

Graduate Programs Handbook

Department of Psychology
BRIGHAM YOUNG UNIVERSITY



Fall 2009

Table of Contents

1	DEPARTMENT OF PSYCHOLOGY
2	GENERAL INFORMATION: POLICIES & PROCEDURES
3	MASTER'S DEGREE IN PSYCHOLOGY
4	DOCTORAL DEGREES IN PSYCHOLOGY
5	CLINICAL PSYCHOLOGY PH.D. TRAINING PROGRAM
6	CLINICAL PSYCHOLOGY FIELDWORK
7	CLINICAL PSYCHOLOGY INTERNSHIP
8	CLINICAL PSYCHOLOGY COMPREHENSIVE EXAMS
9	RESEARCH REQUIREMENTS
10	GRADUATION AND BEYOND

Preface

Brigham Young University publishes a *Graduate Catalog* that describes the university policies and procedures for graduate study. It is essential that you become very familiar with the introductory sections of the *Graduate Catalog* (available only online at <http://saas.byu.edu/catalog/>) as well as the section specifically describing the graduate programs in Psychology. The *Graduate Catalog* is the first and most important source of information available to you.

This Handbook is published by the Psychology Department as a supplement to the *Graduate Catalog*. As such, it describes policies and procedures that are specific to the graduate programs in Psychology. The Handbook has two main goals: first, to make clear the expectations and procedures related to the academic curriculum and graduation requirements; second, to provide some of the “nuts and bolts” of successful and timely completion of those requirements.

Comments and suggested revisions for the next edition of the handbook may be forwarded to the Psychology Director of Student Programs.

TABLE OF CONTENTS

1.	THE DEPARTMENT OF PSYCHOLOGY	
	Introduction	1-1
	The Psychology Department	1-4
	Graduate Course Listings and Their Descriptions	1-7
2.	GENERAL INFORMATION REGARDING POLICIES AND PROCEDURES	
	Registration and Credit Policies	2-1
	Graduate Committees	2-3
	Program of Study List	2-5
	Academic Evaluation	2-7
	Discipline and Discontinuance	2-10
3.	THE MASTER'S DEGREE IN PSYCHOLOGY	
	Psychology Master's Degree	3-1
4.	DOCTORAL DEGREES IN PSYCHOLOGY	
	Psychology Ph.D. Degree	4-1
	Specialty Areas	4-3
	Comprehensive Literature Review	4-8
	Financial Assistance	4-9
5.	CLINICAL PSYCHOLOGY PH.D. TRAINING PROGRAM	
	Clinical Psychology Ph.D. Program	5-1
	Financial Support	5-4
	Training Guidelines	5-5
	Clinical Psychology Curriculum at a Glance	5-10
6.	CLINICAL PSYCHOLOGY FIELDWORK	
	Clinical Psychology Practica Experiences	6-1
	Clinical Psychology Clerkships and Externships	6-2
7.	CLINICAL PSYCHOLOGY INTERNSHIPS	
	Clinical Psychology Internships	7-1
8.	CLINICAL PSYCHOLOGY COMPREHENSIVE EXAMINATIONS	
	Comprehensive Examination Ratings	8-1
	Theory of Change Paper and Psychotherapy Demonstration	8-2
	Waiver Requirements for Research Comprehensive Exam	8-3

9.	RESEARCH REQUIREMENTS	
	Dissertation Information	9-1
	Prospectus Review Information	9-7
	Final Oral Examination	9-10
10.	GRADUATION AND BEYOND	
	Completion of the Degree	10-1

INTRODUCTION

Welcome from the Faculty

Welcome to the graduate programs in Psychology here at Brigham Young University! We welcome you as a friend and colleague joining us in the development of the profession. We want you to feel accepted and comfortable at the University and in the community. If you have any difficulties with which we can help, please let us know. You were assigned a Faculty Advisor who will assist you until you select a faculty member to be your Committee Chair, who will then assume the advisory role. If you have questions or need particular information, please talk to your assigned advisor first. If you need further assistance please contact the Director of Student Programs.

