

**Clinical Graduate Student Manual
Department of Psychology
Ohio University**

September 2011

Foreword

This manual is designed to help you understand the doctoral program in clinical psychology. It describes the organization of the clinical section; the requirements for the general program and for the tracks in clinical child psychology, clinical health psychology, and applied quantitative psychology; and various procedures that you will need to follow in order to complete your program.

This manual is a supplement to, not a substitute for, the *Graduate Catalog*. We expect you to know the information in the *Graduate Catalog* as well as in this manual and to be responsible for completing the various requirements. If you should need further information, see your advisor, the Director of Clinical Training, or the Assistant Chair for Graduate Studies.

Content

i.	Use of this Manual	4
I.	Organization of the Department of Psychology	4
II.	Organization of the Clinical Section	6
	Admissions Committee	6
	Comprehensive Examination Committee	6
	Internship Committee.....	7
III.	Role of the Director of Clinical Training.....	8
IV.	Program Mission and Objectives.....	10
V.	General Requirements for the Doctoral Program in Clinical Psychology ..	10
	Course Requirements	11
	Scholarly Discipline Requirement	14
	Comprehensive Examination	15
	Thesis and Dissertation	16
	Internship	16
	Schedule for Doctoral Training	18
VI.	Clinical Child Psychology Track.....	22
VII.	Clinical Health Psychology Track.....	23
VIII.	Applied Quantitative Psychology Track	26
IX.	Student Evaluations	27
	Guidelines for Annual Evaluations.....	27
	Dismissal from the Program	28
	Continuation in the Doctoral Program.....	29

X.	Departmental Policies and Procedures.....	30
	Mentors	30
	International Student Enrollment.....	30
	Student Representatives	30
	Financial Aid.....	30
	GA, TA, and RA Appointments	31
	Traineeship Appointments	31
	Major Medical Insurance Plan	32
	Therapy and Assessment Practica.....	32
	Thesis and Dissertation Committee	35
	Format of Thesis and Dissertation	36
	Thesis Proposal and Defense Meetings	39
	Deadlines for Candidates for the M.S. and Ph.D. Degrees.....	42
	Final Copies of Theses and Dissertations	43
	Time Limits for Completion of the M.S. and Ph.D. Degrees	43
	Extension of the Seven-Year Limit.....	43
	Oversubscribed Clinical Courses	44
	Departmental Student Grievance Procedure	44
	Grade Appeals.....	46
	Research Support	47
	Travel Support	47
XI.	History of Changes to this Manual	48

i. Use of this Manual

This manual was designed to be used as a reference for students regarding program requirements and responsibilities. The students should be aware that requirements may change in response to developments in our field, guidelines per forth by the American Psychological Association, or programmatic enhancements. Any changes made by the clinical section will replace the information provided in this manual.

I. Organization of the Department of Psychology

Our department is organized in a somewhat decentralized fashion to help spread around the workload. We have a chair, two assistant chairs, and two program directors. Below is a short description of their functions so that you will know to whom you can turn for various needs.

Department Chair

The chair has responsibility for just about everything but has delegated a number of these responsibilities to the positions described below. The chair works primarily on matters relating to the faculty, the budget, scheduling of courses, etc. and represents the department when dealing with other units. You will need to see the chair if you present convention papers (which we encourage) in order to get partial reimbursement for your travel costs (see Travel Support in Section X).

Assistant Chair for Graduate Studies

This person oversees policies and procedures relating to all the graduate programs. If you have questions about program requirements, registration, financial aid, grievances, your GA, TA, or RA assignment, deadlines, and various other practical matters, check with the Assistant Chair for Graduate Studies. You are encouraged, however, to consult this manual first.

Assistant Chair for Undergraduate Studies

This person oversees policies and procedures relating to the undergraduate program. If you need an undergraduate to assist you with the course you are teaching or need an undergraduate research assistant, you might check with the Assistant Chair for Undergraduate Studies.

Director of Experimental Training

The Experimental Section is home to the doctoral programs in experimental psychology and in industrial/organizational psychology. The Director of Experimental Training is responsible for administering policies and procedures for these two programs.

Director of Clinical Training

The Director of Clinical Training oversees policies and procedures for the Clinical Section. A fuller description of this role is given in Part III of this manual.

II. Organization of the Clinical Section

The Clinical Section comprises all full-time clinical faculty and is chaired by the Director of Clinical Training. The Clinical Section and its student representative meet regularly to conduct the business of the Clinical Section, though much of the work of the section is handled individually by the Director of Clinical Training or by one of the three standing committees. The responsibilities of the Director of Clinical Training are described in Part III of this manual. The three standing committees are described below.

Admissions Committee

Composition. The Admissions Committee is composed of six faculty members, two from each of the health, child, and general clinical tracks and an additional clinical faculty member who chairs the committee. Three clinical students (one from each of the clinical, health, and general tracks) also serve on the committee. Faculty members are appointed to the committee for two-year terms by the Director of Clinical Training. The student representatives are elected by the students. The term of appointment for a committee member begins with the start of the academic year.

Chairperson. The chair of the committee is appointed by the Director of Clinical Training for a term of one year. The chair is eligible for a second, consecutive one-year term.

Functions. The purpose of the admissions committee is to select new students for admission to the clinical program. The committee determines on a yearly basis the number of students who are to be admitted to an incoming class. The committee reviews application materials submitted by candidates according to the criteria the committee has set for admission. Offers of admission are made no later than April 1.

Comprehensive Examination Committee

Composition. The Comprehensive Examination Committee is composed of three faculty members from the clinical section. The members of the committee are appointed by the Director of Clinical Training at the beginning of each academic year. Each member serves a two-year term.

Chairperson. The chair of the committee is elected for a one-year term by the members of the committee at the beginning of the academic year. The chair is eligible for a second, consecutive one-year term. The chair of the Comprehensive Examination Committee is responsible for issuing memos about the dates of the examination or any other procedural matters.

Functions. The committee establishes procedures for the comprehensive examination in consultation with the clinical faculty and publishes these to all interested people. It sets criteria for passing the examination and decides on requests for exceptions to normal procedures. The committee solicits questions from appropriate faculty,

prepares the examination, sets the time and place for administering it, and oversees the administration of the examination. The exam is given twice a year once in the Fall quarter and once in Winter quarter. The exam is always scheduled for the Saturday at the end of the first week of classes.

Once the examination has been completed, the committee circulates the examination papers to appropriate faculty for grading, compiles the scores, and reports the final grade to the Director of Clinical Training who in turn notifies the examinees. The results are also given to the Assistant Chair for Graduate Studies, who maintains records on program requirements for all graduate students.

Internship and Training Committee

Composition. The Internship and Training Committee is composed of three faculty members from the clinical section and one student representative. Faculty members are appointed for a two-year term by the Director of Clinical Training. The student representative is elected by his or her peers for a one-year term and should be at least a third-year student. Appointments begin with the beginning of the academic year.

Chair. The chair of the committee is elected for a one-year term by the members of the committee. The election is held at the beginning of the academic year, and the chair takes office immediately after the election. The chair is eligible for a second, consecutive one-year term.

Function. The purpose of the Internship and Training Committee is to oversee placement of students in internships and to serve an advisory role to the Director of Clinical Training regarding practica and traineeship placements.

A. Internship

Prospective interns are asked to submit to the following materials to the Internship Committee by October 1st. The materials must be in final draft form and **must** have been reviewed and signed by the student's faculty advisor prior to being submitted.

1. curriculum vitae;
2. completed APPIC form;
3. statement of progress, including any unfulfilled requirements; and
4. a list of prospective internship sites (in potential order of preference).

The Internship Committee will offer advice about the accuracy and appropriateness of the materials, and advise students about the appropriateness of their choices for internship. For example, the committee can review all sites selected by students applying in a given year and note any overlaps in choices among students.

B. Practica and Traineeship

The Director of Clinical Training may also ask the Internship and Training Committee to provide oversight and advice regarding student placement in practica or traineeships. Placements are determined based on student training needs, preferences, preparation and progress in the program.

III. Role of the Director of Clinical Training

The Director of Clinical Training plays an important role in guiding the clinical program and in exploring procedures and options for providing better clinical training. He or she works in close cooperation with the Department Chairperson in attaining these goals. Generally, the Director of Clinical Training is responsible for and should play an active role in the following areas:

1. seeking sectional training grants such as NIMH grants, as the section decides, and carrying out the day-to-day activities involved in administering such grants as needed;
2. writing the annual APA report and coordinating the periodic self-study report for reaccreditation;
3. making contacts with university and nonuniversity agencies (local, state, regional, federal) for research and training experiences and for funding arrangements which may support graduate training; helping foster interagency contacts for practicum experiences;
4. providing effective day-to-day management of clinical section activities such as policy decisions and curriculum planning; conducting student evaluations; scheduling and conducting Clinical Section meetings and writing up and distributing minutes of these meetings;
5. verifying students' internship eligibility and readiness and corresponding with internship agencies about internship placement and experience;
6. monitoring clinical graduate students' field placements;
7. coordinating with the chair of the Clinical Admissions Committee to determine course equivalences for incoming post-master's students;
8. coordinating with APA and granting agency evaluation teams;
9. conferring with the Department Chairperson about matters relevant to the clinical program such as scheduling flow and sequencing problems;
10. collaborating in setting up recruiting programs for graduate students including minority and other special interest groups;
11. working with the department Chair and the director of Experimental Training for joint research and training ventures
12. listening to inter-faculty and student-faculty problems and complaints relevant to the clinical program and trying to find solutions;
13. conducting committee elections or appointing minor committees; following up on committees, trying to stimulate committee action;
14. serving on the Clinical Recruitment Committee;
15. working with the Assistant chair for Graduate Studies on program updates,
16. delegating administrative responsibilities, where applicable, during periods when the director is not available;
17. carrying out faculty duties consistent with the Boulder model of scientist-practitioner;
18. being responsible for annual review and update of the Clinical Graduate Student Manual;

19. providing an annual summary of the year's activities and issues concerning the clinical program and a statement of future goals;
20. responding to research questionnaires and communiques regarding various training issues received from APA, APPIC, etc., as well as numerous committee groups and individual researchers nationwide;
21. attending the annual meeting of the Council of University Directors of Clinical Psychology;
22. serving as a standing member of the departmental Faculty Load Committee (with the Director of Experimental Training and the Chair);
and
23. serving as the oversight person for the department's Psychology Clinic.

