

# **INSTRUCTIONS TO GRADUATE STUDENTS**

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**Doctoral Program in Clinical Psychology**

**2023-24  
Edition**



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## **I. GENERAL INFORMATION**

### **A. General Regulations**

Students in the Clinical Psychology Doctoral program at the University of Louisville are responsible for knowing and abiding by all policies and requirements of this program, the Department of Psychological and Brain Sciences, the College of Arts and Sciences, the Graduate School, and the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

At the University of Louisville and in its Graduate School, Departmental programs are permitted to have more stringent regulations and requirements for their graduate programs than those stipulated by the College of Arts and Sciences and the Graduate School, but may not be less stringent than the College of Arts and Sciences or Graduate School 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 College of Arts and Sciences or Graduate School requirements.

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 catalog under which they enter or a later version, but once they follow any provision of a later catalog or set of instructions they must follow all the provisions of that document.

### **B. Advisor/Faculty Mentor**

First year students are assigned a faculty mentor and are expected to meet with this mentor regularly; in some cases, students are co-mentored by two faculty members. Mentors provide general academic advising on course selection and planning, as well as career planning. The Director of Clinical Training (DCT) provides additional support as needed. Students will receive written evaluations each year at minimum, but may also receive additional specific feedback on their progress and performance from their mentor(s) and from the Director of Clinical Training.

Students considering a change of mentor should discuss their concerns with their mentor and meet with the Director of Clinical Training. If the Director of Clinical Training is the student's current mentor, the student should meet with the Department Chair. Students cannot change mentors without the consent of the new mentor. In addition, a meeting should be held with the student, the original mentor, and the potential new mentor(s) (and the DCT or Chair if needed) to discuss the potential transition and delineate the details of the transition plan if the change is to occur. No final decisions about mentor changes should be made until all parties involved (student, original mentor, potential new mentor, DCT or Chair) have communicated about the potential change.

### **C. Clinical Program Model and Standards**

The University of Louisville Clinical Doctoral program emphasizes training in both clinically-informed research and evidence-based clinical work. We recognize and value that students have varying career aspirations and that career goals may evolve over the course of graduate training. Our program, therefore, offers opportunities to achieve excellence in all activities inherent in a scientist-practitioner framework, including training in research methods, the practice of clinical psychology, as well as professional development to help guide students in the integration of research and practice activities and decision-making regarding their career trajectories. Consistent with this approach, our alumni have pursued a variety of careers, all of which rely on an evidence-based approach to clinical psychology.

Research experiences are designed to help students achieve excellence in the development of independent research skills including the ability to critically evaluate the existing theoretical and empirical scientific knowledge base, to generate novel hypotheses that can be examined using current methods and statistical techniques, to produce research offering the potential to better understand and improve the mental and/or physical health of adults and youth, and to disseminate research findings to the scientific community and/or broader public of psychology consumers. The program encourages the integration of theoretical and empirical contributions across research areas within clinical psychology and from related psychological sub-disciplines or social sciences. Research activities are designed to include, at a minimum, training in oral and written research presentations, scholarly integrative review, manuscript preparation and the publication process, and the traditional dissertation requirements.

In addition to its emphasis on the development of research excellence, the Clinical Program values clinical training and supervision/consultation experiences. We regard clinical training during graduate school as providing an important initial foundation in clinical skills that fully prepares students for the predoctoral internship training experience. Our approach to clinical training is based on the fundamental principle that clinical psychologists have a public responsibility to apply practice techniques that are firmly grounded in a scientific evidence base when available. Thus, clinical training prioritizes the development of an evidence-based approach to clinical assessment and intervention, including an awareness of the empirical support for assessment and intervention approaches, a scientific evaluation of clinical practice data, the evaluation of clinical efficacy throughout the treatment process, and the application of scientific principles even in the absence of established empirically-supported treatments. The University of Louisville Doctoral Program in Clinical Psychology views the development of competence in these skills and principles as the best measure of clinical training success.

#### **D. Guiding Principles and Policies**

The Clinical program adheres to basic principles and policies that guide all aspects of training. These principles are listed below, and resources are offered where applicable.

All graduate training emphasizes the program's commitment to the mission of the Clinical Psychology Doctoral program at the University of Louisville, which is to produce scientist-practitioners who are: (1) competent to conduct and evaluate research; (2) competent in implementing research-supported practice; (3) ethical and professional in their relationships with clients, students, and colleagues; and (4) prepared to be professionals in a diverse world.

The research training, clinical training, academic curriculum, and department/university activities are integrated to allow students to develop skills consistent with the program's mission. Program faculty may model this approach by participating in community-outreach programs; by holding leadership roles within the department, local, and national communities; and by continuing to contribute to the field in academic and/or clinical venues.

**Ethics:** The program strives to prepare students to be ethical and professional in their research, clinical, and teaching activities. The Clinical Program subscribes fully to the professional ethics of the American Psychological Association (APA). All students are expected to read and adhere to a copy of the APA Ethical Standards of Psychologists, which can be found at: <https://www.apa.org/ethics/code>. Students must should maintain Human Subjects and HIPAA certification via the online training and other requirements set by the University Institutional Review Board (IRB): <https://louisville.edu/research/humansubjects/lifecycle/citi-registration>.

## E. 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: <https://louisville.edu/provost/redbook>. Research guidelines in the University are also identified in the Ethical Conduct and Reporting of Research: <https://louisville.edu/policies/policies-and-procedures/pageholder/pol-ethical-conduct-and-reporting-of-research>. A copy of Copyright: Questions, Answers, and the Law is 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 (<https://www.apa.org/ethics/code>) and the Kentucky State Board of Psychology ([https://psy.ky.gov/newstatic\\_Info.aspx?static\\_ID=432&menuid=116](https://psy.ky.gov/newstatic_Info.aspx?static_ID=432&menuid=116)).

The University's Code of Student Conduct specifies the rights and responsibilities of students (<https://catalog.louisville.edu/undergraduate/university-academic-policies/student-records/>). Any student who believes that they have been subjected to unfair, unprofessional, and/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 their 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 their 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 (<https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/graduate-student-academic-grievance-procedure/>). More information about this process may be obtained at the Graduate School and is found in Appendix 16.

## F. Diversity, Equity, Inclusion

The University of Louisville Clinical Psychology program educates and prepares students to be knowledgeable about and sensitive to issues of diversity and individual differences in all work including, but not limited to, diversity in gender, race and ethnicity, culture, religion, ability level, class, body size, and sexual orientation. The Clinical program is strongly committed to issues of diversity pertaining to 1) the recruitment of students and faculty from diverse backgrounds; 2) training in multicultural competence and cultural humility within all professional endeavors; and 3) the maintenance of a safe, respectful, and educated community with respect to all types of diversity. We expect students to develop multiculturalism knowledge and skills during their training at The University of Louisville.

The Department of Psychological and Brain Sciences includes a [Diversity, Equity, and Inclusion \(DEI\) Committee](#) to promote open dialogue about cultural issues and to develop and provide linkages to the diversity training opportunities and resources in the university, surrounding community and national arenas to foster the development of culturally sensitive and culturally humble practitioners and researchers. The committee is open to any graduate student, staff, or faculty member that wants to actively participate. Some tasks of the DEI committee include sharing/promoting diversity resources/training within the program and promoting and creating opportunities for discussion and action around DEI-related issues.

It also is expected that all students will read the APA Guidelines for Multicultural Competence, which can be accessed at: <http://www.apa.org/pi/oema/resources/policy/multicultural-guideline.pdf>, and the guidelines for psychotherapy with people with diverse gender and sexual identities: <https://www.apa.org/practice/guidelines/transgender.pdf>; <https://www.apa.org/pi/lgbt/resources/guidelines>; <https://www.apa.org/pi/lgbt/resources/promoting-good-practices>.

***Statement on Diversity in the University Community***

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, socio-economic status, national origin, sexual orientation, disability, and religion-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.

**G. Commitment to Non-Discrimination**

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the Clinical Psychology Doctoral Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the Clinical Psychology Doctoral Program, including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the University's Office of Disability Resources and Services. The Office will determine a student's eligibility for and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, clients/patients, other students, faculty and staff members, or research participants.

