

10/7/08

EASTERN MICHIGAN UNIVERSITY

**CLINICAL PSYCHOLOGY DOCTORAL PROGRAM**

**STUDENT HANDBOOK**

TABLE OF CONTENTS:

<b><u>Welcome letter</u></b> . . . . .	3
<b><u>Purpose and Goals of the Program</u></b> . . . . .	3
<b><u>Practical clinical skills</u></b> . . . . .	4
<b><u>General scholarly skills</u></b> . . . . .	4
<b><u>Research skills</u></b> . . . . .	4
<b><u>Managerial and healthcare systems skills</u></b> . . . . .	4
<b><u>Training and supervision skills</u></b> . . . . .	4
<b><u>Student opportunities essential to meet program goals</u></b> . . . . .	4
<b><u>Overview of the Curriculum</u></b> . . . . .	5
<b><u>Physical facility</u></b> . . . . .	6
<b><u>Curriculum components</u></b> . . . . .	6
<b><u>Scope and sequence</u></b> . . . . .	10
<b><u>Fellowships</u></b> . . . . .	13
<b><u>Transfer Credits and Waivers of Requirements</u></b> . . . . .	14
<b><u>Practica and Prepractica Experiences</u></b> . . . . .	14
<b><u>Academic Advising</u></b> . . . . .	16
<b><u>Yearly Evaluation of Students</u></b> . . . . .	17
<b><u>Reasons for Termination from the Program</u></b> . . . . .	18
<b><u>Grievance Policy and Procedures</u></b> . . . . .	19
<b><u>Statute of Limitations</u></b> . . . . .	20
<b><u>Master’s thesis requirements</u></b> . . . . .	20
<b><u>Qualifying Paper</u></b> . . . . .	22
<b><u>Dissertation Requirements</u></b> . . . . .	27
<b><u>Dissertation Proposal</u></b> . . . . .	29
<b><u>Advancement to Candidacy</u></b> . . . . .	29
<b><u>Dissertation Defense</u></b> . . . . .	30
<b><u>Applying for Internship</u></b> . . . . .	30
<b><u>Malpractice Insurance During Internship and Practicum</u></b> . . . . .	31
<b><u>Licensing</u></b> . . . . .	32
<b><u>Professional Development</u></b> . . . . .	32
<b><u>Yearly Information Needed From Students</u></b> . . . . .	33
<b><u>Weblogs</u></b> . . . . .	34
<b><u>General Policies and Procedures not Covered Elsewhere</u></b> . . . . .	35

**EASTERN MICHIGAN UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
PH.D. IN CLINICAL PSYCHOLOGY**

Welcome to the Eastern Michigan University clinical psychology program. You are one of a highly select few beginning a journey toward the development of specialized competencies as a professional clinical psychologist. This journey involves not only the acquisition of expert knowledge, but also alterations in your thinking about yourself, your actions, and your place in the world. You will find this trek to be alternatively exhausting and exhilarating; tortuous and thrilling. At times you will plod; at other times you will soar; periods of self-satisfaction and self-doubt are integral parts of the journey. You will find the faculty and the more advanced students to be ready to provide compassionate and wise assistance as you make this trip.

This handbook is designed to facilitate your progress through the program. It is a mixture of official policies, recommendations for making your life easier, and the accumulated wisdom of your peers and faculty mentors. The manual supplements (but does not replace) other important published material that appears in the *Graduate School Catalogue* and the *Policies and Procedures Manual of the Psychological Services Clinic*. In this manual, we periodically reference relevant portions of these sources but you should become familiar with them to facilitate your progress through the program.

The policies and recommendations contained in the above named documents and this manual are considered to be in effect at the time you start the program. We urge you to become familiar with all current degree requirements as well as revisions of those policies. The University, the Psychology Department, and professional organizations do reserve the right to make periodic changes to policies to clarify or improve program procedures. Please review these documents throughout your academic career to ensure compliance. The most recent version of the handbook is available at: <http://www.emich.edu/psychology/pdf/prgrm-phd-stuhandbk.pdf>.

**Purpose and Goals of the Program**

The purpose of the program is to train contemporary, fully license-eligible clinical psychologists knowledgeable in psychological principles of assessment, therapy, research, and program development and evaluation. A primary program objective is the preparation of clinical psychologists who will be effective in supervising and managing therapists in multidisciplinary mental healthcare delivery systems in a diverse society. To meet these goals, the program emphasizes traditional scientist-practitioner skills such as practical clinical skills in assessment and treatment, and scholarly skills in designing, conducting, analyzing, and disseminating research that contributes to the field of psychology. Students will acquire specialty skills needed for healthcare systems management, including conducting program evaluation research, demonstrating administrative/clinical management skills, developing training programs in treatment and assessment, establishing community education programs, and supervising master's level clinicians.

The following are skills taught at traditional clinical Ph.D. programs. They are incorporated into the program to provide the students with the requisite skills of the profession. These will serve as building blocks for the healthcare specialty skills that are the unique emphasis of our program.

### **Practical clinical skills**

1. Learn assessment techniques using multimodal and multimethod approaches
2. Learn empirically-based diagnostic techniques and procedures
3. Write professional evaluations, treatment plans, progress notes, and other reports
4. Develop and implement treatment programs
5. Develop and deliver case presentations
6. Select treatments on the basis of empirically determined treatments of choice
7. Develop skills in implementing standardized treatments
8. Develop treatment programs for clinics
9. Demonstrate sensitivity to the issues of cultural and individual diversity
10. Demonstrate knowledge of and correct use of the APA Ethical Guidelines for clinical practice.

### **General scholarly skills**

11. Develop critical analysis of assessment and treatment research literature
12. Demonstrate understanding and application of the philosophical underpinnings of psychology
13. Demonstrate the ability to write a publishable article
14. Demonstrate the ability to make a presentation of research or scholarly piece in a public forum

### **Research skills**

15. Demonstrate knowledge of research in clinical assessment and treatment
16. Demonstrate knowledge of treatment outcome research
17. Design, conduct, analyze, and disseminate research that contributes to the field of psychology

The following are the specialty skills developed for the Healthcare management component of the program:

### **Managerial and healthcare systems skills**

18. Conduct clinical program evaluation research
19. Conduct behavioral systems/organizational behavior management research
20. Demonstrate administrative/clinical management skills - clinical triage; case management; organizing multidisciplinary teams, staffings, and team meetings; and developing reports
21. Demonstrate knowledge of models of clinical supervision

### **Training and supervision skills**

22. Develop training programs in treatment and assessment skills for other clinicians
23. Develop inservice programs
24. Develop community education programs
25. Supervise master's level students in assessment and treatment
26. Develop a course for undergraduate study

### **Student opportunities essential to meet program goals**

27. Practice assessment and treatment skills in a highly supervised environment through the establishment of an onsite clinic.

28. Work with and be supervised by faculty who have expertise in a variety of assessment and treatment modalities.
29. Use state of the art equipment and technology used in the field today.
30. Propose and conduct externally funded research grants.
31. Participate in a collegial atmosphere that is accepting of diverse opinions and prepares students to analyze the current literature critically.

To meet these goals, students will be provided with opportunities to:

1. Practice assessment and treatment skills in a highly supervised environment.
2. Work with and be supervised by faculty with expertise in a variety of assessment and treatment modalities.
3. Use state-of-the-art equipment and technology employed in the field today.
4. Propose and conduct research, including externally funded projects.
5. Participate in a collegial atmosphere that is open to diverse opinions and viewpoints and prepares students to analyze the current literature critically.

### **Overview of the Curriculum**

The doctoral program is a full-time, full residency program that is designed to be completed in 5 years. No part time students will be accepted. The curriculum is designed to meet or exceed state and national guidelines for licensing and accreditation.

State licensing. Guidelines for licensing Ph.D. psychologists in Michigan state that a Ph.D. degree in clinical psychology must include, “. . . an integrated, organized sequence of study which includes instruction in research design and methodology, statistics, psychometrics, and scientific and professional ethics and standards.” The minimum requirements include a graduate course in 3 of the 4 following bases of behavior: Biological, Cognitive-Affective, Social, and Individual Differences, and courses in assessment and treatment. The national licensing exam covers all four subfields, as well as expertise in assessment and treatment.

APA accreditation. The program is currently APA accredited until 2010. To become APA accredited, clinical Ph.D. programs must comply with several standards (see Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2005). Along with the knowledge base outlined by the state, APA Guidelines require clinical Ph.D. programs to provide students with, “. . .adequate and appropriate practicum experiences” that provide supervision in a “wide range of training and educational experiences through applications of empirically supported intervention procedures,” and that prepracticum experience be integrated into the education program. In keeping with these guidelines, we provide extensive training in an on-site clinic, staffed and supervised by our faculty. We also require off-site clinical practica to diversify clinical training and fulfill requirements for master’s-level licensing enroute to the Ph.D.

Integration of M.S. and Ph.D. curricula. The doctoral program builds on our current M.S. programs, which offer two different clinical approaches. The Clinical Behavioral (CB) MS program provides training in state-of-the-art behavioral assessment and empirically validated treatment techniques, encompassing applied behavioral analysis, behavior therapy, and cognitive-behavior therapy. The General Clinical (GC) MS program provides a multitheoretical view of psychological disorders that emphasizes assessment, diagnosis, and treatment from various perspectives. A unique feature of our doctoral program is the opportunity for students to

acquire specialization in applied behavior analysis and behavior therapy and assessment, or to sample from a menu of courses from multitheoretical orientations.

Competent M.S. and Ph.D. clinicians must learn a complex of specialized assessment and treatment strategies. Our two M.S. programs concentrate on training effective therapists. Well-prepared Ph.D. clinicians need this skill-based training, as well as broad knowledge of the empirical, theoretical, and philosophical underpinnings of the profession. Our doctoral program includes a series of Ph.D. seminars that serve as links between concurrently taught M.S. level courses, the Ph.D. knowledge base, and prepracticum training. For each 2-credit course, students are required to spend 2 hours per week in scholarly discussions relevant to treatment, assessment, and clinical practice.