The Clinical Director's responsibilities extend for a 12-month rather than a 9-month period. In order to aid the Clinical Director in carrying out these activities, he or she will be given release time of two courses per year and an annual stipend.

The Director of Clinical Training will serve for a 5-year period. The position may be held for a maximum of two terms.

IV. Program Mission and Objectives

The goal of our program is to prepare doctoral students to become professionals in the field of clinical psychology. Recent graduates of our program work in various types of settings including medical centers, colleges and universities, independent practice, state and county hospitals, medical schools, school districts, university counseling centers, correctional facilities, and business and industry. The specific objectives of our training program include the following:

- To educate students about the content issues that presently define the knowledge base in clinical psychology
- To train students in the use of scientific methodology applied to the study of human behavior
- To facilitate the development of foundation and functional competencies associated with clinical practice
- To educate students on the role of human diversity as it relates to both the science and practice of clinical psychology
- To promote the integration of science and practice in professional activity
- To facilitate an appreciation of lifelong learning

V. General Requirements for Doctoral Program in Clinical Psychology

The doctoral program in clinical psychology adheres to a scientist-practitioner model that integrates academic, research, and professional training. The program requires 135 credit hours for those entering with the bachelor's degree and 90 credit hours for those entering with the master's degree. The program is accredited by the American Psychological Association (APA) and program requirements are structured to fulfill the content areas specified by the APA accreditation guidelines.

All clinical students complete required coursework in foundation and breadth courses, assessment, intervention, data analysis, and research, as well as a master's thesis for those entering with the bachelor's degree, a doctoral comprehensive examination, a dissertation, and an internship. Competence in clinical content areas is assessed by performance in the prescribed clinical courses and on the doctoral comprehensive examination. Competence in breadth content areas is assessed by performance in the prescribed courses for that area. Clinical skills are evaluated by performance in practicum and traineeship assignments and successful completion of an internship appropriate to the student's training. For all in-house practica and community placements, students' clinical competencies are evaluated using Hatcher and Lassiter's (2007) *Practicum Competencies Outline*. *The Practicum Competencies Outline* is reviewed with students in the Clinical Orientation Seminar (PSY 588) that is taught by the Director of Clinical Training during their first quarter on campus. Competence in research is assessed by performance in relevant coursework, the thesis and dissertation projects, and research presentations and publications. Professional and interpersonal competence is assessed through various mechanisms including students' interactions with

clients, peers, supervisors, faculty, and allied professionals. Much of the coursework and practicum training is elective, and students may tailor their training to their personal interests. Courses used to satisfy one requirement may not be used to satisfy any other requirement, except when specified (e.g., track requirements also satisfy general program requirements).

Course Requirements

1. Foundations of Practice in Professional Psychology

- a. Individual differences in behavior:
 - PSY 633 Psychology of Personality
 - PSY788 Diversity Issues in Research and Clinical Practice
- b. Human development:
 - PSY 773 Developmental Psychology
- c. Dysfunctional behavior and psychopathology:
 - PSY 637A Clinical Psychopathology
- d. Professional standards and ethics:
 - PSY 688 Issues in Professional Psychology

2. Psychological Measurement and Assessment

- a. Theories and methods of assessment and diagnosis (all of the following are required):
 - PSY 640 Clinical Skills
 - PSY 641 Individual Intelligence Testing
 - PSY 642 Personality Assessment I

3. Intervention, Consultation, and Supervision

- a.
 - PSY 750A Individual Psychotherapy
 - PSY 750B Individual Psychotherapy
 - PSY 894 Advanced Seminar in Clinical Practice
 - PSY 894Y Advanced Seminar in Supervision
- b. Complete at least one additional therapy course (i.e., PSY751-759). The following courses are typically scheduled every other year:
 - PSY 751 Behavior Therapy
 - PSY 754 Group Therapy
 - PSY 755 Child Therapy
 - PSY 758 Interventions in Health Psychology

Some therapy courses have two didactic classes (e.g., 755A & 755B). In such cases only one class is required to fulfill the therapy requirement; however, two classes may be needed to meet a track requirement.

- c. Complete six quarters (3 CR per quarter) of PSY 789 Clinical Practicum **and** an applied supervisory experience (i.e., 894Z, serving as a GA for an assessment course, or co-supervising a group supervision with faculty supervisor, or other experience approved by the DCT).
4. Breadth of Scientific Psychology, History, and Applications
- a. Biological aspects of behavior (select one of the following):
 - PSY 712 Physiological Psychology
 - PSY 714 Comparative Psychology
 - PSY 727 Psychophysiology
 - PSY 748A Neuropsychology
 - PSY 884 Psychopharmacology and Psychotherapy
 - PSY 894 Courses as approved by the Clinical Section
 - b. Cognitive and affective aspects of behavior (select one of the following):
 - PSY 703 Advanced Learning
 - PSY 704 Cognitive Processes
 - PSY 710 Motivation
 - PSY 894 Courses as approved by the Clinical Section
 - c. Social aspects of behavior (select one of the following):
 - PSY 735 Experimental Social Psychology
 - PSY 894 Courses as approved by the Clinical Section
 - d. History and systems of psychology (must complete the course below):
 - PSY 718 History and Systems of Psychology
5. Data Analysis and Research Methods
- a. Techniques of data analysis (four courses are required). This requirement will typically be fulfilled with the following courses:
 - PSY 621 Intermediate Statistics for Behavioral Sciences
 - PSY 622 Intermediate Correlation and Regression
 - PSY 827 Multivariate Statistics I
 And one additional course such as 825 (Causal Modeling); PSY 828 (Multivariate Statistics II); or PSY 894 (Seminars on topics in statistics approved by the Clinical Section)
 - b. Research:
 - PSY 626 Advanced Experimental Psychology

PSY 692	Research Seminar (Fall – Spring, first two years)
PSY 791	Research (a research proposal must be approved by your advisor by the end of spring quarter of your first year)
PSY 695	Thesis (complete an empirically-based thesis)
PSY 895	Dissertation (complete an empirically-based dissertation)

In addition, complete two courses selected from departmental offerings that require you to write a research paper. Departmental courses that may be used to satisfy this requirement are shown below. As new topics are introduced in the advanced seminar series (PSY 894), the Clinical Section will determine which ones may be used to satisfy the research requirement. Students may also petition the clinical section on an individual basis to have other departmental courses approved to meet this area requirement, contingent on the student writing a research paper for the course. Courses from other departments at the university may be used to satisfy this requirement with prior approval by the Clinical Section. Courses used to fulfill other program requirements cannot simultaneously be used to fulfill this requirement. You may reduce the number of courses from two to zero provided that, in lieu of each of the two courses, you (a) are an author or co-author of a published article or an article accepted for publication or (b) present two papers at regional or national conferences of recognized associations or societies.

PSY 674	Psychological Aspects of Aging
PSY 680	Health Psychology
PSY 703	Advanced Learning
PSY 704	Cognitive Processes
PSY 707	Psycholinguistics
PSY 708	Judgment
PSY 710	Motivation
PSY 712	Physiological Psychology
PSY 714	Comparative Psychology
PSY 727	Psychophysiology
PSY 728	Applied Psychophysiology
PSY 735	Experimental Social Psychology
PSY 736	Advanced Social Psychology
PSY 761	Survey of Industrial and Organizational Psychology
PSY 762A	Organizational Psychology: Organizational Behavior
PSY 762B	Organizational Psychology: Organizational Theory
PSY 763	Context Analysis
PSY 764A	Personnel Psychology: Criterion Development and Performance Evaluation
PSY 764B	Personnel Psychology: Selection and Placement
PSY 781	Pediatric Psychology
PSY 825	Causal Modeling
PSY 826	Advanced Testing Principles
PSY 828	Multivariate Statistics II
PSY 894	Advanced Seminar

The content of advanced seminars changes regularly. The Clinical Section reviews new seminars and determines which ones satisfy this requirement. Not all PSY 894 seminars are research seminars. A research seminar requires a research-oriented written project, most commonly a literature review of research on a topic relevant to the seminar. See the Director of Clinical Training for a list of approved seminars. A faculty member who wishes a seminar to be designated a research seminar should make such a proposal to the Clinical Section.

Scholarly Discipline Requirement

One of the university-wide requirements for Ph.D. programs is the completion of a scholarly discipline (scholarly tool). Completion of the breadth requirements listed under 4 a, b, and c (biological, cognitive and affective, and social aspects of behavior) simultaneously fulfills the university's scholarly discipline requirement.

Comprehensive Examination

The university requires that students in doctoral programs take a comprehensive examination prior to the dissertation in order to establish their mastery of the field and readiness to undertake a dissertation.

In the Department of Psychology, the comprehensive examination for clinical students is administered in the first week of fall and winter quarters. Students normally take the examination in their third year. The preceding summer is a good time to prepare for the examination. A student may not take the comprehensive examination until he or she has defended the master's thesis and been formally continued into the doctoral program (See section on continuation into the doctoral program).

A student's performance on the examination should reflect the body of knowledge that he or she has gained during graduate training. The examination is comprehensive and preparation for it is not limited to a review of coursework. The examination questions are essay questions, and good answers involve integration across a broad range of material. Three broad areas are covered by the exams: Section I - Therapy and Intervention, Section II - Assessment and Psychopathology, and Section III - Professional Issues and Ethics. Generally, a total of 7 questions must be answered during the day of the exams (3 for Section I; 2 for Section II, and 2 for Section III). In the Professional Issues and Ethics section, students are required to answer a question that addresses diversity issues. Each section also has a time limit (3 hours for Section I; 2 hours for Section II; and 2 hours for Section III).

