INSTRUCTIONS TO GRADUATE STUDENTS

Doctoral Program in
Clinical Psychology

2024-25
Edition

UofL **PSYCHOLOGICAL & BRAIN SCIENCES**

APPENDICES

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.

This Instructions to Graduate Students (IGS) document is 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. Mentors and students are encouraged to review mentorship resources (e.g., https://rackham.umich.edu/downloads/how-to-mentor-graduate-students.pdf and https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf) and use proactive and mutual communication to make expectations, goals, etc. as explicit and clear as possible. In addition, mentors are encouraged to review the APA Guidelines on Equitable and Respectful Treatment of Students in Graduate Psychology Programs: https://www.apa.org/about/policy/guidelines-equitable-treatment-students.pdf

The Director of Clinical Training (DCT) provides additional support as needed. Students may also opt to participate in a secondary mentorship match where a faculty member other than their mentor will provide additional guidance in professional development and related areas. Students and faculty participating in this secondary mentorship match must follow the guidelines shared at the start of each academic year.

Students will receive written evaluations from the program each year at minimum and research evaluations from their mentor Fall and Spring each year, 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).

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 18 (Graduate Student Academic Greivance Procedure).

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/eeo-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. 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: 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. Participation is required at department and program events unless otherwise noted. Students are strongly encouraged to attend all such activities whether required or not.

The Clinical Program hosts a colloquium series with talks, inservices, presentations, etc. scheduled on a weekly basis during the academic year. Clinical graduate students are expected to attend all of these talks, inservices, and presentations. Training inservices can include activities such as training to review the current Psychological Services Center (PSC) policies and handbook and program milestones. Students are strongly encouraged to attend the annual departing intern send-off picnic at the end of the academic year. In addition, a Town Hall meeting 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, policy updates, 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. The Representatives also summarize and share with students key information discussed at faculty meetings.

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., 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 running the Applicant Interview Days. This participation 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.

Communication with faculty: 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](#) 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 (Competences for the Clinical Ph.D. Doctoral Program).

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 culumative
 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 students who has a grade point average and/or GRE scores (prior to admission) below Departmental requirements and whose continuation in graduate work is contingent upon meeting all Departmental requirements and making satisfactory progress in the program.

4. ***Degree Status, Non-Degree***: A student who is not pursuing a degree. Such students may apply for admission in Degree Status after one or two semesters. Admission is not automatic and depends upon the program's evaluation of the student's credentials and performance.

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 a number of negative episodes in training programs and at universities where graduate students have been negatively affected by material on websites, emails, voicemails and social media posts. Information that seems to be fun, informative, and candid might put the program and/or the student in a bad light. What might be seen as "private" self-disclosure can become public. Types of posts can includes 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 may conduct 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.

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, and/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 and other factors (see Other Information below). 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 typically from July 1 to June 30 (August 1 – June 30 for first year students). 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.

Stipends, tuition remission, and health insurance are provided for funded, full-time students registered for 9 credit hours (or doctoral candidacy) in fall and spring and 6 credit hours or doctoral candidacy for summer. If students do not register on time, there may be delays or issues with the stipend/tuition remission/health insurance. The Graduate School recommends that students need to be registered before August 1st, before January 1st, and before May 1st for the Fall, Spring and Summer Semesters, respectively, to avoid funding issues.

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 Clinic 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 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 works with their faculty mentor in their research during fellowship year(s). The research activity cannot merely be a service to the faculty member, or other agency and 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. Fellows are precluded from other work for compensation while supported by the Fellowship except in unusual cases and only with the written consent of the Dean of the Graduate School. A Fellow may request teaching opportunities. However, the Department cannot assign teaching duties without a prior request from the Fellow; further, only senior Fellows (i.e., those who have completed the M.S.) are normally permitted to take teaching duties.

4. Fellows' research progress will be evaluated each year to ensure sufficient progress toward goals related to the fellowship. Annual review letters will include mentor feedback that describes student progress in their research. In addition, fellows' Yearly Student Activity Report should include information about fellows' research progress in the prior year. The Fellow may be responsible for submitting a summary report of their work if requested by the department and/or Graduate School.

5. Information related to fellows' progress will be reviewed by the Executive Committee to determine whether the Fellow (a) engaged in activities appropriate to the fellowship, (b) demonstrated an appropriate degree of independence, (c) executed the activities satisfactorily, and (if requested) (d) reported them in adequate detail. Decisions about continuation of a fellowship will take into account this information about progress.

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 to 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 six years without completing requirements for the Doctorate, may have their financial support 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.

Additional details about funding decisions
First, students offers letters for the program includes the details of funding timing and source(s). As described in the offer letter, funding is provided pending satisfactory progress toward degree, successful accomplishment of duties (e.g., Graduate Assistantship), and availability of funding.

Regarding satisfactory progress toward degree and successful accomplishment of duties: During Review of Students in Fall and Spring, as well as other times during the year as needed, faculty provide input on each student's progress toward the degree and accomplishment of duties (faculty includes mentors, directors of graduate studies, and department chair, and GTA and/or clinical supervisors). Students are reviewed in the following areas, as relevant for their program and other duties: academic performance, research, teaching, and clinical performance, performance on examinations (e.g., preliminary examination), timely progress through the program, and ethical and professional conduct. An example of not making satisfactory progress could include a graduate student failing to submit their MS portfolio on time or being substantially delayed in proposing their dissertation. Other examples could include a student who does not make sufficient progress on their dissertation over the course of a year; persistent or serious concerns raised in a practicum evaluation or practicum failure; and failure of a preliminary examination. Feedback is provided to students in formal evaluations and review letters as well as informally with mentor/supervisor discussions and/or alerts from the graduate program directors or coordinator as relevant (e.g., if course requirements are not met); therefore, students should be aware of their progress throughout the program and how their progress might be related to funding decisions. Students are typically placed on probation for a semester prior to losing funding if they are not making progress toward degree, not meeting professional standards, and/or if they are not successfully meeting requirements of their assistantship. That semester on probation provides a time for them to address and remedy the situation before losing their funding. Students can direct any questions on their progress to their faculty mentor(s), directors of graduate studies, and/or the department chair as needed.

Regarding availability of funding: The Graduate School provides funding lines to the department ensure funding commitments to students are honored. The department may end up having additional funding lines if a student is supported by internal (e.g., University Fellowship) or external (e.g., a student is supported by a grant) funding. These lines may be used to fund other students.

Funding assignments (Graduate Assistantships) are made by the Executive Committee (Department Chair, Directors of Undergraduate and Graduate Studies) with input from program faculty and students. Current students in their first through fifth years of training have contracts guaranteeing their funding. Thus, funding those students is the department's obligation and first priority. The faculty then consider admitting new students and funding students beyond their 5th year. In order to maintain a healthy program over time, the program typically admits approximately 5 students per year. The actual number shifts based on mentor availability, the availability of GTA lines, and how many students accept offers to join our programs. After admissions, several factors are consniderd in funding students beyond their 5th year, including: the number of available GTA lines, student degree progress (i.e., are they in good standing and making good progress toward completing their degree), mentor input, program director input, year in program (i.e., has the student already received additional funding), and how many students are in need of additional funding. The Executive Committee strives to make funding decisions that are fair and that support degree completion.

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.

To receive a Master's Degree, the following course requirements, plus a Research Portfolio, must be completed: 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 16) and submit to the Graduate Program Coordinator before applying for your M.S. degree.

To the receive the degree, students must apply by the relevant deadline (in addition to completing requirements described above/all relevant program requirements). See here for degree application information and due dates for applying the M.S. and/or the Ph.D. degree(s):
https://louisville.edu/artsandsciences/academics/academics-archive/graduate-education/degree-application-information.html

B. 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
PYSC 686	Assessment Practicum	1 hr
PSYC 689	Advanced Clinical Psychopathology	3 hrs

| PSYC 693 | Interviewing Skills Practicum | 3 hrs |
| PSYC 694 | Supervision Practicum | 1 hr |

*Students must enroll in PSYC 685 in Fall, Spring, and Summer of Years 2 and 3 of the program at minimum; students will be assigned to clinical supervision Teams for their PSYC 685 work. 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.