The topics in the seminars will directly link material taught in the M.S. courses to the skills outlined above. After mastering M.S. level skills, Ph.D. students will learn to train and supervise master's level clinicians. Doctoral students will also take a course designed to teach them the skills necessary to manage, supervise, and evaluate healthcare systems, including courses in organizational healthcare systems management and existing courses in the Human Resource Management (MGMT) and Health and Human Services Departments at EMU. The curriculum is the only one of its kind in Michigan and one of very few in the nation.

Practica experiences: In the first year of the program, doctoral students spend 3-5 hours per week at the on-site clinic, answering phones, doing intakes, shadowing therapists, and participating in supervision. In the second year of the program, students participate in a full 500-hour practicum experience, seeing clients and conducting assessments at our on-site community clinic. Students attend group and individual supervision provided by our licensed faculty. In the 3<sup>rd</sup> and 4<sup>th</sup> years of the program, students continue to see 2-3 therapy and/or assessment clients at our onsite clinic and continue to participate in group and individual supervision. Third and fourth year students also secure offsite practica at numerous community agencies in our area.

#### Physical facility

Eastern Michigan University was founded in 1849. The University is located in Ypsilanti, which is a 45-minute drive to Detroit and Toledo and 10 minutes from Ann Arbor.

The University comprises five colleges, the Graduate School, and a diverse student population of nearly 24,000 students. The Psychology Department is part of the College of Arts and Sciences and is housed primarily in the science building, Mark Jefferson. There are approximately 22 full-time faculty in our department, 11 of whom are clinical faculty. Most faculty have private offices located on the fifth floor of Mark Jefferson.

The clinical program also maintains a psychology clinic located at 611 W. Cross Street. The clinic has 6 individual therapy rooms, a play therapy room, a family therapy room, and several student offices. Psychological services are provided to the EMU community, as well as the Ypsilanti community at large.

### **Curriculum components**

The Clinical Doctoral program requires the completion of 90 graduate credit hours. The Master's degree is earned en route to the doctoral degree. Students in the doctoral program must complete a master's thesis. Students may choose to specialize in behavior analysis/behavior therapy (see required courses). All students will specialize in Healthcare Systems Management; there is no cognate or minor requirement.

\*\* denotes courses recommended for Clinical Behavioral emphasis

<b>Assessment:..... 8 hours</b>
<u>Required:</u>
PSY 762 Intellectual Assessment..... 4
<u>Restricted electives</u> (choose at least one):
PSY 770 Personality Evaluation I ..... 4
PSY 771 Projective Techniques .....4
**PSY 619/PSY 641: Behavioral Assessment and Prepracticum (3/1) 4
PSY 763 Individual Testing II..... 4

<b>Treatment.....8 hours</b>
<u>Required</u>
PSY 751/PSY 731 Psychotherapy (3/1) .....4
Or
**PSY 625/PSY 661 Behavior Change I: Applied Beh Anal (3/1)..... 4
Or
**PSY 627/671 Behavior Change II: Behavior Therapy (3/1)..... 4
<u>Restricted electives</u> (choose at least one other; you may also take 751/731 or 625/661 or 627/671 or 627/671 as a second treatment course):
PSY 720/PSY 791 Psychotherapy with Children and Families (3/1).. 4
PSY 628/631 Child and Family Behavior Therapy..... 4
PSY 630/PSY 621 Behavioral Medicine (3/1)..... 4

**NOTE: Students will take an additional assessment OR treatment course for 4 additional credit hours.**

### **Individual Differences.....9 hours**

<u>Required</u>
PSY 743 Psychopathology ..... 3
PSY 640 Developmental Psychology .....3
<u>Elective</u>
PSY 646 Personality: Theory and Research ..... 3
**PSY 623/PSY 651 Experimental Analysis of Behavior..... 4
and Prepracticum (3/1)

<b>Cognitive-Affective Bases of Behavior (choose 1).....3 hours</b>
PSY 626 Motivation and Emotion ..... 3
PSY 635 Cognitive Processes ..... 3
**PSY 620 Learning ..... 3

**Biological Bases of Behavior (choose 1).....3 hours**

- PSY 629 Physiological Psychology ..... 3
- PSY 610 Clinical Neuropsychology .....3
- PSY 632 Sensation and Perception ..... 3

**Social Bases of Behavior (choose 1).....3 hours**

- PSY 637 Social Psychology ..... 3

**Research: .....16 hours**

Required

- PSY 600 Psychological Statistics I ..... 3
- PSY 601 Psychological Statistics II .....3
- PSY 605 Research Design Methods ..... 3
- PSY 690/691/692 Master's thesis ..... 1/2/3  
Minimum of 1 master's thesis credit required.
- PSY 896/897/898/899 Dissertation ..... 1/2/4/8  
Minimum of 6 dissertation credits required.

**Professional Practice/Teaching:.....7 hours**

Required

- PSY 807 Methods of Teaching, Clinical Supervision and Training  
In Psychology ..... 2
- PSY 777 Advanced History and Systems ..... 3
- PSY 670 Scientific and Professional Ethics ..... 3

**Practicum:.....4 hours**

Required

- PSY 683 Practicum in Clinical Psychology I ..... 2
  - PSY 684 Practicum in Clinical Psychology II..... 2
- (Note: 2 sections offered every fall and winter)

**Doctoral Seminars and Doctoral Prepractica.....10 hours**

Required

- PSY 881 Assessment and Diagnosis..... 2
- PSY 882 Assessment and Treatment..... 2
- PSY 884 Contrasting Theoretical Approaches to Treatment ..... 2
- PSY 885 Models of Service Delivery, Training, and Supervision... 2
- PSY 888 Assmt and Trtment of Diverse Clinical Populations..... 2

**Healthcare Systems Electives .....9 hours**

Required:

- PSY 703 Clinical Organizational Management ..... 3

Electives (Choose two; at least one must be MGMT or HLAD)

- MGMT 602 Theory and Techniques of Org Development..... 3
- MGMT 505 Organizational Theory and Behavior ..... 3
- MGMT 509 Human Resource Management ..... 3

MGMT 615 Organization Design and Strategy .....	3
MGMT 618 Staffing Organizations .....	3
MGMT 628 Human Resource Development .....	3
MGMT 648 Communication and Organizational Development.....	3
MGMT 614 Growth Strategies .....	3
MGMT 636 Current topics in Entrepreneurship .....	3
MGMT 570 Launching a new Venture .....	3
MGMT 603 Corporate Entrepreneurship .....	3
MGMT 638 Continuous Improvement Teams .....	3
HLAD 510 Medical Care Organization .....	3
HLAD 511 Health Law .....	3
HLAD 512 Reimbursement for Health Care Services .....	3
HLAD 520 Principles and Theories of Health Care Mngment .....	3
HLAD 523 Managing Managed Care in the Medical Practice .....	3
PSY 701 Organizational Systems Theory .....	3
PSY 705 Clinical Ecological Psychology .....	3
PSY 707 Practicum in Clinical Systems .....	3
PSY 801 Program Evaluation in Clinical Psychology.....	3

Students must obtain a B or better grade in the following core clinical classes: PSY 619, PSY 620, PSY 623, PSY 625, PSY 627, PSY 743, PSY 762, PSY 751, as well as in the following prepractica: PSY 731, 661, 671, 791, 631, 621.

**Other program requirements**

1. Master’s Prepracticum 200 – 300 hours (onsite; taken in conjunction with master’s courses)
2. Doctoral Prepracticum 120-150 hours first year (onsite; approximately 5 hours per week for 30 weeks – i.e., Fall and Winter semesters; students answer phones, do intakes, and do some clerical work; doctoral prepracticum is part of 20 hrs./week doctoral assistantship)
3. Doctoral Practicum – 800-1000 hours (starting spring of first year, doctoral students begin to see 1-2 clients at clinic along with telephone duty; Fall of 2<sup>nd</sup> year students continue at the onsite seeing more clients to accumulate 500 hours; in years 3 and 4, doctoral students will continue to see 2-3 clients at the onsite clinic; doctoral practicum is part of 20 hrs/week doctoral assistantship)
4. Practicum two 500 hours (offsite; often called an “externship,” Ph.D. students typically complete 1000 hours, working 20 hours per week for a year); students may opt to do an onsite practicum at the clinic by increasing the number of clients they see, students would apply for the in house practica just as they would an offsite practica.
5. Qualifying paper (completed after 3<sup>rd</sup> year of program)
6. M.S. clinical supervision and undergraduate teaching (in 3<sup>rd</sup> and 4<sup>th</sup> years of program), Fourth years prepare 2 educational workshops for 1<sup>st</sup> year students Spring session
7. Clinical Predoctoral Internship (2000 hours)

### **Scope and sequence**

To help students understand the doctoral psychology program better, we have prepared the following outline of the course of study. You may want to refer to this program guide as you register for classes each semester. Each student is required to fill out a program of study each semester they register for classes. The program of study is signed by the student's mentor and placed on file.

