

Graduate Student Handbook

for the

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

Department of Psychology
Utah State University

2023-2024

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Preface

This handbook is an essential resource to guide you through your graduate studies at Utah State University. It is your responsibility to be aware of the requirements, policies, and procedures that are contained within your program handbook. Please familiarize yourself with the contents of this handbook and use this as your primary source of information about the program. If you have any questions after consulting the handbook, please refer them to the Director of Clinical Training (DCT), Associate Director of Clinical Training (ADCT) and/or your chair/advisor. The first stop for information-seeking is always the Handbook.

Some important things to know about the Combined Program Handbook:

1. We have tried to put together information about program, department and university requirements that are scattered in a number of places. Likely, some information has been missed and there will be on-going changes at the level of the program, the department, the graduate school, and the University. There will be updates of which you will be informed. Although the Department attempts to notify students through posting of information about important changes, it is the student's obligation to ascertain current rules, regulations, financial aid opportunities, deadlines and procedures, program requirements, and the like. This publication is not intended to replace but rather to supplement the Utah State University Graduate Catalog and other relevant USU policies and procedures. Please contact the DCT/ ADCT with suggestions for updates or suggestions regarding additional helpful information to be added to the handbook.
2. It is each student's responsibility to maintain her/his own file with copies of important material relating to their graduate training. Forms required by either the program or the university are either provided as links or the handbook identifies where they may be obtained. **When submitting forms, be sure to keep copies for your records.**
3. The rules and guidelines in this handbook are designed to establish clear and consistent policies within the Combined Program. Rules, regulations, requirements and policies may change during your enrollment in the graduate program and *these changes will apply to you*. Obviously, any "handbook" is dated when even the most minor changes are implemented. Thus, you are expected to check with your advisor and the DCT/ADCT regarding any problems or ambiguities that might not be addressed in the Handbook. This Handbook is meant to guide both students and faculty. Unanticipated problems or unique situations may occur and are resolved by mutual consultation between the student, their advisor, and the Combined Program faculty, who make decisions guided by their collective best professional judgment.

Preparing Professional Psychologists to Serve a Diverse Public

This statement was developed by the [Education Directorate's Working Group on Restrictions Affecting Diversity Training in Graduate Education](#), and approved by the [Board of Educational Affairs](#) in March 2013.

Statement of Purpose

For psychologists to competently serve all members of the public now and in the future, professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills and awareness to work effectively with diverse individuals. Clients/patients are complex individuals who belong to diverse cultures and groups. Trainees also bring a complex set of personal characteristics and diverse cultural or group memberships to the education and training process. An important component of psychology training to explore is when and how trainees' world views, beliefs or religious values interact with and even impede the provision of competent professional services to members of the public. It is essential that potential conflicts be acknowledged and addressed during training so that psychologists are prepared to beneficially and non-injuriously interact with all clients/patients. This statement is intended to help training programs address conflicts between trainees' worldviews, beliefs or religious values and professional psychology's commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

Training environments foster the ability of trainees to provide competent care to the general public, and trainees' competencies in professional practice are evaluated regularly. Some trainees possess worldviews, values or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward clients/patients who are of a particular sexual orientation, religious tradition, age or disability status. Trainers take a developmental approach to trainee skill and competency acquisition and support individual trainees in the process of developing competencies to work with diverse populations. Trainers respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainers also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients/patients. Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training.

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief- related tensions. At times, training programs may wish to consider client/patient re-assignment so trainees have time to work to develop their competence to work with client/patients who challenge trainees' sincerely held beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be indicated in this situation as in all other possible situations in which client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers focus on the trainees' development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus, trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.

Commitment to Transparency in Educational Expectations, Policies and Procedures

Psychology training programs inform prospective trainees and the public of expected competencies to be attained during training. Publicly available program descriptions and admission materials should include the program's goals and objectives, content about training standards and the commitment to serving a diverse public. These expectations are reiterated throughout the course of training and in documents such as practicum contracts. Training programs are responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program.

Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

As the largest professional and scientific organization of psychologists in the United States, the American Psychological Association has sought to create, communicate and apply psychological knowledge for the public's benefit for more than a century. It does this, in part, by establishing a professional code of ethics and standards for professional education and training for practice. These APA documents mandate that education and training programs take reasonable steps to ensure that doctoral-level graduates are prepared to serve a diverse public.

Footnote: This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012). APA's Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.

Policy Related to Trainees Who Experience Conflicts Working with Diverse Clients/Patients¹

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

¹These two sample policy statements were developed in January 2014 by the BEA Working Group on Trainee Conflicts Serving a Diverse Clientele.

Values Statement Addressing Diversity²

Respect for diversity and for values different from one's own is a central value of Utah State University's Combined Clinical/Counseling Psychology training program. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002), 2017 amendments, and as discussed in the Standards of Accreditation in Health Service Psychology (APA, 2015).

We recognize that no individual is completely free from all forms of bias and prejudice and we expect that our training community will evidence a range of attitudes, beliefs, and behaviors. While in the program, students will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Students will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately and in a manner consistent with relevant policies.

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

Introduction

The Combined Clinical/Counseling Psychology Program (Combined Program) is housed in the Department of Psychology within the Emma Eccles Jones College of Education and Human Services at Utah State University. The Psychology Department maintains vigorous programs of faculty and student research, and provides substantial service to the community, state, and profession. The department offers four degree programs in Psychology: an undergraduate major, a Master's program in Professional School Counselor Education (a distance-based program), an Ed.S. degree in School Psychology, and a PhD program. Specialty areas within the PhD program include Combined Clinical/Counseling Psychology, Behavior Analysis, Brain and Cognition, Neuroscience (Interdepartmental), Quantitative Psychology, Sociobehavioral Epidemiology, and School Psychology. The Combined Program faculty and graduate students actively engage in research, teaching, and service, thus working toward meeting the departmental, college, and university mission.

The two substantive areas of counseling and clinical psychology historically have reflected different service areas, employment settings, and populations served. Counseling psychologists have traditionally focused on life-adjustment problems and career development and have worked primarily in university counseling centers, Veterans Administration (VA) hospitals, and community agencies. Clinical psychologists have traditionally focused on the evaluation and treatment of clients with acute or chronic mental disorders and have worked in mental health centers, psychiatric hospitals, and psychiatric units of general hospitals. However, the interdependence of contemporary social systems requires that psychologists have a broad knowledge of problem areas and client populations so that they are able to work in and interact with professionals in diverse settings. Understanding this reality, the Combined Ph.D. Program of Utah State University provides a unified approach to doctoral-level training across the traditional practice areas of Clinical and Counseling Psychology. Emphasis is placed upon training psychologists who will be able to provide psychological services and conduct research in a variety of settings. Program graduates will be capable of effectively intervening in educational, emotional, and behavioral arenas with individuals, families, small groups, and organizations. Graduates are employed by VA hospitals, mental health centers, universities, state hospitals, health maintenance organizations, medical centers, and private practice groups.

The Combined Ph.D. Program at Utah State University has been continuously accredited by the American Psychological Association (APA) since 1974. Questions regarding APA accreditation and complete information on accreditation guidelines and principles are available through the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5979, or on the web at www.apa.org/ed/accreditation/.

A brief overview of the Combined Program faculty is on the following pages. Complete information regarding faculty research and teaching interests is available on the departmental website at www.psychology.usu.edu.

Combined Program Faculty

Core Faculty		
Susan L. Crowley	Ph.D. 1991	Counseling Psychology Texas A&M University
Melanie M. Domenech Rodríguez	Ph.D. 1999	Counseling Psychology Colorado State University
M. Scott DeBerard	Ph.D. 1997	Combined Clinical-Counseling-School Psychology Utah State University
Renee V. Galliher	Ph.D. 2000	Clinical Psychology University of Tennessee
Maria Kleinstäuber	Ph.D. 2010	Psychology Johannes Gutenberg-University Mainz (Germany)
Tyler Lefevor	Ph.D. 2016	Counseling Psychology University of Miami
Michael Levin	Ph.D. 2013	Clinical Psychology University of Nevada - Reno
Melissa Tehee	Ph.D. 2015	Clinical Psychology University of Arizona
JoAnn Tschanz	Ph.D. 1991	Clinical Psychology Indiana University
Michael P. Twohig	Ph.D. 2007	Clinical Psychology University of Nevada - Reno

Program Model and Philosophy

The Combined Program at USU adheres to an **integrative** model of training that blends the practice and science of psychology at the doctoral level. Based on this philosophy of training, professional psychologists are encouraged to: (a) conduct research on issues relevant to the field of psychology; (b) ensure that professional practice is based on a strong empirical foundation; and (c) examine their practices by conducting ongoing research and evaluation (Baker & Benjamin, 2000; Belar, 2002). During doctoral training, students are required to engage in both the science and practice of psychology. More importantly, however, the program is focused on the development of critical thinking skills and the value of science and practice as mutually interdependent endeavors. The blend of science and practice is an ever-present underlying theme that guides our program model and permeates our program planning. The program is organized to emphasize general preparation in: (a) the scientific bases of psychology; (b) theory and methods of the professional practice of psychology; (c) sensitivity to the unique needs of minority populations and individual differences (including, but not limited to those indigenous to the Rocky Mountain region i.e., American Indian, Latinx); and (d) the internalization of professional ethics and the value of life-long learning.

Throughout the program, students are expected to gain essential skills in both of the two areas of the Combined Program (counseling and clinical psychology). All doctoral students are expected to take core courses that provide: (a) awareness, knowledge, and skills *common* to counseling and clinical psychology; and (b) awareness and knowledge *unique* to counseling and clinical psychology. Specialized trainings consist of elective courses in a given area (e.g., health psychology, acceptance and commitment therapy, rural psychology), clinical work in settings related to these areas, and specialized research opportunities.

Completion of the Combined Program qualifies graduates for a variety of clinical or counseling psychology positions in universities, private clinics, mental health centers, university counseling centers, community clinics, or medical centers/hospitals. Graduates of this Ph.D. program meet requirements to sit for the psychology licensure examination in Utah and most other states.

Mentorship

As a combined program faculty, we engage in mentorship intentionally. The following goals guide our program's approach to mentorship:

- Respect each student's lived experiences and intersecting identities.
- Recognize faculty members' unique strengths and skills and collaborate to form a community of collegial mentors.
- Attend to balance in students' skill development and their holistic personal and professional growth.
- Assist students in building and developing community, including professional networking and personal supports.
- Provide guidance in life-long learning across professional areas of research, teaching, clinical and cultural competence, community engagement, and advocacy.

Mentors' styles and priorities vary. We understand that no one mentor can fully guide our doctoral students into the totality of their professional careers. Students have varied goals and trajectories. Faculty work collaboratively to ensure students' professional development is addressed holistically, attending to students' own goals.

Aims and Competencies

The Combined Program has always emphasized the training of competent generalists who are prepared and qualified to practice as psychologists in a wide variety of settings. The program curriculum provides a substantive, balanced emphasis in theory and research, research methods, and clinical training in applied settings. The program is neither designed nor intended for those students who are interested in becoming only practitioners, only theoreticians, or only researchers. As a faculty, we view these activities as intimately interrelated and as mutually enhancing each other, and the program has been designed accordingly. To put this model into practice, the Combined Program is guided by three overarching aims. Each aim is related to specific training objectives, associated competencies and outcomes listed on the following pages.

Aims and Competencies Combined Clinical/Counseling Psychology Doctoral Program

Aim 1. To produce graduates who are competent health service psychologists

Competency 1: Graduates will demonstrate competence in research design, data analysis, and data interpretation as well as competence in the critical review and evaluation of psychological and related research literature.

Outcome 1a: Students demonstrate competence in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in the field of psychology

Outcome 1b: Students demonstrate the skills in research methods appropriate to conducting their thesis and dissertation research

Competency 2: Graduates are capable of generating original research and scholarship, and disseminating the results of their research to the profession and broader community.

Outcome 2a: Students demonstrate the ability to conduct an independent research project

Outcome 2b: Students demonstrate competence in presenting research findings and other scholarship in professional contexts (e.g., professional conferences, peer-reviewed journals)

Competency 3. Graduates demonstrate competence in the areas of assessment, diagnosis, treatment, supervision and consultation

Outcome 3a: Students demonstrate competence in theories and methods of assessment and diagnosis

Outcome 3b: Students demonstrate competence in integrating assessment data into comprehensive conceptualization of clients, including an appropriate treatment plan, effective intervention, and evaluation of the effectiveness of services

Outcome 3c: Students demonstrate competence in providing effective psychological interventions

Outcome 3d: Students demonstrate foundational knowledge in clinical supervision, professional consultation, and interprofessional/interdisciplinary skills

Competency 4: Graduates engage in practice that reflects the changing and expanding scientific knowledge base including the foundational areas of psychology

Outcome 4a: Students demonstrate an appropriate mastery of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive, affective, and social aspects of behavior, and the history of the discipline of psychology)

Outcome 4b: Students demonstrate advanced mastery in the integration of two or more of the foundational areas of psychology

Outcome 4c: Students demonstrate the ability to access, evaluate, and apply the current evidence base in their clinical practice

Competency 5: Graduates demonstrate competence in the integration of science and practice in psychology with attention to the necessity of research being informed by practice and practice by research

Outcome 5a: Students conceptualize cases based on sound theory and research

Outcome 5b: Students display competence in evidence-based practice in psychology

Outcome 5c: Students conduct research that is informed by clinical practice

Aim 2: To produce graduates who demonstrate multicultural and diversity awareness, knowledge, and skill in their training and professional work.

Competency 6: Graduates demonstrate understanding of individual differences and diversity

Outcome 6a: Students demonstrate knowledge of diversity and contextual issues (e.g., culture, gender, sexual orientation, disability)

Outcome 6b: Students demonstrate awareness and knowledge of themselves in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations) in all professional interactions

Competency 7: Graduates demonstrate competence in delivering psychological services to diverse populations and engage in scholarly work that is sensitive to issues of individual differences and diversity

Outcome 7a: Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessments, treatment planning, and interventions with diverse clients

Outcome 7b: Students demonstrate awareness of multicultural and contextual issues and commitment to relevant guidelines (e.g., APA's Multicultural Guidelines) in all of their professional interactions

Outcome 7c: Students demonstrate competence in applying multicultural awareness and theory to their own scholarship

Aim 3: To produce graduates with a professional identity as a psychologist and a strong commitment to ethical practice in health service psychology

Competency 8: Graduates demonstrate professional identities as psychologists

Outcome 8a: Students and graduates demonstrate the skills and experience needed to meet membership requirements for national, state, and local organizations (varying organizations would have different requirements).

Outcome 8b: Graduates demonstrate continued professional interest in psychology

Competency 9: Graduates demonstrate knowledge of and adherence to ethical and legal guidelines in all aspects of their professional work

Outcome 9a: Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA's Ethical Standards)

Outcome 9b: Students demonstrate competence in applying established ethical principles and practices in all facets of their professional work

Competency 10: Graduates demonstrate knowledge of Clinical and Counseling, and Combined Psychology in terms of their historical development, traditional and emerging roles and functions, current professional issues, and scope of research and practice

Outcome 10a: Students demonstrate basic knowledge of the history and professional identity of the specializations encompassed in our program and of the development of the combined model

Outcome 10b: Students and graduates demonstrate the skills to conduct professional activities (research, applied practice, etc.) associated with clinical and/or counseling psychology or professional subspecialties within these (e.g., health psychology, child clinical psychology).

Competency 11: Graduates display professionalism in their relationships with faculty, staff, and peers

Outcome 11a: Students demonstrate the ability to collaborate in training and in their professional settings

Outcome 11b: Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees

Outcome 11c: Students are responsive to input from faculty, supervisors, and peers

Competency 12: Graduates engage in continuing professional education activities and give evidence of life-long learning attitudes and actions that contribute to personal and professional development

Outcome 12a: Students are aware of their strengths and areas of needed development as they progress through and graduate from the program

Outcome 12b: Students develop skills to engage in continuing scholarly inquiry, knowledge building, and the dissemination of knowledge across the course of their professional careers

Outcome 12c: Graduates provide evidence of their continuing professional education and commitment to lifelong learning and professional problem solving

Competency 13: Graduates engage in careers in psychology and earn appropriate professional credentials

Outcome 13a: Graduates develop careers related directly to the profession and/or discipline of psychology

Outcome 13b: Graduates become licensed as psychologists in their respective jurisdictions. In doing so they successfully complete required examinations (e.g., EPPP) and other jurisdictional requirements

Curriculum Plan

To meet our goals, the program has implemented a coherent program of study with course work that ensures students acquire and demonstrate competency in (a) the history and systems of psychology and psychological foundations in affective, biological, cognitive, developmental, and social bases of behavior (ABCDS), (b) advanced coursework with the integration of two or more foundational areas, (c) professional courses covering theory, practice, and assessment, (d) ethics and diversity, (e) research methods, and (f) the active integration of science and practice. Students also must complete a thesis, a dissertation, their comprehensive exams, and an APA-accredited one-year internship.

All required courses are listed below along with places where electives may be added. Sample schedules illustrating the typical six-year program of study for students in the Combined Program are also provided. All required courses must be taken for a letter grade, unless only offered as pass/fail.

Waivers for Students admitted with a MS/MA degree

The Combined Program accepts students with either a BS/BA or MS/MA degree. Students admitted with a master's degree are responsible for all of the coursework of the Combined Program, including classes listed in Part I (M.S. in Psychology) and Part II (Ph.D. in Psychology). Decisions regarding what courses (including practica in rare circumstances) may be waived or transferred are made on a case-by-case basis. The Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT), the student's advisor, and the course instructor review the materials (i.e., MS/MA transcripts, syllabi, readings, practicum evaluations, and other course material) and make a recommendation to the program faculty for a decision. Students may be asked to demonstrate competence in the area of waiver prior to being approved.

Recommendations about course waivers are reviewed by the program faculty, typically within the first few months of starting in the program at USU. Generally, students who enter the program with a master's degree are encouraged to work with their advisors and the DCT/ADCT prior to their arrival to the program to review their graduate transcripts for potential courses to be waived. If students did not complete an empirical thesis as part of their masters program, students will need to complete a thesis equivalent (see Timely Completion of Research Requirements).

