

INSTRUCTIONS TO GRADUATE STUDENTS

Doctoral Program in Clinical Psychology

2017-2018 Edition

**Department of Psychological and Brain Sciences
University of Louisville**

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INSTRUCTIONS TO GRADUATE
STUDENTS
CLINICAL PSYCHOLOGY PH.D.
PROGRAM
DEPARTMENT OF PSYCHOLOGICAL AND BRAIN
SCIENCES UNIVERSITY OF LOUISVILLE

I. GENERAL INFORMATION

- A. General Regulations. Students are responsible for knowing and abiding by the contents of these instructions, the graduate catalogue, and the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (copy available for inspection in the Department and Psychological Services Center offices). These instructions are revised periodically, and students are advised to consult the most recent version for changes. Students have the option of following either the instructions or catalogue under which they enter or a later version, but once they follow any provision of a later catalogue or set of instructions they must follow all the provisions of that document.

At the University of Louisville and in its School of Interdisciplinary and Graduate Studies, Departmental programs are permitted to have more stringent regulations and requirements for their graduate programs than those stipulated by the School of Interdisciplinary and Graduate Studies, but may not be less stringent than School of Interdisciplinary and Graduate Studies requirements. Therefore, for graduate students in the graduate programs of the Department of Psychological and Brain Sciences the following requirements in this document take precedence over any less stringent School of Interdisciplinary and Graduate Studies requirements.

- B. Advisor. First year students are assigned a faculty mentor and are expected to meet with this mentor regularly. Mentors provide general academic advising on course selection and planning, as well as career planning. The Director of Clinical Training provides additional support as needed. Students will receive written evaluations each semester, but may also receive additional specific feedback on their progress and performance from their mentors and from the Director of Clinical Training (DCT).
- C. Degree Categories. Graduate students engaged in graduate work in this Department occupy one of the following categories:
1. Degree Status, Good Standing: A student is fully accepted for graduate work in the Department.
 2. Degree Status, Probation: A student's cumulative point-hour ratio has dropped below a 3.0 (B). Students on probation must restore the cumulative point-hour average to the "B" level during the succeeding semester or face dismissal from the program.
 3. Degree Status, Conditional: A students who has a grade point average and/or GRE scores (prior to admission) below Departmental requirements and whose continuation in graduate work is contingent upon meeting all Departmental requirements and making satisfactory progress in the program.
 4. Degree Status, Non-Degree: A student who is not pursuing a degree. Such students may apply for admission in Degree Status after one or two semesters. Admission is not automatic and depends upon the program's evaluation of the student's credentials and performance.
- D. Loss of Status. Students with fewer than 75 hours who have not taken courses for two successive semesters must reapply for admission. A formally approved leave of absence waives this regulation. Students may request a leave of absence by applying in writing to the Clinical Faculty via the Director of Clinical Training for a variance request. Consent of the College and School of Interdisciplinary Studies is also required.

- E. Transfer Between Programs. Students wishing to transfer between the Experimental and Clinical Programs should first discuss their intentions with the Directors of the relevant programs. If these discussions indicate a transfer is appropriate, the student should request a transfer by writing to the Chair with copies to the Directors of the relevant programs. The approval of the Director and faculty of the program to which the student is transferring, and of the Director of the program of origin, are required.
- F. Students with Disabilities. Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course criteria should meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the second week of the semester/term in which the course is offered or no later than the end of the second week after such a disability or condition is diagnosed, whichever occurs earliest. The student may contact the Disability Resource Center for information and auxiliary aid. Students with disabilities that may affect their performance on a placement, their ability to take a placement, or their progress through the program, need to approach the Director of Clinical Training for assistance in working out alternative placements or appropriate accommodations. The Director of Clinical Training may require documentation supporting the student's claim of disability, which might include a letter from the Disability Resource Center confirming that the condition or disability falls under the Americans with Disabilities Act.
- G. Department-Wide Activities. In addition to classes and research experiences, there are a number of important activities intended for every graduate student in residence. These activities include research presentations and colloquia. Graduate students are expected to be aware of, and participate in, other Departmental activities, including participation in research presentations and colloquia. (Required participation is denoted by the phrase "Department-Wide Activity" on program announcements). Students are strongly encouraged to attend all such activities whether required or not.
- H. Ethical and Professional Guidelines. The Department expects both faculty and students to conduct educational, research, and service activities in a professional and ethically acceptable manner. University standards and policies for the faculty are stated in the University Redbook. Research guidelines in the University are also identified in the Ethical Conduct and Reporting of Research (copy available for inspection in the Department and PSC). A copy of Copyright: Questions, Answers, and the Law is also available for inspection in the Department and PSC. Graduate students enrolled in clinical practica are expected to be familiar with, and ascribe to, ethical practice guidelines published by both the American Psychological Association and the Kentucky State Board of Psychology.

The University's Code of Student Conduct specifies the rights and responsibilities of students. Any student who believes that he or she has been subjected to unfair, unprofessional, or unethical treatment by a faculty member of the University is encouraged to seek redress through established procedures. As a first step the student should attempt to discuss his or her concerns with the person whose actions are the basis of the grievance. If this does not lead to a satisfactory resolution, the student should next arrange to discuss the matter with the Director of Clinical Training. If the faculty of concern is the Director of Clinical Training, then the student should arrange to discuss the matter with a clinical faculty of his/her choosing. If the matter is still not resolved in a satisfactory manner, the student should inform the Department Chair of the problem.

Depending on the outcome of this meeting, formal grievance proceedings may or may not be undertaken. A formal grievance procedure has been established in the University for students. Information about this process may be obtained at the School of Interdisciplinary and Graduate Studies and is found in Appendix 9).

I. Personal Beliefs and Training

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 more information on APA's Commission on Accreditation, please contact:

Office of Program Consultation and Accreditation

750 First St, NE

Washington, DC 20002-4242

Telephone: (202) 336-5979

Fax: (202) 336-5978

apaaccred@apa.org

- J. Academic Dishonesty and Plagiarism. The normal penalty for academic dishonesty will be dismissal from the graduate program (see IV. B., page 17).

The Code of Student Conduct is available on the School of Interdisciplinary and Graduate Studies web page (www.louisville.edu/graduatecatalog/code-of-student-conduct). Each student is responsible for knowing the various forms of academic dishonesty and to ensure that her/his actions do not violate that code. That code defines these forms of academic dishonesty: cheating, fabrication, falsification, multiple submission, plagiarism, and complicity in academic dishonesty. Plagiarism is defined in that code as the following:

Representing the words or ideas of someone else as one's own in any academic exercise, such as:

1. Submitting as one's own a paper written by another person or 'ghost writing' service.
2. Exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference.
3. Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference.
4. Using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference.

Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are 'common knowledge.' Clear examples of 'common knowledge' include the names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be viewed as 'common knowledge': for example the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their teachers regarding what can be viewed as 'common knowledge' within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

- K. Web Pages and Blogs. Because it has become increasingly popular for people to have personal web pages and/or to communicate over the web via blogs, this policy provides guidelines about any public representation of you or the program over the web.

There are now a number of negative episodes in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and answering machine messages. Information that seems to be fun, informative, and candid might put the program and the student in a bad light. What might be seen as "private" self-disclosure is actually very public. This includes blogs, personal pages in FaceBook and MySpace type of sites (and others) including ones started *before* graduate school.

Anything on the web is potentially available to all who seek. We advise that before you put anything up on the web as representing yourself, you seriously consider how that material may be viewed by internship sites, future employers, or clients.

Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match. Potential employers, including universities, are conducting on-line searches of potential employees prior to interviews and job offers. 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). Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will end up and how this might affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might have adverse reactions from other people. Answering machine messages might be entertaining to your peers, express your individuality, and be indications of your sense of humor. However, if you ever use your cell phone or home telephone for professional purposes, be sure your greeting is appropriate and professional.

We will not actively search out students' webpages. However, if we become aware of a page or blog that identifies you as a clinical psychology student or as a student in the program and that page or blog is considered by the faculty to be unethical, illegal, or to contain objectionable material, we will ask you to modify or remove the problem material. Should you choose not to modify or remove the material, we will follow our existing procedures for addressing student misconduct and/or unethical behavior.

II. FINANCIAL AID

- A. General Information. There are several types of financial aid available for graduate students: (a) Teaching Assistantships, (b) Research Assistantships, (c) Fellowships, and (d) Agency Placements. None of the types of financial aid is automatically renewed each year. Awards are made on the basis of students' performance in the program, level in the program, performance on previous assistantship, and needs of the teaching, research and service program. The Department makes every attempt to fund students but there is a limited availability of funds. The current annual stipends for each type of financial aid are available from the Main Departmental Office.
- B. Teaching Assistantships. Graduate students are encouraged to obtain teaching experience during their course of study, particularly if they aspire to an academic career. The Department cannot guarantee the availability of appropriate teaching opportunities, but does adhere to administrative procedures intended to provide equitable access to teaching opportunities for all students.

The Southern Association of Colleges and Schools has established the following policy regarding assignment of teaching duties to graduate students: The employment of Graduate Teaching Assistants and Teaching Fellows is a well-established practice in higher education, but must be carefully controlled. An institution must avoid heavy dependence on Graduate Teaching Assistants and Teaching Fellows to conduct classroom instruction and must establish personnel policies governing their employment. All such Graduate Teaching Assistants and Teaching Fellows must have at least 18 graduate semester hours in their teaching field. The 18 graduate semester hour requirement does not apply to assistants who engage in such activities as assisting with laboratory or physical education activities, attending or helping prepare lectures, grading papers, keeping class records and similar assignments. These are called Service Assistants. However, it does include those graduate assistants who have primary responsibility for teaching a course for credit.

The institution must properly orient, supervise and evaluate Graduate Teaching Assistants and Teaching Fellows. The extent of their use, their professional and scholarly preparation, and the level and quality of their supervision by experienced faculty will be examined when the professional and scholarly preparation of teaching personnel is evaluated.

Each year some students funded on Teaching Assistantships are assigned to individual faculty members as Research Assistants. Such Research Assistants are awarded to individual faculty for projects

independent of graduate students' MA or Ph.D. work. Although the exact amount of time allotted to faculty research by a research assistant may vary from week to week it should approximate 20 hours per week. Students are encouraged to talk to the Director of the Clinical Training if they encounter serious difficulties in this domain. Teaching Assistants and Service Assistants are usually paid monthly beginning July 1 through June 30 (12 payments).

