

2022-2023 PROGRAM GUIDE

PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY

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Introduction

Overview of the Program

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

The Program at Indiana State University is APA-accredited¹ and designed to prepare clinical psychologists to offer a variety of professional services in psychological treatment, assessment, consultation, and administration. The Program follows the scientifically based practitioner model of training (practitioner-scientist model) and the curriculum and other training experiences are designed to promote the following aims:

Program Aims

- Aim 1: To prepare students that are well grounded in the science of psychology and committed to life-long learning and application of knowledge.
- Aim 2: To provide students with the skills and knowledge necessary to become competent and effective psychologists with appreciation and respect for the significant impact of cultural and individual differences in all aspects of practice and inquiry.
- Aim 3: To prepare ethical and responsible psychologists who are able to work collaboratively with other professionals and promote social justice, equity, and inclusion for individuals and communities.

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

In meeting the above aims, the Psy.D. Program documents that students develop graduate-level competencies which is required for programs accredited by the American Psychological Association's Commission on Accreditation (CoA). Program goals and objectives, based on APA Profession-Wide Competencies, can be found in Appendix A.

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

The Doctor of Psychology Program typically involves five years of study, including four years of academic preparation and one year of internship. Requirements for the degree include successful completion of 100 credit hours of coursework in core clinical and basic psychology (i.e., Discipline Specific Knowledge) and the clinical internship. Clinical experience is obtained through practica in the ISU Psychology Clinic, third and fourth year external clinical practica, and the fifth year internship. Students must also complete an in-depth Case Study Report as a culminating experience during the 3rd year and pass an oral preliminary examination in the fall of the 4th year. A dissertation and oral defense of the project must also be completed. A master's degree is granted after two years of study, completion of required courses, and demonstration of basic proficiency in a specified set of clinical and research skills.

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

Admission to the Program

The Psy.D. Program admits 6-8 students per year based on GPA (3.0 or higher on a 4.0 scale), letters of recommendation, personal statements and interviews. The program also considers GRE scores and prefers that applicants score above 150 on both the Verbal and Quantitative portions, and achieve a writing score of 4.0, or above. Applicants with GRE scores below the preferred cutoff (i.e., 140 on Verbal or Quantitative, 3.5 Writing) who otherwise have a strong application, will be considered for admission.

Prerequisite coursework includes a minimum of 24 credit hours of undergraduate psychology at an accredited university or college with courses in abnormal psychology, research methods or experimental psychology, and statistics. In addition, it is preferred that students have taken courses in learning or cognition and personality. For students who have taken nine or more graduate credit hours in psychology, a GPA of 3.5 or higher on a 4.0 scale is expected.

Transfer Credit

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

Requests for transfer of credit should be initiated early in the student's program. The student should inform the Director of Clinical Training (DCT) and their advisor of the intent to request transfer credit and provide a copy of the syllabus (which includes information regarding text and/or reading) and grade obtained. The DCT will request evaluation of the student's petition by the instructor of a similar course at Indiana State University. The Application for the Transfer of Graduate Credit from Other Institutions form is available on the CGPS website (<http://www.indstate.edu/graduate/>). The form is completed by the student, signed by the student's advisor and the DCT, and forwarded to the CGPS for approval by the Dean. A copy of the form is retained by the Program.

Assistantships and Fee Waivers

Most students in the Psy.D. Program are offered assistantships and/or fee waivers. Fee waivers (designated as "Tuition Fellowships" by the CGPS) cover a portion of out-of-state or in-state tuition (except for building fees) during the academic year. For the past few years, students have received 9-18 hours of tuition waivers (i.e., 4/5-9 hours per semester for the fall and spring semesters). The number of hours covered may vary depending on the availability of scholarship hours in a particular year. Additional fee waivers *may* be available for summer courses. The Department of Psychology makes every effort to distribute the scholarship hours in a manner that covers much of the standard course load for the students throughout the program (first through fifth year). Full tuition must be paid for courses that are not covered by fee waivers.

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

graduate course may be asked to serve as a TA in that course the following year. Students who have taught PSY 101 may be asked to teach another course the following year.

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

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

According to CGPS policy, assistantships or fee waivers may be withdrawn for students who are placed on academic probation or fail to maintain the minimum cumulative graduate grade point average of 3.0 required for continued enrollment in graduate school. A minimum of nine hours of graduate course work must be taken each semester or a minimum of 3 credit hours to be eligible for an assistantship during the summer. For CGPS policies on fee waivers and assistantships see the Graduate Catalog (<https://catalog.indstate.edu/index.php>) and the CGPS website: <http://www.indstate.edu/graduate/>.

Indiana Residency

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

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

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

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

External Practicum

Students complete external clinical practica in the community during the third and fourth years in the program. While the majority of practicum positions are unpaid, there are a few paid practicum positions. The policies for practicum are covered in Chapter 7 of this Program Guide. In some cases, students are paid by the agencies in which they are placed. In some instances, the placement site pays the University and the student is paid through an assistantship for their placement. Some placements are very good training sites but do not offer a stipend (e.g., placements in Veteran's Administration hospitals).

Student Evaluations

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

Each student in the first four years of the Program is evaluated each semester by the faculty in a number of areas including academic performance, clinical performance (assessment, therapy, supervision, professionalism), individual and cultural diversity, research skills, and assistantship duties (see Appendix C). The evaluation process is initiated by the Director of Clinical Training, who distributes an evaluation form (via Qualtrics) to all Department Faculty. Faculty rate students on a four-point scale (exceeds expectations, meets expectations, needs some attention, weakness). For items assessing clinical skills, students are evaluated based on their level of training using the following 5-point scale: exceptional level of competence; above expected level of competence for level of training; progressing well, meets expectations for level of training; some basic skills, needs improvement; significant improvement needed. Summary data are then compiled and comments provided for those areas rated as needing attention or as a weakness. Clinical faculty meet at the end of each semester to discuss student evaluations and written commentaries addressing strengths, weaknesses, and recommendations (if relevant) are formulated.

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

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

Remediation and Probation

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

Self-Evaluation

Students on campus (1st through 4th year) are asked to complete a self-evaluation of their training progress at the end of the academic year (see Appendix D). The purpose is to help students plan their course of study and training and also to engage in self-reflection in regard to writing and presentation skills, interpersonal skills and professionalism, clinical skills, professional development, community service involvement, and experience in working with diverse groups. Students are encouraged to begin thinking about their professional development and career goals early in the program (i.e., end of first year) so that they can make informed decisions about elective courses, training experiences and internships that would facilitate their goals.

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

The self-evaluation is completed by the student and reviewed with your Committee Chairperson

(or Clinical Advisor if your Chairperson is not a clinical faculty member). The last page of the self-evaluation includes signature lines for the student and advisor. After meeting with the advisor to discuss the self-evaluation and career goals, the student or their advisor should send a copy of the self-evaluation to the graduate administrative assistant who will send to advisor, student, and DCT for electronic signatures. A copy of the Student Self-Evaluation Form can be found in Appendix D. The Schedule of Study form for the Psy.D. degree is in Appendix F.

Professional Development

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

In order to demonstrate skills in professional presentation, students are required to present at a local, regional or national conference (either research or clinical presentation that includes data) at least once prior to the internship year. Students can apply for funding to assist with travel to conference through the Graduate Research Fund, psychology department funds, and the Michael J. Murphy Travel Scholarship (up to \$200). The professional presentation requirement will be monitored through the report of research activities on the student self-evaluation form.

Attendance Policy

Students are expected to attend classes, supervision sessions (individual and group), and clinical sessions, and to be on time, except in unusual circumstances. In that case, the student must notify the instructor or supervisor in advance, or as soon as is reasonably possible. Unexcused absences or repeated lateness are grounds for receiving a lower grade for class or practicum. These policies also apply to external practicum. Starting in the fall of 2022, 1st through 3rd year students are expected to attend all Clients & Science presentations, which are scheduled once a month on the third Thursday of the month from 11am to noon.

Self-Care

Graduate training in clinical psychology can be very demanding. Students in the Psy.D. Program face a number of challenges including high workload, multiple roles (e.g., student, teaching assistant, therapist), performance anxiety, and frequent evaluations. Students may also face challenges in their personal lives that can contribute to overall stress. Although there may be a perception that seeking counseling or other assistance is a sign of weakness, the opposite is true. Taking care of yourself is a key aspect of your professional development. One option for counseling services is the ISU Student Counseling Center, located on the 2nd floor of Gillum Hall on campus. The first three appointments are free. Students who are seen 4-6 sessions will be

charged \$30. Students who use 7 sessions or more will be charged an additional \$30. (As of 7/1/22) Recommendations for other providers, including providers in Indiana that provide telehealth services, are included in the Graduate Student Resource Guide (posted on the program website). Self-care issues are an appropriate topic to discuss with your advisor as well as your clinical supervisor. However, students should be aware that supervisors cannot guarantee confidentiality of information gained during advising or supervision if it is relevant to your overall progress in the program. Students are encouraged to talk with their faculty advisor as well as upper level students in the program for guidance on professional development issues, such as how to juggle multiple roles, time management, etc. Issues related to self-care are also addressed in several core clinical courses (PSY 665, PSY 690J, PSY 696).

Social Media Recommendations

In an increasingly technology connected world, students are encouraged to be mindful of your online presence and social media use including social networking, blogs, listservs and email correspondence. It is not the Program's intent to interfere in your personal life or limit your ability to enjoy the benefits of social media and other online activities. Rather the Psy.D. Program has developed recommendations concerning the use of social media and online activities (see Appendix G) to encourage mindfulness of the implications of your online activity and to protect your professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws (i.e., misrepresentation of credentials, revealing confidential client information), such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program.

Grievance Policy and Procedures

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

Indiana State University is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, religion, pregnancy, genetic information, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any form of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to The Office of Equal Opportunity &

Title IX: 812-237-8954 or by submitting an online report at :
https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout_id=10.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to The Office of Equal Opportunity & Title IX. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to report to the Title IX Coordinator: · ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2nd Floor · Women's Resource Center/Victim Advocate: 812-243-7272; HMSU 816. For more information about discrimination and the support resources available to you through The Office of Equal Opportunity & Title IX, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Associate Vice President for Inclusive Excellence or the Director of Equal Opportunity/Title IX Coordinator; 812-237-8954; Rankin Hall 426; ISUequalopportunity-titleix@indstate.edu.

Program Ombudsperson. Starting in the fall of 2022, students in the Psy.D. program will have the option of consulting with the Program Ombudsperson. The Program Ombudsperson is currently, Dr. Virgil Sheets who is an experimental faculty member and past chair of the psychology department. The purpose of having a Program Ombudsperson is to provide opportunity for students to consult with a non-clinical faculty member who is not directly involved in evaluation of that student. Although Dr. Sheets teaches a course required for the Psy.D. program (Social Psychology) and serves as a member of several dissertation committees, he does not have any day to day role in the Psy.D. program and is minimally involved in evaluation of Psy.D. students.

The primary role of the Program Ombudsperson is to provide support and guidance for Psy.D. students who may be navigating a concern or complaint that involves one of the clinical faculty members and/or a concern that the student does not feel comfortable discussing with any of the clinical faculty members. The Program Ombudsperson will provide support through:

- Confidentially discussing the issue with the student
- Listening to concerns, clarifying issues, and proposing a range of options for resolution
- Providing information about University and department policies, procedures, practices, and resources and assisting the student in reviewing the Program Guide to explore program policies and procedures that may apply.
- Helping the student to identify the best course of action in their specific situation.

It is not the Program Ombudsperson's role to intervene on behalf of the student. In rare cases the Program Ombudsperson may agree to accompany the student when meeting with the DCT, Department Chairperson, or other clinical faculty member to provide support. However, in most cases, the Program Ombudsperson's role will be to consult with the student about their best course of action.

Informal Complaint Resolution

A. General Complaints or Concerns

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

1. Ask to meet with the individual to discuss your concerns. If your concern or complaint involves a faculty member, you may want to set up an appointment to ensure you have dedicated time and attention. State as clearly as possible what your concern or complaint is and what action or change you are requesting.
2. Talk with your advisor, the Director of Clinical Training, or the Department Chair to ask for assistance in resolving the situation (i.e., by providing support, potentially scheduling a joint meeting with the student and other individual, or meeting with other individual on behalf of the student).
3. Send an email to the individual involved explaining the concern or complaint and the action or change being requested. If initiating discussion via email, it is suggested that you also propose the option of meeting in person to further discuss the situation.
4. Consider consulting with either the Psy.D. Program Ombudsperson (see section above) or ISU's student ombudsman. See <https://www.indstate.edu/student-affairs/services/ombuds> for more info

B. Complaints or Concerns Associated with Possible Discrimination or Harassment

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

Formal Grievance Procedure

If informal procedures are not effective in resolving a concern, or if the issue involves a more

serious violation, students may wish to initiate a formal grievance by following the steps below. It is generally expected that the focus of the complaint will involve a situation that has occurred within one year of the time that the written complaint is filed.

In the event that the complaint involves the DCT, their role in the grievance process shall be filled by the Clinic Director. In the event that the complaint involves the Chair of the Psychology Department, their role in the grievance process shall be filled by the Coordinator of the Master's (in Psychology) program.

Step 1a. To initiate formal procedures, the complainant submits a written complaint with a complete and concise statement of the facts (as perceived by him or her) to the Director of Clinical Training (DCT). The complainant must state in the written complaint: (1) that a grievance is being initiated, (2) the nature of the complaint, (3) the desired outcome and (4) the name of a faculty person to sit on the Grievance Committee. The DCT attempts to resolve the issue by meeting with each party.

Step 1b: If there is a failure to resolve the issue in a manner acceptable to both parties, the DCT or their representative asks the faculty member involved in the grievance to select a faculty member to sit on the Grievance Committee and directs the two committee members to arrange a meeting. At that meeting the two members select a third member to complete the Grievance Committee. The three representatives meet with those involved to resolve the grievance and render a decision in writing within five working days.

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

Step 3. If the grievant is not satisfied with the findings in Step II, the student may appeal to the Dean of the College of Graduate and Professional Studies (CGPS).

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

Diversity Statement

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

Diversity Policy

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

Cohort Representative

At the beginning of each academic year, each individual cohort will elect a cohort representative. The cohort representative serves as a liaison between the students within the cohort and the Director of Clinical Training. If cohort members have program concerns, questions, or suggestions, the cohort representative can bring these matters to the Director of Clinical Training at any time or during the cohort representative meeting, occurring at least once per semester. The cohort representative will also be responsible for soliciting and summarizing feedback from the cohort to convey to the DCT, usually upon request from the DCT via email. For example, the DCT will solicit feedback from the 1st and 2nd year cohorts regarding elective preferences when planning classes for the next academic year. It is up to the cohort if they elect a new representative each year, or if the same individual serves in the role across the four years that the cohort is on campus.

Progress Through The Program

Program Requirements

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

Advisement

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

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

There are limits on the number of Committees on which a faculty member can serve (4 per cohort) and the number they may serve as Dissertation Chair (2 per cohort). Therefore, it is

important to select a Dissertation Chair early in the student's program. In order to facilitate the selection of a Dissertation Chair, students have the opportunity to be exposed to the research interests of the faculty in their first year by attending faculty research meetings and/or serving on a faculty member's research team.

Course Loads

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

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

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

<https://catalog.indstate.edu/content.php?catoid=51&navoid=1879>

Time to Completion

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

decision to take an additional year (i.e., apply for internship in the fall of the 5th year rather than fall of 4th year), may elect to complete a practicum position out of town or even out of state, assuming all required coursework has been completed during the 4th year. Note that CGPS requires that students complete all degree requirements within 9 years. Students who do not graduate within nine years may be required to submit course validation proposals for any out-of-date courses (i.e., those taken more than 9 years ago).