**H. Unlawful Harassment, Personal Discrimination, and Retaliation**

The University of Louisville's Discriminatory Harassment Policy reflects the commitment to maintain a community that is free from harassment of any kind. Harassment of any kind (including sexual harassment and sexual abuse) is not acceptable at the university. It is inconsistent with the university's commitment to excellence and respect for all individuals. The university is also committed to protecting the academic freedom and freedom of expression of all members of the university community. Academic freedom and freedom of expression includes, but is not limited to, the expression of ideas, however controversial, in the classroom, residence hall, and in keeping with different responsibilities, in work places elsewhere in the university community. The University of Louisville strives to provide equal employment opportunity on the basis of merit and without unlawful discrimination in terms race, sex, age, color, national origin, ethnicity, creed, religion, disability, genetic information, sexual orientation, gender, gender identity or expression, marital status, or pregnancy. In addition, the university prohibits job discrimination of Vietnam era veterans, qualified special disabled veterans, recently separated veterans, and other protected veterans. The university shall make every reasonable effort to select all staff from applicant pools which are representative of the labor market in terms of sex, disability, minority, and veteran status. Furthermore, the university shall not subject employees to unlawful discrimination in terms of compensation, benefits, and/or working conditions. No student or employee shall be subject to retaliation for bringing a good faith complaint pertaining to unlawful harassment or personal discrimination or for protesting such behavior directed against another member of the university community.

See the University Policy on Unlawful Discrimination here: <https://louisville.edu/policies/policies-and-procedures/pageholder/pol-unlawful-discrimination>

For more information concerning ways in which our multicultural learning community may be nurtured and protected or complaint resolution procedures, contact the Office of Student Affairs, the Office of Human Resources, or the Office of Diversity.

The complete text of the Policy Statement on The UofL Reaffirmation of Commitment To Equal Educational & Employment Opportunity is located at <https://louisville.edu/hr/employeerelations/eo-affirmative-action>.

**Working with Diverse Clients.** In our APA-accredited program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

## I. Sexual Harassment

The Clinical Program does not tolerate verbal or physical abuse on the part of its faculty, staff, or students. The program endorses the University's policies on harassment, which may be accessed on the following website: <http://louisville.edu/hr/employeerelations/sexualharassment>.

In addition, the Department of Psychological & Brain Sciences has a policy on intimate relationships and sexual misconduct:

The Department of Psychological and Brain Sciences is committed to [fostering an environment that is fair, psychologically healthy, respectful, safe and free from sexual and discriminatory harassment](#). The university has policies on sexual misconduct and [prohibited intimate relationships](#). Every faculty, staff, administrator, and student must be aware of, and abide by, these policies. Prohibited intimate relationships include those in which an individual has power or authority over the other (e.g., faculty and students; see [university policy](#) for details). Sexual misconduct and predatory sexual activity by faculty, staff, administrators, and students will not be tolerated. Such behavior will be identified and pursued for correction.

### Student Reporting:

**Students: if you have questions, believe you may have experienced (or are aware of) a potential or actual or incident of misconduct:** you may contact the supervisor of the employee, Chair of the department, Dean of the college, Office of the Provost, Office of Faculty Affairs, and/or Human Resources Employee Relations Office. (It is their legal responsibility to respond).



The university has made a commitment to protecting both victims and individuals making reports.

**Potential victims, or their advocates**, can confidentially reach out to the UofL [PEACC Center](#) (502-852-2663), [peacc@louisville.edu](mailto:peacc@louisville.edu). For victims in need of immediate assistance, contact the 24/7 community hotline at the [Center for Women and Families](#) at 844-237-2331 (844-BESAFE1). Violations of the Intimate Relations Policy can be anonymously reported by phone (877-852-1167) or [online](#). If sexual misconduct has been disclosed to any faculty, staff, or graduate student in supervisory positions, they must contact [Title IX](#) directly as mandatory reporters.

### Additional University Resources:

**UofL PEACC Center** (502-852-2663), [peacc@louisville.edu](mailto:peacc@louisville.edu): Located in the SAC (third floor), a confidential advocate for anyone victimized by sexual assault, dating violence, stalking, or sexual harassment. If you are unsure what to do in your situation, or that of someone you know, you can start here. Note that PEACC operates during regular business hours. If your need is urgent, you can contact the 24/7 community hotline at the [Center for Women and Families](#) at 844-237-2331.

**UofL Compliance and Ethics Hotline** (877-852-1167): A third-party company with live operators for reporting discrimination and sexual harassment, specifically violations of the Intimate Relations Policy.

**Title IX Reporting**: To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

- [Sexual Harassment Prevention Policy and Procedures](#)
  - ▶ [Complaint Resolution Procedures](#)
  - ▶ [Intimate Relationships Policy](#)
  - ▶ [Frequently Asked Questions \(FAQ\)](#)
  - ▶ [Sexual Harassment Prevention Training](#)
  - ▶ [Campus Resources](#)
  - ▶ [Title IX Sexual Misconduct Policy](#)

## J. Student Involvement in Departmental and Clinical Program Activities

**Department-Wide Activities:** In addition to classes and research and clinical experiences, there are a number of important activities intended for every graduate student in residence, such as research presentations, colloquia, and meetings/lunches/receptions with visiting scientists and/or practitioners. The Department expects graduate students to attend all department-wide activities and to be aware of, and participate in, other Departmental activities, including participation in research presentations and colloquia. (Participation is required at department and program events unless otherwise noted). Students are strongly encouraged to attend all such activities whether required or not.

Clinical graduate students are required to attend annual training inservices (e.g., training to review the current Psychological Services Center (PSC) policies and handbook). Students are strongly encouraged to attend the annual departing intern send-off picnic at the end of the academic year. The Clinical Program also sponsors a colloquium series with talks or inservices scheduled on a semi-monthly basis. Clinical students are expected to attend all of these talks and inservices. A Town Hall with the Director of Clinical Training, Department Chair and PSC Director may be held at least annually and all students are expected to attend.

Students are integrally involved in the direction and decisions of the Clinical Program. Students are asked for substantial input in decisions regarding training opportunities, faculty hiring, and graduate admissions, for instance. Students are asked to share their input when requested, and are welcome to share their input anytime with the Director of Clinical/Graduate Program Coordinator, the Department Chair, the Clinical Student Representatives, or any other faculty or staff member.

Other opportunities for student involvement include:

1. **Attendance at Clinical Faculty Meetings.** Students in the Clinical Program are asked annually to nominate Student Representatives who attend a portion of Clinical Program faculty meetings. The Student Representatives serve as a liaison between their cohort and the faculty, conveying the thoughts, ideas, and needs of students.
2. **Diversity Training.** Students can serve on the Diversity, Equity, and Inclusion (DEI) Committee. Among many activities, the committee helps to monitor and support diversity initiatives and training within the program and increase awareness of diversity through promoting and creating opportunities for discussion to guide the development of culturally competent professionals. There are many opportunities for active involvement in various sub-committees (e.g., on Graduate Student Belonging, Recruitment, and Retention).
3. **Graduate Student Admissions.** Students play a central role in our recruitment of graduate students to the Clinical Program. In particular, students assist the faculty and Graduate Program Coordinator in planning the Applicant Interview Days. This includes conducting applicant interviews, running a DEI meeting/Q&A, being available for applicant questions, and providing transportation, hosting, and/or participating in social activities when needed.

## K. Disability, Impairment or Psychological Distress

**Courses:** Students experiencing an ongoing disability (e.g., learning disability, a physical or mental health condition) that may affect academic, research, and/or clinical performance should consult with the UofL Disability Resource Center for information and auxiliary aid (<http://louisville.edu/disability/>). Reasonable accommodations can be made if a disability is documented. Students who have more temporary impairment that may interfere with 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/started, whichever occurs earliest, or as soon as safely possible.

**Clinical placements:** 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.

Students experiencing a temporary impairment in their ability to function competently as a graduate student or clinical psychology trainee must contact their primary research mentor and/or the Director of the Clinical Program to alert them. It is important that at least one member of the faculty be aware of issues that may affect any student's professional performance. It also is ethically necessary for a faculty member to determine whether your abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public.

Some students are interested in seeking psychosocial treatment for their own adjustment issues or psychological concerns. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with personal or professional functioning. Some students also may feel that the experience of therapy, as a client, may add to their training as a clinician, but this is not required by our program. Students also are welcome to discuss their need for a psychological treatment referral with any faculty member, including their mentor, the PSC Director or Director of the Clinical Program, without bias. However, if students do not wish to discuss this with a faculty member, they are not required to do so.

## L. APA Accreditation Requirements

Since 1973, the UofL Clinical Psychology Program has been accredited by the American Psychological Association. For more information on APA accreditation, please contact:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
Phone: 202-336-5979  
TDD/TTY: 202-336-6123

## M. APA Competency Requirements

The [American Psychological Association](https://www.apa.org) stipulates that students in accredited clinical programs should demonstrate competence in:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Communication and interpersonal skills
5. Assessment
6. Intervention
7. Supervision
8. Consultation and interprofessional/interdisciplinary skills

Information for how competencies are met in the program can be found in Appendix 1.

