Graduate Student Handbook

for the

Combined Clinical/Counseling Psychology Program
(Ph.D. in Psychology)

Department of Psychology
Utah State University

2019-2020

Department of Psychology
Eccles Jones Education Building
Utah State University
2810 Old Main Hill
Logan, UT 84322-2810

Psychology Department Head: Scott Bates, Ph.D.
http://psychology.usu.edu/
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Preface

This handbook is an essential resource to guide you through your graduate studies at Utah State University. It is your responsibility to be aware of the requirements, policies, and procedures that are contained within your program handbook. Please familiarize yourself with the contents of this handbook and use this as your primary source of information about the program. If you have any questions after consulting the handbook, please refer them to the Director of Clinical Training (DCT), Associate Director of Clinical Training (ADCT) and/or your chair/advisor. The first stop for information-seeking is always the Handbook.

Some important things to know about the Combined Program Handbook:

1. We have tried to put together information about program, department and university requirements that are scattered in a number of places. Likely, some information has been missed and there will be on-going changes at the level of the program, the department, the graduate school, and the University. There will be updates of which you will be informed. Although the Department attempts to notify students through posting of information about important changes, it is the student's obligation to ascertain current rules, regulations, financial aid opportunities, deadlines and procedures, program requirements, and the like. This publication is not intended to replace but rather to supplement the Utah State University Graduate Catalog and other relevant USU policies and procedures. Please contact the DCT/ADCT with suggestions for updates or suggestions regarding additional helpful information to be added to the handbook.

2. It is each student’s responsibility to maintain her/his own file with copies of important material relating to their graduate training. Forms required by either the program or the university are either provided as links or the handbook identifies where they may be obtained. When submitting forms, be sure to keep copies for your records.

3. The rules and guidelines in this handbook are designed to establish clear and consistent policies within the Combined Program. Rules, regulations, requirements and policies may change during your enrollment in the graduate program and these changes will apply to you. Obviously, any "handbook" is dated when even the most minor changes are implemented. Thus, you are expected to check with your advisor and the DCT/ADCT regarding any problems or ambiguities that might not be addressed in the Handbook. This Handbook is meant to guide both students and faculty. Unanticipated problems or unique situations may occur and are resolved by mutual consultation between the student, their advisor, and the Combined Program faculty, who make decisions guided by their collective best professional judgment.
Preparing Professional Psychologists to Serve a Diverse Public

This statement was developed by the Education Directorate’s Working Group on Restrictions Affecting Diversity Training in Graduate Education, and approved by the Board of Educational Affairs in March 2013.

Statement of Purpose

For psychologists to competently serve all members of the public now and in the future, professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills and awareness to work effectively with diverse individuals. Clients/patients are complex individuals who belong to diverse cultures and groups. Trainees also bring a complex set of personal characteristics and diverse cultural or group memberships to the education and training process. An important component of psychology training to explore is when and how trainees’ world views, beliefs or religious values interact with and even impede the provision of competent professional services to members of the public. It is essential that potential conflicts be acknowledged and addressed during training so that psychologists are prepared to beneficially and non-injurally interact with all clients/patients. This statement is intended to help training programs address conflicts between trainees’ worldviews, beliefs or religious values and professional psychology’s commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

Training environments foster the ability of trainees to provide competent care to the general public, and trainees’ competencies in professional practice are evaluated regularly. Some trainees possess worldviews, values or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward clients/patients who are of a particular sexual orientation, religious tradition, age or disability status. Trainers take a developmental approach to trainee skill and competency acquisition and support individual trainees in the process of developing competencies to work with diverse populations. Trainers respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainers also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients/patients. Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training.

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief-related tensions. At times, training programs may wish to consider client/patient re-assignment so trainees have time to work to develop their competence to work with client/patients who challenge trainees’ sincerely held beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers focus on the trainees’ development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.
Commitment to Transparency in Educational Expectations, Policies and Procedures

Psychology training programs inform prospective trainees and the public of expected competencies to be attained during training. Publicly available program descriptions and admission materials should include the program’s goals and objectives, content about training standards and the commitment to serving a diverse public. These expectations are reiterated throughout the course of training and in documents such as practicum contracts. Training programs are responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program.

Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

As the largest professional and scientific organization of psychologists in the United States, the American Psychological Association has sought to create, communicate and apply psychological knowledge for the public’s benefit for more than a century. It does this, in part, by establishing a professional code of ethics and standards for professional education and training for practice. These APA documents mandate that education and training programs take reasonable steps to ensure that doctoral-level graduates are prepared to serve a diverse public.

Footnote: This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012). APA's Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.

Policy Related to Trainees Who Experience Conflicts Working with Diverse Clients/Patients

In our APA-accredited program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients. For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Footnote: These two sample policy statements were developed in January 2014 by the BEA Working Group on Trainee Conflicts Serving a Diverse Clientele.
Values Statement Addressing Diversity²

Respect for diversity and for values different from one’s own is a central value of Utah State University’s Combined Clinical/Counseling Psychology training program. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association’s Ethical Principles and Code of Conduct (2002), 2010 amendments, and as discussed in the Standards of Accreditation in Health Service Psychology (APA, 2015).

We recognize that no individual is completely free from all forms of bias and prejudice and we expect that our training community will evidence a range of attitudes, beliefs, and behaviors. While in the program, students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Students will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately and in a manner consistent with relevant policies.

Introduction

The Combined Clinical/Counseling Psychology Program (Combined Program) is housed in the Department of Psychology within the Emma Eccles Jones College of Education and Human Services at Utah State University. The Psychology Department maintains vigorous programs of faculty and student research, and provides substantial service to the community, state, and profession. The department offers five degree programs in Psychology: an undergraduate major, a master’s degree program in Professional School Counselor Education (a distance-based program), an Ed.S. degree in School Psychology, and doctoral degree programs in Combined Clinical/Counseling Psychology, and Behavior Analysis, Brain and Cognition, Neuroscience (Interdepartmental), Quantitative Psychology, Sociobehavioral Epidemiology, and School Psychology. The Combined Program faculty and graduate students actively engage in research, teaching, and service, thus working toward meeting the departmental, college, and university mission.

The two substantive areas of counseling and clinical psychology historically have reflected different service areas, employment settings, and populations served. Counseling psychologists have traditionally focused on life-adjustment problems and career development and have worked primarily in university counseling centers, Veterans Administration (VA) hospitals, and community agencies. Clinical psychologists have traditionally focused on the evaluation and treatment of clients with acute or chronic mental disorders and have worked in mental health centers, psychiatric hospitals, and psychiatric units of general hospitals. However, the interdependence of contemporary social systems requires that psychologists have a broad knowledge of problem areas and client populations so that they are able to work in and interact with professionals in diverse settings. Understanding this reality, the Combined Ph.D. Program of Utah State University provides a unified approach to doctoral-level training across the traditional practice areas of Clinical and Counseling Psychology. Emphasis is placed upon training psychologists who will be able to provide psychological services and conduct research in a variety of settings. Program graduates will be capable of effectively intervening in educational, emotional, and behavioral arenas with individuals, families, small groups, and organizations. Graduates are employed by VA hospitals, mental health centers, universities, state hospitals, health maintenance organizations, medical centers, and private practice groups.

The Combined Ph.D. Program at Utah State University has been continuously accredited by the American Psychological Association (APA) since 1974. Questions regarding APA accreditation and complete information on accreditation guidelines and principles are available through the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5979, or on the web at www.apa.org/ed/accreditation/.

A brief overview of the Combined Program faculty is on the following pages. Complete information regarding faculty research and teaching interests is available on the departmental website at www.psychology.usu.edu.
## Combined Program Faculty

### Core Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Year</th>
<th>Field</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Blais</td>
<td>Ph.D. 2012</td>
<td>Clinical Psychology</td>
<td>University of Utah</td>
</tr>
<tr>
<td>Susan L. Crowley</td>
<td>Ph.D. 1991</td>
<td>Counseling Psychology</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>Rick Cruz</td>
<td>Ph.D. 2014</td>
<td>(Child) Clinical Psychology</td>
<td>University of Washington Seattle</td>
</tr>
<tr>
<td>Melanie M. Domenech Rodríguez</td>
<td>Ph.D. 1999</td>
<td>Counseling Psychology</td>
<td>Colorado State University</td>
</tr>
<tr>
<td>Renee V. Galliher</td>
<td>Ph.D. 2000</td>
<td>Clinical Psychology</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Michael Levin</td>
<td>Ph.D. 2013</td>
<td>Clinical Psychology</td>
<td>University of Nevada - Reno</td>
</tr>
<tr>
<td>Melissa Teehee</td>
<td>Ph.D. 2015</td>
<td>Clinical Psychology</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>JoAnn Tschanz</td>
<td>Ph.D. 1991</td>
<td>Clinical Psychology</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Michael P. Twohig</td>
<td>Ph.D. 2007</td>
<td>Clinical Psychology</td>
<td>University of Nevada - Reno</td>
</tr>
</tbody>
</table>

### Emeritus Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Year</th>
<th>Field</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn G. Barcus</td>
<td>Ed.D. 1975</td>
<td>Counseling Psychology</td>
<td>Utah State University</td>
</tr>
</tbody>
</table>
Program Model and Philosophy

The Combined Program at USU adheres to an integrative model of training that blends the practice and science of psychology at the doctoral level. Based on this philosophy of training, professional psychologists are encouraged to: (a) conduct research on issues relevant to the field of psychology; (b) ensure that professional practice is based on a strong empirical foundation; and (c) examine their practices by conducting ongoing research and evaluation (Baker & Benjamin, 2000; Belar, 2002). During doctoral training, students are required to engage in both the science and practice of psychology. More importantly, however, the program is focused on the development of critical thinking skills and the value of science and practice as mutually interdependent endeavors. The blend of science and practice is an ever-present underlying theme that guides our program model and permeates our program planning. The program is organized to emphasize general preparation in: (a) the scientific bases of psychology; (b) theory and methods of the professional practice of psychology; (c) sensitivity to the unique needs of minority populations and individual differences (including, but not limited to those indigenous to the Rocky Mountain region i.e., American Indian, Latino/a); and (d) the internalization of professional ethics and the value of life-long learning.

Throughout the program, students are expected to gain essential skills in both of the two areas of the Combined Program (counseling and clinical psychology). All doctoral students are expected to take core courses that provide: (a) awareness, knowledge, and skills common to counseling and clinical psychology; and (b) awareness and knowledge unique to counseling and clinical psychology. Beyond the entry-level awareness, knowledge, and skill base taught in the common core courses, students have the opportunity for more focused training in the following areas: (1) adult psychology (specialized training in health psychology, neuropsychology, and/or contextual behavioral science); (2) child and adolescent psychology; and (3) rural/multicultural psychology. Training in these emphasis areas consists of elective courses in a given area (e.g., health psychology, acceptance and commitment therapy, rural psychology), clinical work in settings related to these areas, and specialized research opportunities.

Completion of the Combined Program qualifies graduates for a variety of clinical or counseling psychology positions in universities, private clinics, mental health centers, university counseling centers, community clinics, or medical centers/hospitals. Graduates of this Ph.D. program meet requirements to sit for the psychology licensure examination in Utah and most other states.

Aims and Competencies

The Combined Program has always emphasized the training of competent generalists who are prepared and qualified to practice as psychologists in a wide variety of settings. The program curriculum provides a substantive, balanced emphasis in theory and research, research methods, and clinical training in applied settings. The program is neither designed nor intended for those students who are interested in becoming only practitioners, only theoreticians, or only researchers. As a faculty, we view these activities as intimately interrelated and as mutually enhancing each other, and the program has been designed accordingly. To put this model into practice, the Combined Program is guided by three overarching aims. Each aim is related to specific training objectives, associated competencies and outcomes listed on the following pages.
Aims and Competencies
Combined Clinical/Counseling Psychology Doctoral Program

Aim 1. To produce graduates who are competent health service psychologists

Competency 1: Graduates will demonstrate competence in research design, data analysis, and data interpretation as well as competence in the critical review and evaluation of psychological and related research literature.

Outcome 1a: Students demonstrate competence in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in the field of psychology

Outcome 1b: Students demonstrate the skills in research methods appropriate to conducting their thesis and dissertation research

Competency 2: Graduates are capable of generating original research and scholarship, and disseminating the results of their research to the profession and broader community.

Outcome 2a: Students demonstrate the ability to conduct an independent research project

Outcome 2b: Students demonstrate competence in presenting research findings and other scholarship in professional contexts (e.g., professional conferences, peer-reviewed journals)

Competency 3. Graduates demonstrate competence in the areas of assessment, diagnosis, treatment, supervision and consultation

Outcome 3a: Students demonstrate competence in theories and methods of assessment and diagnosis

Outcome 3b: Students demonstrate competence in integrating assessment data into comprehensive conceptualization of clients, including an appropriate treatment plan, effective intervention, and evaluation of the effectiveness of services

Outcome 3c: Students demonstrate competence in providing effective psychological interventions

Outcome 3d: Students demonstrate foundational knowledge in clinical supervision, professional consultation, and interprofessional/interdisciplinary skills

Competency 4: Graduates engage in practice that reflects the changing and expanding scientific knowledge base including the foundational areas of psychology

Outcome 4a: Students demonstrate an appropriate mastery of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive, affective, and social aspects of behavior, and the history of the discipline of psychology)

Outcome 4b: Students demonstrate advanced mastery in the integration of two or more of the foundational areas of psychology

Outcome 4c: Students demonstrate the ability to access, evaluate, and apply the current evidence base in their clinical practice

Competency 5: Graduates demonstrate competence in the integration of science and practice in
psychology with attention to the necessity of research being informed by practice and practice by research

**Outcome 5a:** Students conceptualize cases based on sound theory and research

**Outcome 5b:** Students display competence in evidence-based practice in psychology

**Outcome 5c:** Students conduct research that is informed by clinical practice

Aim 2: To produce graduates who demonstrate multicultural and diversity awareness, knowledge, and skill in their training and professional work.

**Competency 6: Graduates demonstrate understanding of individual differences and diversity**

**Outcome 6a:** Students demonstrate knowledge of diversity and contextual issues (e.g., culture, gender, sexual orientation, disability)

**Outcome 6b:** Students demonstrate awareness and knowledge of themselves in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) in all professional interactions

**Competency 7: Graduates demonstrate competence in delivering psychological services to diverse populations and engage in scholarly work that is sensitive to issues of individual differences and diversity**

**Outcome 7a:** Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessments, treatment planning, and interventions with diverse clients

**Outcome 7b:** Students demonstrate awareness of multicultural and contextual issues and commitment to relevant guidelines (e.g., APA’s Multicultural Guidelines) in all of their professional interactions

**Outcome 7c:** Students demonstrate competence in applying multicultural awareness and theory to their own scholarship

Aim 3: To produce graduates with a professional identity as a psychologist and a strong commitment to ethical practice in health service psychology

**Competency 8: Graduates demonstrate professional identities as psychologists**

**Outcome 8a:** Students and graduates demonstrate the skills and experience needed to meet membership requirements for national, state, and local organizations (varying organizations would have different requirements).

**Outcome 8b:** Graduates demonstrate continued professional interest in psychology

**Competency 9: Graduates demonstrate knowledge of and adherence to ethical and legal guidelines in all aspects of their professional work**

**Outcome 9a:** Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA’s Ethical Standards)

**Outcome 9b:** Students demonstrate competence in applying established ethical principles and practices in all facets of their professional work
Competency 10: Graduates demonstrate knowledge of Clinical and Counseling, and Combined Psychology in terms of their historical development, traditional and emerging roles and functions, current professional issues, and scope of research and practice

Outcome 10a: Students demonstrate basic knowledge of the history and professional identity of the specializations encompassed in our program and of the development of the combined model

Outcome 10b: Students and graduates demonstrate the skills to conduct professional activities (research, applied practice, etc.) associated with clinical and/or counseling psychology or professional subspecialties within these (e.g., health psychology, child clinical psychology).