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

<u>Required Theory and Assessment Courses</u>	Semester Credit
Psy 6290 Diversity Issues in Treatment and Assessment	1
Psy 6291 Diversity Issues in Treatment and Assessment: Self-Awareness	1
Psy 6292 Diversity Issues in Treatment and Assessment: Skills	1
Psy 6310 Intellectual Assessment	3
Psy 6320 Objective Assessment of Personality and Affect	3
Psy 6350 Introduction to Theories of Intervention in Psychology	3
Psy 6560 Introduction to Educational and Psychological Research (Psych section)	3
Psy 6600 Statistical Foundations (formerly Research Design and Analysis I)	3
<i>Students must have prerequisite Psy 6560 above and pass pretest</i> https://cehs.usu.edu/research/courses/educ-psy-6600)	
Psy 6810 Evidence-Based Practice	3
Psy 6850 Introduction to the Combined Doctoral Program	1
Psy 7270 Lifespan Psychopathology	3
 <u>Required Thesis Courses</u>	
Psy 6970 Thesis	6

MASTER'S LEVEL CREDITS

31 semester hours

Requirements of the Combined Ph.D. Program Part II: PhD in Psychology

Required Courses	Credit
Psy 6100 History and Systems of Psychology	3
Psy 6510 Social Psychology	3
Psy 7810 Cognition and Development	3
Psy 7100 Biological Basis of Behavior	3
Psy 7250 Professional Ethics and Standards	3
Psy 7850 Internship and Professional Development Seminar	1
Psy 7630 Supervision and Consultation in Applied Psychology	1
 One Advanced Integrative Course	 2-3
Psy 7810 Seminar: Multicultural Perspectives on Social Development (3 credit)	
<i>Prerequisites: Psy 6510, Psy 7530, Psy 6290</i>	
Psy 7810 Seminar: Seminar Neurocognitive, Neuropsychiatric and Behavioral Aspects of Central Nervous System Disorders (3 credits, with 2 credit option)	
<i>Prerequisites: Psy 7530, Psy 7100 or 7810 (Bio)</i>	
Psy 6670 Neuropsychopharmacology (3 credits, with 2 credit option)	
Psy 7830 Mechanisms of Neuropsychiatric Disease (3 credits)	
 Educ/Psy 7610 Regression Analysis (formerly Research Design and Analyses II)	 3
 One additional advanced research course must be taken. Students may choose from the list below or other courses may meet this requirement pending approval by the Combined Program faculty:	 2-3
EDUC/PSY 7670 Literature Reviews in Education and Psychology (2 credits)	
EDUC 6770 Qualitative Research Methods (3 credits)	
PSY 7650 Multilevel and Marginal Models for the Social Sciences (3 credits)	
PSY 7070 Advanced Measurement Theories and Practice (3 credits)	
PSY 7760 Structural Equation Modeling (3 credits)	
PSY 7770 Longitudinal Data Analysis (3 credits)	
 Intervention Practica Courses (14 – 18 credits required; See Applied Training Sequence)	 14-18
<i>2nd year</i>	
Psy 7350 Integrated Practicum with Adults, Adolescents, and Children (6 credits)	
 <i>3rd year</i>	
Psy 7360/7370 Practicum in Clinical Child Psychology or Counseling/Clinical Psychology (6 credits)	
 <i>4th year or higher</i>	
Psy 7380 Practicum in Psychology (additional) (approximately 2-6 credits) – Non GA course	
Psy 7390/7395 Externship in Adult or Child Psychology (approximately 2-4 credits) – Paid GA	
 <i>Internship</i>	
Psy 7950 Internship in Professional Psychology (register fall, spring & summer; 0 credits)	
 Psy 7970 Dissertation	 12
 Electives (6000 or 7000 level)	 6
 DOCTORAL LEVEL CREDITS	 56 - 62 credits
TOTAL COMBINED PH.D. PROGRAM (MASTER'S & DOCTORAL) CREDITS	87 - 93 credits

Demonstration of Foundational Competence through Undergraduate Coursework

Students are required to demonstrate competence in core areas of psychology.

For biological aspects of behavior, students who have had upper level courses in biological psychology, may use part of their undergraduate coursework to meet the requirements of biological aspects of behavior (e.g., Psy 7100). It is important to note, this is NOT a waiver of the class. However, students' undergraduate experience (previous foundational knowledge) plus a graduate evaluative experience may be used to meet the program requirements in biological aspects of behavior. The process is outlined below:

- a. Documenting receipt of an A grade in a previous higher division undergraduate course that was 3 or more credits.
- b. Having the undergraduate course syllabus approved by the graduate course instructor of record and program faculty at USU for covering relevant foundational knowledge.
- c. If steps a and b are met, students will then need to pass a standardized exam, paper assignment, or other relevant evaluative activity that assesses foundational knowledge in the relevant domain; the activity will be graded by the instructor of record at USU and approved by the Combined Program faculty.
- d. Syllabi, paperwork, and other documentation will be filed in the student's folder.

Selecting Elective Courses

Students are required to take 6 credits of electives at the 6000 or 7000 level. Students should work closely with their advisor/chair in selecting electives that best help them meet their professional goals. If a student is planning to obtain a USU Certificate in Advanced Research Methods and Analysis (CARMA) – Quantitative, then they will need to use all 6 electives to take eligible statistics and methodology elective courses (<https://cehs.usu.edu/research/courses/carma>). Electives are typically taught every two or three years. Although students can choose from a variety of elective courses across the university, a selection of potential electives from the psychology department are listed below. Students should refer to the General Catalog for a listing of all available courses. Electives must be graduate level courses or approved by Combined Program faculty. Your course electives are approved by your advisor/chair as part of your program of study.

Psy 6410	Psychoeducational Assessment	3
Psy 6760	Fundamentals of Acceptance and Commitment Therapy	3
Psy 6930	University Teaching Apprenticeship (<i>Required if instructor for course</i>)	1
Psy 7810	Seminar: Evidence-Based Intervention: Generation PMTO (1 credit fall, 2 spring)	3
Psy 7380/ 7390/7395	Practicum in Psychology (a maximum of 3 credits may count as an elective)	1-3
Psy 7820	Neuropsychology: Principles and Assessment	2,4

Applied Training Sequence

Applied training in the Combined Program follows a developmental sequence in which students ultimately accrue a minimum of **500 direct clinical hours** along with additional criteria (see Internship) to be eligible to apply for internship. Students begin their training through the acquisition of knowledge of psychopathology, assessment, therapy, and theory, while role-playing clinical techniques in their pre-practicum coursework during their first year. In their second year, students complete their first year of practicum in the Psychology Community Clinic (Psy 7350) where they will provide services to clients across the age spectrum. Students receive close supervision by a minimum of two psychologists (who have been licensed in the state of Utah for at least 2 years so prac hours meet license eligibility requirements) and additional supervisors as needed. Advanced practica, typically completed in Year 3 of the program, may be conducted with child, adolescent (Psy 7360) or adult (Psy 7370) clients, and is generally completed at a site external to the Psychology Department (see applied training sites below).

After successful completion of (and at times concurrent with) the first two years of practica, students are eligible to complete additional advanced practica or clinical assistantships with the endorsement of Program faculty. Following this sequential training model, students are assured of developing assessment and intervention skills with the appropriate levels of supervision and support.

All students begin their applied training at USU with the required Psy 7350 practicum. Note that when students are engaged in any program sanctioned clinical activity, they are required to register for credits for the relevant experience: practicum (Psy 7350, Psy 7360/7370, Psy 7380), clinical graduate assistantship (Psy 7390/7395) or internship (Psy 7950). Students should be aware of credit limits for tuition awards. However, college or departmental policies related to tuition awards may result in exceptions to the above registration policy. This includes that students are not required to register for practicum credits for participation in applied training activities over the summer semester, although these applied training experiences also have to be approved by the program.

Note: consistent with Utah State law, graduate students must obtain permission from the Combined Program faculty in order to engage in any applied (clinical) activity unless they are operating under their own license to practice. Additionally, students are allowed only to work in a practicum, clinical graduate assistantship or applied training experience that has been fully vetted and approved by program faculty.

Applied Training Policies for Students Admitted with a MA/MS Degree

Students who enter the program with an applied master's degree (with the support of their chair) may wish to request a waiver of relevant pre-practicum courses, consistent with Program policy (see policy on course waivers). Only in rare cases are incoming students with a Masters degree approved to start the PSY 7350 Integrative Practicum with Adults, Adolescents, and Children in their first year. Requesting approval to start in practicum in the first year requires meeting requirements for waiving the pre-practicum courses typically covered in the first year of the Combined Program prior to starting practicum, participating in a relatively commensurate practicum previously in their prior Masters program, providing an evaluation of their applied skills by their supervisor in their Masters program, and demonstrating basic counseling and listening skills via recorded or live mock interview by the PSY 7350 practicum supervisors. The typical process for students coming into the program with a Masters degree is to take at least some (if not all) of the pre-practicum courses in their first year at USU and to not start the PSY 7350 practicum until their second year.

If students wish to waive a portion of the 500 required direct clinical hours to apply for internship, they can request a waiver of up to 250 hours using direct clinical hours obtained during their applied master's degree. The experience must at minimum meet the following criteria: 1) ratio of direct hours per week and supervision must meet USU and SoA requirements (e.g., 2 hrs. supervision per 20 hrs. of clinical work; 1 hr. supervision must be individual; evaluation must be based in part on direct observation); 2) supervisor must be a licensed psychologist that meets supervisor requirements of the state in which the practicum occurred. Students should submit practicum evaluations and grades as available. The ultimate decision of the number of hours accepted for waiver towards the maximum of 250 waived hours will be determined by program faculty.

Students may choose to include practicum hours from their previous Masters program in their pre-doctoral internship applications if they meet the requirements outlined by APPIC. However, the combined program will not verify these hours unless they are being used to waive a portion of the 500 direct hour program requirement to apply for internship. If requesting a waiver of the 500 hour requirement and verification from the combined program, the requested hours need to meet our program requirements (supervision by a psychologist licensed for at least two years, at least 1 hour of individual supervision per 10 direct hours, etc.). Otherwise, hours included in the internship application will not be officially verified by the program. Prior clinical service experiences provided outside the context of an applied training program with relevant supervision and evaluative procedures (e.g., work as a psychometrist, independent practice conducted with a prior applied Masters degree), should not be included in your internship application as practicum hours and instead can be noted in your CV as other applied experiences.

Time2Track Program

All tracking and approvals of applied training hours (direct and support hours) will be conducted through the program, Time2Track. Utah State University has purchased an institutional account that will allow students to enter their hours and request approval by their clinical supervisors. Students will also be able to organize their experiences by population, experience, and other characteristics. This program will be invaluable as students accrue hours, track their totals, and ultimately complete their AAPI as a part of internship applications. Students are *required* to use this program for all practica and clinical assistantships. Clinical skills evaluations will also be completed by supervisors within this program. As students typically do not start their applied training until the 2nd year (exception for some students entering with an applied masters and with approval by program faculty), students will register for Time2Track at the start of their first practicum (Psychological Community Service in the Sorenson Center for Clinical Excellence). Instructions for registering/renewing your subscription will be sent each year. For information on the program, see Features tab at: <https://time2track.com>. *Utah State University will cover the costs of Time2Track during a student's pre-internship training only.* On internship, if students wish to continue to use Time2Track, they may purchase a personal subscription with linkage to their data at Utah State University by identifying their school as USU. The basic Time2Track program will lack features of electronic approval of hours and skill evaluations, but still allow students to track and classify their clinical activities and hours. Note: some internship sites subscribe to Time2Track and may use online approvals and skills evaluations.

The following table provides a description of the applied training sequence.

Table Outlining Typical Applied Training Sequence

Course #	Course Title		Credits
Psy 7350	Integrative Practicum with Adults, Adolescents, and Children Students select population focus (Adults/Adolescents/Children)	Required	6 (3F, 3Sp)
Psy 7360 OR Psy 7370	Practicum in Clinical Child Psychology* Practicum in Counseling/Clinical Psychology	Required	6 (3F, 3Sp)
Psy 7380* OR Psy 7390/7395*	Practicum in Psychology (for unpaid practicum) Applied Practice in Psychology (if training is through a paid clinical GA position)	Elective	Variable (1-2/semester)
Psy 7950	Internship	Required	0 (register F, Sp, Su)

*This course can be used to meet up to 3 elective credits.

Applied Training Sites

There are a number of applied training opportunities open to students as practica or paid assistantships. The number of available positions will vary by year depending on agency staff and other factors. The list below provides a brief description of the current training sites approved by the Combined Program faculty. Unless indicated otherwise, the training facility is in Logan or Cache County.

Sorenson Center for Clinical Excellence – Behavioral Health Clinic / Psychology Division

Supervisors: Susan Crowley, Ph.D., ABPP; Sara Boghosian, Ph.D.

Integrated practicum that provides didactic and experiential knowledge to a wide range of clients (child, adolescent, adults) and clinical diagnoses. Activities include psychological assessments and interventions (with emphasis on evidence-based practice).

Advanced Practicum at Sorenson Center for Clinical Excellence – Behavioral Health Clinic / Psychology Division

Supervisor: Sara Boghosian, Ph.D.

The intention of this practicum is to work with the assigned student to further develop an area of interest to them and to apply it to individual and group therapy experiences. Therapy hours will be geared towards this particular interest as best possible given the referrals that come into the Behavioral Health Clinic/Psychology Division. Areas of focus could include child or adult work with a range of populations and/or interventions that can be competently supervised by Dr. Boghosian. Options for group experience may include, but are not limited to: Dialectical Behavior Skills training, Acceptance and Commitment Therapy, Eating Disorders/Body image, and Behavioral Parent Training.

Sorenson Center for Clinical Excellence – Behavioral Health Clinic / Psychology Division; Anxiety Specialty Services

Supervisor: Michael Twohig, Ph.D.

Specialty practicum treating clients with anxiety disorders, employing Acceptance and Commitment Therapy (ACT) techniques.

Sorenson Center for Clinical Excellence - Behavioral Health Clinic / Psychology Division: Sexual and Gender Minority Support Services

Supervisor: Tyler Lefevor, Ph.D.

Individual, couple, and group therapy for sexual and gender minority clients. Clinicians may work with children, adolescents, adults, and couples. Services include providing letters of support for hormone replacement therapy or gender affirmation surgery.

Sorenson Center for Clinical Excellence – Integrated Assessment Clinic

Supervisors: TBA – this position is currently unfilled

Assessment focused practicum working with Autism, ADHD, learning disorders, and other neurodevelopmental disorders, primarily in children.

Box Elder County School District (Tremonton, UT)

Supervisor: Marietta Veeder, Ph.D.

Psychoeducational assessments and/or interventions conducted in the school setting.

Cardiac Rehabilitation Practicum (Brigham City, UT)

Supervisor: Scott DeBerard, Ph.D.

Psychological evaluations and interventions conducted with cardiac patients at Brigham City Hospital.

Neuropsychology Center of Utah Assistantships (Clinton, UT)

Supervisor: Adam Schwebach, Ph.D.

Community-based clinic that provides neuropsychological and psychological evaluations and therapy to clients across the age spectrum with a variety of neurocognitive, behavioral and emotional disorders. The majority of clients are children/adolescents, although opportunities to work with older adults are also available.

Student Health and Wellness Center Practicum and Assistantships

Supervisor: Scott DeBerard, Ph.D.

Psychological evaluations and brief psychological interventions conducted in a primary care setting at the USU Health and Wellness Center.

The Family Place

Supervisor: Melanie Domenech-Rodriguez, Ph.D.

The Family Place provides services to Cache and Rich County families and children including therapy, educational workshops, and emergency child care at the Kid's Place. Therapists at the family place will provide a broad array of services.

Up-to-Three Program (Northern UT)

Supervisor: Gretchen Peacock, Ph.D.

Up-to-Three is an early intervention program for families in Cache, Rich, and Box Elder counties. Students in this setting are considered behavioral specialists and provide services to families of children with disabilities ages birth to age 3. The majority of behavioral interventions are provided in clients' homes.

USU Counseling and Psychological Services (CAPS) Practicum and Assistantships

Supervisor & Practicum Coordinator: Charley Bentley, Ph.D.

Applied experience at the USU Counseling and Psychological Services (CAPS) center includes intakes, treatment planning, intervention (individual and group), and termination with university students.

Utah Center for Evidenced Based Treatment Practicum (Salt Lake City, UT)

Supervisor: Sheila Crowell, Ph.D. and other psychologists

Community-based clinic that provides outpatient psychotherapy and psychiatric medication management for a range of individuals. Training in cognitive behavioral therapies, dialectical behavior therapy, mindfulness approaches, and others are available.

VA Medical Center (Salt Lake City) Practicum

Various supervisors. Practicum Coordinator: Elisabeth Scott, Psy.D.

A number of opportunities exist in this practicum including the following areas: Posttraumatic Stress Disorder, Cognitive Assessment/Neuropsychology, Psychiatric and Geriatric Neuropsychology, Services for Outpatient Addiction Recovery, General Outpatient Mental Health, and several advanced placements such as Advanced Posttraumatic Stress Disorder, Veterans Integration to Academic Leadership (VITAL) and Military Sexual Trauma (MST). Eligibility for placements in advanced settings require prior completion of VA practicum experiences. Other opportunities may arise depending on VA staff.

Sample Schedule for M.S. and Ph.D. Degrees

Following is the schedule that Combined Ph.D. students follow for the master's degree (from B.A. to Ph.D.). The sequence here is the one commonly taken for students entering the Combined Program with a bachelor's degree. Although variations are possible, students need to be cautious to ensure that appropriate pre-requisites are taken for sequenced courses (e.g., research, pre-practicum sequence).