Following graduation, you may wish to obtain a license to practice clinical psychology in one or more North American states or provinces. Although our APA-accredited program complies with national standards, each state licensing board has its own educational and training requirements for licensure. You can find links to every state and province psychology licensing board at <https://www.asppb.net/>.

## N. Clinical Psychology Doctoral Program Technical Standards\*

\* Technical standards developed by the University of North Carolina, Chapel Hill and shared with the Council of University Directors of Clinical Psychology

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth non-academic qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for internship, and subsequent graduation from the Clinical Psychology Doctoral

Program, applicants for admission and current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated within this Instructions to Graduate Students document.

### **1. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes**

Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a non-discriminatory manner. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A clinical psychology student must be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. Doctoral students must display this emotional health in spite of multiple and varied academic, teaching, and research responsibilities, in addition to clinical training expectations. Doctoral students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). Doctoral students must be able to take responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. Doctoral students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). Doctoral students must be able to advocate for their own needs in the work place without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career. The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

### **2. Intellectual Skills**

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.

Doctoral students must be able to critically evaluate their own and others' research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to "make psychological sense" of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area, to appropriately discuss this literature in individual and group lab meetings, and to integrate their understanding into scientific writing and presentations. They must further demonstrate an ability to generate novel

hypotheses and to design a study that follows from those hypotheses.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code (American Psychological Association's Ethical Principles of Psychologists and Code of Conduct) and by current state and federal laws, a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

### 3. *Communication Skills*

Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about clients/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, emotions, and body language). Mastery of both written and spoken English is required, although applications from students with hearing and speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

## II. DEGREE POLICIES

### A. Degree Categories

As stated in the Graduate Catalog, it is the policy of the Graduate School that a student must be in good standing in order to receive a degree. Additionally, the Graduate Catalog states: "A student's status is not dependent upon a written notification but is a consequence of circumstances in the admission process and the student's academic performance. Written notification is simply a verification of status."

Graduate students engaged in graduate work in this Department occupy one of the following categories:

1. ***Degree Status, Good Standing***: A graduate student is in good standing when their cumulative grade point average is 3.0 or higher on a 4-point scale and meets program-specific requirements for satisfactory performance and progress toward a degree (see section V. A. Standards for Student Performance).

2. ***Degree Status, Probation***:

2a. A student's cumulative point-hour ratio has dropped below a 3.0 (B; see <https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/>).

Students on probation must restore the cumulative point-hour average to the "B" level during the succeeding semester or face dismissal from the program.

2b. A student does not meet program-specific requirements for satisfactory performance and progress toward a degree (see section V. B. Procedure for Academic Dismissal; note how this is remediated),

-or-

2c. A student meets the criteria for a Discovery Hearing (see section V. B. Procedure for Academic Dismissal).

Consistent with the Graduate School policies: “ordinarily students are not permitted to continue on academic probation for more than one semester, but upon request of the student's graduate program, the unit dean may submit a variance request to the Vice Provost for Graduate Affairs to approve continuation of academic probation beyond a single semester. Students on academic probation for more than one semester risk dismissal from the graduate program. Graduate programs have the prerogative to establish more stringent criteria for which students may be placed on academic probation.”

3. ***Degree Status, Conditional:*** A student 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.

## **B. 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 Graduate School is also required.

## **C. 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 (via email) 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.

## **D. Academic Dishonesty and Plagiarism**

The normal penalty for academic dishonesty will be dismissal from the graduate program (see Section V. A. Standards for Student Performance).

The Code of Student Conduct is available on the Dean of Students webpage:

<https://catalog.louisville.edu/graduate/university-policies-procedures/code-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, using artificial intelligence in place of original writing, 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, ‘ghost writing’ service, or use of artificial intelligence.
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 reference.
3. Paraphrasing or summarizing someone else's work without acknowledging the source with a reference.
4. Using facts, data, graphs, charts, or other information without acknowledging the source with a 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, and basic scientific laws. 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 faculty 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, references should be used.

## **E. Social Media Policy**

This program policy provides guidelines about any public representation of you or the program on social media sites or online.

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, voice mails and social media posts. 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 can become public. Types of posts can include posts on social media pages, blog posts, or similar, including ones started before graduate school. Anything on the web is potentially available to all who seek.

We advise that before you put anything online 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 online searches of potential employees prior to interviews and job offers. Clients are conducting web-based searches on trainees' names and finding information about.

We will not actively search out students' social media accounts or webpages. However, if we become aware of a post that identifies you as a clinical psychology student or as a student in the program and that post 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.

## **III. FINANCIAL SUPPORT**

### **A. General Information**

There are several types of financial support available for graduate students: (1) Graduate Teaching Assistantships, (2) Graduate Research Assistantships, (3) Graduate Fellowships and Diversity Scholarships, and (4) Agency Placements. None of these types of financial support are automatically renewed each year. Awards are made on the basis of students' performance in the program, level in the program, performance on previous assistantships, and needs of the teaching, research, and service programs. Assignments are made by the Executive Committee (Department Chair, Directors of Undergraduate and Graduate Studies) and program faculty. Students will receive funding based on the terms of their offer letter. The current annual stipend for each type of financial support is available from the Department Office.

Students will be notified around mid-summer of their assistantship assignment for the following academic year. Assignments are from July 1 to June 30. Students not assigned to be a GTA for a course(s) during the summer will receive their funding as a Graduate Research Assistant (GRA) in their faculty mentor's research lab.

Students are encouraged to talk to their Program Director if they encounter serious difficulties with their assignment or its time commitment. Concerns can also be taken to the Department Chair.

## **B. Teaching Assistantships**

Graduate students are encouraged to obtain teaching experience during their course of study, particularly if they aspire to have 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, a small number of students funded on Teaching Assistantships may be assigned to individual faculty members as Research Assistants. Such Research Assistants are awarded to individual faculty for projects independent of graduate students' M.S. or Ph.D. work to assist in the research program of that faculty member(s). 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.

In addition, a small number of students funded on Teaching Assistantships may be assigned to the Psychological Services Center (PSC) as Clinical Graduate Teaching Assistants (CGTAs). CGTA tasks are assigned by the PSC Director. Although the exact amount of time allotted to CGTA work may vary from week to week, it should approximate 20 hours per week.

## **C. Research Assistantships**

Each year there are a number of Research Assistantships awarded to graduate students. Research Assistants are paid in accordance with the terms of the research contract or grant that supports them. Typically students are assigned to particular professors for 20 hours per week and are expected to assist in the research program of that professor.

## **D. University Fellowships and Diversity Scholarships**

University Fellowships and Diversity Scholarships (both listed as “fellowship” below) are paid monthly on a calendar year basis (12 payments) and are awarded by the Graduate School. 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 their 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.S.) 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 their 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-five years depending on the terms of their offer letter, availability of funding, and progress through the program. 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.

## IV. 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 E 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 *-or-* PSYC 645, Cognitive 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 (it is not required to complete one course from each area). You may complete the Checklist for M.S. Degree (Appendix 14) and submit to the Graduate Program Coordinator before applying for your M.S. degree.

### B. Point-hour Requirements in General Core Courses

Course grades of "C" are not considered satisfactory grades by the Graduate School. 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 (i.e., Clinical 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:

<b>A+</b>	4.0	<b>B+</b>	3.3	<b>C+</b>	2.3	<b>D+</b>	1.3		
<b>A</b>	4.0	<b>B</b>	3.0	<b>C</b>	2.0	<b>D</b>	1.0	<b>F</b>	0.0
<b>A-</b>	3.7	<b>B-</b>	2.7	<b>C-</b>	1.7	<b>D-</b>	0.7		

**Independent Study Credits:** 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.

## 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	Advanced Research Methods in Psychology	3 hrs
PSYC 684	Psychological Interventions	3 hrs
PSYC 685	Clinical Psychology Practicum*	6 hrs
PSYC 689	Advanced Clinical Psychopathology	3 hrs
PSYC 693	Interviewing Skills Practicum	1 hrs

\*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 as approved by the Director of Clinical Training.
2. Seminar: Clinical students should continue to develop their knowledge of basic areas by taking one graduate seminar offered in the Department (one seminar must be taken in addition to a graduate course in Culture and Diversity; see 3). 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 – An example of a course in the department that would fulfill this requirement is PSYC 792: Power, Privilege, and Psychopathology.

