Department of Psychology
Idaho State University

Doctoral Program in Clinical Psychology

Clinical Student Handbook
2017-2018

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Preface

This Handbook was prepared by the Department of Psychology for students enrolled in the doctoral training program in clinical psychology, hereafter, the “Program.” The Handbook is designed to sensitize the student to the wide range of policies and procedures that constitute the Program. The Handbook is subject to review and revision. All doctoral students, regardless of date of matriculation, are asked to review the basic parameters of the program as described in the Handbook. We require that students document their review of the Handbook with a signature on the “Handbook Distribution Form.”

Consult with your advisor or the Director of Clinical Training (DCT) if you find any aspect of the Handbook unclear. Changes in the Handbook that are necessitated by changes in conditions (e.g., accreditation requirements), departmental policy, or for purposes of clarification apply to all students. The Graduate School invokes a similar policy regarding the Graduate Catalog (http://coursecat.isu.edu/graduate/generalinfoandpolicies/). Neither the Handbook nor the Graduate Catalog should be considered a binding contract between Idaho State University (ISU) and the student. If a hardship is created for a specific cohort of students by future Handbook alterations, the Psychology Department and/or the Clinical Training Committee (CTC) will always consider rendering an exception in policy or procedure to accommodate transition problems.

This Handbook supplements, but does not supersede any other existing policies and procedures of Idaho State University. In particular, all students should be familiar with the current Graduate Catalog (http://coursecat.isu.edu/graduate/), the “Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects”, the Graduation Application Form, and the associated Graduation Checklist (isu.edu/graduate/; under the Current Student tab, click on ‘Graduation’). You will earn two graduate degrees: the MS in Psychology and the PhD in Clinical Psychology. Each degree requires an application for graduation and all the associated steps required by the Graduate School. In addition, all incoming students are provided a copy of the ISU Psychology Clinic Policies & Procedures Manual, and all students are required to attend the annual orientation to the Psychology Clinic offered by the Clinic Director. Finally, the Psychology Department Graduate Studies Manual is available for review by any student, only parts of which pertain to clinical students. Current copies of all of these documents are available from the Department Secretary or on-line at the respective websites.

Students should meet regularly with their advisor and the DCT to review progress and to determine the need to file forms, meet deadlines, etc. Although faculty will do everything possible to alert students to requirements, one should not assume that advisors or the DCT will provide reminders in a timely manner to perform each and every task. Use this Handbook and all other resources as a guide to the seemingly endless paperwork and rigors of graduate student life.
Summary of Changes to the 2016-17 Clinical Student Handbook

Proposed Curriculum Changes

This year’s handbook contains information regarding proposed curriculum changes to the program to remain consistent with the APA Standards of Accreditation. In summer 2017, the CTC met to discuss curriculum changes in light of new APA Standards of Accreditation. Proposed changes to the curriculum were guided by the following goals:

1. Keep our curriculum consistent with the new accreditation standards.
2. Decrease total number of courses students must take.
3. Increase flexibility and choice for students in the clinical doctoral program.

The primary changes being proposed for the clinical psychology curriculum are as follows:

FOR THE MS DEGREE

(1) In the new curriculum, students will be required to take four courses across three content areas:
   a. One course in Biological Bases of Behavior (Behavioral Neuroscience I [PSYC 5531] or II [PSYC 5532])
   b. Two courses from the Cognitive, Developmental, Social Area (Cognitive Psychology [PSYC 6642], Developmental Psychology [PSYC 6644], and Social Psychology [PSYC 6643])
   c. One course in Individual Behavior (Theories of Personality [PSYC 6647] or Advanced Learning [PSYC 5570]).

(2) Other required courses for the MS degree (PSYC 6627, PSYC 6632, and PSYC 6650) remain the same.

(3) The total number of credits required for the MS degree remain the same.

FOR THE DOCTORAL DEGREE

(1) We removed the requirement that students take Advanced Psychological Measurements (PSYC 6623). Relevant course content will be integrated into the two Psychodiagnosics courses (PSYC 6620 and 6621).

(2) We added a required course: PSYC 7704: Supervision and Consultation in Clinical Psychology.

(3) We reduced the required number of Clinical Proseminar (PSYC 7736) courses from two to one.

(4) We re-organized the professional training courses and changed the degree requirement to 15 credits total of the following courses (required credits for each course are in parentheses):
   a. PSYC 5517 (Interdisciplinary Evaluation Team; 1 credit required)
b. PSYC 7724 (Community Practicum; 2 credits required)
c. PSYC 7725 (Psychology Clinic Practicum; 3 credits required)
d. PSYC 7726 (Supervision Practicum)
e. PSYC 7727 (Psycho-Educational Evaluations; 3 credits required)
f. PSYC 7748 (Clinical Externship)
g. PSYC 7749 (Clinical Internship; 3 credits required).

(5) All other required courses are the same.
(6) The revised curriculum increases the total credits required for the doctoral degree to 70 from the previous curriculum’s 66 credits.

Changes to course order
- Interdisciplinary Evaluation Team will be moved to earlier in the curriculum (not in the 4th year)
- Advanced Ethics course will be moved to spring semester to make it better for students applying to internship

What does this mean for current students?
- All students graduating from the program must meet current APA standards
  - Must have supervision exposure
  - Must have consultation and interdisciplinary skills
  - Students who have taken Psychodiagnosics courses, but not Psychometrics, will need to remediate psychometrics in some way

Change in interpretation of thesis and dissertation credits
Thesis and dissertation grade interpretations have changed (see p. 20).

New Language:

*Thesis Grade Expectations and Interpretations*
Thesis (PSYC 6650) and dissertation (PSYC 8850) credits are graded on an S (“Satisfactory”) or U (“Unsatisfactory”) basis. IP (in progress) grades are given for those students who have initiated but not completed their thesis or dissertation work. Advisors are responsible for processing a Change of Grade for all previous semesters after the completion of all requirements for the thesis or dissertation, at which time all IP grades will be changed to S or U grades. It is important that students make persistent, positive, and timely contributions to their thesis or dissertation research every semester in which they register for these credits. Unsatisfactory research performance indicates a failure to contribute and/or progress, despite repeated informal discussions with the research advisor. If a student is at risk of having an IP grade changed to a U grade in one or more semesters, upon completion of the thesis or dissertation, the advisor will inform the Clinical Training Committee prior to the end of the semester, and the advisor will issue a formal letter written to the CTC and the student. The
letter will describe the nature of the unsatisfactory progress, the steps needed to remedy the deficiency, and a deadline for re-evaluation. Failure to meet the requirements detailed in the letter will result in a U grade upon completion of the thesis or dissertation in any and all relevant semesters. The student may be placed on academic probation for failing to conform to temporal guidelines of the program. Probation will be lifted when the student has met deadlines decided on with the adviser and with approval of the CTC.
History and Mission of the Clinical Training Program

The State Board of Education approved the Clinical Training Program in 1991 for the express purpose of educating generalist practitioners of clinical psychology. A needs assessment, co-sponsored by the ISU Psychology Department and the Idaho Psychological Association, identified a shortage of doctoral-level, licensed psychologists in the state of Idaho. Consistent with ISU’s strong commitment to providing training in health-related professions, doctoral training in clinical psychology was initiated at ISU in the fall semester of 1995. The program was first accredited by the Committee on Accreditation (CoA) of the American Psychological Association (APA) in May 2001. The program’s full accreditation status was reaffirmed in 2004, 2011, and most recently in 2017. The next accreditation site visit will be in 2023.

The practice of clinical psychology in sparsely populated states like Idaho requires generalist skills. Specifically, practitioners must possess a broad knowledge of human function in a variety of contexts in order to adequately evaluate clients, conceptualize problems, and dispense psychological services. In the absence of available specialists, the rural practitioner must, at a minimum, possess the ability to screen and appropriately refer individuals presenting with virtually any mental health problem. Further, the well-trained rural practitioner should be able to assess and provide psychological services for common mental health disorders. It is the express goal of the clinical training program at ISU to provide integrated academic and professional training in the psychopathology, evaluation, and treatment of common psychological disorders. Common disorders include, but are not limited to, schizophrenia, anxiety, depression, suicidal crisis, family/couple dysfunction, substance abuse, childhood disorders (externalizing and internalizing issues), and intellectual deficiency. Every effort will be made to provide supervised practicum experiences with as many common psychological disorders as possible.

Stated concisely, the mission of the ISU doctoral program in clinical psychology is to train competent clinical psychologists who can apply and adapt general conceptual and technical skills in diverse regional and professional settings.

APA Accreditation

The ISU Doctoral Program in Clinical Psychology has been continuously accredited by the APA Commission on Accreditation since May 2001 and was most recently re-accredited in 2017. The program pays an annual fee and submits the Annual Report Online to the commission to maintain its accreditation status. Our next site visit is scheduled for fall 2023. Students with questions about the accreditation process can direct those concerns to the DCT or contact the Commission on Accreditation directly at: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 (phone CoA at 202-336-5500 or go to www.apa.org/ed/accreditation).
General Program Goals and Philosophy of Education

An effective clinical psychologist possesses a strong professional identity that includes: (a) a firm grounding in the science of psychology, and (b) knowledge of relevant theories and technical skills that aid in the amelioration of human suffering. Most importantly, a clinical psychologist understands the interactive relationship between science and practice. As such, the educational philosophy of the clinical training program at ISU is based on the traditional Scientist-Practitioner model of clinical training.

Several professional characteristics are integral to all levels of doctoral training and are reflected throughout our program goals, objectives, and curriculum. Specifically, a clinical psychologist adapts to societal needs and changes in service delivery, thinks critically, tolerates ambiguity, and communicates clearly. In addition, a clinical psychologist contributes to the knowledge base of psychology, evaluates the effectiveness of professional services, embraces APA standards of professional ethics, recognizes the importance of personal values, and appreciates individual and cultural differences.

Goals, Objectives, and Associated Specific Competencies

The Clinical Training Committee (CTC), in conjunction with the Psychology Department, has evolved a finite set of goals for all graduate students in the clinical training program that are consistent with APA accreditation standards. This list is considered dynamic and aspirational. This list of goals will be under review during the 2017-2018 academic year as the program transitions to the new Standards of Accreditation. As written, our program goals fit well within APA accreditation standards, but the CTC will review and modify these goals over the course of the year to put our program in the best possible position to offer students outstanding training consistent with national standards.

Specific program activities designed to help students meet program goals and objectives are continuously subject to scrutiny and modification. Moreover, program objectives may expand or contract as outcome data inform the CTC of areas of success or relative ineffectiveness. The five program goals (numbered), objective list (lettered), and associated competencies are presented in outline form below.

Goal 1 Research Knowledge and Skills

Students will demonstrate knowledge and skills relevant for conducting independent research and for communicating findings from such research to professional and/or scientific communities.

Goal 2 Professional Knowledge and Skills

Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.
Goal 3 Integration of Science and Practice
Students will demonstrate the ability to integrate research and theory from diverse areas of psychology into their conceptualization and practice of clinical psychology.

Goal 4 Professional Identification and Ethical Practice
Students, both during their training and in their professional careers, will identify themselves with the profession of psychology, conduct themselves in an ethical and professional manner, and present a positive public image as a psychologist.

Goal 5 Appreciation of Individual Differences, Cultural Differences, and Diversity of Practice
Students will be exposed to individuals who are affiliated with diverse cultural, demographic, and socioeconomic backgrounds. Furthermore, students will work with such individuals in varied and diverse settings. Students will demonstrate awareness, appreciation, and respect for cultural and individual differences and diverse value or belief systems.

Advising
During the first semester of clinical training at ISU, all incoming graduate students are assigned to the Director of Clinical Training (DCT) for all issues pertaining to academic advising. First year registration decisions are few in number, but important in terms of Area Requirement completion (discussed below). All entering students are required to designate a research mentor by October 1, who then serves as the student’s academic advisor. Each faculty member’s current research program and interests are presented during the admissions process and during the fall semester graduate student orientation meeting (Friday before classes). Incoming students are encouraged to meet with potential thesis/dissertation advisors to discuss mutual interests during September. The CTC retains the right to review student requests for thesis/dissertation supervisors. Individual faculty retain the right to approve or deny student requests for advising or directing research. Students and/or faculty may request a change in research directors/advisors at any time; refer to the Graduate Catalog for more detail regarding advisors and changing major advisors. Students should meet with their advisors regularly and often.