Sample Schedule for Master's Components of Combined Ph.D. Program

Fall	Spring
Year 1	
Psy 6290 Diversity (1) Psy 6310 Intellectual Assessment (3) Psy 6350 Intro to Interventions (3) Psy 6560 Intro to Research (3) Psy 6850 Intro to Program (1) Take pre-test for Psy 6600 https://cehs.usu.edu/research/courses/educ-psy-6600	Psy 6810 Evidence-Based Practice (3) Psy 6320 Objective Assessment (3) Psy 6600 Statistical Foundations (3) Psy 7270 Psychopathology (3)
11	12
Year 2	
Psy 6291 Diversity (1) Psy 6970 Thesis (3) * Psy 7250 Ethics (3) *Psy 7350 Practicum (3)	Psy 6292 Diversity (1) Psy 6970 Thesis (3) *Psy 6100 History (3) *Psy 7350 Practicum (3) *Psy 7610 Regression Analysis (3)
10	13

* indicates courses from Ph.D. Program

Summer is not listed since course tuition waivers are typically not available during the summer and few classes are offered, so students do not usually take summer classes.

MS Total = 31 hours

***PhD hours = 15**

Following is a sample schedule that Combined Ph.D. students may follow from the master's degree (from M.A./M.S. to Ph.D.). The sequence here is required for students after completion of their master's degree. The course sequences seek to emphasize providing a balance between courses in theory, research, assessment, and intervention throughout training. The schedule is only one of many possible arrangements and does not take into account courses taught on an every-other-year basis, course changes due to faculty sabbaticals, and that students may take courses during the summer semesters. Students also need to keep in mind that some elective courses may not be offered every other year as planned. While the department does its best to maintain a stable schedule, circumstances and funding cuts may result in schedule changes. Students should work closely with their advisors to develop a schedule that best meets their training needs, while meeting all program requirements.

Sample Schedule for Doctoral Components of Combined Ph.D. Program

Fall	Spring
Year Three	
Psy 7360/7370 Practicum (3) Psy 6510 Social Psychology (3) Psy 7810 Development & Cognition (3) <div style="text-align: right;">9</div>	Psy 7360/7370 Practicum (3) Psy 7100 Biological Basis (3) Elective (3) <div style="text-align: right;">9</div>
Year Four	
Psy 7380/7390/7395 Practicum (1-2) Additional Research Course (2 or 3) Psy 7970 Dissertation (3) <div style="text-align: right;">6-8</div>	Psy 7380/7390/7395 Practicum (1-2) Psy 7970 Dissertation (3) Psy 7850 Internship Prep (1) Psy 7630 Supervision & Consultation (1) <div style="text-align: right;">6-7</div>
Year Five – Completion of Comprehensive Exams and Dissertation Proposal by October 1	
Psy 7380/7390/7395 Practicum (1) Psy 7970 Dissertation (3) Advanced/Integrative Course (2-3) <div style="text-align: right;">6-7</div>	Psy 7380/7390/7395 Practicum (1) Psy 7970 Dissertation (3)* <i>Remaining elective credits if needed</i> <div style="text-align: right;">4</div>
Year Six	
Psy 7950 Internship (0) <div style="text-align: right;">0</div>	Psy 7950 Internship (0)** <div style="text-align: right;">0</div>

**Note that students are required to register for Psy 7970 during the semester they defend their dissertation and tuition awards are not available during the summer semester or internship year. We recommend defending your dissertation by the spring before internship for tuition cost coverage.*

***Psy 7950 (0 credits) should also be registered for in the last summer semester of the internship year.*

**Ph.D. Total = –56-62
Total Degree Hours = –87-93**

Overview of Ph.D. Program Requirements

Completion of Requirements

In addition to prerequisite course requirements, specific Combined Ph.D. courses, and completion of a thesis and dissertation, the program has comprehensive exams which entail engaging in common professional activities. These include a professional case written summary and presentation, composition and submission of a journal manuscript, and the presentation of a theoretical, research or scholarly review presentation at a national or regional conference. The final year of the Combined Ph.D. program is a full time one-year internship. Students apply nationally for internships during the fall semester of their last year on campus. To be eligible for internship, students must have completed the majority of their course work, comprehensive exams, and 500 direct hours in practicum. In addition, students must demonstrate adequate competency in assessment and intervention and successfully defend their dissertation proposal. Upon completion of these requirements, students will receive faculty approval to apply for internship. Program faculty and the department will attempt to fulfill students' unique training requests; however, it is ultimately the student's responsibility to complete all program requirements.

In summary, to complete the Ph.D. degree, students must successfully:

- (a) complete all Combined Program requirements including a thesis or equivalent project;
- (b) complete the Clinical Comprehensive Exam;
- (c) complete Research Competencies I & II;
- (d) complete a dissertation;
- (e) fulfill a one-year, predoctoral internship.

Course Grade Requirement

Students are expected to earn a minimum grade of B in all coursework. Students receiving a C grade are expected to repeat the course or demonstrate their mastery in that area in a manner approved by the faculty. In rare cases where students earn a grade below a C, the program faculty will consider the situation as a whole and outline what actions should be taken. These may include probation, remediation, or dismissal. Students who earn one or more C grades (or below) may be at risk for dismissal from the program.

Monthly Program Meetings and Department Colloquia

During the academic year, all Combined Program students are expected to attend monthly student program meetings and departmental colloquia. Program meetings are an opportunity for the student body to receive updates from the student representatives, to provide feedback to the faculty, address student concerns, and provide additional training or information. Program meetings are scheduled on the fourth Tuesday of the month from 8:30-10:00 a.m. Students are expected to NOT schedule other activities that conflict with this meeting time. Departmental colloquia offer students an opportunity to learn about research in multiple areas of psychology. Colloquia are scheduled for the second Tuesday of the month between 9:00-10:00 a.m., twice per semester.

Comprehensive Exams

The Combined Program in the Psychology Department does not require graduate students to complete a traditional written/oral comprehensive exam. Instead, three professional tasks have been identified that are directly relevant to students' chosen specialization and are more closely tied to the professional responsibilities in which students will engage upon graduation. In line with a primary goal of the Combined Program (Goal 1), the comprehensive evaluation provides an assessment of students' developing identities as scientist-practitioners through three integrative tasks. Successful completion of the comprehensive exams is required by **October 1** prior to application for internship.

Research Competency I--Paper Presentation

Objectives

1. To provide an opportunity for students to demonstrate their ability to present scholarly work (research and/or theoretical) to professionals in the field.
2. To provide students the opportunity to practice the organization, writing, and communication skills necessary for the professional presentation of their work.
3. To expose students to professional meetings and to colleagues and peers engaged in similar scholarly work.

Achievement of Objectives and Evaluation

1. The paper or poster must be presented at a recognized regional or national meeting. Students are encouraged to submit their scholarly work to meetings which will provide the broadest exposure for their research.
2. Students must be the first author and must present the research at the conference.
3. The presentation is to be based on research conducted by the student *during* graduate training. Students who complete a conference presentation based on a master's thesis or other research completed at a different graduate program may petition the faculty for approval of the presentation through their doctoral committee chair.
4. The presentation must be approved by the student's doctoral committee. Approval requires:
 - a. The paper or poster must be presented at a recognized regional or national meeting. The Research Competency I Approval Form must be signed by all members of the student's doctoral committee. A copy of the presentation should be submitted to the Graduate Program Coordinator. The student is responsible for working with the Graduate Program Coordinator to prepare the form and circulate it electronically for signatures.
 - b. The signature page should be submitted electronically to doctoral committee members with copies of the paper or presentation and the conference program page in which the student's name is listed.
 - c. Students should retain a copy of the signed approval page for their own records.

Research Competency II--Publishable Quality Article

Objectives

1. To provide students with an opportunity to develop competency in the process of writing scholarly work for dissemination to the professional community via a peer-reviewed journal.
2. To provide students with practice in the process of submitting a manuscript including identifying an appropriate journal for submission, reviewing the instructions for authors, preparing the manuscript, writing a cover letter, receiving reviews, and responding to the reviewer's concerns.

Achievement of Objectives and Evaluation

1. Students will take a primary role in the conceptualization and preparation of a manuscript. The manuscript must be based on research conducted during the student's graduate training.
2. The student is expected to be the first author of the manuscript. In unusual circumstances, manuscripts will be accepted with the student as second author. For example, if a student completed an empirical thesis prior to beginning graduate training at USU, or if a student determines, in collaboration with his or her supervisory committee, that the thesis project is not publishable, the student may opt to collaborate with a faculty member or colleague on a different project. A supporting letter from the co-author(s) must indicate that the student's contribution to the manuscript was substantial, and (b) the program faculty must approve the exception. Approvals are routed through the student's committee chair.
3. The manuscript must be submitted to a professional, peer-reviewed journal for publication and the student must take leadership in the submission process. It is expected that students will take primary responsibility for responding to editorial decision letters and submit appropriate revisions, so that most students graduate with at least one publication.
4. The manuscript submission must be approved by the student's doctoral committee. Approval requires:
 - a. The Research Competency II Approval Form signed by all members of the student's doctoral committee. Copies of the signature page, manuscript, letter to the editor and confirmation of receipt from the editor or journal are submitted to the Graduate Program Coordinator. The student is responsible for working with the Graduate Program Coordinator to prepare the form and circulate it for signatures.
 - b. The signature page should be submitted electronically to the student's doctoral committee members, along with copies of the paper, the cover letter to the editor, and the email or letter from the editor acknowledging receipt of the manuscript.
 - c. Students should retain a copy of all documents for their records.

Comprehensive Clinical Evaluation

The comprehensive clinical evaluation provides students with the opportunity to demonstrate their ability to integrate information and skills they have acquired through their graduate training to date, and provides faculty with the opportunity to evaluate students' trajectory toward readiness for internship. Students will be considered eligible for the comprehensive clinical evaluation no sooner than their third year and the evaluation will be offered once per year. The clinical evaluation materials are to be reviewed by a panel of three faculty members from the Combined Program, generally including the students' chair or chair proxy (if the chair is the case supervisor). The remaining members and a clinical comp panel chair will be appointed by the clinical comp coordinator in consultation with Program faculty; to the extent possible, students with child cases will have mostly child-oriented faculty reviewers on their committee and those with adult cases, adult-oriented faculty.

Objectives

1. Demonstrate the ability to coherently present the assessment, diagnosis, conceptualization and theoretical underpinnings, and treatment of a clinical case in writing and orally.
2. Demonstrate the ability to integrate knowledge across domains of training and apply them to a clinical case in writing and orally.

Previous comprehensive clinical evaluation papers are available for review in the Canvas course for clinical comps (**although note that these examples are from past clinical comps and may not comply with current formatting and content requirements**). Students are encouraged to review previous papers. Although clinical material in the papers is de-identified, sensitive material is being discussed. Consequently, the sample papers are to be treated as confidential.

Achievement of Objectives

Written case evaluation: The written case evaluation will require the integration of research and clinical perspectives grounded in evidence based practice in psychology (EBPP), employing both theoretical and empirical literatures to describe the assessment, diagnosis, conceptualization, and treatment of a clinical case. Students are encouraged to choose a case that has been interesting and challenging and has facilitated their learning and development in some way. Cases that are either extremely straightforward or extremely difficult are not ideal for the case presentation. Students are NOT being judged on their ability to "cure" the client, but on their ability to knowledgeably and professionally discuss clinical treatment and the associated professional issues (e.g., ethics). The case must be completed within a year of the case approval date. In unusual situations, a case from the previous 18 months may be considered, upon recommendation of the case supervisor and the student's advisor. Students should comply with the expectations or rules of the supervisor and the setting in which the therapy was conducted with regard to obtaining written permission from the client to use their case as a presentation. In all cases, confidentiality should be preserved and material should be de-identified. Necessary approval to use a case should follow the policies and procedures of the facility in which the treatment took place. The written evaluation should include a comprehensive discussion of the case from an evidence based practice model, including the theoretical orientation/clinical judgment upon which the treatment was based and the conceptualization of the case, empirical support for the intervention decisions, integration of client characteristics and values, a succinct review of the social history, assessment strategies and associated rationale, diagnosis (including differential diagnosis), treatment plan, course of treatment, ethical considerations, disposition, and evaluation of treatment outcomes.

The initial written case evaluation has an 18 page limit (inclusive), and is written in APA style, with references. This includes ensuring that the manuscript is in 12-point font, double spaced, and follows APA guidelines for tables and figures (each table and figure is included on a separate page at the end of the document). The written submission checklist reviews these critical formatting issues.

As students are considering cases to present, they are encouraged to talk with their clinical supervisors and/or doctoral committee chairs about the conceptualization and suitability of the case. However, once the case has been selected, students are expected to *independently* engage in the write-up, orals and if needed, remediation of the clinical comp process. The clinical competency exam assesses students' ability to demonstrate their expertise and their readiness to move into a more autonomous professional role, and as such, students are expected to refrain from seeking guidance from supervisors, committee chairs, other faculty, and peers in the preparation of their materials after their cases have been submitted for consideration to be used as the Clinical Comp case.

The initial written case evaluation is submitted to faculty for review. The paper will be read by all members of the Clinical Comp panel. The student will receive feedback across the evaluation domains. Students will then have an opportunity to revise their written case evaluation and resubmit it to their Clinical Comp committee. Students will be expected to include point-by-point documentation regarding how they addressed each comment made by reviewers, similar to expectations for resubmitting a journal article. Examples of these response letters are also provided in the USU community clinic. This revised document can be up to 20 double spaced pages. The revised written document will be evaluated to make a recommendation to “pass” to oral defense, or “fail”.

The decision for a student to pass or fail is determined by a majority vote. If 2 out of 3 committee members vote to fail the student, 2 additional “backup reader” faculty will also review the document and vote to pass or fail. If one or both “backup readers” also vote to fail (putting the total to 3 or more out of 5), then the student will have officially failed. If all 3 original committee members vote that the student failed, then the student will have officially failed without involving the “backup readers.” If one or fewer original committee members vote for the student to fail, then the “backup readers” will not be involved and the student will be considered as passing. A failed evaluation serves as an indicator by the program faculty that the student is not prepared to apply for internship.

Oral case presentation. Students whose written case evaluation has been approved by the faculty review panel will complete an oral presentation of the case. The case presentation should be scheduled for 1½ hours. The student will present for approximately 30 minutes. The remaining time is allotted for questions, faculty evaluations, and feedback to the student. The presentation should be considered a formal, professional presentation similar to a job interview, internship interview, or clinical case staffing. It is expected that students will present their clinical case in a coherent manner, comprehensible to a professional not familiar with the case. Although each presentation may be different, students should generally plan to include demographic information; presenting problem; assessment data; diagnosis; familial, social, and academic history; medical and mental health history; case conceptualization; the EBPP foundation for the case (theoretical approach taken; empirical support for the intervention decisions, integration of client characteristics and values) treatment goals and course of treatment; progress and prognosis; and case termination. The focus of the case presentation should be on the integration of EBPP, case conceptualization and meaningful self-reflection on your professional abilities, rather than a session-by-session summary of the work with the client. The oral case clinical competency evaluation form highlights key topics to cover in your presentation. Students are encouraged to use the oral presentation as an opportunity to practice their professional communication skills. All faculty and Combined Program students are invited and encouraged to attend the oral presentations.

Request for accommodations. Any requests for accommodation on the clinical comprehensive exam must be made prior to beginning the written (e.g., before or at the time the case is approved). Accommodations will not be made once students begin working on the written exam. However, unexpected events that may affect the process and scheduling of components of the exam should be discussed ASAP with the clinical comp coordinator and DCT/ADCT. Accommodations will be determined by Program faculty on a case-by-case basis.

Evaluation

Written case evaluation: The formative feedback will include written comments from each member of the panel and a rating on each domain (scale range = 10 - 100). This feedback can be used to guide the students’ revision of the paper. Upon resubmission, the summative feedback will include an indication of pass/no pass from each faculty member. The clinical comp coordinator will tally the votes. Decisions will be made based on a majority vote and the student will be judged to have passed the written portion of the exam if two or more faculty members vote “pass.”

Students who pass the written case are approved to move forward to the oral portion of the exam. Scheduling will be coordinated by the clinical comp coordinator.

If three faculty vote “fail” then the student will have officially failed. If two out of three faculty vote “fail” then two additional “backup reader” faculty will also review the document and vote to pass or fail. If 3 out of 5 faculty vote to fail the student, then the student will officially be considered as having failed and will not proceed with the to the oral presentation. A student who fails the written case evaluation will be given feedback on their performance with suggestions for professional development activities across the next year. The student may attempt the clinical comprehensive exam the following year.

Faculty members will evaluate the written case evaluation on the following domains:

- 1) Relevant history and presenting problem
- 2) Evidence Based Practice in Psychology (EBPP)
 - a) Empirical support for intervention
 - b) Clinical judgment and experience (e.g., theoretical orientation)
 - c) Client characteristics and values
- 3) Case Conceptualization
- 4) Diagnosis and differential diagnosis
- 5) Assessment – data, interpretation, appropriateness of measure, psychometric characteristics
- 6) Treatment goals and plans
- 7) Course of treatment guided by goals and treatment plan
- 8) Evaluation of treatment outcomes and case disposition
- 9) Ethical considerations relevant to the case
- 10) References – current and appropriate
- 11) APA style and writing style
- 12) Professionalism

Students are expected to use the headings listed above in their paper (except for points 11 and 12). However, the order of the headings and overall organization of the paper is up to the students' discretion (e.g., the order of the headings can be changed, a heading can be used more than once as needed).

Oral Case Presentation: Each faculty member of the Clinical Comp Committee will independently complete a faculty evaluation form, followed by consultation to identify a final set of ratings. The evaluation form is organized around the areas in which students are being evaluated and students are rated on a 1 to 5 scale (see Oral Presentation Evaluation Form). Please review the evaluation form carefully to be sure you are aware of the evaluation areas (e.g., thoughtful self-reflection, presentation style). The more in-depth feedback and evaluation are for the student's use and are intended to highlight areas of strength and weakness as students begin the internship application process. Students should be prepared to specifically address any areas that were rated below 50 on the written exam by the faculty panel. Students' oral presentations are independently evaluated by the faculty panel. Decisions are made based on the following scoring rubric:

- A. An average score of 3.0 or above: student passes that domain (item) without remediation.
- B. An average score below 3.0 indicates that remediation is indicated in that area

Oral exams have two possible outcomes, "pass" and "remediation required." Determination of required remediation is based on the average score in each area and faculty consultation when a single remediation may target multiple areas. Remediation plans are developed by the faculty panel in coordination with the clinical comp coordinator to specifically address areas of concern and will vary based on individual student performance.