Each question on the examination is read and rated by two faculty members. They use a 7-point rating scale. If a 3-point discrepancy occurs between raters on a given question, the question is graded by a third rater. The scores from all graders of a question are averaged to determine the score for that question; the scores from the questions in a given section are, in turn, averaged to determine the student's score for that section. An average score of at least 4.5 is required to pass each section. If the initial two graders both give either passing or failing ratings on a particular section of an examination, however, that section does not go to a third rater. Raters are guided by the following anchors in rating answers:

- 7 = Excellent. The answer reflects a thoughtful, integrated, and well-presented answer to the question. A firm knowledge of the subject material is displayed; where appropriate, relevant literature has been correctly cited and discussed.
- 6 = Good. The answer indicates a solid knowledge of the subject matter. It is thoughtful and integrative in nature. Where appropriate, relevant literature is correctly cited and discussed.
- 5 = Average. The answer suggests a basic knowledge of the subject matter. It

indicates a student understands the question and has made an attempt to answer it. Pertinent citations have been correctly cited and discussed.

4 = Questionable. It is unclear whether the student understands the subject matter well enough to answer the question. The answer may be irrelevant to the question or too terse to evaluate adequately. References lack pertinence to the question or may be incorrectly cited.

1-3 = Rejection. The answer is incorrect or inadequate. It suggests the student did not understand the question or how it should be answered. No knowledge of pertinent literature has been displayed by the student.

A student who fails an area of the comprehensive examination is required to be retested on that area during the subsequent administration of the examination. A student is allowed to fail any given area only once. Failing an area twice results in termination of the student from the clinical program. If a student requests readmission into the clinical program after failing an area of the comprehensive examination twice, a decision about readmission (and permission to take the exam again) will be made based on a review of the student's academic, research, and clinical competencies, as well as his/her professional behavior. A two-thirds affirmative vote is necessary for readmission into the doctoral program.

Thesis and Dissertation

Students may register for 5 to 15 credits of PSY 695, Thesis, while working on their master's theses and for 15 to 30 credits of PSY 895, Dissertation, while working on their dissertations. See Section X for information on thesis and dissertation committees, proposal and defense meetings, and deadlines and time limits.

Internship

You are expected to complete a one-year APA-accredited internship. Exceptions must be approved by the Internship Committee before you apply to the internship.

Students should be aware of the costs associated with application for and completion of the internship. Travel to internships may be costly. In addition, university stipends and tuition waivers are typically not available for students who are off-campus on internship. As a result, registration for credits, access to health insurance, deferring student loans, or accessing financial aid may all be issues that surface during the internship year. Students are advised to stay abreast of current university policies governing these issues and to seek out their advisor for assistance with planning their coursework and internship schedule.

Students who wish to apply for internship are required to have successfully defended their dissertation proposal prior to being allowed to apply. The deadline for successful defense of the proposal is October 1st in order to apply for that academic year.

Confirmation of a passed defense will need to be provided to the section director in the form of a photocopy of the signed defense proposal approval form, prior to the section director signing the readiness for internship forms that are a required part of the internship application.

Schedule for Doctoral Training

Although our program can be completed in five years, especially for students who elect to complete one or more of our tracks and/or seek academic careers, the program may take longer to complete. Whereas the schedule below is a general guideline to follow, specific deadlines of which you need to be aware include the following:

May 15th of students' first year: Thesis prospectus must be submitted to the Director of Clinical Training (see page 39 for more information).

The seventh day of classes of Winter quarter of students' second year: Thesis proposal must be approved (see page 39 for more information).

The last day of classes of fall quarter of third year: Thesis must be successfully defended (see pgs. 39-40 for more information)

October 1st of fifth year: Dissertation proposal must be successfully defended.

The normal schedule for clinical training in the doctoral program is shown below:

First Year

Fall Quarter:

PSY 588	Clinical Orientation
PSY 621	Intermediate Statistics for Behavioral Sciences
PSY 637A	Clinical Psychopathology
PSY 640	Clinical Skills
PSY 633	Psychology of Personality
PSY 692	Research Seminar

Winter Quarter:

PSY 622	Intermediate Correlation and Regression
PSY 642	Personality Assessment I
PSY 750A	Individual Psychotherapy
PSY 692	Research Seminar
PSY 790	Readings in Psychology
or PSY 791	Research in Psychology

Spring Quarter:

PSY 626	Advanced Experimental Psychology
PSY 641	Individual Intelligence Testing
PSY 750B	Individual Psychotherapy
PSY 692	Research Seminar
PSY 791	Research in Psychology
One additional course as an elective or track requirement:	

PSY 637C Child Psychopathology (required for child track)
or PSY 680 Health Psychology (required for health track)

Second Year

PSY 688 Issues in Professional Psychology
PSY 693 Seminar in Teaching of Psychology
Intervention course(s) in PSY 750 to 759 series
PSY 788 Diversity Issues in Research and Clinical Practice
PSY 789 Clinical Practicum (3CR per quarter)
PSY 827 Multivariate Statistics I (or alternative)
PSY 894 Advanced Seminar in Clinical Practice
PSY 692 Research Seminar (all three quarters)
Breadth courses and research requirement courses
Approved thesis proposal by 7th day of classes in winter quarter

Third Year

Intervention course(s) in PSY 751 to 759 series
PSY 789 Clinical Practicum (3 CR per quarter)
Breadth courses and research requirement courses
Electives
Begin Traineeship
Complete doctoral comprehensive exam
Successful defense of thesis by last day of classes in Fall quarter

Fourth Year

Have approved dissertation proposal by fall quarter
Intervention sequence
APA breadth courses and research requirement courses
Advanced seminar in supervision
Applied supervisory experience
Electives
Complete traineeship
Dissertation

Fifth Year and Beyond

Have approved dissertation proposal no later than fall quarter of fifth year
Internship or completion of breadth or track courses and dissertation

Clinical Program - Requirements Checklist

I. Foundations of Practice in Professional Psychology:

- a. _____ PSY 633 Psychology of Personality
- b. _____ PSY 637A Clinical Psychopathology
- c. _____ PSY 688 Issues in Professional Psychology
- d. _____ PSY 773 Developmental Psychology
- e. _____ PSY 788 Diversity Issues in Research and Clinical Practice

II. Psychological Measurement and Assessment:

- a. _____ PSY 640 Clinical Skills
- b. _____ PSY 641 Individual Intelligence Testing
- c. _____ PSY 642 Personality Assessment I

III. Intervention, Consultation, and Supervision

- a. _____ PSY 750A Individual Psychotherapy
_____ PSY 750B Individual Psychotherapy
- b. _____ One additional therapy course (i.e., PSY751-759)
Note: Some therapy courses have two didactic classes (e.g., 755A & 755B). In such cases only one class is required to fulfill the therapy requirement; however, two classes may be required to meet a concentration requirement.
- c. _____ Complete six quarters (18 CR) of PSY 789 Clinical Practicum
- d. _____ PSY 894 Advanced Seminar in Clinical Practice
- e. _____ PSY 894Y Advanced Seminar in Supervision
- f. _____ Applied Supervisory Experience (i.e., 894Z, serving as a GA for an assessment course, or co-supervising a group supervision with faculty supervisor, or other experience approved by the DCT)

IV. Breadth of Scientific Psychology, History, and Applications

- a. _____ Biological aspects of behavior (select one course)
- b. _____ Cognitive and affective aspects of behavior (select one course)
- c. _____ Social aspects of behavior (select one course)
- d. _____ History and systems of psychology (PSY 718)

V. Data Analysis and Research Methods

- A. Techniques of data analysis
 - a. _____ PSY 621 Intermediate Statistics for Behavioral Sciences
 - b. _____ PSY 622 Intermediate Correlation and Regression
 - c. _____ PSY 827 Multivariate Statistics
 - d. _____ One additional statistic course (i.e., PSY 825, 828 or approved 894)
- B. Thesis and Dissertation
 - a. _____ PSY 695 Thesis (complete an empirically-based thesis)
 - b. _____ PSY 895 Dissertation (complete an empirically-based dissertation)

C. Design and Research

- a. _____ PSY 626 Advanced Experimental Psychology
- b. _____ Complete 6 quarters of PSY 692 Research Seminar
- c. _____ Complete 2 additional research courses approved by the clinical section (you may replace up to two of the required courses with publications and/or presentations at research conferences). List courses, publications, or presentations below:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

VI. Comprehensive Examination

Pass all three sections of the comprehensive exams

- a. _____ Psychotherapy and Intervention
- b. _____ Psychopathology and Assessment
- c. _____ Professional Issues and Ethics

VII. Internship:

Complete an APA-accredited internship

Internship Site: _____

VI. Clinical Child Psychology Track

The clinical child psychology program is an eclectic training program in which students are given exposure to a variety of theoretical approaches to child treatment with an emphasis on empirically-supported interventions. Specific goals are as follows:

1. to train clinical assessment and intervention skills with children, adolescents, and their families;
2. to provide training in school consultation skills and the behavioral management of child classroom behavioral problems; and
3. to assist students in developing skills to intelligently read and critically evaluate the theoretical and research literature in developmental psychology and in developmental psychopathology and intervention.

Requirements

Students who elect the clinical child psychology track must complete all of the general requirements for the doctoral program (see Section V). Program-specific requirements are listed below. Courses or seminars may simultaneously meet other area requirements or research course requirements of the clinical program.

1. Required Courses:
 - a. PSY 637C Psychopathology of Childhood
 - b. PSY 645 Clinical Assessment of Children and Adolescents
(*PSY 637C, 641, and 642 are required prior to PSY 645*)
 - c. PSY 773 Developmental Psychology
 - d. PSY 755A and PSY 755B Child Therapy
 - e. Complete at least three quarters (6 CR) of PSY 789 Clinical Child Practicum

2. Recommended Courses:

PSY 781 Pediatric Psychology
PSY 894 Seminars on developmental issues, childhood disorders,
and interventions with children and families

One of the following:
PSY 756 Family Therapy
PSY 751 Behavior Therapy

3. Internship:

Students are required to complete an APA-accredited internship in clinical child psychology or one with a ½ year rotation (or equivalent) in clinical child psychology.

