about availability.
    - Request what days/times might be most convenient for the interviewer before providing your availability
    - Be flexible both in terms of availability for interviews as well as potential schedule for placement
- II. In-Person Interview
  - Dress/Appearance
    - Business casual at a minimum
    - Conservative (i.e., shoulders covered for women, tie for men)
    - Consider typical weather for the area where you are interviewing (i.e., wearing open toed shoes when interviewing in Minnesota in January)
  - Presentation of Knowledge/Experience
    - Similar to cover letter, present a balance of experience and knowledge you have acquired already with information regarding additional knowledge/experience you are hoping to gain
      - You are not expected to be an expert at this level of training
      - Be modest if asked to rate your knowledge/experience.
    - If you are unfamiliar with a term or expression used by the interviewer, it is fine to ask for clarification, interviewers are aware that you are “new” to the setting/culture of the agency.
    - Provide concise answers. Interviewer will ask a follow-up question if interested in more detail.
    - If you don’t have the knowledge/information to answer a question, acknowledge this in the context of your desire to gain this type of knowledge/experience/skill

- i.e., "I haven't had the opportunity to do XXX, however this is an area in which I would like to gain experience."
    - Ask good questions (that show that you've done your homework and know something about the site and what they offer)
    - Maintain awareness of your level of training. As a graduate student, you are in the process of gaining knowledge and skills through the context of supervision/mentoring.
      - Avoid presenting yourself as an "expert" or highly accomplished (as this can be off putting to individuals that many more years of experience in the area)
      - Respect "hierarchy" of potential supervisor's role, use his/her title (not first name), and avoid asking him/her personal questions or otherwise presenting as overly casual.
    - Do your homework prior to the interview
      - If agency has a website, get familiar with types of services provided, names of providers, etc.
      - If you know who you will be interviewing with, find out that individual's area of practice, research area (if relevant), educational background
      - Might be helpful to gain information on areas of potential controversy (if relevant).
  - What you are seeking
    - Be clear in presenting types of experience/skills you are seeking however
      - Avoid focusing on skills/experiences NOT offered or available at that placement/internship site
      - Avoid being overly narrow in your focus/interest
    - Be honest in presenting your interests (and be consistent with what is in your cover letter/vitae)
      - If you are seeking experience in X, Y and Z and placement/internship only provides experience in X & Y, okay to acknowledge this, perhaps noting that you hope to gain experience in Z in a future placement/internship/post-doc.
- III. Post –interview
- Verbally express your gratitude to the interviewer at the end of the interview (may also express your increased interest in the site/training experience post-interview)
  - Follow-up with an email thanking the interviewer for his/her time and again expressing your interest in the placement/training experience. (within 3-4 days of the interview)
    - i. If you are not interested in the site, still a good idea to follow-up with a brief email thanking the interviewer for his/her time.
    - ii. Make an effort to tailor the note to the site, mentioning something specific to that site (if interested in the site, something specific that you are excited about doing in the role you are interviewing for).