Students must bring three copies of the Oral Case Clinical Competency Evaluation Form and one copy of the Summary Faculty Form to the presentation. In addition, students should bring a copy of the Clinical Competency Exam signature form. Students who pass their presentation can have the signature form completed and turned into the clinical comp coordinator. As always, students should make copies of the evaluations and the signed form for their records prior to turning them into the department staff assistant.

If a remediation has been scheduled, then students are required to successfully complete all remediation activities by Oct. 1 of that year. The student's dissertation chair will then communicate and coordinate all remediation activities with the clinical comp committee. The dissertation chair will coordinate remediation whether or not they sat on the clinical comp committee for that student (e.g., if they were the supervisor and so did not attend the comp defense). At the successful completion of the clinical comp, a remediation form will be sent to committee members who participated in the remediation to re-rate the domains where the average rating fell below 3 and sign the form. The Clinical Comprehensive Exam form should also be completed at this time. A copy of these forms will be sent to the Graduate Program Coordinator, the clinical comp coordinator, and DCT to be uploaded to the student folder. Students should also keep a copy of all of the clinical comp evaluation forms in their binders.

Internship

A predoctoral internship in professional psychology (APA-approved) is required of doctoral candidates in Combined Clinical/Counseling Psychology. The internship is the culminating applied experience for students, similar to the dissertation being the culminating research experience, and consists of one calendar year of full-time or two years of half-time (approximately 2,000 clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Combined Program faculty. The Combined Program accepts the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC) for defining acceptable predoctoral internships in psychology (see APPIC.org). These standards are similar to those employed by the American Psychological Association, The National Register of Health Service Providers in Psychology, the Association of State and Provincial Psychology Boards, and the American Board of Professional Psychology. The APPIC website www.appic.org provides information regarding policies governing the internship application and interview process, and about the internship matching process and policies. Students are expected to be familiar with these policies and abide by them. A copy of the APPIC Application for Psychology Internship (AAPI) can be downloaded from this site.

The faculty requires that students accept internship placements in training agencies accredited by the American Psychological Association. Any exceptions to this policy must be approved *in advance* by the Combined Program faculty.

To be eligible to apply for internship, students must have successfully completed several requirements prior to October 1 of the year of their application. These include:

1. Completion of the Internship Preparation and Professional Development Seminar (Psy 7850) or waiver with approval by student's chair and DCT. All Psy 7850 course requirements must be completed prior to the semester the student would have enrolled in the course. This course is offered every spring and students are expected to take the course the spring before applying for internship. All requirements for the master's degree, including the thesis or thesis equivalent project must be completed prior to enrolling in the seminar (or waiving the course).
2. Research Comprehensive Exams I and II.
3. Clinical Comprehensive Exam.
4. Dissertation proposal successfully defended and approved by doctoral committee.
5. Students must have accrued a minimum of 500 direct client contact hours. For students entering with a clinically-oriented master's degree, at least 250 of these hours must be accrued while at USU.
6. Students must have no more than four didactic courses remaining on their program of study (exceptions include research credits, internship, and practicum).
7. Students must be rated at a level of "Advanced" across 10 of the 11 core clinical competencies listed below by their recent clinical supervisors. Students who receive a limited number of "Intermediate" ratings will be considered on a case-by-case basis by the Combined Program faculty to determine readiness for internship and/or the need for remediation prior to applying for internship. Core clinical competencies are listed below:
 - a. Relationship/Interpersonal skills
 - b. Psychological assessment skills
 - c. Intervention skills
 - d. Diversity – Individual and cultural differences
 - e. Ethics
 - f. Skills to maintain effective clinical practice
 - g. Professional development competencies
 - h. Application of research
 - i. Consultation and professional collaboration (novice – intermediate level required)
 - j. Metacognitive skills

The 11th core clinical competency, Supervision, the level of novice is required.

Internship Credits

Students must enroll in PSY 7950, Internship in Psychology, during Fall, Spring, and Summer semesters of their internship year. This is a 0 credit course. Although the School of Graduate Studies policy states that students need to be registered for three credits to be considered full-time after they have completed their coursework, Combined Program students have historically been considered full-time when registered for internship each semester. Students should be aware that lending agencies may have different criteria for students to be considered full time. Students are encouraged to check with their lending agencies (if relevant) to be aware of the requirements for continued loan deferment. Note that students must be registered for three credits the semester they defend their dissertations. Therefore, some students may need to be registered for additional dissertation or continuing graduate advisement credits during the internship year.

Grading

Internship sites vary with regard to schedules of communication with programs. Some sites send evaluations at the end of each major rotation, while others send only a six month and year-end review. Occasionally, internship sites are not prompt in providing feedback to academic programs. Students must take primary responsibility for prompting their internship site to provide feedback to the program each semester. The feedback is the basis upon which internship grades are given. If the DCT has received no feedback from an internship site, the student will receive an "I". To get the incomplete removed from their transcript, the student must request that the DCT or major rotation supervisor send a short note (or formal evaluation) stating that you are performing acceptably on your internship. Remember that students cannot be cleared for graduation until incomplete grades are removed from their transcripts.

Defending Dissertation While on Internship

Students on internship are required to register for one dissertation credit during the semester they defend their dissertation (the requirement is to register for three credits prior to internship). Tuition awards are not available to students on internship and so the costs of tuition and student fees are incurred by the student. We recommend students defend their dissertation during their last spring semester, when they still have a tuition award and prior to going on internship, to avoid these additional costs.

Timing of Degree Posting

The APA Commission on Accreditation rules state that all program requirements, including the internship, must be completed prior to awarding the doctoral degree. The School of Graduate Studies' policy indicates that all graduation requirements, including internship completion and dissertation processing, must be finalized by the last day of summer semester (typically the second week of August) in order for degrees to post during the summer semester. Otherwise, the official date the degree will post is at the end of fall semester. Students should consider the start and end dates of internships as one aspect of evaluating and ranking internship sites. Choosing an internship with an end date beyond the middle of August will likely mean that students do not formally receive their PhD until December.

Timely Completion of Research Requirements

Master's Degree (students admitted with a BA/BS degree)

All students admitted into the Combined Program are required to complete a Master's degree enroute to the doctorate. To ensure timely progress on their research, students in the Combined Program are expected to successfully defend their thesis proposal by the end of their fourth semester in the program. Students should plan to defend the required proposal document by the end of Spring semester of their 2nd year, and use the Summer semester for the next steps in the project (e.g., IRB approval, proposal defense changes, etc.). Students who have not defended their proposal by the end of Spring semester in their 2nd year should use the summer to work intensively on their projects. Students are expected to defend their final thesis document prior to the end of their third year in the program. If students do not successfully defend their proposal by the beginning of their third year (Fall semester) or defend their thesis by the beginning of their fourth year (Fall semester), they will be unable to take didactic or practicum courses until completion of the required research activity. Students may continue to register for thesis credits and continuing graduate advisement.

Upon successful defense of the thesis, students are expected to complete the necessary changes and submit the document to the Graduate School in a timely fashion. Students are expected to get their final document cleared by the Graduate School during the semester following their defense. Students who do not meet this expectation will be prevented from registering for didactic courses and/or practicum until the document has been cleared. Similarly, students may **not** defend their dissertation proposals until their thesis has cleared the Graduate School.

Graduate School policy requires that all degree requirements be completed within one year of the defense. Students who do not complete all their requirements within one year may be required to re-defend their research document (i.e., thesis, dissertation) in line with graduate school policy.

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

All students admitted to the Combined Program are expected to have completed their requirements at other universities prior to beginning at Utah State University. Students who begin the Combined Ph.D. Program prior to completing their degree requirements (e.g., thesis) at another university are allowed **one year** to complete their requirements. After a year, students will not be allowed to proceed in the program until they have completed the degree upon which their admission was based. After one year, students' good standing in the Combined Program will be in jeopardy. Any additional delay may result in a faculty recommendation for dismissal.

Students matriculated into the Combined Ph.D. Program must complete a thesis (Plan A). Students entering with an M.A. or M.S. will normally have their thesis work accepted if it was an empirical or research thesis. If the MA/MS degree was completed without a thesis, a thesis equivalent project will be required. The thesis equivalent project may be based on work done prior to starting at the Combined Program provided it meets the expectations of a thesis equivalent project. Thesis equivalent projects still require a USU committee and the typical steps involved in a thesis including a thesis proposal and defense meeting. To ensure timely progress on their research, students must successfully defend their thesis equivalent proposal prior to the beginning of their third year of entering the Combined Program and complete their thesis equivalent project prior to the beginning of their fourth year of entering the program. Students who do not successfully meet these deadlines will be unable to take didactic or practicum courses until completion of the required research activity. Students may continue to register for research credits, independent study, and continuing graduate advisement. The thesis equivalent document can be in the format of a traditional thesis or be written as a manuscript that is submitted for publication (first authored by the student).

Students admitted to the Combined Program with an accepted master's research project are expected to engage in their dissertation research and other research projects upon admission to the program. The deadlines for completion of the dissertation proposal are contingent on when the student is applying for internship. However, students are strongly encouraged to actively engage in their research throughout their time in the program.

Monitoring of Student Progress (BA/BS and MA/MS)

Student's progress will be monitored on an on-going basis by the Combined Program faculty and staff. Formal, written feedback will be provided on a yearly basis and more frequently, as needed. However, it is expected that students will track and self-reflect on their own progress and be aware of when they are reaching program benchmarks or deadlines. Students are expected to meet with their chairs/academic advisors and present a viable plan for how they will make progress on their research. Students must articulate a clear understanding of what has impeded their progress and how these impediments will be addressed.

Students will no longer be considered in good standing in the program and may be recommended for dismissal if one academic year passes without enrolling in any credits toward program requirements in the absence of a formal leave of absence. Students will be informed in writing of faculty concerns regarding their progress in the yearly student evaluation letter. Extenuating circumstances will be considered on a case-by-case basis but students should be aware that exceptions are unusual.

Request for Continuing Status (students admitted with a BA/BS degree)

Upon completion of the master's degree requirements of the Combined Ph.D. program, students generally continue seamlessly to the doctoral portion of the program. In fact, if students are making appropriate and timely progress, there will be a natural integration of the master's and doctoral training. Students for whom no concerns have been raised will be automatically supported for continuation in the doctoral portion of the program.

Students who have been disallowed from taking credits due to failure to complete research or other program requirements must formally request to continue in the doctoral program upon completion of the requirements for the master's degree. The main criteria the faculty will use in making this decision will be (a) demonstration of timely and successful completion of the master's degree, and (b) the reasonable probability of success and timeliness in the doctoral component of the program. Students who are not allowed to continue beyond the M.S. degree will be notified in writing. It is important to note that this is not a formal dismissal from the department or university. For procedures related to dismissal from the Psychology Department, see section on "Dismissal from the Combined Clinical/Counseling Psychology Graduate Program."

Requirements for Advancement to Candidacy

Upon completion of the comprehensive examinations, students must submit an application for candidacy. The candidacy form must be submitted **a minimum of three months prior to the final defense of the dissertation**. The candidacy form is available on the Graduate School website at <http://rgs.usu.edu/graduateschool/forms>.

Please make sure you use the most current Graduate School forms by downloading new copies each time you need a form. Please follow the submission directions on the form itself.

Prior to being admitted to the candidacy students are required to:

1. Have completed the majority of their coursework.
2. Successfully defended their dissertation proposal.
3. Successfully passed their comprehensive examination and submitted all associated paperwork.

Comprehensive examinations for students in the Combined Program include:

- a. Clinical Competency Exam
 - b. Research Competency I -- Paper Presentation
 - c. Research Competency II – Publishable Quality Paper
4. Submit the form at least three months prior to the final defense of their dissertations.

Publication of Thesis/Dissertation Articles Prior to Defense

The School of Graduate Studies strongly recommends that students give members of their supervisory committee an opportunity to review and comment on material destined for the thesis or dissertation prior to submitting the material for publication. It is in the student's best interest to obtain input from committee members because 1) their input is likely to increase the quality of the manuscript and increase the likelihood of acceptance, and 2) in the event that only a limited copyright release is obtained, the majority of the committee's concerns are likely to have been addressed. The student must be aware, however, that any restrictions placed on a committee member's right to request modification of the thesis or dissertation may result in the committee recommending exclusion of the restricted material.

Students are encouraged to publish work prior to defending their thesis or dissertation; however, students should be aware of potential copyright restrictions, since loss of copyright by the student may prevent inclusion of the material in the thesis or dissertation. The copyright for published material is often held by the publisher rather than by the author(s). Therefore, it is critical that students either retain the copyright for this material or they obtain permission from the publisher to reprint and/or modify the copyrighted material in their thesis or dissertation (Permission Request form letters are available within the *USU Publication Guide for Graduate Students*, which is available in the Bookstore and online at <http://rgs.usu.edu/graduateschool/forms/>).

Steps to Degree Completion

The Graduate School provides excellent information on their website for completion of degrees.

<http://rgs.usu.edu/graduateschool>

<http://rgs.usu.edu/graduateschool/forms>

and the current USU General Catalog's School of Graduate Studies section at

http://catalog.usu.edu/preview_entity.php?catoid=12&ent_oid=998

GUIDELINE: MS THESIS PROCESS

Combined Clinical and Counseling Psychology Program

Timeline	What to do?
Usually end of 1 st semester; certainly by end of 1 st year	Familiarize yourself with the thesis requirements by the USU School of Graduate Studies Complete your Program of Study (POS) form and submit online
	Plan for completion of 6 thesis credits: The Graduate Program Coordinator helps coordinate the credits. Credits can be taken all in one term or split up across terms but must be completed by the semester of the final defense. Students must be registered for 3 credits (any credits – does not have to be thesis) the semester they propose/defend. Thus, proposal/defense should not take place in summer, since students have to pay for credits.
Latest at the beginning of the semester where you plan to propose	Meet with Graduate Program Coordinator. She will ensure that you have all department paperwork done
	Convene Thesis Supervisory Committee: Discuss potential committee members with your major professor. Ask potential committee members if they are willing to serve. You need three committee members including your major professor as chair. One person has to be outside of emphasis area (e.g., can be from other program within psychology but does not have to be) ^a
	Complete the Supervisor Committee Approval Form (SCAF). Choose MS Plan A. Submit the form online. This form will be signed by your committee members.
Ideally, propose by beginning of second year. Students who have not proposed by beginning of third year will be stopped from coursework until they propose.	Write proposal with guidance from your major professor, the USU School of Graduate Studies guidelines , and the Department's proposal guidelines (see below).
Two weeks before proposal	Once you have approval from your major professor, send your proposal to your committee. Coordinate a 1.5 hour meeting using When2Meet.
Day of proposal	Proposal appointment (maximum 1.5 hours): brief committee only discussion; candidate's 15-minute presentation; committee & candidate: discussion and feedback; committee only discussion; committee & candidate: feedback result
After successful proposal	Revise proposal and send updated proposal to committee for approval if they decide they want to see it again before moving forward, or just through major professor if committee decides that is enough. Send the final proposal to Graduate Program Coordinator
	It is recommended that you start your IRB application prior to your proposal date so that you can submit either the IRB application or an IRB amendment immediately after your proposal
	Complete and submit online your Master's Thesis/Project Approval (TPA) form!! You need IRB approval, a brief abstract of your project, and, if applicable, your Institutional Animal Care and Use Committee approval to submit the TPA online
	Conduct your study
	Write the rest of the thesis manuscript
Semester of defense	Meet with Graduate Program Coordinator again in the semester you are defending. She will ensure that have all department paperwork done. You must be enrolled for any remaining thesis credits the semester you plan to defend.
	Get your thesis draft approved by your major professor

Four weeks before defense	Send your thesis manuscript to your committee
	Schedule 1.5 to 2.0 hours for defense
Two weeks before the defense	Submit Appointment for Examination (AFE) form
Day of defense	Defense appointment (maximum 2 hours): brief committee only discussion; candidate's 20-minute presentation; committee & candidate: discussion and feedback; committee only discussion; committee & candidate: feedback result
After successful defense	Make edits as needed to address feedback from the committee and send revision to major advisor for
	Complete the Format and Style (F&S) Form
	Complete the Authorship and Copyright Form
	Complete the Embargo Form (if applicable)
	Complete the Title Page Approval Form (ask Graduate Program Coordinator for the link).
	Graduate Program Coordinator will complete a departmental review of your thesis document to check formatting and style. Graduate Program Coordinator will then submit your thesis to the School of Graduate Studies for Review.
	You will then be invited to a Thesis/Dissertation Review folder on Box. Allow at least three weeks for the School of Graduate Studies to complete an initial review of your thesis. They will run a basic spelling/grammar check, a diagnostic report for plagiarism through Turnitin.com, and check front matter to ensure formatting meets the USU Publication Guide.
	If editing is required, the School of Graduate Studies will notify you, your advisor, and the Graduate Program Coordinator via email and upload an annotated copy of your thesis to the box folder for you to edit.
	Upon approval, the Vice Provost for Graduate Studies will sign your title page, and the final approved version of your thesis will be uploaded to the box folder. If your thesis was submitted to the library for embargo, a final academic review will occur. You will be notified via email when your thesis has been posted to All Graduate Theses and Dissertations in the Digital Commons .
Submit a Graduation Check and either verify or complete the APPLICATION FOR GRADUATION if all other degree requirements have been met .	

^a Committee members from another institution first have to be approved by the CEHS Dean to be able to serve on your committee. Plan sufficient time for this approval process (4 weeks). Your major professor has to submit a brief justification of why this external person is a suitable committee member as well as the person's CV.