## 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 provide detailed information about the candidate course, which should include a topical syllabus, textbook used (if applicable), additional reading required (including full text citations of any research articles), and descriptions of any relevant projects or papers conducted for the candidate course as well as any other information requested by faculty.
- 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, the student should take the required course. Alternatively, 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 Director 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 very rare cases where students, for a documented reason, cannot take a required General Core course, it may be 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

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 Coursework.** Students must complete core courses as described in Section IV. A. (General Core Curriculum) in order to receive a Master's Degree.
3. **Master's Research Portfolio**
  - a. 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.
  - b. The research portfolio is required of all students.
  - c. Students 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.
  - d. The primary research mentor will (1) take major responsibility for the supervision of the portfolio research and (2) will help the student plan their program.
  - e. Preliminary Master's research portfolios will be submitted 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 progress and 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 f.i. below (see Appendix 7).
  - f. Specific minimum requirements for the final Master's portfolio are as follows:
    - i. Final portfolio submission: By November 1 of the third year, students are expected to have submitted

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 and students are required to submit a manuscript ready for publication submission, of which they are either the principal or a contributing author. Submissions should include a Table of Contents, a current CV, and each research product in one PDF and emailed to the DCT and Graduate Program Coordinator.

ii. Research Competency Presentation: Following submission of the completed portfolio, students will make a formal presentation to the clinical faculty and students focused on the progression of their research, major themes of their work, and directions for future work. Presentations will be scheduled by the DCT. Presentations be evaluated (see rubric in Appendix 4); students who do not pass will need to repeat the presentation to clinical faculty.

g. 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 their transcript prior to applying for a degree. Up-to-date transcripts are available in the Main Office.

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 may request to have research work (e.g., conference presentations submitted and/or accepted, manuscripts submitted and/or published) completed during their Masters program evaluated on entry to our program by a committee consisting of their primary program mentor and one other clinical faculty member. Their research work will be evaluated to determine whether any of it can count toward their Masters portfolio. Regardless of whether prior work is determined to count, at least some of the work for the portfolio must be completed with your UofL research mentor while a student in the program.

#### 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 3f above.

##### STEP ONE (2 YEARS)

- a. At the end of the spring semester of the second year the student should have two conference abstracts submitted or other evidence of research participation as defined above.
- b. For students who fail to meet this expectation it may be recommended that they may 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 late (e.g., in the summer before their third year) would be eligible for financial support, but they may 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, they will be notified that they are 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 Graduate Program Coordinator a request for the appointment of the committee (links to forms provided in Appendix 9). 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 Graduate School 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 Program Coordinator who will forward the request to the Graduate School. 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 (typically the student's research mentor).
  - 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/](http://www.louisville.edu/graduate/forms/thesis-dissertation-advisory-committee-appointment-form/)). The student should type all required information into online form and obtain electronic signatures from committee members. After obtaining all signatures, the form must be submitted to the DCT and then the Department Chair for their signatures. 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 who are 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 Residency and Curricular Requirements

### 1. Residence Requirements and Credit Hour Requirements

At a minimum, the program must require that each student successfully complete:

- a. a minimum of 3 full-time academic years of graduate study plus an internship prior to receiving the doctoral degree;
- b. at least 2 of the 3 academic training years within the program from which the doctoral degree is granted;
- c. at least 1 year of which must be in full-time residence at that same program.

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.

### 2. Completion of all curricular requirements

### 3. Clinical and Professional Skills and Competencies

Because of the critical role of clinical and professional skills and competencies in the training of clinical students, adequate performance in Clinical Practica and competent functioning within the program 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 and professional competencies and 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 and professional skills competencies 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 10. 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.

### 4. Evaluation of Competencies

- a. **Clinical Case Conceptualization.** 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 for instructions and evaluation from).

### 5. Research Competency, Integrative Review, and Oral Presentation

- a. **Preliminary Examination.** Following successful completion of the Master's Portfolio, students will complete an integrative review paper (see Appendix 8 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. Other timelines may be possible with approval of the research mentor and 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 two opportunities to pass this exam; a second failure

will automatically lead to a recommendation for a Discovery Hearing and consideration of dismissal.

- b. **Oral Research Competency Presentation to Faculty and Students.** By the end of classes in the Spring of the 3rd year, students will make an oral presentation of an overview of their research and preliminary exam paper topic to the clinical faculty and students (see Appendix 4 for instructions and evaluation form). This presentation should be focused on the progression of their research, major themes of their work, and directions for future work
- c. **Clinical Consultation.** By the end of the Spring semester of the 3rd year, students will submit a de-identified report detailing use of consultation (See Appendix 3 for instructions).
- d. **Supervision.** By the end of the Spring semester of the 4th year, students will submit ratings of their advanced student peer supervisors on team (see Appendix 5). The clinical supervisor evaluation will also include a rating of the 4th year student's supervision competency.

## 6. External Practicum Experiences

External practica are not explicitly required for degree completion. However, they are helpful for preparing students who are seeking specialized predoctoral internship experiences. We have approved/established practicum sites that the DCT shares with students each year. If you are interested in a site that is not yet approved/established, email the DCT with this request.

Students working in outside agencies for placements or practica experiences must complete a two-step process in advance of beginning this external placement:

- a. **Completion of the practicum placement form** (available in Appendix 13)

Please note that the form includes attestations that there are no conflicts of interest. This form must be completed by the external practicum supervisor and approved and signed by student's mentor and the DCT. This form must be completed in order to register for the practicum. This practicum placement form must be completed and signed and registration must be completed before beginning any clinical contact at the site.

*Followed by:*

- b. **Registration for PSYC 785**

Students must register for 785 in advance of beginning any clinical contact at a practicum site. This requires advance completion of the practicum placement form and permission of their mentor and the DCT to register. This means that both the practicum placement form and registration are expected to be in place by the end of the starting semester's registration deadline.

## 7. 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. The FINAL permissible date for the oral dissertation proposal defense is OCTOBER 1 of the year in which the applications are submitted.

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 the end of the week before the start of the Fall Semester of the year students are applying. In most circumstances, the Director's willingness to provide a letter of readiness constitutes approval of the sites to which the student is applying. Students should check to ensure that each of their listed sites is an APPIC-approved internship 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 for the Fall, Spring and Summer of their internship year.

1. Students who have defended their dissertation and turned in an accepted copy to the Graduate School by [Date TBD] in the year they start their internship must enroll in PSYC 795 (Internship; 0 credit/0 fee course). They do not enroll in DOCT 600 (Doctoral Candidacy). There will be no tuition charges during internship year but there may be other student fees.
2. Students who have not defended and turned in their dissertation by [Date TBD] in the year they start their internship need to enroll PSYC 795 (Internship; 0 credit/0 fee course) and need to enroll in DOCT 600 (0 credits; charge is for 2 credits per semester) for each semester in which they have not defended and turned in their dissertation to the Graduate School.
  - a. If the student defends and turns in an accepted copy their dissertation to the Graduate School by the deadline in the Fall semester of their internship year, then they only need to enroll in PSYC 795 for Spring (and not DOCT 600). There will be no tuition charges during Spring of the internship year but there may be other student fees.
  - b. If the student does not defend/turn in their dissertation by the deadline in the Fall semester of their internship year, they need to enroll PSYC 795 (Internship; 0 credit/0 fee course) and DOCT 600 (0 credits; charge is for 2 credits per semester) for both Fall and Spring. Students need to remain enrolled in DOCT 600 (including the relevant tuition charges) until they defend their dissertation and turn in an accepted copy to the Graduate School.

## 8. 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 dissertation committee will consist of four qualified faculty members. At least one and no more than half (2) of the members shall come from outside the Clinical Psychology program: one or both committee members from another department or institution may fulfill this requirement. For example, a committee can include two faculty members from the Clinical Psychology program (including the dissertation chair), one faculty member from the Experimental Psychology program, and one faculty member outside the department or institution. Other arrangements may be approved with permission from the DCT and the Department Chair. Adjunct or Associate faculty will serve as outside department members. All dissertation committee members shall provide sufficient expertise in the area of study and sufficient faculty availability for necessary student guidance.

All UofL members of the Dissertation Committee must be of the Graduate Faculty. With permission of the A&S (and for good reason), individuals not on the Graduate Faculty may be appointed to this committee. They must be vetted by the department to see if they qualify for graduate faculty status (as ad hoc members for a particular student's committee) based on the criteria in the A&S Minimum Guidelines for Graduate Education. The department must write a letter of support to the A&S Dean's office, which has final say on awarding ad hoc graduate faculty status. Individuals with ad hoc graduate faculty status maintain that status until the student graduates.

Once the dissertation committee is formed, the Thesis/Dissertation Advisory Committee Appointment form must be completed and signed by the student, Dissertation Committee Members, and Department Chair. The form is then forwarded to the Graduate School for approval.

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

**Doctoral Final Oral Examination:** 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. Students must submit an electronic copy of the final Dissertation to the Department.

### **9. Time Limit on Ph.D. Degree**

All students should take note of the Graduate School 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 Examination. 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 Graduate School.