VII. Clinical Health Psychology Track

Considerable flexibility is available in the clinical health psychology program, but each student should attempt to meet the following general training objectives:

1. obtain necessary background in clinical psychology and related areas (e.g., psychophysiology, physiology, and pathophysiology) to intelligently read relevant research and clinical literature in health psychology;
2. obtain a working knowledge of the literature in more than one content area or disorder in health psychology;
3. obtain a more detailed knowledge and research competence in a specific area or with a particular disorder; and
4. obtain supervised clinical experience adequate to develop basic competence in the provision of clinical services to individuals with medical problems in a medical setting.

Requirements

Students who elect the clinical health psychology track must complete all of the general requirements for the doctoral program (see Section V). Program-specific requirements are listed below. In addition to the didactic course in health psychology, there are requirements in three areas: (a) courses or seminars of particular relevance to health psychology; (b) supervised research experience in an area of health psychology, and (c) supervised clinical experience in the evaluation and provision of clinical services to medical patients. Courses or seminars may simultaneously meet other area requirements or research course requirements of the clinical program.

1. Health Psychology Core Course:
 - PSY 680 Health Psychology
2. Health Psychology Area and Background Courses (a minimum of three):
 - PSY 712 Physiological Psychology
 - PSY 727 Psychophysiology
 - PSY 748A Neuropsychology (1 quarter)
 - PSY 748B Neuropsychology (1 quarter)
 - PSY 781 Pediatric Psychology
 - PSY 824 Health Statistics
 - PSY 884 Psychopharmacology and Psychotherapy
 - PSY 894 Seminars on Health Psychology or Neuropsychology topics
 - Other courses in health psychology that may be offered in the future also meet this requirement. (The listed courses will not all be offered in a given 2- to 3-year period.)

Note: Students who intend to complete the clinical health track *and* training in clinical neuropsychology via internship and postdoctoral experience should also take 748B and 748C.

3. Research Experience:
 - a. Independent research typically done as a dissertation on a topic in health psychology or neuropsychology.
 - b. A minimum of one first-author poster or paper presentation on a topic in health psychology or neuropsychology at a professional meeting.
 - c. Collaboration with a faculty member on a submitted or published article or chapter or a submitted or funded grant application.

4. Clinical Experience:

Supervised clinical experience with the assessment and management of medical disorders is required and is typically met with PSY 758A (Interventions in Health Psychology), and a minimum of two quarters of direct clinical experience with health psychology cases in PSY 789 (Clinical Practicum) or an equivalent experience. PSY 751, Behavior Therapy, is also recommended.

Note: Students who intend to complete the clinical health track *and* training in clinical neuropsychology, must complete at least **one** quarter of direct clinical experience with health psychology cases *and* one quarter of direct clinical experience with neuropsychological assessment in PSY 789 or 889.

5. Extradepartmental Courses:

Students may wish to consider courses in other departments to enhance their health psychology training. Among possible courses are:

Economics	(ECON 515)
Epidemiology	(MICR 518; HLTH 630)
Exercise Physiology	(PESS 514, 542, 543, 658)
Health Education/Nutrition	(HCFN 528, 530)
Health Services Administration	(HLTH 608, 610, 613, 624, 630, 653)
Biol., Physiol., Neuroscience	(BIOS 513, 550, 654, 655)

6. Internship:

Students must complete an APA-accredited internship that is at least half-time in health psychology or behavioral medicine.

Note: Students who intend to complete the clinical health track *and* training in clinical neuropsychology must complete at least one internship rotation in health psychology or behavioral medicine.

Health Psychology Track - Requirements Checklist

To obtain a certificate of completion of the Clinical Health Psychology Track, students must successfully meet all requirements listed below. This checklist must be completed and submitted to the director of clinical training before leaving on internship.

I. Health Psychology Core Course:

_____ PSY 680 Health Psychology

II. Health Psychology Area and Background Courses (complete a minimum of three):

- _____ PSY 712 Physiological Psychology
 _____ PSY 727 Psychophysiology
 _____ PSY 748A Neuropsychology (1 quarter)
 _____ PSY 748B Neuropsychology (1 quarter)
 _____ PSY 781 Pediatric Psychology
 _____ PSY 824 Health Statistics
 _____ PSY 884 Psychopharmacology and Psychotherapy
 _____ PSY 894 Health Psychology or Neuropsychology Seminars
 (Course Number(s): _____)

III. Research Experience in Health Psychology or Neuropsychology (complete all three):

- _____ Dissertation topic in Health Psychology or Neuropsychology
 _____ A minimum of one first-author poster or paper presentation on a topic in Health Psychology or Neuropsychology at professional meeting
 _____ Collaboration with a faculty member on a submitted or published article or chapter or a submitted or funded grant application.

IV. Clinical Experience:

- Supervised clinical experience with assessment and management of medical disorders, as indicated by relevant experience in:
 _____ PSY758A (Interventions in Health Psychology)
 _____ ≥ 2 quarters of direct clinical experience with health psychology cases (≥ 1 quarter for those also pursuing Neuropsychology training).

V. Relevant Extradepartmental Courses (optional):

Course Number	Credits	Title

VI. Internship:

An APA-accredited internship is required that includes at least a half-time rotation in health psychology or behavioral medicine (or at least one rotation in health psychology or behavioral medicine for those pursuing neuropsychology training).

Internship Site: _____

Describe Rotation(s): _____

VIII. Applied Quantitative Psychology Track

The goal of the applied quantitative psychology track is to enhance the skills of clinical researchers by providing advanced training in the application of quantitative methods in research. This includes training in:

1. the theoretical foundation of statistics,
2. research design,
3. various data-analytic techniques, and
4. interpreting results and communicating findings.

Traditionally, applied quantitative students have found abundant opportunities to further their knowledge of quantitative methods by analyzing data sets from different clinical research laboratories, typically as research assistants. In so doing, they address many important applied issues in clinical psychology such as handling missing data, differential treatment dropout, non-normal distributions, longitudinal analyses, hierarchical data structures, and so forth. They develop skills that prepare them for a variety of careers including positions in psychology departments, medical schools, pharmaceutical companies, managed-care companies, government, and consulting firms.

Clinical students in the applied quantitative track are responsible for completing all of the clinical program requirements as well as the courses listed below. As the applied quantitative coursework requires approximately 45 additional hours of credit, clinical students in the applied quantitative track are eligible for a fifth year of departmental support with stipend and tuition remission. Depending on the needs of the department, clinical students in the applied quantitative track may choose to teach statistics or experimental psychology. In addition to having an advisor from the clinical faculty, the student may have an advisor from among the quantitative faculty members. Clinical students in the applied quantitative track are expected to be involved in ongoing clinical research.

Course requirements for the applied quantitative track:

1. Department of Psychology
 - PSY 825 Causal Modeling
 - PSY 826 Advanced Testing Principles
 - PSY 827 Multivariate Statistics I
 - PSY 828 Multivariate Statistics II
 - PSY 894 Seminars on topics in statistics
2. Department of Mathematics
 - MATH 263A,B,C,D Calculus (or equivalent)
 - MATH 550A,B,C Theory of Statistics
 - MATH 510 Matrix Theory
3. Computer Science Department
 - CS 210C Programming (or comparable programming course)

IX. Student Evaluations

Guidelines for Annual Evaluations

The following guidelines are suggested for the annual graduate student evaluations:

1. Advisors and advisees should meet to discuss student performance during the past year in all relevant areas (coursework, research, practice, placements, work assignments, etc.). All students are required to fill out, review with their advisors, and submit to the Director of Clinical Training, the *Annual Graduate Student Report and Evaluation of Professional Activities* prior to the beginning of student evaluations.
2. Advisors should review their students' permanent files and make note of:
 - a. grades, especially those of PR, I, and any grades below B-;
 - b. deadlines met or failed for thesis proposals and final meetings, comprehensive examinations, and dissertation proposals;
 - c. ratings from clinical supervision, traineeship placements, teaching assignments, and assistantship duties;
 - d. progress toward degree requirements;
 - e. professional conduct and personal behavior that bears upon the profession; and
 - f. other pertinent information.
3. Advisors will report pertinent information from their meetings with their advisees and reviews of the advisees' files to a meeting of the clinical faculty for discussion. The advisors will serve as their advisees' representatives during the meeting.

During the meeting, the bases of evaluation will include 1) academic progress and performance, 2) research, 3) clinical skills, 4) professional and ethical behavior, and 5) GA/RA Duties. Unsatisfactory evaluations will automatically result from failure to meet the thesis deadline, poor academic progress (receipt of a grade lower than B- or presence of many PRs and Is), evidence of unprofessional behavior, and failure of any part of the comprehensive examination.
4. Following the meeting, the student's advisor will write a letter summarizing the evaluations in each category and specifying the recommendations, if any, from the evaluation. Evaluation letters must be co-signed by the Director of Clinical Training before they are distributed.
5. Evaluation letters will include an overall rating of student performance, as well as ratings in each of the five evaluation categories: 1) academic

progress and performance, 2) research, 3) clinical skills, 4) professional and ethical behavior, and 5) GA/RA Duties. The lowest rating (which is the highest number) obtained in categories 1 through 5 will determine the overall evaluation letter rating. The rating system used is as follows:

Type I. The student is generally considered as being on schedule with respect to fulfilling the requirements of the clinical program. Any minor deficiencies of the student's record (e.g., an outstanding PR) are noted. Areas where the student requires additional training and expertise are suggested.