#### **Year 1:**

<b>Suggested sequence of courses</b>
<b>1<sup>st</sup> Semester</b>
PSY 600 Statistics I (3)
PSY 743 Psychopathology (3)
PSY 646 Personality (3) OR PSY619/641 Behavioral Assessment (3/1)
PSY 881 Doctoral Seminar & Prepracticum: Assessment and Diagnosis(2)
<b>2<sup>nd</sup> Semester</b>
PSY 605 Research Design (3)
PSY 751/731 Psychotherapy & Prepracticum (3/1) OR PSY 625/661 Behavior Change I & Prepracticum (Behavior Analysis) (3/1)
PSY 762 Intellectual Assessment (4)
PSY 882 Doctoral Seminar & Prepracticum: Assessment and Treatment (2)

#### **Spring:**

PSY 690/691/692 Master's thesis credits or PSY 699 (Individual Reading (3 credits)
PSY 601 Statistics II (3)

#### **Summer (Only offered in even numbered years):**

PSY 777 Advanced History and Systems (3)
PSY 637 Social bases of behavior (3)

**Year 2:**

<b>1<sup>st</sup> Semester</b>
PSY 640 Developmental (3) and/or PSY 670 Ethics (3)
PSY 683 Practicum in Clinical Psychology (2) 500 hour practicum experience
PSY 720/791 Child and Family Therapy & Prepracticum (3/1) OR PSY 627/671 Behavior Change II: Behavior Therapy (3/1) OR PSY 770 or 771 Personality or Projective Assessment
PSY 884 Doctoral Seminar & Prepracticum: Contrasting Theoretical Approaches to Treatment (2)
<b>2<sup>nd</sup> Semester</b>
PSY 684 Practicum in Clinical Psychology (2)
PSY 770 Personality Assessment or PSY 763 Individual Testing II or PSY 628/631 Advanced Child and Family Therapy or 630/621 Behavioral Medicine or another therapy course (3/1)
PSY 626 or 635 Cognitive-Affective bases of behavior (3) or another bases of behavior course
PSY 888 Doctoral Seminar & Prepracticum: Assessment and Treatment of Diverse Populations (2)

**Spring:**

PSY 690/691/692 Masters' Thesis - Complete Master's Thesis
PSY629, 610, or 632 Biological bases of behavior (3)

Year 3:

<b>General Clinical (credits)</b>
<b>1<sup>st</sup> Semester</b>
PSY 626 or 635 Cognitive-Affective bases of behavior (3) or another bases of behavior course or an additional assessment or therapy course or a management course
PSY 703 Clinical Organizational Management (3)
PSY 807 Methods of Teaching, Clinical Supervision, and Training in Psychology(2) PSY 885 Models of Service Delivery, Training,, and Supervision (2) (Taken with 807)
<b>2<sup>nd</sup> Semester</b>
PSY 626 or 635 Cognitive-Affective bases of behavior (3) or another bases of behavior course or an additional assessment or therapy course or a management course
PSY 705, 707, 801, or one of the recommended MGMT courses (3)

**Spring/Summer:**

Complete qualifying paper
Propose dissertation

**Year 4:** Note: Students will teach 1 undergraduate course each semester of their 4<sup>th</sup> year.

<b>General Clinical (credits)</b>
<b>1<sup>st</sup> Semester</b>
PSY 697/699 Independent Study credits (4) or PSY 896/897/898/899 Dissertation credits (1/2/4/8)
Propose dissertation
<b>2<sup>nd</sup> Semester</b>
PSY 896/897/898/899 Dissertation credits (1/2/4/8)

**Spring/Summer:**

Teach 2 workshops to 1 <sup>st</sup> year students
--

**Year 5: Internship:** 2000 hour predoctoral internship

**NOTE: You MUST be registered EVERY SEMESTER for which you have a fellowship.** When you do not have classes to take (common in spring and summer semesters and later in the program), you must register for PSY 767 (Continuous Enrollment Credit). Obtain form from Graduate Secretary. This course allows you to see clients in the clinic with liability coverage.

## **Fellowships**

To help ensure the success of our students in the program, every student receives a 4-year graduate fellowship while they are enrolled in the program full time. The fellowship includes a tuition scholarship and a stipend. Students will be assigned to a faculty member, preferably in their area of research interest. Fellowships require 20 hours per week of professional obligations to the Department during the fellowship award period. Students must register for no less than 6 hours each Fall and Winter semesters and 1 hour during the Spring or Summer terms. Continued support and renewal requires maintenance of a 3.6 or higher GPA, satisfactory progress toward degree completion, and adequate performance evaluations. The fellowship is a year-long position. Students are permitted up to 4 weeks of vacation for the year. Students should submit requests for vacations to their mentors at least one month in advance of the vacation to be sure it fits with the mentor's schedule. Students should not make travel plans without first consulting with their advisors.

The main intent of the fellowship is to provide the time and support essential for the professional development of the Fellow into a well-trained doctoral level psychologist. Since such training involves classroom instruction, research endeavors, and clinical experiences, duties of the fellowship are designed to provide relevant training and experiences in all these areas. Fellows may be asked to help with class preparations, as well as assist in data collection, preparation, and analysis. These tasks constitute \_ of the fellowship time for 10-15 hours per week. They will also be responsible for providing clinical services at the EMU Psychology Clinic for \_ of the fellowship time or 5 hours per week. The faculty members will serve as mentors to their students, training and guiding them in developing their own research plans for master's thesis and dissertation work. Students may request a specific faculty person as their mentor when they enter the program. Ideally, the student's and mentor's research interests converge, and the student will stay with their mentor throughout their academic career. However, students may request a change in mentor as they matriculate through the program. We encourage students to stay with a mentor for a minimum of two years to provide continuity in the training program. Every effort will be made to accommodate student requests within reason. If students wish to request a change in mentor, they should talk with their current mentor as well as the person they would like to work with. Students must notify the Director of Clinical Training of their desire to switch mentors in March of the year prior to the switch, so that we can plan for the incoming students accordingly. Changes in mentors will occur in the fall of the academic year unless special arrangements have been made with the mentor.

In the fourth year of the program, doctoral students will be required to teach an undergraduate class at EMU as part of their fellowship award. Prior to teaching, students will take a course (PSY 807) that addresses methods of teaching at the university level. Additionally, students will be assigned to a faculty person who has had successful experiences teaching the course the student has been assigned to teach. The student will meet with the faculty teaching mentor to review the course syllabus, lecture material, teaching strategies, tests, etc. The faculty teaching mentor will observe and evaluate the teaching performance of the student at the beginning, middle, and end of the semester. The student will obtain a written evaluation of their teaching performance that will be part of the student's work portfolio from the department.

Admission to the EMU Ph.D. program in Clinical Psychology and the award of full-time, year-long fellowship is considered a full time endeavor requiring 100% of a Fellow's time and effort. Outside employment is not advisable while a student is in our program and may lead to

withdrawal of the fellowship. Clinical training programs are challenging and time-consuming. Successful completion of the program in a timely fashion will demand the student's full attention. Students may be paid for externships (i.e., practica experiences outside the University). This is acceptable as long as it is clear that the student is supervised by a PhD.-licensed psychologist and that the purpose of the experience is to accumulate practicum hours. All outside employment needs to be approved by the Director of Clinical Training and the Department Head.

### **Transfer Credits and Waivers of Requirements**

Students without masters degrees may transfer up to 12 graduate credit hours, including thesis credit. All transfer credits must be approved by the doctoral committee. The doctoral committee will only approve a limited number of transfer credits. It will be the student's responsibility to demonstrate that the waiver is warranted, including getting confirmation from an EMU professor that the curriculum of the course and the quality of the student's work was equivalent to doctoral level work.

We accept a limited number of master's level students to our program. We accept most of the master's level work if it was completed within the last 5 years and the degree was obtained from a regionally accredited institution. Please be advised that you may be asked to repeat courses completed previously because the content of the course has been updated or because the depth and/or breadth of the course does not meet doctoral-level standards.

If a master's level student is accepted, the requirement for the thesis may be waived. The admissions committee will determine if the previously completed thesis complies with EMU standards. If the thesis is acceptable, the master's level student must submit a paper by the end of the second year of study in lieu of the thesis. The paper can be a review of a body of literature, a pilot study for the dissertation work, a small research project, a presentation at a national conference, or a journal publication of a current or previous study. The student will chose a second-year paper advisor to guide them on this paper. The advisor and student will develop a contract outlining what the requirements for the second year paper will entail. The terms of the contract should be approved by two other clinical faculty. The student, the advisor, and the two faculty will meet to approve the contract and sign it. A copy of the contract should be placed in the student's file.

### **Practica and Prepractica Experiences**

Students will be given ample opportunities to practice clinical assessment and treatment skills in our Psychology clinic. Fully licensed psychologists who are either part of the faculty or who are supervisors at the treatment facility will supervise all prepractica and practica experiences. Occasionally, first and second year students may be supervised by students in the 3<sup>rd</sup> and 4<sup>th</sup> years of the program. However, fully licensed psychologists will supervise these students on their supervision. This practice is in keeping with state licensing laws and APA accreditation policies.

Students applying for psychology predoctoral internships (see Internships, below) are required to submit numerous details about their practicum experiences. The Association of Psychology Postdoctoral Internship Center (APPIC) established a common form that member organizations could use for students to report practicum hours and activities in a standardized manner. Keeping accurate and complete records of practicum activities has been difficult without a systematic method to record these experiences. The Psychology Clinic has a form online that you

can use to track clinical experiences that complies with the information required on the APPIC application.

As part of the master's level requirements, several prepractica experiences are required with specific classes. Depending on the specific course associated with the prepractica, students may be required to do traditional and behavioral assessments, treat individual clients with specific problems, develop and conduct a psychoeducational workshop, and run a parent workshop. Master's level students will also be involved in these experiences.

In addition, as part of the fellowship, doctoral students will be required to assist at the EMU Psychology Clinic. The experiences at the Clinic will count towards practica hours. The Clinic Director will assign students cases in areas of assessment and treatment in which they feel most comfortable. In the first year of the program, students will assist with client intakes and assessments and answer phones at the clinic. In the second year of the program, students will be assigned 5-6 clients at a time, completing their first practica experience (500 hours) in house. Students will be responsible for maintaining all paperwork on clients, scheduling appointments, identifying treatment goals, and obtaining supervision (See Clinic Manual for details of student responsibilities at the clinic). In the third and fourth years of the program, students will continue to see approximately 2-3 clients. In addition, students will be assigned to supervise first year masters or doctoral level students on an assessment or intake case. Third and fourth year students will be supervised on their supervision by licensed clinical faculty. Both individual and group supervision will be provided on a regular basis. Student supervisors, supervising faculty, and the Clinic Director will conduct evaluations of students' clinical work. Students should get a minimum of 750 practica hours at the Clinic over the 4 years they are in residence. Fifth year students may see clients at the clinic, but will need to provide documentation of their own liability insurance, and the Temporary Limited License (TLLP) in Michigan. Advanced enrolled students (beyond the 4<sup>th</sup> year) may choose to continue seeing clients in the clinic with the above documentation.