C. Other Course Requirements

1. History and Systems of Psychology, PSYC 601 or an equivalent course as approved by the Director of Clinical Training.

2. Graduate Seminar: Clinical students should continue to develop their knowledge of basic areas by taking one graduate seminar offered in the Department. Seminars offered in other departments may be considered to fulfill this requirement with the consent of the student's mentor and the Director of Clinical Training.

3. A graduate course in Culture and Diversity – An example of a course in the department that would fulfill this requirement is PSYC 792: Power, Privilege, and Psychopathology.

D. Point-hour Requirements in Courses

Course grades of "C" are not considered satisfactory grades by the Graduate School. Therefore, to remain in good academic standing students:

1. Must earn a grade of B- or higher in each course.
2. Must maintain at least a "B" average across all Core Courses; *and*
3. Must maintain at least a "B" average across all courses.

Students may not drop courses without written permission of the Executive Committee. Any Psychology course in which a student receives a grade in the "C" or "D" range or "F" must be retaken.

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

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

E. Waiver or Substitution of 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 and are required as part of our program's accreditation. They provide a means for maintaining continuity in graduate training from one class to the next, and for assessing a common level of attainment of competencies 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). The student should email the DCT detailed information about the candidate course, which should include the course 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. If appropriate and sufficient information is not provided by the student, the request will be returned and the additional information needed will be outlined.

   b. The DCT will arrange for review of the course equivalence by at least one appropriate faculty member within the Department. The faculty member will review the material and report to the DCT about potential 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.

   c. The DCT will review the report from the faculty member to ensure that the faculty recommendation is based on the evidence.

   d. 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. Altneratively, 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, Master's Portfolio Review Rubric- Second Year).

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, Third Year Research Competency-Research Presentation); 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.

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 (in addition to the Mentor Evaluation of Student Research Progress comleted in the Fall and Spring semesters each year). 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 10, Dissertation Advisory Committee Appointment Form). 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/). 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 (e.g., faculty members at other institutions) 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 for the individual 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 and evaluation 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, 686, 694, 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 are assigned a letter grade in PSYC 693 (Interviewing Skills Practicum).

Students who meet the basic requirements of the course will receive a passing grade as relevant for that course. 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 an evaluation found in Appendix 11(End of Semester Clinical Evaluation completed on REDCap). 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.

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 as early as possible, 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).

b. **Clinical Consultation**. By the end of the Spring semester of the 3rd year, students will submit a de-identified report detailing use of consultation. This de-identified report includes description of the consultation process; this work can be part of an assessment report but typical assessments alone (e.g., WAIS) may not be sufficient without consultation activities. Consultation typically occurs with a physician, other mental health professional (e.g., psychiatrist; social worker; psychologist), school personnel (e.g., teacher, school counselor), or similar professionals. Consultation should be sufficiently in-depth for students to practice and demonstration competence in this area (e.g., solely collecting a teacher-reported questionnaire is likely insufficient). Students should discuss the consultation plan with their Team supervisor early in the academic year (See Appendix 3, Third Year Clinical Competency-Consultation Case, for instructions).

c. **Supervision**. By the end of the Spring semester of the 4th year (or unless otherwise arranged per the Peer Supervision Policy; see Appendix 6), students will engage in peer supervision (PSYC 694) and be evaluated on their peer supervision by their supervisor in the End of Semester Clinical Evaluation. In addition, peers will submit ratings of their advanced student peer supervisors on team (see Appendix 5, Fourth Year Clinical Competency- Supervision Outcome Survey).

c. **Predoctoral Clinical Internship**. All students complete a full year predoctoral internship prior to completing their degree. Students are evaluated with the program evaluations at the site and site Training Directors send mid-year and final reports to the DCT of the student's competencies. Internship evaluations are reviewed for any concerns raised about a student's performance. Issues with a student's performance would be discussed with the internship training director/supervisor, student's mentor, and the student to evaluate potential solutions to address the issues. Further, any concerns would be shared with faculty for additional input solving any individual issues.

5. **Research Competencies: Preliminary Examination and Oral Presentation**

a. **Preliminary Examination**. Following successful completion of the Master's Portfolio, students will complete an integrative review paper (see Appendix 9, Preliminary Exam Guidelines & Rubric). 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. **Research progress and laboratory research skills.** Each Fall and Spring semester, faculty mentors evaluate each graduate student in their lab under their mentorship on progress in various research competencies. This feedback form is consistent with the training model for our clinical psychology program as it uses a developmental progress, competency-based model. See Appendix 12 for the Mentor Evaluation of Student Research Progress (completed on REDCap). 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.

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 and students nearly always complete at least one external practicum placement (often more). We have approved/established practicum sites that the DCT shares with students each year (students may request this list anytime). If you are interested in a site that is not yet approved/established, email the DCT with this request. We routinely survey students about their experiences at external practica.

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 PSYC 785 application for practicum placement form** (available in Appendix 15, Application for Clinical Practicum)

This form must be completed and signed by the external practicum supervisor (with input from the student)

and approved and signed by student's mentor and the DCT; the student signs the form as well. Please note that the form includes attestations that there are no conflicts of interest; if there may be multiple relationships/conflicts of interest, please first consult with the DCT to discuss them and make an appropriate plan to be described on the form. This practicum placement form must be completed and signed and registration (see below) must be completed <u>before</u> beginning any clinical contact at the site. Only one form is needed per placement per academic year as long as the correct dates are listed for the placement (e.g., Fall 2024 through Summer 2025).

Followed by:

b. **Registration for PSYC 785**
Students must register for 785 in advance of beginning any clinical contact at a practicum site. Students should submit their practicum placement form signed by the student, their supervisor, and their mentor to the DCT for review. The DCT will share any necessary edits; once finalized, the DCT will sign the form and return it to the student and share it with the graduate program coordinator. The graduate program coordinator will then set up the necessary permission for the student to enroll in PSYC 785 for the number of credits listed on their form. To reiterate, both the practicum placement form and registration are expected to be in place before the start of the placement and ideally prior to 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 <u>before</u> 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.

Students applying for internship will work with the DCT as they prepare their application materials.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 or as otherwise determined by the DCT. Other documents and information (e.g., CV, summaries of goals) will be requested as well to ensure the DCT has the necessary information to approve and verify the student's application and comment on each student's readiness for the internship. In most circumstances, the Director's willingness to verify student 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. In addition, students must submit required materials to and engage in required meetings with the DCT on the timeline shared with students during the summer prior to internship application due dates to ensure the DCT can verify the necessary information for the student prior to the application due date.

Registration and Tuition/Fees during internship year
During internship year, all students are required to register for PSYC 795 for the Fall, Spring and Summer of their internship year (0 credits). Students may also need to enroll in two credits of DOCT 600 (Doctoral Candidacy) depending on the status of their dissertation:

1. Students who defend <u>before</u> the start of internship: Students who have defended their dissertation and turned in a committee-approved, formatted copy of the document to the Graduate School that is

accepted/approved by the Graduate School prior to the Fall semester in the year they start their internship enroll only 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.

   a. Note regarding students with educational loans: Once students go on internship and defend their dissertation prior to or before the last semester of internship, lenders may require that you start payment on an educational loan(s) once you are no longer enrolled in DOCT 600. Students in this scenario should request a deferral of payment; upon request, the DCT can provide a verification of your full-time student status while on internship to support the request to submit to the lender (the lender determines the verificiation format that is needed).