- C. Research Assistantships. Each year there are a number of Research Assistantships awarded to graduate students. Typically students are assigned to particular professors for 20 hours per week and are expected to assist in the research program of that professor. Research Assistants can be paid in accordance with the terms of the research contract or grant that supports them.
- D. University Fellowships. University Fellowships are paid monthly on a calendar year basis (12 payments). The following guidelines delineate a Fellow's responsibilities:
1. The award of a fellowship signifies a judgment of exceptional qualifications for graduate study. Because of this judgment, Fellows are expected to engage in independent, scholarly activity that goes beyond the routine requirements of the candidate's degree program.
 2. A Fellow may choose to work with a faculty member (typically, someone in the Department of Psychological and Brain Sciences) in conjunction with the fellowship project, or may conduct it independently. In either case, (a) the activity cannot merely be a service to the faculty member, or other agency; (b) the Fellow's activities must advance his/her professional training in ways that clearly exceed the typical or routine requirements of graduate students in the Fellow's program.
 3. A Fellow may request teaching opportunities. However, the Department cannot assign teaching duties without a prior request from the Fellow. Furthermore, only senior Fellows (i.e., those who have completed the M.A.) are normally permitted to take teaching duties.
 4. An annual written report will be required from every Fellow to the Director of Clinical Training. This report must: (a) describe the activities performed by the Fellow during the year, (b) include written evidence of what the Fellow completed, (c) provide an evaluation of the fellowship experience indicating whether it was constructive, how the activity advanced the Fellow's professional development, and the assistance or support--or lack of it--obtained from the Department in the development and execution of the project. The written report cited as (b) above may take the form of a literature review and evaluation, a research proposal, report of completed research, or an account of experiences designed to develop skills beyond those routinely acquired by graduate students. Work undertaken for the fellowship may be an adjunct to a thesis or dissertation but cannot simply be a report of thesis or dissertation research.
 5. The Fellow has the responsibility to submit his/her annual report by June 1 of each year. The report will be reviewed by the Graduate Executive Committee, and will be made a part of the student's permanent record. The Executive Committee will determine whether the Fellow (a) engaged in activities appropriate to the fellowship, (b) demonstrated an appropriate degree of independence, (c) executed the activities satisfactorily, or (d) reported them in adequate detail. Reports that are inadequate may be returned for revision, be rejected, or accepted. In any case, decisions about continuation of a fellowship must take into account the information provided in the Fellow's annual report.
- E. Agency Placements. In some circumstances, an external paid placement could become available and in those cases, the student would work with the Program Director and Department Chair to determine if commensurate funding might be available.
- F. Other Information. Students are generally supported for four years. Students who have been in the program for three years without completing requirements for the Master's Degree or for five years without completing requirements for the Doctorate, should expect their financial support to be terminated.

Students on Non-Degree or Conditional Status are not eligible for financial assistance through the Department. Financial assistance through the Department may be curtailed when a student is placed on

Probation. If the student successfully restores the point-hour average to acceptable levels, reapplication for support may be made.

III. DEGREE REQUIREMENTS

A. General Core Curriculum. All students, including those with prior graduate studies and master’s degrees in psychology, must complete the general core curriculum requirements. Students admitted with prior graduate studies or master’s degrees in Psychology may be permitted to substitute or have waived one or more core course requirements under special circumstances (see Section C below). The general core, comprised of four areas, is as follows:

Area A: PSYC 620, Human Learning *or* PSYC 621, Cognitive Processes

Area B: PSYC 642, Behavioral Neuroscience, *or* PSYC 631, Perception and Sensation, *or* PSYC 643, Principles of Neuroscience

Area C: PSYC 670, Advanced Social Psychology *and* PSYC 661, Advanced Developmental Psychology, *and* PSYC 673, Advanced Personality Theory.

Area D: PSYC 610, Advanced Statistics I *and* PSYC 611, Advanced Statistics II.

With permission of the DCT, seminars that cover one or more domains of Areas A-C may be used to fulfill core requirements. All courses, unless otherwise noted, must be taken on a letter grade basis.

The following course requirements, plus a Research Portfolio, must be completed in order to receive a Master’s Degree:

Area D (PSYC 610 and PSYC 611) and courses covering any three requirements from Areas A - C. You must complete the Checklist for MS Degree (Appendix 12) and submit to Maggie Leahy before applying for your MS degree.

B. Point-hour Requirements in General Core Courses. Course grades of "C" are not considered satisfactory grades by the School of Interdisciplinary and Graduate Studies. Therefore, to remain in good academic standing students:

1. Must maintain at least a "B" average across all Core Courses; and
2. Must maintain at least a "B" average across all courses.
3. In addition, students in programs with program cores must achieve at least a "B" average in the Program Core Courses.

Students may not drop General Core Courses without written permission of the Graduate Executive Committee. Any Psychology course in which a student receives a "D" or "F" must be retaken.

The grading system used for graduate courses is a plus-minus system. The numerical equivalents of the letter grades for the system are:

A+	4.0	B+	3.3	C+	2.3	D+	1.3		
A	4.0	B	3.0	C	2.0	D	1.0	F	0.0
A-	3.7	B-	2.7	C-	1.7	D-	.7		

C. Clinical Core Courses. In addition to the core requirements described above, students in the Clinical program will be required to complete core courses in that area as follows:

PSYC	656	Legal, Professional, and Ethical Issues	3 hrs
PSYC	679	Introduction to Assessment and Clinical Skills	3 hrs
PSYC	680	Intellectual and Cognitive Assessment	3 hrs
PSYC	683	Psychological Interventions I	3 hrs
PSYC	684	Psychological Interventions II	3 hrs
PSYC	685	Clinical Psychology Practicum*	1 hr
PSYC	689	Advanced Clinical Psychopathology	3 hrs
PSYC	693	Interviewing Skills Practicum	1 hr

*Students are expected to have a minimum annually of 160 direct contact hours to fulfill this practicum requirement. In the event that sufficient therapy contact hours are unavailable due to reasons beyond the student's control, supervisors have discretion to pass students on clinical training hours if they consider the student to have received adequate training and to have made suitable effort during any given semester.

Students may not drop a clinical core course without permission of the Director of Clinical Training.

D. Other Course Requirements

1. History and Systems of Psychology, PSYC 601 or an equivalent course
2. Seminars: Clinical students should continue to develop their knowledge of basic areas by taking at least three of the graduate seminars offered in the Department. Seminars offered in other departments may be considered to fulfill this requirement with the consent of the student's mentor and the Director of Clinical Training.
3. A graduate course in Culture and Diversity – this may count as one of the three seminar required.

E. Waiver or Substitution of General Core Courses

1. In no circumstances may graduate course credit be granted for undergraduate courses or projects. Graduate level courses are assumed to require a higher level of performance, to deal with more difficult material, and to take a more comprehensive approach to topics than undergraduate courses.
2. Substitutions of projects or other experience for required courses will not be permitted. Required courses represent the foundation of graduate training. They provide a means for maintaining continuity in graduate training from one class to the next, and for assessing a common level of attainment in graduate study.
3. The equivalent of a graduate course completed at another university to a course in our program will be determined by the following procedure:
 - (a) The student will request a judgment of course equivalence from the Director of Clinical

Training (DCT).

- (b) The DCT will arrange for review of the course equivalence by at least one appropriate faculty member within the Department.
 - (c) The student will present detailed information about the candidate course, viz., a topical syllabus, text used, any additional reading required, descriptions of any relevant projects or papers conducted for the candidate course.
 - (d) The faculty member will review the material and provide a report about equivalency. For some courses, (for example PSYC 680, Cognitive Assessment) students requesting a waiver may be required by the faculty member to provide a current work sample to document necessary skills.
 - (e) The DCT will review the report to assure that appropriate and sufficient information was provided, and that the faculty recommendation is based on the evidence.
 - (f) The DCT will then submit the approved request to the Chair of the Department, will inform the student of the decision, and will place the faculty report in the student's permanent file.
4. When a judgment of nonequivalence has been rendered, a student may then request the opportunity of meeting the general core requirement by examination. This request must receive the written approval of the student's faculty advisor, the Head of the program for the course in question, and the Department Chair. If these approvals are obtained, then two faculty members associated with the course will be asked to prepare, administer, and evaluate the examination. The format and scope of the exam is to be determined by the examiners. The student must obtain a minimum grade of "B" on the exam in order to fulfill the core requirement. In those instances where the two examiners disagree on the evaluation, a third faculty member will be asked to read the exam.
5. In cases where students, for good reason, cannot take a required General Core course, it is possible to satisfy a course requirement through testing. To test out of a general core course requirement, the procedure described in the above paragraph is to be followed.

F. Requirements for the Master's Degree. All students who enter the program without an M.A. or M.S. degree comparable to the Master's Degree granted by this department will be expected to complete the requirements for a Master's Degree. It is up to the discretion of the student whether or not to apply for the official diploma.

Students entering the program with M.A. or M.S. degrees will have their research work evaluated on entry to our program by a committee consisting of their primary program mentor and one other clinical faculty member. Their research work, including papers presented or published, manuscripts submitted, or theses, will be evaluated for equivalency with second-year student portfolios. Students who have work in progress will be given a one year "grace period" to complete the work. After the end of this one year period, students would be subject to the same consequences as those who entered the program with no Master's level research work.

- 1. Residence and Credit Hour Requirements. The student must be in residence for one academic year and must complete at least 30 semester hours of credit of which six hours must be for Master's portfolio research unless waiver is obtained from the Executive Committee.
- 2. Core Course Work. Students must complete core courses as described in Section III.A (General Core Curriculum) in order to receive a Master's Degree.

