This is a draft version of the Combined Clinical/Counseling Psychology handbook based on current requirements, policies, and procedures. Some of these may change across the next months and a final version will be available for Fall 2017.

Graduate Student Handbook

for the

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

Department of Psychology
Utah State University

2016-2017

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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 the contents 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-injuriously 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 indicated in this situation as in all other possible situations in which 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[1]

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.

[1]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 Diversity[2]

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 Guidelines and Principles of Programs in Professional Psychology (APA, 2005).

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.

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[2] Adapted from the diversity statement developed by the Counsel of Counseling Psychology Training Programs and Mintz, L.B. & Bieschke, K.J. (2009). Counseling Psychology Model Training Values Statement Addressing Diversity: Development and introduction to the major contribution. *The Counseling Psychologist, 37,* 634-640.

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 Experimental and Applied Psychological Science. 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

Carolyn G. Barcus (Emeritus, continuing part time)	Ed.D. 1975	Counseling Psychology Utah State University
Rebecca Blais	Ph.D. 2012	Clinical Psychology University of Utah
Susan L. Crowley	Ph.D. 1991	Counseling Psychology Texas A&M University
Rich Cruz	Ph.D. 2014	(Child) Clinical Psychology University of Washington Seattle
M. Scott Deberard	Ph.D. 1998	Combined Program Utah State University
Melanie M. Domenech Rodríguez	Ph.D. 1999	Counseling Psychology Colorado State University
Renee V. Galliher	Ph.D. 2000	Clinical Psychology University of Tennessee
Mike Levin	Ph.D. 2013	Clinical Psychology University of Nevada - Reno
Melissa Teehee	Ph.D. 2015	Clinical Psychology University of Arizona
JoAnn Tschanz	Ph.D. 1991	Clinical Psychology Indiana University
Michael P. Twohig	Ph.D. 2007	Clinical Psychology University of Nevada - Reno

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 specialized 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, 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) psychological foundations (biological, cognitive/affective, and social bases of behavior, individual differences, human development plus the history and systems of psychology), (b) professional courses covering theory, practice, and assessment, (c ethics and diversity, (d) research methods, and (e) 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. The following are sample schedules illustrating the typical six-year program of study for students in the Combined Program. 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, the student's advisor, and the course instructor review the materials (i.e., MS/MA transcripts, syllabi, readings, and other course material) and make a recommendation to the program faculty for a decision. Recommendations about course waivers are reviewed by the program faculty generally once per year usually in the last faculty meeting of the fall semester. Generally, students who enter the program with a master's degree are encouraged to work with their advisors and the Director of Clinical Training or Associate Director of Clinical Training prior to their arrival to the program to review their graduate transcripts for potential courses to be waived.

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

		Semester Credit
Required Theory and Assessment Courses		
Psy 6150*	Evidence-Based Practice I: Children and Adolescents	2
Psy 6290*	Diversity Issues in Treatment and Assessment	3
Psy 6310*	Intellectual Assessment	3
Psy 6320*	Objective Assessment of Personality and Affect	3
Psy 6350*	Introduction to Theories of Intervention in Psychology	3
Educ/Psy 6570	Introduction to Educational and Psychological Research	3
Psy 6600	Research Design and Analysis I	3
	Students must have prerequisite Psy 6570 and pass pretest	
Psy 6750*	Evidence-Based Practice II: Adults	2
Psy 6850*	Introduction to the Combined Doctoral Program	1
Psy 7270*	Lifespan Psychopathology	3
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		Semester Credit
Psy 6100	History and Systems of Psychology	3
Psy 6510	Social Psychology	3
Psy 6660	Cognition and Instruction	3
Psy 7530	Advanced Developmental Psychology	3
Psy 7250	Professional Ethics and Standards	3
Psy 7850	Internship and Professional Development Seminar	1

One course in the Biological Aspects of Behavior		
Psy 7100	Biological Basis of Behavior	3
Psy 6200	Fundamentals of Neuroscience I	

One Supervision and Consultation course (1 or 3 credits)		
Psy 6630	Supervision and Consultation in Psychological and Educational Settings	3
Psy 7630	Supervision and Consultation in Applied Psychology	1