2. Students who defend <u>during</u> internship: Until students on internship defend their dissertation, they must remain enrolled in both PSYC 795 (Internship; 0 credit/0 fee course) and DOCT 600 (Doctoral Candidacy; 0 credit course/tuition charge is for 2 credits per semester). Once students defend and turn in their committee-approved, formatted copy of the document to the Graduate School that is accepted/approved by the Graduate School, they no longer need to enroll in DOCT 600 (but they remain enrolled in PSYC 795):

   a. If the student defends/turns in their dissertation during the Fall semester of their internship year, they enroll in PSYC 795 (Internship; 0 credit/0 fee course) <u>and</u> DOCT 600 (0 credits; charge is for 2 credits per semester) for Fall; thereafter, they only enroll in PSYC 795 for Spring and Summer. See note above regarding educational loans.

   b. If the student defends/turns in their dissertation during the Spring semester of their internship year, they enroll in PSYC 795 (Internship; 0 credit/0 fee course) <u>and</u> DOCT 600 (0 credits; charge is for 2 credits per semester) for Fall and Spring; thereafter, they only enroll in PSYC 795 for Summer. See note above regarding educational loans.

   c. If the student defends/turns in their dissertation during the Summer semester of their internship year, they enroll in PSYC 795 (Internship; 0 credit/0 fee course) <u>and</u> DOCT 600 (0 credits; charge is for 2 credits per semester) for Fall, Spring, and Summer.

   d. If the student defends/turns in their dissertation after their internship year, they need to remain enrolled in DOCT 600 (0 credits; charge is for 2 credits per semester) until they defend. See also the section on Time Limit on Ph.D. Degree.

To ensure ample time for Graduate School review of the dissertation document as well as time for the student to make additional requested edits, it is recommended that students submit their formatted dissertation <u>at least one month prior</u> to the start of the semester in which students (on internship) intend to stop enrolling in DOCT 600. If students do not turn in the formatted, final dissertation by the start of the semester, they will need to enroll in DOCT 600 for that semester and until they turn in the dissertation. See also information on due dates for submitting dissertations prior to graduation: https://louisville.edu/registrar/registration/dates-1/special-dates-for-graduating-seniors

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 remaining requirements for the degree of Doctor of Philosophy must be completed within *four calendar years* after passing the Preliminary Examination (including internship). If a student is not making regular progress toward their degree, the Graduate Dean may grant limited time extension to this four-year regulation in exceptional cases. If a student is making regular progress toward their degree but will likely not finish within four years (e.g., due to external grant funding), they should email the DCT requesting a time extension variance submission; in this request, the student should describe the justification for the request as well as a timeline of their planned activities that will take more than four years (e.g., research/grant/clinical activities; predoctoral internship). Note that predoctoral internships typically end in July, August, or September; students should use this information to calculate the likely graduation date when figuring out if they will need more than four years after completion of the Preliminary Examination to finish all remaining requirements.

Students should be aware that the failure to meet this four year deadline may result in dismissal from the degree program. At best, students violating this time limit will be *required to re-take the 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 Preliminary Examination 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.

9. Tracking Student Progress in the Program
Students must complete a Yearly Student Activity Report (Appendix 14) via REDCap each year in May to track their progress in all program requirements as well as track their accomplishments and goals. Faculty mentors review the report with students and suggest edits as needed; after the student and faculty mentor sign the report, the DCT reviews the report, suggests edits as needed, and signs the report. This report is then updated each year with additional progress, accomplishments, etc.

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 (Competencies for the Clinical Ph.D. Doctoral Program).

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://kdla.ky.gov/records/RetentionSchedules/Documents/State%20Records%20Schedules/KYUniversityModel.PDF

VI. RESOURCES FOR GRADUATE STUDENTS

Information for Current Students (e.g., PBS Graduate Student Handbook; other policies, forms, travel information, Graduate School/A&S/University information):
https://louisville.edu/psychology/graduate/info

Department Resources for Graduate Students (e.g., housing, advice, health and mental health recommendations, dining and activity recommendations, repository of sample materials, DEI resources):
https://docs.google.com/document/d/1xx-58zKvVda2dsJsZMdhHanVnnWhpk76m4KGoimyucw/edit?usp=sharing

UofL PLAN - Professional Development, Life Skills, Academic Development, and Networking Skills:
https://louisville.edu/graduate/plan

Campus Recreation (including free athletic trainer services):
https://louisville.edu/intramurals

Food (fresh and non-perishable), household and toiletry items:
https://louisville.edu/involvement/leadership/engage-lead-serve-board/cardinalcupboard/

Free clothing, shoes, household items and office/art supplies (donations accepted, too):
https://louisville.edu/sustainability/operations/free-store

UofL PEACC Center – Prevention Education and Advocacy on Campus and in the Community
https://louisville.edu/peacc/

The **UofL Concern Center** can help you find and connect with relevant resources:
https://louisville.concerncenter.com/

Competencies for the Clinical Ph.D. Doctoral Program
Adopted Spring 2003
Revised 5/2014
Revised 7/2023
Revised 7/2024

*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 imitating & 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 (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 minimum)

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 (no later than Year 3)

6. Dissertation

7. Research mentor ratings each semester

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

Second Year Competency Case · Clinical Psychology PhD Program · UNIVERSITY OF LOUISVILLE

| Student: | | Supervisor: | | Date: | |

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

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

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.

Student		Supervisor		Date	

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 <u>importance</u> 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
  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**:   b) **Innovation**:   c) **Approach**:

       Satisfactory   Satisfactory   Satisfactory

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

Comments:

Peer Supervision
Clinical Psychology Ph.D. program
University of Louisville
Original policy start date: May 2024

This policy serves to meet the APA Supervision competency, which requires that, by the time of graduation, students:
- Demonstrate knowledge of supervision models and practices.
- Demonstrate knowledge of contemporary evidence-based supervision literature.

Peer supervision procedures

1. **Supervision preparation:**

- <u>Assigned readings</u>
No later than the <u>semester prior to the start of peer supervision</u>, students complete the following four required supervision readings:

Readings can be accessed here:
https://drive.google.com/drive/folders/1EgUn_FsVj5C3ZH14Pou2aBespdSnarB0?usp=sharing

1. APA Guidelines for Clinical Supervision in Health Service Psychology:
   https://www.apa.org/about/policy/guidelines-supervision.pdf
2. Falender, C. A., & Shafranske, E. P. (2014). Clinical supervision: the state of the art. *Journal of Clinical Psychology, 70(11),* 1030–1041.
3. Löfström, E., & Pyhältö, K. (2020). What are ethics in doctoral supervision, and how do they matter? Doctoral students' perspective. *Scandinavian Journal of Educational Research*, *64*(4), 535-550.

Choose <u>one</u> of the following readings at minimum:
4a. Jendrusina, A. A., & Martinez, J. H. (2019). Hello from the other side: Student of color perspectives in supervision. *Training and Education in Professional Psychology*, *13*(3), 160.

4b. Ladany, N., Mori, Y., & Mehr, K. E. (2013). Effective and ineffective supervision. *The Counseling Psychologist*, *41*(1), 28-47.

4c. Schumann, N. R., Farmer, N. M., Shreve, M. M., & Corley, A. M. (2020). Structured peer group supervision: A safe space to grow. *Journal of Psychotherapy Integration*, *30*(1), 108.

4d. Somerville, W., Marcus, S., & Chang, D. F. (2019). Multicultural competence–focused peer supervision: A multiple case study of clinical and counseling psychology trainees. *Journal of Multicultural Counseling and Development*, *47*(4), 274-294.

Recommended but not required readings:
- o Falender, C. A., & Shafranske, E. P. (2021). Clinical Supervision: A Competency-Based Approach (2nd ed.). American Psychological Association
- o https://www.apa.org/pubs/books/clinical-supervision

- Email confirmation that readings have been completed
  - o Students email their Team supervisor, the PSC Director, DCT, and graduate program coordinator (in one email) to:
    - Confirm that the supervision readings have been completed.
    - Indicate the name of the fourth reading you chose of the options above

  - o Feel free to use this email template:

    Subject: Peer supervision readings completed

    Hello,

    I am confirming that I have completed the required supervision readings. I read the three required readings as well as the following article for the fourth reading:

    [Insert citation from the article you read based on the options above]

    [Your name]

- Timing of peer supervision and special considerations
  - o One semester of peer supervision/PSYC 694 is required with Fall, Spring, or Summer counting as one semester.
  - o Supervision readings must be done no later than the semester prior to the start of the peer supervision. For example:
    - Read and confirm completion in Fall 2024 to supervise in Spring 2025
    - Read and confirm completion in Spring 2025 to supervise in Summer 2025
    - Read and confirm completion in Summer 2025 to supervise in Fall 2025
  - o Given that peer supervision must occur prior to the student leaving the program for internship, students must ensure they work with their Team supervisor to make a plan for when and how peer supervision will occur.
  - o If students cannot engage in peer supervision during their 3rd year, they need to make arrangements to ensure they complete this competency during their 4th or 5th year of the program (even if they are not on a PSC Team at that time).