Finally, students in the third and fourth years of the program will be required to secure at least one 500-hour (minimum) practica experiences at an agency, hospital, or treatment facility outside of the department. This "externship" is part of the licensing requirement for Michigan. Students may not obtain an externship until they have completed at least two prepractica experiences in either assessment or treatment, as well as a 500-hour practicum at our clinic. Students obtain their own external placements. The practicum instructors have lists of placements that previous students have used. Students will need to write a cover letter and send their vita to the practicum site contact person.

Before beginning a placement, students will need to obtain a Practicum Information Form from their respective Practicum instructor. Also, Practicum site supervisors will need to fill out an evaluation form on the student. These can be obtained from the Practicum instructor as well. There is no hard and fast rule about how many hours of practica experiences doctoral students need to appear competitive either for internship sites or for clinical jobs. Generally, doctoral students have between 1000-2000 hours. Given this range, we recommend that students obtain a minimum of 1000 hours of practica experiences outside the University clinic. Students should be able to document their hours and the amount of time devoted to assessment, treatment, supervision, and other clinical tasks. Many states require this information for licensing. Once the practicum is completed, the student may obtain a TLLP from the State of Michigan if they so

desire. The application for licensing has a Certification of Psychology Education form. The Practicum coordinator or the Director of Clinical Training can fill out part of this form.

### **Academic Advising**

At the beginning of the student's academic career, he/she will choose an academic advisor who will also serve as a research and program mentor. Generally this faculty person is conducting research or has clinical skills in an area in which the student is interested. We will attempt to match you with a mentor and let you know who that person is in August before you arrive at EMU. Once mentoring assignments are made, each semester the student will seek out the faculty mentor to obtain advising on course selection and progress through the program. Your mentor or the Director of Clinical Training needs to sign off on your program of study each semester. This is an ideal time to let your mentor know how you are doing and if the program is meeting your needs. Mentors are also responsible for keeping track of your research progress. Remember that you may choose to do research with someone other than your fellowship mentor. Consequently, your fellowship mentor needs to be kept up to date on your progress.

### **Yearly Evaluation of Students**

At the end of each year of the program, students will meet with their mentor in May to review their progress in the program. Evaluations are conducted at a Doctoral Training Committee Meeting where faculty have access to the student's complete file including recent transcripts and prepractica and practica evaluations. Clinical students are evaluated on personal, professional, as well as academic skills. The courts have consistently ruled that interpersonal skills and intrapersonal characteristics are considered part of academic credentials for psychology. Forrest, Elman, and Gizara (1997) report that "Court rulings have given 'great deference' to the judgment of faculty in evaluating and terminating students if it can be shown that the student has been evaluated fairly, given feedback, and the opportunity to remediate the deficiencies" (p. 34).

The following two ethical principles from APA Ethical Principles of Psychologists (2002) guide deliberations. **Principle A: Beneficence and Nonmaleficence**, requires psychologists to balance the welfare and rights of patients, clients, supervisees, and students. This includes concern for harm that may derive from impaired or incompetent students. **Principle B: Fidelity and Responsibility**, expresses concern for the community and society in which psychologists work. This includes the responsibility to insure adequate interpersonal and professional skills in all graduates. Impairment refers to diminished functioning whereas incompetence refers to insufficient skills to provide adequate professional care. Impairment and incompetence can stem from interpersonal and intrapersonal problems as well as inadequate theoretical understanding and insufficient clinical proficiency regarding testing and treatment.

Remediation of deficiencies includes but is not limited to: repeating coursework, repeating the qualifying paper, repeating practica experiences, increased supervision by the same or different supervisor, tutoring, or a leave of absence. Failure to benefit from remediation may be followed by counseling toward voluntary withdrawal from the program or termination. Fortunately, this unpleasant event is rather rare. The national average appears to be one student every two or three years is terminated (Forrest, Elman, & Gizara, 1997). Only about 2% of students nationwide fail to complete their internships (Forrest, Elman, & Gizara, 1997).

Student evaluations are based on competencies assessed by relevant faculty (see Appendix A). Faculty rate students as Exceeding, Meeting, or Below Expectations in various domains. If a student receives a "Below Expectations" rating on any item, a remediation plan is developed by

the mentor and Director of Clinical Training to address the problem area(s). In a meeting with the mentor and the DCT, the student is told what specific behaviors need to be addressed and how the student needs to address these issues. The student's progress will be closely monitored and reevaluated after the end the summer term and again the following fall. If the student complies with the plan, he/she will be removed from the remediation plan. If problems continue, the student may be placed on a second remediation plan. If the problems persist after the second plan, the student may be terminated from the program.

### **Reasons for Termination from the Program**

Termination will be determined by the entire faculty of the Psychology Department and/or by the Dean of the Graduate School. The following are conditions under which the student may be terminated from the program:

- 1) Having a cumulative GPA of less than 3.0 (Fellowship may be terminated if GPA falls below 3.6)
- 2) Obtaining less than a B grade in any core clinical courses listed in Program Requirements.
- 3) Failing the Qualifying Paper a second time and being denied permission to take it a third time.
- 4) Unethical or criminal behavior (plagiarism, cheating, violation of APA ethical guidelines, or University policies or governmental law, including harassment).
- 5) Serious psychological problems that affect the student's functioning in the program. Any student who, in the judgment of the faculty, is having psychological problems that interfere with effective service delivery and/or progress through the program will be advised orally and in writing as to necessary remediation that may include but is not limited to: seeking psychotherapy to address psychological problems, repeating coursework, repeating practica, increased supervision by the same or different supervisor, tutoring, or a leave of absence. Failure to benefit from remediation may be followed by counseling toward voluntary withdrawal from the program or termination.

If you choose to withdraw from the program, please note the following policies adopted by the Graduate school:

- **Drop/withdraw from courses after the 100% refund time period:** Course schedule adjustments must be made before the end of the 100% refund period, early-on in the semester – check schedule-book calendar for exact date. The University does not recoup any funds – similar to a student losing his/her money when a late drop or withdrawal occurs; so too does the Graduate School. **If you make this change, you pay for it. The amount is billed to your student account.**

Another option instead of course withdrawal at the end of a semester would be to negotiate an incomplete with the faculty member. This will save the tuition and enable continued work at a later time without subsequent course re-enrollment.

- **Termination of position:** if you resign or are terminated from a doctoral fellowship position, your stipend/income will stop as of the date of termination noted on the

Personnel Action Form or date of your letter of resignation. You may resign/be terminated yet finish the course work for the semester with prorated tuition/fee expenses (based on the number of weeks remaining in the semester/term) charged to your student account since the position no longer covers the tuition award. This way you pay for course(s) that appear completed on your transcript.

If resignation/termination occurs and you also withdraw from all courses, then not only is the stipend discontinued but also the student must repay a tuition/fee prorated amount with W-grades appearing on the transcript.

### **Grievance Policies and Procedures**

The following policy and procedures are provided by the EMU Clinical Psychology program for investigating and resolving cases of alleged violation or complaints by doctoral students. While the Program fosters open communication and resolution between parties, we recognize that in some instances this is not possible and formal procedures need to be followed.

In most instances, a complaint may be resolved to everyone's satisfaction informally between the individuals involved. The informal process involves only those people directly impacted; there is no written complaint filed, and the resolution of the problem is acceptable to all parties. Students and faculty are encouraged to keep the lines of communication open and to protect the rights and needs of each individual.

**Step I.** To initiate formal procedures, the complainant submits a written complaint with a full and concise statement of the facts (as perceived by him or her) to all parties involved and the Department Head and DCT. The notice must state: (1) that a grievance is being initiated, (2) the nature of the complaint, (3) the desired outcome and (4) the name of a faculty person to sit on the Grievance Committee. The written complaint and any subsequent documents, including meeting notes, will be kept in a locked file in the Department Head office. The DCT (if the complaint does not involve the DCT) and the Department Head attempt to resolve the issue by meeting with each party.

**Step II.** If there is a failure to resolve the issue in a manner acceptable to both parties, the DCT asks the faculty member involved in the grievance to select a faculty member to sit on a Grievance Committee. The DCT directs the two committee members (one chosen by the faculty involved; one chosen by the student) to arrange a meeting. At that meeting, the two members select a third member to complete the Grievance Committee. The three representatives meet with those involved separately to resolve the grievance and render a decision in writing within ten working days.

**Step III.** If the grievance is not settled, the student may appeal in writing to the Dean of the College of Arts and Sciences within ten regular working days after receipt of the Step II decision. The notice to appeal must include (1) the action grieved; (2) the desired outcome; (3) a summary of proceedings thus far; and (4) copies of the written response from Step II. A meeting with the grievant, individuals involved, DCT, Department Head, and others if requested, will be held within ten regular working days of receipt of the appeal and a decision rendered within ten regular working days after the meeting.

### **Notes**

1. In addition to the faculty representative, the grievant is entitled to have a Graduate School representative or ombudsman accompany him/her to each step of the grievance. However, because the grievance procedure is an internal process and not a legal forum, an attorney may not serve as the representative.
2. At any step, the parties may mutually agree to extend the time limits.
3. Either party may call witnesses.
4. It is a violation of University policy to take action as a reprisal against a student for filing a grievance.

### **Statute of Limitations**

The University and program statute of limitations for completion of the doctoral program in clinical psychology is 7 years. Students who have not completed their dissertation, internship, and all other requirements for the degree within 7 years will be terminated from the program unless they initiate a formal appeal process. If a student is actively involved in completing his or her dissertation or internship in the 7<sup>th</sup> year, his or her faculty advisor may appeal to the Graduate Program Director and the Graduate Dean for an extension of one calendar year. If a student has taken a leave of absence from the program for health or other personal reasons the period of the leave is not counted as part of the 7-year statute of limitations. Students may apply for a leave of absence for up to one calendar year. Students should submit a request for a leave of absence to the DCT and the Graduate School.