It is the student's responsibility to ensure that members of the committee have a reasonable amount of time to review the dissertation (typically at least two weeks, but committee members may require more time) 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.

### **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 Dean of the Graduate School 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.

## V. 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 Graduate School. 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 Graduate School 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 V. D. Procedure for Disciplinary Dismissal.

## 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 Graduate School. 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 2/3rds 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 they are 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.

### **F. Student Records Retention**

Physical student records through early 2018 are maintained in the Graduate Student Coordinator's department office in locked cabinets. Currently, the program maintains confidential electronic student records in CardBox, the University's secure cloud storage system. All records-regardless of their physical characteristics-which are made or received in connection with the transaction of UofL business are subject to the retention requirements of the State of Kentucky under KRS 171.410. These requirements are outlined in the State University Records Retention Schedule, a document that describes the records that the University creates and provides instruction for their retention and ultimate disposal. This document can be read in full at:

<https://kdl.ky.gov/records/RetentionSchedules/Documents/State%20Records%20Schedules/KYUniversityModel.PDF>

## **Competencies for the Clinical Ph.D. Doctoral Program**

Adopted Spring 2003

Revised 5/2014

Revised 7/2023

*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. Assessment / Diagnosis / Case Conceptualization
  - a. Effectively gathers information about the nature and severity of clients' presenting concerns.
  - b. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.
  - c. Develops treatment goals that are appropriate.
  - d. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.
  - e. Knowledgeable about when to seek further information to conceptualize the client.
  - f. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses.
  - g. Incorporates cultural considerations into assessment, diagnosis, treatment planning and case conceptualizations.
  
2. Intervention
  - a. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.
  - b. Ability to form a working alliance with clients.
  - c. Tolerates difficult emotions and explores clients' feelings.
  - d. Deals with ruptures effectively and negotiates differences with clients.
  - e. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.
  - f. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.
  - g. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).
  - h. Considers empirically supported treatments or evidence-based treatments.
  - i. Prepares clients for termination of treatment appropriately and sensitively.

- j. Understands and maintains appropriate professional boundaries with clients.

### 3. Psychological Testing

- a. Administers and scores psychological tests appropriately, in a standard way, and capably.
- b. Integrates data into meaningful statements about clients.
- c. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions.
- d. Communicates test results to client in a clear, competent and sensitive manner.

### 4. Crisis Intervention

- a. Assesses crisis situations appropriately.
- b. Intervenes during crisis situations appropriately.
- c. Conducts suicidal and homicidality assessments thoroughly, effectively and appropriately. Elicits relevant information.
- d. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.
- e. Seeks appropriate consultation or supervision when encountering crisis situations.
- f. Follows-up with client needs related to the crisis and provides case management when appropriate.
- g. Demonstrates ability to remain calm during a crisis situation.

### 5. Consultation and Outreach

- a. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.
- b. Knowledgeable about when to consult with other professionals or supervisors.
- c. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs.
- d. Demonstrates comfort in presenting to audiences and engages audience when presenting.
- e. Demonstrates clear and effective communication skills in both consultation and outreach.

### 6. Personal Characteristics and Professionalism

- a. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).
- b. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).
- c. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).
- d. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.
- e. Understands impact of self on others including colleagues and clients.
- f. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.
- g. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness).

### 7. Relationships and Interpersonal Issues (Colleagues, Practice Site), Professionalism

- a. Works collaboratively with peers and colleagues.
- b. Provides constructive feedback and support to peers.



- c. Receives feedback non-defensively from peers.
- d. Respects support staff roles and persons.
- e. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.

#### 8. Use of Supervision

- a. Open and non-defensive to supervisory evaluation and feedback.
- b. Self-reflects and self-evaluates regarding clinical work with clients.
- c. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary.
- d. Communicates self to the supervisor when appropriate (i.e., transparency).
- e. Willing to take risks and acknowledge troublesome areas and make mistakes.
- f. Applies what is discussed in supervision to interactions with clients.

#### 9. Management and Administration

- a. Follows practicum site / agency's policies and operating procedures.
- b. Documents crisis assessments appropriately.
- c. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.

#### 10. Diversity- Individual and Cultural Differences

- a. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity.
- b. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.
- c. Open to exploring one's feelings and reactions to power and diversity issues.
- d. Knowledge about the nature and impact of diversity in different clinical situations.
- e. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.
- f. Infuses culture and diversity into all aspects of professional work.
- g. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.

#### 11. Ethical and Legal Standards

- a. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.
- b. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.
- c. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.
- d. Behaves ethically across all aspects of professional work.

### **Measurement of Clinical Competence**

1. Successful completion of assessment courses (PSYC 679 & 680) and Psychological Interventions II (PSYC 684)
2. 90% accuracy on test administration (WAIS & WISC)
3. Clinical mastery by year

- a. First Year: Successful completion of interviewing course (PSYC 693) or equivalent and intake interview
  - b. Second Year: Successful completion of Case Conceptualization report (the report must be approved by supervisor)
  - c. Third Year: Successful completion of Consultation Case report- submission of de-identified report that includes information about consultative experience (the report must be approved by supervisor)
  - d. Fourth year: Successful completion of Peer Supervision (peer and supervisor ratings)
4. Clinical supervisor ratings (each semester enrolled in PSYC 685)
  5. Successful completion of 685 (6 hrs)

## *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
  - a. Familiarity and experience with research design, data collection, and data interpretation
  - b. Knowledge and skills with statistics and computer-based statistical packages
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 of statistics and design course sequence (PSYC 610, 611)
2. Completion of IRB CITI Human Subjects Training
3. Completion of Master's Portfolio (by November 1 of third year)- compilation of materials demonstrating development of writing skills; Specific minimum requirements for the portfolio are as follows:
  - a. 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
  - b. A manuscript ready for publication submission, of which students are either the principal or a contributing author.
4. Presentation of research development to faculty
  - a. 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.
5. Completion of Integrative Review Paper (by no later than March of Year 3\*)
6. Dissertation

### *Domain 3: Professional Development*

1. Attendance at a majority of department colloquia and inservices (at least 70% of those offered)
  - a. 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
2. Attendance at program professional development and inservices
3. 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 diversity focused training, talk, workshop or seminar per year
2. Completion of seminar on cultural diversity
3. Evaluated by clinical supervisors as demonstrating adequate knowledge of and sensitivity to individual and cultural differences and engaging in self-reflection and action as appropriate
4. A written reflection based on interviewing clients (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 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 ensure 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 contribute 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

<b>Student:</b>		<b>Supervisor:</b>		<b>Date:</b>	
-----------------	--	--------------------	--	--------------	--

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Insufficient</i>	<i>Minimal</i>	<i>Adequate</i>	<i>Good</i>	<i>Excellent</i>

1. Client demographics and statement of presenting problem

1       2       3       4       5

2a. Assessment

1       2       3       4       5

2b. Assessment: considerations of cultural and diversity issues as appropriate

1       2       3       4       5

2c. Assessment: 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 competency case.

\_\_\_\_\_  
Supervisor signature

\_\_\_\_\_  
Date

I have reviewed this evaluation with my supervisor. My signature does not necessarily indicate agreement with the above review.

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

\_\_\_\_\_  
Date

*Student should submit evaluation form and a copy of the case conceptualization to the DCT.  
All client identifying information must be removed.*

<b>Student</b>		<b>Supervisor</b>		<b>Date</b>	
----------------	--	-------------------	--	-------------	--

### **Consultation Case**

By the end of spring semester classes in their third year, students will submit a de-identified assessment report that includes consultation. This consultation could be with a physician, other mental health professional, school, etc. Students should discuss the consultation report with their Team supervisor and care should be taken to ensure that all identifying information has been removed and that Team readings related to psychological consultation are considered.

Upon approval of the consultation report, the supervisor will sign below. The student will then provide this signed form and a copy of the de-identified report to the Director of Clinical Training (Maggie cc'd) via email.

---

- Student **has** completed their third year clinical competency case.

---

Supervisor Signature & Date

## Guidelines for Third Year Clinical Student Research Presentations

In the spring semester of their Third Year, students are required to present to the Clinical Faculty an overview of their research progress and plans (and when appropriate, related clinical work). The goal of this presentation is to practice and receive feedback on a professional, brief, oral research presentation. Students are to describe their program of research and its future trajectory. The ideal presentation will be approximately 15 minutes with an additional 5 minutes for questions and discussion. Presenters should succinctly describe the overarching question they are asking in their research and address the intellectual history of their topic area and the sequence / flow of their research, describing the skills they have developed, current projects, prelim topic, dissertation ideas and potential future directions.