- o   Students who have an opportunity to conduct peer supervision at an external practicum site may be able to meet this competency at that location. Prior approval must be obtained by the DCT no later than the semester prior to the start of the peer supervision.

2. <u>Peer supervision:</u>

- <u>Faculty supervisor confirmation and peer assignment</u>
    - o   The faculty Team supervisor must confirm with the student that they are ready to conduct peer supervision and will pair the student with a more junior student therapist for peer supervision.
    - o   The PSC Director and/or DCT weigh in and assist with this process as needed.

- <u>Enroll in peer supervision course</u>
    - o   The student supervisor must be enroll in <u>PSYC 694</u> (1 credit, Pass/Fail) during the semester in which they engage in peer supervision. Their Team supervisor is the instructor. One semester of peer supervision/PSYC 694 is required with Fall, Spring, or Summer counting as one semester.

- <u>Identify client for peer supervision</u>
    - o   The faculty Team supervisor, student supervisor, and peer supervisee should identify one specific client to be the focus of the peer supervision. This client should be a weekly therapy client.
    - o   Other arrangements (e.g., supervision for more than one therapy client; supervision for an assessment client) may be possible with prior approval by the Team supervisor, PSC Director, and DCT.

- <u>Conduct peer supervision</u> (student supervisor and peer supervisee)
    - o   Meetings should occur weekly for 30 minutes for one semester.
    - o   Student supervisors review the recorded therapy session prior to each peer supervision meeting.
    - o   Peer supervision sessions must be recorded for review by the supervisor.
    - o   The program telesupervision policy applies to peer supervision as well.

- <u>Receive super-supervision</u> (student supervisor and faculty supervisor)
    - o   The faculty supervisor must give the student supervisor "super" supervision weekly or otherwise as determined by supervisor and student.
    - o   The faculty supervisor should review a minimum of two recorded peer supervision sessions.
    - o   The super-supervisor should provide feedback often and early enough in the semester that the student supervisor can adjust their practices as needed within the semester in which they are supervising.
    - o   The faculty supervisor is responsible for signing any relevant documentation.

3. <u>**Evaluation of peer supervision:**</u>
- Successful completion of the peer supervision competency must be documented via each of the following:
  - o **Student confirmation of completion of required supervision readings** (Step 1 above)
  - o **Faculty supervisor rating of E or AE on <u>each</u> item in the Peer Supervision section on the End of Semester Clinical Evaluation form** (items below)
    - ▪ Summer peer supervision: For students completing their peer supervision during a summer semester, you MUST ask your supervisor to complete the Peer Supervision section on the End of Semester Clinical Evaluation form. This form is not routinely completed during the summer, so it is essential that you request completion. It is fine if they only complete that section of the form (plus sign it as usual).
  - o **Pass PSYC 684 in that semester**

- In addition to the formal evaluations listed above, the peer <u>supervisee</u> should complete Supervision Outcomes Survey and submit the completed survey to faculty supervisor & DCT & graduate program coordinator. This survey should also be shared with the peer supervisor. This survey is not formal part of the faculty evaluation for completion of the peer supervision competency but is very helpful for the student supervisors' learning!

Faculty supervisor ratings on student peer supervision
End of Semester Clinical Evaluation form

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.

XII. Peer supervision	Rating
1. Demonstrates knowledge of supervision models and practices.	
2. Demonstrates knowledge of contemporary evidence-based supervision literature.	
3. Provides clear feedback to peer supervisee.	
4. Adequately seeks guidance from faculty supervisor to assist in peer supervision.	
OVERALL RATING	
Comments:	

Research Portfolio Second Year Review Form

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**:   b) **Scholarship**:

      Satisfactory   Satisfactory

      Unsatisfactory   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 / 2nd 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. <u>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</u> **<u>no later than 2 months before the due date of the final paper.</u>** 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 <u>only</u>

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 (2ⁿᵈ 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/

Preliminary Examination Rubric
Clinical Psychology PhD Program
University of Louisville

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.

Preliminary Examination Rubric
Clinical Psychology PhD Program
University of Louisville

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 *t*he 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. _____ **Thesis/Dissertation Chair**	_____	_____
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.

_____

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

End of Semester Clinical Evaluation

UNIVERSITY OF LOUISVILE
Clinical Psychology Ph.D. Program
End of Semester Clinical Evaluation

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.

The ratings will be shared with students and information from the form will be summarized in the student review letters each semester.

Semester & Year

- ○ Fall 2024
- ○ Spring 2025

Name of Clinical Supervisor (your name)
First Last
E.g., Sara Bufferd

_____

Name of student supervisee
(you can start typing student name and it will pop up)

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Student's year in the program

◯ First ◯ Second ◯ Third ◯ Fourth ◯ Fifth ◯ Sixth ◯ Seventh

Practicum placement name
(i.e., Name of external site or Name of UofL PSC Team)

_____

Instructions
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 rate each of the items below within each competency area. You will provide specific ratings for each item as well as an overall performance rating for each competency area.

Please use the following scale to make your ratings:
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 program DCT)
R = Formal remediation needed. Growth plan developed by supervisor and student (must include PSC
also include PSC Director and DCT)
N/A = Not applicable for this training experience or not assessed by this supervisor.

I. Assessment / Diagnosis / Case Conceptualization

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	◯	◯	◯	◯	◯

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
6. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses.	○	○	○	○	○
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	○	○	○	○	○
Overall rating on Assessment/Diagnosis/Case Conceptualization	○	○	○	○	○

Comments on Assessment/Diagnosis/Case Conceptualization

II. Intervention

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Intervention	○	○	○	○	○

Comments on Intervention

III. Psychological Testing

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Psychological Testing	○	○	○	○	○

Comments on Psychological Testing

IV. Crisis Intervention

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Crisis Intervention	○	○	○	○	○

Comments on Crisis Intervention

V. Consultation and Outreach

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Consultation and Outreach	○	○	○	○	○

Comments on Consultation and Outreach

VI. Personal Characteristics and Professionalism

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○

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5. Understands impact of self on others including colleagues and clients.	○	○	○	○	○
6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takesthe 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)	○	○	○	○	○
Overall rating on Personal Characteristics and Professionalism	○	○	○	○	○

Comments on Personal Characteristics and Professionalism

VII. Relationships and Interpersonal Issues (Colleagues, Practicum Site), Professionalism

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Relationships and Interpersonal Issues (Colleagues, Practicum Site), Professionalism	○	○	○	○	○

Comments on Relationships and Interpersonal Issues (Colleagues, Practicum Site), Professionalism

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VIII. Use of Supervision

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Use of Supervision	○	○	○	○	○

Comments on Use of Supervision

IX. Management and Administration

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Management and Administration	○	○	○	○	○

Comments on Management and Administration

X. Diversity - Individual and Cultural Differences

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.	○	○	○	○	○
Overall rating on Diversity - Individual and Cultural Differences	○	○	○	○	○

Comments on Diversity - Individual and Cultural Differences

XI. Ethical and Legal Standards

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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.	○	○	○	○	○
Overall rating on Ethical and Legal Standards	○	○	○	○	○

Comments on Ethical and Legal Standards

XII. Peer supervision

Today's date

(i.e., formal Peer supervision conducted per the Peer Supervision Policy if relevant this semester; do not evaluate any informal peer assistance).

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Demonstrates knowledge of supervision models and practices.	○	○	○	○	○
2. Demonstrates knowledge of contemporary evidence-based supervision literature.	○	○	○	○	○
3. Provides clear feedback to peer supervisee.	○	○	○	○	○
4. Adequately seeks guidance from faculty supervisor to assist in peer supervision.	○	○	○	○	○
Overall rating on Peer Superivsion	○	○	○	○	○

Comments on Peer Supervision

Comments on Overall Evaluation:

Summary of Strengths:

Summary of Areas for Further Development:

Direct Observation Requirement
Please indicate whether your evaluation of this doctoral student's clinical work is based, in part, on at least one direct observation (live or by video recording) during this evaluation period
(Audio recording alone is not sufficient to meet the requirements of direct observation).