The demands of professional training require careful attention to course requirements, course sequences, practica requirements, internship applications, time-limits, and so on. It is the goal of the Clinical Training Program that every admitted student be given every opportunity to finish the on-campus components of the Program in four years. The student’s advisor and the DCT are charged to help the student accomplish that goal. Consequently, students always meet with their advisor and the DCT during the pre-registration period for the upcoming semester. Students and advisors are provided with electronic copies of the Clinical Student Tracking Forms (PDF): Form A (Academic Courses), Form B (Professional Training Record), and Form C (Research Record). Tracking Forms must be updated every semester by each student, in consultation with her/his advisor, and submitted to the DCT electronically by
Friday following the posting of semester grades. Grades are posted by the ISU Registrar on the Tuesday that follows finals week.

The DCT monitors each student’s registration during the week prior to classes to ensure adherence with the registration requirements and the temporal guidelines of the Program. All students are required to register for 12 graduate credits during fall and spring semesters and at least 1 credit during summer semesters. See the Basic Curriculum Sequence at the end of this Handbook for a prototype of the required schedule. All departures from the “12 credit” principle must be reviewed and approved by the CTC. Part-time students are not allowed in the doctoral training program at ISU except under unusual and temporary circumstances. Failure to maintain adequate progress toward completion of the doctoral degree is considered a serious deficiency by the CTC. Students not maintaining adequate progress may be placed on academic probation or even dismissed from the Program by a vote of the departmental graduate faculty. See the Graduate Catalog for all policies regarding program dismissal and the appeal process. The recommended temporal guidelines defined in this Handbook are but one criterion by which adequate progress is defined. Students in good standing with the CTC make every possible effort to adhere to the registration requirements and temporal guidelines of the Program. A variety of conditions, however, may prevent a well-intended student from meeting the recommended time frame for completing specific tasks. It is incumbent upon the student to inform the CTC in writing of the conditions creating significant deviations from registration and/or temporal guidelines. The Appendix includes a summary of the currently recommended temporal guidelines and contingencies.

The “Continuing Registration” policy of the Graduate School requires that all students who have registered for thesis or dissertation credits must be registered for at least one graduate credit during each subsequent semester until that degree has been earned, including summer semesters and the semester in which the thesis or dissertation is defended. Generally, students register for 1-credit of practicum (PSYC 7724 or 7725), externship (PSYC 7748), thesis (PSYC 6650), dissertation (PSYC 8850), or internship (PSYC 7749) during summers, the internship year, or during any part-time semesters needed to defend the dissertation. During the internship year (in fall, spring, and summer semesters), the required 1-credit must be PSYC 7749 (Clinical Internship) to maintain full time student status with the university, thereby extending the deferment of student loans and continuation of student loan eligibility.

The Graduate School also imposes a specific time limit on the completion of doctoral degrees. Doctoral candidates are allowed no more than five years to complete the doctoral degree from the date the student passes the department’s Qualifying Exam. Since most students will pass the exam during September of their third year and complete all degree requirements within the next 3-4 years, the Graduate School time limit is rarely an issue. It can become a significant problem, however, for the “All-But-Dissertation” student who finishes the internship, but encounters dissertation data collection requirements or life circumstances that delay the dissertation defense. Such a student may be required to retake part or all of the Qualifying Exam in order to obtain an exception from the Graduate Council to extend the 5-year limit. Obviously, this exigency is to be avoided. See the Graduate Catalog for details.
The Master of Science Degree Requirements

Current MS Curriculum

All clinical doctoral students must complete the Master of Science (MS) in Psychology as described in the Graduate Catalog. The MS includes coursework, both required and elective, and a thesis. A Program of Study for the MS must be submitted to and approved by the Graduate School the semester prior to the semester in which the student plans to graduate. This program of study lists required and elective courses associated with the MS degree and lists the student’s thesis committee members. An initial program of study will be established during the student’s first semester at ISU and adjusted as needed before being submitted to the Graduate School. #1

I. Required Courses

1. PSYC 6627 – Statistics & Research Design I
2. PSYC 6632 – Statistics & Research Design II
3. PSYC 6650 – Thesis (6 credits)
4. Area Requirements - one 3-credit course from each area
   A. Biological Bases of Behavior
      i. PSYC 5531 - Behavioral Neuroscience I, OR
      ii. PSYC 5532 - Behavioral Neuroscience II
   B. Cognitive-Affective Bases of Behavior
      i. PSYC 6642 - Cognitive Psychology
   C. Social Bases of Behavior
      i. PSYC 6643 - Advanced Social Psychology
   D. Individual Behavior
      i. PSYC 6644 - Advanced Developmental Psychology, OR
      ii. PSYC 6647 - Personality and Individual Differences

II. Elective Courses - 12 graduate credits in Psychology

Note: The 12 “elective” credits for the MS degree are not truly electives for graduate students in the clinical training program. Generally, clinical program requirements dictate the doctoral student’s “electives” during the first two program years. See the Basic Curriculum Sequence at the end of this Handbook. True clinical electives are available during the third and fourth years (i.e., PSYC 7736 offerings). The 12 elective credits from the MS degree all apply toward the completion of specific doctoral courses and the total credit requirements for the doctoral degree.
Minimum Total Credits for the MS Degree = 36

Area Requirements

Completing the Area Requirements poses several important problems for the student and his/her academic advisor to solve. The Department requires that each student, in conjunction with the Chair and a second faculty member (the DCT in the case of clinical students), file an Area Requirement Plan of Completion during the first semester following matriculation. A copy of the Area Requirement Plan of Completion form can be found in the Appendix. Essentially, the departmental administrators, representing the faculty, review the student’s undergraduate and graduate transcripts. Successfully completed (i.e., As & Bs) undergraduate courses and, if available, graduate courses, will be considered in evaluating alternative strategies for completing Area Requirements. For example, a student who had successfully completed an undergraduate course in physiological psychology would be advised to use PSYC 5532 (Behavioral Neuroscience II) to fulfill Area A, while those without the undergraduate pre-requisite would take PSYC 5531 (Behavioral Neuroscience I) to meet the requirement. Students may be asked to retrieve undergraduate course syllabi or textbooks to insure the department (and themselves) of adequate preparation in each area.

There are two important reasons for the seemingly excessive concern about Area Requirements. First, strong academic preparation in the core areas of human behavior is consistent with the scientist-practitioner training model. Second, current APA standards indicate that students in accredited programs “...acquire and demonstrate substantial understanding of and competence in...” each of the following foundational areas of psychology: biological, social, developmental, cognitive/affective, personality, and history & systems. The APA Committee on Accreditation does not explicitly define the program activities leading to the acquisition and demonstration of these foundational competencies. Our MS degree requirements guarantee that each student will have earned an A or B in a graduate level course in the traditional four areas (Areas A, B, C, and D listed on the previous page). In addition, our doctoral degree requires satisfactory completion of a history and systems course. Finally, our Traditional Qualifying Exam option (discussed below) assesses each student’s ability to integrate broad knowledge across the foundational areas. The alternative Qualifying Exam option, the Integrated Paper, does allow more research focus, but may require a specific foundational topic to be integrated. Therefore, it is imperative that the student’s undergraduate accomplishments are properly weighted in determining the Area Requirement Plan of Completion. In some cases, it may be necessary for a clinical student to enroll in more “Area” courses than the usual four. For example, a clinical student may be required to enroll in both PSYC 6644 (Advanced Developmental) and PSYC 6647 (Personality and Individual Differences), if her/his undergraduate degree did not include either course.

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

New MS Curriculum (being proposed to go into effect Fall 2018)

All clinical doctoral students must complete the Master of Science (MS) in Psychology as described in the Graduate Catalog. The MS includes coursework, both required and elective, and a thesis. A Program of Study for the MS must be submitted to and approved by the Graduate School the semester prior to the semester in which the student plans to graduate. This program of study lists required and elective courses associated with the MS degree and lists the student’s thesis committee members. An initial program of study will be established during the student’s first semester at ISU and adjusted as needed before being submitted to the Graduate School. The minimum total credits for the MS Degree is 36.

Coursework

Required Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6627</td>
<td>Statistics and Research Design I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6632</td>
<td>Statistics and Research Design II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6650</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Select either Clinical or Experimental Area:

Area Requirements

Area A: Biological Bases of Behavior (Complete one 3-credit course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5531</td>
<td>Behavioral Neuroscience I</td>
</tr>
<tr>
<td>PSYC 5532</td>
<td>Behavioral Neuroscience II</td>
</tr>
</tbody>
</table>

Area B: Cognitive, Developmental, Social Bases of Behavior (Complete two 3-credit courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6642</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>PSYC 6643</td>
<td>Advanced Social Psychology</td>
</tr>
<tr>
<td>PSYC 6644</td>
<td>Advanced Developmental Psychology</td>
</tr>
</tbody>
</table>

Area C: Individual Behavior (Complete one 3-credit course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6647</td>
<td>Advanced Personality</td>
</tr>
</tbody>
</table>
**Elective Courses**

The 12 “elective” credits for the MS degree are not truly electives for graduate students in the clinical training program. Generally, clinical program requirements dictate the doctoral student’s “electives” during the first two program years. See the Basic Curriculum Sequence at the end of this Handbook. True clinical electives are available during the third and fourth years (i.e., PSYC 7736 offerings). The 12 elective credits from the MS degree all apply toward the completion of specific doctoral courses and the total credit requirements for the doctoral degree.

**Area Requirements**

The Area Requirements ensure that all students receive academic training that meaningfully exposes students to the discipline-specific knowledge required by APA Standards of Accreditation. Completing the Area Requirements poses several important problems for the student and his/her academic advisor to solve. The Department requires that each student, in conjunction with the Chair and a second faculty member (the DCT in the case of clinical students), file an Area Requirement Plan of Completion during the first semester following matriculation. A copy of the Area Requirement Plan of Completion form can be found in the Appendix. Essentially, the departmental administrators, representing the faculty, review the student’s undergraduate and graduate transcripts. Successfully completed (i.e., As & Bs) undergraduate courses and, if available, graduate courses, will be considered in evaluating alternative strategies for completing Area Requirements. For example, a student who had successfully completed an undergraduate course in physiological psychology would be advised to use PSYC 5532 (Behavioral Neuroscience II) to fulfill Area A, while those without the undergraduate pre-requisite would take PSYC 5531 (Behavioral Neuroscience I) to meet the requirement. Students may be asked to retrieve undergraduate course syllabi or textbooks to insure the department (and themselves) of adequate preparation in each area.

There are two important reasons for the seemingly excessive concern about Area Requirements. First, strong academic preparation in the core areas of human behavior is consistent with the scientist-practitioner training model. Second, current APA standards indicate that students in accredited programs “...acquire and demonstrate substantial understanding of and competence in...” each of the following foundational areas of psychology: biological, social, developmental, cognitive bases of behavior, affective bases of behavior, and history & systems.
The APA Committee on Accreditation does not explicitly define the program activities leading to the acquisition and demonstration of these foundational competencies. Our MS degree requirements guarantee that each student will have earned an A or B in a graduate level course in the three areas listed above. In addition, our doctoral degree requires satisfactory completion of a history and systems course. Finally, our Traditional Qualifying Exam option (discussed below) assesses each student’s ability to integrate broad knowledge across the foundational areas. The alternative Qualifying Exam option, the Integrated Paper, does allow more research focus, but may require a specific foundational topic to be integrated. Therefore, it is imperative that the student’s undergraduate accomplishments are properly weighted in determining the Area Requirement Plan of Completion. In some cases, it may be necessary for a clinical student to enroll in more “Area” courses than the usual four. For example, a clinical student may be required to enroll in both PSYC 6644 (Advanced Developmental) and PSYC 6647 (Personality and Individual Differences), if her/his undergraduate degree did not include either course.

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

The Master’s Thesis

The Thesis Committee

The master’s thesis is a second year research project. The thesis represents an integration of methodological skills and subject matter knowledge previously acquired. Generally, students select a research area based on interest, faculty expertise and support, and possible consideration of the eventual dissertation. A full-time member of the Psychology Department faculty is selected by the student to direct her/his thesis by October 1 of the first year. The faculty thesis director should be selected based on his or her expertise in the thesis topic and ability to assist the student’s implementation of the project (i.e., space, equipment, access to research participants, etc.). A second member of the Psychology Department faculty is selected to join the thesis committee by the student and the thesis director. Neither the director nor the second departmental member need be a member of the Clinical Training Committee. The final member of the thesis committee is a Graduate Faculty Representative appointed by the Graduate School.