One Advanced Integrative Course in Two or More Foundational Areas (Category 2)		
Eligible courses TBD		3

Required Methodology and Statistics Courses		
Educ/Psy 7610	Research Design and Analyses II	3

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

Educ/Psy 7670	Literature Reviews in Education and Psychology	
Educ 6770	Qualitative Methods I	
Psy 7780	Multivariate Statistical Analysis I: Observed Variables	
Psy 7650	Multilevel and Marginal Modeling for the Social Sciences	
Psy 7070	Advanced Measurement Theories and Practice	
Psy 7790	Multivariate Statistical Analysis II: Latent Variable Modeling	

Required Intervention Practica Courses (See Applied Training Sequence)			
Psy 7350*	Integrated Practicum with Adults, Adolescents, and Children		6
Psy 7360*	Practicum in Clinical Child Psychology	6	
OR Psy 7370*	Practicum in Counseling/Clinical Psychology		
Psy 7380*	Practicum in Psychology1		2-6
OR Psy 7390/7395	Externship		2
Psy 7950*	Internship in Professional Psychology		0

Required Dissertation Courses		
Psy 7970	Dissertation	12

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

Electives	(6000 or 7000 level)	6

DOCTORAL LEVEL CREDITS	60 - 67 credits
TOTAL COMBINED PH.D. PROGRAM (MASTER'S & DOCTORAL) CREDITS	92 - 99 credits

*Prerequisite: Matriculation into Combined Program

[1] students who complete required applied training in the context of their assistantship must have prior approval of the faculty. Students should currently take 1 credit of 7380 each semester. When the externship courses are approved, students will take 1 credit of either 7390 or 7395.

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.

Psy 6010	Introduction to Program Evaluation	3
Psy 6220	Group Counseling	3
Psy 6410	Psychoeducational Assessment	3
Psy 6470	Health Psychology	3
Psy 6760	Fundamentals of Acceptance and Commitment Therapy	3
Psy 6810	Seminar: Rural Psychology	3
Psy 6930	University Teaching Apprenticeship	1-3
Psy 7380	Practicum in Psychology	
	(a maximum of 3 credits may count as an elective)	1-3
Psy 7820	Neuropsychology: Principles and Assessment	2,4
FCHD 6320	Foundations of Marriage and Family Therapy	3

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 in order 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 in developing assessment and intervention skills with the appropriate levels of supervision and support. Students who enter the program with an applied (clinical, counseling, school) master's degree (with the support of their chair) may wish to request a waiver of relevant pre-practicum courses 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. However, all students begin their applied training at USU with the required Psy 7350 practicum. The following table provides a description of the applied training sequence. 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.

Table Outlining Typical Applied Training Sequence

Course #	Course Title		Credits
Psy 7350	Integrative Practicum with Adults, Adolescents, and Children Students select population focus (Adults/Adolescents/Children)	Required	6 (3F, 3Sp)
Psy 7360 OR Psy 7370	Practicum in Clinical Child Psychology* Practicum in Counseling/Clinical Psychology	Required	6 (3F, 3Sp)
Psy 7380	Practicum in Psychology	Elective	variable
Psy NEW (7390)	Applied Practice in Psychology (used for assistantship training)	Required 1 year min, elective after that	2 (1F, 1Sp)
Psy 7950	Internship	Required	0 (register F, Sp, Su)

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.

Psychology Community Clinic Practicum
> 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).

Anxiety Practicum
> Supervisor: Michael Twohig, Ph.D.
> Specialty practicum treating clients with anxiety disorders, employing Acceptance and Commitment Therapy (ACT) techniques.

Bilingual Practicum
> Supervisor: Melanie Domenech-Rodriguez, Ph.D.
> Specialty practicum working with Latino/a clients in the community. Clinical activities range from working with individual adults, children and families. Services are delivered primarily in Spanish.

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.

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

Cancer Clinic Practicum
> Supervisor: Scott DeBerard, Ph.D.
> Psychological evaluations and interventions conducted with oncology patients at Cache Valley Cancer Treatment and Research Clinic.