○ Yes
○ No

Indicate the method(s) you used to directly observe this student's work (check all that apply)

☐ Video recording
☐ Live video streaming
☐ In-person observation

Supervisor signature

Today's date

_____   _____

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Student Response to End of Semester Clinical Evaluation

Please review the End of Semester Clinical Evaluation you received via email and complete the survey below to indicate any responses and sign that you received the evaluation.

After you submit this form, you will enter your email address and receive an email with a PDF of your comments. Please forward this email to your supervisor.

Please complete one of these forms for each clinical evaluation you receive (e.g., if you have >1 supervisor or clinical placements)

---

1) Semester and year

   ○ Fall 2024
   ○ Spring 2025

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2) Your name
   (you can start typing your name and it will pop up)

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3) Name of Clinical Supervisor
   First Last
   E.g., Sara Bufferd   _____

---

4) Practicum placement
   (i.e., Name of external site or UofL PSC Team)

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5) Your current year in the program

   ◯ First   ◯ Second   ◯ Third   ◯ Fourth   ◯ Fifth   ◯ Sixth   ◯ Seventh

6) Student comments: Please describe any response(s) to your end of semester clinical evaluation.

7) Student signature

   _____

8) Today's date

   _____

Mentor Evaluation of Student Research Progress

Mentors complete this form each semester for each graduate student in their lab to evaluate their progress in various research competencies. This feedback form is consistent with the training model for our clinical psychology program as it uses a developmental progress, competency-based model.

Students should be provided feedback based on their level of professional development in research, not relative to peers.

Expectations of trainees vary depending on their training level and the particular type of research as well as opportunities and expectations in your lab.

The ratings will be shared with students and information from the form will be summarized in the student review letters each semester.

Semester & Year

◯ Fall 2024
◯ Spring 2025

Your name

◯ Nadia Al-Dajani
◯ Konrad Bresin
◯ Sara Bufferd
◯ Cheri Levinson
◯ Benjamin Mast
◯ Yara Mekawi
◯ Tamara Newton
◯ Barbara Stetson
◯ Patrick Pössel

Student mentee in your lab
(you can start typing student name and it will pop up)

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Student's year in the program

○ First   ○ Second   ○ Third   ○ Fourth   ○ Fifth   ○ Sixth   ○ Seventh

Mentor ratings

Expectations of trainees vary depending on their training level and the particular type of research as well as opportunities and expectations in your lab.

Scale:

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

R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)

N/A = Not applicable for this student or not assessed or observed by the mentor.

Formulation of research questions

○ 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
○ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
○ N/A = Not applicable for this student or not assessed or observed by the mentor.

Identification of appropriate research articles

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Selection and/or understanding of appropriate methodology to address research questions.

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Adherence to lab/study protocols in data collection

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Data analysis skills

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Interpretation of results

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Adherence to ethical research practices

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Consideration of the role of culture, diversity, power, and related areas in their research

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Research writing quality

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Research presentation quality

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Research productivity (e.g., in preparing conference presentations, manuscripts)

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Openness to mentor feedback on research

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Student initiative in research

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Supervision of research assistants

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Working collaboratively with the research team

◯ 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
◯ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
◯ N/A = Not applicable for this student or not assessed or observed by the mentor.

Student work is punctual (e.g., meets internal timelines/deadlines student and mentor agree to; meets external deadlines like conference submission or manuscript revision deadlines; communicates in advance with mentor when timelines need adjustments).

○ 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
○ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
○ N/A = Not applicable for this student or not assessed or observed by the mentor.

Overall rating of student's research performance

○ AE = Above expected levels or skills. Strong performance.
○ E = Meets expectations for level of training
○ A = Additional attention/focus needed to be at expected level of skill development
○ R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
○ N/A = Not applicable for this student or not assessed or observed by the mentor this semester.

Mentor comments: Summary of strengths

Mentor comments: Summary of areas for further development

Mentor comments: Other

Mentor signature

_____

Today's date

_____

Student Response to Mentor Evaluation of Student Research Progress

Please review the Mentor Evaluation of Student Research Progress you received via email and complete the survey below to indicate any responses and sign that you received the evaluation.

After you submit this form, you will enter your email address and receive an email with a PDF of your comments. Please forward this email to your mentor

---

1) Semester and year

○ Fall 2024
○ Spring 2025

---

2) Your name
(you can start typing your name and it will pop up)

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3) Your faculty mentor's name
(If you have two mentors, complete one form for each mentor that completes an evaluation)

○ Nadia Al-Dajani
○ Konrad Bresin
○ Sara Bufferd
○ Cheri Levinson
○ Benjamin Mast
○ Yara Mekawi
○ Tamara Newton
○ Barbara Stetson
○ Patrick Pössel

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4) Your current year in the program

◯ First   ◯ Second   ◯ Third   ◯ Fourth   ◯ Fifth   ◯ Sixth   ◯ Seventh

5) Student comments: Please describe any response(s) to your mentor's evaluation of your research progress.

6) Student signature to confirm review of mentor evaluation of research progress

_____

7) Today's date

_____

Evaluation of Performance:
Graduate Teaching Assistants
& Graduate Research Assistants

Student	

Semester		**Year**	

Course		**Instructor**	

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

	Unsatisfactory	Inconsistent *or at times below expectations*	Satisfactory	Very good	Outstanding
	1	**2**	**3**	**4**	**5**

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

This form is completed via REDCap at: https://redcap.link/studentactivityreport

Yearly Student Activity Report

Ph.D. Program in Clinical Psychology at the University of Louisville

Click here or scan the QR code below for instructions for completing your Yearly Student Activity Report each year.

Instructions: https://docs.google.com/document/d/1zCbL4HgcXTw-8M6e3iPrh76lUivivTrJJoqAvXhseYs/edit?usp=sharing

Information about the Yearly Student Activity Report   This milestone & activity tracker is a tool to help you and your mentor track your progress in program requirements, as well as note your accomplishments and goals.   Please update this report each year by the due date; you can update more often if you wish but the form only needs to be signed each May.   All completed course and other requirements must appear on the transcript (i.e., courses) or be submitted as required by the program (e.g., prelim) or Graduate School (e.g., dissertation) with the appropriate forms by the relevant due dates.   This report does not replace the course catalog and other places requirements might be listed or communicated.   Students who wish to earn the MS degree in Clinical Psychology should ensure they meet those requirements for that degree (i.e., both statistics courses, any 3 courses in Areas A, B, or C, 30 total credit hours, including exactly 6 credits of PSYC 603, and an approved Master's Portfolio) and apply for graduation per the requirements.

Last Name, First Name

_____

Primary Mentor(s)

☐ Al-Dajani, Nadia
☐ Bresin, Konrad
☐ Bufferd, Sara
☐ Levinson, Cheri
☐ Mast, Benjamin
☐ Mekawi, Yara
☐ Newton, Tamara
☐ Stetson, Barbara
☐ Pössel, Patrick

Year you started in the program
(e.g., 2023)

_____

Current Year in the program

○ First year
○ Second year
○ Third year
○ Fourth year
○ Fifth year
○ Sixth year
○ Seventh year

Year degree expected
(typically at the end of internship; e.g., 2029)

_____

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Course Requirements   For each of the course requirements below, indicate whether you have completed the course.   If you have not yet completed the course, select "No"   If you have completed the course, select "Yes" and then entering the semester and year in which you completed the course.   Note that "completed" means that you received a grade of B- or higher in the course.   You must maintain at least a "B" average across all courses   If you received approval by the DCT to transfer credits for a course, you can indicate that you completed our version on this form. In the semester box, list the semester and year, the actual course you took, and the date you received DCT approval for the course substitute.   All completed courses must appear on your transcript.

PSYC 656: Legal, Professional, and Ethical Issues

○ Yes
○ No

Semester & year completed
PSYC 656: Legal, Professional, and Ethical Issues
(e.g., Fall 2023)

_____

PSYC 679: Intro to Assessment and Clinical Skills

○ Yes
○ No

Semester & year completed
PSYC 679: Intro to Assessment and Clinical Skills
(e.g., Fall 2023)

_____

PSYC 680: Intellectual and Cognitive Assessment

○ Yes
○ No

Semester & year completed
PSYC 680: Intellectual and Cognitive Assessment
(e.g., Fall 2023)

_____

PSYC 683
(The specific name of the course depends on timing of when you took it; more questions to follow)

○ Yes
○ No

Did you take PSYC 683 before Fall 2023?