Doctoral Committee

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

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

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

Master's Degree

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

Documentation is given to the Graduate administrative assistant who maintains a file for each student. The portfolios containing the documentation for the research and the clinical

proficiencies are reviewed by the student's Committee Chairperson (or Advisor if the Chairperson is not a member of the Clinical Faculty). The Chairperson (or Advisor) and DCT sign off/approve of the portfolio as well as the completed Program of Study for the M.S.

If a student enters the program with a master's degree, they are not required to obtain a second master's degree through ISU. However, it should be noted that all students are required to demonstrate basic proficiency in the clinical skills areas regardless of whether they seek the master's degree. A portfolio demonstrating proficiency for the clinical skills must be completed prior to starting an external practicum position. See Chapter 5 for more specific information on the requirements for the master's degree. Appendix I contains the documentation forms for the skill areas for the master's degree and the approval form for the master's degree portfolio. The form can be also obtained from the graduate administrative assistant. Students must apply online (through the MyISU portal) for the master's degree by the deadlines specified by the CGPS (March 1st for May graduation, June 1st for August graduation, October 1st for December graduation). Students are also asked to complete the Program of Study (Schedule of Study) form for the MS degree (see Appendix F). The completed portfolio and Program of Study form for the MS degree should be submitted electronically to the graduate administrative assistant.

Program Planning

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

Case Study Report

The Case Study Report is completed during the 3rd year of the program and is intended to demonstrate the student's ability to link theory, research, and clinical practice. Students write the Case Study Report based on an ISU Psychology Clinic client using an outline (See Appendix S). Generally students consult with their clinical supervisor in the fall of the 3rd year and start with a new client for the Case Study Report. It is possible to develop the Case Study Report based on a client that started in the summer prior to the 3rd year, however students may not base the Case Study Report on a client seen during the 2nd year of the program, since the purpose of the Case Study Report is to demonstrate student's advanced skills in assessment, differential diagnosis, case conceptualization, treatment planning and intervention. The Case Study Report must be approved by two clinical faculty members (generally clinical faculty members on the student's dissertation committee) before the student is eligible to sit for the oral preliminary exam. Students must

successfully complete both the Case Study Report and the Oral Preliminary Exam to enter into doctoral candidacy and to be eligible to apply for internship.

Oral Preliminary Examination

Following successful completion of the Case Study Report, students complete an oral preliminary exam, usually in the fall of the 4th year, which consists of responding to an assessment and an ethical case study. Student must pass both the Case Study Report and the oral preliminary exam to enter into doctoral candidacy and to be eligible for applying for internship in the fall of the 4th year.

The procedure for the oral preliminary exam is described in Chapter 6 of this guide.

Admission to Doctoral Candidacy

Admission to doctoral candidacy requires successful completion of the Case Study Report and the oral preliminary exam.. The DCT notifies the student when the Case Study Report is successfully passed and the student's Clinical Advisor submits a report indicating successful completion of the oral preliminary exam. The form documenting successful completion of the oral preliminary exam is submitted to the College of Graduate and Professional Studies (CGPS) which prompts admission to doctoral candidacy.

External Practicum

Students must be approved by the clinical faculty to be eligible to apply for their first external practicum position. Students are generally approved in the spring of the 2nd year to start their first external practicum position in the summer or fall of the 3rd year. The practica, which may be paid or unpaid, are in clinical settings approved by the Clinical Faculty. Students complete approximately 500 hours of supervised clinical work at external practica, of which 50-75% are direct contact hours. Students work under appropriate supervision a maximum of 16 hours a week (third year students) and 16-20 hours a week (fourth year students). The Practicum Training Agreement (see Appendix K) specifies the work that will be required by the student and serves as a contract between the student, the DCT, and the practicum site. The activities of the student at the practicum, as well as the student's clinical work on practicum in the Psychology Clinic, should be recorded through Time2Track (or other tracking program approved by the DCT). Students are expected to document their clinical activities in the ISU Psychology Clinic and at the external practicum each week. Supervisors are asked to confirm total intervention and assessment hours at the end of each semester on the Placement Progress Report. See Chapter 7 for more detailed information on clinical placements.

Dissertation

Students must defend their dissertation proposal prior to applying for internship (typically in the

fall of the 4th year). Although students must wait until they have entered doctoral candidacy to have the Proposal officially submitted to the CGPS, it is in the student's best interest to complete and defend the proposal in the spring or summer of the third year to allow sufficient time to implement the research project prior to leaving for internship. The student must obtain approval of their Committee prior to submitting an application to the University Institutional Review Board (IRB) to collect data associated with the Dissertation (pilot data or project data). Once defended, the proposal and the proposal approval form signed by the Committee and the Department Chairperson are submitted to the College of Arts and Sciences and then forwarded to the CGPS. It is the responsibility of student's dissertation chair to ensure that IRB approval is obtained prior to any data collection. Students are encouraged to keep a personal copy of all letters and forms.

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

Clinical Internship

Most students are able to successfully complete program requirements in four years and leave for internship in the fifth year. Most internship application deadlines are in late October or early November, and matches are made in February. The student's advisor/chair and the DCT must approve internships that students apply to as well as the final ranking before submitted to APPIC. Chapter 9 provides additional details about internship.

As noted above, the Dissertation Proposal must be approved by the student's committee by October 4th to be eligible to apply for internship that year. In addition, students need to have a minimum of 500 direct contact hours that includes at least 50 hours of assessment by October 4th to be eligible to apply for internship that year.

Graduation

In order to graduate the student must complete all requirements for the program including internship. Since internships are a full year and typically go through the summer, students are not eligible to graduate until August (if internship ends by early August) or December (if internship ends later in August). Students must apply online (via MyISU portal) for graduation by the date specified on the CGPS webpage (March 1st for May, June 1st for August graduation, October 1st for December graduation). It is essential that students apply online for graduation as failure to do so will result in not graduating that semester even though all program requirements are completed. Further, if a student does not complete the requirements to graduate during the semester listed on the application to graduate, they must submit a new

application for graduation with the future graduation term. The graduation application can be found in the MyISU Portal under the "Student Records" link.

To be eligible for graduation the student must:

- ❖ Complete all general requirements.
- ❖ Complete a minimum of 100 credit hours of graduate coursework, with a grade point average of at least 3.5.
- ❖ Successfully complete Case Study Report and oral preliminary exam.
- ❖ Complete the Dissertation and defend it in an oral examination.
- ❖ Complete and submit all required forms (i.e., Dissertation Committee form, Approval of Proposal form, Approval of Dissertation form)
- ❖ Submit the Dissertation to the College of Arts and Sciences and the CGPS for format review.
- ❖ Receive final approval that the document conforms to CGPS requirements and complete the electronic submission process.
- ❖ Complete a departmentally approved clinical internship of at least 1800 hours.
- ❖ Be enrolled the semester the student plans to graduate and have maintained continuous enrollment.

Students who are graduating in the summer (i.e., August) are not required to register if their dissertation is defended, completed and the final copy submitted to the CGPS by the May deadlines (i.e., student has completed all requirements except completion of Internship). Students who do not submit the final copy of the dissertation by the May deadline must register for at least 1 credit of Psy 799 during the summer to be eligible to graduate in August.

Additional information on graduation requirements can be found in Chapter 10. Guidelines summarizing requirements for each year in the program can be found in Appendix M.

Time Limitations

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

Leave of Absence

Some students may wish to take a leave of absence at some point in the program. This option should be discussed with the student's advisor or Committee Chairperson. If interested in taking a leave, students must submit a request that includes an explanation of why the student is requesting the leave to the DCT. Generally, students who do not enroll and receive graduate

credit for work at Indiana State University for a period of two consecutive years will have canceled their admission. If this occurs, and a student wishes to complete the Psy.D. Degree, a new application for admission must be submitted. As part of the conditions of acceptance, students may be required to repeat coursework or other requirements (e.g., oral preliminary exam)

Curriculum

Course Requirements of the Program

The Psy.D. Program in Clinical Psychology requires 100 credit hours including the clinical internship. The 100 hours are distributed as follows: Psychology Core (27 credit hours), Clinical/Professional Core (46 credit hours), electives (15 credit hours), and dissertation (12 credit hours). A grade of B- or better must be earned in all required courses. Any required course in which a grade lower than a B- is received must be repeated and any elective course in which a grade lower than a B- is received cannot be counted toward the 100 hours required for graduation. Instructors strive to provide feedback on student performance throughout the semester and to give students notice and suggest tactics for improved performance if a student is at risk of earning a final grade below a B-. Students who receive two grades of C+ or lower will be expelled from the Program. In addition, any student who receives a grade of F will be expelled from the Program.

The Psychology Core (27 Credit Hours)

Students are expected to acquire and demonstrate a general knowledge base in the field of psychology that will serve as a foundation for further training as a doctoral level health service provider. The required courses are intended to provide graduate level knowledge in history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research. Course descriptions are available on-line in the *Graduate Catalog*: <http://catalog.indstate.edu/index.php>.

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

Psychology Core (Discipline Specific Knowledge):

•Biological Aspects of Behavior

Psy 608 – Biological Bases of Emotion and Cognitive Processes(3 credit hours)

Psy 658 - Psychopharmacology (3 credit hours)

•Affective Aspects of Behavior

Psy 608 – Biological Bases of Emotion and Cognitive Processes(3 credit hours)

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

•Cognitive Aspects of Behavior

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

- **Social Aspects of Behavior**

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

- **Development Aspects of Behavior**

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

- **Advanced Integrate Knowledge**

Psy 608 – Biological Bases of Emotion and Cognitive Processes(3 credit hours)

- **Research Methods and Statistical Analysis**

Psy 602 – Research Methods (3 credit hrs)

Psy 604 - Advanced Statistics (3 credit hours)

Psy 680 - Clinical Research (3 credit hours)

- **Psychometrics**

Psy 602 – Research Methods (3 credit hrs)

- **History and Systems of Psychology**

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

The Clinical / Professional Core (46 hours)

The clinical/professional curriculum is made up of 30 credit hours of clinical coursework, 11 credit hours of practicum (Psy 696), 4 hours of external practicum (Psy 796) and one credit taken during the Internship year (Psy 784).

Clinical/Professional Core (46 hours)

Psy 627 - Culture and Diversity in Clinical Psychology (3 credit hours)

Psy 650 - Cognitive-Behavior Therapy (3 credit hours)

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

Psy 664 - Cognitive Assessment (3 credit hours)

Psy 665 - Foundations of Personality and Psychotherapy (3 credit hours)

Psy 666 - Personality Assessment (3 credit hours)

Psy 668 - Advanced Psychopathology (3 credit hours)

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

Psy 676 - Advanced Intervention (3 credit hours)

Psy 690J- Seminar: Psychological Sciences/ Professional Development (1 credit hour)

Psy 780 - Advanced Professional Development (2 credit hours)

Psy 796 - External Clinical Practicum (4 credits)

Psy 784 - Clinical Internship (1 credit)

Psy 696 - Clinical Practicum (11 credit hours minimum)

Clinical Practicum (Psy 696: 11 credit hours)

Eleven credit hours of practicum (PSY 696) are required for graduation. Practicum is taken during the first three years on campus. Students enroll in 1 credit of 696 in the fall semester of the 1st year, associated with the Cognitive Ability course and one semester in the spring semester, associated with the CBT course. Practicum during the second and third year is associated with practicum teams providing clinical services in the Psychology Clinic. Second and third year students enroll in 2 credits of 696 in the fall and spring, and 1 credit of practicum during the summer.

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

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

As noted in Chapter 1, the program's commitment to train psychologists to work with effectively with diverse clients is integral to the training program and psychology's commitment to provide culturally responsive psychological services to all members of the public. Diversity related content is infused across the Clinical/Professional core, with a specific focus on cultural humility, increasing awareness of systemic racism and its impact, and interventions to promote anti-racism. Students are asked to reflect and report on experience they have gained in working with diverse clients and plans to expand experience in working with diverse clients (if appropriate) in the self-evaluation completed at the end of each academic year. Student clinicians are expected to maintain awareness of personal values and beliefs that may impact delivery of services and to discuss diversity related issues with supervisors. Differences between the clinician and client as well as between the clinician and supervisor are issues that may need to be addressed within the context of the therapeutic relationship.

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

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

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

semesters and 1 credit in the summer.

It is expected that third year students will assume increased clinical responsibilities including number and difficulty level of cases. Generally, third year students are expected to carry four cases. Because caseload may vary due to many different circumstances, third year students are expected to have an average of three hours of client contact per week, and a minimum of 35 contact hours per semester in order to receive a grade for practicum. Third year students are also expected to complete a minimum of two psychological evaluations per semester in order to receive a grade. It should be noted that these are the minimum expectations; however, carrying a fuller caseload and completing more evaluations enhances one's competitiveness for internship. Students are provided with mid-semester feedback on their performance and cumulative contact hours by their supervisor, and those with minimal hours (i.e., less than 35 hours) will be provided with additional clinical experience opportunities. Third year students should continue with their caseload during the summer, and pick up short-term cases in the spring and early summer if their caseload is low. Third year students enroll in 2 credits of PSY 696 during the fall and spring semesters, and 1 credit in the summer. Cases should not be transferred until the beginning of the fall semester, when second year students are available to pick up clients. Decisions about transfer of cases are made by the Clinic Director in consultation with faculty supervisors, not by the student therapist. In addition to seeing clients in the ISU Psychology Clinic, 3rd year students who are approved by the clinical faculty gain additional clinical experience by completing an external practicum position (and enroll for 1 credit of Psy 796: External Practicum). Details about the policy and procedures of the External Clinical Practicum are described in Chapter 7 of this guide

Fourth year students gain clinical experience through an approved clinical placement and enroll in external clinical practicum (PSY 796) credit. Fourth year students also enroll in 1 credit of Psy 780 Advanced Professional Development in fall and spring. This time is used for professional development (i.e., internship applications) as well as discussion of cases on external practicum in order to better integrate practicum experiences with the program's clinical training. On rare occasion, fourth year students may elect to continue seeing clients at the Clinic under special circumstances depending on their training needs, but must arrange for supervision by a Clinical Faculty member. Fourth year students seeing clients in the Clinic do not need to attend group supervision.

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

External Practicum (Psy 796; 4 hours)

In addition to 11 credit hours of Psy 696 practicum, students are required to complete 4 credits of external practicum (1 credit each semester). External practicum experience qualifying for credit is defined as experience supervised by licensed psychologists in the community which is conducted at a practicum site approved by the Clinical Faculty. The primary objective of the external practicum is to provide doctoral students with the opportunity to integrate academic training and clinical experience in applied settings.

Student generally complete the four semesters of external practicum during the 3rd and 4th year of the program and register for 1 credit of Psy 796 External Practicum each semester

they are on practicum. Details about the policy and procedures of the External Clinical Practicum are described in Chapter 7 of this guide.

Internship (1 credit)

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

Electives (15 hours)

Students may select from numerous possible elective courses within and outside the Department to complete the 15 elective credits needed for graduation. Students typically have room to take at least one elective per year in the 2nd-4th years of the program and there is occasionally the opportunity to take an elective in the summer. Students are encouraged to enroll for 2-3 credits of Independent study in the fall of the 3rd year when working on the dissertation proposal. Independent study is considered an elective course. The Program maintains a schedule of likely elective offerings in the department in the upcoming years.