### **Master's thesis requirements**

All doctoral students are required to complete a master's thesis unless specifically granted a waiver of this requirement (see Waivers of requirements, above). A master's thesis is an original piece of research that tends to be less extensive than those conducted for the dissertation. Listed below are the procedures for successful completion of the thesis.

#### **Generating thesis ideas**

1. During the spring of the first year of the program, students should have an idea of the research area they wish to pursue. Students should meet regularly with their mentor to discuss research ideas.
2. Methods for generating thesis questions include keeping a journal of potential thesis ideas while reading journal articles, discussing and critiquing various studies, making observations of behavior problems and brainstorming about methods that might be applied.
3. Students are advised to comb the research literature to see what else has been done in a particular area of interest. Also, students should discuss research ideas with faculty.
4. Once settled on a thesis topic, students should ask their thesis advisor for suggestions as to who might serve on the thesis committee. The thesis committee consists of the advisor and two other faculty members in the department. At least two members of the committee must be Clinical faculty. Outside faculty, adjunct faculty, and other psychologists outside the university may also be on the committee in addition to the three department faculty.

#### **Writing the proposal**

5. Students must write a thesis proposal and defend the proposal. This should be completed before the summer of your first year. The first step is to write a draft of the proposal which includes an introduction, method section (subjects, procedures,

- research design, measures), references, and appendices (including all measures used in the study, draft of informed consent, and Human Subjects Review Application). This proposal should be about 15-20 pages in length, excluding references and appendices.
6. Students submit a draft of the proposal to the thesis advisor for comments and revision. Students typically have several revisions based on ongoing input from the thesis advisor before a draft is considered acceptable. It is the sole judgment of the thesis advisor to determine whether a proposal is adequate, ethical, and feasible.
  7. Once the advisor agrees that the proposal is in good form, the student distributes the proposal to the two other committee members and any outside people. The student should give faculty at least two weeks to read the thesis proposal prior to scheduling the proposal meeting. Students should contact committee members to confirm that the proposal is sufficiently detailed and that they may go ahead and schedule the proposal meeting.

### **The proposal meeting**

8. Once the proposal is approved by the committee members, the student schedules a proposal meeting. It is the student's responsibility to coordinate faculty schedules. The proposal meeting consists of an introduction by the student's advisor, a 15-20 minute presentation by the student of the proposal (with overheads/powerpoint), and 45 minutes for questions, discussion, and suggestions for improvement of the proposal. If all goes well, the committee will approve the proposal. The Thesis Chair and all committee members will sign Section A of the Thesis Contract Form.

### **Human subjects review**

9. The thesis advisor will submit the thesis proposal and application, which you have prepared, to the College of Arts and Sciences Human Subjects Review Committee. This is a committee comprised of faculty within our college. Students submit proposals to this committee only when the research using human subjects poses no more than "minimal risk." Minimal risk is defined as "the risks of harm anticipated by the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests." This definition acknowledges that most people's daily lives include challenges and stresses. Any research that may involve more than this level of minimal risk must be approved by the University's Human Subjects Review Committee. For details on these policies and procedures, visit the Graduate School website.
10. Once the thesis proposal is approved by HSRC, Section B of the Thesis Contract Form should be signed by the thesis advisor. This form should then be given to the graduate secretary for placement in the student's file. **STUDENTS MAY NOT BEGIN TO COLLECT DATA UNTIL THEY HAVE OBTAINED HSRC APPROVAL AND THE THESIS CONTRACT FORM IS ON FILE IN THE GRADUATE OFFICE.**

### **Academic credit for the thesis**

11. Students may register for PSY 692 (Thesis credit) after they have obtained approval of their thesis proposal, although we recommend that you register for this credit the semester you have completed your final thesis defense. Students must register for a

minimum of 1 master's thesis credit. Students should obtain a Thesis Manual from the Graduate School website. The thesis must comply with these guidelines.

### **The oral defense**

12. Students will receive credit for PSY 692 once they have developed the thesis and have orally defended it successfully. Oral examinations of theses are open to all faculty and students. However, only the thesis committee determines the adequacy of the defense. Notice of the upcoming defense must be posted in the department two weeks in advance and copies of the completed thesis should be made available through the department office to interested parties prior to the defense. An oral defense is a formal presentation, complete with visual aides, lasting about 20 minutes, which should consist of:

1. Review of key research found in the literature
2. Purpose of the study
3. Overview of methods
4. Key results
5. Discussion of results including strengths and weaknesses

After the student has presented, there will be a 30-45 minute question/answer session. This part of the defense is open to the public. The student, and any public attendees, will then be excused, and the Thesis committee will decide if the thesis is approved in executive session.

13. Students should obtain the Thesis Contract Form from the department's Graduate secretary prior to the defense. Approval of the thesis is indicated by each committee member's signatures on the Approval Page of the thesis and on Section C of the Thesis Contract Form. The student must bring one copy of the signed thesis and Thesis Contract Form to the Director of Clinical Training, who will sign Section D, the thesis receipt section of the Thesis Contract Form. The student will take two copies of the thesis to the Graduate School, Office of the Dean, along with a completed copy of the Thesis Contract Form. The Director of Clinical Training will inform the Department Head and the Chair of the Graduate Committee that the thesis is complete. The completed thesis will be placed on file in the Department's Thesis file.

## **Qualifying Paper**

Minimum classes required before writing the qualifying paper:

2 assessment courses

2 treatment courses

2 practica courses

Stats and research design (600, 601, 605)

Ethics (670)

History and systems (777)

2 Individual differences courses (Devel, Psychopath, Personality, Exper Anal Behav)

2 out of the 3 core bases of behavior areas (cognitive-aff, biological, social)

4 seminars

Master's thesis

750 clinical (practicum) hours

Note: If you plan on writing a Systems section for your Qualifying paper, you should also take PSY 703.

You are required to complete a Qualifying paper that demonstrates your knowledge of basic psychological concepts relevant to clinical intervention and research methodology, as well as your ability to integrate that knowledge. The qualifying paper also is designed to facilitate your thinking about your dissertation. You must demonstrate adequate knowledge in the substantive area you have chosen, as well as broad knowledge of concepts relevant to clinical psychology. Passing all elements of this paper is a requirement of the program. No student will be accepted for formal candidacy for the Ph.D. unless all areas are adequately addressed in the paper. Completion of the Qualifying Paper is documented on the Program of Study form.

To prepare for this paper, the student will choose a broad area in psychology that is of the student's choosing in consultation with his/her advisor. Then, the student will prepare a **3-4 page outline** that details how the following areas will be addressed: Research Design and 3 out of following 4 areas: Assessment, Psychotherapy, Psychopathology/Learning, Healthcare Systems/Management. Students must address the theory and application of these 4 areas of clinical psychology to their stated area of interest. Include a prose paragraph that gives some information about your topic and then an outline for each of the 4 chosen areas. The outline should include a brief explanation of how the topic is relevant, as well as some key citations. For example:

Topic: Development of Child Anxiety;

I. Research Design

A. Threats to validity

1. Retrospective vs. prospective studies (Kazdin, 1994; Rutter, 1986)

2. Reporter bias

a. Parents as reporters (Davidson, 1975)

b. Children as reporters (Bell-Dolan, 1996)

Please note: This is only an example; consult with your advisor and committee for level of detail needed for your topic. If your thesis and dissertation are in the same substantive area, be sure to indicate on your prospectus how this qualifying paper will be different from or broader than your thesis topic. **Your prospectus serves as the table of contents for your Qualifying paper. Significant deviations from the prospectus should be explained in the paper.**

The prospectus must be approved by 3 faculty members: one who has expertise in your chosen area (this could be your dissertation advisor), and two other faculty. Two faculty on the committee must be core clinical faculty.

When you and your advisor think you are ready to propose your Qualifying paper, you will find 2 faculty who are willing to serve on the committee. All committee members must be full time faculty in the department. You will choose a date to begin the qualifying process. On that date, you will submit the prospectus to your committee members. They have 2 weeks to give you feedback. During this time, faculty may give you suggestions, guidance, etc. If there is disagreement among the 3 faculty about the depth or breadth of coverage in any clinical area or the broad area selected, then the 3 faculty will meet with each other to come to some agreement. Your advisor will consult with the other two committee members and have them sign the attached form.

At the end of the 2 weeks, if approved, you will then have 6 weeks to complete your Qualifying paper. The paper must be turned in electronically to faculty by 5:00 p.m. on the date indicated on the Qualifying Paper Approval Form. Hard copies should be placed in committee members' boxes before next business day.

Many portions of the Qualifying paper will be incorporated into the introductory section of your dissertation. However, some areas will be broader than you will need. This is to ensure breadth of coverage in the clinical areas. The following outline should serve as a guide in deciding how to cover the clinical area:

### **Research Design**

- Designs used to answer research question(s)
- Why these designs
- Assumptions of these designs
- How is power evaluated
- Threats to validity of these designs.
- What experimenter/subject biases might be present
- Problems in generalizability of findings based on these designs

### **Assessment**

- psychometrics
- clinical judgment vs. statistical prediction
- diversity issues in assessment
- ethical issues in assessment
- diagnosing and labeling

### **Psychotherapy**

- Multicultural issues
- Diversity
- Research
  - o Empirically supported treatments
  - o Efficacy/effectiveness meta-analysis

- Philosophy: What is psychotherapy in context of this disorder
- Process/Therapist variables
- Ethical problems
- Units of intervention: Individuals, couples, families, etc.
- Case conceptualization, treatment planning
- Goals: Approaches, short term, long term etc.
- Conceptualization of change

### **Psychopathology/Learning**

- historical context of pathology
- diagnostic problems
- Multicultural issues
- comorbid diagnoses (why)
- environmental vs. biological explanations for etiology of disorder
- symptom features
- physiological, cognitive, behavioral, and social-interaction theories of psychopathology
- learning history of disorder
- antecedents/consequences of behavior
- factors that interfere with new learning
- alternative behaviors to be learned

### **Systems/Management**

- implementation of a treatment or preventative program
- program evaluation
- problems of professionals in this area
- disciplines of people who are responsible for this area
- financial considerations
- supervision issues

The Qualifying Paper is **due by 5 p.m.** of the date indicated on the Qualifying Paper Approval Form. However, you may turn in the paper to faculty whenever it is completed. All papers must be typed, double-spaced, 10-12 point (APA acceptable) fonts, 1-inch margins.