Competency 11: Graduates display professionalism in their relationships with faculty, staff, and peers

Outcome 11a: Students demonstrate the ability to collaborate in training and in their professional settings

Outcome 11b: Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees

Outcome 11c: Students are responsive to input from faculty, supervisors, and peers

Competency 12: Graduates engage in continuing professional education activities and give evidence of life-long learning attitudes and actions that contribute to personal and professional development

Outcome 12a: Students are aware of their strengths and areas of needed development as they progress through and graduate from the program

Outcome 12b: Students develop skills to engage in continuing scholarly inquiry, knowledge building, and the dissemination of knowledge across the course of their professional careers

Outcome 12c: Graduates provide evidence of their continuing professional education and commitment to lifelong learning and professional problem solving

Competency 13: Graduates engage in careers in psychology and earn appropriate professional credentials

Outcome 13a: Graduates develop careers related directly to the profession and/or discipline of psychology

Outcome 13b: Graduates become licensed as psychologists in their respective jurisdictions. In doing so they successfully complete required examinations (e.g., EPPP) and other jurisdictional requirements
Curriculum Plan

To meet our goals, the program has implemented a coherent program of study with course work that ensures students acquire and demonstrate competency in (a) the history and systems of psychology and psychological foundations in affective, biological, cognitive, developmental, and social bases of behavior (ABCDS), (b) advanced coursework with the integration of two or more foundational areas, (c) professional courses covering theory, practice, and assessment, (d) ethics and diversity, (e) research methods, and (f) the active integration of science and practice. Students also must complete a thesis, a dissertation, their comprehensive exams, and an APA-accredited one-year internship.

All required courses are listed below along with places where electives may be added. Sample schedules illustrating the typical six-year program of study for students in the Combined Program are also provided. All required courses must be taken for a letter grade, unless only offered as pass/fail.

Students admitted with a MS/MA degree

The Combined Program accepts students with either a BS/BA or MS/MA degree. Students admitted with a master’s degree are responsible for all of the coursework of the Combined Program, including classes listed in Part I (M.S. in Psychology) and Part II (Ph.D. in Psychology). Decisions regarding what courses (including practica) may be waived or transferred are made on a case-by-case basis. The Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT), the student’s advisor, and the course instructor review the materials (i.e., MS/MA transcripts, syllabi, readings, practicum evaluations, and other course material) and make a recommendation to the program faculty for a decision. Students may be asked to demonstrate competence in the area of waiver prior to being approved.

Recommendations about course waivers are reviewed by the program faculty, typically within the first few months of starting in the program at USU. Generally, students who enter the program with a master’s degree are encouraged to work with their advisors and the DCT/ADCT prior to their arrival to the program to review their graduate transcripts for potential courses to be waived. If students did not complete an empirical thesis as part of their masters program, students will need to complete a thesis equivalent (see Timely Completion of Research Requirements).

Requirements of the Combined Ph.D. Program Part I: M.S. in Psychology

<table>
<thead>
<tr>
<th>Required Theory and Assessment Courses</th>
<th>Semester Credit</th>
</tr>
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<tbody>
<tr>
<td>Psy 6150* Evidence-Based Practice I: Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>Psy 6290* Diversity Issues in Treatment and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6310* Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6320* Objective Assessment of Personality and Affect</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6350* Introduction to Theories of Intervention in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 7810 Introduction to Educational and Psychological Research (Psych section)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6600 Statistical Foundations (formerly Research Design and Analysis I)</td>
<td>3</td>
</tr>
<tr>
<td>Students must have prerequisite Psy 7810 above and pass pretest</td>
<td></td>
</tr>
<tr>
<td>Psy 6750* Evidence-Based Practice II: Adults</td>
<td>2</td>
</tr>
<tr>
<td>Psy 6850* Introduction to the Combined Doctoral Program</td>
<td>1</td>
</tr>
<tr>
<td>Psy 7270* Lifespan Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Thesis Courses

| Psy 6970 Thesis                                                                                      | 6               |

MASTER'S LEVEL CREDITS 32 semester hours

*Prerequisite: Matriculation into Combined Clinical/Counseling Psychology.
### Requirements of the Combined Ph.D. Program Part II: PhD in Psychology

#### Required Theory and Assessment Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Psy 610</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6510</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6660</td>
<td>Cognition and Instruction</td>
<td>3</td>
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<tr>
<td>Psy 7530</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
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<tr>
<td>Psy 7250</td>
<td>Professional Ethics and Standards</td>
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<tr>
<td>Psy 7850</td>
<td>Internship and Professional Development Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Psy 7100</td>
<td>Biological Basis of Behavior ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

One Supervision and Consultation course (1 credit)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 7630</td>
<td>Supervision and Consultation in Applied Psychology</td>
<td>1</td>
</tr>
</tbody>
</table>

One Advanced Integrative Course (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 7810</td>
<td>Seminar: Multicultural Perspectives on Social Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: Psy 6510, Psy 7530, Psy 6290

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 7810</td>
<td>Seminar: Neuroscience of Aging and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: Psy 7530, Psy 7100 or 7810 (Bio);

#### Required Methodology and Statistics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ/Psy 7610</td>
<td>Regression Analysis (formerly Research Design and Analyses II)</td>
<td>3</td>
</tr>
</tbody>
</table>

One additional advanced research course must be taken. Students may choose from the list below or other courses may meet this requirement pending approval by the Combined Program faculty: 2-3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ/Psy 7670</td>
<td>Literature Reviews in Education and Psychology</td>
<td></td>
</tr>
<tr>
<td>Educ 6770</td>
<td>Qualitative Methods I</td>
<td></td>
</tr>
<tr>
<td>Psy 7780</td>
<td>Multivariate Statistical Analysis I: Observed Variables</td>
<td></td>
</tr>
<tr>
<td>Psy 7650</td>
<td>Multilevel and Marginal Modeling for the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Psy 7070</td>
<td>Advanced Measurement Theories and Practice</td>
<td></td>
</tr>
<tr>
<td>Psy 7790</td>
<td>Multivariate Statistical Analysis II: Latent Variable Modeling</td>
<td></td>
</tr>
</tbody>
</table>

#### Required Intervention Practica Courses (14 – 18 credits; See Applied Training Sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 7350*</td>
<td>Integrated Practicum with Adults, Adolescents, and Children</td>
<td>6</td>
</tr>
<tr>
<td>Psy 7360*</td>
<td>Practicum in Clinical Child Psychology</td>
<td>6</td>
</tr>
<tr>
<td>OR Psy 7370*</td>
<td>Practicum in Counseling/Clinical Psychology</td>
<td></td>
</tr>
<tr>
<td>Psy 7380*</td>
<td>Practicum in Psychology (additional) (varies, approximately 2-6 credits)</td>
<td>2-6</td>
</tr>
<tr>
<td>OR Psy 7390*/7395*</td>
<td>Externship in Adult or Child Psychology ²</td>
<td>2-4</td>
</tr>
<tr>
<td>Psy 7950*</td>
<td>Internship in Professional Psychology (register fall, spring &amp; summer)</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Required Dissertation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 7970</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

(Minimum. More credits should be taken if the work warrants it.)

#### Electives

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6000 or 7000 level)</td>
<td>6</td>
</tr>
</tbody>
</table>

#### DOCTORAL LEVEL CREDITS

<table>
<thead>
<tr>
<th>Credits Range</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 65</td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL COMBINED PH.D. PROGRAM (MASTER'S & DOCTORAL) CREDITS

<table>
<thead>
<tr>
<th>Credits Range</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 - 97</td>
<td></td>
</tr>
</tbody>
</table>

¹Prerequisite: Matriculation into Combined Program
²See policy for alternative way to meet requirement

Students who complete required applied training in the context of their assistantship must have prior approval of the faculty. Students will take 1 credit of either 7390 (Externship – Adult) or 7395 (Externship – Child).
Demonstration of Foundational Competence through Undergraduate Coursework

Students are required to demonstrate competence in core areas of psychology.

For biological aspects of behavior, students who have had upper level courses in biological psychology, may use part of their undergraduate coursework to meet the requirements of biological aspects of behavior (e.g., Psy 7100). It is important to note, this is NOT a waiver of the class. However, students’ undergraduate experience (previous foundational knowledge) plus a graduate evaluative experience may be used to meet the program requirements in biological aspects of behavior. The process is outlined below:

a. Documenting receipt of an A grade in a previous higher division undergraduate course that was 3 or more credits.
b. Having the undergraduate course syllabus approved by the graduate course instructor of record and program faculty at USU for covering relevant foundational knowledge.
c. If steps a and b are met, students will then need to pass a standardized exam, paper assignment, or other relevant evaluative activity that assesses foundational knowledge in the relevant domain; the activity will be graded by the instructor of record at USU and approved by the Combined Program faculty.
d. Syllabi, paperwork, and other documentation will be filed in the student’s folder.

A Sampling of Elective Courses

Students are required to take 6 credits of electives at the 6000 or 7000 level. Students should work closely with their advisor/chair in selecting electives that best help them meet their professional goals. Electives are typically taught every two or three years. Although students can choose from a variety of elective courses, a selection of potential electives are listed below. Students should refer to the General Catalog for a listing of all available courses. Electives must be graduate level courses or approved by Combined Program faculty.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 6010</td>
<td>Introduction to Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6410</td>
<td>Psychoeducational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6760</td>
<td>Fundamentals of Acceptance and Commitment Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Psy 6930</td>
<td>University Teaching Apprenticeship</td>
<td>1</td>
</tr>
<tr>
<td>Psy 7810</td>
<td>Seminar: Multiperson Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Psy 7810</td>
<td>Seminar: Evidence-Based Intervention: Generation PMTO (1 credit fall, 2 spring)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 7380</td>
<td>Practicum in Psychology</td>
<td>1-3</td>
</tr>
<tr>
<td>Psy 7820</td>
<td>Neuropsychology: Principles and Assessment</td>
<td>2,4</td>
</tr>
<tr>
<td>FCHD 6320</td>
<td>Foundations of Marriage and Family Therapy</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied Training Sequence

Applied training in the Combined Program follows a developmental sequence in which students ultimately accrue a minimum of 500 direct clinical hours along with additional criteria (see Internship) to be eligible to apply for internship. Students begin their training through the acquisition of knowledge of psychopathology, assessment, therapy, and theory, while role-playing clinical techniques in their pre-practicum coursework during their first year. In their second year, students complete their first year of practicum in the Psychology Community Clinic (Psy 7350) where they will provide services to clients across the age spectrum. Students receive close supervision by a minimum of two licensed psychologists and additional supervisors as needed. Advanced practica, typically completed in Year 3 of the program, may be conducted with child, adolescent (Psy 7360) or adult (Psy 7370) clients, and is generally completed at a site external to the Psychology Department (see applied training sites below). After successful completion of (and at times concurrent with) the first two years of practica, students are eligible to complete additional advanced practica or clinical assistantships with the endorsement of Program
faculty. Following this sequential training model, students are assured of developing assessment and intervention skills with the appropriate levels of supervision and support.

Students who enter the program with an applied master’s degree (with the support of their chair) may wish to request a waiver of relevant pre-practicum courses (Psy 6350, Psy 6150, Psy 6750, Psy 6310, Psy 6320 and Psy 7270) and/or advanced practicum (Psy 7360/Psy7370), consistent with Program policy (see policy on course waivers). In addition to the standard policy regarding waivers, students also need to provide an evaluation of their applied skills by their supervisor.

While students gain valuable experience through psychologically-related work experience, course waivers will only be considered for supervised training experiences taken in an educational context and as part of an organized training program. Students who wish to have some or up to 250 of direct clinical hours obtained during their applied master’s degree count towards the 500 minimum, the experience must at minimum meet the following criteria: 1) ratio of direct hours per week and supervision must meet USU and SoA requirements (e.g., 2 hrs supervision per 20 hrs of clinical work; 1 hr supervision must be individual; evaluation must be based in part on direct observation); 2) supervisor must be a licensed psychologist that meets supervisor requirements of the state in which the practicum occurred (exceptions per regulations for example, psychologists who are academic faculty). Students should submit practicum evaluations and grades as available. The ultimate decision of the number of hours accepted towards the 250 will be determined by program faculty.

All students begin their applied training at USU with the required Psy 7350 practicum. Note that when students are engaged in any program sanctioned clinical activity, they are required to register for credits for the relevant experience: practicum (Psy 7350, Psy 7360/7370, Psy 7380), clinical graduate assistantship (Psy 7390/7395) or internship (Psy 7950). Registration for credits generally will also apply to clinical training that occurs during the summer semester. If an experience extends only through a short period of the summer months (e.g., spring clinical assistantship that extends a month into summer semester or primarily fall clinical assistantship that begins a month early), students will not be required to sign up for summer credit. Students engaged in clinical training that extends for the majority of the summer months (e.g., clinical assistantship that continues from spring semester through June 30th or begins July 1 and extends through fall semester) will need to register for the summer semester as well as the appropriate spring/fall sessions. For a summer only experience (one that is not a continuation of the spring semester or does not extend into the subsequent academic year), students must register for practicum or clinical GA credit regardless of the availability of summer tuition support. Students should be aware of credit limits for tuition awards and that summer tuition awards are not guaranteed. However college or departmental policies related to tuition awards may result in exceptions to the above registration policy. Announcements regarding summer semester registration requirements for applied training will be made at the end of spring semester as needed.

Note: consistent with Utah State law, graduate students must obtain permission from the Combined Program faculty in order to engage in any applied (clinical) activity unless they are operating under their own license to practice. Additionally, students are allowed only to work in a practicum, clinical graduate assistantship or applied training experience that has been fully vetted and approved by program faculty.

Time2Track Program
All tracking and approvals of applied training hours (direct and support hours) will be conducted through the program, Time2Track. Utah State University has purchased an institutional account that will allow students to enter their hours and request approval by their clinical supervisors. Students will also be able to organize their experiences by population, experience, and other characteristics. This program will be invaluable as students accrue hours, track their totals, and ultimately complete their AAPI as a part of internship applications. Students are required to use this program for all practica and clinical assistantships. Clinical skills evaluations will also be completed by supervisors within this program. As students typically do not start their applied training until the 2nd year (exception for some students entering with an applied masters and with approval by program faculty), students will register for Time2Track at the start of their first practicum (Psychological Community Service in the Sorenson Center for Clinical
Excellence). Instructions for registering/renewing your subscription will be sent each year. For information on the program, see Features tab at: https://time2track.com

Utah State University will cover the costs of Time2Track during a student’s pre-internship training only. On internship, if students wish to continue to use Time2Track, they may purchase a personal subscription with linkage to their data at Utah State University by identifying their school as USU. The basic Time2Track program will lack features of electronic approval of hours and skill evaluations, but still allow students to track and classify their clinical activities and hours. Note: some internship sites subscribe to Time2Track and may use online approvals and skills evaluations.

The following table provides a description of the applied training sequence.

### Table Outlining Typical Applied Training Sequence

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 7350</td>
<td>Integrative Practicum with Adults, Adolescents, and Children</td>
<td>Required</td>
</tr>
<tr>
<td>Psy 7360 OR Psy 7370</td>
<td>Practicum in Clinical Child Psychology*</td>
<td>Required</td>
</tr>
<tr>
<td>Psy 7380**</td>
<td>Practicum in Psychology</td>
<td>Elective or required</td>
</tr>
<tr>
<td>Psy 7390/7395**</td>
<td>Applied Practice in Psychology (used for assistantship training)</td>
<td>Elective or required</td>
</tr>
<tr>
<td>Psy 7950</td>
<td>Internship</td>
<td>Required</td>
</tr>
</tbody>
</table>

*Note: if the clinical experience occurs over the majority of the summer semester (e.g., before July 1), student must register during the summer session.

**This course can be used to meet program requirements and/or electives

### Applied Training Sites

There are a number of applied training opportunities open to students as practica or paid assistantships. The number of available positions will vary by year depending on agency staff and other factors. The list below provides a brief description of the current training sites approved by the Combined Program faculty. Unless indicated otherwise, the training facility is in Logan or Cache County.

**Sorenson Center for Clinical Excellence – Behavioral Health Clinic / Psychology Division**

Supervisors: Susan Crowley, Ph.D., ABPP; Sara Boghosian, Ph.D.

Integrated practicum that provides didactic and experiential knowledge to a wide range of clients (child, adolescent, adults) and clinical diagnoses. Activities include psychological assessments and interventions (with emphasis on evidence-based practice).

**Sorenson Center for Clinical Excellence – Behavioral Health Clinic / Psychology Division; Anxiety Specialty Services**

Supervisor: Michael Twohig, Ph.D.

Specialty practicum treating clients with anxiety disorders, employing Acceptance and Commitment Therapy (ACT) techniques.