Dissertation (12 hours)

Students must complete 12 credit hours of PSY 799, Dissertation. Students cannot enroll for 799 credits until they enter doctoral candidacy (i.e., after successful completion of the oral preliminary exam) which is typically the spring semester of the 4th year. After the required 12 credit hours of PSY 799 have been met, students are required to maintain continuous enrollment each semester until they finish the Dissertation and graduate (with the exception of summer). This can be done by registering for 1 hour of PSY 799 each semester. Students who do not complete and submit their final dissertation by the May graduation deadline, must enroll for 1- credit of Psy 799 during the summer in order to be eligible to graduate in August. Students need not enroll in summer even if they plan to graduate in August, if their final dissertation has been completed and uploaded by the May graduation deadline. The reader is directed to Chapter 8 of this guide for a more detailed description of the Dissertation.

Sequence of Courses

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

Selection of the Doctoral Committee

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

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

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

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

As the Dissertation Chairperson and other members of the Doctoral Committee are selected, students should notify the graduate administrative assistant who will send the "Approval of Dissertation Committee" to committee members and the Department Chairperson to be signed electronically. The form will then be sent to the Dean of the CGPS for final approval. Students will be provided with a copy of the signed document.

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

The Masters of Science (MS) degree is conferred on students in the Psy.D. Program to recognize that they have acquired the basic research and practice skills necessary to function under supervision. The MS degree is a requirement of the Psy.D. Program for students who do not enter the program with a master's degree. Students who do enter with a Master's degree must still demonstrate basic proficiency in the clinical skills as specified below. Students must complete the MS degree requirements (or portfolio demonstrating clinical skills for those that enter with a Master's degree) before starting an external practicum position. Most students complete requirements in the spring semester of the 2nd year and receive the Master's degree in either May or August of the 2nd year. In order to receive the MS degree, students must: complete the required coursework, prepare a portfolio demonstrating basic proficiency in clinical and research skills, submit the Application to Graduate according to the deadlines specified by the CGPS (March 1st for May graduation), and complete the MS Program of Study (Schedule of Study) Form.

Coursework and Portfolio

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

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

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

An electronic copy of the completed portfolio is given to the graduate administrative assistant who will send the document and signature page to the specified faculty for review and approval. The Committee Chairperson (or Clinical Advisor) and the Director of Clinical Training will then sign the approval sheet (Portfolio Report on Mastery of Research and Clinical Skills; Appendix I). The checklist of clinical and research skills for the MS degree is provided in Appendix I.

Clinical Skills

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

- I. Diagnostic interviewing including:
 - ___ A. Psychosocial interview - adult
 - ___ B. Psychosocial interview for a child or adolescent
 - ___ C. Mental status examination

- II. Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences (e.g., gender identity, sexual orientation, race, ethnicity, socioeconomic status, religion) in collecting, interpreting and reporting results in psychological evaluations.
- III. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- IV. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- V. Administer, interpret, and report findings from assessments of intelligence for persons from at least two different developmental periods
- VI. Administer, interpret, and report findings using two measures of personality or psychopathology
- VII. Integrate assessment findings from a variety of sources into coherent assessments and provide appropriate recommendations and diagnoses based upon them
- VIII. Use effective listening and communications skills to establish and maintain effective relationships with individuals from diverse backgrounds.
- IX. Develop and write a formal evidence- based treatment plan based on the results of the assessment, and goals and objectives of the client
- X. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
- XI. Demonstrate ability to recognize potential ethical issues (i.e., confidentiality, dual relationships) in clinical practice and apply ethical decision-making processes to resolve the situation.
- XII. Appropriately use consultants and adjunctive services (i.e., peer supervisors, physicians, teachers, other professionals), while demonstrating knowledge and respect for the roles and perspectives of other professionals.
- XIII. Appropriately seek and participate in clinical supervision
- XIV. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation

Research Skills

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

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

Case Study Report and Oral Preliminary Exam

The purpose of the Case Study Report and Oral Preliminary Examination is to provide the faculty with an opportunity to ensure that the goals of the program have been accomplished and that the students are prepared to enter the culminating experiences of the doctoral program, i.e., the Dissertation and the Clinical Internship. The Case Study Report, which must be completed by August following the 3rd year, requires that students demonstrate the ability to link clinical theory, clinical science and clinical practice. In addition, the Case Study Report illustrates the student's ability to reflect on and integrate diversity and ethical considerations into case conceptualization. Students are eligible to sit for the Oral Preliminary Exam in the fall of the 4th year, after approval of the Case Study report. The Oral Preliminary Exam focuses specifically on application of knowledge in assessment and ethical problem solving, while also providing opportunity to evaluate oral presentation skills.

Case Study Report

Eligibility and timeframe. The Case Study Report is completed during the 3rd year of the program and is intended to demonstrate the student's ability to link theory, research, and clinical practice. Students must have successfully completed at least two semesters of practicum to have sufficient clinical experience to demonstrate advanced case conceptualization skills required for the Case Study Report. The Case Study Report should be based on a client seen at the ISU Psychology Clinic for a minimum of 6-8 therapy sessions following assessment. Generally students consult with their clinical supervisor in the fall of the 3rd year and start with a new client for the Case Study Report although it is possible to develop the Case Study report based on a client that started in the summer following completion of the second semester of practicum. The Case Study Report is developed using the Outline for Case Study Report (See Appendix S) and is expected to be 12-15 pages in length and include a summary of results from an integrated evaluation (i.e., includes more than one measure of personality and/or psychopathology). The Case Study Report includes the following sections: description of the client, presenting complaints, history of the problem, behavioral observations, developmental and historical information, education/work/military service/legal information, medical history, diversity/multicultural considerations, client strengths and weaknesses,

summary of integrated evaluation results, differential diagnosis, theoretical orientation, case formulation, treatment/intervention plan and recommendations, ethical/legal considerations and self-critique.

The Case Study Report must be approved by two clinical faculty members (generally clinical faculty members on the student's dissertation committee) before the student is eligible to sit for the oral preliminary exam. Students must successfully complete both the Case Study Report and the Oral Preliminary Exam to enter into doctoral candidacy and to be eligible to apply for internship.

Evaluation of Performance on Case Study report

The Case Study Report is reviewed by the two clinical faculty members on the student's dissertation committee using the Clinical Case Study Evaluation Form (Appendix T). The student must be rated as Proficient or Advanced (i.e., rating of 2 or 3) by two Clinical Faculty members for all nine areas on the evaluation form in order to pass. Students will send the completed Case Study Report to the DCT who will send the report to the two clinical faculty members of the student's dissertation committee along with the Clinical Case Study Evaluation Form. Faculty submit their ratings to the DCT who will review and notify the student about the results. In the event that there is substantial disagreement between the two raters (i.e., domain is rated as insufficient by one rater and same domain rated as proficient or advanced by the other rater), the DCT will send the Case Study Report to the Clinic Director as a third rater. If the student does not have proficient or advanced ratings from at least two raters for all nine domains, the Case Study Report is not passed and the DCT will provide feedback to the student (based on feedback from raters) about changes that need to be made for the case study to pass. The student will be able to revise the case study until it passes. Although students have unlimited attempts to pass the Case Study Report, the student will not be eligible to sit for the Oral Preliminary Exam until the Case Study Report is passed. The Case Study Report must be submitted by August 1st to be eligible to take the oral preliminary exam in the same semester.

Oral Preliminary Exam

As indicated above, students must have a passing score (i.e., ratings of proficient or higher in all domains) by two clinical faculty on the Case Study report before they are eligible to sit for the Oral Preliminary Exam in the fall of the 4th (or 5th) year. Students can schedule the Oral Preliminary Exam from the start of the fall semester (i.e., mid-August) through the end of September. Student must successfully complete the Oral Preliminary Exam by Oct. 4th to be eligible to apply for internship that year. The Oral Preliminary Exam is chaired by the Clinical Advisor and administered by the Doctoral Committee and is scored on a pass/fail basis. Students may bring blank paper and a pencil or pen to the oral exam (i.e., to write a brief outline prior to presenting a response) as well as their notes on the assessment case and ethics case; however, they may not bring anything else into the room during the oral exam or the review period for the two cases (see below).

The oral examination includes two case studies. All students are asked the same set of

questions for the assessment and ethics case studies. The questions for the assessment case study focus on interpretation of test results, case conceptualization, diagnosis, treatment recommendations, and consideration of diversity issues that may influence diagnosis and intervention. Students have a choice of cases reflecting different clinical areas of emphasis (i.e., child, adult). The questions for the ethics case study focus on identification of the ethical dilemma, principles and standards that may be relevant, and the decision making process (i.e., what would you do and why).

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

Evaluation of Performance on Oral Examination

Each member of the student's committee will independently rate the student's performance for each of the case studies using the Oral Prelim Performance Form (See Appendix J). Ratings will be based on the following 9-point scale:

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

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

If a student receives a mean rating of less than 2.75 for either the ethics or assessment case study, the student will be required to repeat only that part of the oral exam. If a student is required to repeat either or both the assessment and ethics portions of the oral exam, the student's performance during the second administration will be evaluated by the student's Committee and an additional clinical faculty member. The average for all raters (i.e., dissertation committee plus additional clinical faculty member) will be used to determine if

the student has achieved a mean rating of 2.75 or higher.

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

Re-taking the Examination

Students may re-take the Oral Preliminary Exam one time. If a student fails either the Assessment or Ethics Case studies (or both) in the first administration, the Chairperson of the student's Doctoral Committee, in consultation with the Committee and the Director of Clinical Training, will determine remediation and/or a study plan to facilitate skill or knowledge acquisition. Students not passing either part of the Oral Preliminary Exam upon the second attempt will be dismissed from the Program.

Clinical Practicum Policies and Procedures

The primary objective of the external clinical practicum is to provide doctoral students with the opportunity to integrate academic training with clinical experience in applied settings. Students must complete at least two years of external practicum, usually during the third and fourth year of the program. Some students elect to stay in the same practicum position for two years in which case the program expectation is that students will gain new skills and experiences in the second year as reflected in the practicum agreement form. The majority of practicum positions are unpaid. In some cases, students are paid by the agencies in which they are placed. In some instances, the practicum site pays the University and the student is paid through an assistantship for their placement. Assignment to an external clinical practicum is based on the foundation of clinical competence developed during practicum training at the ISU Psychology Clinic. External clinical practicum provides students with clinical practice opportunities under the supervision of a licensed psychologist. Coursework and development of the dissertation aid the student in integrating practice with theory and research. In accordance with the following guidelines, the student is expected:

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

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

Eligibility

External clinical practicum is required during the fourth year of graduate training. All fourth year students in good standing are eligible to participate in external practicum, subject to the approval of the Clinical Faculty during spring of their third year. Fourth year students enroll in External Clinical Practicum (PSY 796) while on practicum.

Most third-year students are approved for external clinical practicum based on student readiness, training needs, and placement availability. Second year students are evaluated at the end of the fall semester and again early in the spring (generally February) to determine their readiness for external clinical practicum in their third year.

Process for determining readiness for external placement.

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

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

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

Those 2nd year students who are evaluated as ready for external practicum in their third year are invited to apply for practicum sites that interest them. Third year students on external clinical practicum enroll in 1 credit of Psy 796. Students in the 3rd year continue to see clients at the Psychology Clinic and are part of a practicum team and thus also enroll in Psy 696. Students not approved for external practicum in their third year will be given an increased load in the Clinic (i.e., 1-2 more clients) to provide greater opportunity to develop proficiency in clinical skills prior to going on external practicum. They will be re-evaluated for readiness for practicum in the second half of the fall semester, and upon the recommendation of the clinical supervisor and approval of the clinical faculty, that student may be placed in an external practicum position in the spring and/or summer of

the 3rd year. Students not approved for an external practicum position during the 3rd year of the program may need to remain on campus for five rather than four years in order to accumulate enough direct contact hours to be competitive for internship (i.e., minimum of 500 intervention and 50 assessment hours).

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

Students remaining in residence during their fifth year may elect to stay in the same practicum position (as the 4th year) or will be provided with assistance in finding another practicum position. Fifth year students may elect to seek clinical employment but should not enroll for External Clinical Practicum (PSY 796) unless the position is approved as a practicum position. **In order for employment to be considered a practicum position and the hours and activities counted on the APPIC application form, the student must be supervised by a licensed HSPP psychologist, a practicum training plan must be submitted within 1 month of starting, the site and practicum training plan must be approved by the practicum coordinator, and the supervisor must complete the semi-annual practicum evaluation of the student.**

Selection of External Clinical Practicum Sites

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

Students should follow the application and interview procedures specified for each practicum site. Usually, students will be asked to provide a current vita. Students are strongly encouraged to solicit feedback from a clinical faculty member on their vita. In addition, it may be helpful to request feedback on the email/letter expressing interest in the practicum site. Some sites request a work sample consisting of a psychological evaluation from which all information identifying the client has been removed (i.e., names,

address and phone number, date of birth, dates of service, city and county of residence, employers and schools, any other potentially identifying information). If invited to interview, students are encouraged to be as flexible as possible in presenting their availability for the interview, to dress in a professional manner, and to prepare for the interview by seeking out information about the placement site, and potential supervisor. Students should inquire about and be prepared to respond to questions pertaining to opportunities to work with clients from diverse background. Students are also encouraged to send a thank-you note shortly after the interview. (Additional tips for interviewing in Appendix Q).

The practicum coordinator in consultation with the DCT will make preliminary assignments of external practicum after receiving feedback from the practicum supervisor (i.e., if student has been accepted, supervisor preference if more than one student applies for a single position). The placement coordinator submits the preliminary assignments of practicum positions to the Clinical Faculty for their review and approval.

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

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

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

The Practicum Training Agreement

The purpose of the Practicum Training Agreement is to individualize the general practicum goals within the clinical practicum setting in a clear, concrete way. The Practicum Training Agreement specifies the duration of the practicum including weekly schedule and total anticipated hours. The Practicum Training Agreement is developed by the primary supervisor and supervisee and details the specific goals and objectives of the practicum, methods of supervision, and any additional learning activities or expectations. The Practicum Training Agreement is an agreement between the trainee, the primary

supervisor, and the program and should be completed within a month of the start of the placement. A copy of the Practicum Training Agreement is in Appendix K.

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

Monitoring and Support

Practicum activities are monitored through Time2Track (or other tracking app). Students are expected to document their clinical activities in the ISU Psychology Clinic and external practicum each week. Students must complete a minimum of 500 hours of supervised clinical work (i.e., direct contact hours) to be eligible to apply for internship in the fall of the 4th year (i.e., by early October). An estimation of clinical contact hours by year in the program can be found in Appendix R. It is the responsibility of the student to monitor their accumulation of clinical hours and to request additional clinical work if they are falling behind in intervention and/or assessment hours. Students should talk with their clinical supervisor and/or inform the DCT or practicum coordinator if a practicum experience is not meeting their training needs in terms of clinical experience, appropriate supervision, or other aspects of the practicum.

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

Maintaining Communication

The practicum coordinator endeavors to maintain good institutional relations and to develop or strengthen linkages between the Program and the community-based agencies

that sponsor (or may sponsor) external clinical practica. The practicum coordinator communicates with practicum supervisors at least once a semester and more often if there are any concerns voiced by the student or practicum supervisor.

Feedback

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

Chapter

8

The Dissertation

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

The Program encourages students to begin developing research interests from the beginning of the program and to have a clear concept of the direction of the dissertation by the beginning of the third year. **The student must have the Dissertation Proposal approved by their Committee before October 4th during to be eligible to apply for internship that year.** Students enroll in 12 credit hours of PSY 799 for their doctoral Dissertation that is graded on a pass/fail basis. After internship, students must maintain continuous enrollment and this is accomplished by enrollment in 1 hour of PSY 799 in the Fall and Spring Semesters. Additional hours of PSY 799 over the required 12 do not count toward the 100 hour total for the degree. Students graduating in August must be enrolled (PSY 799) during the summer they graduate unless they have already submitted a final copy of their dissertation by the May graduation deadline (i.e., final copy uploaded by April 27th).