Program-Level Steps to Promote Thesis Completion

Several steps have been formalized to promote the successful and timely completion of the thesis. During the fall semester of the first year, new students enroll in one credit of thesis
Once a research advisor has been determined, students join that advisor’s research team and actively participate every semester. Possible roles include reviewing relevant literature, collecting and analyzing data, and providing general assistance to research team members. Some will initiate the preparation of their own thesis proposal. All incoming students complete the foundational Statistics and Research Design courses (PSYC 6627 and PSYC 6632) during the first year. The spring course (PSYC 6632) requires that the student work with her/his thesis advisor to construct an initial research question and associated methodology for the thesis. These preliminary decisions culminate in a class paper and class presentation designed to enhance the student’s initial efforts at drafting a thesis proposal. Clinical students continue to enroll in thesis credits (PSYC 6650) until 6 are accumulated. Thesis credits formally commit the student to continuous research activity on their team. Faculty evaluate student research participation each semester by way of course grades for PSYC 6650.

The department organizes the Psychology Department Annual Research Forum each spring to promote research and to orient program applicants to ongoing research. Generally, the forum is held during a Friday in late February or early March in conjunction with visit weekend. All graduate students, including first-year students, are required to present their current research efforts. Presentation formats range from poster sessions of prospective projects and studies in progress to colloquium-style reports of completed thesis, dissertation, or team research.

**Thesis Prospectus**

Students must propose his/her thesis to a thesis committee. The written prospectus represents the culmination of a literature review and methodological decisions made by the student in consultation with the thesis director. The final prospectus manuscript may not be circulated to other committee members until the thesis director approves it. The prospectus consists of three sections: 1) an introduction, justifying the research question and methodology, based on a thorough literature review; 2) hypotheses, reasonably inferred from the introduction; and 3) a method section, describing in operational terms the procedures, measurements, and analyses to be employed. Although original empirical research is usually proposed, a relatively broad latitude of research goals will be entertained by a thesis committee. These goals could include replications of important projects, methodological studies, initial investigations of a new measurement or treatment, a re-analysis of archival data/information, etc. The prospectus meeting is both educational and evaluative.

Committees often provide advice and recommendations that lead to important improvements in the eventual research. Generally, the committee will approve the proposal, contingent upon specific recommended changes derived during the prospectus meeting. It is possible, however, for a thesis committee to request major changes and, consequently, require the student to reconvene the committee prior to approving implementation. In addition, the committee evaluates the student’s general abilities to conceptualize the proposed research. It is possible for a committee to determine that a student’s conceptualization/communication skills are insufficient to proceed. The committee will then defer consideration of the proposal until such time as the student’s thesis advisor recommends convening a second prospectus.
meeting. Consensus of the entire committee must be obtained prior to initiation of the thesis project.

Further, all research with human subjects must be approved by the ISU Human Subjects Committee prior to project onset. The Human Subjects Committee also requires all students and faculty to complete an online research ethics training program (CITI Training) on a periodic basis. A student cannot “fail” a prospectus. Inadequate preparation, however, can extend the process. **It is recommended that the initial prospectus meeting be convened no later than January of the doctoral student’s second year. All students who plan to enter the initial cycle of the Qualifying Exam must successfully propose the thesis prior to the end of the preceding spring semester (i.e., May).**

Upon completion of the project the student, in consultation with the thesis director, prepares the thesis for final defense before the committee. The document needs to conform to standards established by the Graduate School. Students should review the Graduate School’s online, “Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects.” Generally, the basic text of the thesis includes four sections: the introduction, method, results, and discussion. The final form of the document, however, is left to the discretion of the thesis director, with the approval of the thesis committee. The final manuscript may assume various forms, including a comprehensive scholarly document or a manuscript ready for submission to a journal. The thesis may not be distributed to committee members until the thesis director has approved the document. The Graduate School must be formally notified of the meeting date, time, and location (in the form of an email from the DCT) before the exam can be officially scheduled. Committee members must be allowed a minimum of two weeks to review the document prior to the meeting. Further, the Graduate School requires that all oral examinations “...must be completed at least two weeks before the end of the semester in which the student plans to graduate.” **It is recommended and expected that the thesis defense be conducted no later than January of the doctoral student’s third year. It must be noted, however, that most clinical externship positions now require completion of the MS degree, which means that the functional deadline for a thesis defense falls in late July prior to externship onset dates, which are in August. Second year students who cannot anticipate meeting the July defense deadline cannot be considered for externship funding during the third year.**

The oral defense of the thesis includes a presentation of the project, focusing on the findings and implications. The adequacy of the oral defense is evaluated by the three committee members, each of whom will decide if the thesis is satisfactory or unsatisfactory. A majority vote in support of the student’s thesis is required for approval. Generally, committee members make specific recommendations for altering the final manuscript. The student works with his/her advisor to make all final changes to the thesis required by the committee. It is possible to fail an oral defense. If this happens, the oral exam must be repeated in the subsequent academic semester. A second failure of an oral defense may be considered grounds for academic dismissal from the program. The Graduate School does not currently allow a third re-examination of an oral defense for either the thesis or the dissertation.

**Publication and Ethical Considerations**
It is expected that students will work with their thesis director (and eventually, dissertation director) to submit successful research for publication in scientific journals. Authorship credit for submitted thesis/dissertation research must adhere to Ethical Standard #8.12 of the APA Code of Ethics. Specific written agreements may need to be established between the research director and student regarding mutual responsibilities and individual rights to the products of completed research, subject to approval of the Department of Psychology and ISU Vice President for Research, as well as compliance with current legal standards. Retention of raw data and appropriate security provisions for storage of raw data need to comply with ISU Human Subject’s Committee requirements and APA standards for retention of raw data published in scientific journals. Since standards typically vary from five to seven years post publication, students should consult with their advisor and the department chair as to the best mechanism to gain compliance with data retention requirements. The relevant APA Ethics Code (STD #8.14) is silent as to the specific number of years one should retain data, although it is clear that one has an obligation to do so.

**Graduate School Requirements for Degree Completion**

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

**The Doctoral Degree in Clinical Psychology**

**Current Curriculum**

All doctoral students must complete the MS in Psychology. In addition, students must complete required courses, elective credits, professional training, a qualifying examination, a dissertation, and a public colloquium. All requirements are described in the Graduate Catalog. Each component of the doctoral degree is outlined or discussed below.

1. **Assessment Sequence**
   - PSYC 6620 Psychodiagnosics I
   - PSYC 6621 Psychodiagnosics II
   - PSYC 6623 Advanced Psychological Measurements

2. **Methodological-Research**
   - PSYC 6637 Multivariate Statistics & Research Design (or equivalent approved by CTC)
   - PSYC 8850 Dissertation (12 credits)

3. **Clinical Core**
   - PSYC 5512 Ethical & Professional Issues in Psychology (2 credits)
   - PSYC 6634 Cultural Diversity
   - PSYC 6645 Adult Psychopathology & Treatment I
PSYC 6646 Adult Psychopathology & Treatment II
PSYC 6649 Child Psychopathology & Treatment
PSYC 7701 Clinical Psychology (2 credits)
PSYC 7702 Introduction to Psychotropic Medication (2 credits)
PSYC 7703 Advanced Ethics Seminar (1 credit)
PSYC 7724/7725/5517 Clinical Practica (See Section VII below) - 8 credits total
PSYC 7736 Clinical Proseminar (6 credit total)
PSYC 7749 Clinical Internship (3 credits; 1 each semester for 3 consecutive semesters)

4. Additional Clinical Electives - 3 credits
   Any 3 credits of graduate coursework approved by the student’s advisor will be accepted, including all psycho-educational evaluation credits, practicum credits beyond the required 8, dissertation credits beyond the required 12, all clinical externship credits, and any non-required academic courses, including credits from another departments.

5. Other – PSYC 6672 History and Systems

Minimum Total Credits = 66

New PhD Curriculum (being proposed to go into effect Fall 2018)

   All doctoral students must complete the MS in Psychology. In addition, students must complete required courses, elective credits, professional training, a qualifying examination, a dissertation, and a public colloquium. All requirements are described in the Graduate Catalog. Each component of the doctoral degree is outlined or discussed below. The doctoral degree requires a minimum of 70 credits.

Coursework

   Required Courses

<table>
<thead>
<tr>
<th>Assessment Sequence (6 credits total)</th>
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</thead>
<tbody>
<tr>
<td>PSYC 6620 Psychodiagnoses I</td>
<td>3</td>
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<tr>
<td>PSYC 6621 Psychodiagnoses II</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Clinical Core (25 credits total)</th>
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</thead>
<tbody>
<tr>
<td>PSYC 5512 Ethical and Professional Issues in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 6634 Cultural Diversity and Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6645 Adult Psychopathology and Treatment I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6646 Adult Psychopathology and Treatment II</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>PSYC 6649</td>
<td>Child Psychopathology and Treatment</td>
</tr>
<tr>
<td>PSYC 7701</td>
<td>Clinical Psychology</td>
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<tr>
<td>PSYC 7702</td>
<td>Introduction to Psychotropic Medication</td>
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<tr>
<td>PSYC 7703</td>
<td>Advanced Ethics and Professional Issues</td>
</tr>
<tr>
<td>PSYC 7736</td>
<td>Clinical Proseminar</td>
</tr>
<tr>
<td>PSYC 7704</td>
<td>Supervision and Consultation</td>
</tr>
</tbody>
</table>

**Professional Training (at least 15 credits total from courses listed here)**

- PSYC 5517  | Interdisciplinary Evaluation Team (1 credit)             | 1       |
- PSYC 7724  | Community Practicum (at least 2 credits)                  | 2       |
- PSYC 7725  | Psychology Clinic Practicum (at least 3 credits total)   | 3       |
- PSYC 7726  | Supervision Practicum (variable)                          | 1       |
- PSYC 7727  | Psycho-Educational Evaluations (at least 3 credits total) | 1       |
- PSYC 7748  | Clinical Externship (variable)                            |         |
- PSYC 7749  | Clinical Internship (3 credits)                           | 1       |

**Research (at least 15 credits total)**

- PSYC 8850  | Dissertation (at least 12 credits)                       | 12      |
- PSYC 6637  | Multivariate Statistics and Research Design               | 3       |

**General Electives (at least 6 credits total)**

Students must apply 6 additional graduate credits in psychology from the MS degree.

**History and Systems Requirement (3 credits total)**

- PSYC 6672  | History and Systems                                       | 3       |

**Minimum Total Credits**

70

*Additional Clinical Electives*

Any 3 credits of graduate coursework approved by the student’s advisor will be accepted, including all psycho-educational evaluation credits, practicum credits beyond the required 8, dissertation credits beyond the required 12, all clinical externship credits, and any non-required academic courses, including credits from another departments.

The Dissertation

*The Dissertation Committee*
Students are admitted to candidacy for the doctoral degree upon satisfactory completion of the MS degree and the Qualifying Examination. These two accomplishments allow the student to propose a dissertation. Each student will need to construct a dissertation committee. The committee consists of five members, three of whom must be full time faculty members of the Psychology Department. At least one representative from each degree program (clinical and experimental) must be included on the committee. The fourth and fifth members of the dissertation committee include the Graduate Faculty Representative, appointed by the Graduate School, and any other member of the Graduate Faculty from any department of relevance (including the Department of Psychology).

The Dissertation Format

The process of completing the dissertation is similar to that of the master’s thesis. The student, in consultation with her/his dissertation director, prepares a prospectus for the dissertation committee. Once the dissertation director has approved the prospectus, the document is distributed to committee members and the prospectus meeting is scheduled. The prospectus document should assume the form of the thesis prospectus, i.e., an introduction, hypotheses, and a method section. Unlike the thesis, only original, empirical research will be considered. Furthermore, it must be the consensus of the committee (i.e., all five members), that the research question and methodology have the potential to contribute new, substantive knowledge to the field of psychology. The prospectus meeting is both an educational and an evaluative process. If necessary, the committee may meet more than once in order to gain the consensus needed for the student to initiate the research. Like the master’s thesis, Human Subject Committee approval must be obtained prior to project initiation. The recommended temporal guideline for a dissertation prospectus meeting is on or before October 15 of the year the student applies for APPIC internship. Failure to successfully propose the dissertation in time to apply to APPIC internships will postpone the internship application process by a full year.

Making Changes to the Dissertation after Prospectus

During the course of collecting dissertation data, it is possible that the student and his/her dissertation director determine the need to make substantial changes in methodology. Such changes require committee approval, and sometimes, Human Subject Committee approval. The need for a formal meeting of the committee is left to the discretion of the dissertation director. Informal discussion with all committee members may be sufficient. Upon completion of the data collection phase, the student, in consultation with her/his dissertation director, prepares the final document as per Graduate School guidelines. The dissertation is distributed to committee members only after the dissertation director has approved the document. Committee members are allowed two weeks to review the dissertation before the scheduled final oral exam. The Graduate School must be formally notified of the meeting date, time, and location via an email sent from the DCT.