○ Yes
○ No

PSYC 683: Psychological Interventions I

○ Yes
○ No

Semester & year completed
PSYC 683: Psychological Interventions I
(e.g., Spring 2021)

_____

PSYC 683: Advanced Research Methods

○ Yes
○ No

Semester & year completed
PSYC 683: Advanced Research Methods
(e.g., Fall 2023)

_____

PSYC 684: Psychological Interventions

○ Yes
○ No

Semester & year completed PSYC 684: Psychological Interventions (e.g., Fall 2023)	_____
PSYC 689: Advanced Clinical Psychopathology	○ Yes ○ No
Semester & year completed PSYC 689: Advanced Clinical Psychopathology (e.g., Fall 2023)	_____
PSYC 693: Interviewing Skills Practicum (or ECPY equivalent)	○ Yes ○ No
Semester & year completed PSYC 693: Interviewing Skills Practicum (e.g., Spring 2024)	_____
PSYC 610: Advanced Statistics I	○ Yes ○ No
Semester & year completed PSYC 610: Advanced Statistics I (e.g., Fall 2023)	_____
PSYC 611: Advanced Statistics II	○ Yes ○ No
Semester & year completed PSYC 611: Advanced Statistics II (e.g., Fall 2023)	_____
PSYC 685: Clinical Psychology Practicum Required in Year 2 Fall, Spring, Summer and Year 3 Fall, Spring, Summer Optional Year 4 and beyond Check 'yes' once you have completed the six required minimum semesters, but feel free to list each semester/year in the next item as you go	○ Yes ○ No
Semester(s) & year(s) completed PSYC 685: Clinical Psychology Practicum (e.g., Fall 2023; Spring 2024)	_____
PSYC 686: Assessment Practicum/Supervised Clinical Psychology Practicum	○ Yes ○ No
Semester(s) & year(s) completed PSYC 686: Assessment Practicum (e.g., Fall 2023; Spring 2024)	_____
Cognitive Bases of Behavior Course (Area A) PSYC 620 Human Learning -or- PSYC 621 Cognitive Processes	○ Yes ○ No

Course, semester, & year course completed Cognitive breadth course (e.g., PSYC 620 Fall 2023)	_____
Biological Bases of Behavior course (Area B) PSYC 631 Perception & Sensation -or- PSYC 642 Behavioral Neuroscience -or- PSYC 643 Principles of Neuroscience -or- PSYC 645 Cognitive Neuroscience	◯ Yes ◯ No
Course, semester, & year course completed Neuroscience breadth course (e.g., PSYC 620 Fall 2023)	_____
Developmental psychology course	◯ Yes ◯ No
Course, semester, & year Developmental course requirement completed (e.g., PSYC 661 Fall 2023)	_____
Social Psychology course	◯ Yes ◯ No
Course, semester, & year Social Psychology course requirement completed (e.g., PSYC 670 Fall 2023)	_____
PSYC 673 Advanced Personality Theory	◯ Yes ◯ No
Course, semester, & year Personality course requirement completed (e.g., PSYC 673 Fall 2023)	_____
PSYC 601 History of Modern Psychology	◯ Yes ◯ No
Semester and year completed: (e.g., Fall 2023)	_____
Have you taken at least one graduate course focusing on Culture and/or Diversity?	◯ Yes ◯ No
Course prefix and number, course title, semester, & year Culture and/or Diversity course requirement completed (e.g., PSYC 687 "Power Privilege and Psychopathology," Fall 2022; after this semester, this course is now PSYC 792 [same name])	_____
Have you taken a Graduate Seminar? (one seminar is required)	◯ Yes ◯ No

Graduate Seminar:

Course prefix and number, course title, semester, &
year seminar course requirement completed
(Course ### "Course Title," Fall 2023)

_____

List any other graduate seminars taken beyond the
required one seminar

Course prefix and number, course title, semester, &
year seminar course requirement completed
(Course ### "Course Title," Semester Year)

_____

Total Independent Study (PSYC 604/605) credits taken
to date & semester(s) taken
(e.g., PSYC 604 Summer 2021: 3 credits; PSYC 605 Fall
2022: 2 credits)
- At least five total independent study credits are
needed prior to graduation (604 and/or 605)
- Cannot be more than 1/6th of your total credit hours

_____

PSYC 603 (Master's Research) - 6 credits
*Exactly 6 credits of 603 must be taken;

○ Yes
○ No

Check 'yes' once you have completed the six required
credits, but feel free to list each semester/year in
the next item as you go

PSYC 603 (Master's Research) - semester and number of
credits taken in each semester to date
(e.g., Summer 2021: 2 credits; Fall 2022: 3 credits)

_____

PSYC 701 (Dissertation) credits taken to date &
semester(s) taken

_____

PSYC 785 (External Practicum placement) credits taken
to date & semester(s) taken

_____

All students must be enrolled in PSYC 785 for each
semester in which they are in an external practicum
placement.

You will list the name of the sites below; this item
is to indicate the credits you received for 785.

Clinical & Research Competencies When indicating whether a competency has been completed, that means that you did the work (e.g., submitted the case conceptualization report to your supervisor) and passed (e.g., supervisor approval, mentor approval).

Did you complete your Clinical Case Conceptualization
Competency (due end of Spring semester in Year 2)?

○ Yes
○ No

Semester and year completed
(e.g., Spring 2023)

_____

Did you complete your Clinical Consultation Competency
(due end of Spring semester in Year 3)?

○ Yes
○ No

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Semester and year completed (e.g., Spring 2023)	_____

Did you complete your Peer Supervision Competency?	○ Yes ○ No

Semester and year completed (e.g., Spring 2023)	_____

Did you complete your Research Oral Presentation Competency (typically in Year 3)?	○ Yes ○ No

Semester and year completed (e.g., Spring 2023)	_____

Program & Graduate School Requirements

Draft/preliminary Master's portfolio approved? (typically in Fall Year 2)	○ Yes ○ No

Semester & year draft/second year Master's portfolio approved:	_____

Final Master's portfolio approved:	○ Yes ○ No

Semester & year final Master's portfolio approved:	_____

Annotated Bibliography of the Preliminary Exam approved:	○ Yes ○ No

Semester and year Annotated Bibliography of the Preliminary Exam approved:	_____

Preliminary Exam passed/approved:	○ Yes ○ No

Semester & year Preliminary Exam approved:	_____

Dissertation Proposal approved

Reminders:

  Dissertations must be successfully proposed by October 1 of the year in which you want to apply for internship Dissertation committees must be approved in advance with the appropriate form Committee members outside UofL must be approved prior to proposing the dissertation Your dissertation chair/mentor should email the DCT & Graduate Student Coordinator to document your passing your proposal.

○ Yes   ○ No

Date Dissertation Proposal Approved (MM/DD/YY):	_____

Dissertation Defense passed:	○ Yes ○ No

Date dissertation defense passed (MM/DD/YY):

_____

I have consulted with Courtney Kerr (Graduate School) who has approved my formatting and the final version of my dissertation:	○ Yes ○ No

Courtney Kerr (Graduate School) has received my original signature page:	○ Yes ○ No

I provided the department's Graduate Student Coordinator with a final electronic copy of my dissertation and the signature page.	○ Yes ○ No

Did you maintain at least a "B" average across all courses?	○ Yes ○ No

Did you get a B- or higher in each class?	○ Yes ○ No

Did you register for and pass three semesters of PSYC 795 (Psychology Internship)?	○ Yes ○ No

Did you successfully complete your internship requirement?	○ Yes ○ No

Were you enrolled in DOCT 600 (Doctoral Candidacy) during the semester in which you intend to receive your degree? Enrollment in DOCT 600 is required for students during or after internship who have not yet defended their dissertation. Students who have defended their dissertation prior to going on internship do not need to enroll in DOCT 600; note that this is a special variance for clinical psychology students that does not apply to students in other programs.	○ No [If you were not enrolled and supposed to be, you will need to request a variance; alert the DCT] ○ Yes ○ Not applicable for reasons described in the question

Annual Diversity, Equity, & Inclusion (DEI) training - To meet one of our program learning outcomes, we require that each student on campus attend at least one diversity-related educational activity (e.g., talk, webinar, training) per academic year. This requirement does not apply while students are on their internship

- You can choose the activity and it can vary from year to year.