3. Master's Research Portfolio

a. The research portfolio is required of all students. They must register for six (6) semester hours of research credit (PSYC 603, Master's Degree Research) unless waived by the Executive Committee. They may not register for more than six.

b. The purpose of the Master's Research Portfolio is to provide training and supervised experience in the design, performance, and written dissemination of research. It is expected that students will be engaged in research activity throughout their graduate training. Students are expected to become involved in a research group/lab of a faculty member by September of their first year, with active participation in ongoing collaborative projects with one or more faculty members and other students.

c. The primary research mentor will (1) take major responsibility for the supervision of the portfolio research and (2) will help the student plan his/her program.

d. Master's research portfolios will be evaluated by November 1 of a student's second year, by a committee consisting of the primary research mentor and a second faculty member appointed by the DCT. The committee will review the material for its general quality and evidence of the student's development in research skills and scholarship. Written feedback will be provided from the two faculty reviewers. The entire portfolio will be reviewed upon completion of the required manuscript, as defined in e.2. below (See Appendix 3).

e. Specific minimum requirements for the portfolio are as follows:

1. By the end of the second year review of students (conducted in May), students are expected to have submitted at least two professional conference abstracts or comparable evidence of scholarship/research participation (e.g., co-authored manuscripts, book chapters) of which they are either the principal or a contributing author.

2. By November 1 of the third year, students are required to submit a manuscript ready for publication submission, of which they are either the principal or a contributing author.

3. Following submission of the completed portfolio, students will make a formal presentation to the clinical faculty focused on the progression of their research, major themes of their work, and directions for future work.

f. Degrees are not usually awarded if incomplete or deferred grades remain on the transcript. It is the student's responsibility to assure the completeness of his or her transcript prior to applying for a degree. Up-to-date transcripts are available in the Main Office.

g. Students must submit a copy of the approved research portfolio to the Department.

4. Research Progress and Clinical Faculty Response

The following practices help ensure a consistent faculty response to research progress and will serve as a basis for recommendation to the Departmental faculty. These procedures will apply to the incoming class of 1999 and all subsequent classes. Good progress is defined according to portfolio expectations outlined in section 3e above.

STEP ONE (2 YEARS)

a. At the end of the spring semester of the second year the student must have two conference abstracts submitted or other evidence of research participation as defined above.

- b. For students who fail to meet this deadline it will be recommended that they will not be eligible for Departmental financial support for the next year.
- c. Students may request an appeal to the Clinical Faculty regarding the reasons for the slow progress.
- d. Students who meet expectations in the summer before their third year would be eligible for financial support, but they would be given lowest priority.
- e. Students would be informed at the time they entered the program that this research progress was a condition of continued support.
- f. Faculty would be encouraged to give grades for research (PSYC 603) hours that reflect rate of progress of the portfolio.

STEP TWO (2 1/2 YEARS)

- a. At the end of the fall semester of the third year, if the student has not met the portfolio requirement, he/she will be notified that he/she is in poor standing because of slow progress and reminded that failure to complete the portfolio by the end of the third year will lead to an automatic recommendation for a Discovery Hearing with dismissal a possibility, in addition to loss of financial support at the end of the third year.

STEP THREE (3 YEARS)

- a. At the end of the spring semester of the third year, students who have not successfully completed and submitted the portfolio requirement will be interviewed at the student review meeting by the faculty as a group to discuss their slow progress. The faculty will then determine whether to recommend a Discovery Hearing to consider dismissal.

STEP FOUR (3 1/2 YEARS)

- a. If the student is not dismissed as a result of the Discovery Hearing at the end of the third year and has not successfully completed the portfolio by the end of the fall of the fourth year, an automatic recommendation will be made for a Discovery Hearing. At this Hearing dismissal would typically be the recommendation except for very unusual circumstances.

G. Rules Concerning Dissertations.

1. Every graduate student is required to see that the Chair of the student's Dissertation Committee sends to the Department Chair and the Department's Administrative Assistant a request for the appointment of the committee (Links to forms provided in Appendix 8). In addition, the student should ensure that the Committee Chair and Members are aware of and able to attend any meetings or examinations involved. Finally, the students should note the School of Interdisciplinary and Graduate Studies must be notified of the time and place of the final Dissertation Oral Exam at least two weeks prior to the time that exam will be held. Thus, students should be sure that this information is provided to the Department's Graduate Student Coordinator who will forward the request to SIGS. Department of Psychological and Brain Sciences faculty and graduate students will be invited to attend the oral defense of dissertations.
2. Only full-time tenured/tenure-track faculty members of the Department of Psychological and Brain Sciences will normally be permitted to serve as dissertation Chairs. Under extraordinary and unusual conditions, the Department Executive Committee may approve the selection of an adjunct or associate faculty member as a dissertation Chair.

3. The procedure for forming a dissertation committee is as follows:
 - a. The student secures a commitment from an eligible faculty member to serve as dissertation Chair.
 - b. Confirmation that persons selected for the committee agree to serve should be provided. When committee membership has been determined, the student and/or the committee Chair should contact candidates concerning their willingness to serve. When sufficient agreements have been obtained, the student needs to complete a Thesis/Dissertation Advisory Committee form (www.louisville.edu/graduate/forms/thesis-dissertation-advisory-committee-appointment-form/). The student should **type** all required information into online form, print it, and obtain signatures from committee members. After obtaining all signatures, the form must be submitted to the Department Chair for their signature. The Department will then forward the form to the College for approval.
 - c. All committee members must be members of University Graduate Faculty. Committee members not graduate faculty, need an ad hoc appointment. To request an ad hoc appointment, the student's dissertation Chair submits a support letter to the Department Chair with an attached CV requesting ad hoc appointment for the committee member(s). The Department Chair forwards the Committee Chair's support letter and CV, along with a cover letter, to A&S for appointment approval.

- H. Atypical Dissertation Topics. If a student wishes to pursue an atypical dissertation topic (i.e., one that is not a research project involving collection, analysis, and interpretation of data), the proposal must be approved by a simple majority of the Full Departmental Faculty.

- I. The Ph.D. Degree Requirements.
 1. Residence Requirements and Credit Hour Requirements. The minimum time required for the Ph.D. is the equivalent of three years of full-time graduate study beyond the Bachelor's Degree, or two years beyond the Master's Degree. Our students typically require at least four years beyond the Bachelor's. While there is no specific credit-hour requirement for the Ph.D., doctoral candidates should expect to complete at least 81 hours after the baccalaureate, or 51 hours after the Master's. At least one year must be completed in full residence (Refer to School of Interdisciplinary and Graduate Studies requirements).
 2. Completion of all curricular requirements.
 3. Clinical Skills. Because of the critical role of clinical skills in the training of clinical students, adequate performance in Clinical Practica is essential, but is difficult to measure in terms of typical academic course grades (A, B, etc.). Clinical practice courses (PSYC 685, 693, 785) are therefore graded on a Pass/Fail basis only, but that grade is supplemented by a detailed evaluation of clinical performance. The grade will reflect general compliance with course requirements, including appropriate client hours, completion of paperwork, and class attendance. Students who meet the basic requirements of the course will receive a passing grade. However, clinical skills and ethical conduct will also be evaluated qualitatively each semester. The student will receive one-to-one feedback from their supervisor on specific areas of strength and weakness. Supervisors use a written evaluation found in Appendix 4. Areas of weakness will be targeted for remediation, and both strengths and weaknesses will be discussed at the review of students meeting for the semester. Even if passing grades are received in previous practicum courses, should persistent or serious concerns or deficits be identified, the student may be subject to special review which could result in dismissal.

By the end of classes in the Spring of the second year, students will complete a written case conceptualization that will be presented and discussed on their clinical practicum team. Students should discuss potential cases with their clinical supervisor, and must indicate which case will be used for the competency case. Supervisors will indicate to the Director of Clinical Training their evaluation of the competency case, based on a standardized rating form. Students

will provide the Director of Clinical Training with a copy of the written case conceptualization. Care should be taken to insure that all identifying information is removed from the case write up (see Appendix 2).

By the end of the Spring semester of the 3rd year, students will submit a de-identified assessment report detailing use of consultation.

By the end of the Spring semester of the 4th year, students will submit ratings of peer supervision by therapists they have supervised during their 4th year on team (see Appendix 13).

Students working in outside agencies for placements or practica experiences must register for PSYC 785. Students must obtain permission of their mentor and the DCT to register. The form is available in Appendix 10. Please note that the form includes attestations that there are no conflicts of interest.

4. Independent study (PSYC 604 and 605) may make up no more than one sixth (1/6) of the total hours of the student's program. The Director of Clinical Training may allow more when equivalent course work is unavailable in a specific area but not when the need is simply for credit hours.
5. Preliminary Examination. Following successful completion of the Master's Portfolio, students will complete an integrative review paper (see Appendix 5 for prelim instructions). This paper will serve as the comprehensive examination for advancement to doctoral candidacy. Review papers will be due four months after notification that the portfolio has been approved by the clinical faculty. Typically, the paper will be due in March of a student's third year. For students entering with a Master's degree, the date will be established with the Director of Clinical Training.

Failure to turn in the completed paper by the due date is considered a failure of the exam except in extraordinary circumstances. Students will be given only two opportunities to pass this exam, a second failure will automatically lead to a recommendation for a Discovery Hearing and consideration of dismissal.

6. The Clinical Internship. All clinical students must serve a full-time, one-year internship in a clinical setting approved by the Director of Clinical Training. In order for a student to apply for internship, the dissertation proposal must be approved by the Dissertation Committee before a student may apply for internship. Our recommended deadline for this approval is **SEPTEMBER 1** of the year in which the applications are submitted, in order to allow the Director of Clinical Training to verify readiness for internship as required by internship sites.

An annotated summary of all clinical hours and a list of internship sites must be submitted for the formal approval of the Director of Clinical Training by **August 1** of the year students are applying. In most circumstances, the Director's willingness to provide a letter of readiness to that site constitutes approval of the site. After consultation with the faculty of the Clinical Program, where necessary, the Director may disapprove a particular internship. Students may not apply to sites that have not been approved by the DCT; doing so would be considered an ethical violation subject to disciplinary action. Students are required to register for PSYC 795 while on internship.

7. Ph.D. Dissertation.
 - a. The purpose of the dissertation requirement is to provide supervised experience in the design, performance, evaluation, and description of research. The problem chosen should be at a level appropriate for a highly-trained specialist and should promise to provide a significant contribution to the literature.
 - b. The doctoral committee will consist of five members, four from the Psychological and Brain Sciences Department and another A&S Graduate Faculty Member from another department. Adjunct or Associate faculty will serve as outside department members. With permission of the A&S (and for good reason) individuals not on the A&S Graduate Faculty may be appointed to this committee.

For additional information regarding the Committee, the Prospectus, and Preparation of the Dissertation, please see Section III.G. (Rules Concerning Dissertations).