**Papers must be in APA format.** The four areas should be covered in about 8-12 pages each. The entire paper should be **no longer than 50 pages, including tables, graphs, and figures, but excluding references.** Faculty will return papers that fail to meet this page limit. You may ask faculty for help/suggestions while preparing your prospectus. However, **faculty will not provide help once the prospectus is approved.** The evaluation form faculty will use follows this explanation. **Please read it carefully before writing your paper to understand how you are going to be evaluated.** After faculty meet and provide feedback, your dissertation chair will coordinate the paperwork and provide feedback to you.

### In order to pass an exam...

- Students must pass all content sections.
- Students can fail 1 content section (e.g., Assessment) and take the section over again, resubmitting the section 4 weeks after meeting with the committee or the chair. Faculty will have 2 weeks to read the section, meet, and come to a final decision. If the student passes the section on the second try, they pass Quals.

If a student fails 2 or more content sections, they fail Qualls. and must redo the entire paper over again, including submitting a new prospectus. There is an 8 week minimum time lag between feedback of failure on the first paper and resubmitting the new prospectus.

NOTE: If you plan to go on Internship, you must **turn in** your Qualifying Paper no later than June 15<sup>th</sup> of the year you apply. This should give you ample time to receive feedback on your paper, propose your dissertation, and prepare your internship materials.

## SCORE SHEET FOR QUALIFYING PAPERS

STUDENT NAME: \_\_\_\_\_ QUALS. CONTENT AREA: \_\_\_\_\_

RATER: \_\_\_\_\_

TOPIC AREA #1 Research Design Methods

TOPIC AREA #2 \_\_\_\_\_

TOPIC AREA #3 \_\_\_\_\_

TOPIC AREA #4 \_\_\_\_\_

<p><b>RATING ANCHORS</b></p> <p>5 <b>Excellent Answer</b> With Regard To Measured Facet</p> <p>4 <b>Very Good Answer</b> With Regard To Measured Facet</p> <p>3 <b>Satisfactory Answer</b> With Regard To Measured Facet</p> <p>2 <b>Not Satisfactory Answer</b> With Regard To Measured Facet</p> <p>1 <b>Poor Answer</b> With Regard To Measured Facet</p>	<p><u>Scoring for Quals.</u></p> <ul style="list-style-type: none"> <li>A mean score of <b>9</b> or higher across raters = pass Quals. area.</li> <li>A mean score below <b>9</b> across raters = fail Quals. area.</li> </ul> <p><u>In order to pass an exam</u></p> <ul style="list-style-type: none"> <li>Students must pass <b>all</b> areas.</li> <li>Students can fail 1 area (e.g., Assessment) and rewrite the section over again. If the student passes the section on the second try, they pass Quals.</li> </ul> <p>If a student fails 2 or more areas, they fail Quals. and must renegotiate their prospectus.</p>
--	--

MEASURED FACET	RATING				
	Res. Des.	Area2	Area3	Area4	
<p><b>COMPREHENSIVENESS</b></p> <p><i>Comprehensiveness</i> refers to the thoroughness of the response. <i>Indicators include:</i> consideration of multiple sources of information; inclusion of most recent research findings on topic to date; relevant and important citations; evidence that student identified major points/sources, etc., with few if any glaring omissions.</p>					
<p><b>PROFESSIONALISM</b></p> <p><i>Professionalism</i> refers to the overall quality of the essay presentation. <i>Indicators include:</i> excellent <u>organization</u> of response (e.g., strong introductory paragraph outlining points, accurate topic sentences that encompass gist of subsequent paragraph, a clear conclusion supported by essay); excellent <u>writing, grammar, syntax, and term definition/usage</u>; excellent <u>scholarly tone</u> with accurate citation of relevant empirical studies and theoretical concepts; avoidance of responses that are devoid of scholarly reference or are redundant.</p>					
<p><b>CONCEPTUALIZATION</b></p> <p><i>Conceptualization</i> refers to the sophistication of the argument and understanding of concepts evidenced in the essay. An essay that is conceptually strong clearly delineates difficult topics, shows an understanding of nuances, and is critical in its approach to concept formation and evaluation. <i>Indicators include:</i> overall essay sophistication; an effort to engage topic material at the highest level; novel and abstract arguments supported by empirical or theoretical rationale; recognition of problems in one's own argument or arguments presented by others.</p>					
<b>TOTAL</b>					

## QUALIFYING PAPER APPROVAL FORM

Name of Student \_\_\_\_\_

Area to cover in Quals: \_\_\_\_\_

Date Prospectus submitted: \_\_\_\_\_

Date Prospectus approved \_\_\_\_\_

Qualifying Paper due date \_\_\_\_\_

Qualifying Paper feedback  
date \_\_\_\_\_

### Prospectus approval:

<u>Members of Quals Committee:</u> (fill in names)	Research Design Methods (Initial approval)	Area:	Area:	Area:
Chair:				

### Qualifying Paper approval:

<u>Members of Quals Committee:</u> (fill in names)	Research Design Methods (Initial approval)	Area:	Area:	Area:
Chair:				

## **Dissertation Requirements**

Ideally, the dissertation represents the student's original contribution to research and scholarship prior to completing the Ph.D. In the tradition of psychology, this has usually implied an empirical approach (broadly defined) and a contribution of new knowledge or understanding.

During the Summer of the third year of the program, the student will develop a proposal for their dissertation. During the fourth year, the student will register for 6 Dissertation Research credits.

### **Committee Composition**

There are two principles that inform the program's thinking about this matter. First, the student needs a primary mentor who has the expertise to aid the student in carrying out the dissertation research and writing. Second, the dissertation should pass the scrutiny of and be comprehensible to a broader community of scholars.

The following composition of a dissertation committee is true to those principles and represents a practical arrangement. The dissertation committee must have at least four voting members (and not more than 6) and be composed of:

1. A chairperson, who is a member of the psychology department faculty.  
(Note: A faculty member from a department at Eastern Michigan University other than Psychology or a person outside the EMU community may co-chair the dissertation, along with a Psychology department faculty, if the individual is judged by the dissertation committee to be the most appropriate mentor for the student. This decision must be approved by the Director of Clinical Training, the Department Head, and the Graduate Dean (send vita).
2. Two other departmental faculty members;

NOTE: Your committee must have at least 2 clinical faculty (training was in a clinical program; they need not be a licensed clinician) and 1 nonclinical faculty.

3. At least one faculty member from outside the Psychology Department; this person is the Graduate School representative. He/She should have an "arm's length" relationship to the student and the clinical program and serves to improve the quality of the research experience through his/her academic expertise. This person can be a member of the EMU community OR someone from outside the university. Such an individual must hold a Ph.D., have expertise relevant to the particular dissertation, and be approved by the Dissertation Committee Chair, the Department Head, and the Graduate Dean (send vita).

The role of the chairperson of the dissertation committee is to provide the primary guidance of the student's work throughout the project. The role of the other members is to supplement this guidance with feedback and suggestions; the members also participate by scrutinizing the research design, evaluating the quality of the research, and approving the proposal and the dissertation. Once the dissertation committee is formed, the Dissertation Committee Application Form should be submitted to the Psychology Department Head and the Graduate Dean for their records.

### **Dissertation Proposal**

A graduate student will formally choose a faculty member to serve as chair of the dissertation committee once they have achieved Candidacy status. In consultation with the chair of the committee, the student will choose other members of the committee. The committee roster must be approved by the Department Head and the Graduate Dean.

The student will present a draft of the dissertation proposal to the chair and members of the committee. The dissertation proposal follows the same format as the Master's proposal. After at least two weeks, a formal dissertation proposal meeting will be held prior to the beginning of the project. Members of the committee will give feedback and suggestions to the student prior to this formal meeting. After an oral presentation and defense of the proposal and when all members of the committee are satisfied with the purpose, significance, and methodology of the project, the committee members will sign Section A of the Dissertation Contract Form. Copies of the form and the proposal will be given to the Graduate secretary to be placed in the student's file.

**All doctoral research involving human subjects must have approval from the University's Human Subjects Review Committee.** This is a committee comprised of faculty across the university community. Students submit proposals and the Human Subjects Review forms to this committee. For details on the forms and policies, visit the Graduate Studies website found through the EMU website. Once the dissertation proposal is approved by HSRC, Section B of the Dissertation Contract Form should be signed by the advisor. This form should then be given to the Graduate secretary for placement in the student's file. **STUDENTS MAY NOT BEGIN TO COLLECT DATA UNTIL THEY HAVE OBTAINED HSRC APPROVAL AND THE DISSERTATION CONTRACT FORM IS ON FILE IN THE GRADUATE OFFICE.**

### **Advancement to Candidacy**

After successfully completing the Qualifying Paper and proposing the Dissertation, students will submit a form to the Graduate School that allows them to advance to Candidacy status. This status allows students to begin their dissertation work and apply for their internship. It is an indication that all academic requirements have been completed. Advancement to Candidacy must be accomplished by November 15 of the year the student applies for internship (4<sup>th</sup> year). Candidacy entails satisfactory completion of all of the following: 1) All coursework, 2) Master's thesis, 3) Qualifying paper, and 4) Oral defense of the dissertation proposal. Students may not graduate from the program until satisfactory progress is given for internship duties.

### **Dissertation Defense**

The student and the chair work closely developing the final dissertation. Students typically have several revisions based on ongoing input from the dissertation advisor before a draft is considered acceptable. It is the sole judgment of the advisor to determine whether a dissertation is adequate, ethical, and feasible. The style of the dissertation must follow APA Style Manual, while the format of the manuscript must conform to the requirements of the Graduate School. Once the advisor agrees that the dissertation is in good form, the student distributes the dissertation to the other committee members and any outside people. The committee must have at least two weeks to review and comment on the manuscript before setting the date of the defense. Students should contact committee members to confirm that the dissertation is sufficient before scheduling the oral defense.