**Student Health and Wellness Center Practicum and Assistantships**

Supervisor: Scott DeBerard, Ph.D.

Psychological evaluations and brief psychological interventions conducted in a primary care setting at the USU Health and Wellness Center.
Sorenson Center for Clinical Excellence – Behavioral Health Clinic / Psychology Division; Child-Clinical Specialty Services
Supervisor: Clint Field, Ph.D.
Students will receive training in the practice of evidence-based clinical assessment and intervention with a focus on behavioral interventions for youth. Students will gain knowledge and experience in behavioral parent training.

USU Counseling and Psychological Services (CAPS) Practicum and Assistantships
Supervisor & Practicum Coordinator: Charley Bentley, Ph.D.
Applied experience at the USU Counseling and Psychological Services (CAPS) center includes intakes, treatment planning, intervention (individual and group), and termination with university students.

Up-to-Three Program (Northern UT)
Supervisor: Gretchen Peacock, Ph.D.
Up-to-Three is an early intervention program for families in Cache, Rich, and Box Elder counties. Students in this setting are considered behavioral specialists and provide services to families of children with disabilities ages birth to age 3. The majority of behavioral interventions are provided in clients’ homes.

Avalon Hills Residential Treatment Center Practicum and Assistantships (Northern UT)
Supervisor: Tera Lensgrav-Benson, Ph.D.
Applied experience working with adolescents with eating disorders in a residential treatment facility. Students will be members of a multidisciplinary staff; treatment modalities include individual and group therapy.

The Family Place
Supervisor: Melanie Domenech-Rodriguez, Ph.D.
The Family Place provides services to Cache and Rich County families and children including therapy, educational workshops, and emergency child care at the Kid’s Place. Therapists at the family place will provide a broad array of services.

Box Elder County School District (Tremonton, UT)
Supervisor: Marietta Veeder, Ph.D.
Psychoeducational assessments and/or interventions conducted in the school setting.

Cardiac Rehabilitation Practicum (Brigham City, UT)
Supervisor: Scott DeBerard, Ph.D.
Psychological evaluations and interventions conducted with cardiac patients at Brigham City Hospital.

Neuropsychology Center of Utah Assistantships (Clinton, UT)
Supervisor: Adam Schwebach, Ph.D.
Community-based clinic that provides neuropsychological and psychological evaluations and therapy to clients across the age spectrum with a variety of neurocognitive, behavioral and emotional disorders. The majority of clients are children/adolescents, although opportunities to work with older adults are also available.

Utah Center for Evidenced Based Treatment Practicum (Salt Lake City, UT)
Supervisor: Sheila Crowell, Ph.D. and other psychologists
Community-based clinic that provides outpatient psychotherapy and psychiatric medication management for a range of individuals. Training in cognitive behavioral therapies, dialectical behavior therapy, mindfulness approaches, and others are available.

Red Mesa Behavioral Health Practicum at the Urban Indian Center (UIC; Salt Lake City, UT)
Supervisors: Melissa Tehee, Ph.D. & Melanie Domenech-Rodriguez, Ph.D.
The UIC provides services including mental and physical health care for Native Americans/American Indians living along the Wasatch front. Red Mesa Behavioral Health Program provides mental health services to children, adults, older adults, and couples or families.

University of Utah Rehabilitation Hospital (Salt Lake City, UT)
Supervisor: Jeremy Davis, PsyD.
Neuropsychological assessments in a rehabilitation setting. Population is primarily adults. Optional training opportunities also include seminars and brain cuttings.

VA Medical Center (Salt Lake City) Practicum
Various supervisors. Practicum Coordinator: Sara Owen, Ph.D.
A number of opportunities exist in this practicum including the following areas: Posttraumatic Stress Disorder, Cognitive Assessment/Neuropsychology, Psychiatric and Geriatric Neuropsychology, Services for Outpatient Addiction Recovery, General Outpatient Mental Health, and several advanced placements such as Advanced Posttraumatic Stress Disorder, Veterans Integration to Academic Leadership (VITAL) and Military Sexual Trauma (MST). Eligibility for placements in advanced settings require prior completion of VA practicum experiences. Other opportunities may arise depending on VA staff.
Sample Schedule for M.S. and Ph.D. Degrees

Following is the schedule that Combined Ph.D. students follow for the master’s degree (from B.A. to Ph.D.). The sequence here is the one commonly taken for students entering the Combined Program with a bachelor’s degree. Although variations are possible, students need to be cautious to ensure that appropriate pre-requisites are taken for sequenced courses (e.g., research, pre-practicum sequence).

Sample Schedule for Master’s Components of Combined Ph.D. Program

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 7810 (Res Meth) (3)</td>
<td>Psy 6310 (3)</td>
<td>Summer Schedule varies; see course catalogue for available classes. Options include:</td>
</tr>
<tr>
<td>Psy 6350 (3)</td>
<td>Psy 6150 (2)</td>
<td>Ps 6970 Thesis (3)</td>
</tr>
<tr>
<td>Psy 6290 (1)</td>
<td>Psy 6750 (2)</td>
<td>Ps 7610 (3)</td>
</tr>
<tr>
<td><em>Psy 6510 (3)</em></td>
<td>Psy 6600 (3)</td>
<td>3-6</td>
</tr>
<tr>
<td>Psy 6850 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Psy 7350 Practicum (3)</em></td>
<td><em>Psy 7350 Practicum (3)</em></td>
<td>Elective (3)</td>
</tr>
<tr>
<td>Psy 6320 (3)</td>
<td>Psy 6970 (2)</td>
<td>Ps 6100 (3)</td>
</tr>
<tr>
<td>Psy 6970 (1)</td>
<td><em>Psy 7100 (3)</em></td>
<td></td>
</tr>
<tr>
<td>Psy 7270 (3)</td>
<td>Psy 6290 (1)</td>
<td></td>
</tr>
<tr>
<td>Psy 6290 (1)</td>
<td>Ps 7610 (3)</td>
<td>0-6</td>
</tr>
</tbody>
</table>

*Courses in italics are from Ph.D. Program*

MS Total = 32 hours
*PhD hours = 18

Following is a sample schedule that Combined Ph.D. students may follow from the master’s degree (from M.A./M.S. to Ph.D.). The sequence here is required for students after completion of their master’s degree. The course sequences seek to emphasize providing a balance between courses in theory, research, assessment, and intervention throughout training. The schedule is only one of many possible arrangements and does not take into account courses taught on an every other year basis, course changes due to faculty sabbaticals, and that students may take courses during the summer semesters. Students also need to keep in mind that some elective courses may not be offered every other year as planned. While the department does its best to maintain a stable schedule, circumstances and funding cuts may result in schedule changes. Students should work closely with their advisors to develop a schedule that best meets their training needs, while meeting all program requirements.
## Sample Schedule for Doctoral Components of Combined Ph.D. Program

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 7360/7370</td>
<td>Practicum (3)</td>
<td>Psy 7360/7370 Practicum (3)</td>
<td></td>
</tr>
<tr>
<td>Psy 7250</td>
<td>(3)</td>
<td>Psy 6660 (3)</td>
<td></td>
</tr>
<tr>
<td>Psy 7530</td>
<td>(3)</td>
<td>Psy 7970 Dissertation (1)</td>
<td></td>
</tr>
<tr>
<td>Psy 7970</td>
<td>Dissertation (1)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 7380/7390</td>
<td>/7395 (1-3)</td>
<td>Psy 7380/7390/7395 (1-3)</td>
<td></td>
</tr>
<tr>
<td>Research Elective (2 or 3)</td>
<td></td>
<td>Psy 7810 (3)</td>
<td></td>
</tr>
<tr>
<td>Psy 7970</td>
<td>Dissertation (3)</td>
<td>Psy 7970 Dissertation (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation (3)</td>
<td>Psy 7850 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective (3)</td>
<td>Psy 7630 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-9</td>
<td>7-9</td>
<td></td>
</tr>
<tr>
<td><strong>Year Five – Completion of Comprehensive Exams and Dissertation Proposal by October 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 7970</td>
<td>Dissertation (3)</td>
<td>Psy 7970 Dissertation (3)</td>
<td></td>
</tr>
<tr>
<td>Integrative course (3)</td>
<td></td>
<td>Elective (3)</td>
<td></td>
</tr>
<tr>
<td>Elective (3)</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year Six</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 7950</td>
<td>Internship (0)</td>
<td>Psy 7950 Internship (0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Ph.D. Total = –60-65**

**Total Degree Hours = –92-97**
Overview of Ph.D. Program Requirements

Completion of Requirements

In addition to prerequisite course requirements, specific Combined Ph.D. courses, and completion of a thesis and dissertation, the program has comprehensive exams which entail engaging in common professional activities. These include a professional case written summary and presentation, composition and submission of a journal manuscript, and the presentation of a theoretical, research or scholarly review presentation at a national or regional conference. The final year of the Combined Ph.D. program is a full time one-year internship. Students apply nationally for internships during the fall semester of their last year on campus. To be eligible for internship, students must have completed the majority of their course work, comprehensive exams, demonstrated adequate competency in assessment and intervention, and successfully defended their dissertation proposal. Upon completion of these requirements, students will receive faculty approval to apply for internship. Program faculty and the department will attempt to fulfill students’ unique training requests; however it is ultimately the student's responsibility to complete all program requirements.

In summary, to complete the Ph.D. degree, students must successfully:

(a) complete all Combined Program requirements including a thesis or equivalent project;
(b) complete the Clinical Comprehensive Exam;
(c) complete Research Competencies I & II;
(d) complete a dissertation;
(e) fulfill a one-year, predoctoral internship.

Course Grade Requirement

Students are expected to earn a minimum grade of B in all coursework. Students receiving a C grade are expected to repeat the course or demonstrate their mastery in that area in a manner approved by the faculty. In rare cases where students earn a grade below a C, the situation will be considered by the program faculty as a whole and outline what actions should be taken. These may include probation, remediation, or dismissal. Students who earn one or more C grades (or below) may be at risk for dismissal from the program.

Monthly Program Meetings and Department Colloquia

During the academic year, all Combined Program students are expected to attend monthly student program meetings and departmental colloquia. Program meetings are an opportunity for the student body to receive updates from the student representatives, to provide feedback to the faculty, address student concerns, and provide additional training or information. Program meetings are scheduled on the fourth Tuesday of the month from 8:30-10:00 a.m. Students are expected to NOT schedule other activities that conflict with this meeting time. Departmental colloquia offer students an opportunity to learn about research in multiple areas of psychology. Colloquia are scheduled for the second Tuesday of the month between 9:00-10:00 a.m., twice per semester.
Specialized Training in the Combined Ph.D. Program

In addition to the generalized training offered in the Combined Clinical/Counseling doctoral program, three broad areas of emphasis are available. The emphasis areas are designed for students to more systematically begin developing a specialty area in line with their future career goals. One emphasis is adult psychology including specialized training in health psychology/neuropsychology and/or contextual behavioral science. The second emphasis is child and adolescent psychology including specialized training in parent training, clinical child psychology generally, and identity development. The third emphasis area is multicultural and rural psychology broadly including specialized focus across ethnic/cultural, sexual minority, and rural populations with emphasis on identity development, cultural adaptation of interventions, psychotherapy treatment, and ethics. The courses recommended for each emphasis include courses that are not already required by the program and are electives at the doctoral level. Students are not required to take all of the core or secondary courses in any emphasis area, but the courses outlined should be considered a guide for planning your degree. Students are not “tracked” into an emphasis area and integration across areas is encouraged (e.g., minority health, application of ACT to children and adolescents, identity development with specific minority groups). Students are encouraged to discuss emphasis areas with their chair, making full use of the expertise provided by the Combined Ph.D. faculty. Listed below are each of the specialty areas with recommended electives and applied training experiences beyond required courses. Note that elective courses may be taught on an infrequent basis. Students are advised to work closely with their chairs in making scheduling decisions.

Adult Psychology Emphasis: Health Psychology/Neuropsychology

Primary Elective Courses:
- Psy 6470  Health Psychology
- Psy 7820  Neuropsychology: Principles and Assessment (with lab)

Applied training sites:
- Student Health and Wellness Center
- Cardiac Rehabilitation – Brigham City Hospital
- Center for Persons with Disabilities – Clinical Services
- SLC VA Medical Center – Cognitive Assessment/Neuropsychology; Psychiatric and Geriatric Neuropsychology
- Neuropsychology Center of Utah
- Univ of Utah Rehabilitation Hospital (Neuropsychology practicum)

Secondary Elective Courses:
- HEP 6100  Current Trends in Health Promotion
- HEP 6300  Stress Management
- HEP 6800  Seminar in Health Behavior
- NDFS 6200  Nutritional Epidemiology
- PUBH 5000  Public Health Management
- ComD 6130  Neural Bases of Communication and Motor Speech Disorders
- Psy 6810  Mechanisms of Neuropsychiatric Disease

Adult Psychology Emphasis: Contextual Behavioral Science

Primary Elective Courses:
- Psy 6760  Fundamentals of Acceptance and Commitment Therapies

Applied Training Sites:
- Avalon Hills
- Sorenson Center for Clinical Excellence - Anxiety Specialty Service
- SLC VA Medical Center
Secondary Elective Courses:
SPED 7700 Single-Subject Research Methods and Design
SPED 7730 Advanced Topics in Behavior Analysis

**Child and Adolescent Psychology Emphasis**
Primary Elective Courses:
Psy 6410 Psychoeducational Assessment
Psy 6630 Supervision and Consultation in Psychological and Educational Settings

Applied Training Sites:

Biomedical Service Practicum – Sorenson Center for Clinical Excellence
Up-to-3 - Program
Avalon Hills
The Family Place

Electives from Special Education or Family, Consumer and Human Development

**Rural/Multicultural Psychology Emphasis**
Primary Elective Courses:
Psy 6410 Psychoeducational Assessment
Psy 7820 Neuropsychology: Principles and Assessment

Applied Training Sites:

Up-to-3 Program
Red Mesa Behavioral Health - Urban Indian Center
The Family Place

Secondary Elective Courses:
Psy 7700 Grant Writing
Educ 6770 Qualitative Methods I
Psy 6630 Consultation in the Schools
Anth 6120 Applied Rural Development
Soc 6630 Natural Resources and Social Development
Soc 6700 Advanced Rural Sociology
Comprehensive Exams

The Combined Program in the Psychology Department does not require graduate students to complete a traditional written/oral comprehensive exam. Instead, three professional tasks have been identified that are directly relevant to students' chosen specialization and are more closely tied to the professional responsibilities in which students will engage upon graduation. In line with a primary goal of the Combined Program (Goal 1), the comprehensive evaluation provides an assessment of students' developing identities as scientist-practitioners through three integrative tasks. Successful completion of the comprehensive exams is required by October 1 prior to application for internship.

Research Competency I--Paper Presentation

Objectives

1. To provide an opportunity for students to demonstrate their ability to present scholarly work (research and/or theoretical) to professionals in the field.
2. To provide students the opportunity to practice the organization, writing, and communication skills necessary for the professional presentation of their work.
3. To expose students to professional meetings and to colleagues and peers engaged in similar scholarly work.

Achievement of Objectives and Evaluation

1. The paper or poster must be presented at a recognized regional or national meeting. Students are encouraged to submit their scholarly work to meetings which will provide the broadest exposure for their research.
2. Students must be the first author and must present the research at the conference.
3. The presentation is to be based on research conducted by the student during graduate training. Students who complete a conference presentation based on a master's thesis or other research completed at a different graduate program may petition the faculty for approval of the presentation through their doctoral committee chair.
4. The presentation must be approved by the student's doctoral committee. Approval requires:
   a. The paper or poster must be presented at a recognized regional or national meeting. The Research Competency I Approval Form must be signed by all members of the student's doctoral committee. The student is responsible for obtaining the form (see appendix) and signatures.
   b. The signature page should be submitted to doctoral committee members with copies of the paper or presentation and the conference program page in which the student's name is listed.
   c. A copy of the presentation and the signed approval page should be submitted to the Graduate Coordinator in the department front office. Students should make a copy of the signed approval page for their own records prior to turning in the document.

Research Competency II--Publishable Quality Article

Objectives

1. To provide students with an opportunity to develop competency in the process of writing scholarly work for dissemination to the professional community via a peer-reviewed journal.
2. To provide students with practice in the process of submitting a manuscript including identifying an appropriate journal for submission, reviewing the instructions for authors, preparing the manuscript, writing a cover letter, receiving reviews, and responding to the reviewer's concerns.