Type II. The student has a deficiency (e.g., one grade below a "B-", failure to meet a deadline) that has led him or her to no longer be on schedule with respect to fulfilling the requirements of the program. The deficiency is described; any steps suggested to correct the problem are also noted. It is anticipated that the student will correct the deficiency between receipt of a Type II letter and a deadline established by the Clinical Section. Failure to correct the deficiency within the prescribed time may be cause for dismissal from the program.

Type III. Academic performance (e.g., 2 grades less than a "B-" in any given year) or professional behavior has seriously jeopardized the student's continuation in the clinical program.

Type IV. On the basis of unsatisfactory performance, the student is subject to immediate dismissal from the clinical program.

Dismissal from the Program

Bases for dismissal from the program include but are not limited to:

- a. two failures of any part of the comprehensive examination.
- b. failures to meet specified deadlines for progress in the program.
- c. two consecutive Type II letters.
- d. unresponsiveness to recommendations and requirements from a previous evaluation.
- e. departure from the standards of ethical and/or professional behavior and laws governing psychologists and the practice of psychology.
- f. 2 grades below a "B-".
- g. a Type III letter.

Continuation in the Doctoral Program

Students are to inform the Director of Clinical Training when they have successfully defended their theses. Once a student has informed the Director of Clinical Training that he/she has completed the thesis, the clinical section will meet to review the student's progress in the program and vote on whether the student will be continued into the doctoral program. It is expected that this vote will take place either within the same quarter of the student's successful thesis defense or the beginning of the following quarter, should the thesis be defended at the end of a quarter. For students entering with the bachelor's degree, a formal vote is required for continuation for doctoral training following completion of the M.S. Students' academic, research, and clinical competencies will be reviewed as well as their professional behavior, prior to a vote. In order to be continued for doctoral training, students will need to have evidenced satisfactory progress regarding academic, research, and clinical competencies and to evidence high professional and ethical standards for behavior. The student must be favorably endorsed by two faculty members (the student's advisor and one additional faculty member) for admission into the doctoral program. Following presentation of these endorsements, the Clinical Section will vote on admission of the student to doctoral training. A two-thirds affirmative vote is necessary for continuation in the program.

X. Departmental Policies and Procedures

Mentors

Prior to being admitted into the clinical program, students are assigned a faculty mentor. Thus, students are aware of their assigned mentor before accepting an offer to the clinical program. If at any time you or your mentor decides that the match is not appropriate or optimal, you may attempt to change mentors. However, the availability of an alternate mentor cannot be guaranteed. If at any time you secure a new mentor, it is your responsibility to inform the Director of Clinical Training and the Assistant Chair for Graduate Studies of the change. If your assigned mentor is a faculty in the experimental section, you will be assigned an academic advisor from the clinical section. Your academic advisor is to be a member of your thesis and dissertation committees and be involved in assisting you with programmatic planning.

International Student Enrollment

Federal regulations require that international students be enrolled for at least one credit hour in three of the four quarters each year. The policy applies to students both on campus and off campus (e.g., interns).

Student Representatives

Each year, clinical graduate students select one student to represent them at meetings of the Clinical Section and one student to represent them at meetings of the department faculty. The student representatives are voting members of their respective groups. The student representative to the Clinical Section meetings is invited to participate in all discussions and decision-making of the section, with the exception of the evaluations of his or her peers by the faculty and student grievances that are related to evaluative decisions by the faculty. The student who is the representative to the meetings of the department faculty may also attend Clinical Section meetings if she or he wishes. In addition, the Internship Committee and the Clinical Admissions Committee each has student members who are selected by the clinical graduate students. Students also serve on ad hoc committees such as faculty recruitment committees.

Financial Aid

The department provides financial aid to almost all its students. Aid may come in the form of a scholarship that pays your tuition or a stipend to help offset living expenses. Most students receive both. Financial aid is awarded on merit and holders of these awards are expected to carry out their responsibilities appropriately. If, in the judgment of the Clinical Section, you are not meeting your responsibilities or are otherwise not showing merit, the financial aid can be suspended temporarily or terminated permanently.

Students who receive a stipend are expected to spend about 15 hours per week in service to the department. First-year and second-year students normally assist a faculty

member with classroom work or with research. Third- and fourth-year students normally teach a course, or assist faculty members as research associates.

Offers of financial aid are, of course, contingent on the availability of funds, but funding has been relatively stable for a number of years. The department's priorities for awarding funding are:

1. first- through fourth-year students
2. summer session students
3. students in the fifth year and beyond

Students who take an extra year (or more) beyond the normal four years on campus are thus the least likely to receive financial aid.

The maximum limit for receiving funding is 18 quarters, excluding summers.

GA, TA, and RA Appointments

Students who are awarded a stipend are assigned the responsibilities of a Graduate Associate (GA), Teaching Associate (TA), or Research Associate (RA). GAs are assigned to a faculty member, normally in the Clinical Section, and assist that faculty member 15 hours per week with classroom work, research, or administrative activities. The GA assignment lasts through the week of final examinations. The Assistant Chair for Graduate Studies makes GA assignments, generally a week or two before a new quarter begins. Nearly all first-year students are appointed as GAs.

TAs normally teach lower-level undergraduate courses. In the spring quarter of the second year, we offer a two-credit-hour teaching seminar to prepare students to teach the general psychology course. The seminar is a nuts-and-bolts course on how to prepare lectures, how to make up examinations, how to develop rapport with your class, etc. In your third and/or fourth years, you may teach a course. TAs thus move into their responsibilities in a gradual fashion, and we think you will find the teaching experience to be a good one. In your third and fourth years, you will likely serve in a clinical traineeship (see Traineeship Appointments) at the same time that you also have a GA or TA appointment within the department.

Traineeship Appointments

Clinical students normally serve a traineeship of 15 to 16 hours per week in their third year and their fourth year. The traineeship provides supervised clinical experience at a local mental health agency. Traineeships are usually scheduled in blocks of six months. Some agencies require a commitment of a 12-month traineeship; others can accept trainees for 6 months. You should plan with your advisor how you wish to fulfill this requirement.

In the spring of each year, eligible students are informed of the traineeships that are available for the coming year and asked to rate their preferences. There is a meeting

during this time with training directors, students, the Director of Clinical Training, and the Clinic Director in order to provide students with specific information about the available traineeship sites. The Director of Clinical Training and the Clinic Director then make traineeship assignments. They may also seek the advice of the Internship and Training Committee. They use the following criteria:

1. progress exhibited by a student toward attaining his or her degree;
2. meritorious performance in terms of research, clinical work, and service;
3. student's preferences;
4. appropriate preparation for the traineeship; and
5. wishes of the agency

For every quarter that a student is on traineeship they must register for 1CR of PSY889 (Advanced Clinical Practicum).

Major Medical Insurance Plan

The university provides a major medical insurance plan that protects you against major medical and surgical expenses. The insurance plan is mandatory for every graduate student who is registered for at least seven credit hours unless the student submits evidence of coverage by a comparable private insurance plan.

The insurance plan covers the period of September 1 through August 31. You must be registered for at least seven hours during the quarter in which the insurance is initiated. You are covered for the remaining period through August 31 regardless of the number of hours for which you are registered in subsequent quarters. For further information about the insurance plan, contact the business office of the Student Health Service in Hudson Health Center.

Certain students are eligible to receive insurance with lower enrollment than seven hours. Students who are on internship, are working solely on a thesis, are working solely on a dissertation, or have a J1 visa are eligible for insurance if they register for one credit hour in two or more consecutive quarters. For further information, see the Assistant Chair.

Therapy and Assessment Practica

Students. We use a team approach to practicum training under PSY 789 (Clinical Practicum). You must complete a minimum of six quarters (18 credit hours) of PSY 789. You will be assigned to treatment teams for practicum training by the Director of Clinical Training and the Director of the Psychology Clinic in consultation with the PSY 789 practicum supervisors. Although it may not be possible every quarter, we will attempt to have at least one child, one health, and one adult supervisor assigned to practicum each quarter and, to the extent possible based on the kinds of client referrals that we get, we will try to accommodate the training needs of those pursuing the tracks in child or health psychology. The clinic secretary under the direction of the Director of the Psychology

Clinic will maintain a data base of your practicum experiences for programmatic and internship purposes.

All practicum assignments will be through the department's Psychology Clinic. A minimum of three sections of PSY 789 will be scheduled each quarter and clinical faculty will supervise the PSY 789 practicum for one or two quarters each year. Referral of clients to the practicum will be arranged by the practicum supervisors and the Director of the Psychology Clinic. Faculty will supervise all cases, planning appropriate assessment and therapy experience for students based on client needs and clinical requirements.

When you apply for internship, you will need to provide potential internship sites with information about your practicum and traineeship experiences. Because different internship sites have different requirements for how they want the information reported to them, you will need to maintain fairly detailed records of your experience. Although there is no standard reporting form that is used by all internship sites, most, but not all, Association of Psychology Postdoctoral and Internship Centers (APPIC)-member internship programs use the AAPI form. You are required to maintain a record of your clinical hours by utilizing the Time2Track program that we have available to you through our department. Since it is a web-based program, you will have access to it from any computer. Students are required to update their hours on a monthly basis and to turn in a hard copy of their accumulated hours to the clinical section to be reviewed at the time of yearly evaluations. The Clinic Director will be reviewing the Time2Track data on a regular basis. In addition, the following are some general guidelines based on suggestions developed by the APPIC and you might find them helpful.