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

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

Nature of the Dissertation

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

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

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

The Dissertation Proposal

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

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

findings.

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

The Proposal should be carefully prepared, appropriately documented, and well written. In all cases, it should be written in APA style. A timeline for developing the proposal (i.e., deadlines for submitting an outline, draft of lit review, methods, plan of analysis) should be developed in consultation with the dissertation chair. Student progress on meeting the timeline and feedback on the proposal is the responsibility of the dissertation chair. Students may enroll in Psy 697 (Independent Study) while working on their proposal prior to entering doctoral candidacy (i.e., during the 3rd year and fall semester of the 4th year). Students may register for Psy 799: Dissertation after they have successfully completed the oral preliminary exam (i.e., spring semester of the 4th year, internship year).

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

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

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

All research conducted in the Department of Psychology involving human subjects must be approved (or designated as exempt) by the ISU Institutional Review Board (IRB). Prior to submission to the IRB, the IRB proposal must be submitted to the Dissertation Chairperson for review. It is the Dissertation Chairperson's responsibility to ensure that the IRB proposal clearly describes the proposed research, addresses all potential human subject concerns, conforms to the required format, and includes all required content, supplemental forms and

materials for the IRB Committee to complete their review. Several revisions may be necessary until the IRB proposal is ready for submission. Students may find it helpful to consult previously approved IRB proposals for similar research (e.g., faculty IRB proposals or other students working with the Dissertation Chairperson). This review process facilitates the development of a satisfactory IRB proposal and assures the Department Chairperson that the procedures provide appropriate safeguards for human subject treatment. The final IRB Proposal is submitted to the IRB online through IRBNet, and electronically signed by the student, the Dissertation Chairperson, and the Chairperson of the Department of Psychology, who is the administrative reviewer. The student is responsible for the final submission of the IRB proposal after all of the signatures are obtained. The forms and instructions for the submission of the IRB proposal are available on the IRB website at: <http://www.indstate.edu/irb/>.

Written Presentation of the Dissertation

Following the approval of the Proposal, the research should be conducted as specified in the Proposal. It is the responsible of the dissertation chair to ensure that the project is reviewed by IRB and approved or determined to be exempt. Once the research is conducted, the Dissertation document should be prepared. Any changes in the procedures must be approved by the student's Committee and by the IRB. The IRB policy and form for proposed modifications in the study or consent form are available on the IRB website (<http://www.indstate.edu/irb/>).

The format of the written Dissertation document is determined by the student in consultation with their Dissertation Chairperson and the consent of their Doctoral Committee. The written document should use APA Style following the 7th edition of the *Publication Manual of the American Psychological Association* (APA, 2019) and conform to the requirements of the CGPS as detailed on the CGPS website: <http://www.indstate.edu/gradexpress/td-submitting.htm>.

The student should work very closely with their Dissertation Chairperson (i.e., Research Director) in writing the Dissertation, as well as in the data collection and analysis stages, and should anticipate numerous revisions. Concerns are often expressed by both students and faculty about the turn-around time in revisions of the Dissertation. It is in the student's interest to return revisions to faculty quickly to facilitate continuity in the dialogue as well as timely completion of the research. The faculty will generally return drafts within two weeks, however feedback over the summer (when many faculty are not on campus) may take longer. Students are strongly encouraged to develop a specific timeline for completion of the final dissertation (and oral defense) with the Dissertation Chairperson that takes into account summer availability for all dissertation committee members (i.e., if planning to defend dissertation during the summer).

Generally, the dissertation is not sent to the other committee members until the Dissertation Chairperson is satisfied with the written product and approves the distribution of the paper. Typically, other Committee members are available for consultation on specific aspects of the

project, but not for reading rough drafts. However, faculty members differ in their procedures, and students should check with their Dissertation Chairperson for how to handle the distribution of drafts and when to schedule orals. Once approved for distribution by the Dissertation Chairperson, the student should contact each member of the committee to schedule orals and get the final version of the project to them at least two weeks in advance of the orals date.

The Oral Defense of the Dissertation

The student, in consultation with the Dissertation Chair and the committee members, sets up a date and time for the oral defense of the dissertation. The chair must notify the College of Graduate and Professional Studies at least one week prior to the defense. The notification must include the time and place of the examination (or Zoom link if defense is conducted via distance), together with the names of the student, the doctoral committee members and the Dissertation Chair, and the title of the dissertation. This information is posted by the CGPS in a global email (i.e., *ISU Today*). The orals can be scheduled in one of the department conference rooms (i.e., Clinic conference room, Department conference room, 2nd floor committee room) and can be expected to last 1 to 2 hours. With permission from your chair, it is permissible to schedule your defense via Zoom. If the defense is scheduled via Zoom then you must provide the Zoom link in the information provided to CGPS to be included in the ISU Today announcement. Although orals are open to anyone in the university community, usually, only the student and members of the committee attend.

The format of orals is organized as follows. The Dissertation Chair conducts the orals. The student is asked to leave the room while the committee has a brief discussion and gets organized. When the student is invited back in, they provide an overview of the project including the background, methods, results and conclusions. Students generally give a PowerPoint presentation that lasts approximately 15-20 minutes. The presentation is followed by questions about the research from the committee. Questions may be theoretical or may focus on technical aspects of the project. When all committee members have addressed their questions and concerns, the student is again asked to leave so the committee can confer on their recommendation.

The oral defense may be passed, failed, or provisionally passed under the condition that the recommended revisions are made. Results of the oral defense are conveyed to the CGPS via the Dissertation Approval Form, which is available on-line: (<http://www.indstate.edu/gradexpress/td-forms.htm>). When sending information to CGPS regarding the scheduled defense, the chair should copy the graduate administrative assistant who will prepare the Dissertation Approval Form. Following the defense, the graduate administrative assistant will consult with the Dissertation Chair regarding results of the oral defense, and send out the Dissertation Approval Form to committee members for their electronic signature.

The student works closely with their Dissertation Chairperson to complete the required revisions. Committee members may request to review the revisions before they sign the signature page approving the final project. The committee chair signs the Dissertation

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

The Final Submission of the Dissertation

After the changes requested by the committee are made, the student (in consultation with their Dissertation Chairperson) ensures that all necessary editing (i.e., citations in text consistent with references section) is completed before submitting the Dissertation to the College of Arts and Sciences along with the approval form. The college review will focus on grammar, citations and references, and format. After making edits based on the College of Arts and Sciences review, the student will upload the document and a scanned copy of the signed dissertation defense form to Proquest for the CGPS review. This review focuses on format rather than content of the document.

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

Critical Dates for Completion of the Dissertation

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

https://www.indstate.edu/sites/default/files/media/cgps/pdfs/cgps-critical-deadlines-for-degree-completion_0.pdf.

The Clinical Internship

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

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

Students who are on probation are not eligible to apply for internship until they are taken off probation. Students on remediation must receive the approval of the DCT and Clinical Faculty before applying for internship. The DCT is responsible for obtaining approvals for students on remediation from the Clinical Faculty.

Program Requirements for Internship

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

Except under unusual circumstances, it is expected that the internship be completed at an APA accredited internship and all internships must be APPIC affiliated internship programs. Students must sign up for 1 credit of PSY 784, usually offered in the spring semester, during their internship year. Registration for the credit hour establishes the internship experience as a part of the graduate curriculum, provides for the time and financial resources that the Psychology Department invests in monitoring the student's progress while on internship, and documents the internship on the student's transcript. Students on internship also participate in a monthly discussion (September through April) via Canvas in order to share their experiences with other students on internship, as well as 4th year students in the program.

Selecting an Internship

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

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

Other issues to consider include the stipend and other benefits, such as health insurance and time off for research or job interviews. Stipends can vary considerably across sites (e.g., \$25,000 to 55,000) and not necessarily tied to cost-of-living. It is suggested that when students start looking at possible internship sites, that you develop a spread sheet that includes factors such as stipend, benefits, track/rotations available, number of positions available, typical number of applicants (to calculate competitiveness), whether or not the program has accepted Psy.D. students recently, and due date for the application.

The Internship Committee, which consists of the DCT and two other clinical faculty members, will review and provide feedback on the list of sites where students plan to apply and also the application materials (i.e., list of sites where applying, essays, cover letters). The instructor for the Psy 780 (Advanced Professional Development) course will set deadlines for submitting materials and also coordinate review of the application materials and schedule mock-interviews in November.

Sources of Information Regarding Internships

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

Students are encouraged to register for APPIC Match-News in the fall of the 4th year (if applying for internship) to get up-to-date news and information about the APPIC match. To subscribe to Match-News send a blank email to subscribe-match-news@lyris.appic.org.

Applying for Internship

Complete information regarding the process of applying for internship can be obtained from the APPIC web site at: <http://www.appic.org/>. This information is also covered in Psy 780 (Advanced Professional Development). Applicants must enter their practicum hours in Time2Track in order to complete the APPIC Application for Psychology Internships (APPI). The Program requires that students to use Time2track (or other tracking program) to record their clinical activities starting in the fall of the 2nd year. The fee for Time2Track is approximately \$60 a year (multi-year plan is a bit cheaper). Students not using Time2Track to track clinical hours can get a short-term free Time2Track account to enter your summary of hours in order to transfer to the APPI. Students are required to keep their clinical activities up-to-date, including clinical work in the ISU Psychology Clinic and external practicum sites. This allows the Program to monitor clinical progress and facilitates the students' preparation of internship applications. Students are provided with guidelines regarding which activities should be recorded in Time2Track.

In addition to the above information, the APPIC application also asks applicants to provide a curriculum vita and responses to four essay questions (autobiographical statement, experience and training in work with diverse populations, theoretical orientation, research experience and interests). Students are provided with examples of CV's and APPI essays from past students in the Psy 780 class.

Most internship programs require at least 3 letters of reference from persons who are in a position to provide an assessment of your competency in the following areas: research, ethical and legal standards, individual and cultural diversity, professional values, communication and interpersonal skills, assessment, intervention, supervision, consultation and interprofessional skills. Although academic references can be used, internships sites are particularly interested in recommendations from clinical supervisors. The DCT completes a section on the APPIC form indicating the student's readiness for internship and

provides comments. If the DCT served as a student's clinical supervisor, a letter can be requested and used as one of the clinical references. Letter writers are required to use the APPIC standardized reference format (available on APPIC website)

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

Application for internship requires a considerable investment of time, energy, and personal and financial resources (e.g., \$400 to \$500 for application fees, possible travel costs). The application process should be initiated early (e.g., by August). Students are advised to start developing a list of sites where they plan to apply in the summer prior to applying for internship. Students will be given specific deadlines for finalizing list of sites, revising CV, developing drafts of essays, etc. in Psy 780 (Advanced Professional Development) during the fall semester. Letters of recommendation should be requested from faculty and placement supervisors well in advance of the earliest deadline. Students should inform faculty and supervisors that they would like a letter of recommendation by October 1st at the latest and also provide them with their vita, goals for internship and other information (e.g., dates of their supervision with the faculty member, grades in their courses) that might be helpful.

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

Internship Committee

An Internship Committee that consists of three clinical faculty was developed to ensure that students who apply for internship are provided sufficient support/review of materials to

ensure competitiveness. The committee will review and provide feedback on the list of sites, essays, and cover letters and also conduct practice internship interviews.

Interviews

Most internship programs request or require an interview as part of their selection process. Such an interview not only allows the program to more adequately assess the extent to which students may be suitable for the training experience offered, but it also provides an opportunity for students to ask questions and make observations which may be helpful in deciding on an internship. Due to the ongoing pandemic, APPIC has recommended that internship sites carefully consider the need for face to face vs. Zoom interviews. In the spring of 2022, the majority of internship interview were conducted via Zoom, although a few were in-person. Some site offered the option of attending an in-person open house. Attending a face-to-face interview or open house may be preferable in order to meet potential supervisors in person and gain familiarity with the area as well as facility. However, interviewing via Zoom can provide time and cost savings and is an acceptable alternative to an in-person interview, particularly for sites that are further away and/or if the in-person interview date conflicts with another internship's interview date. The internship committee schedules practice interviews in November which give students an opportunity to practice answering typical questions used in internship interviews and receive feedback from the faculty interviewer and their peers.

Students should anticipate being invited to interview at several sites. It is important to be familiar with the APPIC Guidelines for conducting the interviews and communicating with internship sites. For example, internship programs and applicants are prohibited from conveying information about their rankings to each other. Students are encouraged to plan ahead in order to cover the costs associated with internship applications (approximately \$700 not including travel). When students have completed the interviews, they should meet with their Committee Chairperson (Clinical Advisor) to review and rank order the internship sites.

Rankings

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

Program Approval

The internship training experience is an extension of the Program. Therefore, the Program has an obligation to ensure that the internship program is suitable and that it provides quality training. Except in unusual circumstances, the Program requires that the internship be APA

approved and all internships must be APPIC-affiliated. Students must obtain approval from the DCT before ranking any internship sites that are not APA approved.

Notification of Match Results

The date for notification of the match results is the third Friday in February and is announced by APPIC to the applicant and the Director of Clinical Training (DCT) via email. Training Directors typically contact applicants by telephone on match date to confirm the match. Students will also receive a letter from the internship site, usually within a week of the match, summarizing information such as start/end date, stipend, benefits and onboarding procedures. Student should forward a copy of this letter to the DCT. Students who are not matched in Phase I can enter the Phase II match to be matched with internships with remaining positions.

Applicants who do not match in Phase I should work closely with the DCT and their Committee Chairperson (or Clinical Advisor if their Chairperson is not a Clinical Faculty member) in making decisions about their plans for the next year (i.e., attempt to find an open position in Phase II, wait a year to re-apply). Our students have generally done very well in the matching process and many have obtained one of their top-ranked internships. In the event that a student does not match, they have an additional year to gain further clinical experience, complete their dissertation, and otherwise increase their competitiveness for the next internship match. The DCT will work with students who do not match to develop a plan to get feedback on application materials, increase competitiveness through greater clinical and/or research experience, and possible sources of financial support.

Coordination and Evaluation

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

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

Chapter 10

Graduation Requirements

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

To be eligible for graduation the student must:

- ❖ Complete all general requirements.
- ❖ Complete a minimum of 100 credit hours of graduate coursework, with a grade point average of at least 3.5.
- ❖ Complete the Dissertation and defend it in an oral examination.
- ❖ Check with graduate administrative assistant to ensure that all required forms (i.e., Dissertation Committee form, Approval of Proposal form, Approval of Dissertation form) have been submitted
- ❖ Follow the CGPS instructions for submission of the Dissertation.
- ❖ Complete a clinical internship of at least 1800 hours that has been approved by the Program.
- ❖ Pay any outstanding fees (e.g., tuition)
- ❖ Electronic submission of the Dissertation is required. There is no fee for electronic

submission, but there is a fee for copyrighting, which is optional. Students who want to order hard copies of their Dissertation for themselves, their family or friends are responsible for the binding and mailing costs.

- ❖ Students who plan to graduate in August must register for Psy 799 if you have not submitted the final copy of your dissertation to the CGPS by the May graduation deadline (i.e., final copy uploaded by April 27th).