Achievement of Objectives and Evaluation

1. Students will take a primary role in the conceptualization and preparation of a manuscript. The manuscript must be based on research conducted during the student's graduate training.
2. The student is expected to be the first author of the manuscript. In unusual circumstances, manuscripts will be accepted with the student as second author. For example, if a student completed an empirical thesis prior to beginning graduate training at USU, or if a student determines, in collaboration with his or her supervisory committee, that the thesis project is not publishable, the student may opt to collaborate with a faculty member or colleague on a different project. A supporting letter from the co-author(s) must indicate that the student’s contribution to the manuscript was substantial, and (b) the program faculty must approve the exception. Approvals are routed through the student’s committee chair.

3. The manuscript must be submitted to a professional, peer-reviewed journal for publication and the student must take leadership in the submission process. It is expected that students will take primary responsibility for responding to editorial decision letters and submit appropriate revisions, so that most students graduate with at least one publication.

4. The manuscript submission must be approved by the student’s doctoral committee. Approval requires:

   a. The Research Competency II Approval Form signed by all members of the student’s doctoral committee. The student is responsible for obtaining the form (see appendix) and signatures.

   b. The signature page should be submitted to the student’s doctoral committee members, along with copies of the paper, the cover letter to the editor, and the email or letter from the editor acknowledging receipt of the manuscript.

   c. Copies of the signature page, manuscript, letter to the editor and confirmation of receipt from the editor or journal are submitted to the Graduate Coordinator in the department front office. Students should make a copy of all documents for their records prior to turning them in.
Comprehensive Clinical Evaluation

The comprehensive clinical evaluation provides students with the opportunity to demonstrate their ability to integrate information and skills they have acquired through their graduate training to date, and provides faculty with the opportunity to evaluate students’ trajectory toward readiness for internship. Students will be considered eligible for the comprehensive clinical evaluation no sooner than their third year and the evaluation will be offered once per year. The clinical evaluation materials are to be reviewed by a panel of three faculty members from the Combined Program, generally including the students’ chair or chair proxy (if the chair is the case supervisor). The remaining members and a clinical comp panel chair will be appointed by the clinical comp coordinator in consultation with Program faculty; to the extent possible, students with child cases will have mostly child-oriented faculty reviewers on their committee and those with adult cases, adult-oriented faculty.

Objectives

1. Demonstrate the ability to coherently present the assessment, diagnosis, conceptualization and theoretical underpinnings, and treatment of a clinical case in writing and orally.

2. Demonstrate the ability to integrate knowledge across domains of training and apply them to a clinical case in writing and orally.

Previous comprehensive clinical evaluation papers are available for review through the USU Community Clinic (although note that these examples are from past clinical comps and may not comply with current formatting and content requirements). Students are encouraged to review previous papers. Although clinical material in the papers is de-identified, confidential material is being discussed. Consequently, the papers are to be treated as confidential. The papers are also not allowed to leave the clinic and students should not share their papers with other students electronically.

Achievement of Objectives

Written case evaluation: The written case evaluation will require the integration of research and clinical perspectives grounded in evidence based practice in psychology (EBPP), employing both theoretical and empirical literatures to describe the assessment, diagnosis, conceptualization, and treatment of a clinical case. Students are encouraged to choose a case that has been interesting and challenging and has facilitated their learning and development in some way. Cases that are either extremely straightforward or extremely difficult are not ideal for the case presentation. Students are NOT being judged on their ability to "cure" the client, but on their ability to knowledgeably and professionally discuss clinical treatment and the associated professional issues (e.g., ethics). The case must be completed within a year of the case approval date. In unusual situations, a case from the previous 18 months may be considered, upon recommendation of the case supervisor and the student’s advisor. Students should comply with the expectations or rules of the supervisor and the setting in which the therapy was conducted with regard to obtaining written permission from the client to use his/her case as a presentation. In all cases, confidentiality should be preserved and material should be de-identified. Necessary approval to use a case should follow the policies and procedures of the facility in which the treatment took place. The written evaluation should include a comprehensive discussion of the case from an evidence based practice model, including the theoretical orientation/clinical judgment upon which the treatment was based and the conceptualization of the case, empirical support for the intervention decisions, integration of client characteristics and values, a succinct review of the social history, assessment strategies and associated rationale, diagnosis (including differential diagnosis), treatment plan, course of treatment, ethical considerations, disposition, and evaluation of treatment outcomes.

The initial written case evaluation has an 18 page limit (inclusive), and is written in APA style, with references. This includes ensuring that the manuscript is in 12-point font, double spaced, and follows APA guidelines for tables and figures (each table and figure is included on a separate page at the end of the document). The written submission checklist reviews these critical formatting issues.

As students are considering cases to present, they are encouraged to talk with their clinical supervisors and/or doctoral committee chairs about the conceptualization and suitability of the case. However, once the case has been selected, students are expected to independently engage in the write-up, orals and if needed, remediation of the clinical comp process. The clinical competency exam assesses students’ ability to demonstrate their expertise and their readiness to move into a more autonomous professional role, and as such, students are
expected to refrain from seeking guidance from supervisors, committee chairs, other faculty, and peers in the preparation of their materials after their cases have been submitted for consideration to be used as the Clinical Comp case.

The initial written case evaluation is submitted to faculty for review. The paper will be read by all members of the Clinical Comp panel. The student will receive feedback across the evaluation domains. Students will then have an opportunity to revise their written case evaluation and resubmit it to their Clinical Comp committee. Students will be expected to include point-by-point documentation regarding how they addressed each comment made by reviewers, similar to expectations for resubmitting a journal article. Examples of these response letters are also provided in the USU community clinic. This revised document can be up to 20 double spaced pages. The revised written document will be evaluated to make a recommendation to “pass” to oral defense, or “fail”.

The decision for a student to pass or fail is determined by a majority vote. If 2 out of 3 committee members vote to fail the student, 2 additional “backup reader” faculty will also review the document and vote to pass or fail. If one or both “backup readers” also vote to fail (putting the total to 3 or more out of 5), then the student will have officially failed. If all 3 original committee members vote that the student failed, then the student will have officially failed without involving the “backup readers.” If one or fewer original committee members vote for the student to fail, then the “backup readers” will not be involved and the student will be considered as passing. A failed evaluation serves as an indicator by the program faculty that the student is not prepared to apply for internship.

**Oral case presentation.** Students whose written case evaluation has been approved by the faculty review panel will complete an oral presentation of the case. The case presentation should be scheduled for 1½ hours. The student will present for approximately 30 minutes. The remaining time is allotted for questions, faculty evaluations, and feedback to the student.

The presentation should be considered a formal, professional presentation similar to a job interview, internship interview, or clinical case staffing. It is expected that students will present their clinical case in a coherent manner, comprehensible to a professional not familiar with the case. Although each presentation may be different, students should generally plan to include demographic information; presenting problem; assessment data; diagnosis; familial, social, and academic history; medical and mental health history; case conceptualization; the EBPP foundation for the case (theoretical approach taken; empirical support for the intervention decisions, integration of client characteristics and values) treatment goals and course of treatment; progress and prognosis; and case termination. The focus of the case presentation should be on the integration of EBPP, case conceptualization and meaningful self-reflection on your professional abilities, rather than a session-by-session summary of the work with the client. The oral case clinical competency evaluation form highlights key topics to cover in your presentation. Students are encouraged to use the oral presentation as an opportunity to practice their professional communication skills. All faculty and Combined Program students are invited and encouraged to attend the oral presentations.

**Request for accommodations.** Any requests for accommodation on the clinical comprehensive exam must be made prior to beginning the written (e.g., before or at the time the case is approved). Accommodations will not be made once students begin working on the written exam. However, unexpected events that may affect the process and scheduling of components of the exam should be discussed ASAP with the clinical comp coordinator and DCT/ADCT. Accommodations will be determined by Program faculty on a case-by-case basis.

**Evaluation**

**Written case evaluation:** The formative feedback will include written comments from each member of the panel and a rating on each domain (scale range = 10 - 100). This feedback can be used to guide the students’ revision of the paper. Upon resubmission, the summative feedback will include an indication of pass/no pass from each faculty member. The clinical comp coordinator will tally the votes. Decisions will be made based on a majority vote and the student will be judged to have passed the written portion of the exam if two or more faculty members vote “pass.”

Students who pass the written case are approved to move forward to the oral portion of the exam. Scheduling will be coordinated by the clinical comp coordinator.
If three faculty vote “fail” then the student will have officially failed. If two out of three faculty vote “fail” then two additional “backup reader” faculty will also review the document and vote to pass or fail. If 3 out of 5 faculty vote to fail the student, then the student will officially be considered as having failed and will not proceed with the clinical comp. A student who fails the written case evaluation will be given feedback on their performance with suggestions for professional development activities across the next year. The student may attempt the clinical comprehensive exam the following year.

Faculty members will evaluate the written case evaluation on the following domains:

1) Relevant history and presenting problem
2) Evidence Based Practice in Psychology (EBPP)
   a) Empirical support for intervention
   b) Clinical judgment and experience (e.g., theoretical orientation)
   c) Client characteristics and values
3) Case Conceptualization
4) Diagnosis and differential diagnosis
5) Assessment – data, interpretation, appropriateness of measure, psychometric characteristics
6) Treatment goals and plans
7) Course of treatment guided by goals and treatment plan
8) Evaluation of treatment outcomes and case disposition
9) Ethical considerations relevant to the case
10) References – current and appropriate
11) APA style and writing style
12) Professionalism

Students are expected to use the headings listed above in their paper (except for points 11 and 12). However, the order of the headings and overall organization of the paper is up to the students’ discretion (e.g., the order of the headings can be changed, a heading can be used more than once as needed).

**Oral Case Presentation**: Each faculty member of the Clinical Comp Committee will independently complete a faculty evaluation form, followed by consultation to identify a final set of ratings. The evaluation form is organized around the areas in which students are being evaluated and students are rated on a 1 to 5 scale (see Oral Presentation Evaluation Form). Please review the evaluation form carefully to be sure you are aware of the evaluation areas (e.g., thoughtful self-reflection, presentation style). The more in-depth feedback and evaluation are for the student's use and are intended to highlight areas of strength and weakness as students begin the internship application process. Students should be prepared to specifically address any areas that were rated below 50 on the written exam by the faculty panel. Students’ oral presentations are independently evaluated by the faculty panel. Decisions are made based on the following scoring rubric:

A. An average score of 3.0 or above: student passes that domain (item) without remediation.
B. An average score below 3.0 indicates that remediation is indicated in that area

Oral exams have two possible outcomes, “pass” and “remediation required.” Determination of required remediation is based on the average score in each area and faculty consultation when a single remediation may target multiple areas. Remediation plans are developed by the faculty panel in coordination with the clinical comp coordinator to specifically address areas of concern and will vary considerably based on individual student performance.

Students must bring three copies of the Oral Case Clinical Competency Evaluation Form and one copy of the Summary Faculty Form to the presentation. In addition, students should bring a copy of the Clinical Competency Exam signature form. Students who pass their presentation can have the signature form completed and turned into the clinical comp coordinator. As always, students should make copies of the evaluations and the signed form for their records prior to turning them into the department staff assistant.

If a remediation has been scheduled, then students are required to successfully complete all remediation activities by Oct. 1 of that year. The student’s dissertation chair will then communicate and coordinate all remediation
activities with the clinical comp committee. The dissertation chair will coordinate remediation whether or not they sat on the clinical comp committee for that student (e.g., if they were the supervisor and so did not attend the comp defense). At the successful completion of the clinical comp, a remediation form will be sent to committee members who participated in the remediation to re-rate the domains where the average rating fell below 3 and sign the form. The Clinical Comprehensive Exam form should also be completed at this time. A copy of these forms will be sent to Krista Terrell, the clinical comp coordinator, and DCT to be uploaded to the student folder. Students should also keep a copy of all of the clinical comp evaluation forms in their binders.
Internship

A predoctoral internship in professional psychology (APA-approved) is required of doctoral candidates in Combined Clinical/Counseling Psychology. The internship is the culminating applied experience for students, similar to the dissertation being the culminating research experience, and consists of one calendar year of full-time or two years of half-time (approximately 2,000 clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Combined Program faculty. The Combined Program accepts the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC) for defining acceptable predoctoral internships in psychology (see APPIC.org). These standards are similar to those employed by the American Psychological Association, The National Register of Health Service Providers in Psychology, the Association of State and Provincial Psychology Boards, and the American Board of Professional Psychology. The APPIC website [www.appic.org] provides information regarding policies governing the internship application and interview process, and about the internship matching process and policies. Students are expected to be familiar with these policies and abide by them. A copy of the APPIC Application for Psychology Internship (AAPI) can be downloaded from this site.

The faculty requires that students accept internship placements in training agencies accredited by the American Psychological Association. Any exceptions to this policy must be approved in advance by the Combined Program faculty.

To be eligible to apply for internship, students must have successfully completed several requirements prior to October 1 of the year of their application. These include:

1. Completion of the Internship Preparation and Professional Development Seminar (Psy 7850) or waiver with approval by student’s chair and DCT with completion of course requirements prior to the semester the student would have enrolled in the course. This course is offered every spring and students are expected to take the course the spring before applying for internship. Enrollment in the seminar (or waiving the course) requires that all requirements for the master’s degree including the thesis or thesis equivalent project have been completed.
2. Research Comprehensive Exams I and II.
4. Dissertation proposal successfully defended and approved by doctoral committee.
5. Students must have accrued a minimum of 500 direct client contact hours. For students entering with a clinically-oriented master’s degree, at least 250 of these hours must be accrued while at USU.
6. Students must have no more than four didactic courses remaining on their program of study (exceptions include research credits, internship, and practicum).
7. Students must be rated at a level of “Advanced” across 10 of the 11 core clinical competencies listed below by their recent clinical supervisors. Students who receive a limited number of “Intermediate” ratings will be considered on a case-by-case basis by the Combined Program faculty to determine readiness for internship and/or the need for remediation prior to applying for internship. Core clinical competencies are listed below:
   a. Relationship/Interpersonal skills
   b. Psychological assessment skills
   c. Intervention skills
   d. Diversity – Individual and cultural differences
   e. Ethics
   f. Skills to maintain effective clinical practice
   g. Professional development competencies
   h. Application of research
   i. Consultation and professional collaboration (novice – intermediate level required)
   j. Metacognitive skills
The 11th core clinical competency, Supervision, the level of novice is required.

**Internship Credits**

Students must enroll in PSY 7950, Internship in Psychology, during Fall, Spring, and Summer semesters of their internship year. This is a 0 credit course. According to Graduate School policy, students need to be registered for three to six credits to be considered full-time. Historically students have been allowed to register for internship each semester and have been considered full-time by the graduate school. Students should be aware that lending agencies may have different criteria for students to be considered full time. Students are encouraged to check with their lending agencies (if relevant) to be aware of the requirements for continued loan deferment. Note that students must be registered for three credits the semester they defend their dissertations. Therefore, some students may need to be registered for additional dissertation or continuing graduate advisement credits during the internship year. In addition, the APA Commission on Accreditation rules state that all program requirements, including the internship, must be completed prior to awarding the doctoral degree.

**Grading**

Internship sites vary with regard to schedules of communication with programs. Some sites send evaluations at the end of each major rotation, while others send only a six month and year-end review. Occasionally, internship sites are not particularly prompt in providing feedback to academic programs. Students must take primary responsibility for prompting their internship site to provide feedback to the program each semester. The feedback is the basis upon which internship grades are given. If the DCT has received no feedback from an internship site, the student will receive an "I." To get the incomplete removed from his/her transcript, the student must request that the DCT or major rotation supervisor send a short note (or formal evaluation) stating that you are performing acceptably on your internship. Remember that students cannot be cleared for graduation until incomplete grades are removed from their transcripts.
Timely Completion of Research Requirements

Master’s Degree (students admitted with a BA/BS degree)

All students admitted into the Combined Program are required to complete a Master’s degree enroute to the doctorate. To ensure timely progress on their research, students in the Combined Program are expected to successfully defend their thesis proposal by the end of their fourth semester in the program. Students should plan to defend the required proposal document by the end of Spring semester of their 2nd year, and use the Summer semester for the next steps in the project (e.g., IRB approval, proposal defense changes, etc.). Students who have not defended their proposal by the end of Spring semester in their 2nd year should use the summer to work intensively on their projects. Students are expected to defend their final thesis document prior to the end of their third year in the program. If students do not successfully defend their proposal by the beginning of their third year (Fall semester) or defend their thesis by the beginning of their fourth year (Fall semester), they will be unable to take didactic or practicum courses until completion of the required research activity. Students may continue to register for thesis credits and continuing graduate advisement.