1. A practicum hour is a clock hour. This may actually be a 45 to 50-minute client hour, but is calculated by actual hours, not quarter hours nor number of hours per week multiplied by number of weeks in the term.
2. Direct services are actual clock hours in direct service to clients. Direct services include:
 - a. direct intervention with clients, subdivided by format of intervention (e.g., individual, family, group) and setting location (e.g., department clinic, hospital, school);
 - b. assessment activity subdivided into formal psychometric and interview/observation/diagnostic techniques; and
 - c. other psychological experiences with students and/or organizations, which includes
 - i. Supervised supervision that you render to less advanced students in the context of you learning supervision skills.
 - ii. Program development/outreach programming
 - ii. Outcome assessment of projects or programs
 - iii. Systems intervention/organizational consultation/performance improvement

- iv. Other activities (e.g., prevention)
3. Time spent about the client, but not in the actual presence of the client, is recorded as Support Activities. Quantifiable activities documented under support activities include:
 - a. Case conferences
 - b. Case management; consultation with other professionals on specific cases
 - c. Didactic training, seminars, grand rounds
 - d. Progress notes, clinical writing, chart review
 - e. assessment scoring/interpretation and report writing; and
 - f. videotape and audiotape review
 4. Practicum hours must be supervised. The supervision that you receive may be broken down into one-to-one and group supervision.
 - a. One-to-one supervision hours are regularly scheduled, face-to-face individual supervision with the specific intent of dealing with psychological services that you render.
 - b. The hours recorded in the group supervision category should be actual hours of group focus on specific cases. If a practicum course incorporates both didactic and experiential components in the course activity, the didactic portion should not be recorded as supervision activity. This may necessitate breaking the hours spent in a practicum course into supervision and didactic activities by actual clock hours. APPIC offers the following examples to clarify recording of such activity: “For example, if I present on the ‘Psychosocial Issues of HIV Infection’ using examples of cases, it is didactic activity. However, if I present a specific case involving HIV infection and generate a case conference/group supervision response, it would be recorded in [supervision]. Likewise, Grand Rounds that consists of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours”.
 5. You also need to calculate the number of clients assessed and treated across a range of client diversity characteristics, including race/ethnicity, sexual orientation, disabilities, and gender. Note that these categories are not mutually exclusive; some individuals will be counted in more than one category. For families, couples or groups, you should count each individual member as a separate client.

Additional Pointers:

- Assessment and intervention hours refer to direct contact with clients/patients. Practice administrations of assessments or interventions to colleagues, fellow students, or practice clients (i.e., pseudoclients) do not count towards your contact hours.
- When calculating assessment experience, you will need to include number of assessments that you administered and scored as well as the number for which you wrote a report.
- The calculation of assessment experience also includes the writing of integrated reports. In order to count as an integrated report, APPIC requires the following assessment information to be present in the report: 1) Client history; 2) Clinical interview; 3) At least two tests from one or more of the following categories: *Personality assessments* (objective, self-report, and/or projective), *Intellectual assessments*, *Cognitive assessments*, and/or *Neuropsychological assessments*. As noted by APPIC, this “information is synthesized into a comprehensive report providing an overall picture of the patient/client”.

Program Sanctioned Training Hours. For those students who opt to obtain additional clinical experiences other than the traineeships that are required and assigned by the section, they must have their supervisors fill out the Program-Sanctioned Training Experience Form (available from the Director of Clinical Training), if they want to have the hours accrued count toward training hours. Specifically, students must have this form signed by the supervisor at the site prior to the initiation of the training experience. Further, the potential training experience must be reviewed and approved by the Director of Clinical Training prior to its initiation.

Faculty. A practicum contact hour is defined as one hour of contact between a supervisor and his or her supervisees or class. The optimum range for enrollment in a therapy practicum is four to six students. Faculty may accumulate overload credit, in terms of contact hours, provided arrangements are made in advance with the department chair.

Thesis and Dissertation Committees

Thesis committees are composed of three faculty members, normally from the Department of Psychology, one of whom is the student’s advisor. When appropriate, however, faculty members from other departments or people from outside the university may serve. See the Assistant Chair for Graduate Studies for special requests. Once the committee has been formed, the membership should not change. If some need arises for changing the membership, see the Assistant Chair for Graduate Studies.

All members of a thesis committee must approve the thesis proposal as well as the completed thesis. The thesis proposal approval form is available from Karly Jones in the Department of Psychology. The thesis approval form (“Report of the Oral Thesis Examination/Dissertation Defense”) is available on line (at <http://www.cas.ohiou.edu/grad/gradforms.asp>).

Dissertation committees are composed of five faculty members; four are normally from the Department of Psychology, though exceptions are permitted. See the Assistant Chair for Graduate Studies for special requests. Please complete the committee form (“Dissertation Committee Information”) (available on line at <http://www.cas.ohiou.edu/grad/gradforms.asp>) once you have the psychology department members as well as the outside member of your committee and submit the form to the Assistant Chair for Graduate Studies. The fifth member of the committee must be from another department at Ohio University and must be approved by the College of Arts and Sciences.

Once the committee has been formed, the membership should not change. If a need arises for changing a member, see the Assistant Chair for Graduate Studies.

At least two weeks prior to defending the dissertation, students must complete the “Arrangements for the Oral Exam on the Dissertation Form”, (available on line at <http://www.cas.ohiou.edu/grad/gradforms.asp>) and submit to the College of Arts & Sciences. All members of the committee must approve the completed dissertation. The dissertation approval form is on line (“Report of the Oral Thesis Examination/Dissertation Defense Form”) at (<http://www.cas.ohiou.edu/grad/gradforms.asp>).

Format of Thesis and Dissertation

Students are required to prepare a detailed proposal for their theses and dissertations. Generally, the proposals will include an extensive literature search, rationale for their projects, and specific hypotheses. The methodology will detail all of the procedures that are to be utilized, including instruments, proposed participants, and a summary of the statistical procedures to be utilized. Although the proposals need to be detailed and cover relevant background information and procedures to be utilized, the final thesis and dissertation projects should be in the format of a journal article. The clinical section utilizes a journal submission format because students who successfully complete our graduate program in Clinical Psychology are expected to demonstrate a wide range of competencies in research domains. Although not all of our students intend to move on to a professional position in research or academia, our department currently strives to prepare all students for this option; in addition, such training is consistent with and expected in a Scientist Practitioner model of training. Specific guidelines for the format of the thesis and dissertation include the following:

Proposal Draft:

o The standard proposal format requires the student to demonstrate comprehensive and critical review of the research that serves as a foundation for their study. As proposed projects may be outside of committee members' areas of expertise, an extensive review of the theoretical and empirical literature may be necessary to evaluate the merits and needs of project hypotheses and design.

□□ Proposal Meeting:

o Students will initiate their 2 hour proposal meeting with a short presentation (10-15 minutes). This is to allow sufficient time for critique and discussion by the committee about the proposed project.

o The student and his/her advisor should take careful note of committee members' critiques, concerns, and requested revisions during the proposal meeting so that the student can formally respond to these issues at the time of the defense meeting (see below). Prior to the close of the proposal meeting, the student's advisor should confirm with committee members which of these issues are necessary for the student to address as he/she proceeds with the project and prepares the final draft to submit to the committee.

□□ Final Draft:

o The final draft of thesis and dissertation projects will be formatted as a manuscript prepared for publication. Students will format sections, content, and citations using APA publication guidelines for submitted manuscripts. Final drafts will vary in length from student to student; however, overall length will fall within a range appropriate to journal submission requirements in the student's area of research. At the very least, this will require more succinct introduction, discussion, and reference sections relative to the proposal document. In the methods section, students should include the level of methodological detail that would be necessary for publication of the study in a peer-reviewed journal. The results section may remain more comprehensive than a typical journal manuscript, as students should include a comprehensive review of all statistical strategies used in order to test research hypotheses, including initial analysis of data and statistical test assumptions.

o In addition to the traditional manuscript format, final drafts to the committee will include additional content areas as Appendices. The additional sections may be removed or revised upon final preparation for submission for publication outside the university. Appendix sections are listed below:

- Introduction: If deemed necessary by the committee, the student may include an Appendix (A) to the submitted document, which would address shortcomings in the proposal introduction that were identified by the committee and that cannot be addressed in a shorter manuscript

(e.g., a review of an important issue that had been neglected by the student in the proposal draft, a rewrite of a particular section of the original proposal that does not fit into the flow of the final manuscript's introduction, a complete rewrite of the original proposal introduction).

- **Methods:** Copies of the instruments used in the study and detailed review of psychometric properties of instruments used in the study should be placed in Appendix B. Before submitting the document to the College of Arts and Sciences, however, copyrighted measures will need to be removed from the Appendix.
 - **Statistical Analyses:** Supplemental, post-hoc, and exploratory analyses can appear as Appendix C to the document. The student and his/her advisor can decide which supplemental statistical analyses can be placed in the body of the document and which can appear as Appendix C.
 - **Limitations.** Students will include an examination of project limitations and their potential impact on the results. If there are limitations to the study that warrant discussion during the dissertation defense but, due to journal style, may not be presented in a detailed way in the main body of the defense document, the student can either orally present a detailed examination of study limitations during his/her defense meeting and/or opt to include a longer limitations section as an Appendix (E) to the main document.
 - **Tables & Figures.** Tables and figures should be submitted as separate documents attached to the draft of the manuscript text. Titles and footnotes should be included with the tables and figures and not on a separate page.
- o Students should also note that additional formatting may be necessary before submitting the final draft to Arts and Sciences. Please refer to the A&S website for specific formatting instructions.

Cover Letter:

o In addition to the defense document described above, the student should provide each committee member with a cover letter, in which he/she addresses the committee members' critiques, concerns, and requested revisions that were raised during the proposal meeting. The format of the letter should list, point by point, the specific critique, concern, or requested revision, and the specific way in which the student has addressed or will address the issue (e.g., specific places in the defense document that address an issue, changes to the methodology, additional hypotheses that were tested, indicating the concern will be discussed during the defense meeting presentation rather than in the written document).

□ Defense Meeting: The defense meeting format will differ from the proposal meeting in length (2 ½ hours), presentation requirement, and audience present.

- o Defense meetings will include a longer presentation from the student (approximately 45 minutes) about his/her project and will take a format similar to a job talk or colloquium presentation, followed by oral examination/questions from the committee regarding the project and document. Students are encouraged to use Powerpoint or other visual aids as part of their presentation. Students are reminded that during their presentation they can provide details beyond that provided in their defense document. For example, a student may choose to respond to an issue raised at the proposal meeting during his/her defense presentation rather than in the submitted document.