Example MS thesis and Dissertation process

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Propose MS thesis project	Defend MS thesis project	Dissertation proposal ^a	Apply for internship	Internship
	Conduct MS project		Internship prep	Dissertation defense	Apply for jobs
		Prepare Research Comp I & II (publication, conference visit)	Clinical Comp		
			Research Comp I & II		
			Conduct PhD project		

^a Dissertation proposal early is the key

Thesis and Dissertation Proposal Policy

Section: Graduate Student Policies Policy

Number: 710.2

Subject: Thesis and Dissertation Proposal Policy Effective Date:

February 4, 2014

Thesis and Dissertation Proposal Policy

Background

The thesis/dissertation proposal is written by the graduate student and approved by the student's supervisory committee prior to data collection (or prior to data analysis when using archival data). The purpose of the proposal is to review relevant background literature, outline the need for the study, and describe the methods to be used in conducting the study. In general a proposal will consist of the following sections: Problem Statement / Introduction, Review of Literature, Method (including participants, measures, procedures, and proposed analyses). However, students should consult with their supervisory committee to ensure their proposal is written in the format most appropriate for the nature of the study.

Policy

According to departmental policy students must adhere to the following guidelines:

- 1) Students must provide all committee members with a copy of their thesis/dissertation proposal at least 2 weeks prior to the scheduled proposal meeting.
- 2) Students' thesis/dissertation proposals, including those for multi-paper dissertations, must be no longer than 30 pages of text (with 1 inch margins, 12 point font, and double-spacing). References and appropriate tables, figures, and appendices (e.g., copies of instruments to be used, draft of informed consent document) do not count toward the 30-page limit.
- 3) Proposals for multi-paper dissertations should include the following: 1) an introductory chapter that sets the context for the thematic research, 2) a summary of the literature review for each paper that will be included in the final dissertation, and 3) a methods section for each study.

Policies and Procedures

Standards for Assistantships and Extra-Contractual Psychological Work

1. The following standards should be noted for assistantships and for other psychological work:
 - a. Graduate programs should inform applicants and students of the rigorous nature of full-time graduate training and suggest realistic expectations regarding additional work (e.g., students might have difficulty progressing in the program if their assistantships and/or employment require more than 20 hours per week). The criteria of "progress" for full-time matriculated graduate students are defined by the university and should be adhered to. Work agreements beyond 20 hours per week must be approved by the program director of training and department head.
 - b. Students-in-training must **not** represent themselves as psychologists by their statements, their roles, or the nature of their work.
 - c. When students are engaged in work that is psychological in nature (particularly in the professional specialties of clinical, counseling, industrial/organization, and school psychology), they **must** be directly supervised by an appropriately licensed or certified psychologist. In those (rare) cases where a student is certified to work in areas of human services (e.g., school psychology, social work, family counseling, psychiatric nursing, etc.), the student must carefully limit his or her work to the confines of that certification.
2. The department is obligated to monitor the assistantships in which graduate students are placed in order to secure fair and relevant assignments, require adequate supervision, and guard against exploitation of student labor.
3. Assistantship supervisors are obligated to provide a clear job description that specifies tasks and responsibilities, total hours/week of work (10, 15, 20), length (9 or 12 months) of assignment with starting and ending dates, time-off/semester-breaks policy, hours of weekly supervision, qualifications of applicants, and level(s) of funding.
4. Students should disclose the nature of any "psychological work" (and the level of supervision) to their advisor, the director of their graduate program, and/or department head for approval (see below for policy on gaining departmental approval for extra-contractual psychological work).

Procedure for Obtaining Extra-Contractual Psychological Work

Legally and ethically, all activities considered the "practice of psychology" by students must be **a defined part of the training program**. Most student psychological work has previously been approved by the department. This includes work for which University credit is earned (i.e., practicum) and assistantships that have a standing agreement with the Department of Psychology. Any other psychological work **must be approved by the Combined Ph.D. faculty and the Department of Psychology**. Students who hold separate certifications or licensure can conduct activities commensurate with their credentialing under their own licenses.

All "non-approved" psychological work (i.e., anything that is not already an established practicum or assistantship) must be approved by the Combined Ph.D. faculty and Psychology Department.

1. Requests must be in writing and include all relevant information (listed below):
 - a. An appropriate supervisor (licensed PhD psychologist, or in the schools, a certified school psychologist) must be available and have agreed to provide supervision of sufficient frequency. The supervisor and hours of supervision per hours of psychological work must be presented in writing to the student's chair and the Department Head.
 - b. Appropriate liability coverage is in place to cover proposed work (e.g., you have coverage from the facility where the work will be done).
 - c. A written contract outlining roles and requirements is agreed upon (including time commitment).
 - d. A list of all other psychological and assistantship work being done during the same period of time as the proposed work.
2. Request is made to the chair of your committee:
 - a. Committee chair will forward information to the rest of the Combined PhD faculty for review and approval.
 - b. The Department Head must approve all requests (and is the one who deals with contractual arrangements with external facilities).

Requests for approval of additional psychological work may be denied for a number of reasons, including:

- a. Not making adequate progress through the program (e.g., hitting credit limits or will hit credit limit deadline within the next semester).
- b. There is not an acceptable supervisor available or no liability coverage available.
- c. Too much of a time commitment. Department Head will not approve any requests resulting in students working more than 20 hours per week.
- d. Proposed work experience is beyond the qualifications and training of the student.

According to the Utah Psychologist Licensing Act (Title 58, Chapter 61, referenced 8-2017):

- (a) "Practice of psychology" includes:
- (i) the practice of mental health therapy by means of observation, description, evaluation, interpretation, intervention, and treatment to effect modification of human behavior by the application of generally recognized professional psychological principles, methods, and procedures for the purpose of preventing, treating, or eliminating mental or emotional illness or dysfunction, the symptoms of any of these, or maladaptive behavior;
 - (ii) the observation, description, evaluation, interpretation, or modification of human behavior by the application of generally recognized professional principles, methods, or procedures requiring the education, training, and clinical experience of a psychologist, for the purpose of assessing, diagnosing, preventing, or eliminating symptomatic, maladaptive, or undesired behavior and of enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health, and mental health;
 - (iii) psychological testing and the evaluation or assessment of personal characteristics such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning;
 - (iv) counseling, marriage and family therapy, psychoanalysis, psychotherapy, hypnosis, and behavior analysis and therapy;

- (v) diagnosis and treatment of mental and emotional disorders of disability, alcoholism and substance abuse, disorders of habit or conduct, and the psychological aspects of physical illness, accident, injury, or disability; and
 - (vi) psychoeducational evaluation, therapy, remediation, and consultation.
- (b) An individual practicing psychology may provide services to individuals, couples, families, groups of individuals, members of the public, and individuals or groups within organizations or institutions.

Exemptions from Licensure

There are several exemptions from licensure allowed under the law (e.g., clergy, expert testimony, serving in the armed forces or the VA, etc.; see 58-1-307 and 58-61-307 for specifics). Pertinent to students in doctoral training programs, there are two exemptions that may apply:

- 58-1-307 Except as otherwise provided by statute or rule, the following persons may engage in the practice of their occupation or profession, subject to the stated circumstances and limitations, without being licensed under this title:
- (b) a student engaged in activities constituting the practice of a regulated occupation or profession while in training in a recognized school approved by the division to the extent the activities are supervised by qualified faculty, staff, or designee and the activities are a defined part of the training program.
- 58-61-307 In addition to the exemptions from licensure in section 58-1-307, the following may engage in acts included in the definition of practice as a psychologist, subject to the stated circumstances and limitations, without being licensed under this chapter:
- (8) an individual certified as a school psychologist under Section 53A-6-101:
 - (a) may represent himself as and use the terms "school psychologist" or "certified school psychologist;" and
 - (b) is restricted in his practice to employment within settings authorized by the State Board of Education.

Changing Primary Advisors/Labs

A student may decide that they would like to change their primary advisor/lab as they progress through the program. Changing labs may be in students' best interests for a variety of reasons, including a shift in interests after starting graduate school, a nonproductive student-advisor or student-student relationship, unanticipated research setbacks, or personal setbacks.

A student's research lab serves as a "home" for development of specific research and other professional activities. However, students are accepted into the Combined Clinical/Counseling program overall. As such, a student's standing in the program is not dependent on continued fit with their lab or mentor. Good standing is determined by a student's progress in the program (e.g., completion of courses, grades of B or better, acceptable evaluations of GA positions, progress on research and clinical milestones). If there

is a poor fit with a particular lab or mentor, students can expect to move to a different lab without fear of retribution or impact to their good standing.

Warning signs of a poor fit with mentor/lab:

- Difficulty meeting program research productivity expectations.
- Experiencing stressful or negative collaborations due to conflicts, communication issues, or discrepancies in goals or expectations (related to process, style, format, timelines, etc.).

In all professional settings, problem-solving should begin at the most proximal level possible. Before changing labs, there is an expectation that the student and faculty work together to identify the causes and develop a plan for positive change. If creating a plan is not possible or if a plan has been attempted but did not result in positive outcomes, students are encouraged to discuss their desire to change labs with their current primary advisor and make a plan for an orderly transition. Conflict resolution can be an informal or formal process. Students are encouraged to start with informal resolution early on, when issues are manageable. Regardless of the circumstances of the lab change, it is recommended that students complete an “exit interview,” with the goal of providing information to improve mentorship outcomes across the program. Interviews can be conducted with the Director or Associate Director of Training (or another trusted faculty member if there is a conflict).

Changing primary advisors/labs can be an anxiety provoking and stressful experience for students. If informal resolution is not a reasonable or successful option, students are encouraged to speak to a trusted faculty member or a peer/colleague that may facilitate a productive discussion between the student and research advisor. Students should also seek alternative sources of information and support whenever necessary or relevant. In graduate school, students typically have multiple mentors and other faculty and/or colleagues might be strong supports. Please be advised, however, that such discussions may not be considered confidential and may be shared with other faculty *on a need to know and professional basis*.

There is an inherent power differential in the relationship between primary advisor and advisee. **Students have the right to mentorship or guidance from their primary research advisor that is free from exploitation or harm (e.g., sexual advances, inappropriate remarks, humiliation, appropriation of your work).** Faculty in the Clinical/Counseling Combined Program have the responsibility to provide that. Keep in mind, however, that there is a difference between exploitation and harm and the regular ups and downs of the student-advisor relationship.

When there is a critical problem that cannot be resolved by informal means, formal conflict resolution resources are available. Students should go to the program chair (e.g., Director or Associate Director of Clinical Training in the Clinical/Counseling Combined Program), and up the ladder as appropriate: department head, college dean or vice provost/dean of the School of Graduate Studies, etc. The student code outlines the procedures for initiating a grievance - <http://studentconduct.usu.edu/studentcode/article7>. The Office of Equity <https://www.usu.edu/equity/> may also be an appropriate resource for problems that involve discrimination or Title IV issues.

Changing Specialty Area within the Department

Should a student in good standing wish to change from one specialty area to another (e.g., Combined PhD program to one of the other specializations offered in the department), the application must be approved by the faculty of the program the student wishes to enter. Students will be asked to follow normal admission procedures.

Negotiating Authorship^{1,2}

Best practices in publishing require the negotiation of authorship and authorship order at the inception of the research project. Purposeful and thoughtful discussions surrounding authorship should include the expected contribution of each individual involved in the research¹. Conversations about authorship should continue deliberately over the course of the project as contributions shift or even as contributors are added or withdrawn.

There are formal worksheets to help in authorship decision-making. For example, an [Authorship-Determination Worksheet](#)¹ is a quantitative approach for determining authorship and authorship order (see Winston, 1985). The Authorship-Determination Worksheet can provide a clear and objective way to allocate and evaluate the responsibilities of each individual involved with the research project. As such, the worksheet would provide the greatest benefit if it is used collaboratively among all contributors. Adjustments to authorship and/or authorship order may be required to better reflect actual contributions of all involved, and thus, collaborative and honest discussions about authorship should be revisited as the project develops.

There are several tasks associated with the completion of a research project, and this often warrants the contributions of multiple individuals. Therefore, determining authorship and authorship order is based on a number of interrelated factors. To begin a collaborative negotiation of authorship and authorship order, students may find it helpful to use a checklist of the tasks that are necessary to complete a research project. One example of a checklist can be found [here](#). Determining credit for publication is also addressed in the APA *Ethical Principles of Psychologists and Code of Conduct* (2017, [Section 8.12](#)). If disputes arise over authorship, informal resolution at the most proximal level possible is preferable (i.e., collaborative problem-solving between contributors). If there are disagreements over authorship that cannot be resolved through informal means, then resources for formal conflict resolution are available. Students should go to the program chair (e.g., Director or Associate Director of Clinical Training in the Clinical/Counseling Combined Program), and up the ladder as appropriate: department head, college dean or vice provost/dean of the School of Graduate Studies, etc. As with other grievances, students who believe they have been unfairly disadvantaged or exploited can refer to the Student Code for resources <http://studentconduct.usu.edu/studentcode/article7>.

To facilitate a fair and ethical process, authorship in publications by Combined Clinical/ Counseling students and faculty should be determined as follows:

Qualifications for Authorship^{1,2,3,4,5}

All designated authors must qualify for authorship:

- Each author is publicly responsible for all or part of the content and they should have adequately participated in the research.
- All four of the criteria below should be met by each author:
 1. Provide significant contributions to (a) conceptualizing research ideas or design; or (b) data collection, analysis, or interpretation; AND
 2. Contribute to (a) writing and preparing the manuscript; or (b) critical review and revision of the manuscript; AND
 3. Approve the final version of the manuscript for publication; AND
 4. Agree to be accountable for the manuscript as a whole and will act with integrity to ensure any issues are thoroughly investigated and resolved. Authorship is not justified if contributions to the manuscript are limited to the acquisition of funding or data collection.
- Authorship is not justified based on general supervision of the research.

- All who meet the four criteria should be designated as author
- With their permission, those who do not meet all four criteria should be acknowledged in the manuscript.

The first author(s)

- Must contribute substantially to the overall research project and coordinate its completion.
- Is responsible for oversight of the manuscript, to include review of the data and literature, editing, and preparation and submission for publication.
- Is responsible for ensuring the originality of the manuscript by taking the following actions with reasonable care and effort: (a) determine data are complete, accurate, reasonably interpreted, and honestly presented; (b) ensure all paraphrased or quoted material are given appropriate credit; (c) maintaining documentation of support and sponsors for the research project; and (d) identify potential conflicts of interest and communicate them to all relevant parties.
- Ensures all co-authors have consented to be an author on the manuscript and have reviewed and approved the final version of the manuscript for publication.

The co-author(s):

- Must qualify for authorship by meeting all four criteria for designated authors.
- Must take full responsibility for the information and work they contribute to the manuscript. Each co-author ensures their contributions are accurate and honestly presented.

The Order of Authors^{1,2,4}

- The sequence of author listing is determined by the relative contributions to the work. The first author contributed most to the research project. If two authors equally contribute to the research project, then signify equal credit by including an asterisk in the footnote. Publications with two first authors should generally be listed alphabetically.
- The determination of authorship and the order of authorship may warrant renegotiation if there are significant deviations from the responsibilities that were initially agreed upon. Renegotiations should be discussed collaboratively and completed as early as possible.
- Students must be the primary author of the research project when it is developed as part of their thesis/dissertation. It is assumed that the student is the primary researcher for studies that constitute the thesis or dissertation. Negotiating the addition/removal of authors and order of authorship as it pertains to a student's thesis/dissertation should be discussed with the chair of the thesis/dissertation committee, and if necessary, brought to the attention of the thesis/dissertation committee as a whole. Mentors should ensure that the thesis/dissertation is independently conceptualized student work. If there are unique circumstances that might generate questions about student ownership of the project and/or data (e.g., data collected under financial sponsorship for which the mentor is the principal investigator), these should be negotiated and resolved in writing at the earliest stage possible.
- It is agreed that students are responsible for submitting their milestone projects for publication or presentation at a professional conference within 12 months from the date they successfully defended the research project. If students do not disseminate their research findings within 12 months, the primary research advisor may become first author if they choose and seek to publish the thesis/dissertation findings.

¹ Winston, R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, 63, 515-518. doi:10.1002/J.1556-6676.1985.TB02749.X. <https://artsarmy.files.wordpress.com/2012/08/procedure-for-assigning-authorship-wei-wen.pdf>

² APA Science Student Council. (2006). *A Graduate Student's Guide to Determining Authorship Credit and Authorship Order*. <https://www.apa.org/science/leadership/students/authorship-paper.pdf>

³ Based on International Committee of Medical Journal Editors. (2019). *Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals*. <http://www.icmje.org/recommendations/>

⁴ Based on JAMA (2021). *Authorship Criteria and Contributions*. <https://jamanetwork.com/journals/jama/pages/instructions-for-authors#SecAuthorshipCriteriaandContributions>

⁵ Based on Harvard Medical School (1999). *Authorship Guidelines*. <https://hms.harvard.edu/sites/default/files/assets/Sites/Ombuds/files/AUTHORSHIP%20GUIDELINES.pdf>

Program Statement on Attendance

Classes are an integral part of your matriculation as a PhD student. You are a valued member of our learning community and your attendance helps ensure a rich, interactive learning environment. As such, it is the expectation that you attend each class. When conflicts between class attendance and other responsibilities arise, students **should work with instructors, communicate clearly and early, and approach situations in a pro-active, problem-solving manner.**

There are a few instances where your absence may be approved/acceptable. These include attendance at professional conferences or illness/injury. Other absences may be approved with permission from the instructor. Though these may be approved, we advise you to have an explicit conversation with each of your instructors to ensure there is a shared understanding of what constitutes an approved absence. This **MUST** be done prior to the absence. If you know you will miss a class, it is advised that you speak with your instructor at least one week prior. It would be best to approach this conversation as a professional dialogue. That is, telling the professor that you will be absent will probably be too forward. It would be more appropriate to approach the discussion with the intention to problem-solve the absence. For example: "Professor X: A poster of mine was accepted to Conference Y, which meets in 3 weeks. My attendance at the conference would mean I will miss your class. How do you suggest I navigate this situation?"