The Dissertation Colloquium
Each doctoral student is required to present a public colloquium to the academic community of Idaho State University and regional professionals. The ability to offer scholarly presentations to students and professionals is a component skill of the doctoral psychologist. The colloquium represents the culmination of many earlier opportunities to present psychological findings to one’s colleagues, embedded throughout the clinical training program at Idaho State: coursework, Diversity Case Conferences, practicum team meetings, research team meetings, and professional paper/poster presentations at scholarly conferences across the nation. Further, the dissertation colloquium models dissertation topics, methodology, data analyses, conclusions, and the presentation process itself for junior colleagues. The colloquium is not evaluated separately from the student’s dissertation defense. Rather, it is an integral part of the dissertation defense, attended by all members of the dissertation committee and immediately precedes the formal dissertation defense.

The Dissertation Defense

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

Following the colloquium, the dissertation committee reviews and discusses the research questions, methods, findings, and conclusions. Specific changes in the manuscript may be required by committee members. Generally, such changes will not require an additional meeting. Required modifications are monitored by the dissertation director. Each committee member evaluates the entire oral defense as satisfactory or unsatisfactory. A majority judgment of satisfactory (3 of 5) is required to pass the oral defense. Failure to pass the oral exam necessitates rescheduling the exam in the subsequent semester. A second failure of the oral defense may be considered grounds for dismissal from the doctoral program.

Grading

Grade Expectations

Students are expected to earn As or Bs in all graduate courses. A grade of C or less is considered inadequate in any graduate course that fulfills requirements for either the MS or PhD degrees. A student earning a C or less in any graduate course will be automatically placed on academic probation by the Psychology Department and required to retake the course at the earliest possible time. Failure to earn an A or B upon retaking the course may be considered grounds for program dismissal (the ISU Graduate School allows program dismissal after a single
C grade). Multiple C grades in graduate courses, despite subsequent remediation, may also be construed by the departmental faculty as evidence of unsatisfactory progress toward degree completion.

Thesis Grade Expectations and Interpretations

Thesis (PSYC 6650) and dissertation (PSYC 8850) credits are graded on an S (“Satisfactory”) or U (“Unsatisfactory”) basis. IP (in progress) grades are given for those students who have initiated but not completed their thesis or dissertation work. Advisors are responsible for processing a Change of Grade for all previous semesters after the completion of all requirements for the thesis or dissertation, at which time all IP grades will be changed to S or U grades. It is important that students make persistent, positive, and timely contributions to their thesis or dissertation research every semester in which they register for these credits. Unsatisfactory research performance indicates a failure to contribute and/or progress, despite repeated informal discussions with the research advisor. If a student is at risk of having an IP grade changed to a U grade in one or more semesters, upon completion of the thesis or dissertation, the advisor will inform the Clinical Training Committee prior to the end of the semester, and the advisor will issue a formal letter written to the CTC and the student. The letter will describe the nature of the unsatisfactory progress, the steps needed to remedy the deficiency, and a deadline for re-evaluation. Failure to meet the requirements detailed in the letter will result in a U grade upon completion of the thesis or dissertation in any and all relevant semesters. The student may be placed on academic probation for failing to conform to temporal guidelines of the program. Probation will be lifted when the student has met deadlines decided on with the adviser and with approval of the CTC.

Transfer Credit

The Graduate School defines specific policies regarding transfer of academic credit from other graduate programs. Only nine graduate credits may be transferred toward the completion of the MS degree at ISU. Students entering doctoral training at ISU with a conferred MS/MA degree from an accredited institution may transfer an unlimited number of credits for specific courses, based on comparability/equivalence of coursework and research to current departmental standards. The Department Chair, the DCT, and/or departmental subject matter experts will meet with the student and perform a review of transcripts, related documents (e.g., course syllabi, textbooks), and the thesis to determine the specific credit to be transferred toward the masters or doctoral degrees. The only criteria for acceptance of transfer credits are the judgment of equivalence plus A/B-level performance (see the MS Equivalency Review form in the Appendix). If the administrators and subject matter experts cannot arrive at a consensus regarding equivalence or non-equivalence, the question will be addressed and resolved by the faculty as a whole via a discussion and a vote. The thesis must meet the standards delineated above. Students completing the MS/MA degree elsewhere must submit an official transcript to the Graduate School indicating the conferral of the MS/MA degree.
The Qualifying Exam

Successful performance on a comprehensive examination of psychology is required by the Graduate School for admission to candidacy for the doctoral degree. The term “preliminary exam” or “qualifying exam” is often used to denote this purpose of the test. Qualifying exams are generally constructed to evaluate mastery of the methodology and core content areas of basic graduate-level psychology. However, scientist-practitioner programs around the nation have entertained a broad variety of Qualifying Exams beyond knowledge tests of specific content domains. Since students who are eligible to sit for our Qualifying Exam have already successfully completed graduate course work in the foundational areas of psychology, the Qualifying Exam at ISU is constructed to evaluate the student’s ability to integrate theory, methodology, and empirical knowledge across a body of knowledge and to communicate that integration in written and oral modalities.

Two qualitatively different content domains are acceptable: areas foundational to the field or an individualized research/scholarly domain. Eligible students will select one of two exam formats based on the selected content domain, hereafter referred to as the Traditional Exam (i.e., over foundational domains) or an Integrated Paper (i.e., over an individualized research/scholarly domain). To select the Integrated Paper option, a student MUST have the support of her/his research mentor, who under almost all conditions will chair the Qualifying Exam for that student. Students who demonstrate adequate integrative and communication skills pass the Qualifying Exam and are admitted to doctoral candidacy status, which is necessary to propose a doctoral dissertation.

Prerequisites for taking the Qualifying Exam

Doctoral students are required to take the Qualifying Exam during the initial cycle (May - September) when the following conditions have been met:

1. The student has good standing with the CTC
2. The student has completed the second year (4 semesters) of graduate education
3. The student has completed the following course work:
   a. All courses designated by the Area Requirement Plan of Completion and the MS Equivalency Review Form (if applicable), excluding History and Systems
   b. MS methodological courses
      i. PSYC 6627 Statistics & Research Design I
      ii. PSYC 6632 Statistics & Research Design II
4. The student has successfully proposed the master’s thesis by the end of spring semester.

Note about Students Matriculating with a Conferred Master's Degree

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

The Traditional Exam

The written component is administered two weeks prior to the beginning of the fall semester. The written exam is a “take-home” exam, and students are given one week to complete it, commencing on a specific Friday in August. Exam questions, instructions, and reading materials are provided to students online. Students may utilize any reading materials they wish in preparing typed, written responses, but are required to work independently. Specifically, it is not acceptable for students to consult with other students, faculty, or anyone else during the week of the written exam. Such unethical behavior may be considered grounds for dismissal from the program. The written component of the Qualifying Exam consists of three questions. The Traditional Exam Committee members meet first to discuss possible questions and derive area assignments for each of the two faculty committee members. Area assignments consist of two or more content areas from the six core areas listed below. Each of these six foundational areas must be assigned to at least one committee member.

1. Social
2. Developmental
3. Biological
4. Cognitive
5. Personality
6. Learning

Traditional Exam Committee members consult with departmental area specialists to construct a reading list that represents new developments in each foundational area. The final reading list will consist of 18 high impact articles, recently published, 3 from each foundational area. Articles should have broad implications on the recent developments of the field. Each committee member drafts two integrative essay questions for each of his/her area assignments, based on principles/readings from course work and the assigned reading list. Committee members review drafts of the proposed questions and approve the final three questions, as well as three alternate questions for use in the second exam cycle, if needed. One of the three questions will incorporate a clinical application for clinical program students. While the exam questions are based on material presented in the articles on the reading list, the questions focus on integration of assigned reading materials, core concepts from the area courses, and core concepts from the methodology courses (PSYC 6627 and PSYC 6632), not just on facts. Committee members communicate ideas about the answers they expect to each other. These ideas will serve as a general guideline for evaluation. Such guidelines will not include a model answer. Rather, it will provide ideas about issues a good answer might consider. These guidelines may be especially helpful for the GFR, who is not a psychologist and does not write the questions. In selecting information to be included in their answers, students should demonstrate the ability to integrate principles and methods across domains illustrated by the assigned material. It is expected that each student will provide her/his own interpretation, and that there is no single correct answer to any given question.
Maximum page length for typed, written responses is limited to seven pages per question, double-spaced. There is no minimum page length. All essays must use a standard format to allow for a blind review. Specifically, essays are to be submitted with 12-point font, Times New Roman style, 1 inch margins all around, with inserted headers for the question number (e.g., “Question 1”) on the top left corner of each page and with the page numbers 1 through 7 in the upper right corners (e.g., “Page X”). Complete APA referencing style is not expected or necessary. Articles from the reading list should be cited, when appropriate, by author(s) name in the text. If sources of information beyond course work and the reading list are introduced, students should cite standard name/date in the text and attach a reference list on an 8th page. The anonymity of each student will be protected throughout the evaluation process. Specifically, the secretary will assign an arbitrary code to each essay before distributing essays to faculty. The committee arrives at a consensus evaluation for each essay (Pass, Marginal, Fail). Once all essays have been graded, sets of essays written by the same student are identified, while continuing to maintain anonymity of the writer. Committee members then arrive at a consensus Pass, Marginal, or Fail for the exam as a whole before the student writer is finally identified.

The Integrated Paper

Students work with their Integrated Paper committee chair and second departmental committee member to propose the writing project. A prospectus meeting must be convened, which includes the two departmental faculty, but may also include the GFR. The paper proposal consists of two parts: a list of references and a plan for the paper (e.g., the initial questions to be addressed, the research domains to integrate, the initial paper outline, etc.). The student collaborates with his/her committee chair and other committee members to construct the list of references. After circulating the list of references to the committee and discussing ideas with committee members, a formal prospectus meeting will be scheduled in which the student will present the basic subject matter to be addressed in the Integrated Paper. During that meeting the committee may modify and clarify the questions, areas to integrate, and paper outline proposed by the student. In addition, the committee will approve the final reference list that will guide the student’s writing of the paper. This reading list represents a foundational reference list the student should use while writing the paper, although it is expected that other readings relevant to the topic will emerge and be cited in the final paper. The prospectus meeting must arrive at a consensus regarding the initial reference list and the plan for the paper. More than one prospectus meeting may be convened to achieve this goal. A copy of the approved reference list and paper outline must be submitted to the DCT, signed and dated by the two faculty members and the student.

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

Students whose Area Requirement Plan of Completion excluded Advanced
Developmental Psychology (PSYC 6644) or Personality and Individual Differences (PSYC 6647)
are required to integrate the missing foundational area into the paper as one of its three
components, or as an additional fourth component. The insertion must be documented in the
paper outline and reference list. If it is not possible to integrate the excluded foundational area
into the paper, the student is required to pass the omitted course with an A or B prior to the
student’s departure for internship.

The actual writing of the Integrated Paper is performed solely by the student without
collaboration or consultation with faculty or other students. Of course, this does not preclude
discussions between the student and his/her committee chair or other faculty on paper
content/topics that occur during the course of routine coursework or research. What is
prohibited is any editing or review of the student’s actual writing by any faculty member,
student colleague, or anyone else. As with the Traditional Exam, such unethical behavior may
be considered grounds for dismissal from the program. Mid-course corrections might be
needed subsequent to the prospectus meeting, based on the student’s discoveries while
reviewing the reference list and complying with the paper plan. If the student infers such a
correction is needed (e.g., the recommendation to insert an unplanned area into the outline),
the student should request the committee to consider such major shifts in the paper plan. The
chair may (but is not required to) ask the student to formally re-convene the committee to
consider the substantive change(s) to the original plan, or simply instruct the student to consult
with the other members of the committee to gain consensus for the change. Students are
usually allowed up to 60 days to complete the project, but flexibility is acceptable as long as the
timeframe conforms to the cycle deadlines discussed above.