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

The last date to upload the final version of the dissertation to Proquest in order to graduate that semester is usually about two weeks before the end of the semester. Students should check with the CGPS for the exact date. The CGPS also specifies the last date that the oral defense can be conducted to graduate that semester (usually 7 weeks before the end of the semester). For the dates of these deadlines, go to: <https://www.indstate.edu/sites/default/files/media/graduate/pdfs/criticaldates.pdf>. Students must complete all internship requirements by early August in order to graduate in August

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

Psychology internships most often end by late July however some continue through August, which sometimes precludes students from graduating until December. However, once internship is completed and all Program and CGPS requirements are met, the CGPS and/or the DCT can write a letter indicating that all requirements for the degree have been met. Generally, one can begin to count post-doctoral hours and apply for taking the EPPP

(Examination for Professional Practice in Psychology) at this time although requirements may vary by state. Most professional positions and post-doctoral training programs also accept a letter of completion prior to official graduation from the Program.

APPENDIX A

Psy.D. Program Competencies and Objectives

(Based on APA Profession-Wide Competencies)

(Revised/Approved June 2021)

Competency 1: **Research:**

Students will demonstrate the independent ability to formulate research that is of sufficient quality and rigor needed to contribute to the scientific, psychological, or professional knowledge base.

1.1: Students will demonstrate the ability to integrate and critically evaluate published literature.

1.2: Students will demonstrate skills in interpreting and applying basic statistical techniques.

1.3: Students will demonstrate competence in basic research methodologies.

1.4: Students will demonstrate the capacity to develop and complete an empirical study.

1.5: Students will publish or present their research at the institutional, regional, or national level.

Competency 2: ***Ethical and Legal Standards:***

Students will be knowledgeable of and act in accordance with professional ethics.

2.1: Students will demonstrate a commitment to and working knowledge of the ethical code outlined by the American Psychological Association, relevant federal and state statutes and laws, and relevant professional standards and guidelines to guide practice in all professional activities.

2.2: Students will demonstrate the ability to recognize ethical and legal dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas in all professional activities.

2.3: Students will conduct themselves in an ethical manner in all professional activities.

Competency 3: **Individual and Cultural Diversity:**

Students are expected to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to a diverse population.

3.1: Students will demonstrate an understanding of how their own personal/cultural history, attitudes and biases may affect how they understand and interact with people different from themselves.

3.2: Students will demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service

3.3: Students will demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

3.4: Students will demonstrate the requisite knowledge and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency 4: Professional Values and Attitudes:

Students are expected to respond professionally in ways consistent with the profession of psychology.

4.1: Students will behave in ways reflecting the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

4.2: Students will engage in self-reflection regarding their personal and professional functioning and engage in activities to maintain and improve performance, well-being, and professional effectiveness.

4.3: Students will actively seek and demonstrate openness and responsiveness to feedback and supervision.

4.4: Students will respond professionally in increasingly complex situations with a greater degree of Independence as they progress across levels of training.

Competency 5: Communication and Interpersonal Skills:

Students will demonstrate appropriate communication and interpersonal skills and respond professionally in increasingly complex situations.

5.1: Students will develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

5.2: Students will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.

5.3: Students will demonstrate a thorough grasp of professional language and concepts.

5.4: Students will demonstrate effective interpersonal skills and the ability to manage difficult communication well

Competency 6: **Assessment:**

Students will demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology.

6.1: Students will demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

6.2: Students will demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).

6.3: Students will demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

6.4: Students will select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

6.5: Students will interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

6.6: Students will communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: **Intervention:**

Students will demonstrate competence in the delivery of evidence-based interventions consistent with the scope of Health Service Psychology.

7.1: Students will establish and maintain effective relationships with the recipients of psychological services.

7.2: Students will develop evidence-based intervention plans specific to the service delivery goals.

7.3: Students will implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.4: Students will demonstrate the ability to apply the relevant research literature to clinical decision making.

7.5: Students will modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

7.6: Students will evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision:

Students will acquire foundational knowledge regarding supervisory aspects of Health Service Psychology.

8.1: Students will demonstrate knowledge of supervision models and practices.

8.2: Students will demonstrate ability to integrate supervisor feedback into professional practice.

Competency 9: Consultation and Interprofessional/Interdisciplinary Skills:

Students will learn and demonstrate intentional collaboration with other individuals or groups to address problems, seek or share knowledge, or promote effectiveness in professional activities.

9.1: Students will demonstrate knowledge and respect for the roles and perspectives of other professions.

9.2: Students will demonstrate knowledge of consultation models and practices.

Discipline Specific Knowledge (DSK)

Students will acquire knowledge in the core areas of the discipline of psychology.

DSK.1: Students will demonstrate knowledge of the history of psychology, including the origins and

development of major ideas in the discipline of psychology.

DSK.2: Students will demonstrate knowledge in Affective Aspects of Behavior.

DSK.3: Students will demonstrate knowledge in Biological Aspects of Behavior.

DSK.4: Students will demonstrate knowledge in Cognitive Aspects of Behavior.

DSK.5: Students will demonstrate knowledge in Developmental Aspects of Behavior.

DSK.6: Students will demonstrate knowledge in Social Aspects of Behavior

DSK.7: Students will demonstrate advanced integrative knowledge in scientific psychology that entails

integration of multiple basic discipline-specific content areas identified in DSK b-f.

DSK.8: Students will demonstrate knowledge of research methods.

DSK.9: Students will demonstrate knowledge of statistical analysis.

DSK.10: Students will demonstrate knowledge of psychometrics.

APPENDIX B

Curriculum Mapping: Psy.D. Courses that Cover Specific Competencies

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

Competency Domains

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

Discipline-specific Knowledge

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

Profession-Wide Competencies

- a. Research (demonstration of the integration of science and practice): *PSY 680: Research in Clinical Psychology, PSY 799: Dissertation.*
- b. Ethical and Legal Standards: *PSY 690J: Psychological Sciences Seminar; PSY 663: Ethics and Professional Issues*
- c. Individual and Cultural Diversity: *PSY 627: Culture and Diversity in Clinical Psychology, PSY 696: Practicum, Psy 690J; Psychological Sciences Seminar; PSY 668: Advanced Psychopathology*
- d. Professional Values and Attitudes: *PSY 690J: Psychological Sciences Seminar; PSY 663: Ethics and Professional Issues, Psy 780: Advanced Professional Development, PSY 696: Clinical Practicum, PSY 796: External Clinical Practicum*
- e. Communication and Interpersonal Skills: *Assessed across all coursework, practicum, placement experiences and preliminary exams.*
- f. Assessment and Diagnosis: *PSY 664: Cognitive Assessment, PSY 666: Personality Assessment; PSY 668: Advanced Psychopathology,*
- g. Intervention – *PSY 665: Foundations of Personality and Psychotherapy, PSY 650: Cognitive Behavioral Therapy, PSY 676: Advanced Interventions*
- h. Supervision – *PSY 671: Supervision and Consultation*
- i. Consultation and Interprofessional/Interdisciplinary Skills : *PSY 671: Supervision and Consultation, PSY 696: Practicum, PSY 796: External Clinical Practicum*

APPENDIX C

GRADUATE ASSISTANTSHIP/FELLOWSHIP POLICIES, PROCEDURES AND GUIDELINES

Department of Psychology
(Revised June, 2022)

Introduction

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

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

Procedures for Assignment of GAs

The chairperson shall maintain a list of assistantship and instructional needs for the department based on discussion with the Directors of the Graduate and Undergraduate Programs. Special assistantship needs/requests (including requests for preferred assistants or for help on special projects or grants) should be brought to the attention of the program head and/or department chair at least two months prior to the beginning of the semester. The Chairperson assigns students to assistantships or other assignments in consultation with the Program Directors. In making assistantship assignments, priority will be given to departmental instructional needs, followed by faculty research needs and other special projects. When possible and appropriate, students' developmental needs and preferences as well as the availability of alternative funding sources shall also be considered.

Types of Assistantships

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

Faculty-GA. Ordinarily, it is expected that a Faculty-GA shall assist with a faculty member's instructional duties; teaching assistants should expect to proctor exams, give guest lectures, arrange readings, grade papers, maintain attendance records, assist in demonstrations, meet with students, etc. for one or more classes. GAs are not expected to attend all sessions of the

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

Course Instructors. Course instructors are responsible for preparing a syllabus, in-class lectures and activities, development, administration and scoring of quizzes, exams and homework, maintaining records of students' attendance and performance, assigning grades, establishing office hours, responding to communications from students, and meeting all university reporting requirements. Typically, the faculty member would develop the syllabus, grading procedures, and examination schedule that will be followed, and they may also provide relevant activities or discussion materials to be used by the Discussion leader.

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

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

Work Expectations

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

All GAs may be required to participate in an orientation sponsored by the College of

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

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

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

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

the faculty member to whom they are assigned. The faculty member may request another GA to replace the lost hours, and such requests will ordinarily be granted, if feasible.

Treatment of Graduate Assistants

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

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

Evaluation of Graduate Assistants

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

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

The Department Chair shall also conduct classroom (or online) observations of each course instructor at least once per academic year. All course instructors shall also be evaluated through the university's online instructional evaluation tool. These evaluations may be

shared with program heads for determining recommendations for future assignments and awards. GAs are expected to meet with the Chair to discuss their evaluations as well as the chair's in-class observations.

Procedures for Grievance & Appeal

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

APPENDIX D

Student Evaluation Forms

I. First Year Student Evaluation Form

Name:

Semester:

ACADEMIC PERFORMANCE: 1st Year

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

Please provide comments for academic performance

ASSISTANTSHIP DUTIES INCLUDING TEACHING: 1st Year

Item	Highly proficient, competent	Solid competence, needs only fine tuning	Foundational skills, needs further development	Some basic skills, needs improvement	Significant improvement needed
Is responsible in completing assistantship duties					
Shows initiative and self-reliance					
Completes tasks in a timely manner					

Relates well to faculty					
Overall performance on assistantship					

Please provide comments for assistantship performance including teaching

PROFESSIONAL BEHAVIOR AND ETHICS: 1st Year

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

Please provide comments for professional behavior and ethics

INTERVIEWING SKILLS - 1st Year

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

	client issues					
8	Recognizing and addressing cultural/diversity issues					
9	Using confrontation skills appropriately					
10	Overall demonstration of knowledge, skill, and competence in interviewing					

Please provide comments for interviewing skills

ASSESSMENT, DIAGNOSIS AND REPORT WRITING SKILLS - 1st Year

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

Please provide comments for assessment, diagnosis and report writing skills

CULTURAL AND INDIVIDUAL DIVERSITY - 1st Year

#	Item	Highly proficient, competent	Solid competence, needs only fine tuning	Foundational skills, needs further development	Some basic skills, needs improvement	Significant improvement needed
1	Recognizing and addressing cultural and individual diversity issues in					

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

Please provide comments for knowledge of cultural and individual diversity

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

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

Please provide comments for research skills

II. Second Year Student Evaluation Form

Name:

ACADEMIC PERFORMANCE - 2nd Years

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

Please provide comments for academic performance

ASSISTANTSHIP DUTIES INCLUDING TEACHING - 2nd Years

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

Please provide comments for assistantship performance including teaching

PROFESSIONAL BEHAVIOR AND ETHICS - 2nd Years

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

Please provide comments for professional behavior and ethics

INTERVIEWING SKILLS - 2nd Years

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

Please provide comments for interviewing skills

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

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

Please provide comments for assessment, diagnosis and report writing skills

THERAPY SKILLS – 2nd Years

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

Please provide comments for knowledge and competence in therapy

CULTURAL AND INDIVIDUAL DIVERSITY – 2nd Years

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

Please provide comments for knowledge of cultural and individual diversity

SUPERVISION – 2nd Years

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

Please provide comments for participation in and response to supervision

PROFESSIONALISM – 2nd Years (Record Maintenance, Consultation, Ethics) – 2nd Years

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

Please provide comments for professionalism

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

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

Please provide comments for research skills

III. Third Year Student Evaluation Form

Name:

Semester:

ACADEMIC PERFORMANCE – 3rd Years

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

Please provide comments for academic performance

ASSISTANTSHIP DUTIES INCLUDING TEACHING – 3rd Years

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

Please provide comments for assistantship performance including teaching

PROFESSIONAL BEHAVIOR AND ETHICS – 3rd Years

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

Please provide comments for professional behavior and ethics

INTERVIEWING SKILLS – 3rd Years

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

Please provide comments for interviewing skills

ASSESSMENT, DIAGNOSIS AND REPORT WRITING SKILLS – 3rd Years

Please provide comments for assessment, diagnosis and report writing skills

#	Item	Highly proficient, competent	Solid competence, needs only fine tuning	Foundational skills, needs further development	Some basic skills, needs improvement	Significant improvement needed
1	Appropriately select assessment/tests consistent with the goals of assessment					
2	Provide rationale and instructions for assessment procedures					
3	Appropriately use and interpret tests in gathering information on clients					

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

THERAPY SKILLS – 3rd Years

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

Please provide comments for therapy skills

CULTURAL AND INDIVIDUAL DIVERSITY – 3rd Years

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

Please provide comments for knowledge of cultural and individual diversity

SUPERVISION – 3rd Years

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

Please provide comments for participation in and response to supervision

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

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

Please provide comments for professionalism

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

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

Please provide comments for research skills

DISSERTATION –3rd^d Years

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

Please provide comments for dissertation progress

IV. Fourth Year Student Evaluation Form

Name:

Semester:

ACADEMIC PERFORMANCE – 4th Years

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

Please provide comments for academic performance

PROFESSIONAL BEHAVIOR AND ETHICS – 4th Years

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

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

Please provide comments for professional behavior and ethics

CULTURAL AND INDIVIDUAL DIVERSITY – 4th Years

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

Please provide comments for knowledge of cultural and individual diversity

SUPERVISION AND CONSULTATION - 4th Years

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

Please provide comments for supervision

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

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

Please provide comments for research skills

DISSERTATION– 4th Years

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

Please provide comments on dissertation progress

PROFESSIONAL VALUES AND ATTITUDES – 4th Years

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

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

Please provide comments for professional behavior and ethics

APPENDIX E

Indiana State University
Psy.D. Program
Year-End Self-Evaluation
(rev 6/2022)

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

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

Please email a signed (by student and advisor) copy of your self-evaluation to Emilie (for your student file) by May 31st. Attach updated Program of Study that includes courses you anticipate taking in the next year.

Name: _____

Year in Program: _____

Date: _____

Date Expected/Completed for:

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

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

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

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

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

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

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

<i>1 = significant Improvement needed</i>	<i>2 = foundation laid, but need more direct experience</i>	<i>3 = solid competence need fine tuning</i>	<i>4 = highly proficient maintain current skill level</i>
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N/A: Not applicable

Writing Skills:

Communicate clearly and accurately in written work	_____
Mastering APA style	_____
Mastering technical report writing style (i.e., concise)	_____
Revising in response to feedback	_____
Sticking to a writing schedule (for dissertation)	_____

Oral Presentation and Teaching:

Designing an oral presentation or lecture	_____
Comfort with oral presentation	_____
Grading student papers/providing constructive feedback	_____
Managing gradebook	_____
Verbal and written (e.g., email) communication with students	_____

Interpersonal Skills and Professionalism

Communicating effectively with others	_____
Accepting and making use of constructive criticism	_____
Resolving conflicts with others	_____

Sensitivity to diversity in classes, clinical work, department) _____

Seeking help and guidance when needed _____

Completing assignment/reports in a timely manner _____

Attending to and balancing multiple responsibilities _____

Leading and motivating others _____

Awareness of ethics and ability to implement ethical standards _____

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

N/A: Not applicable

Clinical Skills:

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

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

Ability to interpret test results and communicate assessment results _____

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

Ability to implement evidence-based interventions _____

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

What experience have you gained working with diverse clients (gender identity, sexual orientation, SES, ethnicity, religion, age, disability)? What is your plan (if needed) to expand your experience in working with diverse clients?