Upon successful defense of the thesis, students are expected to complete the necessary changes and submit the document to the Graduate School in a timely fashion. Students are expected to get their final document cleared by the Graduate School during the semester following their defense. Students who do not meet this expectation will be prevented from registering for didactic courses and/or practicum until the document has been cleared. Similarly, students may not defend their dissertation proposals until their thesis has cleared the Graduate School.

Graduate School policy requires that all degree requirements be completed within one year of the defense. Students who do not complete all their requirements within one year may be required to re defending their research document (i.e., thesis, dissertation) in line with graduate school policy.

Timely Completion of Master’s thesis or thesis equivalent (students admitted with a MA/MS degree)

All students admitted to the Combined Program are expected to have completed their requirements at other universities prior to beginning at Utah State University. Students who begin the Combined Ph.D. Program prior to completing their degree requirements (e.g., thesis) at another university are allowed one year to complete their requirements. After a year, students will not be allowed to proceed in the program until they have completed all requirements and completed the degree on which their admission was based. After one year, students’ good standing in the Combined Program will be in jeopardy. Any additional delay may result in a faculty recommendation for dismissal.

Students matriculated into the Combined Ph.D. Program must complete a thesis (Plan A). Students entering with an M.A. or M.S. will normally have their thesis work accepted if it was an empirical or research thesis. If the MA/MS degree was completed without a thesis, a thesis equivalent project will be required. To ensure timely progress on their research, students must successfully defend their thesis equivalent proposal prior to the beginning of their third year of entering the Combined Program and complete their thesis equivalent project prior to the beginning of their fourth year of entering the program. Students who do not successfully meet these deadlines will be unable to take didactic or practicum courses until completion of the required research activity. Students may continue to register for research credits, independent study, and continuing graduate advisement. The thesis equivalent document can be in the format of a traditional thesis or be written as a manuscript that is submitted for publication (first authored by the student).
Students admitted to the Combined Program with an accepted master’s research project are expected to engage in their dissertation research and other research projects upon admission to the program. The deadlines for completion of the dissertation proposal are contingent on when the student is applying for internship. However, students are strongly encouraged to actively engage in their research throughout their time in the program.

**Monitoring of Student Research Progress (BA/BS and MA/MS)**

Student's progress will be monitored on an on-going basis by the Combined Program faculty and staff. Formal, written feedback will be provided on a yearly basis and more frequently, as needed. However, it is expected that students will track and self-reflect on their own progress and be aware of when they are reaching program benchmarks or deadlines. Students are expected to meet with their chairs/academic advisors and present a viable plan for how they will make progress on their research. Students must articulate a clear understanding of what has impeded their progress and how these impediments will be addressed.

Students who go through one academic year without enrolling in any credits toward program requirements and have not taken a formal leave of absence, will no longer be considered in good standing in the program and may be recommended for dismissal. Students will be informed in writing of the faculty’s concerns regarding their progress in the yearly student evaluation letter. If extenuating circumstances arise, these will be considered on a case-by-case basis but students should be aware that exceptions do not occur with regularity.

**Request for Continuing Status (students admitted with a BA/BS degree)**

Upon completion of the master's degree requirements of the Combined Ph.D. program, students generally continue seamlessly to the doctoral portion of the program. In fact, if students are making appropriate and timely progress, there will be a natural integration of the master's and doctoral training. Students for whom no concerns have been raised will be automatically supported for continuation in the doctoral portion of the program.

Students who have been disallowed from taking any credits due to failure to complete their research or any other program requirement must formally request to continue in the doctoral program upon completion of the requirements for the master’s degree. The main criteria the faculty will use in making this decision will be (a) demonstration of timely and successful completion of the master’s degree, and (b) the reasonable probability of success and timeliness in the doctoral component of the program. Students who are not allowed to continue beyond the M.S. degree will be notified in writing. It is important to note that this is not a formal dismissal from the department or university. For procedures related to dismissal from the Psychology Department, see section on "Dismissal from the Combined Clinical/Counseling Psychology Graduate Program."
Requirements for Advancement to Candidacy

Upon completion of the comprehensive examinations, students must submit an application for candidacy. The candidacy form must be submitted a minimum of three months prior to the final defense of the dissertation. The candidacy form is available on the Graduate School website at http://rgs.usu.edu/graduateschool/forms (Open with Adobe Acrobat).

Please make sure you use the most current Graduate School forms by downloading their most current forms each time you need a form. Please follow the directions on the form itself on how to save it and submit it.

Prior to being admitted to the candidacy students are required to:

1. Have completed the majority of their coursework.
2. Successfully defended their dissertation proposal.
3. Successfully passed their comprehensive examination and submitted all associated paperwork.
4. Be a minimum of three months prior to the final defense of their dissertations.

Publication of Thesis/Dissertation Articles Prior to Defense

The School of Graduate Studies strongly recommends that students give members of their supervisory committee an opportunity to review and comment on material destined for the thesis or dissertation prior to submitting the material for publication. It is in the student’s best interest to obtain input from committee members because 1) their input is likely to increase the quality of the manuscript and increase the likelihood of acceptance, and 2) in the event that only a limited copyright release is obtained, the majority of the committee’s concerns are likely to have been addressed. The student must be aware, however, that any restrictions placed on a committee member’s right to request modification of the thesis or dissertation may result in the committee recommending exclusion of the restricted material.

Students are encouraged to publish work prior to defending their thesis or dissertation; however, students should be aware of potential copyright restrictions, since loss of copyright by the student may prevent inclusion of the material in the thesis or dissertation. The copyright for published material is often held by the publisher rather than by the author(s). Therefore it is critical that students either retain the copyright for this material or they obtain permission from the publisher to reprint and/or modify the copyrighted material in their thesis or dissertation (Permission Request form letters are available within the USU Publication Guide for Graduate Students, which is available in the Bookstore and online at http://rgs.usu.edu/graduateschool/forms/)

Steps to Degree Completion

The Graduate School provides excellent information on their website for completion of degrees. http://rgs.usu.edu/graduateschool http://rgs.usu.edu/graduateschool/forms

and the current USU General Catalog’s School of Graduate Studies section at http://catalog.usu.edu/preview_entity.php?catoid=12&ent_oid=998
Policies and Procedures

Standards for Assistantships and Extra-Contractual Psychological Work

1. The following standards should be noted for assistantships and for other psychological work:
   a. Graduate programs should inform applicants and students of the rigorous nature of full-time graduate training and suggest realistic expectations regarding additional work (e.g., students might have difficulty progressing in the program if their assistantships and/or employment require more than 20 hours per week). The criteria of “progress” for full-time matriculated graduate students are defined by the university and should be adhered to. Work agreements beyond 20 hours per week must be approved by the program director of training and department head.
   b. Students-in-training must not represent themselves as psychologists by their statements, their roles, or the nature of their work.
   c. When students are engaged in work that is psychological in nature (particularly in the professional specialties of clinical, counseling, industrial/organization, and school psychology), they must be directly supervised by an appropriately licensed or certified psychologist. In those (rare) cases where a student is certified to work in areas of human services (e.g., school psychology, social work, family counseling, psychiatric nursing, etc.), the student must carefully limit his or her work to the confines of that certification.

2. The department is obligated to monitor the assistantships in which their graduate students are placed in order to secure fair and relevant assignments, require adequate supervision, and guard against exploitation of student labor.

3. Assistantship supervisors are obligated to provide a clear job description that specifies tasks and responsibilities, total hours/week of work (10, 15, 20), length (9 or 12 months) of assignment with starting and ending dates, time-off/semester-breaks policy, hours of weekly supervision, qualifications of applicants, and level(s) of funding.

4. Students should disclose the nature of any “psychological work” (and the level of supervision) to their advisor, the director of their graduate program, and/or department head for approval (see below for policy on gaining departmental approval for extra-contractual psychological work).

Procedure for Obtaining Extra-Contractual Psychological Work

To be ethical and legal, all activities considered the “practice of psychology” conducted by students must be a defined part of the training program. Thus, all psychological work must be approved by the Psychology Department and Combined Ph.D. faculty. Much of the work students engage in has previously been approved by the department. This includes work for which University credit is earned (e.g., practicum), and assistantships that have a standing agreement with the Department of Psychology. Any other psychological work must be approved by the Combined Ph.D. faculty and the Department of Psychology. Students obtaining separate certifications or licensure can conduct activities commensurate with their credentialing under their own auspice. Below is the process by which approval for psychological work can be obtained. Additionally, for the information of the student, the legal definition of the “practice of psychology” and the exemptions to the law are provided.

Process to Gain Approval for Additional Psychological Work

All “non-approved” psychological work (e.g., anything that is not already an established assistantship) must be approved by the Combined Ph.D. faculty and Psychology Department. The procedure is as follows:
1. Requests must be in writing and include all relevant information (listed below):
   a. An appropriate supervisor (licensed PhD psychologist, or in the schools, a certified
      school psychologist) must be available and have agreed to provide supervision of
      sufficient frequency. The supervisor and hours of supervision per hours of psychological
      work must be presented in writing to the student’s chair and the Department Head.
   b. Appropriate liability coverage is in place to cover proposed work (e.g., you have coverage
      from the facility where the work is being done).
   c. A written contract outlining roles and requirements is agreed upon (including time
      commitment).
   d. A list of all other psychological and assistantship work being done during the same period
      of time as the proposed work.

2. Request is made to the chair of your committee:
   a. Committee chair will forward information to the rest of the Combined PhD faculty for
      review and approval.
   b. The Department Head must approve all requests (and is the one who deals with
      contractual arrangements with external facilities).
   c. Request can be approved or denied.

3. Some possible reasons you may be denied:
   a. Not making adequate progress through the program (e.g., hitting credit limits or will hit
      credit limit deadline within the next semester).
   b. There is not an acceptable supervisor available or no liability coverage available.
   c. Too much of a time commitment. Department Head will not approve any requests
      resulting in students working more than 20 hours per week.
   d. Proposed work experience is beyond the qualifications and training of the student.

According to the Utah Psychologist Licensing Act (Title 58, Chapter 61, referenced 8-2017), the "practice
of psychology" includes:

(a) "Practice of psychology" includes:
   (i) the practice of mental health therapy by means of observation, description, evaluation,
       interpretation, intervention, and treatment to effect modification of human behavior by the
       application of generally recognized professional psychological principles, methods, and
       procedures for the purpose of preventing, treating, or eliminating mental or emotional illness or
       dysfunction, the symptoms of any of these, or maladaptive behavior;
   (ii) the observation, description, evaluation, interpretation, or modification of human behavior by the
       application of generally recognized professional principles, methods, or procedures requiring the
       education, training, and clinical experience of a psychologist, for the purpose of assessing,
       diagnosing, preventing, or eliminating symptomatic, maladaptive, or undesired behavior and of
       enhancing interpersonal relationships, work and life adjustment, personal effectiveness,
       behavioral health, and mental health;
   (iii) psychological testing and the evaluation or assessment of personal characteristics such as
       intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning;
   (iv) counseling, marriage and family therapy, psychoanalysis, psychotherapy, hypnosis, and
       behavior analysis and therapy;
(v) diagnosis and treatment of mental and emotional disorders of disability, alcoholism and substance abuse, disorders of habit or conduct, and the psychological aspects of physical illness, accident, injury, or disability; and

(vi) psychoeducational evaluation, therapy, remediation, and consultation.

(b) An individual practicing psychology may provide services to individuals, couples, families, groups of individuals, members of the public, and individuals or groups within organizations or institutions.

Exemptions from Licensure

There are several exemptions from licensure allowed under the law (e.g., clergy, expert testimony, serving in the armed forces or the VA, etc.; see 58-1-307 and 58-61-307 for specifics). Pertinent to students in doctoral training programs, there are two exemptions that may apply:

58-1-307 Except as otherwise provided by statute or rule, the following persons may engage in the practice of their occupation or profession, subject to the stated circumstances and limitations, without being licensed under this title:

(b) a student engaged in activities constituting the practice of a regulated occupation or profession while in training in a recognized school approved by the division to the extent the activities are supervised by qualified faculty, staff, or designee and the activities are a defined part of the training program.

58-61-307 In addition to the exemptions from licensure in section 58-1-307, the following may engage in acts included in the definition of practice as a psychologist, subject to the stated circumstances and limitations, without being licensed under this chapter:

(8) an individual certified as a school psychologist under Section 53A-6-101:

(a) may represent himself as and use the terms "school psychologist" or "certified school psychologist;" and

(b) is restricted in his practice to employment within settings authorized by the State Board of Education.

Program Statement on Electronic Information

The issue of electronic sources of information has become increasingly relevant to training programs. A number of negative incidents have been reported in training programs and at universities, in which graduate students have been adversely impacted by material on websites, emails, and answering machine messages.

The Council of University Directors of Clinical Psychology (CUDCP) has outlined the range of potential implications when trainees post sensitive, personal, or unprofessional information on websites, email signatures, and answering machine messages:

1. internship programs report conducting web searches on applicants’ names before inviting applicants for interviews and before deciding to rank applicants in the match.

2. clients are conducting web-based searches on trainees’ names and finding information about therapists (and declining to come to clinics based on what they find).
3. Potential employers are conducting on-line searches of applicants prior to interviews and job offers.

4. Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.

5. Postings to some listservs might reflect poorly on students and the program.

6. Although signature lines are ways of indicating an individual's uniqueness and philosophy, these messages are out of your control once they have been sent and they may affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might elicit adverse reactions from other people.

7. Although answering machine messages might be entertaining to your peers, express your individuality, and characterize your sense of humor, greetings on voicemail services and answering machines should be thoughtfully constructed. If you ever use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

Trainees are reminded that, if you identify yourself as a graduate student in our program, then we have some interest in how you portray yourself (see other program and department policies). Information that is meant to be fun, informative, and candid might reflect poorly on the program and the student. Internet postings, emails, or answering machine messages that are viewed as "private" self-disclosure among friends may actually be very public. If you report engaging in unethical or illegal behavior, then the website may be used by the program to make decisions about probation or dismissal from the program. As a preventive measure, the Program advises that students (and faculty) approach online blogs and websites, including personal information, carefully. Students are advised to engage in "safe" web practices and be concerned now about professional demeanor and presentations. This applies to blogs, social media (e.g., Facebook, Twitter, Instagram, Snapchat) or any type of internet activity.

**Continuous Graduate Registration**

For the current policy on continuous graduate registration (and continuing graduate advisement), go to http://catalog.usu.edu/preview_entity.php?catoid=12&ent_oid=998

**Notice and Reactivation**

Students who do not maintain "Continuous Registration" in one of the ways listed above will be so notified by the Graduate School. If, after this notice, the student still fails to register, the student's department will be notified and the student's records placed in the inactive file. At the discretion of the Department, a student's file may be reactivated at a later time (but before the time limit for the degree has run out). The student will be required to pay a continuous registration fee of $100.

**Transfer Credit**

Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. The credits cannot have been used for another degree and are subject to a limit. Only credit earned with a B or better grade (P grades are not accepted) and earned within the past eight years \(^1\) will be considered. Course work that is more than eight years old may not be used for a graduate degree (see Graduate Catalog).

Once a student has been matriculated in the graduate program, the student should meet with his/her faculty advisor or chairperson to outline course work to be taken. If the student wishes to apply transfer

\(^1\) Transfer credits must be revalidated if taken eight years or more prior to completion of the graduate degree program at USU.
graduate credit to his/her current graduate program, he/she should make this request to the advisor or chairperson who, in conjunction with the program chairperson and the Department Head, will approve any transfer of credit.

**Course Challenges**

Challenging graduate courses approved for a student's graduate course of study is not permitted by Graduate School policy (see University General Catalog).