The Qualifying Exam Committee

All Qualifying Exam Committees consist of two full time faculty members of the
Psychology Department and a Graduate Faculty Representative (GFR). Students selecting the
Traditional Exam will be assigned a committee by the Department Chair, usually in April.
Traditional Exam committees must include one departmental faculty member from each
degree program (i.e., clinical and experimental). The GFR for Traditional Exam committees is a
member of the Graduate Faculty identified by the Graduate School coordinator of
thesis/dissertation committees. Membership on the Traditional Exam committee rotates such
that each faculty member participates approximately once every 4 to 6 years. The Chair will
consider prior assignments to the Traditional Exam Committee and participation on Integrated
Paper Exam committees in appointing faculty to the Traditional Exam committee. Students
opting for the Integrated Paper select the two departmental members of their exam
committee, based on expertise and mutual interest. These faculty members must be full time,
but can be from either degree program. Students may select members of their thesis
committee to serve on Integrated Paper committees, but it is not a requirement to do so.
Similarly, the student in consultation with faculty members may identify a GFR to serve on the
Integrated Paper committee (subject to the approval of the Graduate School), or may opt to request that the Graduate School select the GFR.

Evaluation of the Qualifying Exam

Regardless of the Qualifying Exam format selected (traditional or integrated paper), the student’s written product will be evaluated independently by the two departmental faculty members of the exam committee. These are blind reviews in the case of the Traditional Exam (procedures discussed below). Each faculty member must arrive at a Pass, Marginal, or Fail decision for that written product (or its individual questions, in the case of the Traditional Exam). The two faculty members then meet and discuss their individual evaluations, arriving a consensus Pass, Marginal, or Fail for the written product as a whole. If the decision is Pass or Marginal, the student is advanced to the oral component of the exam. If the decision is Fail, the student is deferred to the next exam cycle as discussed below. The student’s written product and faculty evaluation of that writing are forwarded to the GFR who will participate in the oral component of the Qualifying Exam. During the oral component, which is scheduled for one hour, the entire committee will evaluate the student’s ability to engage in a coherent discussion of the theories, empirical findings, methodology, and implications of their own writing. The whole committee votes by ballot provided by the Graduate School to Pass or Fail the student’s oral exam performance. A majority of the committee must pass the student to successfully complete the Qualifying Exam. Students failing the oral exam must enter the next exam cycle. A student who passes the written component but fails the oral component need only retake the oral exam during the next cycle. Students earning a Marginal evaluation of the written component and a Fail on the oral exam, however, must retake both the written and oral components of the exam during the next cycle.

Exam Cycles

The initial cycle commences in the summer semester (May) and is completed by the end of September. The second cycle commences in January and must finish by the end of April. Students failing the written or oral component of the second cycle are allowed a third and final opportunity to pass the Qualifying Exam, coinciding with the May to September initial cycle of the next cohort of students. A failure on either the written or oral components of the third cycle is considered grounds for program dismissal. Students may switch from the Traditional Exam format to the Integrated Paper option and vice versa during the third cycle (but not the second cycle). Committee members must be allowed a 2-week period to evaluate the written product of the exam. Oral examinations are scheduled as soon as possible after the faculty members of the committee arrive at a decision on the written product, but always within the deadline for that specific cycle.

Professional Training

Throughout the four on-campus years of doctoral training in clinical psychology, the faculty will make every effort to arrange experiences that promote the growth of professional
attitudes and skills. Coursework, clinic and community practica, “Brown Bag” presentations, Diversity Case Conferences, departmental colloquia, clinical workshops, Psychology Clinic GTA positions, clinical externships, and the internship are the primary mechanisms behind professional education. Internships must be completed at a member site of the Association of Psychology Postdoctoral and Internship Centers (or APPIC).

Principles of Professional Training

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

Integration

First, an integration of theory, empirical knowledge, and practical applications with diverse populations is continuously sought. Although a difficult task, the Program’s focus on generalist skills needed by scientist-practitioners in sparsely populated regions requires a continuous integration of coursework and practica. Coursework presents the psychopathology, diagnostics, assessment strategies, empirical studies of differential treatment efficacy/effectiveness, and alternative theoretical models for common mental health problems. Practicum teams service the community, allowing the student to observe, participate, and possibly supervise (as fourth year students or senior clinical externs) the delivery of psychological services for common mental health problems. Diversity Case Conferences provide another format for presenting and discussing case material in a supportive, but academic environment, where assertions are defended and questions are encouraged. Finally, departmental colloquia, Brown Bag presentations, and the annual clinical workshop allow the CTC to supplement faculty expertise with that of community and regional professionals.

Graduation

The second principle of professional training is the gradual shaping of independent professional skills. New students are primarily observers, consumers of information, and practitioners with sub-clinical populations. First-year students practice interviewing skills during the fall semester and testing skills during both fall and spring semesters. Second- and third-year students work in the Psychology Clinic; third- and fourth-year students may work in community practica and/or clinical externships. As coursework and practica progress, the student assumes more and more direct responsibility for casework and decision-making. Advanced students may assume a formal role as a peer supervisor on a clinic team with which the student has already gained considerable experience and expertise.

Feedback

The third principle of professional training is specific and frequent feedback. The level of supervision provided during practica/externships is commensurate with student ability level. At the end of every semester, practica and externship supervisors complete the Student Practicum/Externship Semester Evaluation form, meeting individually with each student to review progress and to identify goals. Students and their supervisors also prepare the Specific Assessment/Intervention Protocol Experiences form, which is entered into a cumulative database for each student. The CTC reviews all evaluative material on every doctoral student at the end of every academic year. Materials include course grades, progress on component tasks
(e.g., thesis, Qualifying Exam, etc.), practicum and externship ratings, cumulative specific skill list, cumulative APPIC temporal data by category, attendance records, and GTA/GRA evaluations. Specific written summaries of progress, areas of concern (if any), and recommendations are provided annually to each student by the CTC. Although most students’ progress will be reviewed annually, the CTC reserves the right to evaluate individual students on a semester-by-semester basis if issues arise that warrant such attention. Professional data (e.g., APPIC hours and the cumulative skill list) are summarized in a format consistent with the AAPI (i.e., the APPIC Application for Psychology Internship) form, allowing the student and his/her advisor to monitor student progress.

Each summer, the CTC reviews in depth the professional progress of all students completing the 3rd Program year or higher, since most will be applying to APPIC internships during the fall semester of the following academic year. The CTC is charged to respond “yes” or “no” on the AAPI form to the statement, “The faculty agrees that this student is ready to apply for internship.” Consequently, an in-depth review of clinical training experiences (e.g., practica/externships), associated performance ratings, and current level of professional competencies is performed by the CTC. Specific written feedback is provided to each 3rd year student in the spring evaluation for the purpose of recognizing professional accomplishments and development, identifying experiential needs to emphasize during the fourth year, and formally recognizing any significant barriers that might prevent the CTC from affirming the student’s “readiness” for internship during the subsequent fall semester. If professional development is considered inadequate preparation for internship, specific recommendations will be offered to the student.

Individual and Cultural Diversity

Diversity in Coursework and Clinical Practice

It is a policy of the Program that all students are expected to develop competencies to serve a diverse clientele. Infused throughout the four years of on-campus professional training are curricula designed to meet Program Goal #5: Appreciation of Individual Differences, Cultural Differences, and Diversity of Practice. All professional casework occurs within a psycho-social context that is directly influenced by the individual and cultural differences of the client and his/her many social contexts of relevance. Understanding and acceptance of relevant individual and cultural differences is essential for accurate professional evaluations and effective clinical interventions. Consequently, diversity theory and research are formally presented in PSYC 6634, Cultural Diversity & Individual Differences, as well as infused across numerous required and elective courses. Supervisors in clinic practica (PSYC 7725), community practica (PSYC 7724), and clinical externships (PSYC 7748) guide students to consider individual and cultural differences when conceptualizing cases.

Diversity Case Conference Presentation

As a capstone experience, the Clinical Training Committee requires all students to integrate diversity theory and/or research into a case conceptualization at a formal Brown Bag. Students obtain feedback and consent of the psychologist who supervised the specific case.
prior to the formal presentation. Each student’s “Diversity Case Conference” Brown Bag is scheduled with the DCT concurrent with enrollment in PSYC 6634 or in any subsequent semester prior to departure for clinical internship. Completion of the Diversity Case Conference requirement is recorded on each student’s Clinical Student Tracking form.

**Working with Clients from Diverse Backgrounds**

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

**Practicum Training**

**Overview of Practicum Training**

Students are required to complete seven credits of practicum, at least four of which must be completed in the ISU Psychology Clinic (PSYC 7725) with the expectation that students gain training from at least four different practicum supervisors in the ISU Psychology Clinic. Each credit of practicum represents six to eight hours per week of professional activities, including direct therapy or evaluative activities, assisting others in evaluative or therapeutic activities, observing the delivery of psychological services, group supervision, individual supervision, record-keeping, preparing for team meetings, completing specific didactic assignments, writing reports, and attendance at case conferences and clinical colloquia/workshops. Students should accrue approximately 100 APPIC hours (i.e., Assessment, Treatment, Supervision, & Support) for each credit of practicum. Within these 100 hours, the CTC anticipates that at least 35 hours will be direct client contact hours (i.e., Assessment and Treatment).

Students maintain a record of each professional activity recognized by APPIC using available software (i.e., MyPsychTrack or Time2Track). Activities must be aggregated each semester by site AND supervisor, such that summary totals for that site and supervisor are available to the CTC at the end of fall, spring, and summer semesters. For more detail on this and other issues relating to practica, please consult the current ISU Psychology Clinic Policies.
and Procedures Manual. Each student also participates on the ISU Interdisciplinary Evaluation Team (IET) for one semester (PSYC 5517), usually during the spring semester of the student’s fourth year.

**ISU Psychology Clinic Practica**

Two fees are inserted automatically into every student’s semester TranPay bill by the university. First, the Department levies $50 per credit fee for each semester in which the student registers for a credit of PSYC 7725 (i.e., Psychology Clinic Practicum). Money from these fees is used to purchase tests and testing materials, as well as to pay for the conversion to and maintenance of electronic medical records (EMR). Transitioning to EMR is essential records retention and for training purposes as more and more internship and postdoctoral sites expect students to be familiar with this technology. Second, Idaho State University requires all full time clinical doctoral students to pay a modest fee each semester (usually about $5) to contribute to the university’s student malpractice premium. That policy applies to all professional activities that are part of the student’s program of study, which includes clinic practicum, community practicum, clinical externships, and the internship.

Idaho State University requires students in professional programs to comply with all HIPAA requirements (i.e., Health Insurance Portability and Accountability Act). Extensive policies and procedures designed to protect clients’ Protected Health Information (PHI) are articulated in the ISU Psychology Clinic Policies and Procedures Manual, monitored by Psychology Clinic Staff, and adhered to by all students, faculty, and staff participating in the clinic. Procedures include specific training experiences, witnessed acknowledgement forms, methods to safeguard clinic files and reports, and specific check-in procedures (for new students) and check-out procedures for those departing for internships. See the ISU Psychology Clinic manual for more detail.

Usually, four practicum teams operate out of the ISU Psychology Clinic during fall and spring semesters; two teams are available during the summer. The Clinic Director manages day-to-day functions of the Clinic. The Clinic Director’s roles and responsibilities are described in the Departmental Graduate Studies Manual. Students are assigned to practicum teams each semester by the CTC. Students nominate their preferred assignments during the preceding semester. Every effort is made to match students with preferred teams. Three important and sometimes competing principles, however, may create discrepancies between student preferences and the actual assignment. First, all students must participate on at least four different ISU Psychology Clinic teams. This requirement is a result of the Program’s practice diversity objective (Objective 5-B). Second, all teams must have from two to four graduate students per semester to service patient flow and maintain referral sources, while maintaining faculty supervisory responsibilities at a manageable level. Third, when possible, teams include a 4th year student participating in PSYC 7726, Supervision Practicum, whose primary focus is to provide direct supervision to less experienced junior members of the team.
First-year doctoral students do not enroll for practicum credit until the summer. First-year students are rotated across all teams during the fall semester as observers, attending the weekly team meeting and observing at least one team case each week. APPIC data are maintained by first-year students, since observation and group supervision are bona fide practicum experiences. First-year observers are not assigned any clinic team duties by the faculty supervisor or senior students. Generally, first-year observers devote three hours or less per week to team observations and rotate across teams every three to four weeks. First-year students practice generic interviewing skills in simulated contexts as part of the introductory clinical course (PSYC 7701) during the fall semester. In addition, first-year students complete the two-course assessment sequence (PSYC 6620 and PSYC 6621). All first-year students complete one psycho-educational evaluation during spring semester of the first year upon successful completion of PSYC 6620 in the fall. Clients seeking psycho-educational evaluations are referred by the ISU Disability Services Center for possible academic accommodations under the Americans with Disability Act (ADA). All ADA cases are supervised by the Clinic Director and Clinic Graduate Teaching Assistants. All second and third year students are required to complete one evaluation from the ADA waiting list each fall and each spring semester. Students register for one credit of PSYC 7727, Psycho-educational Evaluation, every semester an ADA assignment is made unless precluded from registration by the 12-credit maximum registration rule. PSYC 7727 credits count toward the General Elective Credit requirement of the doctoral degree. Although students have an obligation to perform at least one ADA evaluation during each of five different semesters, those semesters need not be sequential, given individual circumstances.