Total Therapy Hours (through May 15): _____

Total Assessment Hours (through May 15: _____

(Note: If you haven't been entering hours in Time2Track (or other tracking app), this is a reminder to get caught up in doing so!)

Professional Development:

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

Community Service Activities:

List any community service activities that you have participated in over the past year (i.e., food distribution, Habitat ReStore, ISU Community Garden).

Training and Career Goals:

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

What type of internship experiences will you be seeking?

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

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

Summary/ Plan

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

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

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

Other Comments (Student or Advisor):

Signature of Student

Date

Signature of Advisor

Date

APPENDIX F
Program of Study (Schedule of Study) Forms

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

Student Name:				
Student Identification Number: 991-				
<u>Graduation Summary:</u> Total hours required for Graduation: 32 Semester Graduating:				
Course #	Course Topic	Credit Hr.	Date Completed	Grade
REQUIRED COURSES (7 Credit Hours)				
PSY 602	Theory & Method Founds	3		
PSY 604	Statistics	3		
PSY 690J	Seminar: Psych Sciences	1		
ADDITIONAL COURSEWORK IN PSYCHOLOGY (25 Credit Hours) – must include 2 of the following courses: 521, 603, 607, and 608				
PSY 521*	History & Systems	3		
PSY 603*	Learning and Cognition	3		
PSY 607*	Social Basis Behavior	3		
	Bio Bases of Emo/Cog Processes	3		
PSY 608*		3		
PSY 664	Cognitive Assessment	3		
PSY 666	Personality Assessment	3		
PSY 665	Founds of Psychotherapy and Personality Theory	3		
PSY 650	Cognitive- Behavior Therapy	3		
PSY 668	Advanced Psychopathology	3		
Other: Specify:				
*must include at least two of these courses				
COMPLETION OF MASTERS PORTFOLIO (Date):				

Advisor: _____ **Date:** _____

Director of Clinical Training: _____ **Date:** _____

APPENDIX F
Schedule (Program) of Study for Psy.D. Degree in Clinical Psychology
(revised June 2022)

Student Name:				
Student Identification Number: 991-				
Graduation Summary: Total hours required for Graduation: 100				
Semester Graduating:				
Course #	Course Topic	Credit Hr.	Date Completed	Grade
PSYCHOLOGY CORE (27 Credit Hours)		(or anticipated)		
PSY 521	History & Systems	3		
PSY 566	Advanced Lifespan Develop Psy	3		
PSY 602	Theory & Method Founds	3		
PSY 603	Learning and Cognition	3		
PSY 604	Statistics	3		
PSY 607	Social Basis Behavior	3		
PSY 608	Biological and Affective Bases of Beh	3		
PSY 658	Psychopharmacology	3		
PSY 680	Research in Clinical Psych	3		
CLINICAL PROFESSIONAL CORE (46 Credit Hours)				
PSY 627	Culture & Diversity in Clin Psych	3		
PSY 663	Ethics and Professional Issues	3		
PSY 664	Cognitive Assessment	3		
PSY 666	Personality Assessment	3		
PSY 665	Foun Pers & Psychotherapy	3		
PSY 650	Cognitive Behavior Therapy	3		
PSY 668	Advanced Psychopathology	3		
PSY 671	Clinical Supervision & Consultation	3		
PSY 676	Adv Intervention	3		
PSY 690J	1 st year Sem: Psychological Sciences	1		
PSY 696	Clinical Practicum	11		
PSY 780	Advanced Professional Dev	2		
PSY 796	External Clinical Practicum	4		
PSY 784	Clinical Internship	1		
ELECTIVES (15 Credit Hours to total 100 hours total)				
PSY 575	Bio Psych Soc Addictions	3		
PSY 664B	Projective Pers Assessment	3		
PSY 654B	Clin Neuropsychology	3		
PSY 630	Group Psychotherapy	3		
PSY 667	Clinical Health Psych	3		
PSY 678	Empir Tx child adolescent	3		
PSY 690C	Sem: Correctional Psych	3		
PSY 690N	Sem: Forensic Psychology	3		
PSY 590R	Psych of Religion	3		
PSY 690I	ADHD Workshop	1		
Other (i.e., PSY 697 Independent Study)				
DISSERTATION (12 Credit Hours)				
PSY 799	Dissertation	12		
TOTAL HOURS				

APPENDIX G

Social Media Recommendations

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

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

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

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

APPENDIX H

POLICY ON DIVERSITY FOR GRADUATE PROGRAMS IN PSYCHOLOGY

(Revised May 2022)

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

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

DIVERSITY ASPECTS OF ADMISSIONS POLICY

The Psy.D. program is particularly interested in recruiting academically qualified applicants that can contribute to diversity of the study body. We define diversity broadly considering gender identification, ethnicity, race, culture, sexual orientation, age, religion, disability and personal experience. All student applications are reviewed by at least two faculty members. If nominated by two or more faculty members, the student applicant is invited for an interview. Applicants are interviewed by at least two faculty members and also interact throughout the day with our current students. Information about our efforts to infuse JEDI content into all course curriculum, specific committee opportunities, and local service opportunities is shared with all applicants. Faculty and current students are encouraged to make applicants aware of clinical opportunities to work with a diverse range of clients. Each year we will also examine potential structural barriers to the application process that may disproportionately limit opportunities for underrepresented and marginalized applicants.

EXPANDING DIVERSITY AMONG FACULTY AND STAFF

A primary goal of the program is to expand diversity among the faculty. Achieving this goal requires long-term systemic efforts among current faculty and students. Current policies focus primarily on attracting diverse applicants for tenure track positions. For example, advertising in venues that target individuals from diverse backgrounds and making note of the University's commitment to diversity in the recruitment materials. In

addition to these recruitment strategies, the Program has recently developed several procedures designed to highlight the value and importance placed on JEDI issues in the Program, potentially making the department and the program more attractive to future applicants from diverse groups. Recent goals have included: increased training in cultural humility; increasing student/faculty reflection and awareness of racism, marginalization, and oppression; increasing social justice opportunities for faculty and students; inviting colleagues from other institutions to present on JEDI-focused clinical work and research; and scheduling speakers on topics related to providing clinical services for underrepresented and marginalized groups.

RETENTION OF DIVERSE STUDENTS AND FACULTY

The program is committed to retaining diverse students and faculty and believes that promoting a welcoming and respectful culture that values individual differences is key in this process. The Diversity Training Committee (DTC) is charged with monitoring and promoting an atmosphere of inclusion and does so through planned activities and speakers that celebrate diversity as well soliciting feedback from students and faculty in regard to perceptions of inclusion and supportive climate. Feedback on the program climate is obtained from the Satisfaction Survey completed biannually by all students. In addition, more specific feedback on perceived attitudes and values related to JEDI issues is solicited through the Assessment of Diversity Goals survey which is conducted every three years. In addition to promoting a supportive and inclusive climate, the Program provides mentoring for new students and new faculty to promote general adjustment to the community and the program. New faculty who express interest in working with a mentor are paired with either a mentor in the department, or outside of the department, based on the faculty member's preference. In addition, the university provides New Faculty Orientation, in order to introduce new faculty to professional development opportunities on campus, interact with other new faculty, and encourage community engagement.

DIVERSITY TRAINING COMMITTEE

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

workshops, seminars and community events with a diversity focus, and maintains a channel in Microsoft Teams with JEDI content.

ASSESSMENT OF DIVERSITY GOALS

On a periodic basis (every 3 years), the Diversity Training Committee will survey the clinical faculty and graduate students in regard to perceptions of the program's effectiveness in providing training and experiences related to development of cultural humility and an atmosphere of inclusion. This survey will include both open and closed questions designed to assess perceptions of progress related to current goals as well as to facilitate development of new goals. Results of the survey will be evaluated by the Diversity Training Committee and presented to faculty and graduate students along with an updated action plan to further our development of JEDI practices in the Psy.D. program.

DIVERSITY IN THE CURRICULUM

The Program requires that all students take Culture and Diversity in Psychology (PSY 627), in order to assure all students are exposed to course content with a concentrated focus on JEDI issues. This course is designed to allow students to engage in a process of self-examination, knowledge expansion, and skill building with regard to JEDI issues in psychology. Learning occurs through discussion of readings and media, journaling, and experiential activities. In addition, both foundation and clinical courses required in the program infuse cultural humility in the content to address issues of cultural and individual differences as they bear upon the subject area.

PRACTICUM TRAINING

Efforts are made to ensure that the Psychology Clinic offers services to a broad range of client populations and actively seeks under-represented groups. The sliding fee schedule, which is adjusted to income, draws persons with low income or who are without insurance coverage to the Clinic. In addition, students in their third year and fourth year in the program currently complete fieldwork placements at clinical settings in the surrounding communities. Services are supervised by licensed psychologists in the facilities. These sites include agencies delivering services to diverse populations, including diversity in ethnicity, race, sexual orientation, gender identification, age, faith, and immigrant status. Students' clinical experiences with diverse clients are monitored to insure exposure to practice opportunities with diverse individuals.

APPENDIX I
MASTERS PORTFOLIO
(Rev June 2022)

INDIANA STATE UNIVERSITY

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

NAME OF STUDENT: _____

DATE: _____

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

Doctoral Committee Chairperson or Advisor

Printed Name

Director of Clinical Training

APPENDIX I (continued)

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

Clinical Skills

- I. Diagnostic interviewing including:
 ___ A. Psychosocial interview - adult
 ___ B. Psychosocial interview for a child or adolescent
 ___ C. Mental status examination
- II. Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences (e.g., gender identity, sexual orientation, race, ethnicity, socioeconomic status, religion) in collecting, interpreting and reporting results in psychological evaluations.
- III. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- IV. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- V. Administer, interpret, and report findings from assessments of intelligence for persons from at least two different developmental periods
- VI. Administer, interpret, and report findings using two measures of personality or psychopathology
- VII. Integrate assessment findings from a variety of sources into coherent assessments and provide appropriate recommendations and diagnoses based upon them
- VIII. Use effective listening and communications skills to establish and maintain effective relationships with individuals from diverse backgrounds.
- IX. Develop and write a formal evidence- based treatment plan based on the results of the assessment, and goals and objectives of the client
- X. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
- XI. Demonstrate ability to recognize potential ethical issues (i.e., confidentiality, dual relationships) in clinical practice and apply ethical decision-making processes to resolve the situation.

- XII. Appropriately use consultants and adjunctive services (i.e., peer supervisors, physicians, teachers, other professionals), while demonstrating knowledge and respect for the roles and perspectives of other professionals.
- XIII. Appropriately seek and participate in clinical supervision
- XIV. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation

Research Skills

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

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

APPENDIX J
Evaluation of Performance on Oral Examination
Indiana State University: Psy.D. Program
(rev June 2022)

Student Name: _____

Date of oral exam: _____

Rater's name: _____

Part I: Clinical Case Study

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

Comments: _____

Part 2: Ethics Case Study

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

Comments: _____

**APPENDIX K
CLINICAL PLACEMENT
PLACEMENT AGREEMENT**

**INDIANA STATE UNIVERSITY
PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY
PRACTICUM AGREEMENT
(Revised 6/2022)**

Clinical Trainee Name: _____ Year in Program: 3rd/4th/5th

Name of Placement Agency: _____

Address: _____

Primary Supervisor: _____

Telephone: _____ Email: _____

Degree: _____ Licensed? *Yes No* HSPP? *Yes No*

Secondary Supervisor (if relevant): _____

Telephone: _____ Email: _____

Degree: _____ Licensed? *Yes No* HSPP? *Yes No*

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

_____ to _____ *Total # weeks = ____ (A)*

2. Weekly Schedule

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

Estimated # direct contact hours per week (C): _____ *Total # hours per week = ____ (B)*

Time allotted for documentation per week: _____

3. Total hours anticipated for placement (A x B) : _____

4. Total direct contact hours anticipated for placement (A x C): _____

4. Stipend (if applicable): _____

PRACTICUM TRAINING PLAN

5. Training Goals and Objectives:

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

(If practicum involves teletherapy or tele-supervision, please indicate what percent of client services and/or supervision will be via distance)

7. Supervision:

Hours per week of individual supervision: _____

Hours per week of group supervision: _____

*Supervision Methods (check all that apply)

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

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

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

9. Agency consent for release of case information: The agency will allow the student to use de-identified psychological assessment data and other de-identified client information to make clinical case presentations. The student will discuss any such uses of clinical material with the primary supervisor prior to sharing any de-identified information. It is the student's responsibility to consult with their supervisor and to follow proper procedures for de-identifying client information.

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

11. Signatures

My signature below indicates my agreement with this placement contract.

Clinical Trainee

Date: _____

Primary Supervisor

Date: _____

Secondary Supervisor (if relevant)

Date: _____

Director of Clinical Training

Date: _____

APPENDIX L
CLINICAL PLACEMENT
PLACEMENT PROGRESS REPORT
(Revised June 2022)

1. Name of trainee to be evaluated

2. Name of Placement Site

3. Name of Supervisor completing this evaluation

4. Evaluation Period

Fall (August through December)

Spring (January through May)

5. Date of Evaluation

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

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

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

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

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

Additional comments are welcome and may be written in the text box at the end of the survey. Additional comments (please address any areas marked as a weakness or needing attention, as well as any areas of strength or other comments you would like to share about the trainee's performance):

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

	Unable to Judge	Significant Improvement Needed	Some Basic Skills, Needs improvement	Progressing Well, Meets Expectations For Level of Training	Above Expected Level of Competence For Level of Training	Exceptional Level of Competence
Knowledge and skills in assessment and diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates good clinical decision making (i.e., ability to apply relevant research, adapt evidence based approaches while maintaining treatment integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and addressing cultural and individual diversity issues in assessment and report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and addressing cultural and individual diversity issues in therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall knowledge, skills, and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations, and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates clearly and accurately in psychological reports and other documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates effective interpersonal skills and ability to manage difficult verbal communication well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conceptualizing and planning strategies for specific clients						
Evaluates intervention effectiveness and adapts goals and interventions as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows initiative and self-reliance in development of treatment plans and implementation of interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate use and response to supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall clinical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize ethical dilemmas that arise and apply ethical decision making processes to resolve them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct him/herself in a professional manner (i.e., integrity, deportment, accountability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates accurate self-reflection regarding personal and professional functioning and engages in activities to improve skills and effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate to supervisor/staff in a respectful manner (i.e., deportment, openness to feedback)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely completion of reports and notes						
Overall professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate use of consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds professionally in increasingly complex situations with a greater degree of independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Assessment of Trainee's Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX M

GUIDELINES FOR REQUIREMENTS BY YEAR IN THE PROGRAM

FIRST YEAR GUIDELINES (for 2022-2023)

RESEARCH

- ✓ Consult with Advisor about selecting Dissertation chair by end of 2nd year (if not decided)
- ✓ Review components of MS requirements and begin working on these (e.g., data collection and analysis generally as part of an assistantship; literature review)

CLINICAL

- ✓ Observe therapy sessions (one per week)
- ✓ Attend group supervision: you will rotate through all teams
- ✓ Attend Client & Science presentations (1x/month Thursday 11am to noon)
- ✓ Courses with practical component:
 - Fall:
 - Foundations of Psychotherapy and Personality Theory (665)
 - Cognitive Assessment (664) + 1 credit practicum (696)
 - Spring:
 - Personality Assessment (666)
 - Cognitive Behavior Therapy (650) + 1 credit practicum (696)
- ✓ Review clinical components of MS requirements and begin working on these (e.g., interviewing, assessment, report writing)