- c. Doctoral Final Oral Examination (Appendix 8): Each student will insure that all the procedures and requirements for the completion and successful oral defense of the dissertation required by the Department of Psychological and Brain Sciences have been adhered to and completed. The dissertation committee chair will forward the results of the defense to the Department Chair and DCT.
 - d. Students must submit a copy of the Final Dissertation to the Department.
8. Time Limit on Ph.D. Degree. All students should take note of the School of Interdisciplinary and Graduate Studies limitation on time from completion of Preliminary Examinations to completion of all requirements including dissertation.

All other requirements for the degree of Doctor of Philosophy must be completed within four calendar years after passing the Preliminary Examination. In exceptional cases, the Graduate Dean may grant limited time extension to this four-year regulation.

Students should be aware that the failure to meet this deadline may result in dismissal from the degree program. At best, students violating this time limit will be required to re-take Preliminary Examinations. The only exception to the requirement to re-take the Preliminary Examination will occur for students who have successfully defended their dissertations and have only their internship to complete. In this case, the DCT will recommend to the Graduate Dean that the 2-year extension be granted.

The meeting for the oral defense of the dissertation must occur prior to the four-year deadline date and the dissertation must be approved by the committee prior to the deadline date. Failure to have the oral defense meeting or committee approval by the deadline date constitutes a failure to meet the four year deadline and would require the re-taking of the Prelims before an extension would be recommended to the School of Interdisciplinary and Graduate Studies.

It is the student's responsibility to ensure that members of the committee have a reasonable amount of time to review the dissertation and to ensure that there is ample time for scheduling the oral defense meeting. Any scheduling difficulties that prevent an oral defense meeting prior to the deadline date will not be acceptable as justification to extend the four-year deadline.

9. Procedure for Applying for a One-time Extension of the Four-Year Dissertation Deadline. Students failing to meet the four-year deadline to complete the dissertation (from the date of the Preliminary Examination) may apply for a one-time two-year extension by re-taking the Preliminary Examination. The student must inform the DCT of the Department one month prior to the expiration of the deadline that the deadline will not be met and that the Prelims will be taken.

The Prelim must be taken at the first opportunity following the notice to the DCT and/or as scheduled by the Examining Committee, and will be the examination currently being given.

Should the Preliminary Examination be passed, the DCT shall recommend to the Graduate Dean that the two-year extension be granted. Please note, however, that extensions can only be given by the Graduate Dean.

Should the Preliminary Examination be failed, the student will be dropped from the program. No second opportunity to pass the examination is provided.

Students failing to meet the four-year deadline and failing to engage these procedures will be dropped from the program.

IV. PROCEDURES FOR GRADUATE STUDENT REVIEW

A. Standards for Student Performance. Each semester the faculty of the program reviews each student in that program and forwards a recommendation to the full faculty. This recommendation may extend from commendation to dismissal on academic or disciplinary grounds. Progress through the clinical program is linked to development of competencies in three major areas: clinical practice, research, and professional development. These are linked to the following areas of review as outlined in Appendix 1. Areas of review include:

- Academic performance
- Research, teaching, and clinical performance
- Performance on preliminary and oral examinations
- Timely progress through program
- Ethical and professional conduct

1. Academic Performance. Course grades of "C" are not considered satisfactory grades by the School of Interdisciplinary and Graduate Studies. Therefore, to remain in good academic standing students (a) must achieve at least a "B" average across all core courses, and (b) must maintain at least a "B" point average across all courses. In addition, students in programs with program cores must achieve at least a "B" average in the program core courses.

2. Research, Teaching and Clinical Performance. Students are expected to perform at a level of competence commensurate with their training at all practicum and assistantship placements, as well as on their independent research projects. Performance reviews by supervisors at each work placement may supplement the semester review.

The issue of personal difficulties affecting clinical performances is a difficult one and a considerable amount of sensitivity exists with respect to it. Since practicum performance, as well as the more general ability to carry out clinical responsibilities, is of great importance in the Clinical Program, failure of a practicum is considered to be a serious problem and possible grounds for dismissal despite adequate academic performance in other areas. Further, clinical skills and ethical conduct will be evaluated qualitatively each semester. Even if passing grades are received in previous practicum courses, should persistent or serious concerns or deficits be identified with regard to clinical skill performance (including personal problems that interfere with such performance), the student may be subject to special review which could result in dismissal.

3. Performance on Preliminary and Oral Examinations. Satisfactory performance on prelims is required.

4. Timely Progress through Program. The clinical program is normally a five year program with Master's Degree and preliminary examination requirements to be completed within three years. Following preliminary examinations, the School of Interdisciplinary and Graduate Studies requires that all other requirements for the Ph.D. degree be completed within four calendar years.

5. Ethical and Professional Conduct. The Department emphasizes the seriousness of the issue of cheating and unethical behavior in all its forms on the part of graduate students. Faculty and students alike must be aware of the threat posed by unethical conduct not only to our own training program, but to the profession of psychology as well. Students also need to be fully aware of and abide by the sexual harassment policies of the University.

Graduate students should be encouraged to develop either formal or informal mechanisms in their own ranks to guard against unethical conduct. A formal procedure that has been discussed is the formation of a graduate student review board to investigate all suspected instances of cheating at the graduate student level. Informal means might simply involve a consensus among students that they may deal with unethical conduct by confronting the parties involved directly. Neither proposal would interfere with the right of the student to report directly to faculty, nor should it in any way prohibit the faculty themselves from detecting cheating.

Ordinarily, the student demonstrating an inadequacy will be notified in writing and provided a reasonable opportunity to remedy the problem. However, summary dismissal is possible in cases of marked and blatant deviation from expectation. Dismissal under item five may take the form of Disciplinary Dismissal for which Procedures are stated in Section D.

- B. Procedure for Academic Dismissal. The following procedure shall be followed in order for a graduate student to be reviewed and recommended for dismissal for academic (nondisciplinary) reasons:
1. End of Semester Review. At the end of each semester, each Program Faculty will meet to review the progress and performance of each student. Criteria stated in the instructions to Graduate Students shall form the basis of the review.
 2. Discovery Hearing. If, in the End of Semester review, a student appears to be subject to a consideration for dismissal, consideration of dismissal shall be suspended and the student notified.
 - a. The student shall be notified by a letter from the Chair and this letter shall indicate the problem areas or areas of concern before the Program Faculty. If the student chooses to discuss these areas of concern, the Director of Clinical Training shall review them with the student and provide available details and amplification.
 - b. The student should contact the Chair or the Director of Clinical Training to make arrangements for a Discovery Hearing. The student shall acknowledge notification and the offering of the Discovery Hearing in writing.
 - c. The Discovery Hearing shall be held within ten working days of the notice to the student but major holidays (such as Christmas) shall add ten days to this period because of the difficulty in scheduling meetings during these times.
 - d. After hearing the student, the faculty shall excuse the student from the meeting and shall consider the question of dismissal. A majority vote of all Program Faculty not on leave shall be required to advance a dismissal recommendation to the full faculty.
 - e. The student shall be permitted to register for courses pending Departmental consideration. Registration for practicum for a clinical student is conditional on the consent of the Director of the Clinical Program.
 3. Departmental Faculty Meeting. The Program Faculty recommendation shall be advanced to the Departmental Faculty. There will be a written report from the Program Faculty that will be provided in advance to the Departmental Faculty and to the student. The Departmental Faculty must muster a quorum of 75% of all faculty not on leave in order to consider a dismissal recommendation. A simple majority of those present and voting shall be required to accept a dismissal recommendation and to advance it to the Dean of Arts & Sciences (No hearing is provided at this point since the Program Faculty had conducted a Discovery Hearing and an appeal is available in the School of Interdisciplinary and Graduate Studies. However, the student may submit a written rebuttal for review by Departmental Faculty.)

If a Program Faculty's dismissal recommendation fails, substitute motions are in order or the matter may be referred back to Program Faculty for reconsideration and a new recommendation.

4. Recommendation to the Dean of Arts & Sciences. Should a Program Faculty's recommendation for dismissal be accepted by the Departmental Faculty, the Chair shall advance that recommendation to the Dean of Arts & Sciences. The student shall be notified of this action by registered mail and notified of the option to appeal at the College level.
5. Dismissal Raised in Departmental Faculty. If in the Semesterly Review before Departmental Faculty a student appears to be subject to consideration for dismissal (i.e., a Program Faculty's recommendation for a different action has failed and other lesser options are unlikely), consideration of dismissal shall be suspended and the Program Faculty required to conduct a Discovery Hearing and to consider dismissal. (Since such an event might occur when information or evaluations not available in Program Faculty are available in Departmental Faculty, faculty with information and evaluations should be invited to the Discovery Hearing.)

Such a referral to Program Faculty shall initiate the review sequence at point two of these procedures.

6. Two Failures of a Dismissal Recommendation in One Semester. Should a dismissal recommendation be twice advanced by a Program Faculty and rejected the second time, alternative substitute motions shall be accepted. These motions must muster a simple majority of those present and voting to be passed.
7. Two Failures of a Lesser Action. Should recommendations be advanced from a Program Faculty for actions short of dismissal and the second recommendation fails and it appears that sentiment exists for dismissal; the Departmental Faculty shall conduct a Discovery Hearing as specified in Item 2. A 2/3rd's majority of those present and voting is required to advance a dismissal recommendation to the A&S Dean.

Should a motion for dismissal fail, alternative motions shall be accepted and require a simple majority vote (of those present and voting) to pass.

The student may opt to be present during the information-gathering segment of the hearing but will leave before deliberation is begun. The student may respond to any information or evaluation presented as he/she is recognized by the Chair.

C. Additional Information Regarding Academic Dismissal Procedures

1. The graduate student who is the subject of a Discovery Hearing can exercise one of the following options: (a) have the graduate student representative to the clinical faculty participate or (b) ask for representation from any doctoral graduate student. Students will not have a vote in the discovery hearing. The student representative or designate will serve as an advocate for the accused student including presenting appropriate data and ensuring that the proceedings are conducted fairly. The proceedings of the discovery are to be held in strict confidence.
2. In order to preserve the nature of the student-faculty relationship at the level of the Department, no lawyers shall be involved in any hearing.
3. The faculty may request to hear from any person who might have information relevant to the decision. The student may request the faculty to hear from any other person who may have information relevant to the student's performance or conditions affecting that performance.
4. Detailed minutes of all hearings shall be kept and drafted by either the Program Director or the Chair. No transcription shall be required.
5. At any point during these procedures, the student may exercise the option of tendering a

resignation from the program.