Each clinic team is supervised by a clinical psychologist, usually a full-time member of the core clinical faculty, who may be assisted by an advanced student enrolled in PSYC 7726.

*Supervision Practicum*

Clinic practicum students are actively engaged in various aspects of the diagnostic and/or therapeutic process at the level of skill the individual student currently possesses. For example, second-year students may function as co-therapists, or may be limited to administering standardized measurements, or may focus on observing and record-keeping. The senior team members (e.g., the faculty supervisor, a supervision practicum student, or a student with a prior semester on that team) may provide the direct therapy, serving as a model for junior students. The faculty supervisor always assumes ultimate responsibility for the delivery of psychological services, deciding what level of independent professional function to allow each individual team member. The art of mentoring clinical students in practicum settings is just that, an art. Team members will always struggle to find the right balance between supervisory guidance and independent professional function, since client welfare always maintains equivalent importance with student training.

*Community Practica*

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

**Carry-over Case Work**

Generally, student therapists may continue to see some patients between semesters and during the summer months, even if not registered for a credit under the supervisor’s clinic or community practicum section. This practice is referred to as a “zero-credit carryover” assignment. This circumstance emerges when a student and supervising faculty member both agree to continue with a long term case, despite the student’s assignment to a different team or community site. The university allows such practices as long as the faculty or community supervisor continues to accept ethical and legal responsibility for the case and maintains appropriate supervision. Further, the student must be concurrently registered for 1-credit of PSYC 7724 (community practicum), PSYC 7725 (clinical practicum), or PSYC 7748 (clinical externship), albeit with a different clinical team. This latter requirement documents the student’s continued commitment to formal professional training that extends to the “zero-credit” carryover supervision. Finally, student malpractice insurance is automatically billed to all clinical doctoral students who register for even a single credit (e.g., summer semester).

In contrast, students contracted to deliver services at the same clinical externship site for two years may not work at all during the 4-week hiatus that is defined in all contracts during the 4-week period prior to the start of fall semester (e.g., July 26 to August 26). This is a structured vacation time for students. The Affiliation Agreement between the University and the site for that year is terminated and does not resume until the first week of fall semester classes. Exceptions to the mandated hiatus can only occur if the student is paid directly by the agency and assumes a status recognized by the Idaho Board of Psychologist Examiners (e.g., “Service Extender”, “PSR staff”). Students who avail themselves of this exception must complete the “Employment Acknowledgement and Disclaimer Form” and submit it to the DCT.

**Clinical Externships**

A limited number of clinical externships are available to third- and fourth-year students, and occasionally, second-year students. Virtually all externships now require conferral of the MS degree and the successful completion of 1-credit of community practicum (PSYC 7724) at the site. Externships involve supervised professional practice in a community setting for compensation. Like other funded positions, externships are awarded annually on a competitive basis. Unlike teaching/research assistantships, externships are a component of a student’s Program of Study, earning academic credit (1-credit of PSYC 7748 per semester). If the student needs a Non-resident Tuition Waiver (NRTW), externships are referred to as “Graduate Clinical Assistantships” by the university. Externships are enabled through service grants obtained by the Psychology Department with local agencies. Those grants specify the educational nature of the part-time professional practice (up to 15 hours per week), the minimum level of supervision to be provided by agency staff, and the fact that the student is an employee of the university, not the agency. Most importantly, a doctoral-level licensed psychologist must participate in the
supervision of the extern. All professional contact is documented as per Psychology Clinic standards on available software. Consequently, hours accumulated while on externship can be included in applications for pre-doctoral internships and in applications for state/provincial licensure to practice psychology.

**Practicum and Externship Evaluation Process**

Practicum and externship supervisors evaluate each doctoral student enrolled for practicum credit using the Student Practicum/Externship Semester Evaluation Form and the Specific Assessment/Intervention Protocol Experiences Form described in the Clinic Manual. Performance evaluations are anchored by expectations commensurate with a student’s class standing. For example, second-year students in their first semester of practicum are judged relative to the function of similar students. The recording and rating of acquired technical skills is an important part of the evaluative process, and one used to form a cumulative record (i.e., the list and competency level of specific assessment/intervention protocols). These records document specific skills of great interest to internship programs and prospective employers. Students should work diligently with supervisors to accurately record experiences with specific assessment and intervention protocols. In addition, categorical definitions are used by students to track temporal accumulations of specific, supervised, professional activities. These categories are directly linked to the internship application process. See the APPIC categories on the relevant software (MyPsychTrack or Time2Track) for operational definitions of all APPIC categories. The CTC requires hourly totals across four macro categories (Assessment, Intervention, Supervision, and Support) for each site-supervisor combination each semester.

**Professional Development Seminars**

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

**Clinical Brown Bag**

Clinical Brown Bag meetings are scheduled from Noon to 12:50 PM on alternating Wednesdays during fall and spring semesters. No clinical courses are scheduled during this hour. Clinical Brown Bag meetings will focus exclusively on professional issues related to clinical psychology, including training issues relevant to the ISU Psychology Clinic, discussions of clinically relevant subject matter, and diversity case conferences. Attendance by clinical doctoral students at these weekly meetings is required and considered an important component of professional education. A schedule of brown bag events is sent out via email and posted on the departmental announcement bulletin board. Although clinical brown bag sessions will be scheduled on alternating Wednesdays, students are expected to leave this time slot open throughout the semester, as other events will sometimes be scheduled at that time.

**Departmental Colloquia**

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

**Annual Clinical Workshop**

The CTC organizes one clinical workshop each year to provide intense exposure to a specific area of professional activity that supplements faculty expertise. **Attendance at the clinical workshop is a program requirement.** Workshops are scheduled on a Friday in April. Students performing clinical externships need to inform their supervisors well in advance of this annual event, since most externships schedule students on Fridays, the one day of the week that is free of graduate courses. Brown Bags are not scheduled during the week that includes the clinical workshop.

**Internship**

The year-long pre-doctoral internship provides the clinical student with full-time clinical training experience under qualified supervision in a service delivery setting. The fourth-year or fifth-year student applying to internships should review the on-line APPIC Directory and discuss possible placements with the DCT, her/his dissertation director, and other faculty members. The DCT conducts an internship orientation meeting in late spring or early summer before the application process begins. Most internship applications are due in November of the year prior to the internship start date, typically between July 1 and September 15. The Program requires students to attend an APPIC member internship site, most of which are APA accredited. Given the imbalance between internship sites and applicants, the Program does not require its students to attend an accredited site. The DCT organizes meetings with the intern applicant group in May and September to assist with the many details of the internship application process. In addition, one Brown Bag each February is devoted to a roundtable presentation by the current intern applicant group.

**Prior to October 1 of the internship application year, each student must submit an updated copy of all three Clinical Student Tracking Forms to the DCT.** Intern applicants enter the semester of all “In Progress” activities (fall semester) or “Anticipated” activities (spring or summer semesters) for all required courses/practica/research that are yet to be completed. Intern applicants are asked to provide brackets around the inserted semester of all “In Progress” and “Anticipated” accomplishments to highlight its special status. **All required coursework and practica must be completed prior to departure for internship.**
The DCT must enter and submit data online to verify the student’s professional hours and readiness for internship to the National Match. The DCT will submit the required verification data on the AAPI once the student has met all of the following criteria:

1. Approval of the Clinical Training Committee to apply to APPIC sites;
2. Admission to Candidacy for the doctoral degree which requires:
   a. The MS degree
   b. Passing the Qualifying Exam
3. Successfully proposing the doctoral dissertation;
4. Approval of the Clinical Student Tracking forms with In Progress and Anticipated accomplishments;
5. Approval of the student’s Time2Track or MyPsychTrack summary data through November 1 and projected accomplishments thereafter through spring semester

It is anticipated that the modal student will collect dissertation data into the spring and summer of the fourth year. Some students will defend the dissertation before departing for the internship; however, most students will finish the data analyses and writing while on internship and return briefly to campus to defend the dissertation and present their colloquium. Students should be aware that collecting dissertation data during the internship year is not very realistic unless done by on-campus research team members as a result of a quid pro quo arrangement for prior years of team research by the intern. Internship sites tend to schedule 40 “plus” hours per week of clinical service delivery and rarely structure opportunities for student research. It may be possible, however, to select a site compatible with dissertation research. Significant coordination between the student, the dissertation director, the site, the internship Training Director, and the Institutional Review Boards of both ISU and the site are required. Such details must be addressed thoroughly in advance.

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

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

**The MATCH System.** APPIC internships use a national matching service to assign internships to applicants. Only matches that are mutually acceptable to both the site and the student are made. Students (and sites), however, will not always be granted first choices, and a
significant percentage of registered applicants nationwide will not be matched at all. However, the vast majority of ISU applicants have been placed via the match during their first year of application.

It is the policy of the Council of University Directors of Clinical Psychology (CUDCP; our national organization) that students who sign an agreement with the APPIC National Matching Service are expected to abide by the rules of the system. This agreement includes the stipulation that the student will accept and will attend the internship program to which the student is matched. Failure to abide by the APPIC match policies is considered serious misconduct by the CTC. If this failure is determined to be evidence of unprofessional conduct and/or unethical behavior without mitigating circumstances, the student may be subject to disciplinary action, up to and including dismissal from the clinical training program at Idaho State University.

All students must enroll in 1-credit of Clinical Internship, PSYC 7749, during the fall, spring, and summer semesters of their internship year. To meet the Graduate School’s requirement for continuous enrollment, students register for one credit of dissertation or professional activity (clinic practicum, community practicum, or externship) during the summer preceding the internship, even though the internship may commence as early as July 1. The ISU Registrar requires that each intern registers for the required 1 internship credit per semester during each of 3 consecutive semesters commencing with fall semester. The student’s internship “contract” letter is filed with the ISU Registrar prior to internship onset, providing evidence of the full-time nature of the internship requirement. The student’s internship Training Director will file periodic evaluations of an intern’s performance throughout the year with the DCT. Students will receive an IP (In Progress) grade for each semester until the internship is completed. Upon receipt of a copy of the internship certification of satisfactory completion (or a signed letter from the Training Director), internship grade(s) will be changed from IP to S (Satisfactory). A copy of the internship completion letter (or certificate) is filed with the ISU Registrar, documenting completion of the 11-12 month requirement. Given compliance with these requirements, the ISU Registrar enters the student’s name on a list accessed by lending institutions nationwide to indicate that the intern is a full-time student during the internship year, a status formally recognized by ISU. Interns are also designated as full-time students in the ISU Graduate Catalog. The internship is a degree requirement, an accreditation requirement, a licensure requirement, and educational in nature, rather than simply a job. Moreover, it is certainly “full-time”, since virtually all contracts are for 12 months and 2000 hours. See the course description for PSYC 7749 in the Graduate Catalog.

It is a goal of the Program to fully prepare students for the pre-doctoral internship. Neither Idaho State University, the College of Arts and Letters, or the Psychology Department, however, guarantee admission into an APPIC member internship site by virtue of admission into the clinical psychology program at Idaho State University. APPIC member sites are independent organizations. In 2014 there were 801 fewer internship positions (3,534) than registered applicants (4,335), indicating that a qualified student from ISU may not gain admission. Consequently, the CTC has obtained approval from the ISU Graduate Council to approve “...comparable supervised clinical practice...” as a substitute for an APPIC internship under specific and limited conditions. The primary reason would be to meet the needs of a fully
qualified student who makes a good-faith effort to apply, but is unable to obtain an APPIC internship. The secondary reason for authorizing a non-APPIC internship is a small set of special cases, considered on an individual basis. Examples of such special cases include, but are not limited to, medical necessity, extreme financial hardship, and program mission to serve the needs of state mental health agencies. All special cases require a two-step process. First, the request must meet CTC approval as a special case; second, the local internship parameters must be approved by the CTC and by an external reviewer with APPIC expertise prior to internship onset. All the usual criteria for internship application approval pertain to non-APPIC internships, other than the time frame.