MASTERS (MS) DEGREE

- ✓ Become familiar with the criteria for the MS degree
- ✓ Your assistantship work might also qualify for the research requirements (e.g., data entry, analysis)

COURSES 1st Year

	Fall			Spring	
665	Foundations of Psychotherapy and Personality Theory	3	666	Personality Assessment	3
664	Cognitive Assessment	3	668	Advanced Psychopathology	3
696	Practicum (associated with 664)	1	650	Cognitive-Behavior Therapy	3
602	Psychological Research	3	696	Practicum (associated with 650)	1
690J	Psych Sciences Seminar	1			
		Total: 11			Total: 10
	Summer - optional				
607	Social Basis of Behavior	3			
566	Advanced Lifespan Dev	3			

SECOND YEAR GUIDELINES (for 2022-2023)

RESEARCH

- ✓ Continue working with a faculty member with a goal of selecting the Dissertation Chair and learning research methodology and developing a research idea – have your topic and general methodology worked out by late summer following 2nd year
- ✓ Form rest of doctoral committee and provide list of members to graduate administrative assistant who will send out dissertation committee form for electronic signatures.
- ✓ Continue working on MS degree research components

CLINICAL

- ✓ Carry three to four cases with increasing case load throughout the year: 2nd year students must have a minimum of 25 contact hours per semester in order to receive a grade for practicum. Students are also expected to complete at least two psychological evaluations per semester.
- ✓ Keep up with clinical documentation in Titanium every week
- ✓ Intake reports, psych evals, and treatment plans are required for all new cases – be sure to complete these on time and to complete progress notes for each session (within 3 working days)
- ✓ Document clinical activities online with Time2Track or other tracking app
- ✓ Continue working on MS degree clinical components; be sure you are getting the necessary experiences – request cases, assessments to fulfill requirements
- ✓ Placement information will be provided by the Placement Coordinator in January, placement applications and interviews take place from February through early April and placement decisions are in late April/early May. Note that some placements (e.g., Roubidoux VA) may wish to interview students earlier – students interested in these placements should contact the DCT
- ✓ You may start training/orientation and/or placement in the summer if approved by placement supervisor.
- ✓ Continue to see clients during the summer – register for 696 (1 credit) for summer
- ✓ Students are required to carry professional liability insurance starting in their second year. APA offers professional liability insurance for students for as little as \$35 and APA membership is not required. Further information can be found at: <http://www.apait.org/apait/products/studentliability/>.
- ✓ Attend Client & Science presentations (1x/month Thursday 11am to noon)

MASTERS (MS) DEGREE

- ✓ Apply in January (deadline March 1) to receive MS degree in May (the form is on the CGPS website) and complete the Schedule of Study form (the form in in Appendix H). Give completed forms to the graduate administrative assistant.
- ✓ Finish gathering documentation for portfolio including examples of work and faculty signatures
- ✓ Complete MS documentation by April and email both documents (documentation of clinical/research skills; appendices with work samples) to graduate administrative assistant who will send to faculty for review and electronic signature.

COURSES: 2nd Year

	Fall			Spring	
602	Psychological Research Methods	3	680	Res Clinic Psy	3
696	Practicum (associated with 664)	2	676	Adv Intervention	3
521	History & Systems (or elective)	3	696	Practicum	2
604	Adv Statistics	3	608	Bio Bases of Emot/Cogn Proc	3
		Total: 11			Total: 11
	Summer - optional				
607	Social Basis of Behavior	3			
566	Advanced Lifespan Dev	3			
696	Practicum	1			

THIRD YEAR GUIDELINES (for 2022-2023)

RESEARCH

- ✓ Develop draft of literature review for dissertation in the fall (develop goals with dissertation chair, if taking Independent Study, develop proposal goals/deadlines with advisor to include in syllabus for Psy 697).
- ✓ Continue to work with Dissertation Chairperson throughout the spring developing the final proposal
- ✓ Collect pilot data if needed – you need IRB approval before collecting ANY data
- ✓ Finalize proposal with Dissertation Chairperson and schedule proposal defense (i.e., late Spring or Summer)
- ✓ You cannot have your “official” proposal defense before passing prelims; however, it is recommended that you have your proposal meeting with your committee in the spring or summer prior to Oral Preliminary Exam (but must wait until after oral exam to submit the dissertation proposal approval form)
- ✓ Make revisions and get the IRB proposal approved by your Dissertation Chairperson
- ✓ Inform graduate administrative assistant of the date of your proposal defense (who will send out approval form following the defense for electronic signatures).
- ✓ Prepare your IRB application and submit it to your Dissertation Chairperson
- ✓ Make revisions and get the IRB proposal approved by your Dissertation Chairperson
- ✓ Register for IRBNet and review directions to submit your IRB proposal
- ✓ You will need to get electronic signatures from your Dissertation Chairperson and the Department Chairperson after uploading your documents, and can then submit it
- ✓ You will need to submit proof of completion of IRB training (scanned printout of completion of training) when you submit the IRB application.
- ✓ Review CGPS website for a template, due dates, and instructions on completion of the Dissertation

CLINICAL

- ✓ Carry four cases in the Clinic; 3rd year students must have a minimum of 35 contact hours per semester in order to receive a grade for practicum. Students are also expected to complete at least two psychological evaluations per semester.
- ✓ Keep up with clinical documentation in Titanium every week
- ✓ Intake reports, psych evals, and treatment plans are required for all new cases – be sure to complete these on time and to complete progress notes for each session (within 3 working days)
- ✓ Complete Practicum Agreement form with practicum supervisor and give to DCT (should be completed within 2-3 weeks of the start of external practicum position).
- ✓ Document clinical activities online with Time2Track (or other tracking app) - this should be done for work in the Clinic and at your placement on a weekly basis
- ✓ Continue seeing clients through the summer, be sure to register for PSY 696 for 1 credit; cannot transfer cases to a new therapist until August.
- ✓ Practicum information will be provided by the Placement Coordinator in January, applications and interviews are from February through April, rankings due in mid-April, and placement decisions are in late April/early May.

- ✓ Start collecting information about internships in the summer
- ✓ Attend Client & Science presentations (1x/month Thursday 11am to noon)

MASTERS DEGREE

- ✓ If you have not completed your MS degree by the end of your second year, you need to be sure to:
 - submit your application to graduate in August or December.
 - complete your portfolio and submit to graduate administrative assistant
- ✓ If you already have a masters and do not plan to get the MS, you still must complete the clinical skills portion of the requirements and provide documentation

CASE STUDY REPORT

- ✓ DCT will meet with students as a group in the fall semester to discuss Case Study Report and share examples.
- ✓ Consult with supervisor to select client for Case Study Report by October/November.
- ✓ Consult with supervisor and clinical literature to plan assessment battery for Case Study client; complete integrated evaluation by end of fall semester
- ✓ Complete minimum of 8-10 sessions with Case Study client; start working on Case Study Report during spring semester; complete Case Study Report by August 1 and submit to DCT. (must pass Case Study Report before eligible to sit for Oral Preliminary Exam in 4th year).

COURSES 3rd Year

	Fall			Spring	
663	Ethics and Professional Issues	3	658	Psychopharmacology	3
697	Independent Study (or Elective)	1-3	627	Culture Diversity Clinical Psy	3
696	Clinical Practicum	2	696	Clinical Practicum	2
521	History & Systems (or elective)	3	796	External Clinical Practicum	1-3
796	External Practicum	1			
		Total: 10-12			Total: 8-10
	Summer - optional				
607	Social Basis of Behavior	3			
566	Advanced Lifespan Dev	3			

FOURTH YEAR GUIDELINES (for 2022-2023)

RESEARCH

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

CLINICAL

- ✓ Start placement early fall; negotiate end date in May or June (most internships start in late June or July).
- ✓ Complete Practicum Agreement Form with practicum supervisor and send to DCT
- ✓ Monitor clinical activities online with Time2Track (or other app) on a weekly basis

- ✓ Register for 1 hr of PSY 780 each semester - in addition to preparing internship application materials, students will give case presentations each semester based on clients seen at practicum.

ORAL PRELIMINARY EXAM

- ✓ Schedule orals after start of fall semester through September (cannot schedule Oral Exam until Case Study Report is passed).
- ✓ You must be a doctoral candidate (i.e., have passed Case Study Report and Oral Preliminary Exam) to be eligible to apply for internship that year

INTERNSHIP APPLICATIONS

- ✓ Select internship application sites with your Advisor: your sites must be approved by your Advisor and the DCT
- ✓ Except under unusual circumstances, students should only apply to APA accredited programs
- ✓ Review deadlines in Psy 780 syllabus for submitting internship application materials for review.
- ✓ **STUDENTS MUST HAVE A MINIMUM OF 500 INTERVENTION (DIRECT CONTACT) HOURS AND 50 ASSESSMENT HOURS BY OCTOBER 4th AND HAVE DEFENDED PROPOSAL TO BE ELIGIBLE TO APPLY FOR INTERNSHIP THAT YEAR.**
- ✓ You must have successfully completed the Case Study Report and Oral Preliminary Exam to be eligible to apply for internship that year.
- ✓ Request letters of recommendation from faculty and clinical supervisors by early Oct. give them a list of sites to which you are applying, a list of your interactions with them (courses, practicum, research, assistantship), your vitae, a brief statement of your goals for internship
- ✓ You are responsible for submitting your applications, keeping track of due dates, and following up with faculty and supervisors to be sure letters have been submitted
- ✓ Applications are due in late October through early December.
- ✓ Internship interviews are generally December through early February
- ✓ Send follow-up/thank-you emails to sites
- ✓ Rank sites in order of preference in consultation with your Advisor; rankings must be approved by your Advisor and the program
- ✓ **Email a copy of ranking to the DCT for approval prior to submitting the rankings to APPIC (include Advisor in email).**
- ✓ Submit your rankings to APPIC
- ✓ Applicants not matched in Phase I have an opportunity to be matched in Phase II
- ✓ Contact your Advisor and the DCT for advice ASAP if you need to go through the Phase II match
- ✓ Share copy of letter confirming the Internship match, and start/end date of internship with DCT (sent to student within 1-2 weeks of the match).

COURSES 4th Year

	Fall			Spring	
671	Clinical Supervision and Consultation	3	796	External Practicum	1-3
796	External Practicum	1-3	780	Advanced Prof. Dev	3
780	Advanced Prof. Dev	1	799	Dissertation (optional)	1-3
	Elective (if needed)	3		Elective (if needed)	3
521	Hist System Psy				
		Total: 5-7+			Total: 5-9+

FIFTH YEAR GUIDELINES (for 2022-2023)

MAKE SURE THAT YOU CONTINUE TO CHECK YOUR ISU EMAIL (ALL INFORMATION PERTAINING TO GRADUATION WILL BE SENT TO ISU EMAIL)

RESEARCH

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

CLINICAL

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

GRADUATION

- ✓ Apply by June 1 for August graduation (if planning to walk in May, must apply by March 1) – if internship ends by early August and the final dissertation draft is submitted to the CGPS by their deadlines
- ✓ Apply in September for December graduation (deadline: Oct 1st)
- ✓ Be sure dissertation is defended and approved by the CGPS
- ✓ See CGPS website for deadlines for the oral defense and submission of the dissertation in order to graduate that semester.
- ✓ Follow procedures for electronic submission as detailed on the CGPS website

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

COURSES 5th Year: Internship

	Fall			Spring	
799	Dissertation	4-6	799	Dissertation	4-6
	Elective (if needed)	3	784	Clinical Internship	1
		Total: 6			Total: 7
Summer of Internship Year (and beyond) till final dissertation uploaded					
799	Dissertation	1			

CHECKLIST FOR COMPLETION OF THE DISSERTATION

- ✓ Dissertation Chairperson and rest of doctoral committee is formed. Signatures are on the “Department Recommendation for Doctor of Psychology Professional Committee” form and turned in to the graduate administrative assistant
- ✓ Develop research idea with input from your Dissertation Chairperson and further develop the research proposal during the fall of the third year (i.e., complete draft of lit review).
- ✓ Continue to work with your Dissertation Chairperson throughout the spring of the third year to complete your proposal (revise lit review, complete methods)
- ✓ Collect pilot data if needed – you need IRB approval before collecting data unless you are working on a project in your lab that already has IRB approval
- ✓ Finalize proposal with Dissertation Chairperson and distribute copies to committee members
- ✓ You cannot have your “official” proposal defense before passing prelims; however, you are encouraged to have your proposal meeting with your committee in the spring or summer before prelims (but must wait until after prelims to submit the dissertation proposal approval form)
- ✓ Make suggested changes on proposal and get proposal approved by your Dissertation Chairperson
- ✓ Give the signed proposal approval form and final copy of proposal to graduate administrative assistant;
- ✓ Submit the proposal and signed proposal approval form to the College of Arts and Sciences for their review; they will email you and your Chairperson with any revisions
- ✓ Make any necessary revisions and re-submit to the CAS; the College of Arts and Sciences will forward the materials to the CGPS
- ✓ Prepare your IRB application and submit it to your Dissertation Chairperson – (unless using archival data for a project that already has IRB approval)
- ✓ Make revisions to the IRB proposal get the IRB proposal approved by your Dissertation Chairperson and submit electronically via IRBNet (get chair and Advisor electronic signature before submitting).
- ✓ Once you receive IRB approval you may begin collecting data (or analyzing archival data)
- ✓ Once data collection is complete, conduct data analyses working closely with your Dissertation Chairperson
- ✓ Review the CGPS website for the template, due dates, and instructions on completion of the Dissertation
- ✓ Write the dissertation – work on drafts with your Dissertation Chairperson

- ✓ When your Dissertation Chairperson approves the project, give drafts to committee members (allow 2 weeks for them to read it)
- ✓ With your Dissertation Chairperson's approval, contact committee members to schedule oral defense, inform graduate administrative assistant at least two weeks in advance (graduate administrative assistant will inform CGPS so defense can be advertised on *ISU Today*).
- ✓ Register for twelve hours of PSY 799 (generally 2-3 hours during fall and spring semesters of internship year)
- ✓ Submit approved Dissertation along with signed dissertation approval form to the College of Arts and Sciences for the dean's approval
- ✓ Make the changes requested by the CAS and resubmit the document to CAS; you will receive a scan of the approval form signed by the CAS dean
- ✓ Once approved by CAS, submit the final document along with the scanned approval form through Proquest for review by the CGPS
- ✓ Make the changes in formatting requested by the CGPS
- ✓ Follow procedures for electronic submission as detailed on the CGPS website (note that there are additional procedures and a fee if you want bound copies of the dissertation)
- ✓ You must maintain continuous enrollment until with the exception of summer (unless you plan to graduate in the summer – then you must be registered that semester, unless the dissertation has been defended and the final copy submitted to the CGPS prior to the beginning of the summer semester).
- ✓ Be sure you have submitted the application to graduate – March 1st for May, June 1st for August, October 1st for December
- ✓ See the CGPS website for due dates for the application to graduate and the deadlines for the oral defense and submission of the dissertation

APPENDIX N CLINICAL COMPETENCIES FORM

Mid-Semester Evaluation of Clinical Competencies

Clinician: _____
Supervisor: _____

Date of Evaluation: _____

Clinicians are rated using the following scale:

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

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

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

APPENDIX O
Dissertation Expectations
ISU Psy.D. Program
(rev Sept. 2022)

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

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

1. The dissertation study may have a clinical or non-clinical focus. In the event that the focus is non-clinical, Psy.D. students are encouraged to consider the possible clinical applications of their results (e.g., in discussion section of dissertation, during oral defense or both if appropriate).
2. Psy.D. students may use archival data for their dissertation projects. In most cases, students using archival data will have been involved in collection of the data (e.g., ADHD Evaluation Clinic, test administration in Dr. Bolinsky's lab). In the event that a student is using archival data and was not involved in the data collection, it is expected that they will make use of more rigorous statistics than typical (e.g., compared to other Psy.D. student dissertation projects) in analysis of the data.
3. Once the dissertation committee has approved a student's proposal, the proposal becomes a "contract" of sorts between the student and the dissertation committee regarding implementation of the study, plan of analysis etc. Although a student might be encouraged to consider additional analyses, especially in cases in which the planned analyses did not yield significant results, it should not be the case that the chair or dissertation committee members ask the student to engage in data collection or analyses that deviate significantly from the original proposal.
4. Students are not required to include an "overview" or "introduction" prior to the literature review. Starting in the Spring of 2022, students are encouraged to develop the dissertation based on a manuscript format (i.e., literature review and discussion section no more than 15 pages long).
5. Students are expected to use APA style throughout the dissertation. Student are not required to use the "Chapter" format proposed by CGPS, however they must format the prefatory (front matter) materials according to the CGPS Thesis and Dissertation handbook which can be accessed online at:
https://www.indstate.edu/sites/default/files/media/graduate/pdfs/handbook-dissertation_02.pdf
6. **Students must defend their dissertation proposal by Oct. 4 in order to be eligible to apply for internship that year.** (Note: Students that have not yet defended by September should be advised not to register (and pay fees) on the APPIC web site unless they are confident that they will be able to defend by the Oct. deadline.)