The student has the responsibility of scheduling a formal defense of the completed dissertation and to inform the Director of Clinical Training. The Graduate secretary will notify the University community of the date and time of the oral defense. Notification must be posted 2 weeks prior to the defense. The final defense of the dissertation will be a meeting open to all faculty and graduate students of the University. Others may be invited with the approval of the student and the committee. Ordinarily the student will have ample opportunity to incorporate feedback and suggestions from all committee members prior to the formal defense of the dissertation. After a 20-30 minute overview of the study, there will be a 30-45 minute question/answer session. This part of the defense is open to the public. The student, and any public attendees, will then be excused, and the Thesis committee will decide if the thesis is approved in executive session. Only the committee members will vote on the dissertation. No more than one member of the committee can dissent in order for a dissertation to be approved. If the dissertation is not approved, a discussion of needed changes and a timetable for completing them will be held before adjourning the meeting. If approved, the committee will sign Section C of the Dissertation Contract Form (obtained from the Graduate secretary), the Approval Page of the dissertation, and the Graduate Dissertation Approval Form. The student must bring one copy of the signed dissertation and the Dissertation Contract Form to the Director of Clinical Training, who will sign Section D, the receipt section of the Dissertation Contract Form. The Director will then pass along the dissertation and all relevant forms to the Department Head for approval. Once this process is completed, the student will submit an electronic copy of the dissertation to the Graduate School, Office of the Dean, along with a completed copy of the Contract Form and the Graduate Dissertation Approval Form.

The student is responsible for presenting bound copies of the dissertation to the Psychology Department and the chair of the dissertation committee. Other committee members should receive copies of the dissertation for their files.

### **Applying for Internship**

After approval of the dissertation proposal, prior to graduation, a year of internship in an APA accredited or APPIC-approved program is required of all students. Internship normally takes place in the fifth year and is an academic requirement of the program. An internship is a 2,000 hour (1 year full time) placement at a multidisciplinary treatment facility. Students will receive in-depth clinical experiences in assessment and treatment, working with specific treatment populations. There are several APA accredited internships available in the greater Detroit area, but, given the highly competitive nature of these internships, it is highly recommended that students plan to apply to internships all over the country. A list of internship sites can be obtained from the APPIC website ([www.appic.org](http://www.appic.org)). Also, many psychological associations (APA, ABCT, ABA, SRCD, APS) sponsor program events at their meetings to bring together internship sites and potential applicants. Students should consider attending one of these meetings in the 2<sup>nd</sup> or 3<sup>rd</sup> year of their program.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is the organization that provides accreditation for internships and postdoctoral fellowships in professional psychology (i.e., Clinical, Counseling, and School Psychology). APPIC also offers a professional psychology internship placement "clearinghouse" which provides information about internship positions. Students apply for the internship through APPIC. Then, APPIC attempts to "match" students to placement sites across the country. This matching process occurs in February of each

year. The internship application form is available via the internet at the APPIC Web site. The Match Policy is on the APPIC Web site's MATCHING PROGRAM page.

**Students must have their dissertation defense meetings completed by October 15<sup>th</sup> of the year before they plan to go on internship.** Many internship programs have application deadlines as early as November 1<sup>st</sup>, and most are due by mid December. The Director of Clinical Training must fill out APPIC's "Verification of Internship Eligibility and Readiness" form, which certifies the student's amount of clinical experience, and write a letter of readiness. Students must provide requests for program letters of recommendation and a copy of a curriculum vita (CV) to the Director of Clinical Training by October 15<sup>th</sup> of the fourth year.

The process of applying for an internship is a very demanding one and it helps to get started during the summer of the third year in the program. Students can spend time during the summer reviewing the Association of Psychology Postdoctoral and Internship Centers (APPIC) book that describes programs and writing to request application materials from programs. It helps to be very organized and to approach the application process much as students approached applying to graduate school. The DCT will have several meetings with prospective internship students beginning in July before the application process begins. The meetings will help students write vitae, choose internship sites, write the required essays, and understand the match process. Junior faculty who have done internships relatively recently are more than willing to talk with students about specific internship programs and the application process. You will need to plan for travel expenses to interview at the sites. Most sites will not make offers to students without first going through an interview process. Interviews typically take place during the month of January.

### **Malpractice Insurance During Internship and Practicum**

During the first four years of the program, students are covered under the liability insurance of Eastern Michigan University (see Clinic Handbook). Coverage is also provided for the time students are in a practicum placement offsite. However, this coverage is rather limited and does not cover all allegations that could be made against you. In addition, when students leave for the internship or matriculate beyond the 4 years, both university and clinic malpractice coverage cease. Consequently, all students must purchase liability insurance through APA. Proof of liability insurance coverage will be required in order to see clients in the Psychology Clinic after the 4<sup>th</sup> year in the program.

### **Licensing**

Students may wish to obtain a license as a psychologist from the State of Michigan before beginning their internship. Michigan has several levels of licensure. Individuals who complete a master's degree in Clinical Psychology from an institution that meets the standards outlined by the licensing board, as well as a 500-hour practicum, can apply for licensing as a Temporary Limited License Psychologist (TLLP). Application materials are available from the state. The website is: <http://www.cis.state.mi.us/brs/cdc/pdfs/cdccen.pdf>. In order to see clients in the Psychology Clinic beyond the 4<sup>th</sup> year in the program, documentation of the TLLP will be required.

After completing 2000 hours (one year, working full time, but not less than 16 hours per week) of supervised clinical work in an "organized health care setting," students may apply for licensure as a Limited Licensed Psychologist (LLP.). Master's level clinicians with this license may practice in a public or private setting as long as they are supervised by a fully licensed, Ph.D. psychologist. Ph.D-level psychologists can apply for the TLLP prior to the internship if

they wish. After completing all program requirements, including the internship, students apply for a Doctoral Limited License Psychologist (DLLP). To obtain full licensure, students must complete 4000\* hours (two years working full time, but not less than 16 hours per week) of supervised clinical work in an “organized health care setting” and pass the national psychologist’s licensing exam. The 4000 hours must be completed within 5 years of first receiving the DLLP. Criteria for passing the licensing exam are determined by individual states. \*(May change to 2000 hours in 2007).

The Board of Examiners of Psychologists of each state, through licensing law and regulations, establishes requirements for sitting for the professional examination in psychology. Some state boards require that specific courses appear on the transcript. If such courses do not appear on a transcript by title, the applicant for licensure is required to document that a course or courses with suitable content were completed as part of training. If that is not possible, the Board may deny an applicant the privilege of taking the licensing examination.

The documentation is typically in the form of the syllabus from the course(s). Sometimes a letter from the faculty member who taught the course can be substituted, but Boards may require documentary evidence. **SO, BE SURE TO KEEP THE SYLLABI FOR ALL OF YOUR COURSES IN THE PSYCHOLOGY DEPARTMENT (NOT JUST CLINICAL PROGRAM COURSES) FOREVER. SOME STATES DO NOT HAVE RECIPROCITY FOR LICENSURE. YOU MAY NEED THIS INFORMATION MANY YEARS FROM NOW.**

### **Professional Development**

Students are encouraged to join the American Psychological Association (APA), the American Psychological Society (APS), the Association for Behavioral and Cognitive Therapies (ABCT), and/or the Association for Behavior Analysis International (ABA) upon entry to graduate training. Membership to these organizations provides access to graduate student advocacy and opportunities for research and clinical training. Students must be members of APA to receive student liability insurance. The American Psychological Association Graduate Student organization (APAGS) provides useful and important information for students. Students may also consider receiving memberships in specialty organizations (e.g., Society for Research in Child Development, Society of Behavioral Medicine, Gerontological Society of America) and specialty areas of APA (e.g., Society for Pediatric Psychology, Division of Adult Development and Aging). Membership information may be found at the following websites:

[www.apa.org](http://www.apa.org) APA  
[www.psychologicalscience.org](http://www.psychologicalscience.org) APS

Students are also encouraged to attend professional conferences. Students are expected to submit poster and/or paper presentations at relevant conferences and participate in the Graduate Student Research Symposium here at EMU. EMU sponsors the annual conference of the Behavior Analysis Association of Michigan (BAAM). Students are also encouraged to participate in this conference. Travel money for graduate student presenters may be available through the Graduate School and the Psychology Department.

### **Yearly Information Needed From Students**

It is imperative that students inform the Graduate secretary of their address and telephone number. We must be able to find you in case of a problem or emergency. You will also need to inform the Clinic Director how we can contact you if you are going on an extended vacation.

Each year in May the Department is required to report student accomplishments to the American Psychological Association. The six questions routinely asked are:

1. Are you a member of a professional/research society (including student affiliate)?
2. Are you an author/co-author of papers or workshops presented at professional meetings?
3. Are you an author/co-author of articles in professional and/or scientific journals?
4. Are you involved in grant-supported research (including working as a Research Assistant)?
5. Are you involved in teaching (on an ongoing basis such as a Teaching Assistant)?
6. Are you involved part-time in the delivery of professional services on or off campus (including externship and practicum placements; excluding internship)?

Students will be sent this questionnaire in mid-May and required to return it to the Director of Clinical Training by June 1. Students should begin thinking about involvement in the various scholarly activities and organizations early in the program.

### **Policy regarding web pages and blogs**

It has become increasingly more popular for people to have personal webpages and/or to communicate over the web via blogs. The purpose of this policy is to provide some guidelines about any public representation of you or the program over the web. While now this applies to individual's webpages and/or blogs, nothing here is intended to limit it to only these public presentations.

Obviously if your webpage/blog does not include any mention or indication of the fact that you are a clinical psychology doctoral student, what you put on it and how you represent yourself personally is none of the program's business. However, increasingly, universities, internship sites, and even patients are seeking out information about people on the web before they make faculty offers, final match decisions, or even decide to see someone clinically. There are now numerous anecdotes of well-qualified Ph.D. graduates not getting post-doc or faculty offers because someone viewed something that was considered to be inappropriate or objectionable on the candidate's webpage; similar stories about internship sites deciding not to match someone also exist. For your own potential future, we would advise that before you put anything up on the web as representing yourself, you seriously consider how that material may be viewed by future employers, internship sites, or patients.