The following do not count as approved absences (please note these are only examples): vacations that do not fall on USU-holidays, meetings that are not conference-related, lab activities, TA responsibilities, or airport runs. If you have a TA-responsibility that conflicts with class attendance, we encourage you to remind your TA supervisor that your class attendance is required (many are aware of this policy but may need to be reminded as other programs may have a different policy). If your assistance as a TA is critical, you may ask permission of your instructor to miss class and the instructor will determine if your absence can be excused. An appropriate way to handle a conflict between course attendance and TA responsibilities might look like this: "Prof X and Y: I am a TA for Class X. Professor X has asked that I proctor their/their exam as they will be out of town. However, my class with Professor Y meets at this time. Can we all work together to navigate this conflict?"

Absences may impact your grade in the course and will be incorporated into your annual evaluation. Missing 2+ classes may constitute a failing grade, whether the absences are considered to be excused. If you know you will miss a good deal of class (e.g., when interviewing for internship), we recommend that you consider an alternate class schedule, if available (e.g., take classes earlier). When this is not possible (e.g., a class is offered on an irregular basis), work with your instructor as soon as possible to navigate the conflict.

Program Statement on Electronic Information

The issue of electronic sources of information has become increasingly relevant to training programs. A number of negative incidents have been reported in training programs and at universities, in which graduate students have been adversely impacted by material on websites, emails, and answering machine messages.

The Council of University Directors of Clinical Psychology (CUDCP) has outlined the range of potential implications when trainees post sensitive, personal, or unprofessional information on websites, email signatures, and answering machine messages:

1. internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
2. clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
3. potential employers are conducting on-line searches of applicants prior to interviews and job offers.
4. legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
5. postings to some listservs might reflect poorly on students and the program
6. although signature lines are ways of indicating an individual's uniqueness and philosophy, these messages are out of your control once they have been sent and they may affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might elicit adverse reactions from other people.
7. although answering machine messages might be entertaining to your peers, express your individuality, and characterize your sense of humor, greetings on voicemail services and answering machines should be thoughtfully constructed. If you ever use your personal telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

Trainees are reminded that, if you identify yourself as a graduate student in our program, we have some interest in how you portray yourself (see other program and department policies). Information that is meant to be fun, informative, and candid might reflect poorly on the program and the student. Internet postings, emails, or answering machine messages that are viewed as "private" self-disclosure among friends may actually be very public. If you report engaging in unethical or illegal behavior, then the website may be used by the program to make decisions about probation or dismissal from the program. As a preventive measure, the Program advises that students (and faculty) approach online blogs and websites, including personal information, carefully. Students are advised to engage in "safe" web practices and be concerned **now** about professional demeanor and presentations. This applies to blogs, social media (e.g., Facebook Twitter, Instagram, Snapchat) or any type of internet activity.

Continuous Graduate Registration

For the current policy on continuous graduate registration (and continuing graduate advisement), go to http://catalog.usu.edu/preview_entity.php?catoid=12&ent_oid=998

Notice and Reactivation

Students who do not maintain "Continuous Registration" in one of the ways listed above will be so notified by the School of Graduate Studies. If, after this notice, the student still fails to register, the student's department will be notified and the student's records placed in the inactive file. At the discretion of the Department, a student's file may be reactivated at a later time (but before the time limit for the degree has run out). The student will be required to pay a continuous registration fee of \$100.

Transfer Credit

Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. The credits cannot have been used for another degree and are subject to a limit. Only credit earned with a B or better grade (P grades are not accepted) and earned within the past eight years¹ will be considered. Course work that is more than eight years old may not be used for a graduate degree (see Graduate Catalog).

Once a student has been matriculated in the graduate program, the student should meet with their faculty advisor or chairperson to outline course work to be taken. If the student wishes to apply transfer graduate credit to their current graduate program, they should make this request to the advisor or chairperson who, in conjunction with the program chairperson and the Department Head, will approve any transfer of credit.

Course Challenges

Challenging graduate courses approved for a student's graduate course of study is not permitted by Graduate School policy (see University General Catalog).

Therapy and Remuneration

It is illegal and unethical for any person to offer services as a psychologist or to advertise or in any way profess to be a psychologist until licensed as such by a state psychology licensing body. It is also illegal and unethical for any student to accept money from clients for any therapeutic or testing services offered on a **private basis** while the student is in training, except in an area permissible under other licensures or certificates held by the student (e.g., Social Work). Assistantship monies or paid positions in agency assignments or other assignments conducted under faculty supervision are exceptions to the above. The policy is intended to prohibit private and/or unsupervised practice. As always, students are expected to conduct themselves in line with the APA ethics code as well as relevant state laws.

Student Representatives

Two students are elected annually by their fellow students to represent graduate students at department and program meetings. The student representatives are allocated one vote. The representative or their

¹Transfer credits must be revalidated if taken eight years or more prior to completion of the graduate degree program at USU.

designee may also serve on any other committees on campus that request graduate student representation. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative. Talking with student representatives is one mechanism through which students may have their voices heard. Others include completion of student- or program-generated surveys as well as raising concerns/ideas to individual faculty and the DCT/ADCT. Student representatives will have opportunities to take concerns to program faculty at program meetings or to the department head. The program and department welcome student input! Student representatives hold a meeting on the 4th Tuesday of each month with all Combined Program Students. All students are expected to attend.

E-mail

Each graduate student should inform the department of e-mail address changes, as much information is conveyed this way (e.g., via student list-servs). All students should maintain an email account to receive critical program, department, and university information. Email should be checked consistently.

Mail Distribution

Each graduate student is assigned a mail box which is located just inside the front door of Education 487. Student should check their boxes regularly. Do not use the university mailing address for personal mail.

Use of Psychology Department Facilities and Supplies

The Department's research and clinical facilities may be used by faculty and students; however, students should follow all applicable scheduling guidelines. Student work spaces may be equipped with computers for student use. Students should not print personal documents (including class papers, theses, and dissertations) using university-supplied materials. In addition, the department does not provide letterhead, postage, or mailing supplies for students' personal use. Department staff are not available to do student word-processing (including formatting of theses and dissertations) during working hours. Further, the cost of exchanging thesis and dissertation between students and faculty via mail or Fed Ex, etc. are borne by the student.

University Student Services

Utah State University offers abundant student services targeting academic, health and wellness, emotional and mental health, disabilities, financial, employment and careers, social and the campus community and legal areas. The student services division is "committed to students' global learning and environments, by enhancing the academic, personal, ethical, social, and cultural experiences of students. Our vision is to promote academic success, health and wellness, service to others, civic engagement, appreciation of diversity, personal responsibility, and leadership" (student services website).

Complete information about the services available to students is available on the website at <https://www.usu.edu/student-affairs/> .

Contractual Disclaimer

The University reserves all rights afforded to it under applicable law. Nothing in this policy or related policies, procedures, and practices of the University or the University's governing institutions shall be read to offer or constitute a legal agreement or be subject to legal jurisdiction of the law courts of any kind. The University's policies, procedures, and practices are subject to change at any time.

Review of Student Progress

Comprehensive Evaluation of Students

Student evaluations will occur within a developmental framework and with due regard for the inherent power differential between students and faculty. Faculty, training staff, and supervisors will evaluate student/trainee competence in a variety of activities/settings including coursework, seminars, scholarship, comprehensive examinations, and related program requirements. Areas in which students will be evaluated include, but are not limited to: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to supervision and feedback (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Annual Review of Students' Academic and Professional Progress

At the end of each academic year, program faculty will review each student's progress toward completing program requirements and status on professional competencies. Students will receive written feedback on their progress every year. The evaluation and feedback are intended to promote and facilitate student progress through the program, as well as monitor said progress. The evaluation process begins with students submitting an electronic evaluation portfolio to their chairs. In addition, students also complete a self-evaluation regarding their progress in the program. Students and their faculty advisors meet to review the evaluation portfolio and plan for the next academic year. The Combined Program faculty, along with any other individuals identified as relevant (e.g., committee chair person who is not in the Combined Program) meet to discuss each student. During this meeting, faculty evaluate students' progress in the following areas:

- Research skills
- Clinical competence
- Integrating theory, research, and practice
- Respecting cultural and individual differences
- Professional behavior
- Receiving and implementing feedback
- Ethical knowledge and behavior
- Interpersonal skills

Students are evaluated with reference to their professional development in meeting program competencies. Ratings will be made on a scale from 1 to 5 with: "1" -- below expectations, "3" -- meeting expectations, or "5" -- Ahead or exceptional.

Students will receive separate ratings in monitoring their progress in the program in the following areas:

- Research involvement and progress
- Clinical involvement and progress
- Diversity involvement and progress
- Life-long learning
- Professional Identity
- Self-awareness/self evaluation
- Proactive in Training

Students are evaluated on whether they are meeting expectations (Yes), if they need improvement (NI), or no, are not meeting expectations (N) in each of the above areas.

In addition to the rating form, students receive a narrative report of their progress in the areas of didactic coursework, research skills and progress, clinical skills and progress, assistantship performance, interpersonal skills and professionalism, self-awareness, self-evaluation, and critical thinking skills, other accomplishments and/or concerns, readiness for internship (if relevant), and status on graduation requirements.

Graduate Student Portfolio Guidelines

(full instructions distributed yearly)

Developmental Process:

The Graduate Student Portfolio will provide evidence of the student's progress toward meeting the aims and competencies of the program. Students will begin compiling materials for their portfolio during the first year at USU. Students need to be familiar with the contents required in the portfolio and begin building it in their first year so they may collect items as they progress through the doctoral program. Materials will be gathered from didactic and practicum courses, assistantships, conferences, clinical work, and other sources. This binder/portfolio will be completed in its entirety at the time of program completion. The overarching goal of the evaluation portfolio is threefold. First, the portfolio serves as the repository for information that will be used for annual evaluations. Second, the portfolio will provide structure for students to collect and organize documentation that will be necessary for internship, licensure, and job applications in the future. Third, compiling the portfolio offers students an opportunity to critically reflect on their educational progress to date, as well as their professional development goals moving forward.

Structure: Each student will prepare an electronic portfolio in an organized and professional manner. The structure of the portfolio follows the stated Combined Clinical/Counseling and Combined Clinical/Counseling/School Psychology Ph.D. Program aims and competencies. As such, portfolios are expected to have eight subfolders and include the relevant information in each section as outlined in these guidelines. Electronic files should be clearly labeled with the student's last name, the program requirement, and the data.

1. Compile the relevant information from the previous academic year including an evaluation of your previous year's professional activities. The process will require collecting/organizing the relevant data (e.g., hours, trainings), updating your vita, and completing a self-evaluation form, as well as reflecting on your professional development.
2. Complete the Curriculum Worksheet and the Applied Training Plan provided in Appendix II. This worksheet lists program requirements and is a helpful tool for you and your advisor to track your progress. Also shown are courses that are waived (for those coming in with a Masters) so that at the end of your program, each successfully completed requirement is reflected on this sheet.
3. Student portfolios should be developed and submitted electronically through USU Box.
 - i) The Box folder will contain subfolders which allow students to organize their educational materials according to domains of professional development (e.g., research, clinical, didactic). Annual portfolio preparation instructions (sent to students by email in April) include specific guidelines for creating folders and subfolders. All FOLDERS should be named with the "tab" of the binder instructions (e.g., General, Research).
 - ii) For consistency, use common file names and formats. Files should include student's last name and the document name as identified by program requirements (e.g., RC1, RC2, clinical comp, transcript, CV). Date of documents should be identified in the file title (e.g., Jones CV 4-2014).
 - iii) All documents should be Word or PDF format
4. Be sure all practicum and assistantship evaluations are included in your binder/portfolio. It is your responsibility to seek formal, written evaluations from your assistantship supervisor. If you have repeatedly requested this information and have been unable to obtain it, work with your committee

chair to address this problem. In addition, let your chair know relevant supervisor(s) for the past year. Your chair will contact your assistantship supervisor for any additional feedback on your performance across the previous year.

5. Schedule a meeting with your chair to review your portfolio, evaluation form and plans for the next academic year. The program faculty meets to conduct yearly evaluations **in early May**. Students should meet with their chairs prior to that date. Remember, this meeting should be used for advising, as much as for evaluating.
6. Feedback on the student evaluation process is always welcome and should be share *in writing* with program DCT/ADCT or student representatives. The evaluation process is revised every year and all constructive input is welcome.

Diversity Tab

The Combined Program faculty have approved, on the recommendation of the Diversity Advancement and Accreditation Committee, to ask students to track their attendance to events that will provide them with opportunities to proactively grow their cultural competence. The faculty expect that students will attend at least one event per year.

Assumption: The Combined Program faculty assume that all students, regardless of their life experiences, will have some level of cultural competence, as well as room to grow in their cultural competence. Cultural competence is a journey, not a destination. We conceptualize cultural competence training as a developmental trajectory. No one student is “better” than another for having “more” or “less” cultural competence. Students are uniquely positioned in their lives. Some will bring a wealth of experiences and others will not. We recognize that the value of bringing in students with diverse life experiences is that they can learn from each other. The Combined Program faculty expect students to adjust the level of challenge to their developmental level and to be honest about that engagement.

Description: Diversity events can be in the local Logan community or may occur elsewhere (e.g., during conference travel, vacation at home or elsewhere). Events are based on a particular dimension of diversity pertaining to ethnic, racial, sexual orientation, gender identity, religious beliefs, ability level, and/or socioeconomic strata. Students are encouraged to attend to intersectionality in identities at these events. For example, for a city-dweller, attending a local rodeo may highlight cultural differences related to urbanicity but also socioeconomic status. Other event ideas are: Pride Festival/Parade, USU Pow Wow, Polynesian Student Union Spring Luau, Latinx Student Union’s Fiesta Las Américas, Black Student Union Annual Soul Food, Chinese New Year celebration, Interfaith Service. Students may also consider volunteering for CRIC (<https://www.cacherefugees.org/>) or other organizations. Students are encouraged to identify activities that are of personal interest to them, and to discuss possible activities with their faculty advisors. If students are interested in exploring specific dimensions of diversity and want guidance on how to best do that, they can consult any trusted faculty member.

Events are *social* and ideally place the student in a somewhat uncomfortable or unfamiliar situation (e.g., being around people who are speaking a language the student does not understand). Research in psychology has shown that contact is critical to prejudice reduction (Allport, 1954; Paluck, Green, & Green, 2018; Pettigrew & Tropp, 2006). Allport’s classic Contact Hypothesis called for four conditions to be met for optimal prejudice reduction from intergroup contact: (a) equal status between the groups in the situation, (b) common goals, (c) intergroup cooperation and (d) the support of authorities, law, or custom. Later meta-analytic findings (Pettigrew & Tropp, 2006) confirmed that contact alone is a critical ingredient to prejudice reduction but interventions that met Allport’s optimal conditions had stronger effects. Further, even more recent meta-analytic findings present evidence for the Extended Contact Hypothesis wherein

prejudice is reduced by the mere knowledge of in-group friends having friendships with out-group members (Zhou, Page-Gould, Aron, Moyer, & Hewstone 2018). Since we are seeking to grow clinically-relevant *skills*, we encourage students to *rehearse* under optimal contact conditions. Cultural events seek to promote intercultural contact with a cultural “other” (“a person culturally different from me”). Thus, students will pursue experiences where they are an out-group member.

Cultural competence includes the development of awareness of one’s own culture. Participating in an event where the student is an out-group member will provide a backdrop for the student to “see” their own culture. Cultural competence includes deepening knowledge about varied cultures and contexts. Proactively seeking experiences outside of one’s own comfort zone is a way to embody life-long learning that is expected of doctoral level professionals and, more specifically, it is a way for being proactive in increasing one’s cultural competence. Finally, cultural competence requires developing specific skills. Attendance to cultural events will provide students with the opportunity to practice a skill set that they may not otherwise be able to practice (e.g., learning to listen to someone with accent for understanding; asking questions about cultural “others” as subjects and not objects; making space for others’ voices to be heard; challenging our stereotypes/assumptions; reading about the event/cultural group ahead of time to know what questions to ask and what parts of the experience to focus on). Students are encouraged to anticipate (and attend to) anxiety and/or irritation, especially before the event. Students are encouraged to be thoughtful about how they engage in the event, including whether they attend alone or with friends, whether they relegate their role to observer or participant, and whether the selection itself of the event was a safe or risky choice.

Reporting: Students will provide a record of attendance in the Diversity tab of their binder that includes (a) the date of event, (b) the event information (e.g., USU Pow Wow), (c) event location, (d) event duration, and (e) the nature of the student’s participation. Events must have occurred during the annual evaluation period (May – May).

Students may opt to write up a brief reaction paper (1 – 2 pages) and receive feedback from the instructor for the graduate Diversity Issues in Treatment and Assessment course, Melanie Domenech Rodríguez. If they wish to do so, students would be encouraged to report (a) what was the event, (b) why the student selected it for attendance, and (c) address the three dimensions of cultural competence: self-awareness (what did I learn about myself as a cultural being?), knowledge (what did I learn about the “cultural other?”), and skills (what cultural competence skills did I practice? what went well? what could I improve?).

Dr. Domenech Rodríguez can provide feedback and recommendations for next steps in students’ continued journey toward cultural competence. The feedback can be private (i.e., not shared with anyone else). If the student wants private feedback, Dr. Domenech Rodríguez will notify the student’s faculty advisor of the brief reaction paper so that advisors are aware of the student’s level of engagement. Alternatively, students may choose to include the write-up in their binder for their advisor’s review.

References:

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- Paluck, E. L., Green, S. A., & Green, D. P. (2018). The contact hypothesis re-evaluated. *Behavioural Public Policy*, 1–30. <https://doi.org/10.1017/bpp.2018.25>
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- Zhou, S., Page-Gould, E., Aron, A., Moyer, A., & Hewstone, M. (2018). The extended contact hypothesis: A meta-analysis on 20 years of research. *Personality and Social Psychology Review*, 108886831876264. <https://doi.org/10.1177/1088868318762647>

Dismissal from the Combined Clinical/ Counseling Psychology Graduate Program

"The student's department and the School of Graduate Studies monitor the progress of graduate students. For continued participation in a graduate program, a student must complete requirements in a timely manner. In reviewing a student's progress, several factors will be considered, including demonstrated ability to develop a thesis [or dissertation] proposal, independence in the conduct of research, performance on comprehensive examinations, GPA, and special program requirements. Satisfactory progress also involves maintaining the standards of professional ethics and integrity expected in the student's discipline." (USU General Catalog).