- There may be relevant talks during clinical colloquium that would count.

- Faculty & students often circulate opportunities via email

- In addition, you can find other options here:

  - https://louisville.box.com/s/qxlsyp2aot1g9u12stvsllfmggmukjok

  -

https://docs.google.com/spreadsheets/d/1PojgfDGkKuDFMnklizBjb19t12Moodfq/edit?usp=sharing&ouid=11212310624588478 8632&rtpof=true&sd=true

Annual Diversity, Equity, & Inclusion (DEI) training
during Year 1
(List training(s) completed & date(s) of training)

_____

Annual DEI training during Year 2
(List training(s) completed & date(s) of training)

_____

Annual DEI training during Year 3
(List training(s) completed & date(s) of training)

_____

Annual DEI training during Year 4
(List training(s) completed & date(s) of training)

_____

Annual DEI training during Year 5
(List training(s) completed & date(s) of training)

_____

Annual DEI training during Year 6 (if relevant)
(List training(s) completed & date(s) of training)

_____

Research Activities

Progress of Portfolio, Dissertation, and any other
research activities (e.g., lab activities;
presentations; publications)

_____

Clinical Activities For these items, list your PSC Team name and your supervisor's name.

Team Year 2 & supervisor(s) name

_____

Team Year 3 & supervisor(s) name

_____

Team Year 4 (optional) & supervisor(s) name

_____

Team Year 5+ (optional) & supervisor(s) name

_____

External practicum placement site(s)
-Please note that while completing an external practicum is optional and not a requirement, you must report your practicum activities here if you chose to complete them.

_____

-Please list any completed practicum here along with dates of placement and supervisor name(s).
I.e., Practicum Name; 8/1/23-7/31/24; Dr. Supervisor
[repeat for multiple placements]
- You can also list upcoming planned practicum placement(s) if you have already been accepted to the site and as long as you edit if anything that may change about the placement
I.e., Planned - Practicum Name; 8/1/24-7/31/25; Dr. Supervisor [repeat for multiple placements]

APPIC Clinical Hours to date
List the following total hours for intervention, supervision, and support time and total integrated reports to date that you have accumulated at UofL at the time you complete this report each year; feel free to leave prior years entered and add to the list under each category to chart your progress. Note that these hours are just beings summarized here. In your tracking (e.g., Time2Track), hours will broken down by participant demographics etc. Hours accrued in a Masters program should not be counted here.

Resources for information about counting hours:

https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/16480/files/2022/03/APPIC-Guide-for-Counting-Hours.pdf

https://www.appic.org/Portals/0/Website%20docs/AAPI_Applicant_Webinar-Questions_and_Answers-2.pdf

Intervention hours

_____

Assessment hours

_____

Supervision (received) hours

_____

Support hours

_____

Number of integrated reports - Adult
The definition of an integrated psychological testing
report is a report that includes a review of history,
results of an
interview and at least two psychological tests from
one or more of the following categories: personality
measures, intellectual tests, cognitive tests, and
neuropsychological tests (From here)

_____

Number of integrated reports - Child
The definition of an integrated psychological testing
report is a report that includes a review of history,
results of an
interview and at least two psychological tests from
one or more of the following categories: personality
measures, intellectual tests, cognitive tests, and
neuropsychological tests (From here)

_____

Upload your current annotated clinical hours
(Time2Track file or your own tracking file; template
file provided by program upon request).

Teaching Activities

List all teaching activities, including any teaching
assistantships (GTA and CGTA) and any courses taught.
Include semester and year and supervising
professor/course instructor.

E.g.,
GTA - Fall 2022: PSYC 300; Dr. Mast
GTA - Spring 2023: PSYC 400; Dr. Newton
GTA - Summer 2023: PSYC 368; Dr. Bufferd
CGTA - Fall 2023: PSC; Dr. Bernadette Walker
CGTA - Spring 2024: PSC; Dr. Bernadette Walker

_____

Service Activities

Please list all service activities with the
department, university, community, etc. and dates as
relevant (e.g., committee work, graduate applicant
interviews, SGA offices held, volunteer efforts).

_____

Cultural Competency Activities & Reflection

Activities - Please list your activities relevant to your development in cultural competency. These activities may
overlap with other sections (e.g., service activities; yearly DEI activity). You can choose whether to use list or
narrative or other format.

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Reflection

The Graduate Student Diversity, Equity, and Inclusion (DEI) sub-committee, with input from faculty, put together the following prompts to help students reflect and write about influential DEI concepts in your training. This yearly reflection can help you think critically about DEI concepts, develop the DEI part of your identity as a clinician and/or researcher and/or in other roles, and set you up for success writing and tailoring diversity statements for internship applications, postdoctoral positions, academic jobs, etc.

Note: The diversity essay for internship applications asks students to "Describe how multicultural and diversity variables inform your case conceptualization and clinical practice. Please use deidentified case material to illustrate your approach."

Prompts
Write a short reflection for each question below. Repeat each year; you can edit prior content and/or write new content. In repeating this process, you can also reflect on how you have changed and/or grown in your approach.

1. What DEI-related concepts did you learn about this year (e.g., cultural humility, racism, cissexism, etc.)?
2. In what ways were you able to apply DEI concepts to your clinical work and/or research? Please try to provide specific, but de-identified, examples.
3. Discuss how power dynamics, privilege, and/or your identities as a clinician and/or researcher, as appropriate, may influence your clinical interactions and/or research (first year students can reflect on how these factors might appear in future clinical work). You may discuss any identities that you are comfortable sharing; you do not need to disclose anything you do not wish to disclose. Identities discussed should be relevant to the work.
4. In what ways have you or could you use the knowledge you've gained about DEI this year to address systems of oppression (e.g., sexism, racism, ableism, classism) outside of your role as a researcher and/or clinician? (in service, advocacy, and/or other areas).

Training Goals In the spaces below, indicate your goals for the upcoming year in the program relevant to each area. Where possible, include an estimated timeline for each goal Enter goals for the upcoming year in the program while retaining the information from the prior year, i.e.: Year 2 goals: [list goals & timeline] Year 3 goals: [list goals & timeline]
...and so on

Research goals

Clinical goals

Diversity, Equity, and Inclusion (DEI)-related goals

Service goals

Teaching goals

Career Objectives In the spaces below, indicate your career objectives You can choose whether to retain or delete objectives you listed in prior years if they change.

Post-internship career 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. For example, what has gone well? What are some areas for growth? How will your activities and achievements as well as plans for the upcoming year help move you toward your goals? 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?

For any specific requests/concerns, please follow up by email with your mentor and/or the DCT or other faculty.

Student Comments on Progress

CV Upload Please upload a PDF or DOC file of your CV for your current year in the program We list current CV "as of May" but if you complete this form in April, that version is fine! If possible, please use the following file name format for each year's CV based on your current year in the program: LastNameYear1; LastNameYear2 (and so on)

Upload your current CV as of May in Year 1

Upload your current CV as of May in Year 2

Upload your current CV as of May in Year 3

Upload your current CV as of May in Year 4

Upload your current CV as of May in Year 5

Upload your current CV as of May in Year 6+

Student Signatures & Faculty & DCT Approvals

Forms must be signed by the student and mentor by the due date each year (usually mid-May or so). Students, if your form will not be signed by then, please alert Sara & Maggie.

Year refers to the current year that the student is in the program.

For example, students finishing up Year 1 must sign and obtain signatures in the Year 1 section Leave any signature sections blank that are not applicable e.g., if the student is filling out this form for the first time and the student is in Year 2, sign in Year 2 and leave Year 1 blank   There is no need to alert the DCT or Graduate Student Coordinator when the form is completed unless you have questions; after the due date, the DCT will go through each form to review and sign.