If your webpage/blog does identify you as a clinical psychology graduate student, then the program does indeed have some responsibility for how you (or it) is portrayed. Your webpage/blog must meet all legal and ethical guidelines from the Board of Psychology and the American Psychological Association (e.g., you cannot represent yourself as a "psychologist" in the State of Michigan); your website/blog must be professional in its content and must not contain objectionable material. We will not actively search out students' webpages. However if we become aware of a page or blog that identifies you as a clinical psychology student and that

page or blog is considered by the Doctoral Training Committee to be unethical, illegal, or in violation of any relevant EMU, APA, or Michigan licensing policy, we will ask you to modify or remove the problem material. Should you choose not to modify or remove the material, the DTC will follow the existing procedures for dealing with student misconduct and/or unethical behavior.

### **General Policies and Procedures not Covered Elsewhere**

Students should have ready access to program decisions and a way to have input into the policy developments of the program. Toward that end, an elected student representative will attend all meetings of the Doctoral Training Committee each month. The agenda of the meeting will be organized so that items related to specific students (or other items deemed sensitive) will be last. At the beginning of each meeting, the Doctoral Training Committee Chair/Director of Clinical Training will estimate the amount of time needed at the end of the meeting to discuss such student issues. The student representative will not be present for the discussion of issues pertaining to specific students. The student representative will be elected by the students at a doctoral student meeting in the Fall of each year.

The American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (provided during orientation) guide our policies and practices in the EMU doctoral Clinical Psychology program. Students should familiarize themselves with this code of ethics and use it as a guide in their professional and educational practices. The following are areas that often raise ethical dilemmas for students.

#### **Emotional problems of students**

We are human, just as are our clients, and thus subject to similar stressors and reactions. The important issue is how to deal with such problems. As stated in Standard 1.13 of the APA Guidelines it is your responsibility to be alert for and to recognize if personal problems are interfering with your effectiveness. It is your responsibility to refrain from activities if your performance is impaired and patients/colleagues/students may be harmed. As a trainee, a first step would be to discuss the possible impact of your personal problems with your clinical supervisor and/or program advisor. There are a variety of avenues to explore to obtain assistance with your personal problems, including suspending/postponing your training in direct service or taking a leave of absence from the program.

We (faculty and students) collectively share a responsibility to take action if we believe that a person's personal problems may be harmful to patients, clients, or colleagues. The appropriate action would be to bring your concern to the attention of the person whom you believe to be impaired. If that does not result in a corrective response and you still perceive a risk, it would be appropriate to consult with a member of the faculty.

If there is sufficient evidence supporting a student's impairment due to an emotional, neuropsychological, or substance abuse condition, the faculty may (a) recommend that the student take a leave of absence until the student no longer is impaired or (b) recommend that the student discontinue work in the program.

#### **Graduate student relationships with undergraduates**

When students serve as a teaching assistant, they are in a position of authority with the

undergraduate students. Graduate assistants are governed by the same standards of conduct in the performance of their academic responsibilities as are members of the faculty. For purposes of emphasis, the university considers it inappropriate conduct for a teaching assistant or assistant lecturer to have a dating relationship with one of his/her students. All graduate assistants shall respect the rights and opinions of students and uphold all academic standards of the university in the classroom, clinic, or laboratory setting. University policies on sexual harassment are available on the EMU Human Resources website.

### **Graduate student relationships with faculty**

We aim for collegial, mutually respectful relationships between faculty and students in the clinical psychology program. This applies among faculty and among students as well. Maintaining this ambiance requires a high level of professionalism and integrity on the part of everyone.

In collaborative research: (a) faculty and student should discuss ownership of data and authorship on presentations/publications early enough in the process so that each is aware of his/her role; and (b) faculty and student should publicly acknowledge one another's contributions at conferences, in written work etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards.

A dual relationship between a faculty member and student exists when the individuals fill roles beyond what is typical in faculty-student relationships and/or the relationship is exclusionary from other faculty-student relationships (see Ethical Standard 1.17 Multiple Relationships). Examples of dual relationships include, but are not limited to, romantic/sexual involvement, financial partnerships, long-time personal friendships, family relations, etc. The effects of the dual relationship are not limited to the two individuals involved but potentially affect many persons in the program. Ideally, dual relationships should be avoided. In the event that a dual relationship arises, however, it is important that these relationships become known to others in the program rather than be kept a secret. Psychotherapeutic relations between faculty and student must be avoided altogether.

The Ethical Principles of Psychologists explicitly state that, "Psychologists do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are so likely to impair judgment or be exploitative" (Ethical Standard 1.19 Exploitative Relationships). Should an intimate relationship with a faculty member exist, the guidelines are as follows: a faculty member involved in a dual relationship should not be: (a) instructing or supervising that student, (b) participating in the research or clinical guidance of the student, or (c) participating in the evaluation process of the student. Depending upon the nature of the dual relationship, these guidelines may also be applied even if the dual relationship is terminated.

Appendix A

Date: \_\_\_\_\_

Student's name \_\_\_\_\_ Year in program: \_\_\_\_\_ Mentor: \_\_\_\_\_

Ratings of student. Check the appropriate box:

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

(Note to rater: Rate person at the level expected by their training)

I. Baseline Competencies: Skills, attitudes, and knowledge students should possess at the Novice level prior to their practicum training experience.	UJ	NA	B	M	E
<b>A. Personality Characteristics, Intellectual and Personal Skills (assessed by mentor, supervisor, and faculty with whom you have contact)</b>					
1) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.					
2) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.					
3) Affective skills: affect tolerance, tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.					
4) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.					
5) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.					
6) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others.					
7) Personal skills: personal organization, personal hygiene, appropriate dress.					
8) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills.					

Comments (include initials after comment):

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

II. Competencies: Skills, attitudes, and knowledge students should meet while progressing through the training program.	UJ	NA	B	M	E
<b>A. Knowledge from classroom experience (Courses listed indicate where these competencies may have been attained; consider the number of courses the student has had to determine competency)</b>					
1) Assessment and Clinical Interviewing					
a) Knowledge regarding psychopathology (PSY 743, 884)					
b) Knowledge of scientific, theoretical, empirical, and contextual bases of psychological assessment. (PSY 762, 770, 771, 619/641, 881)					
c) Knowledge of test construction, validity, score reliability, and related assessment psychometrics. (PSY 762, 770, 771, 619/641, 881)					
d) Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome. (PSY 762, 770, 771, 619/641, 881, 882)					
e) Training in the models and techniques of clinical interviewing. (PSY 751, 625, 627, 720, 630, 882, 884)					
2) Intervention					
a) Knowledge of scientific, theoretical, empirical, and contextual bases of intervention. (PSY 751, 625, 627, 720, 630, 884)					
b) Training in basic clinical skills, such as empathic listening, framing problems, etc.(PSY 731, 661, 671, 791, 621)					
c) Training in assessment of treatment progress and outcome. (PSY 731, 661, 671, 791, 621, 882, practicum)					
3) Ethical and Legal					
a) Principles of ethical practice and decision making (APA, 2002; PSY 670, 881, 882, all treatment courses).					
b) Legal knowledge related to the practice of psychology [Federal (e.g., HIPAA), State law] (PSY 670, 881, 882, all treatment courses).					

4) Individual and Cultural Difference (ICD)					
a) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology. (PSY 762, all treatment courses, 881, 882, 884, 888)					
b) Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability, etc.). (PSY 881, 882, 884, 888)					
c) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, relationships with colleagues, etc.). (all treatment courses, 881, 882, 884, 888, practica)					

Comments:

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

	UJ	NA	B	M	E
<b>B. Skills in application of research (Consider coursework in PSY 600, 601, and 605, as well as research work)</b>					
1) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to the practice of psychology in the clinical setting, including accessing and applying scientific data bases.					
2) Understanding and application of theoretical and research knowledge related to diagnosis, assessment and intervention, diversity, supervision, ethics, etc.					
3) Knowledge of how to search for relevant literature (databases, library resources, on line journals, etc.)					
4) Ability to write a literature review, including professional writing skills, ability to compare/contrast methodological approaches and research findings, and ability to evaluate research in terms of design, methodological rigor, study implications, etc.					
5) Ability to use literature as guide in hypothesis generation and defining research questions and methodology					
6) Has made satisfactory progress on research projects (i.e., thesis, Qualls, etc, whatever goals are for the year).					
7) Collaborative/cooperative approach to working within laboratory					
8) Preparing for dissemination of research findings in a professional and timely manner.					
9) Ability to create and conduct an effective presentation.					
<b>C. Diversity – Individual and Cultural Differences</b>					
1) Knowledge of self in the context of diversity (one’s own attitudes, stimulus value, and related strengths / limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world). (PSY 881, 882, 888, practica)					
2) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations). (PSY 881, 882, 888, practica)					
3) Ability to work effectively with diverse others in assessment, treatment, and consultation. (practica, general work habits)					

UJ = Unable to judge NA = Not applicable B = Below expectations M = Meets expectations E = Exceeds expectations

<b>D. Metaknowledge/metacompetencies/Professional development – (assessed by mentor, supervisor, and faculty with whom you have contact)</b>	UJ	NA	B	M	E
1) Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills.					
2) The ability to use supervision, consultation, and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors).					
3) Using resources to promote effective practice (e.g., journals, colleagues, resources).					
4) Commitment to life-long learning and quality improvement. Career development and professional identity (aided, for example, by attending professional development seminars, career development courses, practice job talks and interviews, etc.).					
5) Awareness of one’s identity as a psychologist: an aspect and reflection of metaknowledge that is role-specific, knowing what one knows and can do (and should do) as a psychologist.					

Comments:

\_\_\_\_\_  
Mentor signature

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date