A recommended way to organize the presentation is to use the criteria on which NIH research grants are now evaluated:

**Significance:** What's the importance of the problem you are working on? How will your work improve scientific knowledge and/or clinical practice? What concept, method, or interventions will be informed by your work?

**Innovation:** Will your work shift current research or clinical practice paradigms? Does it offer a novel theoretical concept, approach/method, or intervention? What's the advantage over existing methods or interventions (e.g., refinement, improvement, new application of a theoretical concept, method, or intervention)? \*Note: Conceptual and methodological advances that build on existing work in a given area play an important role in moving the field forward and you may discuss these advances as the innovative aspect of your research to date.

**Approach:** What is your overall strategy, methodology, and proposed analyses? What potential problems are there? What is the feasibility of the proposed work?

See: [https://grants.nih.gov/grants/peer/critiques/rpg\\_D.htm](https://grants.nih.gov/grants/peer/critiques/rpg_D.htm)  
for more on Significance, Innovation and Approach.



**Third Year Research Competency**  
***Research Presentation***

**I. To be completed by student:**

**Name:**

**Date Presented:**

**Faculty Mentor:**

**II. To be completed by mentor:**

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

a) **Significance:**

Satisfactory

Unsatisfactory

b) **Innovation:**

Satisfactory

Unsatisfactory

c) **Approach:**

Satisfactory

Unsatisfactory

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

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

---

Mentor Signature

---

Date

# Supervision Outcomes Survey ©

(Worthen, V.E., & Isakson, R.L., 2000)

Supervisor: \_\_\_\_\_

Trainee: \_\_\_\_\_

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

*Please respond to the following questions in term 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:*

	Not at all	1	2	3	Moderately	4	5	6	Greatest degree	7
1. My supervisor helps me develop by providing both challenge and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The supervision I am receiving has helped me grow as a professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My supervisor helps me feel strengthened and affirmed in my efforts to become a professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My supervisor helps me identify areas where I need to continue to develop by identifying my strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Supervision helps me better see the complexity in my cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Supervision helps me improve my ability to conceptualize my cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Supervision helps me examine, modify, and refine my approaches to therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Supervision helps me take risks that have led to professional growth and more effective therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The relationship I have with my supervisor is characterized by acceptance, trust, and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My supervisor's feedback encourages me to keep trying to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Supervision helps me see my mistakes as learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The modeling of my supervisor helps me learn more about therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Self-disclosure by my supervisor helps to normalize my experience as a therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My supervisor helps me to be open and receptive to supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I feel comfortable sharing my perceived weaknesses and failures with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Supervision helps me develop specific skills that have made me a more effective therapist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Supervision is helping me better understand and facilitate effective therapy outcomes with my clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. As a result of supervision, I feel more confident and comfortable in working with my therapy cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Overall, I feel satisfied with my supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I feel that supervision is contributing to my overall effectiveness in my therapy cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**

**Research Portfolio Second Year Review**

Clinical Psychology Doctoral Program  
UNIVERSITY OF LOUISVILLE

**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:

**\*\* All contents listed on attached "Additional Contents" form. \*\*****II. To be completed by Faculty Mentor / 2<sup>nd</sup> Reader:**

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

a) **Research Skills:**b) **Scholarship:**

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

## **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. The goal of the paper is for students to thoroughly investigate the literature on a focused topic of interest and demonstrate competency in effectively analyzing and synthesizing a literature on the topic. These skills, such as analyzing and synthesizing a literature, critiquing methods, using empirical evidence to support arguments, discussing implications for diverse/marginalized groups, developing future directions, and writing clearly and concisely, are critical for completing a dissertation and being a successful researcher. Although the topic of the prelim review paper does not have to match your dissertation topic, this paper can serve as the basis for your dissertation project and other research.

Prelim 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 or April 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.** There is no required format for the bibliography or specific number of articles to include, but students should coordinate with their mentor to identify the optimal format for their topic/paper. In general, bibliographies include brief summaries of articles relevant to the different sections of the prelim review paper, with a particular emphasis on the elements of the articles that will help the student convey particular points/information in the 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 and tables/figures). Font must be 12-point Times New Roman or Arial. The paper is submitted via e-mail to the DCT and Graduate Program Assistant. Two reviewers will be selected; the primary reviewer will be the student's mentor, with the second appointed by the DCT.

### **Review criteria:**

For each item below, each reviewer will indicate whether the threshold was or was not met. See the Preliminary Examination Rubric for specific definitions for each rating for each item.

1. Focus/Purpose of the paper (topic)
2. Contribution to the literature
3. Critical methods evaluation
4. Synthesis and integration of the literature
5. Breadth of the literature covered
6. Empirical evidence
7. Diversity, equity, and inclusion discussion
8. Discussion of future directions
9. Overall quality of the writing in the paper, including flow, grammar, and format

Following submission of the paper, two readers (the mentor and a second reader appointed by the DCT), will independently read the paper and each complete the Preliminary Examination Rubric within approximately two weeks of submission. Feedback will be distributed to students by the DCT. Students will then revise and re-submit their prelim based on the feedback and re-submit the paper within four weeks (Official Submission #1). Students may consult with their readers for clarification of feedback: students may meet with each reader for up to one hour for each meeting. These meetings should be scheduled as quickly as possible to clarify and discuss the written reviews early in the revision process.

Faculty readers will then independently review the revised submission, complete the Preliminary Examination Rubric within approximately two weeks of submission, and make a recommendation regarding the outcome of the paper. Any differences in votes will lead to a third faculty reader completing a review. The clinical faculty will vote to approve the readers' recommendations. Discussion among faculty will be held until consensus is reached. The vote will be: pass or revise and resubmit/attempt failed. After these votes, results will be communicated in writing to the student by the DCT. Successful completion of the review paper will begin the Graduate School's 4-year rule for completion of all degree requirements.

Should a student not pass, they will be permitted a second submission of the paper, Official Submission #2 (or preparation of a new topic) which will be due four months from notification of results of the first. The Graduate School permits only two attempts to pass comprehensive examinations. The initial submission and its revision (Official Submission #1) will be considered the first attempt; students not passing after this attempt will be allowed a second re-write constituting the second submission (Official Submission #2). Students with any questions or concerns about the process can consult with the DCT and/or Department Chair.

## Preliminary Exam - *Sample timeline of tasks*

Note: Specific dates below for illustrative purposes only

**Prior to start of prelim:** Work with mentor to finalize topic; find and read articles; generate reference reading and tracking systems; develop outline

**December 1:** Prelim clock starts

- Write bibliography
- Work on prelim paper

**February 1:** Mentor-approved bibliography due to DCT and Graduate Program Assistant

- DCT will reply with bibliography approval or follow-up questions
- Write prelim paper
  - Once the topic and bibliography are approved, the student may not consult with anyone on the paper

**April 1:** **Prelim due** to DCT and Graduate Program Assistant (*Initial Submission*)

**April 1-20:**

- DCT distributes prelims to faculty readers
- Faculty readers review papers and submit completed rating forms to DCT and Graduate Program Assistant

**April 20:** DCT distributes reviews to students and their mentors, which starts students' one-month clock for the prelim revision process.

- Meet with each faculty reader for up to one hour each to discuss feedback
- Revise prelim paper and address all feedback/suggestions
- Prepare response letter that summarizes the changes you made based on your readers' feedback and suggestions

**May 21:** **Revised prelim (Official Submission #1) and response letter due** to DCT and Graduate Program Assistant

**May 21-June 8:**

- DCT distributes revised prelims to faculty readers
- Faculty readers review papers and submit completed rating forms to DCT and Graduate Program Assistant

**After June 8:** DCT distributes reviews to students and their mentors

- Students that pass the prelim can begin to work on their dissertation proposal
- Students that did not pass the prelim will start a new four-month clock for *Official Submission #2*. This attempt is the last opportunity to pass the prelim (i.e., there is no revise and resubmit after this attempt). Students should meet again with both readers to devise a plan for this submission.