6. The person chairing any hearing has broad discretionary powers to assure an orderly hearing and to preclude obstructions to the hearing. The Chair may rule on procedural motions, directly, and require that persons presenting information stay close to the issues involved.

D. Procedure for Disciplinary Dismissal

1. The normal penalty for cheating or serious violations of ethical codes will be dismissal from the program. This penalty may be altered if it is established that extenuating circumstances exist.
2. In the event that a student is dismissed or disciplined for cheating or unethical behavior, the student has the right to file a grievance with the Unit Academic Grievance Committee.
3. Hearings. If a student is accused of cheating or unethical conduct, the Departmental Chair will first meet with the accused student, the Course Instructor, and the Program Director to discuss the accusation. The Chair, Program Director, and Course Instructor are charged with gathering information on the accusations and presenting this information to the faculty.
 - a. If the student denies the charges, guilt must be determined by the faculty at a full faculty meeting. For this meeting, a quorum of at least seventy-five percent of those eligible to vote must exist. The determination of guilt will require a seventy-five percent majority of those present and voting. All ballots in all faculty meetings on disciplinary action will be secret.

In meetings of the Departmental faculty (and of the program faculty as specified below) the student whose case is being considered will be allowed to be present before the faculty and to entertain questions from them. However, the student will be expected to leave the meetings before actual deliberation of the case takes place.

- b. If the student admits to the charges, or if the Departmental Faculty meeting has determined guilt, the case will go to the program faculty. This body will then decide on the disciplinary action to be recommended to the Departmental Faculty.
- c. The Department Faculty (including the student representatives) will meet to discuss the penalty. At this stage it may vote to adopt one of the recommendations made by the program faculty, or to return the recommendations to the program faculty for revision. In order to decide upon a penalty, a quorum of seventy-five percent of those eligible to vote must be present at the full faculty meeting. The penalty to be imposed will be decided by a simple majority of those present and voting.

E. Option to Appeal Disciplinary Dismissal Recommendation. Graduate students subject to a recommendation for disciplinary dismissal from the Department to the Dean of Arts & Sciences have an option to appeal within the Department. The steps in the appeal are:

1. The appeal shall be filed with the Chair of the Department within ten days of notification of Departmental action. Three areas may be addressed:
 - a. That the faculty acted on inappropriate or incomplete information;
 - b. That there was a serious fault in the process of review; and/or
 - c. That there was prejudice on the part of one or more faculty members.
2. The student will then be asked to meet with the Graduate Executive Committee of the Department for a

discussion of the appeal. The Graduate Executive Committee will act in a purely advisory capacity to the student and to the faculty. Nothing from this informal session disadvantageous to the student shall be introduced later should the appeal be advanced to full faculty. This meeting shall be held within ten days of the filing of the appeal.

3. If the informal meeting with the Graduate Executive Committee fails to resolve the issues, a meeting of the full faculty will be called within ten days. The student shall appear to present the appeal. After presentation, questions and discussion of facts will be permitted. The student will be excused while the faculty deliberates and makes a decision on the appeal.
 4. The student will be permitted to attend classes, unregistered, while the appeal is pending.

APPENDICES

Competencies for the Clinical Ph.D. Doctoral Program

Adopted Spring

2003 Revised

5/2014

(Based, in part, on the Consensus Report on Competence in Clinical Psychology Training
Council of University Directors of Clinical Psychology)

General Definition

Competence: What individuals know or are able to do in terms of knowledge, skills, and attitude based on education, training, experience, and special assessment; involves the ability to perform a complex task or function and the ability to transfer skills and knowledge to new situations; as such competencies are elements of competence (Fraser & Greenhalgh, 2001; Kaslow, 2002)

Domains of Competence

Domain 1: Clinical Practice

Specific Competencies

1. Clinical Attitude

- a. grounding in science/empiricism and use of scientific data in clinical settings and clinical decision making
- b. good critical thinking skills (skeptical, collect data, discriminate facts from opinions, openness to alternative views and conflicting data)
- c. self-awareness, self-criticism, and self-reflection
- d. curiosity and flexibility
- e. openness to supervision/mentoring

2. Clinical Knowledge and Skills

- a. general interpersonal qualities that support effective therapy (e.g., ability to build rapport, capacity for empathy, ability to sustain therapeutic relationships)
- b. Technical Skills
 1. Assessment skills
 - a. technical skills in test administration, scoring, and interpretation

- b. understanding test construction and the importance of reliability, validity, standardization, etc.
- c. ability to select appropriate assessment protocol for variety of presenting problems

2. Intervention skills

- a. knowledge of empirically-supported interventions and ability to appropriately apply them
- b. understanding how extant literature informs clinical practice
- c. understanding “non specific” factors in therapy and their influence on clinical practice
- d. understanding mechanisms of behavior change and the ability to apply this knowledge in interventions
- e. ability to provide peer supervision

3. Integration of Diversity/Cultural Competence in Clinical Practice

- a. readings related to literature on diversity (ethnicity, gender, sexual orientation, disability, spiritual)
- b. supervised clinical experiences with diverse populations

Measurement of Clinical Competence

1. Successful completion of Assessment Courses (679; 680), Interventions 1 (683), and Interventions 2 (684)
2. 90% accuracy on test administration (WAIS; WISC)
3. Clinical Mastery by Year
 - a. successful completion of Interviewing Course (693) and intake interview (1st year)
 - b. successful completion of Competency Case (2nd year) (Case Conceptualization) – goal is to complete a publishable quality paper.
 - c. successful completion of consultative experiences (3rd year) – submission of de-identified testing report with consultative experience approved by supervisor
 - d. successful completion of peer supervision (peer and supervisor ratings; 4th year)

4. Supervisor ratings – each semester
5. Successful completion of 685 (11 hours)

Domain 2: Research

Specific Competencies

1. Technical Skills
 - a. familiarity and experience with research design, data collection, and data interpretation
 - b. knowledge and skills with statistics and computer-based statistical packages
2. Critical thinking skills - ability to critically evaluate literature and directions for future research
3. Research and empirical writing skills
4. Ethical conduct of research
5. Culturally competent research design and evaluation

Measurement of Research Competence

1. Successful completion statistics and design sequence (610/611)
2. Completion of NIH Human Participants Training (or IRB equivalent)
3. Completion of Master's Portfolio (by Nov. 1 of Year 3)
compilation of materials demonstrating development of writing skills which may include conference abstracts and presentations, manuscripts and publications, and grant proposals

Ethical and diversity issues should be addressed as appropriate in scholarly works and in a self-study reflection as part of the portfolio.

4. Presentation of research development to faculty after submission of portfolio
5. Integrative Review Paper – due no later than March, Year 3 * see below
6. Dissertation

Domain 3: Professional Development

1. Attendance at a majority of department colloquia and inservices (at least 70% of those offered)
2. Attendance at departmental colloquia and inservices is part of professional activity and is intended to help students develop an appreciation for learning

about varied topics and to foster lifelong learning in the profession. Students will submit a summary of all colloquia and inservices attended and will attach to the summary copies of certificates of attendance which will be provided at all department talks

3. Attendance at program professional development and inservices
4. Attendance at professional conferences

Domain 4: Cultural Competency and Diversity Experiences

Students will acquire professional development experiences that broaden their experiences with diversity. These might include attendance of seminars on topics related to diversity, giving talks, working with diverse populations, conference workshops, or university or community programs. Specific requirements to demonstrate competency include:

1. Attendance each year of at least one continuing education program presented by the Center for Mental Health Disparities
2. Completion of seminar on cultural diversity
3. Conveying awareness of and sensitivity to differences based on ethnicity, gender, sexual orientation, disability, and spiritual beliefs as rated by clinical supervisor
4. Diversity experiences as part of portfolio submission
5. A written reflection based on interviewing diverse patients (as part of PSYC 693)

SECOND YEAR COMPETENCY CASE
Case Conceptualization

By the end of spring semester classes in their second year, students will complete a written case conceptualization that will be presented and discussed on their clinical team. Students should discuss potential cases with their clinical supervisor, and must indicate which case will be used for the competency case. Supervisors will provide their evaluation of the competency case to the DCT with the Competency Case Evaluation form. Students will provide the DCT with a copy of the written case conceptualization. Care should be taken to insure that all identifying information is removed from the case write-up.

Cases should be selected and written up with publication as the goal. That is, an unusual presenting problem, interesting case dynamics, or some other novel aspect of the case should guide selection so that material can make a contribution to a relevant literature.

The written conceptualization should include the following sections (as appropriate to team orientation):

1. Client demographics and statement of presenting problem
2. Assessment
 - Including considerations of cultural diversity issues as appropriate
 - Extant literature
3. Diagnostic information
4. Case conceptualization
5. Treatment plan
 - Linked to assessment and literature
6. Discussion of ethical issues in treatment
7. Methods of data collection and treatment outcome data

Competency Case Evaluation
Second Year Case Conceptualization

Student: _____

Supervisor: _____

Date: _____

Based on the team presentation and written case conceptualization, please evaluate the student's competency case on the sections detailed below using the following scale:

- 1 insufficient
- 2 minimal
- 3 adequate
- 4 good
- 5 excellent

1. Client demographics and statement of presenting problem

1 2 3 4 5

2. Assessment

1 2 3 4 5

• **Considerations of cultural and diversity issues as appropriate**

1 2 3 4 5

• **Consulting and incorporating extant literature**

1 2 3 4 5

3. Diagnoses

1 2 3 4 5

4. Case conceptualization

1 2 3 4 5

5. Treatment Plan: linked to assessment and literature

1 2 3 4 5

6. Discussion of ethical issues in treatment

1 2 3 4 5

7. Methods of data collection and treatment outcome data

1 2 3 4 5

8. Sensitivity to cultural/diversity issues, if relevant

1 2 3 4 5

Summary of overall evaluation, strengths and weaknesses of case conceptualization:

Overall Rating:

1 2 3 4 5

Student **HAS** **HAS NOT** successfully completed the competency case.