The Department of Psychology maintains high standards in all of its programs. In keeping with this goal, graduate students are expected to demonstrate: 1) high academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements, including the thesis; and 3) high standards of personal conduct and behavior. Any one or more of the factors listed below will result in a student being considered for dismissal from the program.

1. Possessing a grade point average less than 3.0 in USU graduate courses (matriculated or provisional) during two consecutive semesters or unacceptably low grades in core content courses (e.g., C or below).
2. Failure to make adequate progress on programmatic requirements (e.g., excessive delay in completing thesis research) commensurate with program and university expectations.
3. Any of the following: a) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in psychology; b) conduct unbecoming of a professional psychologist (e.g., APA guidelines); or c) failure to comply with departmental, college, and university regulations or procedures.
4. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

Procedures for Dismissing a Student from a Graduate Program in Psychology

The following procedures, used by the Department of Psychology, are consistent with those outlined in *The Code of Policies and Procedures for Students at Utah State University*
<https://studentconduct.usu.edu/studentcode/>

1. One of the doctoral areas of specialization would convene as appropriate (e.g., via a steering committee meeting) to vote to recommend dismissal of a doctoral student. Program committees must ensure they are recommending dismissal of a student for reasons outlined in the appropriate program handbook and/or as stated in university policies. Program committees must also ensure due process in any dismissal procedures.
2. Upon recommendation of the specialization area, the program chair of the appropriate specialization area will forward the recommendation for dismissal to the entire psychology faculty.
3. The psychology faculty will vote on whether to approve the dismissal. This vote may be conducted either at convened faculty meeting or via e-mail. Not all faculty need to vote and a simple majority of those voting is needed to uphold the dismissal recommendation. If voting

occurs outside of a convened meeting, faculty must vote within 2 working days of the recommendation being put forward for a vote.

4. Assuming support for the dismissal, the Psychology Department Head will write a memo to the Dean of Graduate Studies recommending the student be dismissed from the Psychology Ph.D. program. Note that this dismissal would preclude a student from requesting a transfer to another doctoral specialization. If a transfer would be appropriate, this should be explored on a case-by-case basis prior to a recommendation for dismissal moving forward.
5. If faculty do not vote to uphold the dismissal recommendation, specific reasons for non-support must be provided. In instances in which the faculty cite lack of adequate due process as a reason for non-support, the program committee recommending dismissal should address these concerns and then, may again move forward with a recommendation for dismissal. If concerns other than due process ones are raised, those faculty raising the concerns must take responsibility for the student and for addressing those concerns. If these faculty then decide the concerns cannot be remediated, they can again recommend to the entire faculty that the student be dismissed.
6. Per university policies, the dismissed student retains the right to appeal the dismissal.

Grievances and Appeals

If the student wishes to appeal a dismissal recommendation, the grievance process as outlined in the Student Code should be followed. This includes appealing first to the Program faculty and second to the Psychology Department Head. If these appeals are unsuccessful the continued channel is: the Dean of the School of Graduate Studies, the USU Grievance Board, the Hearing Officer, the Provost, and the President of the University. If the student's grievance is related to discrimination or harassment, the Director of the USU Office of Equity is also included in conjunction with the Dean of the School of Graduate Studies. For more information on the grievance process, see section VII-1 of the Student Code (available online at <https://studentconduct.usu.edu/studentcode/article7>).

Students Rights and Responsibilities & USU Student Code

Graduate students in the Psychology Department are expected to conduct themselves in a professional manner at all times in line with the USU Student Code. The Student Code is available on the web at <https://studentconduct.usu.edu/>. The code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

Financial Assistance

Several types of financial support are available to graduate students in Psychology. A brief description of each source of support is outlined below, along with an overview of application and awards procedures and deadlines.

Graduate Assistantships

Doctoral students in Psychology will be employed on .50 FTE (20hrs per week) assistantships as long as they remain in good standing in the program. Students may be assigned to one of the following four types of assistantships:

A **graduate instructor** (GI) is a graduate student assigned as the instructor of record to teach one or more sections of a course for an entire semester.

A **graduate teaching assistant** (GTA) is a graduate student assigned to assist one or more faculty with instruction. A GTA may lecture in a course occasionally, teach a lab or recitation, tutor students, grade assignments, or assist in some other teaching capacity.

A **graduate research assistant** (GRA) is a graduate student assigned to work under faculty guidance on one or more research projects.

A **graduate clinical assistant** is a graduate student assigned to work in a clinical setting under the supervision of a clinical supervisor.

Process for Applying for Graduate Assistantships

Graduate Instructor and TA positions are awarded through the Department of Psychology. Each spring, students are sent a list of possible GI and GTA positions for the following year via e-mail. Students apply for these positions by submitting rank ordering of desired positions.

Graduate RA positions are paid for by research funds allocated to a specific faculty member. Thus, RA positions are typically allocated by a specific faculty member with whom a student would work.

Graduate clinical assistantships are available to advanced students who have completed required practicum training to prepare for advanced practice. Students receive instructions each spring outlining available clinical assistantships and procedures to apply.

Graduate students are sent letters informing them of their assistantship placements each spring. Students are required to accept (or reject) the assistantship by a specified date. Students who reject an assistantship will not be awarded an alternate departmental assistantship.

Tuition Awards

Doctoral students are eligible for the doctoral tuition award which covers in the in-state portion of tuition for classes on a student's doctoral program of study. Out-of-state tuition awards are awarded to non-Utah residents during their first year in the program. After that, students must obtain Utah residency unless they are international students (in which case the out-of-state portion of tuition will continue to be covered). **All tuition awards are contingent on a student having a .5 FTE assistantship.** The college charges differential tuition to help support services that directly benefit graduate students, including those of the Combined Program. Differential tuition is covered in tuition awards for up to 12 credits per semester. Students will be responsible for paying differential tuition for each credit above 12. Please see the department graduate program coordinator for more information.

Student Representation and Responsibilities

The faculty assumes that all graduate students are responsible for progress in their graduate programs and expects them to show initiative and independence in all aspects of their programs. The major function of the Department is to produce competent psychologists who can work in research and academic as well as in applied settings.

All graduate students are expected to maintain the ethical standards espoused by the American Psychological Association and to comply with departmental, college, and university policies and procedures. Failure to do so constitutes grounds for dismissal from the program.

Graduate students are also provided an opportunity to participate in setting and reviewing departmental policies and procedures through representation on major departmental committees. In addition, elected graduate student representatives attend and vote in departmental faculty meetings.

For many of the program requirements described previously in this manual, such as the presentation and an article for publication, there is a form which must be signed by the committee members upon completion of the particular requirement. It is the graduate student's responsibility to see that these signed forms are placed in their file as soon as the requirement has been met.

Disclosure of Educational Requirements for Licensure by State

Our program adheres to APA accreditation standards and prepares students for entry into the profession of health service psychology. Successful completion of the program meets requirements for licensure in Utah. However, given the varied and changing requirements across jurisdictions, we have not determined and cannot assure that graduates will meet all requirements for licensure in all states or territories. You are encouraged to become familiar with relevant state licensing laws and discuss your curricular plan with your DCT.

You can review current licensure requirements by state at https://cdn.ymaws.com/www.asppb.net/resource/resmgr/docs/7.22.21_consumer_information.pdf. For further information on licensure by state see <https://asppbcentre.org/additional-resources/survey-questions-and-answers>.

Student Resources and Supports

Student Resources

USU policies: For the most up-to-date information on graduate school policies, please see the “Graduate Catalog” tab on the School of Graduate Studies home page (<http://rgs.usu.edu/graduateschool/>)

Personal resources: Graduate school can be an exciting yet challenging and stressful time. A number of student supports are available on campus and in the local community. A list of resources is provided under the “Student Resources” tab on the Psychology Department web-site: <http://psychology.usu.edu/>. Resources listed here range from academic (graduate school), various forms, affirmative action, disability resources, scholarships, student travel and research support, etc. In addition, information on mental health resources (<https://rgs.usu.edu/graduateschool/mental-health/>) is available. Because graduate students in the Combined Program face concerns about confidentiality and potential dual role relationships (i.e., therapist, practicum supervisor), the College of Education and Human Services has an embedded psychologist who is not involved in training activities in other campus-based mental health services. Additional options (e.g., teletherapy) may be available. For more information, contact the DCT/ADCT or department head.

Peer mentors

To facilitate the transition to graduate school, the Combined Program has instituted a peer mentor program. Each spring, the DCT or ADCT requests volunteers from the current first year cohort (or if needed second year cohort) to serve as a peer mentor for new incoming students. The role of the peer mentor is to provide information and support to facilitate the new student’s relocation and transition to the Combined Program, USU and the Logan community. If you have suggestions to enhance the program, please contact the DCT/ADCT.

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

<https://www.apa.org/ed/graduate/benchmarks-evaluation-system>

Students are at different developmental levels that span from practicum to internship. The ultimate goal is to prepare students for internship. In the examples, we present specific expectations that may be tied to earlier or later developmental levels for trainees. Trainees are encouraged to seek further clarity when issues of professionalism come up and they are unclear about what the expectations are/might be.

These professionalism benchmarks serve to guide trainee and professional behavior. While these are used to evaluate student professionalism, students can expect that faculty will also follow these. Rather than engage in perfectionistic expectations for all instances of behavior, faculty become concerned when there are problematic patterns of behavior.

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.	
1A. Integrity - Honesty, personal responsibility and adherence to professional values	
READINESS FOR PRACTICUM: Understands professional values; honest, responsible	Examples: <ul style="list-style-type: none"> • Makes wise commitments (e.g., accept collaborations that they have time, energy, and competence for; takes on work responsibilities and completes them). • Keeps commitments (e.g., meeting deadlines, showing up to appointments). • Collaborates with clients, supervisors, colleagues to offer alternatives when not available, well in advance of a deadline. • Engages honestly and diligently in professional tasks
READINESS FOR INTERNSHIP: Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	
READINESS FOR ENTRY TO PRACTICE: Monitors and independently resolves situations that challenge professional values and integrity	
1B. Deportment	
READINESS FOR PRACTICUM Understands how to conduct oneself in a professional manner	Examples: <ul style="list-style-type: none"> • Clean and groomed in teaching, clinical, research, and other activities in the context of professional activities. Consider the variability in dress expectations across sites (e.g., VA v SCCE). <ul style="list-style-type: none"> ○ The program affirms the professionalism of natural hair in all of its forms. ○ The program recognizes the inherent cis- and heterosexism in standards of
READINESS FOR INTERNSHIP Communication and physical conduct (including attire) is professionally appropriate, across different settings	
READINESS FOR ENTRY TO PRACTICE Conducts self in a professional manner across settings and situations	

	<p>dress and is committed to supporting students in negotiating problematic standards at remote sites.</p> <ul style="list-style-type: none"> ○ In some professional contexts, standards of dress may call for covering or removing piercings and/or tattoos. The program does not consider piercings or tattoos inherently unprofessional and will work with students to negotiate these standards as needed. • Arrives to classes, therapy, and other meetings on time. On time means the time that the gathering is slated to start. Trainees that might be late communicate in advance as possible and avoid a pattern of lateness. • Interpersonal skills commensurate with level of training (e.g., is prepared for meetings / therapy / class, follows-up as needed, keeps conversation on track)
1C. Accountability	
READINESS FOR PRACTICUM: Accountable and reliable	<p>Examples:</p> <ul style="list-style-type: none"> • Understands known errors and communicates about them. • Accepts input about unknown errors and takes steps to understand and correct them. • Demonstrate accepting responsibility for their own actions in both verbal and procedural ways.
READINESS FOR INTERNSHIP Accepts responsibility for own actions	
READINESS FOR ENTRY TO PRACTICE Independently accepts personal responsibility across settings and contexts	
1D. Concern for the welfare of others	
READINESS FOR PRACTICUM: Demonstrates awareness of the need to uphold and protect the welfare of others	<p>Examples:</p> <ul style="list-style-type: none"> • Is conscientious about the ways that their behavior impacts clients, peers, colleagues, and others. • Is considerate in regards to sharing information whether clients' (e.g., GA), students' (e.g., TA), or colleagues (e.g., careful not to gossip with faculty about a student's behavior in a personal setting).
READINESS FOR INTERNSHIP: Acts to understand and safeguard the welfare of others	
READINESS FOR ENTRY TO PRACTICE: Independently acts to safeguard the welfare of others	
1E. Professional Identity	
READINESS FOR PRACTICUM: Demonstrates beginning understanding of self as professional: "thinking like a psychologist"	<p>Examples:</p> <ul style="list-style-type: none"> • Embraces the ethical guidelines of the APA and other relevant organizations.
READINESS FOR INTERNSHIP: Displays	

emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	<ul style="list-style-type: none"> Engaging regularly in professional development activities to demonstrate an attitude of lifelong learning and of a lifelong process of developing professional identity.
READINESS FOR ENTRY TO PRACTICE: Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice	

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.	
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context	
READINESS FOR PRACTICUM: Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	Examples: <ul style="list-style-type: none"> Understands own identities (intersectionality) and their accompanying power and marginalization. Understands broader systems of power that impact how identities are shaped (e.g., colonialism, cishetero patriarchy, white supremacy). Can notice when own biases and judgments show up and makes time to reflect on these.
READINESS FOR INTERNSHIP: Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	
READINESS FOR ENTRY TO PRACTICE: Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	
2B. Others as Shaped by Individual and Cultural Diversity and Context	
READINESS FOR PRACTICUM: Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Examples: <ul style="list-style-type: none"> Has basic understanding of different identity dimensions and how they might be important for clients, students, colleagues, etc. Is familiar with specialty practice guidelines for different groups (e.g., gender, sexual orientation, race). Is familiar with clinical tools that make space for cultural considerations (e.g., CFI) Proactively engages training and self-directed learning when encountering clients whose cultural background is unfamiliar
READINESS FOR INTERNSHIP: Applies knowledge of others as cultural beings in assessment, treatment, and consultation	
READINESS FOR ENTRY TO PRACTICE: Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context	
READINESS FOR PRACTICUM: Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Examples: <ul style="list-style-type: none"> • Can notice when own biases and judgments have an impact on interpersonal relationships. Can name them and take responsibility for missteps. • Knows and practices microintervention skills.
READINESS FOR INTERNSHIP: Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	
READINESS FOR ENTRY TO PRACTICE: Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation	
2D. Applications based on Individual and Cultural Context	
READINESS FOR PRACTICUM: Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	Examples: <ul style="list-style-type: none"> • Continually engages in self-growth, reflection, and continued professional development around attending to diverse client needs to best serve them in their context. • Engages genuinely with diversity training and understands it as a core (not optional) competency for psychologists • Can effectively integrate information from clients, objective assessments, and clinical judgments to understand which interventions and approaches are most effective for clients
READINESS FOR INTERNSHIP: Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	
READINESS FOR ENTRY TO PRACTICE: Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3A. Knowledge of ethical, legal and professional standards and guidelines

READINESS FOR PRACTICUM: Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues	Examples: <ul style="list-style-type: none"> • Knows APA ethics code • Knows other psych codes of relevance (e.g., NLPA, ABPsi, NASP)
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in the practice of psychology that apply to practice while placed at practicum setting	<ul style="list-style-type: none"> • Can name and define important constructs related to ethics (e.g., integrity, beneficence, respect) and analyze them in the context of a variety of professional activities. • Recognizes and addresses ethical misconduct • Knows and uses procedures and channels of the institution you work at to report on ethical misconduct
READINESS FOR INTERNSHIP: Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	
READINESS FOR ENTRY TO PRACTICE: Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines	
3B. Awareness and Application of Ethical Decision Making	
READINESS FOR PRACTICUM: Demonstrates awareness of the importance of applying an ethical decision model to practice	Examples: <ul style="list-style-type: none"> • Can apply a decision-making sequence in the context of an ethical concern. This might be by way of following a formal decision-making model or just a sequence of actions that maps onto existing models.
READINESS FOR INTERNSHIP: Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	
READINESS FOR ENTRY TO PRACTICE: Independently utilizes an ethical decision-making model in professional work	
3C. Ethical Conduct	
READINESS FOR PRACTICUM: Displays ethical attitudes and values	Examples: <ul style="list-style-type: none"> • A trainee is expected to always consult with a training faculty / supervisor when an ethical issue arises, whether in teaching, research, practice, advocacy, or another professional role where they are representing USU and/or the combined program. • Deeply contemplates potential harms and needed next steps in a collaborative, community-engaged manner beyond themselves (e.g., impact to career, standing in program).
READINESS FOR INTERNSHIP: Integrates own moral principles/ethical values in professional conduct	
READINESS FOR ENTRY TO PRACTICE: Independently integrates ethical and legal standards with all competencies	

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

4A. Reflective Practice

READINESS FOR PRACTICUM: Displays basic

mindfulness and self-awareness; engages in reflection regarding professional practice	Examples: <ul style="list-style-type: none"> Evidences regular reflection on the efficacy and quality of services provided Seeks consultation and supervision, beyond the minimally required. to receive external feedback to inspire self-reflection and to understand self-reflection as lifelong process
READINESS FOR INTERNSHIP: Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	
READINESS FOR ENTRY TO PRACTICE: Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool	
4B. Self-Assessment	
READINESS FOR PRACTICUM: Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	Examples: <ul style="list-style-type: none"> Can self-assess knowledge and skills the foundational competencies in psychology: <ul style="list-style-type: none"> Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems Can self-assess knowledge and skills in the functional competencies: <ul style="list-style-type: none"> Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy
READINESS FOR INTERNSHIP: Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	
READINESS FOR ENTRY TO PRACTICE: Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)	
READINESS FOR PRACTICUM: Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	Examples: <ul style="list-style-type: none"> Ability to identify states ranging from tiredness to burnout Asks for support and guidance as soon as they have concerns Proactively works to maintain work-life balance
READINESS FOR INTERNSHIP: Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	
READINESS FOR ENTRY TO PRACTICE: Self-monitors issues related to self-care and promptly intervenes when disruptions occur	
4D. Participation in Supervision Process	
READINESS FOR PRACTICUM: Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	Examples: <ul style="list-style-type: none"> Is able to articulate needs in supervision
READINESS FOR INTERNSHIP: Effectively	

participates in supervision	<ul style="list-style-type: none"> • Is prepared with concrete examples of situations or cases that need extra guidance • Demonstrate teachability by learning from different supervisory orientations/styles.
READINESS FOR ENTRY TO PRACTICE: Independently seeks supervision when needed	

Some relevant reading:

- The Bias in Professionalism Standards:
https://ssir.org/articles/entry/the_bias_of_professionalism_standards?sfns=mo#
- Birden, H., Glass, N., Wilson, I., Harrison, M., Usherwood, T. & Nass, D. (2014). Defining professionalism in medical education: a systematic review. *Medical Teacher*, 36 (1), 47-61.
- Aylott, Lauren M.E., Tiffin, Paul A. orcid.org/0000-0003-1770-5034, Saad, Mona et al. (2 more authors) (2019) Defining Professionalism for Mental Health Services : A Rapid Systematic Review. *Journal of Mental Health*. pp. 546-565. ISSN 0963-8237
<https://doi.org/10.1080/09638237.2018.1521933>

Professional Behavior and Promoting a Positive Learning Environment

During their training, students are expected to engage in professional behavior and to contribute positively to the training environment. Nonetheless, as with all interactions, misunderstandings do occur. The sections below provide helpful guidelines created by Program student representatives and faculty on ways to help deal with stressful communications and promote a positive and supportive learning environment.