***Resources that may be helpful in preparing the review paper:***

1. Prior review articles in student's 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* (2<sup>nd</sup> ed)).
4. Cooper, H., & Koenka, A. C. (2012). The overview of reviews: unique challenges and opportunities when research syntheses are the principal elements of new integrative scholarship. *American Psychologist*, 67, 446-462. 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.
6. Literature search resources
  - PSYC Info: see [here](#)
  - Google Scholar: <https://scholar.google.com/>
  - Research Rabbit: <https://www.researchrabbit.ai/>
  - Elicit: <https://elicit.org/>
7. Citation managers
  - Endnote: <https://library.louisville.edu/endnote/download>
  - Zotero: <https://www.zotero.org/>



### ***Instructions for Faculty Reviewers***

- 1) Review the “Purpose of a prelim exam” in the *Instructions to Graduate Students*.
- 2) Read the prelim and make comments as needed in the prelim document.
- 3) Rate each item in the rating form by indicating whether the prelim **does** or **does not** meet the threshold based on the definition listed for each specific item.
- 4) For any item(s) in which the threshold is not met, specific comments *must* be included for that item to offer clear guidance about how to reach the threshold. Comments may also be included for any items in which the threshold is met.
- 5) Include narrative comments in the space provided on the rating form summarizing your overall impression of the prelim.
- 6) Indicate the overall rating for the relevant version of the prelim. The following process and delineation of submissions (i.e., initial vs. official) is aligned with the Graduate School’s policies regarding prelim submissions and was designed to support students’ success in accomplishing this important milestone.

#### **Initial Submission**

- **On track- Revise as needed**

*See ratings and comments to identify any areas for growth for the official submission*

#### **Official Submission #1**

- **Pass**

*Threshold met for all items*

- **Revise & Resubmit** (Attempt failed)

*Threshold not met for at least one item*

#### **Official Submission #2**

- **Pass**

*Threshold met for all items*

- **Fail**

*Threshold not met for at least one item*

- 7) Sign the rubric form.
- 8) Email the following two items to the DCT and Graduate Program Assistant: the completed and signed rubric form and the prelim document with your comments.

Student:

Reviewer:

Submission:

Date:

1) **Focus/Purpose/Topic:** Identify and summarize the significant theme/problem/question/topic to be addressed in the paper

**Threshold not met**

*Focus/purpose/topic is unclear, unidentified, or inaccurately represented; Presents a superficial view*

**Threshold met**

*Clearly and accurately states and summarizes the focus/purpose/topic of the paper*

**Comments:**

2) **Contribution to the Literature:** Articulate how the analysis presented in this paper contributes to the literature

**Threshold not met**

*Minimal/superficial or no discussion of how this review makes a contribution to the literature*

**Threshold met**

*Clear communication of how paper could have the potential to move the field forward and/or make novel, innovative contributions that would positively impacting the field and/or future research*

**Comments:**

3) **Critical Methods Evaluation:** Critically evaluate the methods of the studies that are cited, including an explanation of advantages/disadvantages of different methods as well as articulation of implications (e.g., what we can or cannot know based on methods used)

**Threshold not met**

*Limitations/advantages of the methods used in reviewed studies are minimally or vaguely/superficially discussed*

**Threshold met**

*Meaningful limitations/advantages of the methods in reviewed studies are discussed in a clear, synthesized ways and include explanation of the implications of the limitation*

**Comments:**

4) **Synthesis and Integration:** Integrate the literature within and across sections to communicate the key points of the paper

**Threshold not met**

*Minimal integration across studies/findings; Simply “lists” the results of studies with insufficient connection/integration of the findings and/or insufficient clarity with regard to agreement or lack thereof across the relevant literature; Includes irrelevant details of studies covered*

**Threshold met**

*Comprehensively synthesizes the literature throughout the paper; Identifies patterns and inconsistencies across findings; Communicates only key information from studies*

**Comments:**

5) **Breadth:** Comprehensively review theoretical and empirical papers in the field

**Threshold not met**

*Insufficient coverage of topic; Several key theories or seminal studies/papers are not referenced in the paper*

**Threshold met**

*There is sufficient breadth and coverage of the topic; Major theories and seminal studies/papers are discussed*

**Comments:**

6) **Empirical Evidence:** Provide supporting data or evidence (explanations or citations) to support arguments throughout the paper

**Threshold not met**

*Minimal or unsubstantial discussion and critique of evidence*

**Threshold met**

*Substantiates most arguments; Critiques of evidence, contextual issues, or assumptions are supported with citations, logic, theory, and/or reported data*

**Comments:**

7) **Diversity, Equity and Inclusion:** Incorporate implications of findings for diverse/marginalized groups and/or discuss the role that power/privilege may play in your analysis

**Threshold not met**

*Paper does not incorporate any analysis of culture and/or oppression, and/or includes language that is harmful to people from various marginalized groups*

**Threshold met**

*The paper references or analyzes the role of culture, diversity and/or power in the topic, discusses meaningful implications for diverse groups, and/or conveys multi-level understanding of DEI-related issues*

**Comments:**

8) **Future Directions:** Include ideas for future directions that are linked to the content of the paper/state of the literature

**Threshold not met**

*Paper includes minimal and/or vague or no future directions*

**Threshold met**

*Paper offers clear future directions that follow clearly from the content of the paper/state of the literature and indicate how these future directions would advance the field*

**Comments:**

9) **Overall Writing:** Writing is clear and concise with good diction, spelling, and grammar; Correct use of APA style throughout the paper; Sections and transitional words and phrases are used throughout the paper as “road signs” to the reader

**Threshold not met**

*Many words express few ideas; Word choice compromises clarity; Tone may be colloquial or conversational; Paragraphs may drift; May lack direction or may lack topic or concluding sentences; Sections and transitions are used incorrectly or inconsistently; APA style is not followed with many errors.*

**Threshold met**

*Words and phrases are generally well-chosen and clear; Correct spelling and grammar; Paragraphs are generally well-constructed (e.g., topic, supporting, and concluding sentences are used) with good transitions between ideas and sections throughout the paper; APA style is generally followed with minimal errors*

**Comments:**

## OVERALL RATING

**Initial Submission:**

On track- Revise as needed

*See ratings and comments to identify any areas for growth for the official submission*

**Submission #1:**

**Submission #2:**

*Overall Comments:*

**Reviewer Signature**

**Date**

**The Graduate School of the University of Louisville**  
Thesis/Dissertation Advisory Committee Appointment

To: Unit Dean

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

Cc: Dean of the University of Louisville Graduate School

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Department: \_\_\_\_\_

Major Subject Field: \_\_\_\_\_

Degree: M.A., M.S., Ph.D., Other (specify): \_\_\_\_\_

Proposed Committee Members

	Name	Department	Signature
1.	_____	_____	_____
	<small>Thesis/Dissertation Chair</small>		
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

(Masters committee requires 3 members, Doctoral committee requires 4 members)

By signing above, each of the faculty members agrees to serve on the advisory committee. Advisory committee members must be certified by their unit to participate in Graduate education. Electronic completion of forms is preferred.

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**The above named faculty members are hereby appointed to act as the Advisory Committee for the student named above.**

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Unit Approval

\_\_\_\_\_  
Date

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

<b>Student</b>		<b>Semester</b>	
<b>Year in Program</b>		<b>Year</b>	
<b>Clinical Supervisor</b>			
<b>Practicum Placement</b>			

This feedback form is consistent with the training model for our clinical psychology program as it uses a developmental progress, competency-based model. The areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers.

Expectations of trainees vary depending on their training level.

**Please use the following scale to rate your supervisee on the items below:**

**AE** = **Above expected** levels or skills. **STRONG** performance in this area

**E** = **Meets expectations** for level of training

**A** = **Additional attention/focus needed** in this area to be at expected level of skill development  
 (must include specific communication between trainee, supervisor and university DCT)

**R** = **Formal remediation needed.** Growth plan developed by supervisor and student (must include PSC  
 also include PSC Director or DCT)

**N/A** = **Not applicable** for this training experience or not assessed by this supervisor.

<b>AE</b>	<b>E</b>	<b>A</b>	<b>R</b>	<b>N/A</b>
Above expected levels or skills	Meets expectations	Additional attention /focus needed	Formal remediation needed	Not applicable

<b>I. Assessment / Diagnosis / Case Conceptualization</b>	<b>Rating</b>
1. Effectively gathers information about the nature and severity of clients' presenting concerns.	
2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.	
3. Develops treatment goals that are appropriate.	
4. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.	
5. Knowledgeable about when to seek further information to conceptualize the client.	
6. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses.	
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

AE	E	A	R	N/A
Above expected levels or skills	Meets expectations	Additional attention /focus needed	Formal remediation needed	Not applicable

II. Intervention	Rating
1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.	
2. Ability to form a working alliance with clients.	
3. Tolerates difficult emotions and explores clients' feelings.	
4. Deals with ruptures effectively and negotiates differences with clients.	
5. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.	
6. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.	
7. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).	
8. Considers empirically supported treatments or evidence-based treatments.	
9. Prepares clients for termination of treatment appropriately and sensitively.	
10. Understands and maintains appropriate professional boundaries with clients.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

III. Psychological Testing	Rating
1. Administers and scores psychological tests appropriately, in a standard way, and capably.	
2. Integrates data into meaningful statements about clients.	
3. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions.	
4. Communicates test results to client in a clear, competent and sensitive manner.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