(circle/highlight one)

Supervisor Signature

Date

I have reviewed this evaluation with my supervisor. I understand that my signature does not necessarily indicate agreement with the evaluation.

Student Signature

Date

STUDENT IS REQUIRED TO SUBMIT THIS COMPLETED EVALUATION FORM AND A COPY OF YOUR CASE CONCEPTUALIZATION TO THE DCT.
All client's identifying information must be removed.

I. To be completed by student:

Name:		Date Submitted:	
Faculty Mentor:		2nd Reader:	

II. To be completed by reader:

1. Using the following scale, please indicate your overall assessment of the student's development in:

a) **Research Skills:**

- Satisfactory
- Unsatisfactory

b) **Scholarship:**

- Satisfactory
- Unsatisfactory

2. Comments, including particular strengths and areas in need of development:

This portfolio demonstrates adequate progress in the student's research development.

Reader Signature

Date

I. To be completed by student:

Name:		Date Submitted:	
Faculty Mentor:		2nd Reader:	

Please list all contents below.

#	TYPE	DESCRIPTION / CITATION	CONTENT TYPES
1)		_____	PO <i>Poster</i>
2)		_____	MS <i>Manuscript</i>
3)		_____	CH <i>Chapter</i>
4)		_____	O <i>Other</i>
5)		_____	

II. To be completed by reader:

1. Using the following scale, please indicate your overall assessment of the student's development in:

a) **Research Skills:**

- 1 Insufficient
- 2 Minimal
- 3 Adequate
- 4 Good
- 5 Excellent

b) **Scholarship:**

- 1 Insufficient
- 2 Minimal
- 3 Adequate
- 4 Good
- 5 Excellent

2. Comments:

This portfolio meets acceptable program standards based on a minimum of two poster presentations and one co-authored manuscript or book chapter, the latter of sufficient quality to warrant submission for publication.

Reader Signature

Date

UNIVERSITY OF LOUISVILLE
Clinical Psychology Doctoral Program
End of Semester Clinical Evaluation

Student		Semester	
Supervisor		Year	

For each item, please circle the number that best describes the student's performance during the past semester using the following scale:	
1	Unsatisfactory performance or development; remedial plan developed and attached
2	Performance in consistently below expected level
3	Performance is below expected level, but is anticipated to improve with additional supervision and development
4	Performance is satisfactory and at expected level
5	Performance is satisfactory and often above expected level
6	Performance is consistently above expected level
7	Performance is consistently outstanding and above student's expected level
NA	Not applicable for this student

CLINICAL ATTITUDE	Overall Rating:	1	2	3	4	5	6	7	NA
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Grounding in science/empiricism and use of scientific data in clinical settings and clinical decision making

1 2 3 4 5 6 7 NA

Exercises critical thinking skills (skeptical, collect data, discriminate facts from opinions, openness to alternative views and conflicting data)

1 2 3 4 5 6 7 NA

Self-awareness, self-appraisal, and self-reflection

1 2 3 4 5 6 7 NA

Curiosity and flexibility

1 2 3 4 5 6 7 NA

Openness to supervision/feedback

1 2 3 4 5 6 7 NA

Acceptance of responsibility; takes initiative in completing tasks without prompting

1 2 3 4 5 6 7 NA

Self-direction; eager to learn, takes initiative in developing conceptualization, integrating data vs. relying on supervisor

1 2 3 4 5 6 7 NA

Respect for clients

1 2 3 4 5 6 7 NA

Respect for colleagues

1 2 3 4 5 6 7 NA

Timeliness in work completion

1 2 3 4 5 6 7 NA

Comments on Clinical Attitude									

CLINICAL KNOWLEDGE AND SKILLS	Overall Rating:	1	2	3	4	5	6	7	NA
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General interpersonal qualities that support effective therapy (e.g., ability to build rapport, capacity for empathy, ability to sustain therapeutic relationships)

1 2 3 4 5 6 7 NA

A. Assessment skills

Technical skills in test administration, scoring, and interpretation

1 2 3 4 5 6 7 NA

Understanding test construction and the importance of reliability, validity, standardization, etc.

1 2 3 4 5 6 7 NA

Ability to select appropriate assessment protocol for variety of presenting problems

1 2 3 4 5 6 7 NA

Written reports are clear, thorough, and linked to referral question

1 2 3 4 5 6 7 NA

Understanding of DSM-5; uses diagnoses to establish treatment goals as appropriate

1 2 3 4 5 6 7 NA

B. Intervention skills

Knowledge of empirically-supported interventions

1 2 3 4 5 6 7 NA

Application of empirically-supported interventions

1 2 3 4 5 6 7 NA

Actively consults extant literature to inform clinical practice

1 2 3 4 5 6 7 NA

Understanding “nonspecific” factors in therapy and their influence on clinical practice

1 2 3 4 5 6 7 NA

Understanding mechanisms of change and the ability to apply this knowledge in interventions

1 2 3 4 5 6 7 NA

Ability to provide peer supervision

1 2 3 4 5 6 7 NA

C. Conceptual skills

Ability to conceptualize within team orientation

1 2 3 4 5 6 7

Contributions to team discussions

1 2 3 4 5 6 7

Comments on Clinical Knowledge and Skills

[Empty box for comments]

INTEGRATION OF DIVERSITY / CULTURAL COMPETENCE IN CLINICAL PRACTICE	Overall Rating:	1	2	3	4	5	6	7	NA
--	------------------------	----------	----------	----------	----------	----------	----------	----------	-----------

Supervised assessment experiences with diverse populations?

YES

NO

Supervised intervention experiences with diverse populations?

YES

NO

Conveys awareness of and sensitivity to differences based on ethnicity, gender, sexual orientation, disability, and spiritual beliefs

1 2 3 4 5 6 7 NA

Familiarity with current practice guidelines on cultural practice

1 2 3 4 5 6 7 NA

Comments on Diversity / Cultural Competence										

ETHICAL PRACTICE	Overall Rating:	1	2	3	4	5	6	7	NA
-------------------------	------------------------	----------	----------	----------	----------	----------	----------	----------	-----------

Recognizes ethical issues when they arise

1 2 3 4 5 6 7 NA

Conforms to ethical principles in clinical work

1 2 3 4 5 6 7 NA

Comments on Ethical Practice										

OVERALL CLINICAL EVALUATION						
1	2	3	4	5	6	7

Summary of Strengths

Summary of Areas for Further Development

Remedial plan (if applicable)

Second Year Students	Satisfactory completion of Competency Case?*	YES	NO
-----------------------------	--	-----	----

* Case and evaluation must be submitted to DCT

Has the student successfully completed all requirements for the semester covered by this evaluation?	YES	NO
---	-----	----

I have reviewed this evaluation with the student.

Supervisor Signature

Date

Student Comments	
-------------------------	--

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate agreement with the evaluation.

Student Signature

Date

University of Louisville
Clinical Psychology Doctoral Program
Yearly Student Activity Report

INSTRUCTIONS	
1	Attach CV and <i>highlight</i> requested information
2	Complete form, print, and sign
3	Meet with mentor to review yearly activities and goals
4	Have mentor sign report
5	Turn in to Maggie's LF317 mailbox by: April 27th

STUDENT NAME	
MENTOR	
ACADEMIC YEAR	
YEAR IN PROGRAM	
DATE DEGREE EXPECTED	

COURSE REQUIREMENTS

Courses taken July 1st to present, including grade *(if known)*:

SUMMER 2015				FALL 2015				SPRING 2016			
COURSE TITLE	COURSE #	CREDIT HRS	GRADE	COURSE TITLE	COURSE #	CREDIT HRS	GRADE	COURSE TITLE	COURSE #	CREDIT HRS	GRADE

Coursework planned for the next 12 months:

SUMMER 2016			FALL 2016			SPRING 2017		
COURSE TITLE	COURSE #	CREDIT HRS	COURSE TITLE	COURSE #	CREDIT HRS	COURSE TITLE	COURSE #	CREDIT HRS

COMPLETE FOR APA ANNUAL REPORT

Total Masters Hours taken to date <i>* maximum of 6hrs</i>	
Total Dissertation Hours taken to date	
Total Independent Study Hours taken to date	

RESEARCH ACTIVITIES

Progress of Portfolio or Dissertation Research

Number of books, book chapters, or articles in peer reviewed professional/scientific journals that you were an author or co-author <i>* in press, under review, or submitted should NOT be counted</i> <i>* please add citations on page 9 of activity report</i>		
Number of workshops, oral presentations, or poster presentations at professional meetings you were an author or co-author		
Are you involved in leadership roles or activities in professional organizations (e.g. roles in local, state, regional, or national organizations)?	YES	NO
Have you presented a psychological topic to a lay or community audience?	YES	NO
Have you submitted/received any grants? <i>* if yes, please list: authors, title of grant, name of funding source, amount requested, and if grant was approved/money awarded (provide citation and highlight on CV)</i>	YES	NO

Other Works in Progress <i>* include title and supervisor</i>

PROFESSIONAL MEMBERSHIPS

Are you a member of APA?	YES	NO
---------------------------------	-----	----

Are you a member of any divisions of APA? <i>* if yes, please list below</i>	YES	NO

Are you a member of any other psychological association (and any divisions within them)? <i>* if yes, please list below</i>	YES	NO

Are you a member of any other professional or research societies/organizations? <i>* if yes, please list below</i>	YES	NO

CLINICAL ACTIVITIES

TEAM (Fall)	
TEAM (Spring)	

External Placement Site	External Placement Supervisor(s)

APPIC HOURS TO DATE	
Intervention Hours	
Assessment Hours	
Supervision Hours	
Support Hours	
# of Integrative Reports (Adult)	
# of Integrative Reports (Children)	

TEACHING ACTIVITIES

COURSES TAUGHT

TEACHING ASSISTANTSHIPS	
COURSE	PROFESSOR

CULTURAL COMPETENCY

ACTIVITIES

SERVICE ACTIVITIES

Please list all activities with the department, university, community, etc. (applicant interviews, SGA offices held, volunteer efforts.).