Requirements Imposed by Some Training Sites. A minority of community practicum sites, clinical externships, and clinical internships require the student participant to submit to a legal background check. Generally, these mental health agencies have a mandate to insure that all service providers, including student trainees, meet a specific standard (e.g., the absence of a felony conviction). Moreover, virtually all state and provincial Psychology Boards require applicants for licensure in their jurisdiction to disclose their legal history and to explain the nature of a felony conviction, if any. Boards may deny licensure to applicants with felony convictions. ISU provides background checks for any student requesting one. Simply go online to www.certifiedbackground.com, select “Students”, and enter ISU’s code (ID28). The cost is $45 at present.

Most hospital settings require documentation and/or updating of a student’s immunizations for communicable diseases (e.g., Tuberculosis, Chicken Pox, Measles, Mumps, and Rubella). Students may be required to locate their medical records, document their immunization history, take a vaccination(s), and/or provide medical evidence of immunity in order to participate in a particular community practicum, clinical externship, or clinical internship.

Program-Relevant Student Policies

Standard of Conduct

Students in the clinical training program at ISU adhere to the Ethical Principles of Psychologists and Code of Conduct published by the APA, June 2003. These principles are presented in a formal course, PSYC 5512, Ethical and Professional Issues in Psychology, taken by all students during the fall semester of the second year. A later seminar on ethical dilemmas is also required (PSYC 7703). Common ethical issues pertaining to student activities in the ISU Psychology Clinic are reviewed in the Psychology Clinic Manual.

Developing an attitude consistent with ethical responsibilities is an important quality of a professional psychologist. If a doctoral student displays behavior that is inconsistent with ethical guidelines, every effort will be made to resolve the problem through education. Persistent disregard of ethical standards despite educational efforts will lead to dismissal from the program. See the Grievance Committee section of the Departmental Graduate Studies
Manual and the Appeal of Dismissal from a Graduate Program section in the Graduate Catalog for more detail.

Multiple relationships between faculty/students, or students/clients, or teaching assistants/students (and so on) should be avoided. Examples of such dual relationships include, but are not limited to, romantic/sexual involvements, joint financial activities, family relationships, and similar entanglements. The adverse consequences of such dual relationships extend not only to the individuals involved, but others in the training program and the Program itself. See APA Ethical Standards #3.05, Multiple Relationships, and #3.08, Exploitive Relationships. Should a dual relationship arise, it is important that the Clinical Training Committee be informed promptly so that ethical steps to mitigate harm can be taken. Such steps can include, but are not limited to, removing the instructional, supervisory, or evaluative roles of one individual in the relationship relative to the other for as long as either member participates in the clinical training program.

Graduate school is a very difficult and demanding period of life. It is not surprising that personal problems arise from time to time. Seeking help is actually an ethical requirement if personal problems interfere with a student’s ability to function as a psychology trainee. See APA Ethical Standard #2.06, Personal Problems and Conflicts. Formal therapy is not a requirement of clinical training at ISU. Seeking therapy when needed, however, would reflect positively on a student. There are many appropriate community options. Engaging in therapy with a clinical faculty member or fellow student, however, is strictly prohibited (as a result of the inherent dual relationship). We do share a collective responsibility to take action if a fellow student or faculty member’s personal problems appear to be harmful to clients. The appropriate first step would be to bring the concern to the attention of the student colleague. If that is not corrective and a risk to clients still exists, it is appropriate to bring the matter to the attention of a faculty member. If there is sufficient evidence that a student might be suffering from a psychosocial or physical disorder, the CTC may recommend a leave of absence until the putative problem is evaluated and/or remediated; continued impairment despite reasonable remediation efforts may be grounds for dismissal from the program.

Finally, all students are explicitly reminded of the ethical issues surrounding plagiarism and other forms of academic dishonesty. APA Ethical Standard #8.11 indicates that psychologists do not “…present substantial portions or elements of another’s work or data as their own, even if the other work or data source is cited occasionally.” Essentially, in all written material, students must be sure to reference all sources of information and all quoted material as indicated by the APA Publication Manual. Students take every reasonable step to minimize the risk that a reader might mistakenly conclude that someone else’s work or ideas are the student’s. Please note the section on “Academic Dishonesty” in the current Graduate Catalog (page 17) and the range of quite severe consequences for violations, including program dismissal. Go to [http://www.isu.edu/academic-info/crntgrad/graduate-catalog.pdf] for the full text discussion.
Public Communications Warning to Each Student

The University reminds you that any website, blog, email, email signature, or answering machine message is literally an announcement to the general public. That general public includes internship programs, clients, employers, or legal authorities, any of whom may conduct an online search to learn more about you. Be aware that any ill-considered, unprofessional posting may reflect badly on you and on our program. Indeed, a number of negative episodes have occurred in training programs and at universities where graduate students have been adversely affected by material they posted on websites, emails, and answering machines.

Obviously, the CTC has no authority or desire to restrict your freedom of speech. If you identify yourself as a graduate student in our program, however, we have an interest in how you portray yourself. In the extreme case in which a student describes unethical or illegal behavior online, that information could be used to determine continued eligibility for doctoral training in clinical psychology. Recall that you are expected to adhere to the APA Ethical Code of Conduct, which includes obeying the law. In the risk avoidance spirit in which this warning is intended, the Program advises each student and faculty member to approach very carefully any online announcements. Always keep this question in mind: “Have I posted anything that I would not want the program faculty, employers, family, or clients to read or view?” Always remain concerned about professional demeanor and your personal presentation. If you have any questions regarding “safe” web practices, do not hesitate to contact your advisor or the CTC.

Mentoring Policy

The ISU Department of Psychology provides students with guidance and support from the very beginning of their graduate careers in the Department of Psychology at ISU and is responsive to changing patterns of interest among students and advisors. Changes in mentor-student relationships occur for a variety of reasons, including changes in student interests and focus, but also as a result of the advisor leaving the department or due to a conflict in the advisory relationship that makes the continued relationship between advisor and student untenable. Regardless of the reason for the change in advisory status, it is incumbent upon the student to designate a new research mentor within one semester. If needed, the respective training committee (experimental or clinical) will work with the student to identify a suitable research mentor from among the available faculty. Individual faculty retain the right to approve or deny student requests for advising or directing research and establish boundaries regarding the types of research they are willing to supervise.

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

Consistent with ISU Graduate School policy, if two-thirds of the graduate faculty in the ISU Department of Psychology record a formal vote indicating that the student is not making satisfactory progress in the program or exhibits interpersonal behavior inconsistent with professional expectations, the student can be dismissed. Refer to the Graduate Catalog and to individual program handbooks for more information regarding advisors, examining committees, and changing major advisors.

Summer Session Registration

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

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

It is possible to schedule various committee meetings during the summer (e.g., thesis or dissertation defense). The student is advised, however, to check with committee members well in advance of the summer session to insure attendance at a June or July meeting. Contact the Graduate School to insure timely completion of oral exams that insure an August graduation date. The last day to defend theses/dissertations for August graduation is usually the Friday of the third week in July. Early August is a particularly poor time to attempt to schedule a committee meeting of any kind.

Non-Program Work Policy

Funded students are not expected to seek or accept additional employment during the academic year. The 12-credit semester plus a 15-hour per week assistantship, externship, or service learning position is a full life! It is wiser to acquire a loan, if necessary, than assume any
additional burdens. The CTC, of course, cannot dictate to anyone what he/she does beyond the structure of the doctoral program. The CTC requires, however, that any student who chooses professional employment outside the program inform the CTC and sign the Employment Acknowledgement and Disclaimer Form at the start of each semester. If a student employed outside the program is not making adequate progress toward completion of the doctoral degree (e.g., missing recommended deadlines), the CTC can place the student on probation. Sustained inadequate progress may be considered grounds for dismissal from the program. Therefore, consulting with one’s advisor and the DCT is a good strategy to include in consideration of seeking/accepting external employment.

Students in any community placements or employment contexts must adhere to all ethical and legal requirements regarding public representation of their credentials. See the APA Ethical Standard #5.01, Avoidance of False or Deceptive Statements, and the Idaho Code #54-2302/2303 regarding the legal use of the title, psychologist, and exemptions for students. Generally, students in a supervised setting that is a component of their Program of Study (e.g., the ISU Psychology Clinic or contracted externships) refer to themselves as “Psychology Trainees.” In contrast, if a student chooses to engage in professional employment or professional activities that are not a component of her/his Program of Study, the student must use the job title designated by the employer (e.g., “Psychosocial Rehabilitation Worker”). Only a licensed psychologist can use the title, “psychologist”; the title is protected by law. Further, in professional activities not sanctioned by the Program, students must be very careful not to represent themselves as ISU graduate students engaged in a formal program of study.

Students should be explicitly apprised of the fact that when engaged in professional employment or professional activities that are not components of the doctoral training program, the student is completely uninsured against lawsuits alleging harm. Neither Idaho State University nor the American Psychological Association student insurance plans cover a student for activities not sanctioned by the training program.

The Grievance Process

Any number of disputes and honest disagreements can arise during the course of graduate training. Students are strongly encouraged to seek informal solutions as the best, first step to resolving conflicts. Consultation with one’s academic advisor, the DCT, the Department Chairperson, the Clinic Director, other faculty, the secretarial staff, or other students will often lead to a better understanding of the conflict and successful accommodations.

If an informal resolution of the problem is not successful, students are asked to submit written complaints to the appropriate administrator. If the complaint involves Psychology Clinic procedures, submit the complaint to the Clinic Director; if it involves a Clinical Training Committee decision, submit the complaint to the DCT; if it involves a non-clinical faculty member, submit it to the Department Chairperson; inform the ISU Office of Affirmative Action if a problem of sexual harassment or discriminatory practices occurs. If a student is reluctant to file a complaint within the Psychology Department, the student can submit a written complaint to the Dean of the College of Arts and Letters or the Dean of the Graduate School.
Formal written complaints should include: 1) identification of the individual or organizational entity of concern; 2) the date or time-frame of the alleged incident; 3) the specific allegation and rationale justifying the complaint; 4) evidence in support of the allegation and/or justification of the complaint; and 5) perceived actions that would constitute a fair redress of the grievance. If a complaint is submitted to a departmental administrator, she/he will respond in writing within five working days of receiving the written complaint. Students may be asked to meet with the administrator to clarify the complaint or provide further information. Students are welcome to bring a member of the Psychology Graduate Student Association with them to such meetings to provide information and support. Formal complaints and the written administrative response will be maintained on file in the Psychology Department.

If a complaint cannot be resolved to the satisfaction of a student at the departmental administrative level, two general courses of action are available. First, if the complaint involves an appeal of a course grade or program dismissal, specific steps and time frames outlined in the Graduate Catalog must be followed. The student is referred to the catalog section entitled, “Appeals and Dismissals.” A series of actions then ensue providing due process for both the student and the individual/organizational entity against whom the complaint was lodged. These steps may eventually involve the Dean of the College of Arts and Letters or the Graduate Council.

The student should direct all other appeals to the Departmental Grievance Committee. Three general classes of complaints will be reviewed by the Grievance Committee:
1. Allegations of ethical violations
2. Disagreements with a departmental or Clinical Training Committee decision
3. Probationary Status

For more specific details regarding the function and process of the Grievance Committee, see the Psychology Department Graduate Studies Manual.

Disciplinary Policies

Graduate School Policies
The Program adheres to all disciplinary policies described in the ISU Graduate Catalog. Specifically, a student may be dismissed from the program according to the following criteria:
1. If the student receives two or more grades of C+ or below, or
2. If the student fails to meet the continuation standards of the department, or
3. If it is the academic judgment of two-thirds of the graduate faculty in the department that the student is not making satisfactory progress in the program, and such judgment is recorded by formal vote.

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

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

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

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

Financial Support

Departmental Support

It is the goal of the Psychology Department to offer some level of financial support to every doctoral student. Graduate Teaching Assistantships (GTA), Psychology Clinic Assistantships, Graduate Research Assistantships, Service Learning Positions, and Graduate Clinical Assistantships (Externships), and adjunct teaching opportunities are typically available to clinical doctoral students during the academic year. Each position requires approximately 15-20 hours of work per week. Departmental Teaching Assistants perform many duties, often for more than one faculty instructor. Duties include, but are not limited to, grading exams, giving presentations/lectures, holding office hours, directing review sessions, proctoring tests, preparing and grading lab assignments and problem sets, and compiling class data. Experienced GTAs may assume course instructor roles for psychology courses, based upon departmental need and readiness. Graduate Teaching Assistants and Research Assistantships earn approximately $13,000 per year plus tuition and health insurance during the fall and spring semesters of one academic year. Service Learning positions, usually in direct care, earn from $8-$10 per hour and include a non-resident tuition waiver (NRTW). Clinical Externships are restricted to advanced students (i.e., at least second-year), involve more professional activities (evaluation, therapy, data management, etc.), earn academic credit (PSYC 7748), APPIC hours, and the NRTW. Clinical Externships pay a higher hourly rate, currently ranging from $15 to $20 per hour. Most externships require the completion of a semester of community practicum and the completion of the MS in psychology, since that allows the agency to gain reimbursement for
services performed by the extern. Assistantship, Service Learning, and Externship performances are formally evaluated semi-annually by the relevant supervisor(s). These evaluations are incorporated into the CTC’s semester review of each student.