Up-to-Three Practicum and Assistantships – Center for Persons with Disabilities
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 will provide services to families of children with disabilities ages birth to age 3. The majority of behavioral interventions are provided in clients' homes.

Clinical Services Practicum and Assistantships – Center for Persons with Disabilities
Supervisor: Marty Toohill, Ph.D.
Clinical Services provides students with the opportunity to develop skills in psychological assessment, interpretation, and integration of assessment into case management. Students will work as a member of an interdisciplinary assessment team and also will write interdisciplinary reports. The range of clients vary, though are primarily children and adolescents.

Biomedical Clinic Practicum – Center for Persons with Disabilities
Supervisor: Clint Field, Ph.D.
In the Biomedical Clinic, students will receive training in the practice of evidence-based clinical assessment and intervention within a primary care pediatric clinical setting. Students will gain knowledge of the major models of parent training, specialized knowledge and experience implementing the Forehand model of parent training, and exposure training within the behavioral-pediatric clinic model. Students will also work on administrative and case-record management responsibilities.

USU Counseling and Psychological Services Practicum and Assistantships
Supervisor & Practicum Coordinator: Amy Kleiner, 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.

Avalon Hills Residential Treatment Center Practicum and Assistantships
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.

VA Medical Center (Salt Lake City) Practicum
Various supervisors. Practicum Coordinator: Jenna Lee, Ph.D.
A number of opportunities exist in this practicum including the following areas: Posttraumatic Stress Disorder, Neurocognitive Assessment, Addiction Recovery, General Outpatient Mental Health, Women Warrior, and Integrative Health in Holistic Medicine. Other opportunities may arise depending on student experience and VA staff.

Bear River Head Start Assistantships (Serves Northern UT)
Supervisor: Melanie Domenech Rodriguez, Ph.D. (on Sabbatical); Sara Boghosian, Ph.D.
Applied experience working with children and families served by Bear River Head Start. Extensive travel is part of the assistantship as many services are delivered in families' homes and in community settings.

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.

Neurobehavioral Center for Growth Assistantships (Bountiful, UT)
Supervisor: Jennifer Cardinal, Ph.D.
Community-based clinic that provides services including neuropsychological and psychological evaluations, therapy and other interventions. Primary populations served include children and young adults with ADHD, autism, ODD, CD, OCD, and others. Intervention approaches include a number of behavioral therapies such as Applied Behavioral Strategies, Cognitive Behavioral Therapy and others.

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

Fall	Spring	Summer
Year One		
Psy 6570 (3) Psy 6350 (3) Psy 7270 (3) Psy 6850 (1) **10**	Psy 6310 (3) Psy 6150 (2) Psy 6750 (2) Psy 6600 (3) **10**	Summer Schedule varies; see course catalogue for available classes. Options include: Psy 6970 Thesis (3) *Psy 7610 (3)* **3-6**
Year Two		
Psy 7350 Practicum (3) Psy 6320 (3) Psy 6970 (1) *Psy 7610 (3)* **10**	*Psy 7350 Practicum (3)* Psy 6970 (2) *Psy 6510 (3)* Psy 6290 (3) **8**	Optional Elective (3) *Psy 6100 (3)* **0-6**

Courses in italics are from Ph.D. Program

MS Total = 32 hours
*PhD hours = 15

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

Fall	Spring	Summer
Year Three		
Psy 7360/7370 Practicum (3) Psy 7250 (3) Psy 7970 Dissertation (1) **7**	Psy 7360/7370 Practicum (3) Psy 6660 (3) Psy 7970 Dissertation (1) **7**	Psy 7970 Dissertation (2) Psy 7630 (or 6630 in Sp) (1 or 3) **3-5**
Year Four		
Psy 7380/7390/7395 (1-3) Psy 7530 (3) Research Elective (2 or 3) Psy 7970 Dissertation (1) **7-10**	Psy 7380/7390/7395 (1-3) Psy 7100 or PSY 6200 (3) Psy 7970 Dissertation (2) Psy 7850 (1) **7-9**	
Year Five – Completion of Comprehensive Exams by October 1		
Psy 7970 Dissertation (3) Integrative course (3) Elective (3) **9**	Psy 7970 Dissertation (2) Elective (3) **5**	
Year Six		
Psy 7950 Internship (0) **0**	Psy 7950 Internship (0) **0**	Psy 7950 Internship (0) **0**