The graduate alumni can be found in a variety of professional specialties. Many have reported that they were very well trained at Brigham Young University. We look forward to your own success and pledge our effort to help you. Work closely with your advisor in planning your program of study. Carefully consult the course requirements list which appears in Chapter 3, 4, or 5.

Department Administration

The College of Family, Home and Social Sciences, directed by Dean David B. Magleby, includes the Department of Psychology. There are about 30 full-time faculty members in the department, chaired by Dr. Ramona O. Hopkins. There are two associate chairs: Dr. Bruce L. Brown is the associate chair representing student concerns such as curriculum, graduation requirements, etc. Dr. Michael J. Lambert, associate chair for faculty, represents issues such as recruitment, faculty teaching assignments, etc. Dr. Bruce N. Carpenter serves as the Director of Clinical Training. About twenty faculty have their offices in the Spencer W. Kimball Tower, the others are considered core faculty in the Clinical Psychology program and are located in the Comprehensive Clinic. In addition to the full-time faculty, professionals in the BYU Counseling and Career Center and various adjunct institutions provide supervision to clinical students in practica, clerkships, and externships.

The administrative role of faculty members in Psychology at BYU is traditional. During any year there are between 50 and 60 doctoral students in clinical psychology as well as 10 to 20 doctoral students and 25 to 35 master's degree students in the other specialties within the Department of Psychology. Undergraduate education is also a major focus of the department, with more than a thousand majors and virtually all faculty members involved in undergraduate teaching.

The Department Chair reports to the Dean of the College of Family, Home and Social Sciences, who is assisted by three Associate Deans and several Assistant Deans. One has specific responsibility for graduate clinical programs in the college, including Clinical Psychology, Social Work, and Marriage and Family Therapy.

Clinical Program Administration

Bruce N. Carpenter currently serves as Director of Clinical Training and Patrick Steffen as Associate Director over practicum supervision, with Elizabeth J. Norton as Executive Coordinator of Clinical Psychology. They meet regularly to address administrative matters. All

ten members of the core clinical faculty have membership in the Clinical Training Committee which meets on a monthly basis. In addition to the clinical faculty, three student representatives are invited to attend this meeting to address and vote on the different issues discussed. Student representatives are excluded only on issues dealing with individual students or faculty where privacy and confidentiality are major considerations.

The Comprehensive Clinic

The Clinical Psychology program is housed in a building separate from the Psychology Department. This building, a state-of-the-art facility, was constructed especially for graduate academic programs in the social services, including Clinical Psychology, Marriage and Family Therapy, and Social Work. It houses classrooms, a centralized computer system, therapy and assessment rooms, a play therapy room, a testing materials center, a centrally-controlled videotaping room with video cameras in each therapy room, portable video players and monitors for use in supervision, an assessment room for use in the computerized scoring of psychological tests, three clinical research rooms, cubicles for graduate students, and community reception areas. Downstairs, the Department of Communication Disorders maintains a number of smaller therapy rooms as well as an excellent Neuroscience laboratory.

A well-trained administrative staff oversees the functioning of the building, and Comprehensive Clinic personnel are responsible for reception and client intake. They also maintain and facilitate the clinic computer system, retain and check out tests and materials, manage a sophisticated client record-keeping system, impose quality controls, facilitate relationships with other community agencies, and oversee the centralized photocopying and fax machines.

The Context of the University

Brigham Young University is a private institution sponsored by The Church of Jesus Christ of Latter-day Saints (LDS). It originated from the Brigham Young Academy, a privately endowed school which was organized in 1875. Although the original academy was not directly sponsored by the Church, the LDS community and ecclesiastical leaders provided financial support for the institution for many years. In 1896 the LDS Church became the direct sponsor of the University and provided funds to support it. Today the Church provides the main financial support, and selected Church leaders are on the Board of Trustees.

Most undergraduates at Brigham Young University are members of the LDS Church. Their education in the liberal arts and sciences is augmented by classes focusing on religious topics. These students are a select group, with average ACT and SAT scores higher than those at any other university in the Intermountain West. About three-fourths of them are fluent in a language other than English.