GOALS FOR THE COMING YEAR

** include timetable*

RESEARCH

--

CLINICAL

--

TEACHING

--

CULTURAL COMPETENCY

--

SERVICE

--

CURRENT CAREER OBJECTIVES

** e.g., post doc, hospital, academic, etc.*

POST INTERNSHIP OBJECTIVES

--

LONG TERM CAREER OBJECTIVES

--

STUDENT COMMENTS ON PROGRESS

Provide your own self-evaluation of your performance in the academic, research, clinical, teaching, and service areas. Reflect on your accomplishments. What should we praise you for? What are your plans for the coming year?
Are there any specific areas or concerns that you would like to discuss with your mentor or DCT?
Are there ways the program can better support your career development?

STUDENT SIGNATURE		DATE	
--------------------------	--	-------------	--

MENTOR SIGNATURE		DATE	
-------------------------	--	-------------	--

DCT SIGNATURE		DATE	
----------------------	--	-------------	--

PUBLICATION CITATIONS
(JULY 1ST TO PRESENT)

** in press, under review, or submitted should NOT be counted*

Evaluation of Performance:
 Graduate Teaching Assistants
 & Graduate Research Assistants

UNIVERSITY OF LOUISVILLE
 Department of Psychological & Brain Sciences

Student	
----------------	--

Semester	
-----------------	--

Year	
-------------	--

Course	
---------------	--

Instructor	
-------------------	--

Using the scale below, rate the student's performance as a GTA in your course on each of the dimensions listed.	
1	Unsatisfactory
2	Inconsistent or at times below expectations
3	Satisfactory
4	Very good
5	Outstanding

OVERALL PERFORMANCE	1	2	3	4	5
Timeliness in work completion:	1	2	3	4	5
Accuracy in work:	1	2	3	4	5
Interactions with course instructor:	1	2	3	4	5
Interactions with students in class:	1	2	3	4	5
Level of professionalism:	1	2	3	4	5

Comments on the student's performance:

Student comments:

I have reviewed this evaluation with the student.

*I have received a full explanation of this evaluation.
 I understand that my signature does not necessarily
 indicate agreement with the evaluation.*

 Instructor Signature

 Date

 Student Signature

 Date

Preliminary Examination Guidelines

Integrative Review Paper

Following successful completion of the Master's Portfolio, students will complete an integrative review paper. This paper will serve as the comprehensive examination for advancement to doctoral candidacy. Review papers will be due four months after notification that the portfolio has been approved by the clinical faculty. Typically, the paper will be due in March of a student's third year. For students entering with a Master's degree, the date will be established with the Director of Clinical Training.

Students will work with their mentor to develop a topic for the paper. The scope and quality of the paper should be typical of what is published in journals such as *Psychological Bulletin*, *Clinical Psychology Review*, or a similar caliber journal appropriate to the area of research or scholarly activity. Once the topic has been agreed upon, students will review the literature and submit an annotated bibliography of their literature review to their mentor for approval. The mentor approval and the bibliography will then be sent to the DCT for program approval **no later than 2 months before the due date of the final paper.** Once the topic and bibliography are formally approved, the student may not consult with anyone on the paper. The timeline is constructed to reflect that the literature review is the foundation of the paper, not the completed product. The more difficult aspect of the paper will come after the literature has been reviewed. This is the critique, integration, and conceptual work of the review.

Papers must be typed, doubled spaced, in APA format. Margins must be 1" all around. The paper cannot exceed 40 pages (excluding references). Font must be 12-point Times New Roman or Arial. Pages beyond the 40-page limit will be shredded.

Three copies are submitted to the DCT. Two reviewers will be selected; the primary reviewer will be the student's mentor, with the second appointed by the DCT.

Review criteria:

Scale for each of the following dimensions:

- | | |
|---|--------------|
| 1 | insufficient |
| 2 | minimal |
| 3 | adequate |
| 4 | good |
| 5 | excellent |

1. Timeliness and originality of the topic
2. Contribution to the literature
3. Critical evaluation of the methodologies of studies
4. Integration of literature
 - conceptual analysis of the literature

- synthesis and integration

5. Discussion of future directions
6. Overall quality of the paper, presentation, format, flow, etc.

Following submission of the paper, reviewers, the mentor and a reader appointed by the DCT, will prepare independent reviews within two weeks and provide written feedback to the student. Feedback will also be distributed to the clinical faculty. Students will revise and re-submit their prelim based on the feedback and re-submit the paper within one month. Students may consult with their readers for clarification of feedback. Readers will then review the revised submission and make a recommendation regarding the outcome of the paper. The reviews will be distributed to the clinical faculty who will vote on the recommendation. The vote will be: Distinguished pass, pass, or fail. Results will be communicated in writing to students by the DCT. Successful completion of the review paper will begin the School of Interdisciplinary and Graduate Studies' 4-year rule for completion of all degree requirements. Should a student not pass, s/he will be permitted a second submission of the paper (or preparation of a new topic) which will be due 4 months from notification of results of the first. The School of Interdisciplinary and Graduate Studies permits only 2 attempts to pass comprehensive examinations. The original submission and its revision will be considered the first attempt; students not passing after this attempt will be allowed a second re-write constituting the second submission.

Resources that may be helpful in preparing the review paper:

1. Prior review articles in students' area of research, published in quality journals.
2. Pan, L.M. (2003). *Preparing literature reviews*. Los Angeles: Pryczak Publishing.

“A literature review is a *synthesis* of the literature on a topic. The process of synthesizing involves interpreting, evaluating, and integrating individual pieces of literature to create a new, original work...it is clear that a simple string of summaries of the works of others is a product that should *not* be called a ‘literature review’” (p. 1).

3. Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*, *Psychological Bulletin*, 118, 172-177. (also available in Kazdin's (1998) *Methodological issues and strategies in clinical research* (2nd ed)).
4. Cooper, H., & Koenka, A. C. (2012, February 20). The Overview of Reviews: Unique Challenges and Opportunities When Research Syntheses Are the Principal Elements of New Integrative Scholarship. *American Psychologist*. Advance online publication. doi: 10.1037/a0027119
5. The faculty has compiled a library of preliminary examinations that are good exemplars. These are available by contacting Ms. Maggie Leahy.

UNIVERSITY OF LOUISVILLE
School of Interdisciplinary and Graduate Studies
Thesis/Dissertation Advisory Committee

Students who are requesting the School of Interdisciplinary and Graduate Studies' approval of their Thesis or Dissertation Advisory Committee should complete this form. The form can be found at the following website: http://graduate.louisville.edu/login_form. After logging in, select **Thesis_Dissertation Advisory Committee Appointment RevD.pdf**. This form allows individuals to type in the information; the information that cannot be typed in is the degree, the proposed committee members' signatures, the Department Chair signature and the Dean's signature. This will allow the School of Interdisciplinary and Graduate Studies to know who the proposed committee members are. Once completed, the form can be printed. The form cannot be saved electronically. After you have acquired the signatures of your committee, please leave the form with Maggie Leahy for processing.

UNIVERSITY OF LOUISVILLE
School of Interdisciplinary and Graduate Studies
Thesis/Dissertation Final Oral Examination Schedule

This form has to be submitted on line by the Department two weeks before your defense. Contact Maggie Leahy in the Department two weeks before your defense so she can submit the form on line.

Graduate Student Academic Grievance Procedure
www.louisville.edu/graduatecatalog/academic-grievance-procedure/

The School of Interdisciplinary and Graduate Studies follows the procedures for academic grievance as published in the University governance document, **The Redbook**, Chapter 6, Article 8. This policy is stated below. Any student considering filing such a grievance is advised to consult with the Graduate School Student Advocate for advice and information. The Graduate School Academic Grievance Committee is the committee of original jurisdiction for issues involving graduate students enrolled for graduate credit.

Section 1: Introduction. This procedure is designed to provide fair means of dealing with student complaints regarding a specific action or decision made by the faculty or a faculty member. "Students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate a grievance" (The Redbook, Section 6.8.1).

Section 2: Preliminary Steps. To pursue a grievance concerning academic matters within the academic unit, the following steps of the grievance procedure should be observed:

1. The student should first discuss the matter with the person involved and attempt to resolve the grievance through informal discussion.
2. If there is no resolution, the student should discuss the matter with that person's supervisor or the person to whom such person reports, who should attempt to mediate a resolution.
3. If the student has not been able to obtain a resolution, he or she may request the Student Grievance Officer (S. G. O.) to attempt informal mediation of the problem.
4. If the matter has not been satisfactorily resolved through the informal process, the student shall submit a written statement of the grievance to the Unit Academic Grievance Committee through the Office of the Dean. The statement shall contain: a. A brief narrative of the condition giving rise to the grievance; b. designation of the parties involved; and c. statement of the remedy requested.

Section 3: Committee Action. Upon receipt of the written statement, the Unit Academic Grievance Committee, or its representatives, shall:

1. Contact the student and the Student Grievance Officer to obtain assurance that all steps of the above informal process were completed and that those issues in the statement were discussed at all levels.
2. Notify the parties named in the statement of the grievance naming them; and send a copy of the statement to the named parties and to all committee members.
3. Notify the grievant and the respondent of the right to challenge committee members for cause, and request early notification of challenge(s) to expedite the grievance procedure. Included in this notification will be a list of the names of all current, regular committee members.
4. Meet within twenty working days after receiving the written statement of any grievance and recommend to the dean of the unit whether sufficient grounds exist to accept a case for hearing. The committee shall hear the case when the dean concurs. The committee shall notify, in writing, all persons directly involved as to the reasons for its recommendation.
5. The action of the grievance committee as to whether to grant a hearing when accepted by the dean of the unit shall be final and binding on all parties except when subject to the condition of appeal.
6. If a hearing will be held, notify in writing all the parties involved, including any witnesses, of the date, time and place of the hearing at least ten days prior to the hearing date (which shall be within 30 working days of receipt of the written grievance).
7. Request in writing from all parties involved any pertinent material deemed necessary for review by the committee prior to the hearing. These materials, and any additional materials either party chooses to submit, must be submitted to the

committee not later than four days prior to the hearing. Any person named in a grievance may submit a written statement to the committee outlining issues from that person's perspective.

8. Maintain confidentiality throughout the entire grievance process. All communications among the committee, the grievant(s), and the person(s) named in the statement of grievance will be confidential.