- o For dissertation and thesis projects, meetings will be open to the public during the presentation and questioning. Non-committee members will have the opportunity to ask questions of the student following completion of committee questions.

- o Students are advised to consider that, although their written document is much shorter, they are still likely to have to answer detailed questions about rationale for study, methodology, statistical analyses, and discussion/implications/limitations of their study.

- o Following questions, committee members will conduct a closed evaluation of the student, dismissing both the student and the audience during this process.

- o Students defending their dissertation and thesis will need to schedule their defense meeting and submit their document to committee members at least two weeks in advance. At this time, students must also submit a proposal announcement form to Karyl Jones, departmental secretary, who will post the time, date, and location of the meeting via e-mail and in department and college postings.

Thesis Proposal and Defense Meetings

At a minimum, each student must complete a brief, 3-5 page thesis prospectus prior to May 15th of their first year. This prospectus must be reviewed and approved by the student's advisor and submitted to the clinical section director prior to the deadline. The prospectus may include a brief outline and overview of the relevant literature and may include a methodology and timeline for the completion of the thesis. If students do not meet this deadline, they will receive a Type II letter at the end of the year.

You should have an approved thesis proposal by the seventh day of classes in the winter quarter of your second year. Those students not meeting this deadline will get a Type II evaluation at the end of the year and will be reviewed by the Clinical Section for

possible action to get them back on schedule. If students do not have a thesis proposal accepted by their committee by the last day of classes during Spring quarter of their second year, they will be dismissed from the program.

The purpose of this policy is to ensure that students make appropriate progress toward **completion of the thesis by the completion deadline; that deadline is the last day of classes in fall quarter of your third year.** Your thesis research will take a lot longer than you may think. If students work on their thesis proposal during the Spring quarter of their first year in the context of the Advanced Experimental Psychology course (PSY 626), this likely will facilitate progress on the project. The research proposal that you prepare in spring quarter of your first year should further prepare you for your thesis proposal. Also, most students are offered a summer stipend each year, giving them the summer after the first year to work on a thesis proposal.

Here are a few pointers on getting ready for either the thesis proposal meeting or the meeting for defending the completed thesis. These meetings are normally two hours in length. Start trying to schedule the meeting two or three weeks in advance of when you want it to occur. People are busy, and it may take you several days just to schedule the meeting. Do not set up a meeting until your thesis director says you can. Also, your thesis director must approve the final copy of your proposal before it can be distributed to other members of your thesis committee. You may be tempted to start collecting your data before your committee approves your thesis proposal. Fend off that temptation. Your thesis committee may require changes in procedures that render such pre-collected data useless. That means you will have wasted a lot of your time and effort as well as some of the department's materials.

Once your thesis proposal is approved, you will need to begin preparing the materials for your project. The department will provide you with some funding to help defray the costs of the research project (see section on "Research Support"). The secretaries will help you get the materials you need.

If you expect not to be able to meet the fall quarter of your third year deadline for completing your thesis, you may appeal to the Clinical Section for an extension of the deadline. An appeal is appropriate if circumstances that were beyond your control developed to delay completion of the thesis. Personal illness, significant equipment failure, and lack of appropriate subjects when using a special population are among the reasons that may be acceptable. Procrastination or lack of adequate planning do not count. Submit your appeals as soon as you know that you will not be able to make the deadline. **Note that the section will consider requests for extensions only from students whose thesis proposals were approved by the seventh day of classes in winter quarter of their second year.** Continuation of funding will be contingent on either completing your thesis on time or a successful appeal for an extension of the deadline.

In the case when the section does not support the student's appeal, if the student completes the thesis between the end of Fall quarter and the last day of classes of Spring quarter of their third year, funding will be resumed at the beginning of the following

quarter after the student successfully defends his/her thesis. If the thesis is not successfully defended by the last day of classes during the third year, the student will be dismissed from the program.

Deadlines for Candidates for the M.S. and Ph.D. Degrees

Master's and doctoral degrees are awarded in March, June, August, and November. Once you decide upon the quarter in which you wish to be awarded your degree, you will have several deadlines to meet in order to be awarded the degree. These deadlines are established by the College of Arts and Sciences and change slightly from year to year. Please contact the Assistant Chair for Graduate Studies or the College of Arts and Sciences for the schedule established for a given academic year. The dates will be for the following:

1. Registration. You must be registered in any quarter in which you receive service from the university. Having the meeting to defend your thesis or dissertation counts as a service; turning in the final copies of the thesis or dissertation, however, does not count as a service.
2. Last day to apply for graduation and pay fee for conferral of degree: Go to the second floor of Chubb Hall and tell them that you wish to graduate. They will have you fill out a short form and pay the graduation fee.
3. Last day to arrange to take oral examination on dissertation: You must report the time and place of the dissertation defense to the office of the Dean of the College of Arts and Sciences. To do this, complete the form "Arrangements for the Oral Examination on the Dissertation" which is available on line.
4. Last day to take oral examination on dissertation or thesis.
5. Last day to turn in final copies of dissertation or thesis to the College of Arts and Sciences. See the Assistant Chair for Graduate Studies for a copy of a pamphlet that tells you how to prepare those copies.
6. Date degree candidates must have all required work completed. This date corresponds to the last day of the quarter.

A few pointers. **The thesis or dissertation copies that you give to your committee members must be delivered to them at least two weeks in advance of the meeting.** Start setting up the time and date for the meeting two to four weeks in advance of the meeting; it takes time to find a time at which that many people can be available. Finally, be forewarned that it may be difficult to schedule a meeting in the summer. Most faculty are not on contract in the summer and so are not obliged to be available for thesis and dissertation meetings. Some faculty members will make themselves available even though they are not on contract. If you think you will need a summer meeting, it is wise to find out as far in advance as you can whether your committee members will be available.

Final Copies of Theses and Dissertations

Once your thesis or dissertation committee has approved your work, you should submit final copies of the work to the College of Arts and Sciences. Here are some guidelines for preparing the final copies.

The appropriate style for submitting theses and dissertations is given in the current edition of the *APA Publication Manual*. Please be familiar with that style and use it in the preparation of your thesis and dissertation. The purpose of the *Manual* is to help authors prepare manuscripts for submission to APA journals. Given that students are required to have their theses and dissertations in the format of a journal article, it is essential that students follow the procedures in the *APA Publication Manual* very closely. However, The College of Arts and Sciences annually produces a pamphlet entitled, *Directions for the format and presentation of theses and dissertations*. This document is also available on the internet at <http://www.cas.ohiou.edu/grad>. The instructions in this pamphlet take precedence over the instructions given in the *APA Publication Manual*. If you have questions about how to prepare your paper, you are welcome to check with the Assistant Chair for Graduate Studies.

Time Limits for Completion of the M.S. and Ph.D. Degrees

Students in the doctoral program in clinical psychology typically receive the M.S. degree as a step toward the Ph.D. Most commonly that degree is awarded at the end of their second year or end of fall quarter of their third year. The university has set a limit of six years for completing the master's degree. The six years begin in the quarter in which the student enters the program, and the student must graduate by the final quarter of the sixth year.

The university has set a limit of seven years for completing a Ph.D. degree. The seven years begin in the quarter in which the student enters the program, and the student must graduate by the final quarter of the seventh year. The time periods for the M.S. and Ph.D. degrees run concurrently.

Students entering the program with a master's degree have the same time for completing the Ph.D. as those entering with a bachelor's degree. The university automatically assigns students entering with master's degrees 51 credit hours when they enter the program.

Extension of the Seven-Year Deadline

In the unusual circumstance that you are not able to complete the doctoral program within the seven-year limit, you may request a one-time one quarter extension from the Dean of the College of Arts and Sciences (see the Academic Policies section of the Graduate Catalog). You should note that you are not guaranteed of obtaining an extension if you request one.

Students who require an extension beyond the one-quarter extensions must obtain approval for readmission from the clinical section (see the Academic Policies section of the Graduate Catalog). To receive an extension or readmission, students must appeal to the section in writing with a rationale for requesting an extension or readmission. Approval by the section requires a positive vote by 2/3rds of the clinical faculty. Criteria for readmission are listed in the Graduate Catalog. As part of the readmission and extension, the section may require the student to complete additional coursework, retake comprehensive examinations, update the dissertation, or fulfill degree requirements that have been added (See the Graduate Catalog).

Oversubscribed Clinical Courses

Periodically, student demand for courses exceeds available space. In an attempt to deal with such situations, the clinical section has developed policies for oversubscribed courses.

When clinical courses are oversubscribed, the section (through the Director of Clinical Training) will determine who will enroll in the courses on the basis of criteria that make sense for that particular course. The general basis will be that students who need the course the most will receive enrollment preference. Typically students who are more senior in their programs (i.e., closer to internship) will have priority. Priority given on the basis of seniority may be limited to students who are completing the program in a timely manner and who remain on schedule.

When seniority conflicts with needs for tracks, however, students who are in the track for which the course is required (i.e., either child or health psychology) may be given priority over students not pursuing the track. Preference based on this priority will use as one basis the number of track courses that the students have taken up to this point.

For repeatable courses (e.g., practicum), priority will be given to more senior students unless they have outstanding PRs for previous offerings of that course. In addition, students may register for no more than two didactic therapy courses in any quarter.

When feasible, we will try to meet demand by adding another section during that quarter, but the reality usually will be that such additions to the schedule will occur during a subsequent quarter. On occasion, there may be nothing that we can do until the next time the course is regularly scheduled.

Departmental Student Grievance Procedure

Purpose. To provide undergraduate and graduate students with a procedure for appealing decisions made by faculty, administrators, committees, and sections in the Department of Psychology.

Province. These procedures are to be used for appeals bearing on policies and procedures developed within the Department of Psychology; they are not appropriate for appeals on issues for which the policy or procedure was established by a different administrative unit. For example, a student who wishes to appeal a grade should follow the grievance procedure given in Section IV.C.3 of the *Faculty Handbook*.