**Therapy and Remuneration**

It is illegal and unethical for any person to offer services as a psychologist or to advertise or in any way profess to be a psychologist until licensed as such by a state psychology licensing body. It is also illegal and unethical for any student to accept money from clients for any therapeutic or testing services offered on a private basis while the student is in training, except in an area permissible under other licensures or certificates held by student (e.g., Social Work). Assistantship monies or paid positions in agency assignments or other assignments conducted under faculty supervision are exceptions to the above. The policy is intended to prohibit private and/or unsupervised practice. As always, students are expected to conduct themselves in line with the APA ethics code as well as relevant state laws.

**Student Representatives**

Two students are elected annually by their fellow students to represent graduate students at department and program meetings. The student representatives are allocated one vote. The representative or his/her designee may also serve on any other committees on campus that request graduate student representation. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative. Talking with student representatives is one mechanism through which students may have their voices heard. Others include completion of student- or program-generated surveys as well as raising concerns/ideas to individual faculty and the DCT/ADCT. Student representatives will have opportunities to take concerns to program faculty at each program meeting as well as the department head. The program and department welcome student input! Students representatives hold a meeting on the 4th Tuesday of each month with all Combined Program Students. All students are expected to attend if possible.

**E-mail**

Each graduate student should inform the department of e-mail address changes, as much information is conveyed this way (e.g., via student list-serves). It is expected that all students will maintain an email account to receive critical program, departmental, and university information and that email will be checked regularly and consistently.

**Mail Distribution**

Each graduate student is assigned a mail box which is located just inside the front door of Education 487. Each student should check his/her box regularly. Do not use the university mailing address for your personal use.

**Use of Psychology Department Facilities and Supplies**

The Department's research and clinical facilities may be used by faculty and students; however, students should follow all applicable scheduling guidelines. Student work spaces may be equipped with computers for student use. However, students should not print personal documents (including class papers, theses,
and dissertations) using university-supplied materials. In addition, the department does not provide letterhead, postage, or mailing supplies for students’ personal use. Department staff are not available to do student word-processing (including formatting of theses and dissertations) during working hours. Further, the cost of exchanging thesis and dissertation between students and faculty via mail or Fed Ex, etc. are borne by the student.

University Student Services

Utah State University offers abundant student services targeting academic, health and wellness, emotional and mental health, disabilities, financial, employment and careers, social and the campus community and legal areas. The student services division is “committed to students’ global learning and environments, by enhancing the academic, personal, ethical, social, and cultural experiences of students. Our vision is to promote academic success, health and wellness, service to others, civic engagement, appreciation of diversity, personal responsibility, and leadership” (student services website).

Complete information about the services available to students is available on the website at http://www.usu.edu/studentservices.
Review of Student Progress

Comprehensive Evaluation of Students

Student evaluations will occur within a developmental framework and with due regard for the inherent power differential between students and faculty. Faculty, training staff, and supervisors will evaluate student/trainee competence in a variety of activities/settings including coursework, seminars, scholarship, comprehensive examinations, and related program requirements. Areas in which students will be evaluated include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to supervision and feedback (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

Annual Review of Students’ Academic and Professional Progress

At the end of each academic year, program faculty will review each student’s progress toward completing program requirements and status on professional competencies. Students will receive written feedback on their progress every year. The evaluation and feedback are intended to promote and facilitate student progress through the program, as well as monitor said progress. The evaluation process begins with students submitting an evaluation binder to their chair. In addition, students also complete a self-evaluation regarding their progress in the program. Students and their faculty advisors meet to review the evaluation binder and plan for the next academic year. The Combined Program faculty, along with any other individuals identified as relevant (e.g., committee chair person who is not in the Combined Program) meet to discuss each student. During this meeting, faculty evaluate students’ progress in the following areas:

- Research skills
- Clinical competence
- Integrating theory, research, and practice
- Respecting cultural and individual differences
- Professional behavior
- Receiving and implementing feedback
- Ethical knowledge and behavior
- Interpersonal skills

Students are evaluated with reference to their professional development in meeting program competencies. Ratings will be made on a scale from 1 to 5 with: “1” -- below expectations, “3” -- meeting expectations, or “5” -- Ahead of exceptional.
Students will receive separate ratings in monitoring their progress in the program in the following areas:

- Research involvement and progress
- Clinical involvement and progress
- Diversity involvement and progress
- Life-long learning
- Professional Identity
- Self-awareness/self evaluation
- Proactive in Training

Students are evaluated on whether they are meeting expectations (Yes), if they need improvement (NI), or no, are not meeting expectations (N) in each of the above areas.

In addition to the rating form, students receive a narrative report of their progress in the areas of didactic coursework, research skills and progress, clinical skills and progress, assistantship performance, interpersonal skills and professionalism, self-awareness, self-evaluation, and critical thinking skills, other accomplishments and/or concerns, readiness for internship (if relevant), and status on graduation requirements.
Graduate Student Binder/Portfolio Guidelines
(full instructions distributed yearly)

Program Aims and Competencies: The Combined Program provides a substantive, balanced emphasis in theory and research, research methods, and clinical training in applied settings. As a faculty, we view these activities as intimately interrelated and as mutually enhancing each other, and the program has been designed accordingly. To put this model into practice, the Combined Program is guided by three overarching aims. Each aim is related to specific competencies. The Graduate Student Binder will provide evidence of the student’s progress toward meeting each of the aims and competencies of the program.

Developmental Process: Students will begin compiling materials for their binder/portfolio during the first year at USU. Students need to be familiar with the contents required in the binder/portfolio and begin building it in their first year so they may collect items as they progress through the doctoral program. Materials will be gathered from didactic and practicum courses, assistantships, conferences, clinical work, etc. The information for a complete binder/portfolio will become available over time. This binder/portfolio will be completed in its entirety at the time of program completion.

Structure: Each student will organize his/her binder/portfolio in a professional manner. The structure of the binder follows the Combined Program aims and competencies.

1. Compile the relevant information from the previous academic year including an evaluation of your previous years professional activities. The process will require collecting/organizing the relevant data (e.g., hours, trainings), updating your vita, and completing a self-evaluation form, as well as reflecting on your professional development.

2. Complete the Curriculum Worksheet and the Applied Training Plan provided in Appendix II. This worksheet lists program requirements and is a helpful tool for you and your advisor to track your progress. Also shown are courses that are waived (for those coming in with a Masters) so that at the end of your program, each successfully completed requirement is reflected on this sheet.

3. Student binders/portfolio should be developed and submitted electronically through USU Box.
   i) For consistency, use common file names and formats.
   ii) All FOLDERS should be named with the “tab” of the binder instructions (e.g., General, Research).
   iii) Files should include student’s last name and the name of the as identified by program requirements (e.g., RC1, RC2, clinical comp, transcript, CV).
   iv) Year/date of documents should be identified in the file title (e.g. Jones CV 4-2014).
   v) All documents should be Word or PDF format

Be sure all practicum and assistantship evaluations are included in your binder/portfolio. It is your responsibility to seek formal, written evaluations from your assistantship supervisor. If you have repeatedly requested this information and have been unable to obtain it, work with your committee chair to address this problem. In addition, let your chair know relevant supervisor(s) for the past year. Your chair will contact your assistantship supervisor for any additional feedback on your performance across the previous year.

4. Schedule a meeting with your chair to review your binder/portfolio, evaluation form and plans for the next academic year. The program faculty will be meeting to review yearly evaluations on in early May. Students should meet with their chairs prior to that date. Remember, this meeting should be
used for advising, as much as for evaluating.

5. Be sure to complete the new yearly eval form which has competency evaluations and well as an assessment of program progress in the program (sent as separate file). The form is included on the next page of this document.

6. Feedback on the student evaluation process is always welcome and should be share in writing with program DCT/ADCT or student representatives. The evaluation process is revised every year and all constructive input is welcome.

Diversity Tab

The Combined Program faculty have approved, on the recommendation of the Diversity Advancement and Accreditation Committee, to ask students to track their attendance to events that will provide them with opportunities to proactively grow their cultural competence. The faculty expect that students will attend at least one event per year.

Assumption: The Combined Program faculty assume that all students, regardless of their life experiences, will have some level of cultural competence, as well as room to grow in their cultural competence. Cultural competence is a journey, not a destination. We understand that the development of cultural competence is on a developmental trajectory. No one student is “better” than another for having “more” or “less” cultural competence. Students are uniquely positioned in their lives. Some will bring a wealth of experiences and others will not. We recognize that the value of bringing in students’ with diverse life experiences is that they can learn from each other. The Combined Program faculty expect students to adjust the level of challenge to their developmental level and to be honest about that engagement.

Description: Diversity events can be in the local Logan community or may occur elsewhere (e.g., during conference travel, vacation at home or elsewhere). Events are based on a particular dimension of diversity pertaining to ethnic, racial, sexual orientation, gender identity, religious beliefs, ability level, and/or socioeconomic strata. Students are encouraged to attend to intersectionality in identities at these events. For example, for a city-dweller, attending a local rodeo may highlight cultural differences related to urbanicity but also socioeconomic status. Other event ideas are: Pride Festival/Parade, USU Pow Wow, Polynesian Student Union Spring Luau, Latinx Student Union’s Fiesta Las Américas, Black Student Union Annual Soul Food, Chinese New Year celebration, Interfaith Service. Students may also consider volunteering for CRIC (https://www.cacherefugees.org/) or other organizations. Students are encouraged to identify activities that are of personal interest to them, and to discuss possible activities with their faculty advisors. If students are interested in exploring specific dimensions of diversity and want guidance on how to best do that, they can consult any trusted faculty member.

Events are social and ideally place the student in a somewhat uncomfortable or unfamiliar situation (e.g., being around people that are speaking a language that our student does not understand). Research in psychology has shown that contact is critical to prejudice reduction (Allport, 1954; Paluck, Green, & Green, 2018; Pettigrew & Tropp, 2006). Allport’s classic Contact Hypothesis called for four conditions to be met for optimal prejudice reduction from intergroup contact: (a) equal status between the groups in the situation, (b) common goals, (c) intergroup cooperation and (d) the support of authorities, law, or custom. Later meta-analytic findings (Pettigrew & Tropp, 2006) confirmed that contact alone is a critical ingredient to prejudice reduction but interventions that met Allport’s optimal conditions had stronger effects. Further, even more recent meta-analytic findings present evidence for the Extended Contact Hypothesis wherein prejudice is reduced by the mere knowledge of ingroup friends having friendships with out-group members (Zhou, Page-Gould, Aron, Moyer, & Hewstone 2018). Since we are seeking to grow a clinically-relevant skills, we encourage students to rehearse under optimal contact conditions. Cultural events seek to promote intercultural contact with a cultural “other” (“a person culturally different from me”). Thus, students will pursue experiences where they are an out-group member.
Cultural competence includes the development of **awareness** of one’s own culture. Participating in an event where the student is an out-group member will provide a backdrop for the student to “see” their own culture. Cultural competence includes deepening **knowledge** about varied cultures and contexts. Proactively seeking experiences outside of one’s own comfort zone is a way to embody life-long learning that is expected of doctoral level professionals and, more specifically, it is a way for being proactive in increasing one’s cultural competence. Finally, cultural competence requires developing specific **skills**. Attendance to cultural events will provide students with the opportunity to practice a skill set that they may not otherwise be able to practice (e.g., learning to listen to someone with accent for understanding; asking questions about cultural “others” as subjects and not objects; making space for others’ voices to be heard; challenging our stereotypes/assumptions; reading about the event/cultural group ahead of time to know what questions to ask and what parts of the experience to focus on). Students are encouraged to anticipate (and attend to) anxiety and/or irritation, especially before the event. Students are encouraged to be thoughtful about how they engage in the event, including whether they attend alone or with friends, whether they relegate their role to observer or participant, and whether the selection itself of the event was a safe or risky choice.

**Reporting:** Students will provide a record of attendance in the Diversity tab of their binder that includes (a) the date of event, (b) the event information (e.g., USU Pow Wow), (c) event location, (d) event duration, and (e) the nature of the student’s participation. Events must have occurred during the annual evaluation period (May – May).

Students may opt to write up a brief reaction paper (1 – 2 pages) and receive feedback from the instructor for the graduate Diversity Issues in Treatment and Assessment course, Melanie Domenech Rodríguez. If they wish to do so, students would be encouraged to report (a) what was the event, (b) why the student selected it for attendance, and (c) address the three dimensions of cultural competence: self-awareness (what did I learn about myself as a cultural being?), knowledge (what did I learn about the “cultural other”), and skills (what cultural competence skills did I practice? what went well? what could I improve?).

Dr. Domenech Rodríguez can provide feedback and recommendations for next steps in students’ continued journey toward cultural competence. The feedback can be private (i.e., not shared with anyone else). If the student wants private feedback, Dr. Domenech Rodríguez will notify the student’s faculty advisor of the brief reaction paper so that advisors are aware of the student’s level of engagement. Alternatively, students may choose to include the write-up in their binder for their advisor’s review.

**References:**

**Changing Primary Advisors/Labs**
All of the faculty in the Combined Ph.D. program are committed to ensuring students get the best training possible and recognize that students' interests may shift after starting graduate school or for other fit reasons they may benefit from changing advisors/labs. Ideally, before officially moving to another lab/advisor, the student would make efforts to make the previous advisor aware of the change and that the two advisors have discussed the change. Preferably, the student will initiate conversations with both their previous and potential new advisor, but if not, the faculty will contact each other directly. Changing labs can be anxiety provoking for students and there may be challenges related to the move that make
such discussions difficult. Students are welcome to consult with other faculty, the DCT or ADCT, or department head as needed in navigating these issues; please note however, that such discussions may not be considered confidential and may be shared with other faculty.

**Changing Specialty Area within the Department**

Should a student in good standing wish to change from one specialty area to another (e.g., Combined PhD program to one of the other specializations offered in the department), the application must be approved by the faculty of the program the student wishes to enter. Students will be asked to follow all of the normal admission procedures.
Dismissal from the Combined Clinical/ Counseling Psychology Graduate Program

“The student’s department and the School of Graduate Studies monitor the progress of graduate students. For continued participation in a graduate program, a student must complete requirements in a timely manner. In reviewing a student’s progress, several factors will be considered, including demonstrated ability to develop a thesis [or dissertation] proposal, independence in the conduct of research, performance on comprehensive examinations, GPA, and special program requirements. Satisfactory progress also involves maintaining the standards of professional ethics and integrity expected in the student’s discipline.” (USU General Catalog).

The Department of Psychology has established and strives to maintain high standards in all of its programs. In keeping with this goal, graduate students are expected to maintain: 1) high academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements, including the thesis; and 3) high standards of personal conduct and behavior. To assist in maintaining such standards, any one or more of the factors listed below will result in a student being considered for dismissal from the program.

1. Possessing a grade point average less than 3.0 in USU graduate courses (matriculated or provisional) during two consecutive semesters or unacceptably low grades in content courses (e.g., C or below).
2. Failure to make adequate progress on programmatic requirements (e.g., excessive delay in completing thesis research) commensurate with program and university expectations.
3. Any of the following: a) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in psychology; b) conduct unbecoming of a professional psychologist (e.g., APA guidelines); or c) failure to comply with departmental, college, and university regulations or procedures.
4. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

Procedures for Dismissing a Student from a Graduate Program in Psychology

The following procedures, used by the Department of Psychology, are consistent with those outlined in The Code of Policies and Procedures for Students at Utah State University [https://studentconduct.usu.edu/studentcode/](https://studentconduct.usu.edu/studentcode/)

1. One of the doctoral areas of specialization would convene as appropriate (e.g., via a steering committee meeting) to vote to recommend dismissal of a doctoral student. Program committees must ensure they are recommending dismissal of a student for reasons outlined in the appropriate program handbook and/or as stated in university policies. Program committees must also ensure due process in any dismissal procedures.
2. Upon recommendation of the specialization area, the program chair of the appropriate specialization area will forward the recommendation for dismissal to the entire psychology faculty.
3. The psychology faculty will vote on whether to approve the dismissal. This vote may be conducted either at convened faculty meeting or via e-mail. Not all faculty need to vote and a simple majority of those voting is needed to uphold the dismissal recommendation. If voting
occurs outside of a convened meeting, faculty must vote within 2 working days of the recommendation being put forward for a vote.

4. Assuming support for the dismissal, the Psychology Department Head will write a memo to the Dean of Graduate Studies recommending the student be dismissed from the Psychology Ph.D. program. Note that this dismissal would preclude a student from requesting a transfer to another doctoral specialization. If a transfer would be appropriate, this should be explored on a case-by-case basis prior to a recommendation for dismissal moving forward.