Ph.D. Total = –60-67

Total Degree Hours = –92-99

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
        Oncology Clinic
        Center for Persons with Disabilities – Clinical Services
        SLC VA Medical Center
        Neuropsychology Center of Utah
        Neurobehavioral Center for Growth

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 6200   Fundamentals of Neuroscience Part I
        Psy 6210   Fundamentals of Neuroscience Part II

Adult Psychology Emphasis: Contextual Behavioral Science
Primary Elective Courses:
Psy   6760   Fundamentals of Acceptance and Commitment Therapies

Applied Training Sites:
        Avalon Hills
        Anxiety Clinic
        SLC VA Medical Center

Secondary Elective Courses:
SPED   7700   Single-Subject Research Methods and Designs
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:
    Center for Persons with Disabilities Biomedical Division
    Center for Persons with Disabilities Up-to-3
    Center for Persons with Disabilities Clinical Services
    Avalon Hills

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
    Bilingual Practicum
    Bear River Head Start

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 Pat Anderson 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.

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 Pat Anderson in the department front office. Students should make a copy of all documents for their records prior to turning them in.

Comprehensive Clinical Evaluation
(policy currently under revision; the revised policy will be distributed to students after approval)

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 five 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 Director of Clinical Training (DCT) 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. If the department head sits on a clinical comp committee, then the Department Head the will not sit on any of the committees.

Objectives

1.   Demonstrate competence in coherently presenting the assessment, diagnosis, conceptualization and theoretical underpinnings, and treatment of a clinical case in writing and orally.
2.   Demonstrate competence in integrating 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. 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. 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 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. That written evaluation is used to make a recommendation to "pass" to oral defense, or "fail". 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 20-30 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. A sample outline for the presentation is available in Appendix IV. 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 DCT. Accommodations will be determined by Program faculty on a case-by-case basis.

Timelines/Deadlines for Comprehensive Examinations
Please note that the deadlines listed below are general and will be adjusted on a yearly basis if a due date falls on a weekend. Students will use Canvas for submitting all written portions of the Clinical Comp exam.

Feb 1 - March 1**:** Students must complete a clinical comp request form (email to students in January) that is submitted electronically to the DCT. The summary includes demographic information (e.g., client age, gender), dates of treatment, the case format (individual therapy, family therapy, and couples therapy), treatment location and supervisor, presenting problem, and the theoretical orientation employed in the treatment. This information will be used by the faculty to select the most appropriate faculty review committee. Once the case has been approved, the student will be enrolled in the year's Clinical Comp course in Canvas.

March 20**:** Written case evaluation must be submitted electronically to Canvas by 11:59 p.m.

April 1: Written formative feedback given to student by panel chairperson. Domains are scored but there is no formal recommendation for pass/fail.

April 10: Revisions of case evaluation must be submitted electronically to Canvas by 11:59 p.m. Along with the revised paper, students should prepare a cover letter that addresses each of the issues noted in the feedback, explaining how and where the recommendation was implemented or providing an explanation for why you did not follow a particular suggestion. The revision can be 20 pages long inclusive of tables and references.

April 20: Written summative feedback and scores are provided to the student by the panel chairperson.

Spring finals week: Oral evaluations scheduled.

In all cases, late papers will not be evaluated and students will not be allowed to move forward in the evaluation process.

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 DCT 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 three 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 DCT. 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

Students are expected to use the headings listed above in their paper. 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, strengths and weaknesses). 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 DCT to specifically address areas of concern and will vary considerably based on individual student performance.

Students must bring five copies of the Oral Case Clinical Competency Evaluation 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 DCT. 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.

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). This course is offered every spring and students are expected to take the course the spring before applying for internship. Enrollment in the seminar 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.
3. Clinical Comprehensive Exam.
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 core clinical competencies 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. Supervision (novice level required)
   k. Metacognitive skills

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)

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-defend their research document (i.e., thesis, dissertation) in line with graduate school policy.

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.