Active members of the LDS Church contribute tithing (10% of income) to the Church. The University recognizes this contribution by keeping tuition considerably lower than that at most other private universities. The tithes of Church members pay about two-thirds of the cost of educating a BYU student. Students who are not members of the LDS Church pay double tuition, much like the higher tuition for non-residents at state institutions where resident taxes provide the main financial support. This tuition differential has been reviewed by many accrediting bodies, including the Committee on Accreditation and the American Bar Association. They recognize that students who are members of the LDS Church are already subsidizing the costs of the University.

The influence of ethical and moral values is directly felt by all who attend BYU. As part of the admissions procedure, all who apply are interviewed by an LDS bishop or a clergyperson of their choice in order to affirm their commitment to the university's standards. During the Department's interview of graduate finalists, the Honor Code is again explained, including the Academic Honesty Policy and the Continuing Student Commitment and Ecclesiastical Endorsement Program, as well as Dress and Grooming Standards and Residential Living Standards. These can be accessed through the Honor Code Office web site or the current BYU Graduate Catalog.

Those who enroll at the University agree to abide by these behavioral standards, reaffirming this commitment in an annual ecclesiastical interview. LDS students are expected to remain in good standing in the Church.

THE PSYCHOLOGY DEPARTMENT

Psychology Department Mission Statement

The mission of the Psychology Department is to discover, disseminate, and apply principles of psychology within a scholarly framework that is compatible with the values and purposes of Brigham Young University.

Office Management and Personnel

Dean	David B. Magleby	990	SWKT	2-2083
Department Chair	Ramona O. Hopkins	1082	SWKT	2-1170
Associate Chair of Student Concerns	Bruce L. Brown	1098	SWKT	2-6365
Associate Chair of Faculty Concerns	Michael J. Lambert	272	TLRB	2-6480
Director of Clinical Training	Bruce N. Carpenter	287	TLRB	2-6478
Executive Coordinator of Clinical Psychology	Elizabeth J. Norton	288	TLRB	2-6479
Master's Admissions Committee Chair	Ross A. Flom	1084	SWKT	2-1147
Department Secretary	Annette Erickson	1093	SWKT	2-4288
Director of Student Programs	Karen Christensen	1097	SWKT	2-4560
Department Receptionists		1001	SWKT	2-4287
Clinical Psychology Receptionists		284	TLRB	2-4050

Psychology Faculty and Administration

Allen, Mark D., *Assistant Professor*. PhD, Johns Hopkins University, 2000. Cognitive Science; Psycholinguistics; Neurobiology of Language; Lexical Morphology; Lexical Semantics.

Baldwin, Scott A., *Assistant Professor*. PhD, University of Memphis, 2006. Psychotherapy Outcome and Process Research; Quantitative Methodology; Marital Therapy.

Ballif- Spanvill, Bonnie, *Professor*. PhD, Brigham Young University, 1966. Peace and Violence in Women and Men across Ages and Cultures Worldwide. Director of Women's Research Institute.

Barlow, Sally H., *Professor*. PhD, University of Utah, 1978. Theory and Training in Individual and Group Therapy; Diversity; Peacemaking.

Bigler, Erin D., *Professor*. PhD, Brigham Young University, 1974. Neuropsychology; Neuroanatomy; Neuroimaging.

Brown, Bruce L., *Professor*. PhD, McGill University, Canada, 1969. Statistical and Mathematical Methods and Measurement, Psycholinguistics, Theory and Philosophy.

Burlingame, Gary M., *Professor*. PhD, University of Utah, 1983. Group Therapy, Process and Outcome; Outcome Assessment; Measurement/Methodology.

Carpenter, Bruce N., *Associate Professor*. PhD, University of Wisconsin, Madison, 1980. Clinical Assessment; Psychopathology; Stress and Coping.

Flom, Ross A., *Associate Professor*. PhD, University of Minnesota, 1999. Perceptual and Cognitive Development in Human Infants.