5. If faculty do not vote to uphold the dismissal recommendation, specific reasons for non-support must be provided. In instances in which the faculty cite lack of adequate due process as a reason for non-support, the program committee recommending dismissal should address these concerns and then, may again move forward with a recommendation for dismissal. If concerns other than due process ones are raised, those faculty raising the concerns must take responsibility for the student and for addressing those concerns. If these faculty then decide the concerns cannot be remediated, they can again recommend to the entire faculty that the student be dismissed.

6. Per university policies, the dismissed student retains the right to appeal the dismissal.

Grievances and Appeals
If the student wishes to appeal a dismissal recommendation, the grievance process as outlined in the Student Code should be followed. This includes appealing first to the Program faculty and second to the Psychology Department Head. If these appeals are unsuccessful the continued channel is: the Dean of the School of Graduate Studies, the USU Grievance Board, the Hearing Officer, the Provost, and the President of the University. If the student’s grievance is related to discrimination or harassment the AA/EO Director is also included in concert with the Dean of the School of Graduate Studies. For more information on the grievance process see section VII-1 of the Student Code (available online at https://studentconduct.usu.edu/studentcode/article7

Students Rights and Responsibilities & USU Student Code
Graduate students in the Psychology Department are expected to conduct themselves in a professional manner at all times in line with the USU Student Code. The Student Code is available on the web at https://studentconduct.usu.edu/. The code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

Financial Assistance
Several types of financial support are available to graduate students in Psychology. A brief description of each source of support is outlined below, along with an overview of application and awards procedures and deadlines.

Graduate Assistantships
Doctoral students in Psychology will be employed on .50 FTE (20hrs per week) assistantships as long as they remain in good standing in the program. Students may be assigned to one of the following 4 types of assistantships:
A **graduate instructor** (GI) is a graduate student assigned to teach one or more sections of a course for an entire semester. A GI must be the instructor of record.

A **graduate teaching assistant** (GTA) is a graduate student assigned to assist one or more faculty with instruction. A GTA may lecture in a course occasionally, tutor students, or assist in some other teaching capacity, such as teaching a lab or recitation session under faculty supervision.

A **graduate research assistant** (GRA) is a graduate student assigned to work under faculty guidance on one or more research projects.

A **graduate clinical assistant** is a graduate student assigned to work in a clinical setting under the supervision of a clinical supervisor.

**Process for Applying for Graduate Assistantships**
Graduate Instructor and TA positions are awarded through the Department of Psychology. Each year in the spring, students are sent via e-mail a list of possible GI and GTA positions for the following year. Students apply for these positions by submitting rank ordering of desired positions.

Graduate RA positions are paid for by research funds allocated to a specific faculty member. Thus, RA positions are typically allocated by a specific faculty member with whom a student would work.

Graduate students are sent letters informing them of their assistantship placements each spring. Students are required to accept (or reject) the assistantship by a specified date. Students who reject an assistantship will not be awarded an alternate departmental assistantship.

**Tuition Awards**
Doctoral students are eligible for the doctoral tuition award which covers the in-state portion of tuition for classes on a student’s doctoral program of study. Out-of-state tuition awards are awarded to non-Utah residents during their first year in the program. After that, students must obtain Utah residency unless they are international students (in which case the out-of-state portion of tuition will continue to be covered). **All tuition awards are contingent on a student having a .5 FTE assistantship.** The college charges differential tuition to help support services that directly benefit graduate students including those of the Combined Program. Differential tuition is covered in tuition awards for up to 12 credits per semester. Students will be responsible for paying differential tuition for each credit above 12. Please see the department graduate program coordinator for more information.

**Student Representation and Responsibilities**
The faculty assumes that all graduate students are responsible for progress in their graduate programs and expects them to show initiative and independence in all aspects of their programs. The major function of the Department is to produce a competent psychologist who can work in research and academic as well as in applied settings.

All graduate students are expected to maintain the ethical standards espoused by the American Psychological Association and to comply with departmental, college, and university policies and procedures. Failure to do so constitutes grounds for dismissal from the program.

Graduate students are also provided an opportunity to participate in setting and reviewing departmental policies and procedures through representation on major departmental committees. In addition, elected graduate student representatives are invited to attend (and vote) in departmental faculty meetings.
For many of the program requirements described previously in this manual, such as the presentation and an article for publication, there is a form which must be signed by the committee members upon completion of the particular requirement. It is the graduate student's responsibility to see that these signed forms are placed in his/her file as soon as the requirement has been met.
Student Resources and Supports

Student Resources

USU policies: For the most up-to-date information on graduate school policies, please see the “Graduate Catalog” tab on the School of Graduate Studies home page (http://rgs.usu.edu/graduateschool/).

Personal resources: Graduate school can be an exciting yet challenging and stressful time. A number of student supports are available on campus and in the local community. A list of resources is provided under the “Student Resources” tab on the Psychology Department web-site: http://psychology.usu.edu/. Resources listed here range from academic (graduate school), various forms, affirmative action, disability resources, scholarships, student travel and research support, etc. In addition, information on mental health resources (https://rgs.usu.edu/graduateschool/mental-health/) is available. Graduate students in the Combined Program may have concerns about confidentiality and potential dual role relationships (i.e., therapist, practicum supervisor). Efforts are made to maximize student confidentiality via the assignment of a therapist who does not supervise Combined Program students. Additional options (e.g., teletherapy) may be available. For more information, contact the DCT/ADCT or department head.

Peer mentors

To facilitate the transition to graduate school and often relocating to a different state or country for international students, the Combined Program has instituted a peer mentor program. Each spring, the DCT or ADCT requests volunteers from the current first year cohort (or if needed second year cohort) to serve as a peer mentor for new incoming students. The role of the peer mentor is to provide information and support to facilitate the new student’s relocation and transition to the Combined Program, USU and the Logan community. The program has been successful in facilitating student transitions. If you have suggestions to enhance the program, please contact the DCT/ADCT.

Cohort and Student Activities

To facilitate students’ transition to USU and Utah and facilitate cohort building, the department will sponsor some activities such as a Challenge Course (required participation in year 1) as well as occasional social events. Students have enjoyed these activities and participation is encouraged.

Professional Behavior and Promoting a Positive Learning Environment

During their training, students are expected to engage in professional behavior and to contribute positively to the training environment. Nonetheless as with all interactions, misunderstandings do occur. The sections below provide helpful guidelines created by Program student representatives and faculty on ways to help deal with stressful communications and also ways to promote a positive and supportive learning environment.
VIP BEACONS
By Jill Ferrell, Combined Program Student Representative 2017/2018

Very Important Principles: BEACONS for healthy professional interpersonal relationships in challenging situations

- **Validation**: Try to validate without agreeing or disagreeing. Validate their experience, being aware that this matters more than what happened, particularly if you were not present at the mentioned happening. Normalize feelings. Ask questions to understand their experience, but respect that it is THEIR experience. Don’t usurp their experience by getting wrapped up in your own experience of hearing their experience. “I experience [another’s suffering] precisely as his suffering, in the category of the other, and my reaction to him is not a cry of pain but a word of consolation and a gesture of assistance” (Morson & Emerson, 1990, p. 185).

- **Involved**: Appreciate the gray areas and acknowledge that it’s probably more gray than you are seeing. If it seems simple, it probably isn’t. Life and relationships are processes. Try to appreciate the complexity and complicated nature of systems and relationships. There is a lot of things involved in every situation and you cannot know of or account for everything. Allow room to see differently and be generous in your assumptions of others and context you are unaware of.

- **Professional/Personal**: Grad school is a unique setting where the professional and personal collide in beautiful and messy ways. Here, the system requires both types of relationships to promote growth. However, this requires some negotiation, missteps, and learning at times. Engage intentionally in the process of finding behaviors and communication styles that are professional while remaining personal in a way that is responsive to the context you find yourself. Do not get too rigid in either direction.

- **Behavior**: As people make mistakes, whether intentional or not, we need to separate behaviors from the people. Doing so opens the door to change without using shame as a weapon and demands respect and value to all people regardless of background, intentions, and beliefs. Targeting behavior provides the opportunity for learning, healing, strengthened relationships, solidarity, accountability, improvement, and acknowledges that we are all equally human and capable of good and bad. Attributing behaviors to the person’s nature puts up walls and defensiveness, encourages miscommunication and gossip, cultivates a culture of hurt and isolation, and denies responsibility from either party, shutting down any opportunities for change, understanding, or growth and hurts the whole. Think behaviorism, and try to reward good behaviors and ignore or redirect unhelpful behaviors no matter who engages in them. Celebrate good whenever and in whomever you find it.

- **Empower**: When caring individuals hear of an injustice or a hurt, it is easy for them to want to jump in take care of it for someone, especially if it is difficult for them. However, it is important to be intentional about when you intervene and when you support your colleague in letting them act on their own behalf. Obviously, this is not always the case. Start every conversation about action with asking what the individual has tried so far, and eliciting their ideas for how to proceed. Empower them be in charge of what is done to solve their problem. This also may
mean that in some cases, your friend may choose not to do something about the problem and may request nothing be done. You may share your concern and desire to do something, but may ultimately need to accept and honor their decision and autonomy and allow them to make that decision, even if you feel like you could solve it for them. Refer to the Faculty's mentoring code to learn more about this skill and knowing when it might be more ethical to intervene or not.

- **Agency:** Consider that you, yourself are a Change Agent. You are part of the community. Who do you want to be in it? What do you want to stand for? Look beyond who you want to stand with and think about the values you enact when you do or say things in the department. Speak against shaming behaviors and invite the community to stand against these behaviors, including a sincere invitation to the person who might have engaged in behaviors you disagree with. Each individual in this program is a part of this community and if there is a poor behavior plaguing the community, invite ALL to engage in fighting against it. Everyone is on their own journey trying to be better people and all will make mistakes. Give people the benefit of the doubt and let them be change agents themselves. Don’t pigeon hole people and assume they won’t or can’t change, as if you are different or better. Remember that you are responsible for your own response even if you didn’t choose what you are responding to.

- **Confidentiality:** When someone shares something with you, learn how to vent and express emotions about what you heard without slipping into gossip. If it isn’t your original experience, then it isn’t yours to share. Speak instead about your own feelings and reaction to hearing something else. Don’t share with others that you had a conversation about something with someone else unless that person has given you permission to do so. Confidentiality cultivates trust in friendships and within systems.

- **Own** your experience: Learn how to share opinions in a way that empowers others’ own opinions, experiences, and decisions Own your perception. You cannot actually contact the objective reality, if it exists, so own what you know. Own your own biases. It’s okay to have them. You cannot avoid them. And know that it is not the only real experience that exists. You can own and validate your own experience while simultaneously allowing others to have a different one than you. Do not assume that any viewpoint is wrong, bad, or fabricated. You don’t have to agree with another viewpoint, but you can make room for it to exist as a possibility if you had been in another person’s shoes.

- **Needs** communication: We all need a check in here and there. It is exhausting to always be the one to reach out when you have a need. So check in with others every once in a while. It’s also true that others cannot read our minds about what we need and want, even if it seems obvious to us. It is important to reach out and make your needs known as well. Start purposive conversations by clarifying what is needed from it. “Are you looking for advice or just someone to listen?” or “I just want another perspective on this.” Create a culture where we can all assert and ask about needs so that we can take care of each other in ways we need to be taken care of without as many assumptions or takeovers.

- **Safety:** Guard the safety of yourself and others. But be careful, safety doesn’t always mean “comfortable.” And uncomfortable doesn’t always mean “unsafe.” In the process of growing and learning, we intentionally engage in conflict and uncomfortable situations and allow others around us to be uncomfortable as well. Be mindful about what is a safety issue, and what is the
discomfort of the growth or change process. Consult if you are unsure before responding or not responding to a potential issue if possible.

The next document is a faculty-student guideline for communicating difficult topics. In this document, faculty’s role is to help support the student, but to seek clarity with respect to the role the faculty member may play, possibly to facilitate student growth in his/her communication regarding difficult topics and clarify limitations to confidentiality. The guide may be helpful for students to think about what role they wish faculty to play when they discuss interpersonal issues.

**Decision steps for faculty to assist students in addressing interpersonal issues in professional settings**

This document was generated for suggestions for faculty to assist students in navigating peer, supervisor and other professional interactions, recognizing issues of power differential and providing support at the level requested

1. **ASK** the person:
   a. do they want you to **LISTEN** and provide support, provide them with **ADVICE**, or take **ACTION** with/for them?

2. If asked to **LISTEN:**
   a. **CONSIDERATIONS:**
      i. Providing active and empathetic listening to help the person feel better, and clarify for themselves their thoughts, feelings, main problem, next steps. Catharsis or venting can also be the end goal.
      ii. Keep in mind issues of safety, confidentiality, privacy, and APA ethics as you listen.
      iii. Be aware of when you may slide into an “advice” role as this may not be appreciated at this stage.
         1. Listen for “red flags” in the person’s story (e.g., safety, legal issues, multiple relationships, etc.) that may require you to step into a different role and give advice or recuse yourself from the conversation. Be clear with yourself and the person if you need to switch roles.
         2. Be particularly aware if your personality is one that tends to drift into advice-giving and that the person has asked you to listen only; clarify their goals with them, if needed.
   b. **SUGGESTIONS:**
      i. Prioritize basic listening skills including reflective listening, summarizing, etc. Provide validation and offer new perspectives.
      ii. Clarify at the end of the conversation that you will not be taking any further steps. Be clear if you are/are not open to listening to them again, and if you are/are not open to a more active role for them in the future.
      iii. Clarify with the person what you agreed on in terms of sharing the information. Unless there is a legal or safety concern, err on the side of discretion. If the person truly just needed to vent, it’s likely you will not need to share the information.
         1. Some examples of when faculty would need to share information include any safety concerns to students/others, unethical behavior,
issue affects the academic (learning) or professional environment, and others.

3. If asked to give **ADVICE** or take **ACTION**:
   a. SEEK INFORMATION:
      i. Has the person spoken directly to the individual(s) involved? Who else has the person spoken with?
      ii. What feedback have they already sought and incorporated? What were the outcomes?
      iii. What steps have they already taken? What were the outcomes?
      iv. Be sure to have as clear a picture as possible and seek to empower the student to address their concerns.
   b. WHAT TO CONSIDER:
      i. Should this information be shared? Be aware of the applicable laws and policies regarding duty to report, confidentiality, and privacy. For faculty-student conversations, consider who in the department may need to know. Discuss these issues with the student and discuss how to negotiate sharing of information (e.g., “This information needs to be shared with _____, how would you like this to happen? How can I support you?” or “I feel worried for your safety/uncomfortable knowing this information and I feel we need to seek additional support, who can we bring in to help?” etc.).
      ii. What other pertinent laws and policies are applicable? (e.g., local laws, APA ethics code, department policies, student grievance process, USU Student Code, Title IX, etc.)
      iii. Sources of Knowledge and support: (e.g., Graduate Student Handbooks, Student Services, graduate student senate, grievance policy, on-campus counseling services, CAPSA, etc.)
      iv. Level of intervention: While there are exceptions, most instances of conflict are best initiated directly and on a small scale, particularly at an early stage. For instance, talking directly with the person (e.g., professor, fellow student) with whom the student has a conflict is often a better place to start than sharing information broadly. Faculty may encourage this direct approach if this has not already been attempted (e.g., 3.a.i-iii)
      v. Be aware of issues of power and privilege. Advise the student that there always are issues of power and privilege and your role is to help students negotiate this in a professional manner. Being in a “power-down” position does not mean one should be afraid and do nothing, but nor does it mean one should forge ahead without some understanding of possible consequences. Prepare to have a discussion about the issues to help the student anticipate possible outcomes, seek support, reach out to people who can help, and follow procedures.
      vi. Documentation. It may be helpful for both parties to take notes, particularly if there are items for follow-up. Consider sharing your notes and next steps (if there are any) with the student to be sure that there is a shared understanding of the conversation.
   c. Considerations when advising/intervening
      i. ADVICE:
a. Be clear that you’ve offered advice and ideas for consideration not instructions. It is the responsibility of the student to seek out the best information before making their decisions and acting. Acknowledge your fallibility, bias, and/or gaps in knowledge or information.

b. Clarify who, if anyone, you will be sharing what you’ve heard with. Again, unless there are safety or legal concerns, err on the side of discretion.

c. Confirm that you will not be acting on the students’ behalf and that you will not be intervening. Be open to following up with the student in the future about how things worked out.