VIP BEACONS

By Jill Ferrell, Combined Program Student Representative 2017/2018

Very Important Principles: BEACONS for healthy professional interpersonal relationships in challenging situations

- **Validation:** Try to validate without agreeing or disagreeing. Validate their experience, being aware that this matters more than what happened, particularly if you were not present at the mentioned happening. Normalize feelings. Ask questions to understand their experience, but respect that it is THEIR experience. Don't usurp their experience by getting wrapped up in your own experience of hearing *their* experience. "I experience [another's suffering] precisely as his suffering, in the category of the other, and my reaction to him is not a cry of pain but a word of consolation and a gesture of assistance" (Morson & Emerson, 1990, p. 185).
- **Involved:** Appreciate the gray areas and acknowledge that it's probably more gray than you are seeing. If it seems simple, it probably isn't. Life and relationships are processes. Try to appreciate the complexity and complicated nature of systems and relationships. There is a lot of things involved in every situation and you cannot know of or account for everything. Allow room to see differently and be generous in your assumptions of others and context you are unaware of.
- **Professional/Personal:** Grad school is a unique setting where the professional and personal collide in beautiful and messy ways. Here, the system requires both types of relationships to promote growth. However, this requires some negotiation, missteps, and learning at times. Engage intentionally in the process of finding behaviors and communication styles that are professional while remaining personal in a way that is responsive to the context you find yourself. Do not get too rigid in either direction.
- **Behavior:** As people make mistakes, whether intentional or not, we need to separate behaviors from the people. Doing so opens the door to change without using shame as a weapon and demands respect and value to all people regardless of background, intentions, and beliefs. Targeting behavior provides the opportunity for learning, healing, strengthened relationships, solidarity, accountability, improvement, and acknowledges that we are all equally human and capable of good and bad. Attributing behaviors to the person's nature puts up walls and defensiveness, encourages miscommunication and gossip, cultivates a culture of hurt and isolation, and denies responsibility from either party, shutting down any opportunities for change, understanding, or growth and hurts the whole. Think behaviorism, and try to reward good behaviors and ignore or redirect unhelpful behaviors no matter who engages in them. Celebrate good whenever and in whomever you find it.
- **Empower:** When caring individuals hear of an injustice or a hurt, it is easy for them to want to jump in take care of it for someone, especially if it is difficult for them. However, it is important to be intentional about when you intervene and when you support your colleague in letting them act

on their own behalf. Obviously, this is not always the case. Start every conversation about action with asking what the individual has tried so far, and eliciting their ideas for how to proceed.

Empower them be in charge of what is done to solve their problem. This also may mean that in some cases, your friend may choose not to do something about the problem and may request nothing be done. You may share your concern and desire to do something, but may ultimately need to accept and honor their decision and autonomy and allow them to make that decision, even if you feel like you could solve it for them. Refer to the Faculty's mentoring code to learn more about this skill and knowing when it might be more ethical to intervene or not.

- **Agency:** Consider that you, yourself are a Change Agent. You are part of the community. Who do you want to be in it? What do you want to stand for? Look beyond who you want to stand with and think about the values you enact when you do or say things in the department. Speak against shaming behaviors and invite the community to stand against these behaviors, including a sincere invitation to the person who might have engaged in behaviors you disagree with. Each individual in this program is a part of this community and if there is a poor behavior plaguing the community, invite ALL to engage in fighting against it. Everyone is on their own journey trying to be better people and all will make mistakes. Give people the benefit of the doubt and let them be change agents themselves. Don't pigeon hole people and assume they won't or can't change, as if you are different or better. Remember that you are responsible for your own response even if you didn't choose what you are responding to.
- **Confidentiality:** When someone shares something with you, learn how to vent and express emotions about what you heard without slipping into gossip. If it isn't your original experience, then it isn't yours to share. Speak instead about your own feelings and reaction to hearing something else. Don't share with others that you had a conversation about something with someone else unless that person has given you permission to do so. Confidentiality cultivates trust in friendships and within systems.
- **Own** your experience: Learn how to share opinions in a way that empowers others' own opinions, experiences, and decisions Own your perception. You cannot actually contact the objective reality, if it exists, so own what you know. Own your own biases. It's okay to have them. You cannot avoid them. And know that it is not the only real experience that exists. You can own and validate your own experience while simultaneously allowing others to have a different one than you. Do not assume that any viewpoint is wrong, bad, or fabricated. You don't have to agree with another viewpoint, but you can make room for it to exist as a possibility if you had been in another person's shoes.
- **Needs** communication: We all need a check in here and there. It is exhausting to always be the one to reach out when you have a need. So check in with others every once in a while. It's also true that others cannot read our minds about what we need and want, even if it seems obvious to us. It is important to reach out and make your needs known as well. Start purposive conversations by clarifying what is needed from it. "Are you looking for advice or just someone to listen?" or "I just want another perspective on this." Create a culture where we can all assert and ask about needs so that we can take care of each other in ways we need to be taken care of without as many assumptions or takeovers.
- **Safety:** Guard the safety of yourself and others. But be careful, safety doesn't always mean "comfortable." And uncomfortable doesn't always mean "unsafe." In the process of growing and learning, we intentionally engage in conflict and uncomfortable situations and allow others around us to be uncomfortable as well. Be mindful about what is a safety issue, and what is the discomfort of the growth or change process. Consult if you are unsure before responding or not responding to a potential issue if possible.

Decision steps for faculty to assist students in addressing interpersonal issues in professional settings

This document guides faculty to assist students in navigating peer, supervisor and other professional interactions, recognizing issues of power differential and providing support at the level requested. The guide may be helpful for students to ascertain the role they wish faculty to play when they discuss interpersonal issues.

1. **ASK** the person:
 - a. do they want you to **LISTEN** and provide support, provide them with **ADVICE**, or take **ACTION** with/for them?

2. If asked to **LISTEN**:
 - a. **CONSIDERATIONS**:
 - i. Provide active and empathetic listening to help the person feel better, and clarify for themselves their thoughts, feelings, main problem, next steps. Catharsis or venting can also be the end goal.
 - ii. Keep in mind issues of safety, confidentiality, privacy, and APA ethics as you listen.
 - iii. Be aware of when you may slide into an “advice” role as this may not be appreciated at this stage.
 1. Listen for “red flags” in the person’s story (e.g., safety, legal issues, multiple relationships) that may require you to step into a different role and give advice or recuse yourself from the conversation. Be clear with yourself and the person if you need to switch roles.
 2. Be particularly aware that the person has asked you to listen only, if your personality is one that tends to drift into advice-giving; clarify their goals with them, if needed.
 - b. **SUGGESTIONS**:
 - i. Prioritize basic listening skills, including open questions, reflective listening, and summarizing. Provide validation and offer new perspectives.
 - ii. Clarify at the end of the conversation that you will not be taking any further steps. Be clear if you are/are not open to listening to them again, and if you are/are not open to a more active role for them in the future.
 - iii. Clarify with the person what you agreed on in terms of sharing the information. Unless there is a legal or safety concern, err on the side of discretion. If the person truly just needed to vent, it is likely you will not need to share the information.
 1. Some examples of when faculty would need to share information include any safety concerns to students/others, unethical behavior, issue affects the academic (learning) or professional environment, and others.

3. If asked to give **ADVICE** or take **ACTION**:
 - a. **SEEK INFORMATION**:
 - i. Has the person spoken directly to the individual(s) involved? Who else has the person spoken with?
 - ii. What feedback have they already sought and incorporated? What were the outcomes?
 - iii. What steps have they already taken? What were the outcomes?
 - iv. Be sure to have as clear a picture as possible and seek to empower the student to address their concerns.
 - b. **WHAT TO CONSIDER**:
 - i. Should this information be shared? Be aware of the applicable laws and policies regarding duty to report, confidentiality, and privacy. For faculty-student conversations, consider who in the department may need to know. Discuss these issues with the student and discuss how to

- negotiate sharing of information (e.g., “This information needs to be shared with _____, how would you like this to happen? How can I support you?” or “I feel worried for your safety/uncomfortable knowing this information and I feel we need to seek additional support, who can we bring in to help?” etc.).
- ii. What other pertinent laws and policies are applicable? (e.g., local laws, APA ethics code, department policies, student grievance process, USU Student Code, Title IX, etc.)
 - iii. Sources of Knowledge and support: (e.g., Graduate Student Handbooks, Student Services, graduate student senate, grievance policy, on-campus counseling services, CAPSA, etc.)
 - iv. Level of intervention: While there are exceptions, most instances of conflict are best *initiated* directly and on a small scale, particularly at an early stage. For instance, talking directly with the person (e.g., professor, fellow student) with whom the student has a conflict is often a better place to start than sharing information broadly. Faculty may encourage this direct approach if this has not already been attempted (e.g., 3.a.i-iii)
 - v. Be aware of issues of power and privilege. Advise the student that there always are issues of power and privilege and your role is to help students negotiate this in a professional manner. Being in a “power-down” position does not mean one should be afraid and do nothing, but nor does it mean one should forge ahead without some understanding of possible consequences. Prepare to have a discussion about the issues to help the student anticipate possible outcomes, seek support, reach out to people who can help, and follow procedures.
 - vi. Documentation. It may be helpful for both parties to take notes, particularly if there are items for follow-up. Consider sharing your notes and next steps (if there are any) with the student to be sure that there is a shared understanding of the conversation.
- c. Considerations when advising/intervening
- i. **ADVICE:**
 - a. Be clear that you have offered *advice* and ideas for consideration not instructions. It is the responsibility of the student to seek out the best information before making their decisions and acting. Acknowledge your fallibility, bias, and/or gaps in knowledge or information.
 - b. Clarify who, if anyone, you will be sharing what you have heard with. Again, unless there are safety or legal concerns, err on the side of discretion.
 - c. Confirm that you will not be acting on the students’ behalf and that you will not be intervening. Be open to following up with the student in the future about how things worked out.
 - ii. **ACTION:**
 - a. A major consideration in helping the student build confidence and increase self-efficacy, is to help him/her develop skills in engaging in professional conversations, assertiveness, and considering different points of view. Students may appreciate a quick resolution by having faculty intervene for them, but this will not help the student in their professional development. As students move forward professionally, they will require an ability to negotiate conflict. Consider providing support, scaffolding, and skill building in lieu of “fixing it” or “doing it” for the student. With rare exceptions, resist taking all the “next steps” yourself.
 - b. Clarifications:
 - i. Clarify what role and steps you will be taking, and what steps the student will be taking.
 - ii. Clarify with whom, if anyone, you or the student will be sharing information, keeping in mind the value of discretion and respecting the student’s concerns. Remember, there is no legal mandate for confidentiality in faculty-student conversations or in supervision. Consider safety and/or legal concerns.
 - iii. Develop a timeline for when to check in regarding the action items.

In all cases, it may be helpful for faculty to acknowledge and validate the discomfort experienced when students experience conflict. Everyone experiences conflict with others at times, feels uneasy negotiating conflict, and will seek support when needed. Please remember to provide the level of support that students request and to follow-up as needed/requested.

Appendix: Useful Web Links and Forms

Useful Web Links

The website for the School of Graduate Studies is: <https://gradschool.usu.edu/>

Because this website is constantly changing, it is best that you access these interactive forms directly each time as no other forms or older versions will be accepted. Please see the link for graduate school forms: <http://rgs.usu.edu/graduateschool/forms>.

Psychology department webpage (<https://psychology.usu.edu/>) for links for each of the listed below:

Degree Completion Forms for Masters & Doctorate

- Supervisory Committee Approval
- Program of Study (Master's)
- Program of Study (Doctoral)
- Master's Proposal Approval
- Appointment for Examination (thesis/dissertation)
- Appointment for Examination (non-thesis/plan B)
- Thesis/Dissertation Format and Style
- Application for Candidacy (doctoral)

Checklists

- Master's Plan A checklist
- Master's Plan B checklist
- Doctoral checklist

Additional forms

- Transfer Request
- Degree Advancement
- Split

These forms need to be submitted to the PSY Graduate Program Coordinator (GPC). Use Adobe Acrobat to fill out forms.

Additional forms are also located in the PSY GPC office, EDUC 487B

- Research Competency I – Paper Presentation
- Research Competency II – Paper Submission
- Clinical Competency Exam

Ethical Principles of Psychologists and Code of Conduct 2010 and 2016 Amendments:

<http://www.apa.org/ethics/code/index.aspx>

Combined Clinical/Counseling Psychology Ph.D. Program 2023 Cohort Curriculum Worksheet

Student Name _____ Date Updated _____

I. Course Requirements: M.S. in Psychology

Pre-Practicum Courses (Required to Begin Practicum)	Grade	Completion Date (or Approved Waiver)
Psy 6310 Intellectual Assessment (3 credits)		
Psy 6320 Objective Assessment of Personality and Affect (3 credits)		
Psy 6350 Introduction to Theories of Intervention in Psychology (3 credits)		
Psy 6810 Evidence-Based Practice (3 credits)		
Other Required M.S. Courses		
Psy 6850 Introduction to the Combined Doctoral Program (1 credit)		
Psy 7270 Lifespan Psychopathology (3 credits)		
Psy 6290 Diversity Issues in Treatment and Assessment (1 credit)		
Psy 6291 Diversity Issues in Treatment and Assessment (1 credit)		
Psy 6292 Diversity Issues in Treatment and Assessment (1 credit)		
Psy 7810 Introduction to Educational and Psychological Research (Psy section; 3 credits)		
Psy 6600 Statistical Foundations (Psy 6570 must be completed) (3 credits)		
Psy 6970 Thesis (6 credits)		
<i>Total M.S. Credits Completed (31 credits expected)</i>		

II. Course Requirements: Ph.D. in Psychology

Required Ph.D. Courses	Grade	Completion Date (or Approved Waiver)
Psy 6100 History and Systems of Psychology (3 credits)		
Psy 6510 Social Psychology (3 credits)		
Psy 7810 Cognition and Development (3 credits)		
Psy 7250 Professional Ethics and Standards (3 credits)		
Psy 7850 Internship and Professional Development Seminar (1 credit)		
EDUC/PSY 7610 Research Design and Analyses II (3 credits)		
Psy 7100 Biological Basis of Behavior (3 credits) <i>Or approved to enroll for 2 credits of PSY 7810 graduate seminar in Biological Foundations of Behavior</i>		
PSY 7630 Supervision and Consultation in Applied Psychology (1 credit)		
One Advanced Integrative Course – Approved Psy 7810 seminar, Psy 6670, Psy 7830		
One Additional Advanced Research Course (2-3 credits): Educ/Psy 7670, Educ 6770, Psy 7780, PSY 7650, Psy 7070, or Psy 7790		
Elective 1 – 6000 or 7000 level (3 credits) <i>Specify course taken</i>		
Elective 2 – 6000 or 7000 level (3 credits) <i>Specify course taken</i>		
PSY 7970 Dissertation (12 credits minimum, more credits taken if work warrants it)		
Intervention Practica Courses		
Psy 7350 Integrated Practicum with Adults, Adolescents, and Children (6 credits)		

Psy 7360 Practicum in Clinical Child Psychology (6 credits) OR Psy 7370 Practicum in Counseling/Clinical Psychology (6 credits)		
Additional Credits: Psy 7380 Practicum in Psychology OR Psy 7390/7395 Externship in Adult or Child Psychology		
<i>Total Practicum Credits Completed (14-18 credits expected)</i>		
<i>Total Doctoral Credits Completed (56-62 credits expected)</i>		

III. Other Program Requirements

Required Activities	Required Timeline	Completion Date (or Approved Waiver)
PSY 7920 Teaching course	Before being a TA or instructor for a course	
Masters proposal	By end of 2nd year	
Masters defense	By end of 3rd year	
Clinical Comp	Spring semester the year before applying for internship	
<i>Clinical Comp Remediation (If Required)</i>	Completion of any remediation by 10/1 in year applying for internship	
Research comp I	Before 10/1 in year applying for internship	
Research comp II	Before 10/1 in year applying for internship	
Dissertation proposal	Before 10/1 in year applying for internship	
Dissertation defense		

Clinical Hours	Required Timeline	Number of direct hours
Number of direct clinical hours at USU	Completion of 500 direct hours before applying for internship	
<i>Approved direct clinical hours from previous Masters program (if relevant)</i>	N/A	