Procedures for appeals. The first step in the appeal process for an undergraduate student is to discuss the issue with the Assistant Chair for Undergraduate Studies; a graduate student should discuss the issue with the Assistant Chair for Graduate Studies. In either case, the assistant chair will work to resolve the student's problem. If the assistant chair is unable to resolve the problem to the student's satisfaction, then, at the student's request, the assistant chair will notify the Chair of the Judicial Committee of a coming grievance. The Judicial Committee will conduct a hearing (see the departmental policy on the Judicial Committee). If the student or the instructor is not satisfied with the recommendations of the Judicial Committee, either party may appeal to the department chair. If the student or the instructor is not satisfied with the decision of the department chair, either party may appeal to the Dean of the College of Arts and Sciences.

Special provisions. Consultation with the Ohio University Ombudsman is available to a student at any stage of a grievance process, although many grievances may be settled at the departmental level.

A grievance against either of the assistant chairs is to be filed first with the other assistant chair. A grievance against the department chair is to be filed directly with the Judicial Committee, which then makes its recommendations directly to the Dean of the College of Arts and Sciences.

Judicial committee. Functions: The Judicial Committee acts as an appeals or mediation board upon request by a student or faculty member after normal channels of appeal or negotiation within the Department of Psychology have been used. The functions of the Judicial Committee are (a) to hear requests for reconsideration of decisions made by committees, sections, faculty members, and departmental administrators and to hear grievances on other matters of dispute or concern within the department; (b) to mediate, as may be needed; and (c) to make recommendations for action or for policy change or policy development to pertinent persons, committees, sections, or groups.

Membership: The Judicial Committee has five members, two elected by the Clinical Section, two elected by the Experimental Section, and the Chair of the Judicial Committee, who is appointed by the department chair. The elected members serve two-year, staggered terms. The department chair and the two assistant chairs are ineligible to serve on the Judicial Committee.

Procedures: To initiate an appeal, a person shall present a request for appeal in writing to the Chair of the Judicial Committee, stating in detail the nature of the request or grievance together with his or her reasons for initiating the appeal. The Chair of the

Judicial Committee will make arrangements to convene the Judicial Committee to conduct the hearing. The appellant may have a supporting person (faculty advisor, other student, colleague, university ombudsman, etc.) present at the hearing.

Matters relating to evidence, documentation, witnesses, consultants, records, and reports will be the responsibility of the Judicial Committee. The Chair of the Judicial Committee shall vote only in cases of tied votes among elected members. A summary report of the findings and recommendations of the Judicial Committee will be given to the appellant and to the department chair, as well as to the pertinent persons, committees, or groups.

Grade Appeals (From Section IV.C.3 of the *Faculty Handbook*)

The instructor assigned to a class has full responsibility for grading, subject to the appeal process described in this section. In unusual circumstances (e.g., death, incapacity, or indefinite inaccessibility of the instructor), the departmental chairperson is responsible for the final grade, subject to appeal by the student to the dean as described in this section.

The burden of proof for a grade change is on the student, except in those cases involving charges of academic dishonesty. A student appealing a grade must make a concerted effort to resolve the matter with the instructor of the course. Failing such a resolution, the student may appeal the grade to the department chair or school director. The chair/director must attempt a resolution acceptable to both the student and the instructor but does not have the authority to change the grade. The department chair or director may enlist departmental grievance procedures to assist in resolving the grade appeal at the departmental level. If the resolution at the departmental level is unsuccessful within the quarter following submission of the grade and the student wishes to appeal, the chair/director shall forward the appeal to the dean of the college for action. If the chair/director is the instructor, the student appeals directly to the dean.

If the dean concludes that the student has insufficient grounds for an appeal, there can be no further appeal by the student. If the dean concludes that sufficient grounds do exist for an appeal, the dean shall appoint a faculty committee of five members to consider the case. If a majority on the committee decides that the grade should be changed and the instructor does not accept the recommendation, the committee can authorize the Registrar to change the grade. The decision of the committee is not subject to further appeal. In appeal cases in which the dean is the instructor, the role of the dean will be assumed by the Provost. In those appeal cases involving courses taught by faculty from more than one college, the Dean of University College will review the appeal and, if necessary, appoint the appeals committee.

Research Support

Each student has access to a \$300 research allowance from departmental funds to help defray the costs of thesis, dissertation, and nondegree research. These funds can be used to cover such research costs as supplies, small equipment needs, and mailing costs.

Students may also apply on a competitive basis for departmental funds to support research. These funds may be used to carry out a pilot investigation needed to make a grant application more competitive, to carry out an investigation that is not possible without some financial support (e.g., to pay subjects, to cover extensive mailing costs, or to pay for professional preparation of stimulus materials), or to cover thesis and dissertation costs above the \$300 allowance available to all students. Students requesting these funds should write a brief description of the project explaining why the funds are necessary for the project or how the project enhances grant possibilities. The funding request is submitted to the department chair. These awards will typically be no larger than \$500.

Funds are also available from outside the department. The Graduate Student Senate makes John Houk Research Awards quarterly. The proposals are relatively simple, and our students have been fairly successful in winning these awards. Additionally, funds are available from the APA and outside granting agencies. See the Director of Clinical Training or the Assistant Chair for Graduate Studies for more information.

Travel Support

Students are reimbursed for up to \$250 when they are the presenting author on a paper, symposium, or poster at a professional conference or up to \$150 if they are attending a conference as a non-presenting author on a paper, symposium, or poster. Within a fiscal year, a student may be reimbursed for one trip. The trip must be approved by the department chair prior to the travel. After the trip, receipts must be presented for travel expenses in accordance with university policies and procedures. Forms to request travel funds and to request reimbursement are available in the department office.

History of Changes to this Manual

2000-2001

- Internship committee changed to the Internship and Training Committee with increased responsibility for practica and traineeship placements.
- History and Systems requirement modified so that the alternative test was eliminated. All students are now required to complete the course.
- A brief description of potential costs associated with the internship was added.
- Changes in the section regarding the 260 hour limit to include current policy.

2001-2002

- Changes to the time limit section to match the graduate catalog.
- Child clinical internship requirement wording changed (½ year child rotation on internship required)

2002-2003

- Extra detail regarding the comps process
- Deletion of references to stipend increase when MS degree awarded
- Addition of required prospectus at the end of the first year
- Changes and updates in the Health Track requirements
- Addition of clinical program requirements checksheet

2003-2004

- Change PSY789 to 2 CR (total of six quarters, or 12CR, needed to graduate)
- Students register for Advanced Clinical Practicum (PSY889) while on traineeship
- Cultural Diversity (PSY788) added as a required course
- Revision of student evaluations (i.e., ratings provided in each of five categories)

2004-2005

- Research requirement reduced from 4 to 2 courses (or equivalent)
- “Specialization” terminology replaced with “Track”
- Curriculum revision (deletion of PSY650; PSY750A/B mandatory in year 1)
- Addition of PSY626 as a required course
- Revisions to comprehensives grading procedure
- Curriculum revision regarding courses that no longer satisfy our breadth requirement. Deletion of PSY 728, PSY 748A, PSY 884, PSY 762A, PSY 762B, PSY 763A, PSY 764A, PSY 764B)

2005-2006

- Revisions to comprehensive exam grading procedures
- Curriculum revision (addition of 641A (Psychoeducational Assessment), mandatory in year 1; addition of 894 (Advanced Clinical Seminar), mandatory in year 2)
- Specification that dissertation proposals must be defended in order for the students to apply for internship

- Addition of a brief section at the very beginning of the manual, titled, Use of this Manual
- Changes to clinical admissions procedures

2006-2007

- Curriculum revision (addition of PSY 692 (Research Seminar)) for all first and second year students, each academic quarter.
- Required practicum hours changed from 2 quarter hours for 6 quarters to 3 quarter hours for 6 quarters (i.e., 18 hours now required, instead of 12)
- Change to evaluation procedure, such that, ratings in categories 1 through 5 will determine the overall evaluation letter rating that students receives
- The last section pertaining to the *260 hour limit* was deleted
- Addition (under *financial aid*) of a statement about the maximum limit for receiving funding

2007-2008

- Addition of a section on Program Mission and Objectives
- The elimination of PSY 641A as a program requirement; movement of Personality (PSY 633) to Fall quarter (first year) and Personality Assessment I to Winter Quarter (first year).
- Revision of the information required for APPIC
- Revision of thesis and dissertation format information

2008-2009

- Addition of PSY 894Y (Advanced Seminar in Clinical Supervision) as a requirement for all students
- Addition of a required applied supervisory experience (i.e., PSY 894Z, serving as a GA for an assessment course, or co-supervising a group supervision with faculty supervisor, or other experience approved by the DCT).
- Revision of thesis and dissertation format information

2009-2010

Revision of thesis and proposal deadlines and consequences for missing the deadlines (pgs. 39-40 clinical manual)

- Elimination of PSY 680 (Health Psychology) as a biological breadth requirement; elimination of PSY 707 (Psycholinguistics) and PSY 708 (Judgment) as cognitive and affective aspects of behavior course requirements; and elimination of PSY 736 (Advanced Social Psychology) and PSY 761 (Survey of Industrial and Organizational Psychology) as social aspects of behavior course requirements

2010-2011

- Added information about students required to document clinical hours with Time2Track program
- Revised deadline for students applying for internship to submit materials to the committee
- Eliminated PSY 623 as a course requirement and moved PSY 626 to the spring quarter (from the winter quarter)
- Revised grading for comps such that a third grader is required if there is a 3 point discrepancy between raters
- Added that students need to obtain 24 direct contact hours to obtain credit for an individual practicum (PSY 789)

2011-2012

- Added information about Program Sanctioned Training Experiences
- Added a section that outlines important deadlines
- Added information to the section on “Continuation in the Doctoral Program” outlining students’ responsibility to inform the Director of Clinical Training when they have completed their theses so that the continuation vote can take place.
- Removed statement about requiring 24 direct contact ours to obtain credit for an individual practicum (PSY 789)