2. **ACTION**:

   a. A major consideration in helping the student build confidence and increase self-efficacy, is to help him/her develop skills in engaging in professional conversations, assertiveness, and considering different points of view. Students may appreciate a quick resolution by having faculty intervene for them, but this will not help the student in their professional development. As students move forward professionally, they will require an ability to negotiate conflict. Consider providing support, scaffolding, and skill building in lieu of “fixing it” or “doing it” for the student. With rare exceptions, resist taking all the “next steps” yourself.

   b. Clarifications:

      i. Clarify what role and steps you will be taking, and what steps the student will be taking.

      ii. Clarify with whom, if anyone, you or the student will be sharing information, keeping in mind the value of discretion and respecting the student’s concerns. Remember, there is no legal mandate for confidentiality in faculty-student conversations or in supervision. Consider safety and/or legal concerns.

      iii. Develop a timeline for when to check in regarding the action items.

In all cases, it may be helpful for faculty to acknowledge and validate the discomfort experienced when students experience conflict. Everyone experiences conflict with others at times, feels uneasy negotiating conflict, and will seek support when needed. Please remember to provide the level of support that students request and to follow-up as needed/requested.
Appendices
Appendix I

Faculty

Because of the cooperative nature of some Psychology graduate programs with other campus and off-campus units, some faculty included in this list do not hold rank or tenure in the Psychology Department. For each faculty member, the department(s) in which rank is held is noted and major assignment is listed. Students may or may not be able to work with any particular faculty, depending on that individual's current work load. Faculty naturally have less time to work with students outside their own area.

See Psychology webpage for a list of Faculty and Adjunct Faculty. [http://psychology.usu.edu/people/department-faculty/index](http://psychology.usu.edu/people/department-faculty/index) and [http://psychology.usu.edu/people/adjunct-and-online-faculty/index](http://psychology.usu.edu/people/adjunct-and-online-faculty/index)
Appendix II

Useful Web Links

The website for the School of Graduate Studies is: http://rgs.usu.edu/graduateschool/

Because this website is constantly changing, it is best that you access these interactive forms directly each time as no other forms or older versions will be accepted. Please see the link for graduate school forms: RGS.usu.edu/graduateschool/forms.

Psychology department webpage (http://psychology.usu.edu/people/department-faculty/index) for links for each of the listed below:

Degree Completion Forms for Masters & Doctorate
Supervisory Committee Approval
Program of Study (Master’s)
Program of Study (Doctoral)
Master’s Proposal Approval
Appointment for Examination (thesis/dissertation)
Appointment for Examination (non-thesis/plan B)
Thesis/Dissertation Format and Style
Application for Candidacy (doctoral)

Checklists
Master’s Plan A checklist
Master’s Plan B checklist
Doctoral checklist

Additional forms
Transfer Request
Degree Advancement
Split

These forms need to be submitted to the PSY GPC (Graduate Program Coordinator) (use Adobe Acrobat to fill out forms)

Additional forms are also located on the Department of Psychology website: http://psychology.usu.edu/ or PSY GPC office, EDUC 487B

Research Competency I – Paper Presentation
Research Competency II – Paper Submission
Clinical Competency Exam
### EXAMPLE - Clinical Competency Written Summary Evaluation Scale

<table>
<thead>
<tr>
<th>Passing scores</th>
<th>Scores requiring remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Outstanding; well beyond expectations</td>
<td>Beyond expectations</td>
</tr>
</tbody>
</table>

**Scores should be assigned in intervals of 10 (e.g., 10, 20, 30)** **not** 1 (e.g. 10, 11, 12), **nor** 5 (e.g. 10, 15, 20)

**Possible anchors for clinical comps:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Outstanding; well beyond expectations</td>
<td>A 100 point response presents a cogent, well-articulated analysis of the clinical case, with a thoughtful presentation of relevant theoretical, empirical, and conceptual issues. A typical answer in this category • demonstrates exceptional understanding of important aspects of the section or topic, and articulates relevant and important issues clearly and thoughtfully • provides solid coverage of all relevant and current issues related to the topic; no gaps or inconsistencies • effectively and smoothly supports all conclusions and arguments • demonstrates good insight, maturity, and self-awareness • develops ideas cogently, organizes them logically, and connects them with clear transitions • sustains a well-focused, well-organized discussion</td>
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<tr>
<td>90</td>
<td>Beyond expectations</td>
<td>An 80 point response presents a well-developed description of the clinical case and demonstrates good knowledge of the subject matter. A typical answer in this category • clearly identifies important features of the topic or section and analyzes them in a generally thoughtful way • provides good support for conclusions, clinical decision, and arguments • provides good, broad coverage of relevant issues and aspects of the section or topic • demonstrates knowledge of the subject matter • develops ideas clearly, organizes them logically, and connects them with appropriate transitions is focused and generally well organized</td>
</tr>
<tr>
<td>70</td>
<td>Satisfactory; Meets expectations</td>
<td>A 60 pt response presents a competent description of the clinical case and demonstrates adequate control of the elements of writing. A typical answer in this category • identifies and analyzes important features of the topic or section • develops and organizes ideas satisfactorily but may not connect them with transitions • supports the main conclusions and decisions with relevant literature • demonstrates sufficient knowledge of the subject matter to convey ideas • expresses ideas clearly</td>
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<tr>
<td>60</td>
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59
<table>
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<tr>
<th>Score</th>
<th>Description</th>
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| 50    | A 50 point response demonstrates some competence in its analysis of the case and in its control of the elements of writing but is plainly flawed. A typical answer in this category exhibits one or more of the following characteristics:  
- does not identify or analyze most of the important features of the section or topic, although some analysis of the relevant issues is present  
- mainly develops tangential or irrelevant matters, or reasons poorly  
- is limited in the logical development and organization of ideas  
- offers support of little relevance and value for the clinical decisions and conclusions  
- contains occasional errors of fact or reasoning; uses terms imprecisely or inaccurately  
- is weak in the use of relevant reasons or examples  
- is poorly focused and/or poorly organized; has problems expressing ideas clearly |
| 40    | A 30 pt answer demonstrates serious weaknesses in basic case conceptualization and/or writing skills. A typical response in this category exhibits one or more of the following characteristics:  
- does not present an analysis of the case based on theoretical and empirical evidence, but instead presents the writer's views and description of the case  
- does not develop ideas, or is disorganized and illogical  
- provides little, if any, relevant or reasonable support  
- contains numerous and/or serious errors of fact or reasoning  
- provides few, if any, relevant reasons or examples  
- is unfocused and/or disorganized |
| 30    | A 20 pt answer demonstrates fundamental deficiencies in analytical writing skills. A typical answer in this category exhibits more than one of the following characteristics:  
- provides little evidence of the ability to adequately describe the clinical case and support the decisions that were made  
- provides little evidence of the ability to develop an organized summary  
- has severe and pervasive errors of fact or reasoning |
| 20    |  |
| 10    |  |
**EXAMPLE - Oral Clinical Competency Evaluation Form**

Name ________________________  Date ______________________

**Type of client:**
- adult
- child
- marital
- family
- group
- Other ______________________

**Case complexity:**
- Very complex
- Somewhat complex
- Straightforward

Rate on this scale: poor (1); below average (2); average (3); above average (4); outstanding (5)

**Note:** The most common rating will be an ‘average’ or ‘3’ indicating that students are meeting expectations.

<table>
<thead>
<tr>
<th>Conceptual Presentation</th>
<th>1 Poor</th>
<th>2 Below average</th>
<th>3 Average</th>
<th>4 Above average</th>
<th>5 Outstanding</th>
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<tbody>
<tr>
<td>EBP – empirical support</td>
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<td>EBP- Theory</td>
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<tr>
<td>EBP - Diversity</td>
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<td>Relevant history and presenting problem</td>
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<td>Assessment</td>
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<td>Differential diagnosis, diagnosis</td>
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<tr>
<td>Conceptualization, goals course of tx</td>
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<td>Evaluation of treatment outcomes and disposition</td>
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<td>Ethics</td>
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<tr>
<td>Other: Case Specific</td>
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**Integration**

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<tr>
<th>Reflective practice</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughtfulness/depth of case evaluation</td>
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</table>

**Presentation**

| Use of time: Relevance and conciseness     | Poor | Below average | Average | Above average | Outstanding |
| Ability to answer questions                |      |               |         |               |             |
| Professionalism                           |      |               |         |               |             |

**Examination Results:** Pass  Remediation Required

*Students’ oral presentations are independently evaluated by the faculty panel and then discussed. Decisions are made based on the following scoring rubric:
A. An average score of 3.0 or above: student passes that domain (item) without remediation.
B. Average score of 2.9 or below indicates that remediation is indicated in that area.*

Specific comments / feedback
### I. Course Requirements: M.S. in Psychology

#### Pre-Practicum Courses *(Required to Begin Practicum)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Completion Date (or Approved Waiver)</th>
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<tr>
<td>Psy 6310 Intellectual Assessment (3 credits)</td>
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<tr>
<td>Psy 6320 Objective Assessment of Personality and Affect (3 credits)</td>
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<tr>
<td>Psy 6350 Introduction to Theories of Intervention in Psychology (3 credits)</td>
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<tr>
<td>Psy 6150 Evidence-Based Practice I: Children and Adolescents (2 credits)</td>
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<tr>
<td>Psy 6750 Evidence-Based Practice II: Adults (2 credits)</td>
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#### Other Required M.S. Courses

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<tr>
<th>Course</th>
<th>Grade</th>
<th>Completion Date (or Approved Waiver)</th>
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<tbody>
<tr>
<td>Psy 6850 Introduction to the Combined Doctoral Program (1 credit)</td>
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<tr>
<td>Psy 7270 Lifespan Psychopathology (3 credits)</td>
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<tr>
<td>Psy 6290 Diversity Issues in Treatment and Assessment (1 credit each Fall Y1, Fall Y2, and Spring Y2)</td>
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<tr>
<td>Psy 7810 Introduction to Educational and Psychological Research (3 credits)</td>
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<tr>
<td>Psy 6600 Research Design and Analysis I (Psy 7810 must be completed) (3 credits)</td>
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<tr>
<td>Psy 6970 Thesis (6 credits)</td>
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</tbody>
</table>

**Total M.S. Credits Completed (32 credits expected)**

### II. Course Requirements: Ph.D. in Psychology

#### Required Ph.D. Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Completion Date (or Approved Waiver)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 6100 History and Systems of Psychology (3 credits)</td>
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<tr>
<td>Psy 6510 Social Psychology (3 credits)</td>
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<tr>
<td>Psy 6660 Cognition and Instruction (3 credits)</td>
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<tr>
<td>Psy 7530 Advanced Developmental Psychology (3 credits)</td>
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<tr>
<td>Psy 7250 Professional Ethics and Standards (3 credits)</td>
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<tr>
<td>Psy 7850 Internship and Professional Development Seminar (1 credit)</td>
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<tr>
<td>EDUC/PSY 7610 Research Design and Analyses II (3 credits)</td>
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<tr>
<td>Psy 7100 Biological Basis of Behavior (3 credits)</td>
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<tr>
<td>Or approved to enroll for 2 credits of PSY 7810 graduate seminar in Biological Foundations of Behavior</td>
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<tr>
<td>PSY 7630 Supervision and Consultation in Applied Psychology (1 credit)</td>
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<tr>
<td>One Advanced Integrative Course – PSY 7810 Multicultural Perspectives on Social Development (3 credits) or PSY 7810 Neuroscience of Aging and Development (3 credits)</td>
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</tr>
<tr>
<td>One Additional Advanced Research Course (2-3 credits): Educ/Psy 7670, Educ 6770, Psy 7780, PSY 7650, Psy 7070, or Psy 7790</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 1 – 6000 or 7000 level (3 credits) Specify course taken</td>
<td></td>
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</tr>
<tr>
<td>Elective 2 – 6000 or 7000 level (3 credits) Specify course taken</td>
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<tr>
<td>PSY 7970 Dissertation (12 credits minimum, more credits taken if work warrants it)</td>
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</tbody>
</table>

#### Required Intervention Practica Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Completion Date (or Approved Waiver)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 7350 Integrated Practicum with Adults, Adolescents, and Children (6 credits)</td>
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<tr>
<td>Psy 7360 Practicum in Clinical Child Psychology (6 credits)</td>
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<td></td>
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<tr>
<td>OR Psy 7370 Practicum in Counseling/Clinical Psychology (6 credits)</td>
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</tbody>
</table>
### III. Other Program Requirements

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Required Timeline</th>
<th>Completion Date (or Approved Waiver)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6900 Research Integrity</td>
<td>By end of 1st year</td>
<td></td>
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<tr>
<td>PSY 7920 Teaching course</td>
<td>Before being a TA or instructor for a course</td>
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<tr>
<td>Masters proposal</td>
<td>By end of 2nd year</td>
<td></td>
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<tr>
<td>Masters defense</td>
<td>By end of 3rd year</td>
<td></td>
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<tr>
<td>Clinical Comp</td>
<td>Spring semester the year before applying for internship</td>
<td></td>
</tr>
<tr>
<td>Clinical Comp Remediation (If Required)</td>
<td>Completion of any remediation by 10/1 in year applying for internship</td>
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<tr>
<td>Research comp I</td>
<td>Before 10/1 in year applying for internship</td>
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<tr>
<td>Research comp II</td>
<td>Before 10/1 in year applying for internship</td>
<td></td>
</tr>
<tr>
<td>Dissertation proposal</td>
<td>Before 10/1 in year applying for internship</td>
<td></td>
</tr>
<tr>
<td>Dissertation defense</td>
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<td></td>
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</tbody>
</table>

### Clinical Hours

<table>
<thead>
<tr>
<th>Required Timeline</th>
<th>Number of direct hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of direct clinical hours at USU</td>
<td>Completion of 500 direct hours before applying for internship</td>
</tr>
<tr>
<td>Approved direct clinical hours from previous Masters program (if relevant)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Applied Training Plan and Request Form for Placements 2019-2020

To be submitted to Director of Clinical Training, and your chair (electronically) by date

Student: ____________________________  A#__________________________
Chair: ____________________________
Contact info: (best way to reach you with urgent questions, etc.):

Expected date to Apply for internship: _____________; Preferred setting & population: _______________________
Previous practica and clinical GA placements:

Applied Training Site

In the table below the example, please list by ranking all sites to which you applied and the position (i.e., practicum only; clinical GA only; either practicum or clinical GA or both). Your top choice and type (prac, GA) should be placed (1) and your least preferred site and type should be last. There can be ties (i.e., would be ok at either one of two sites). If you choose NOT to rank a site, place (X) for the number and please provide a reason (i.e., realized site was therapy and need assessment hours, etc.). Please provide any comments regarding flexibility that you may/may not have in your placement.

Example Table

Select one: Prac only ___________; GA only__________; Both Prac & GA_________; None__________

<table>
<thead>
<tr>
<th>Setting 1=top choice</th>
<th>Prac or GA</th>
<th>Completed app &amp; interviews (if not, when)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CAPS or Student Health</td>
<td>GA</td>
<td>Yes</td>
<td>= preference for either CAPS or Student Health GA; am seeking both prac and clinical GA</td>
</tr>
<tr>
<td>2. CAPS or Student Health</td>
<td>Prac</td>
<td>Yes</td>
<td>If receive a CAPS GA, then like Student Health prac; if receive Student Health GA, then would like CAPS prac</td>
</tr>
<tr>
<td>3. CPD</td>
<td>Prac</td>
<td>Yes</td>
<td>If neither CAPS or Student Health GAs available.</td>
</tr>
<tr>
<td>X McKay-Dee</td>
<td>Prac</td>
<td>Yes</td>
<td>Applied, but not ranking the site – do not have reliable transportation</td>
</tr>
</tbody>
</table>

Rankings for 2019-2020

Select one: Prac only ___________; GA only__________; Both Prac & GA_________; None__________

<table>
<thead>
<tr>
<th>Setting 1=top choice</th>
<th>Prac or GA</th>
<th>Completed app &amp; interviews (if not, when)</th>
<th>Comments</th>
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</thead>
<tbody>
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<td>7.</td>
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Additional comments for committee’s consideration:
Appendix III

Ethical Principles of Psychologists and Code of Conduct 2010 and 2016 Amendments