The modal student funding provides an NRTW and a stipend; the maximum funding (GTA or GRA positions) provide full tuition relief, health insurance, and a stipend. All financial awards are announced on or before April 1 of each year, although awards are often improved over the summer as new positions or funding sources become available. Doctoral students in Program Years 1 to 4 are prioritized for funding consideration. Students beyond the fourth year may still receive funding through the department, but are a lower priority for funding consideration. Current students must submit preferences for funding when requested by the DCT, usually before March 1.

It is very important to note that funding for one year does not guarantee a stipend during subsequent years. It is possible that a previously stipended student will not be offered financial assistance by the department, or may be assigned to a less preferred funding source. Funding is on an annual basis only and is competitive. Performance variables considered by faculty include, but are not limited to, course work, performance ratings, participation in professional activities sponsored by the program, and adherence with the recommended temporal guidelines of the Program. Students who are not in good standing with the CTC (e.g., not making satisfactory progress or on academic probation) are a lower funding priority than students in good standing.

The Psychology Department may admit unfunded students if there is an insufficient number of funded positions in a given year. In general, students do not receive more than four years of departmental funding, although some fifth year students have filled vacant externship positions or gained employment as service extenders to licensed psychologists. Students admitted with the MS/MA degree from another institution who have a defined three-year on campus program of study are usually limited to no more than three years of departmental funding.

It is important to recognize that students who do not advance through the program in a timely manner face financial problems with lending institutions if unable to transition to internships during the fifth year. Such students are generally not funded by the department and lose the full-time student status needed to defer loan repayment or maintain loan eligibility. The Office of Financial Aid requires a student to be at least “part-time” for purposes of loan deferment and eligibility; to be so recognized, the student must register for at least 5 credits per semester, which is academically unnecessary and rather costly. Therefore, students should consider both the academic and financial consequences of delaying the internship.

If a student requests funding from the department, assignments made by the department to an Assistantship, Service Learning Position, or Externship are not open to negotiation. Refusal to accept an assignment could be considered grounds for probationary status and possibly program dismissal. The Department and CTC have worked diligently to secure and contract reasonable and educational assistantships, service learning positions, and externships. The Department has accepted the responsibility to fill every contracted position with a doctoral-level graduate student if at all possible, and to fund every student if at all possible. The Department will do everything possible to match students with preferred
positions. It is very important, therefore, that students fully communicate their interests/needs regarding the funding options for that specific year. Rank ordering the various positions as instructed on the Departmental Funding Request form is only the first step. Another communication method is to provide explicit written instructions on the form (e.g., “If I cannot be assigned to position X, I do not wish to be funded by the department next year.”). A third communication method is to make sure your advisor will be present at the faculty meeting and be able to adequately represent your wishes, professional experience needs, and readiness to perform preferred assignments. If your advisor cannot be present, be sure to meet with the DCT who will represent your interests on behalf of your advisor. Once decisions are made, the DCT, Department Chair, and the student’s advisor are always available to discuss the rationale for funding assignments made by the department. The student always has the right to ask for re-consideration of the faculty’s decision. Nevertheless, the ultimate authority for making funding assignments rests with the faculty.

**Nonresident Tuition Waivers**

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

**Psychology Graduate Student Association**

All matriculated graduate students are automatically members of the Psychology Graduate Student Association (PGSA). The PGSA has as an important formal function, namely, to appoint student representatives to various departmental committees. If elected by the PGSA, student members of departmental committees have full voting rights on all programmatic issues. Currently, the association is asked to elect two graduate students from the clinical training program to the Clinical Training Committee; two graduate students, one from each degree program, are elected to participate in Psychology Department meetings; three graduate students from either degree program are elected to serve on the Grievance Committee; one clinical student serves as the program’s student liaison to CUDCP and another to the Idaho Psychological Association; and up to three clinical students who have applied to APPIC internships serve on the Clinical Admissions Committee. Further, the Department Chairperson or the CTC may ask the PGSA to appoint a student representative(s) to various ad-hoc committees.

The Psychology Graduate Student Association is not limited to nominating committee participants. It may pursue any other aspect of student affairs it so chooses. The association is encouraged to meet at least monthly. The President of PGSA works with the DCT to schedule
PGSA meetings each semester during the Wednesday Brown Bag time slots. The Department Secretary provides clerical assistance to PGSA upon request.

The Graduation Ceremony

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

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

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

An understandable problem has emerged during the last two years as a result of the current graduation ceremony policy and the financial constraints that exist for all interns. Specifically, there has been significant pressure placed on faculty and Graduate Faculty Representatives to schedule an oral defense of the dissertation during the finals week that immediately precedes the Saturday graduation ceremony. This is a convenient date for students, since they only have to travel to Pocatello once to both defend and walk in the ceremony. It is a particular difficult time for faculty, however, given the exigencies of finals week and the sheer number of defenses and colloquia scheduled during this very busy week. Student interns who hope to defend during finals week are strongly encouraged to coordinate committee members well in advance of the 2-week minimum rule required for all oral defenses. Moreover, students should not commit to airfares or travel expenses (their own and/or their relatives) UNTIL the faculty agree to the date of the oral exam.
Licensure

Licensure to practice psychology in any given state or province falls under the jurisdiction of state/provincial boards of psychologist examiners. These boards are members of an organization called the Association of State and Provincial Psychology Boards (ASPPB). Although there is considerable international effort to render licensure requirements/regulations more uniform (e.g., eligibility, continuing education, and portability across state boundaries), significant diversity still exists across the many boards. It is a goal of the clinical training program to fully prepare the student to qualify for licensure in any state or province. However, neither Idaho State University, the College of Arts and Letters, or the Psychology Department guarantees student eligibility for licensure. ASPPB member boards are independent organizations, defined by law within the state/province of jurisdiction. Licensure is a responsibility and choice of the individual graduate.

Americans with Disabilities Act

Idaho State University has issued a statement of compliance with the Americans With Disabilities Act. See the policy statement in the Graduate Catalog and associated service information. Students who need auxiliary aids or other accommodations are asked to contact the ADA and Disabilities Resource Center on campus. The Psychology Department will cooperate and accommodate to requests made by the ADA and Disabilities Resource Center.
## BASIC CURRICULUM SEQUENCE (current curriculum)

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<th>Year 1</th>
<th>Fall</th>
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<td>Core Course</td>
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<td>Psycho-ed Eval</td>
<td>Multivariate Stats/IET</td>
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<td>Multivariate Stats or IET</td>
<td>Practicum</td>
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<td>Cultural Diversity or History</td>
<td>Practicum</td>
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<td>Practicum</td>
<td>Psycho-ed Eval</td>
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<td>Child Psychopath &amp; Treat or Adult II</td>
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<td>Proseminar</td>
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<td>Year 5</td>
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Several courses are offered only on alternating years. Therefore, students may take courses in orders different from the above model. Significant deviations from the recommended course sequence require approval of the academic advisor and the DCT. The student and his/her advisor should carefully attend to the Clinical Student Tracking Forms (A, B, & C). All student registrations are monitored by the DCT each semester. Students are required to register for 12-credits during fall & spring semesters and 1-credit during summer semesters.
Appendices

Area Requirement Plan of Completion
MS Equivalency Review Form
Overview of the Recommended Temporal Guidelines
Contingent Relationships Across Program Tasks
Area Requirement Plan of Completion (2016 curriculum)

Student:

Undergraduate Institution:
Graduate Institution:

<table>
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<tr>
<th>Area</th>
<th>Courses Completed Elsewhere (Dept #, Title, U/G)</th>
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<td>2. Biological Bases</td>
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Notes:

Signatures

Student ___________________________ Date ______
Department Chair ______________________ Date ______
Director of Clinical Training _____________ Date ______
# MS Equivalency Review Form

## ISU Clinical Psychology Doctoral Program

**Student:**

**University:**

**Degree:**

**Date of Degree Conferral:**

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**Signatures**

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Thesis Project Equivalency Review Form

ISU Clinical Psychology Doctoral Program

This document is used to indicate whether a thesis project completed at another academic institution will be considered equivalent to a thesis in the Doctoral Program in Clinical Psychology at Idaho State University.

Students with a master’s degree from another institution should provide a copy of the thesis and this form to the Departmental Chair and Director of Clinical Training. Both will review the document and determine if the thesis is equivalent to thesis expectations in this program.

<table>
<thead>
<tr>
<th>Thesis Title</th>
<th>University</th>
<th>Advisor</th>
<th>Date Defended</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Signatures</th>
<th>Approved</th>
<th>Not Approved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
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<tr>
<td>Department Chair</td>
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<tr>
<td>Director of Clinical Training</td>
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Overview of Current Recommended Temporal Guidelines

<table>
<thead>
<tr>
<th>Year</th>
<th>Task</th>
<th>Date (by then or before)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select thesis advisor</td>
<td>October 1</td>
</tr>
<tr>
<td></td>
<td>Area Requirement Plan of Completion</td>
<td>End of fall semester</td>
</tr>
<tr>
<td></td>
<td>MS Equivalency Review, if entering with an MS/MA</td>
<td>End of fall semester</td>
</tr>
<tr>
<td></td>
<td>Preliminary MS Program of Study</td>
<td>End of fall semester</td>
</tr>
<tr>
<td></td>
<td>submit clinical student tracking forms to DCT</td>
<td>End of spring semester</td>
</tr>
<tr>
<td></td>
<td>Inform DCT of thesis committee members</td>
<td>End of spring semester</td>
</tr>
<tr>
<td>2</td>
<td>Thesis Prospectus</td>
<td>End of spring semester</td>
</tr>
<tr>
<td></td>
<td>Select Qualifying Exam Option</td>
<td>End of spring semester</td>
</tr>
<tr>
<td>3</td>
<td>Qualifying Exam</td>
<td>Fall semester</td>
</tr>
<tr>
<td></td>
<td>Thesis Defense</td>
<td>Spring semester</td>
</tr>
<tr>
<td>4</td>
<td>Dissertation Prospectus</td>
<td>October 15</td>
</tr>
<tr>
<td></td>
<td>Diversity Case Conference</td>
<td>Spring semester</td>
</tr>
<tr>
<td>5</td>
<td>APPIC Internship</td>
<td>Summer/Fall</td>
</tr>
<tr>
<td></td>
<td>Dissertation Defense (including Colloquium)</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>
Contingent Relationships Across Program Tasks

1. Prerequisites to take the Qualifying Exam
   a. Good Standing (not on probation)
   b. Four semesters of doctoral training at ISU (or MS/MA + 2 semesters at ISU)
   c. Completion of all courses specified by the Area Requirement Plan
   d. Completion of MS Equivalency Review Form (if applicable)
   e. Completion of methodology courses of YR 1 & 2
   f. Thesis Prospectus prior to end of spring semester
   g. Select Qualifying Exam Option by end of spring semester

Area requirements can be completed subsequent to the Qualifying Exam for those entering the Program with an MS/MA from another institution.

2. Admission to Candidacy for the Doctoral Degree
   a. MS Degree Conferred
   b. Qualifying Exam Passed

3. Propose the Dissertation
   a. Admission to Candidacy

4. Gain CTC Approval to Apply to Internships
   a. Admission to Candidacy
   b. Propose dissertation by October 15
   c. Successful review of Clinical Student Tracking forms by DCT, indicating all course work and practica can be completed prior to departure to internship
   d. CTC general considerations (e.g., viability of dissertation data collection progress/plan, professional readiness, remediation of specific deficits previously specified, etc.)
   d. DCT approves professional hours submitted on AAPI for verification process

5. Walk in May Graduation Ceremony
   a. Defend dissertation prior to finals week in spring semester
   b. Email from internship Training Director that “on track” to successful completion
   c. All requirements other than internship completed
   d. Name will appear on Graduation Brochure 1 year later (since degree not yet conferred)

6. Doctoral Degree Conferral in August
   a. Defend dissertation by July deadline (usually 4th Friday in July)
   b. Complete internship on or before 1st Friday in August

   Note – if degree cannot be conferred until December, Graduate Dean will submit letter to post-doc supervisor indicating all degree requirements met on date of dissertation defense.