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 document by the end of Spring semester, and use the Summer semester for the next steps in the project (e.g., IRB approval, defense changes, etc.). Students who have not defended by the end of Spring semester 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.

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

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. Comprehensive examinations for students in the Combined Program include:
    a. Clinical Competency Exam
    b. Research Competency I -- Paper Presentation
    c. Research Competency II – Publishable Quality Paper
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/files/uploads/NEWPubGuide.pdf

Steps to Degree Completion

The Graduate School provides excellent information on their website for completion of degrees.
http://rgs.usu.edu/graduateschool
https://rgs.usu.edu/graduateschool/htm/degree/degreetypes
http://rgs.usu.edu/graduateschool/forms
and the current USU General Catalog's School of Graduate Studies section at
http://rgs.usu.edu/gradcatalog/.

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, Issued May 12, 2009), the "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 emotion 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, biofeedback, 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://rgs.usu.edu/gradcatalog/htm/time-limits-registration.

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. 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 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.

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[1]It should be noted that transfer credits must be revalidated if taken eight years or more prior to completion of the graduate degree program at USU.

Waiver of Program Requirements

A waiver is defined as dispensation from a non-course program requirement (e.g., oral paper presentation, grant proposal) based on a student's prior experience of judged competence.

If a student judges that certain of his/her past experiences or course work should satisfy a program requirement, he/she may request a waiver of the requirement. The program chairperson and faculty, and the Department Head will be responsible for approving such a waiver. The student will be required to show appropriate evidence of competence in the required area before such a waiver is granted. No credit will be given in the case of a waiver; required credit hours will be filled with another class or classes.

Course Challenges

A course challenge is defined as the process by which credit is earned by a special examination in lieu of taking a course as a regularly enrolled student in a class.

Challenging graduate courses approved for a student's graduate course of study is not permitted by Graduate School policy (see University General Catalog). If a student desires to challenge an undergraduate core requirement course (Psy 1010, 1100, 1400, 2800, 5100), he/she should first obtain the appropriate form from the Records Office, pay a fee, and complete the examination procedure required by the Psychology Department.

No credit hours will be awarded for undergraduate courses challenged by graduate students.

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.

E-mail

Each graduate student should inform the department of e-mail address changes, listed in the current Psychology Graduate Student Telephone Directory, as much information is conveyed this way. 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. Most student work spaces are 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 professional development. 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 domains (which parallel the students' self-evaluation form):

- Research skills
- Research involvement and progress
- Clinical competence
- Integrating theory, research, and practice
- Respecting cultural and individual differences
- Professional identity as a psychologist
- Developing a specialty area
- Professional behavior
- Collaborating with other professionals
- Receiving and implementing feedback
- Classroom behavior
- Responding effectively to legal and ethical dilemmas
- Interpersonal skill

- Overall academic performance

Students are evaluated with reference to their professional development and progress is indicated by a rating of "1" -- Behind schedule or below expectations, "2" -- On schedule or meeting expectations, or "3" -- Ahead of schedule or above expectations. 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 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 during the first year at USU. Students need to be familiar with the contents required in the binder and begin building the binder 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 will become available over time. This binder will be completed in its entirety at the time of program completion.

Structure: Each student will organize his/her binder in a professional manner. The structure of the binder follows the Combined Program aims and competencies. As such, binders are expected to have 8 tabs/sections/folders and include the relevant information in each section as outlined in these guidelines. By the time the student is ready to apply for internship most items identified in the binder instructions disseminated to students each year should be present in the binder.

Content: Content is dictated by the aims and competencies of the program and includes the following sections:

INTRODUCTORY INFORMATION: Students should provide a current CV and a copy of their transcript

TAB 1: RESEARCH: The materials in this section should provide evidence of competencies 1a, 1b, 1c, 2a, and 2b.

TAB 2: APPLIED PRACTICE: The materials in this section should provide evidence of competencies 3a, 3b, 3c, 3d, 3e, 4a, and 4b.

TAB 3: ADHERENCE TO HEALTH SERVICE PSYCHOLOGY MODEL: The materials in this section should provide evidence of competencies 5a, 5b, and 5c.

TAB 4: DIVERSITY: The materials in this section should provide evidence of competencies 6a, 7a, 7b, and 7c.