IV. Crisis intervention	Rating
1. Assesses crisis situations appropriately.	
2. Intervenes during crisis situations appropriately.	
3. Conducts suicidal and homicidality assessments thoroughly, effectively and appropriately. Elicits relevant information.	
4. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.	
5. Seeks appropriate consultation or supervision when encountering crisis situations.	
6. Follows-up with client needs related to the crisis and provides case management when appropriate.	
7. Demonstrates ability to remain calm during a crisis situation.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	



AE	E	A	R	N/A
Above expected levels or skills	Meets expectations	Additional attention /focus needed	Formal remediation needed	Not applicable

V. Consultation and Outreach	Rating
1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.	
2. Knowledgeable about when to consult with other professionals or supervisors.	
3. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs.	
4. Demonstrates comfort in presenting to audiences and engages audience when presenting.	
5. Demonstrates clear and effective communication skills in both consultation and outreach.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

VI. Personal Characteristics and Professionalism	Rating
1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).	
2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).	
3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).	
4. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.	
5. Understands impact of self on others including colleagues and clients.	
6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.	
7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

VII. Relationships and Interpersonal Issues (Colleagues, Practicum Site), Professionalism	Rating
1. Works collaboratively with peers and colleagues.	
2. Provides constructive feedback and support to peers.	
3. Receives feedback non-defensively from peers.	
4. Respects support staff roles and persons.	
5. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

AE	E	A	R	N/A
Above expected levels or skills	Meets expectations	Additional attention /focus needed	Formal remediation needed	Not applicable

VIII. Use of Supervision	Rating
1. Open and non-defensive to supervisory evaluation and feedback.	
2. Self-reflects and self-evaluates regarding clinical work with clients.	
3. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary.	
4. Communicates self to the supervisor when appropriate (i.e., transparency)	
5. Willing to take risks and acknowledge troublesome areas and make mistakes.	
6. Applies what is discussed in supervision to interactions with clients.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

IX. Management and Administration	Rating
1. Follows practicum site / agency’s policies and operating procedures.	
2. Documents crisis assessments appropriately.	
3. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

X. Diversity – Individual and Cultural Differences	Rating
1. Knowledge of one’s own beliefs, values, attitudes, assumptions in the context of diversity.	
2. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.	
3. Open to exploring one’s feelings and reactions to power and diversity issues.	
4. Knowledge about the nature and impact of diversity in different clinical situations.	
5. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.	
6. Infuses culture and diversity into all aspects of professional work.	
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

XI. Ethical and Legal Standards	Rating
1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.	
2. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.	
3. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.	
4. Behaves ethically across all aspects of professional work.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

**Comments on Overall Evaluation:****Summary of Strengths:****Summary of Areas for Further Development:****Supervisor Signature & Date****Student Signature & Date****Student Response:**

**Evaluation of Performance:**  
Graduate Teaching Assistants  
& Graduate Research Assistants

UNIVERSITY OF LOUISVILLE  
Department of Psychological & Brain Sciences

<b>Student</b>				
<b>Semester</b>		<b>Year</b>		
<b>Course</b>		<b>Instructor</b>		

Using the scale below, rate the student's performance as a GTA in your course on each of the dimensions listed.

Unsatisfactory	Inconsistent <i>or at times below expectations</i>	Satisfactory	Very good	Outstanding
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Timeliness in work completion:

Accuracy in work:

Interactions with course instructor:

Interactions with students in class:

Level of professionalism:

**Overall Performance:**

**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

UNIVERSITY OF LOUISVILLE  
Clinical Psychology Doctoral Program

## Yearly Student Activity Report

INSTRUCTIONS	
1	Attach CV and <b>highlight</b> requested information
2	Complete form, print, and sign
3	Meet with mentor to review yearly activities and goals
4	Have mentor sign report
5	<b>Email</b> a copy of your annotated hours to Maggie (template attached)
6	Email completed report to Maggie by: April 30

STUDENT NAME	
MENTOR	
ACADEMIC YEAR	
YEAR IN PROGRAM	
DATE DEGREE EXPECTED	



<b>Total Masters Hours (PSYC 603) taken to date</b> <i>(maximum of 6hrs)</i>	
<b>Total Dissertation Hours (PSYC 701) taken to date</b>	
<b>Total Independent Study Hours (PSYC 604/605) taken to date</b>	

## RESEARCH ACTIVITIES

Progress of Portfolio or Dissertation Research

<b>Number of books, book chapters, or articles in peer reviewed professional/scientific journals that you were an author or co-author</b> <i>* in press, under review, or submitted should NOT be counted</i> <i>* please add citations on page 9 of activity report</i>		
<b>Number of workshops, oral presentations, or poster presentations at professional meetings you were an author or co-author</b>		
<b>Are you involved in leadership roles or activities in professional organizations (e.g. roles in local, state, regional, or national organizations)?</b>	YES	NO
<b>Have you presented a psychological topic to a lay or community audience?</b>	YES	NO
<b>Have you submitted/received any grants?</b> <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**  
\* include title and supervisor

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### PROFESSIONAL MEMBERSHIPS

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

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

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

### CLINICAL ACTIVITIES

<b>TEAM (Fall)</b>	
<b>TEAM (Spring)</b>	

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

ASSISTANTSHIPS	
ASSIGNMENT/COURSE	PROFESSOR(s)

## 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 1<sup>ST</sup> TO PRESENT)**

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

## 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              NO

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  
(must be approved by DCT)*

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

#### Area D

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

### 3. Credit hour requirements

- (30) credit hours**  
*May include 6 credit hours of PSYC 603*
- (6) credit hours of PSYC 603 (Master's Research)**  
*No more than 6, no less than 6*

### 4. Completion and approval of the Master's portfolio

*For office use only*

Date Approved:



## PhD DEGREE IN CLINICAL PSYCHOLOGY

### Department of Psychological & Brain Sciences

The course requirements below must be completed in order to receive a PhD.

*Please complete this checklist and turn it in to Maggie (optional).*

#### 1. General core courses

##### Area A

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

##### Area B

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

##### Area C

- PSYC 661**  
Advanced Developmental Psychology  
-and-  
 **PSYC 670**  
Advanced Social Psychology  
-and-  
 **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

Date Approved:

5. Did you maintain at least a “B” average across all General Core courses?

- Yes       No

6. Did you maintain at least a “B” average across all courses?

- Yes       No

7. Did you maintain at least a “B” average across all Program Core courses?

- Yes       No

8. Did you complete all Clinical Core courses below?

- PSYC 656** (3 credit hours)  
Legal, Professional, and Ethical Issues
- PSYC 679** (3 credit hours)  
Intro to Assessment and Clinical Skills
- PSYC 680** (3 credit hours)  
Intellectual and Cognitive Assessment
- PSYC 683** (3 credit hours)  
Psychological Interventions I
- PSYC 684** (3 credit hours)  
Psychological Interventions II
- PSYC 685** (11 total credit hours)  
Clinical Psychology Practicum\*  
*\* Students are expected to have a minimum annually of 160 direct contact hours to fulfill this requirement*
- PSYC 689** (3 credit hours)  
Advanced Clinical Psychopathology
- PSYC 693** (1 credit hour)  
Interviewing Skills Practicum

**9. Did you complete all other course requirements below?**

- PSYC 601**  
History of Modern Psychology
- Graduate Seminar (#1) *course taken: DEPT ###*
- Graduate Seminar (#2) *course taken: DEPT ###*
- Graduate Seminar (#3) *course taken: DEPT ###*
- graduate course in*  
Culture and Diversity *course taken: DEPT ###*

**10. Completion and approval of the Preliminary Examination:**

Date Approved:

**11. Completion and approval of the Dissertation Proposal:**

Date Approved:

**12. Date the Dissertation was successfully defended:**

Date:

**13. Complete the list of additional dissertation requirements below.**

- Courtney Kerr (Graduate School) has received my original signature page.
- I have consulted with Courtney Kerr (Graduate School) and she has approved my formatting and the final version of my dissertation.
- I have provided my signature page, a binder and final copy of my dissertation for the department's records.

**14. Did you register for and pass three semesters of PSYC 795 (Psychology Internship)?**

- Yes**       **No**

**15. Did you successfully complete your internship requirement?**

- Yes       No

**16. Were you enrolled in DOCT 600 (Doctoral Candidacy) during the semester in which you intend to receive your degree?**

- Yes       No



**Graduate Student Academic Grievance Procedure**  
[www.louisville.edu/graduatecatalog/academic-grievance-procedure/](http://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 <https://louisville.edu/policies/policies-and-procedures/pageholder/pol-addressing-potential-individual-conflicts-of-interest-1>. 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.