The DCT or Graduate Student Coordinator will let you know if there are any questions for you and/or your mentor.

Year 1 Signatures

Year 1 Student signature

_____

Year 1 Student Signature Date (MM/DD/YY)

_____

Year 1 Faculty Mentor Approval

_____

Year 1 Faculty Mentor Approval Date (MM/DD/YY)

_____

Year 1 DCT Approval

_____

Year 1 DCT Approval Date (MM/DD/YY)

_____

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Year 2 Signatures

Year 2 Student signature

_____

Year 2 Student Signature Date (MM/DD/YY)

_____

Year 2 Faculty Mentor Approval

_____

Year 2 Faculty Mentor Approval Date (MM/DD/YY)

_____

Year 2 DCT Approval

_____

Year 2 DCT Approval Date (MM/DD/YY)

_____

Year 3 Signatures

Year 3 Student signature

_____

Year 3 Student Signature Date (MM/DD/YY)

_____

Year 3 Faculty Mentor Approval

_____

Year 3 Faculty Mentor Approval Date (MM/DD/YY)

_____

Year 3 DCT Approval

_____

Year 3 DCT Approval Date (MM/DD/YY)

_____

Year 4 Signatures

Year 4 Student signature

_____

Year 4 Student Signature Date (MM/DD/YY)

_____

Year 4 Faculty Mentor Approval

_____

Year 4 Faculty Mentor Approval Date (MM/DD/YY)

_____

Year 4 DCT Approval

_____

Year 4 DCT Approval Date (MM/DD/YY)

_____

Year 5 Signatures

Year 5 Student signature

_____

Year 5 Student Signature Date (MM/DD/YY)

_____

Year 5 Faculty Mentor Approval

_____

Year 5 Faculty Mentor Approval Date (MM/DD/YY)

_____

Year 5 DCT Approval

_____

Year 5 DCT Approval Date (MM/DD/YY)

_____

Year 6 Signatures

Year 6 Student signature

_____

Year 6 Student Signature Date (MM/DD/YY)

_____

Year 6 Faculty Mentor Approval

_____

Year 6 Faculty Mentor Approval Date (MM/DD/YY)

_____

Year 6 DCT Approval

_____

Year 6 DCT Approval Date (MM/DD/YY)

_____

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 per week 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).
At least one direct observation (live or by video recording) during this evaluation period (i.e., each semester) is required. Audio recording alone is not sufficient to meet the requirement of direct observation. In addition, all supervisors must follow the telesupervision policy for the University of Louisville's Ph.D. program in Clinical Psychology; this policy will be distributed prior to the start of the practicum placement or may be requested at any time.

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. Any telesupervision must follow the program telesupervision policy.

4. At least one direct observation (live or by video recording) during this evaluation period (i.e., each semester) is required.

5. Supervisors are asked to provide written evaluations of student progress at the end of each semester using the program evaluation form.

Student Signature	Date

Mentor Signature	Date

Supervisor Signature	Date

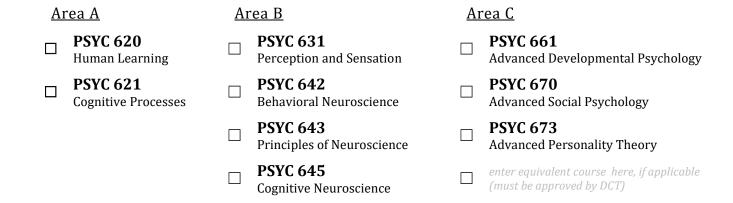|	
Director of Clinical Training Signature	Date

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.
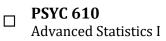
1. Any three general core courses* from areas A, B, or C
* it is not required to complete one course from each area

<u>Area A</u>

☐ **PSYC 620**
Human Learning

☐ **PSYC 621**
Cognitive Processes

<u>Area B</u>

☐ **PSYC 631**
Perception and Sensation

☐ **PSYC 642**
Behavioral Neuroscience

☐ **PSYC 643**
Principles of Neuroscience

☐ **PSYC 645**
Cognitive Neuroscience

<u>Area C</u>

☐ **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)

<u>Area D</u>

☐ **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

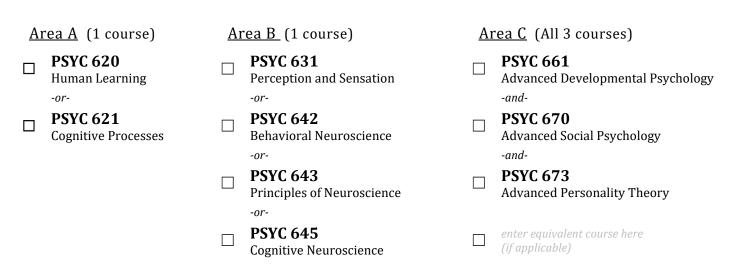## 4. Completion and approval of the Master's portfolio
For office use only

Date Approved:

Type Your Name Here
Type Date of Submission Here

PhD DEGREE IN CLINICAL PSYCHOLOGY
Department of Psychological & Brain Sciences

The course requirements below must be completed in order to receive a PhD.
These requirements should be tracked on your required Yearly Student Activity Report.
Please complete this checklist and turn it in to Maggie (optional).

1. General core courses

Area A (1 course)

☐ **PSYC 620**
Human Learning
-or-

☐ **PSYC 621**
Cognitive Processes

Area B (1 course)

☐ **PSYC 631**
Perception and Sensation
-or-

☐ **PSYC 642**
Behavioral Neuroscience
-or-

☐ **PSYC 643**
Principles of Neuroscience
-or-

☐ **PSYC 645**
Cognitive Neuroscience

Area C (All 3 courses)

☐ **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 earn at least a "B-" or higher in each of your courses?**

☐ **Yes** ☐ **No**

6. **Did you maintain at least a "B" average across _all_ courses?**

☐ **Yes** ☐ **No**

7. **Did you complete _all_ Clinical Core courses below?**

☐ **PSYC 656**
Legal, Professional, and Ethical Issues   *(3 credit hours)*

☐ **PSYC 679**
Intro to Assessment and Clinical Skills   *(3 credit hours)*

☐ **PSYC 680**
Intellectual and Cognitive Assessment   *(3 credit hours)*

☐ **PSYC 683**
Advanced Research Methods   *(3 credit hours)*

☐ **PSYC 684**
Psychological Interventions   *(3 credit hours)*

☐ **PSYC 685**
Clinical Psychology Practicum*   *(6 _total_ credit hours; 1 per semester Fall, Spring, Summer)*

* Students are expected to have a minimum annually of 160 direct contact hours to fulfill this requirement

☐ **PSYC 689**
Advanced Clinical Psychopathology   *(3 credit hours)*

☐ **PSYC 693**
Interviewing Skills Practicum   *(3 credit hours)*

☐ **PSYC 694**
Supervision Practicum   *(1 credit hour1)*

8. **Did you complete _all_ other course requirements below?**

☐ **PSYC 601**
History of Modern Psychology   *(3 credit hours)*

☐ Graduate Seminar   *(3 credit hours)*
course taken: **DEPT ###**

☐ *graduate course in*
Culture and Diversity   *(3 credit hours)*
course taken: **DEPT ###**
e.g., PSYC 792: Power, Privilege, and Psychopathology

9. **Did you complete <u>all</u> Clinical and Research competencies below?**

      ☐   Second Year Clinical Competency- Case Conceptualization

      ☐   Third Year Clinical Competency- Consultation Case

      ☐   Third Year Research Competency- Research Presentation

      ☐   Fourth Year Clinical Competency- Peer Supervision

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

    Date Approved:

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

    Date Approved:

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

    Date:

12. **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 and a final copy of my dissertation for the department's records.

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

    ☐ **Yes**   ☐ **No**

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

This requirement is only for students who have not yet defended their dissertation during the semester in which they intend to receive the degree.

☐ **Yes**   ☐ **No**   ☐ **Not applicable**

15. Did you successfully complete your internship requirement?

☐ **Yes**   ☐ **No**

16. Did you apply for graduation by the deadline?

https://louisville.edu/artsandsciences/academics/academics-archive/graduate-education/degree-application-information.html

☐ **Yes**   ☐ **No**

☐

Graduate Student 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.