TAB 5: PROFESSIONAL IDENTITY: The materials in this section should provide evidence of competencies 8a, 8b, 9a, 9b, 10a, and 10b.

TAB 6: PROFESSIONALISM: The materials in this section should provide evidence of competencies 11a, 11b, and 11c. Objectives 12 and 13 are met post-graduation. Please read it, know it, and engage in it!

TAB 7: INTERNSHIP READINESS: This section gathers the materials not included in other sections that are necessary to determine internship readiness.

TAB 8: OTHER PROGRAM MATERIALS: This section gathers the materials not included in other sections of the binder, and that are necessary to track progress toward completion of the doctoral degree (e.g., yearly self-evaluation, annual evaluation letters from program).

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 EAPS), 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." (current 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* http://www.usu.edu/studentservices/studentcode/

1. All dismissal recommendations will be made by the program faculty as a committee. 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 (Combined or EAPS Program), 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. If faculty do not vote to uphold the dismissal recommendation, specific steps within the faculty will be taken in line with the approved Dismissal Policy prior to communication with the student.
4. The student will be informed in writing by the program chair and/or department head of the specific reason(s) (from those listed above) for the dismissal decision.
5. 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 the other 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.

6. Per university policies, the dismissed student retains the right to appeal the dismissal. If the student wishes to appeal the dismissal, 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 http://www.usu.edu/studentservices/studentcode/article7.cfm

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 http://www.usu.edu/studentservices/studentcode/.   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.   The available support and the requirements and deadlines varies from year to year and the Psychology Department cannot guarantee a specific level of funding for students across the duration of their graduate training. Students can expect that available monies, deadlines, and policies will change. For the current policy, please see the graduate school website at http://rgs.usu.edu/graduateschool/htm/finances

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.

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/

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:

Degree Completion Forms
    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) email forms to pat.c.anderson@usu.edu (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

Clinical Competency Written Summary Evaluation Scale

Passing scores					Scores requiring remediation				
100	**90**	**80**	**70**	**60**	**50**	**40**	**30**	**20**	**10**
Outstanding; well beyond expectations		Beyond expectations		Satisfactory; Meets expectations	Requires minor remediation		Lacking fundamental content; requires remediation	Requires extensive remediation	Not addressed

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

Possible anchors for clinical comps:

100	Outstanding; well beyond expectations	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
90		
80	Beyond expectations	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
70		
60	Satisfactory; Meets expectations	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

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		
30		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 present's 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
20		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
10		

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.

Conceptual Presentation	1 Poor	2 Below average	3 Average	4 Above average	5 Outstanding
EBP – empirical support	[ ]	[ ]	[ ]	[ ]	[ ]
EBP- Theory	[ ]	[ ]	[ ]	[ ]	[ ]
EBP - Diversity					
Relevant history and presenting problem	[ ]	[ ]	[ ]	[ ]	[ ]
Assessment	[ ]	[ ]	[ ]	[ ]	[ ]
Differential diagnosis, diagnosis	[ ]	[ ]	[ ]	[ ]	[ ]
Conceptualization, goals course of tx	[ ]	[ ]	[ ]	[ ]	[ ]
Evaluation of treatment outcomes and disposition	[ ]	[ ]	[ ]	[ ]	[ ]
Ethics	[ ]	[ ]	[ ]	[ ]	[ ]
Other: Case Specific	[ ]	[ ]	[ ]	[ ]	[ ]

Integration	Poor	Below average	Average	Above average	Outstanding
Reflective practice	[ ]	[ ]	[ ]	[ ]	[ ]
Thoughtfulness/depth of case evaluation	[ ]	[ ]	[ ]	[ ]	[ ]

Presentation	Poor	Below average	Average	Above average	Outstanding
Use of time: Relevance and conciseness	[ ]	[ ]	[ ]	[ ]	[ ]
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

Appendix III

Ethical Principles of Psychologists and Code of Conduct 2010 Amendments

Table of Contents

The previous (1992) Ethics Code was no longer effective as of June 1, 2003.
Effective date June 1, 2010.

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See insert in back of handbook or see http://www.apa.org/ethics/code/index.aspx