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

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

APPENDIX P
Typical Course Sequence
(Rev June 2022)

Students typically spend four years on campus completing the required coursework, although some students elect to complete coursework over five years. A typical five-year sequence (four years on campus, one year off-campus for internship) follows below. The exact sequence may vary somewhat due to changes in scheduling of particular courses or courses that are offered every second year.

COURSES 1st Year

	Fall			Spring	
665	Foundations of Psychotherapy and Personality Theory	3	666	Personality Assessment	3
664	Cognitive Assessment	3	668	Advanced Psychopathology	3
696	Practicum (associated with 664)	1	650	Cognitive-Behavior Therapy	3
602	Psychological Research	3	696	Practicum (associated with 650)	1
690J	Psych Sciences Seminar	1			
		Total: 11			Total: 10
	Summer - optional				
607	Social Basis of Behavior	3			
566	Advanced Lifespan Dev	3			

COURSES: 2nd Year

	Fall			Spring	
602	Psychological Research Methods	3	680	Res Clinic Psy	3
696	Practicum (associated with 664)	2	676	Adv Psy Interventions	3
521	History & Systems (or elective)	3	696	Practicum	2
604	Adv Statistics	3	608	Bio Bases of Emot/Cogn Proc (or elective)	3
		Total: 11			Total: 11
	Summer - optional				
607	Social Basis of Behavior	3			
566	Advanced Lifespan Dev	3			
696	Practicum	1			

COURSES 3rd Year

	Fall			Spring	
663	Ethics and Professional Issues	3	658	Psychopharmacology	3
697	Independent Study (or Elective)	1-3	627	Culture Diversity Clinical Psy	3
696	Clinical Practicum	2	696	Clinical Practicum	2
521	History & Systems (or elective)	3		Elective (if needed)	3
796	External Practicum	1	796	External Clinical Practicum	1
		Total: 10-12		Total	9-12
	Summer - optional				
607	Social Basis of Behavior	3			
566	Advanced Lifespan Dev	3			
696	Practicum	1			

COURSES 4th Year

	Fall			Spring	
671	Clinical Supervision and Consultation	3	796	External Practicum	1-3
796	External Practicum	1-3	780	Advanced Prof. Dev	3
780	Advanced Prof. Dev	1	799	Dissertation (optional)	1-3
	Elective (if needed)	3		Elective (if needed)	3
521	Hist System Psy				
		Total: 5-7+			Total: 5-9+

COURSES 5th Year

	Fall			Spring	
799	Dissertation	4-6	799	Dissertation	4-6
			784	Clinical Internship	1
		Total: 4-6			Total 5-7

APPENDIX Q

Professional Conduct When Interviewing

(May 2018)

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

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

APPENDIX R

ESTIMATED SUPERVISED CLINICAL HOURS BY PROGRAM YEAR

<u>Year in Program</u>	<u>ISU Psychology Clinic</u>	<u>External Practicum</u>
2 nd year*	90-120 Intervention 20-60 Assessment	N/A N/A
3 rd year*	110-120 Intervention 20-40 Assessment	300-350 Intervention (Assessment varies depending on site)**
4 th year*	N/A	300-350 Intervention*** (Assessment varies depending on site)**

*includes summer following 2nd/3rd/4th year

**For practicum sites with a focus primarily on intervention, assessment hours ranged from 0 to 50 for the year; Practicum sites that involve both therapy and assessment or primarily focus on assessment (i.e., neuropsych practicum) hours ranged from 85 to 135 over 9 to 12 months.

***Students typically acquire 100-150 contact hours in the first 10 weeks of the fall semester (i.e., mid-August to Nov. 1) that are included in the total reported on the APPI (internship application).

APPENDIX S

OUTLINE FOR CASE STUDY REPORT

Spring 2022

Students enrolled in Psy 697B will complete a 12-15 page Case Study report that includes results from an integrated evaluation. The Case Study report must be completed by August 1, 2022 in order to be eligible to apply for internship. The Case Study report will be reviewed/approved the student's dissertation committee (2 clinical faculty members). Starting with the Fall 2019 Cohort, successful completion (i.e., approved) of the Case Study Report will take the place of written preliminary exams.

Following is an outline of the required components for the Case Study report.

****Redact all identifying info prior to submitting Case Study to your dissertation committee for review.

I. Description of the Client

- Including client's age, gender, religion, SES, sexual orientation, race/ethnicity, relationship status, family composition and current living situation.
- Referral source (if relevant) and reason for seeking services
- Other relevant info

Approximately 1 paragraph

II. Presenting Complaints

- Clients self-reported reason for seeking help. Current symptoms and impact on social, interpersonal, occupational roles.

Approximately 1 paragraph

III. History of the Problem

- Explain development and course of the problem since the client first noticed symptoms.
- May include events or life changes that occurred in conjunction with symptoms/distress
- Specify previous efforts at resolve the problem (i.e., prior therapy, consultation with physician or psychiatrist) and outcome of these efforts
- May include client's cognitive, affective and/or interpersonal reactions to symptoms or events triggering psychological distress.

Approximately 1 paragraph

IV. Behavioral Observations

- Should include thorough mental status exam
- Relevant observations may include physical coordination/movement, affect, any oddities in client's behavior, speech/communication patterns.
- Include risk assessment for homicidal ad suicidal ideation as well as presence/absence of hallucinations/delusions

1-2 paragraphs

V. Developmental and Historical Information (background history)

- Information should be presented chronologically
- Describe any significant family, school and peer relationships including family of origin and present family (if relevant)
- Describe the quality of the relationships with important figures (i.e., caretakers) both past and present
- Developmental history (more detail for children)
- Brief mention of sig. medical history (more detail in section below)
- Any major losses, changes or trauma in family history (and possible impact on client's current functioning and relationships)
- Significant peer relationships (friendships and romantic relationships), difficulties in those relationships, resolution of interpersonal conflict, any significant interpersonal patterns of behavior that persist into current relationships.
- Sexual history including any trauma or abuse, dating, sexual relationships, sexual orientation. Current attitudes towards sexuality and sexual activity.

1-2 pages

VI. Educational/Work/Military Service/Legal Information

- School history including academic performance, any academic or behavior problems at school, concerns regarding academic performance by parents and/or teachers (more detail for child/teen client; less detail and include post HS education or training for adult clients)
- Work history including attitudes/satisfaction with past and present jobs and supervisors, reason for job changes, relationship with coworkers, job/career goals
- Military experience (if relevant) including rank, discharge status, quality of relationship with peers and authority figures.
- Any past or present legal issues including arrests, incarcerations, court-ordered Tx etc.

Approximately 2 paragraphs

VII. Medical History

- Summary of any past or present medical issues, illnesses, injuries, surgeries and disabilities. Include current medication
- Family/other support in response to medical problems
- Complete listing of medication including dose, over the counter, herbal and other supplements.
- Use of substances including non-prescribed medications, alcohol, nicotine, marijuana, caffeine; when started/when stopped/last use, extent of use
- Remember to include relevant medical concerns in summary/differential diagnosis

Length will vary—up to one page usually

VIII. Diversity/Multicultural Considerations

- Describe client's social/ethnic/racial/cultural/gender/sexual/SES factors that organize and impact psychological functioning and symptom development. Consider interaction of cultural variables and influence

on client's view of the world, development of presenting problems and how factors may influence client's mental health and response to treatment.

- Discuss issues of diversity in the context of the therapist/client relationship.
- **Include at least 1-2 references (peer -reviewed)** in describing issues of diversity and potential influence of therapist/client relationship

1-2 pages

IX. Clients strengths and weaknesses

- Address client's strengths from client's perception and the clinician's perspective, may include how client has resolved conflicts/challenges in the past (and present)
- Address the client's weaknesses from perception of client and therapist.

Approximately 1 paragraph

X. Results of Integrated Evaluation

- Assessment measures given (and why specific measures were chosen)
- Include summary of results from integrated evaluation

3-4 paragraphs

XI. Differential Diagnosis

- Describe the diagnoses you considered based on intake/background history, including diagnoses that were considered and ruled out
- Summarize any previous evaluation results or MH treatment (and diagnoses previously given) that may inform diagnosis
- Summarize results of integrated evaluation
- Describe diagnoses that were ruled out or confirmed
- Summarize support for diagnosis
- Diagnosis section should include DSM-5 ICD codes with denoted severity and also include identified psychosocial stressors

Approximately 1 page

XII. Theoretical Orientation

- Describe rationale for orientation/approach chosen for this client, considering client's presenting problem, clinical presentation and/or diagnosis and presenting issues.
- Include at least 4-6 references (peer reviewed) to support your chosen approach/interventions. Discuss the evidence base of the effectiveness and provide a rationale for your approach/orientation for the specific patient (i.e., patient characteristics) and diagnosis.
- This section should be a brief review of the literature from peer-reviewed sources that provides support for the application of your theoretical orientation for specific patient and diagnosis.

1-2 pages

XIII. Case Formulation

- Based in your theoretical lens, provide a concise summation of the client's psychological functioning including coping style, emotional functioning, interpersonal style, self-perception, world view and information processing.
- Explain how the client potentially developed their concerns/symptoms according to your theoretical orientation.
- Integrate your patient's history with the theoretical orientation you have selected to support your explanation (i.e., how problems developed). Integrate significant patterns of behavior from current and past material that relate to client's presenting problems and ongoing life problems.
- Consider adaptive and maladaptive elements in client's current functioning. What purpose do symptoms and complaints serve? What types of problems have developed as a result of symptoms? How motivated is the client to change? What are the client's expectations and understanding of the therapy process?
- May include citations to peer-reviewed sources

1-2 pages

XIV. Treatment/Intervention Plan and Recommendations

- Your treatment plan should be an application of your case formulation
- Describe how the treatment plan was developed with the client.
- Describe the course of treatment (i.e., what occurred before start of case study, what has occurred in recent weeks/months while writing case study).
- Discuss the specific techniques utilized, how they fit with the conceptual model, case formulation and clinical presentation. Also explain how techniques were applied (i.e., adapted for this particular client?)
- **Discuss the evidence base of the effectiveness of your treatment plan and rationale for the techniques. Provide an evaluation of how effective your interventions are with the problem you are treating (i.e., based on review of the literature)** as well as how effective interventions have been in making progress on treatment goals for this particular client (include overview/summary of outcome ratings thus far).
- How will the client's personal strengths and resources be utilized in the change process?
- How does treatment/intervention plan consider generalization of treatment gains to facilitate ongoing progress post termination?
- State the probability for the client to benefit from the type of treatment offered (i.e., prognosis) considering the internal motivations and external factors that may aid or hinder the therapy process.
- Designate areas needing future clarification and possibility of additional assessment.
- Describe how you assessed your patient's progress (how often, what measure, how processed with client) in treatment.

Approximately 2 pages

XV. Ethical and Legal Considerations

- Identify and describe any ethical and/or legal issues, how awareness of these issues transpired, and how they were addressed in treatment with the client.
- Explain how ethical issues or situations were addressed and resolved.
- Include reference to specific ethical and/or legal standards and/or peer reviewed references as appropriate.

1-2 pages (depending on presence of ethical/legal issues)

XVI: Self-Critique

- Provide a summary of what has gone well in therapy with this client and what has not gone as expected/gone less well.
- Reflect on how your own strengths/weaknesses (i.e., conceptualization skills, selection and implementation of interventions, therapy style) in conjunction with client characteristics and presenting issue has impacted therapy outcomes thus far.

1-2 pages

(Case study outline above is based on outline for CAMP submission 3-8- Intervention: Tape with Actual Client and Document- from Midwestern University- Glendale CAMP Handbook 2016. Used with permission.)

APPENDIX T
CLINICAL CASE STUDY EVALUATION FORM
(Approved 4/29/22)

Evaluator Name: _____

Rating Descriptions

Insufficient: Student demonstrated inadequate coverage of topic area; revisions are required

Proficient: Student demonstrated satisfactory coverage of topic area

Advanced: Student demonstrated thorough coverage of topic area; exceeds expectations

*Section should include reference to peer-reviewed sources

Presenting Problems (includes history of problem)

1	2	3
Insufficient	Proficient	Advanced

Background Information (Dev hx, Education/work, medical)

1	2	3
Insufficient	Proficient	Advanced

Diversity/Multicultural considerations

1	2	3
Insufficient	Proficient	Advanced

Assessment and Differential Diagnosis

1	2	3
Insufficient	Proficient	Advanced

***Theoretical Orientation (rationale for orientation/approach/interventions)**

1	2	3
Insufficient	Proficient	Advanced

Case Formulation

1	2	3
Insufficient	Proficient	Advanced

***Treatment/Intervention Plan/Recommendations**

1	2	3
Insufficient	Proficient	Advanced

Ethical and Legal Considerations

1	2	3
Insufficient	Proficient	Advanced

The Clinical Case Study Report will be reviewed initially by the two clinical faculty members on the student's dissertation committee. If there are significant differences in the ratings between the two initial raters, a 3rd clinical faculty member (i.e., Kathy Ocampo) will be asked to review the Case Study Report. A rating of 2 (proficient) or above for all 9 sections below is required to pass the Case Study.

Faculty reviewing the case study will send their ratings, using the rubric below, to the DCT. Ideally the student would receive feedback within 2-3 weeks of submitting the case study.

If the student does not pass, the DCT will solicit feedback from the clinical faculty that reviewed the Case Study and inform the student of the changes that need to be made in order for the case study to pass. The student will be able to revise the case study until it passes. However the student will not be able to take the oral preliminary exams until the case study has been approved/passed.

Student Name: _____ Date: _____

Self-Critique

1	2	3
Insufficient	Proficient	Advanced

If any ratings of < 2 are given, please elaborate regarding suggestions for improvement

Other comments (i.e., strengths):

Signature: _____

Date: _____