Section 4: Hearing Process. All hearings conducted by the Unit Academic Grievance Committee shall be conducted confidentially in the following manner:

1. The grievant(s) and the respondent(s) must be present during the information-gathering portion of the hearing. Witnesses will be available and will be called when needed. The committee reserves the right to allow the presence of a secretary or a technical assistant.
2. All statements during the information-exchange phase of the hearing will be tape-recorded. This record will be preserved in the University Archives for a minimum of five years and shall be confidential.
3. Any committee member may question any of the participants at the hearing.
4. The grievant will present his or her statements and/or witnesses to the committee.
5. The respondent will have the opportunity to question the grievant(s) and the witnesses about their statements.
6. The respondent will present his or her statements and/or witnesses to the committee.
7. The grievant will have the opportunity to question the respondent(s) about their statements.
8. After all information is exchanged, all persons except the committee members and the recording secretary will leave the committee room. The grievant(s), the respondent(s), and the witnesses will continue to be available to the committee should further information be needed.
9. The committee will meet in closed session to decide upon its recommendation(s) to the dean.
10. The committee shall submit its report with recommendation(s) and reasons for the recommendation(s), to the grievant(s), the respondent(s), and the dean. If the grievance directly involves the dean, the report and recommendation(s) of the Unit Academic Grievance Committee shall be referred for decision to the appropriate academic vice president (now referred to as the University Provost).
11. The student's grievance will not be included as part of the student's record, unless it results in a change in student status or the student voluntarily inserts the information.
12. Until the grievance is resolved, the student may continue the natural academic progression through the academic unit, subject to the requirements of Article 6.6, "Academic Review, Advancement, Probation, and Dismissal of Students," and Article 6.7, "Nonacademic Disciplinary Procedures," of The Redbook.

Section 5: Decision. The dean shall approve or reject the committee's recommendation(s) within 28 days after receiving it (them). If the decision of the dean is not in accord with the committee's recommendation(s), the dean shall state the reasons for that decision, in writing, to all persons directly involved in the grievance and to the committee. The dean shall then take appropriate action to implement his or her decision after the time for appeal has elapsed.

Section 6: Rehearing. A grievance committee, within 21 days after delivery of its report, may be petitioned to reconsider its decision upon the basis of evidence of misrepresentation of materials, facts, or upon the basis of newly discovered evidence clearly not available at the original hearing.

Section 7: Appeal. Any party to the grievance may appeal to the University Student Grievance Committee within 21 days from the date of the final decision of the dean if the dean's decision does not concur with the recommendation of the grievance committee.

Conflict of Interest Policy for Student Practicum Experiences in Faculty Private Practices Psychological & Brain Sciences

Background

The U of L has revised its conflict of interest policies recently. The resulting policies are available at <http://louisville.edu/conflictinterest/policies/policies-folder/Addressing%20Individual%20COI%20Policy%20and%20Procedures.pdf>. All faculty are required to sign an annual attestation that discloses any conflicts of interest they might have, and, when conflicts are present and unavoidable, to develop a management plan in consultation with the Conflict Resolution Board. One area in which conflicts can arise is when a clinical faculty member has a private practice in which they wish to train students. In the ideal, doctoral clinical psychology students receive the bulk of their training under the auspices of our Psychological Services Center, where faculty conflicts of interest are minimized. Students seeking to supplement their on-campus training may seek out practica in private practices and other training institutions in the region. Occasionally, a faculty member in the program, including tenure-track, term, or part-time instructors, may offer unique opportunities for training in his or her private practice. While this may be advantageous to the student, in these circumstances there is a potential conflict of interest. This policy is designed to spell out the parameters of student training in the context of faculty private practice.

The University's conflict of interest policy states that the following constitutes a conflict of interest:

5. Assigning staff, students or faculty to tasks for personal financial or non-financial benefit, rather than for the University, or scholarship or the student's educational needs. Tasks include internships, research, assistantships, and/or employment.

The American Psychological Association's applicable ethical guideline is the following:

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

Policy

(1) A student wishing to have a practicum experience in a faculty member's private practice must first obtain a practicum agreement form from the Director of Clinical Training (DCT). That form should be filled in and signed by the student, supervisor, and approved by the DCT. If the faculty supervisor in question is the DCT, the form should be approved by the Department Chair. It should clearly specify:

- the number of hours per week that the student will work in the faculty member's practice (including direct contact hours, paperwork, and supervision),

- the scope of the work,
- how the practicum experience benefits the student's training goals, and
- arrangements for supervision.

(2) If the faculty member in whose practice the student will be working is a core faculty member in the Clinical Psychology Ph.D. program, or also has the student in one of their classes, then a "multiple relationship" as defined above exists. In these cases, the student, faculty member, and the DCT will need to meet to discuss the management of this relationship with respect to avoiding exploitation of the student and the impact of the clinical work on possible other roles or relationships. The results of this meeting must be spelled out in the practicum agreement.

(3) The faculty supervisor and the DCT are responsible for assuring that any financial or other material gain to the faculty supervisor resulting from the student's work in the practicum does not outweigh the educational and training gain for the student or the Clinical Program training mission. Thus, a faculty member might recoup from client fees, where applicable, the overhead cost of providing the practicum experience, or might use client fees to assist students in research or other training activities, but should not make a profit from providing the training experience if he or she is employed full-time by the University of Louisville. These financial arrangements must be spelled out in the practicum agreement.

Application for Clinical Practicum (PSYC 785)

Clinical Psychology Ph.D. Program
Department of Psychological and Brain Sciences
UNIVERSITY OF LOUISVILLE

Student: _____

Site: _____

Supervisor: _____

Supervisor's Email Address: _____

Credit Hours: _____ through _____
(generally 1) (Semester) (Semester)

Number of hours per week student will be expected to work: _____
(general guideline: 4 direct contact hours per week for 1 credit hour)

Plan of work

Briefly describe the student's responsibilities in this practicum.

Describe how this plan of work meets the student's training needs and goals.

Arrangements for supervision

One hour of face-to-face supervision is required. Specify how this supervision need will be met, along with any other types of supervision that will be provided (e.g., editing reports).

Does a "multiple relationship" exist? YES or NO
please circle

If YES, then describe the outcome of the COI meeting with the DCT.

Management of clinical income

Describe how any income or other material gain to the supervisor will be managed to avoid exploitation of the student.

Practicum Parameters:

1. Students **must** register for PSYC 785 when doing any outside practica.
2. Students are covered by malpractice insurance through the Psychological Services Center. This coverage applies to clinical work done under the auspices of a course, including their practicum work.
3. All activities of the student are supervised, with at least 1 hour of face-to-face supervision per week. Supervisors are asked to provide written evaluations of student progress at the end of each semester.

_____ Student Signature	_____ Date
_____ Mentor Signature	_____ Date
_____ Supervisor Signature	_____ Date
_____ Director of Clinical Training Signature	_____ Date

MS DEGREE IN CLINICAL PSYCHOLOGY

Department of Psychological & Brain Sciences

The course requirements below must be completed in order to receive a Master's Degree.
Please complete this checklist and turn it in with your final Master's portfolio submission.

1. Any three general core courses* from areas A, B, or C

** it is not required to complete one course from each area*

Area A

- PSYC 620**
Human Learning
- PSYC 621**
Cognitive Processes

Area B

- PSYC 631**
Perception and Sensation
- PSYC 642**
Behavioral Neuroscience
- PSYC 643**
Principles of Neuroscience
- PSYC 645**
Cognitive Neuroscience

Area C

- PSYC 661**
Advanced Developmental Psychology
- PSYC 670**
Advanced Social Psychology
- PSYC 673**
Advanced Personality Theory
- enter equivalent course here
(if applicable)*

2. Both courses from area D (statistics/design sequence)

Area D

- PSYC 610**
Advanced Statistics I
- PSYC 611**
Advanced Statistics II

3. Six hours of PSYC 603 (Master's Research)*

** no more than six, no less than six*

Number of credit hours taken: [Click here to enter text.](#)

4. Completion and approval of the Master's portfolio

(For office use only)

Date Approved:

Supervision Outcomes Survey ©
(Worthen, V.E., & Isakson, R.L., 2000)

Supervisor: _____

Trainee: _____

Date: _____

Please respond to the following questions in terms of your current supervisor. The terms “therapy” and “therapist” have been used as generic terms to apply to both counseling and psychotherapy. Use the following rating scale for all items:

1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7
 Not at all Moderately Greatest Degree Possible

1.	My supervisor helps me develop by providing both challenge and support.	1	2	3	4	5	6	7
2.	The supervision I am receiving has helped me grow as a professional.	1	2	3	4	5	6	7
3.	My supervisor helps me feel strengthened and affirmed in my efforts to become a professional.	1	2	3	4	5	6	7
4.	My supervisor helps me identify areas where I need to continue to develop by identifying my strengths and weaknesses.	1	2	3	4	5	6	7
5.	Supervision helps me better see the complexity in my cases.	1	2	3	4	5	6	7
6.	Supervision helps me improve my ability to conceptualize my cases.	1	2	3	4	5	6	7
7.	Supervision helps me examine, modify, and refine my approaches to therapy.	1	2	3	4	5	6	7
8.	Supervision helps me take risks that have led to professional growth and more effective therapy.	1	2	3	4	5	6	7
9.	The relationship I have with my supervisor is characterized by acceptance, trust, and respect.	1	2	3	4	5	6	7
10.	My supervisor’s feedback encourages me to keep trying to improve.	1	2	3	4	5	6	7
11.	Supervision helps me see my mistakes as learning experiences.	1	2	3	4	5	6	7
12.	The modeling of my supervisor helps me learn more about therapy.	1	2	3	4	5	6	7
13.	Self-disclosure by my supervisor helps to normalize my experience as a therapist.	1	2	3	4	5	6	7
14.	My supervisor helps me to be open and receptive to supervision.	1	2	3	4	5	6	7
15.	I feel comfortable sharing my perceived weaknesses and failures with my supervisor.	1	2	3	4	5	6	7
16.	Supervision helps me develop specific skills that have made me a more effective therapist.	1	2	3	4	5	6	7
17.	Supervision is helping me better understand and facilitate effective therapy outcomes with my clients.	1	2	3	4	5	6	7
18.	As a result of supervision, I feel more confident and comfortable in working with my therapy cases.	1	2	3	4	5	6	7
19.	Overall, I feel satisfied with my supervision.	1	2	3	4	5	6	7
20.	I feel that supervision is contributing to my overall effectiveness in my therapy cases.	1	2	3	4	5	6	7