Gantt, Edwin E., *Associate Professor*. PhD, Duquesne University, 1998. Theoretical and Philosophical Foundations of Psychology and Science; Hermeneutic-Phenomenological Approaches to Psychological Study of Empathy and Altruism; Qualitative Research Methods.

Hardy, Sam A., *Assistant Professor*. PhD, University of Nebraska – Lincoln, 2005. Adolescent and Adult Development; Personality; Morality; Religiosity; Self and Identity; Agency; Theory and Philosophy.

Hedges, Dawson W., *Associate Professor*. MD, University of Utah, 1998. Psychiatry; Neuroscience.

Higley, J. Dee, *Professor*. PhD, University of Wisconsin, 1985. Developmental Psychopathology, Psychobiology, and Primate Behavior.

Holt-Lunstad, Julianne, *Associate Professor*. PhD, University of Utah, 2001. Social Relationships; Stress and Coping; Cardiovascular Reactivity: Health Psychology.

Hopkins, Ramona O., *Professor*. PhD, University of Utah, 1996. Effects of Hypoxia/Ischemia on the Brain; Cognitive Neuroscience and Neurobiological Approaches to Cognition; Brain Imaging; Brain Behavior Relationships; Learning and Memory; Effects of Brain Injury on Emotion; Health Related Quality of Life; and Family Stress Due to Illness.

Kirwan, C. Brock, *Assistant Professor*. PhD, Johns Hopkins University, 2006. Cognitive Neuroscience; Long-term Declarative Memory; Structure and Function of the Medial Temporal Lobe; Neuroimaging; Amnesia

Lambert, Michael J., *Professor*. PhD, University of Utah, 1971. Research in Psychotherapy Process and Outcome; Measuring Treatment Outcomes.

Larson, Michael J., *Assistant Professor*. PhD, University of Florida, 2008. Cognitive and Neurobiological Mechanisms in Brain Injury and Psychopathology.

Miller, Harold L. Jr., *Professor*. PhD, Harvard University, 1975. Experimental Analysis of Learning and Motivation; Choice; Self-Interest.

Nelson, Julie P., *Visiting Assistant Professor*. PhD, Brigham Young University, 2006. Praise; Social Psychology and Gender.

Norton, Elizabeth J., *Executive Coordinator of Clinical Psychology*. PhD, Brigham Young University, 1978. Clinical Child Psychology.

Ostenson, Joseph A., *Visiting Assistant Professor*. PhD, Brigham Young University, 2009. Theoretical and Philosophical Psychology; Marital Psychology.

Reber, Jeffrey S., *Associate Professor*. PhD, Brigham Young University, 2000. Critical Thinking; Teaching of Psychology; Altruism; Relational Social Psychology; Religion and Psychology.

Ridge, Robert D., *Associate Professor*. PhD, University of Minnesota, 1993. Interpersonal Behavior; Social Influence; Applied Social Psychology.

Simon, Witold A., *Visiting Assistant Professor*. PhD, Institute of Psychiatry, Warsaw, Poland, 2004. Psychotherapy Outcome Research.

Slife, Brent D., *Professor*. PhD, Purdue University, 1981. Theoretical and Philosophical Underpinnings of Personality and Psychotherapy; Systems Approaches to Therapy.

South, Mikle D., *Assistant Professor*. PhD, University of Utah, 2005. Autism Spectrum Disorders: Social Emotion/Motivation, Functional Neuroimaging, Restricted/Repetitive Behaviors and Interests, Diagnostic Issues.

Spangler, Diane L., *Associate Professor*. PhD, University of Oregon, 1994. Depression; Cognitive Theory; Cognitive Behavioral Therapy; Eating Disorders.

Steffen, Patrick R., *Associate Professor*. PhD, University of Miami, 1998. Clinical Health Psychology and Behavioral Medicine; Effects of Marriage and Culture on Blood Pressure; Spirituality and Health.

Steffensen, Scott C., *Associate Professor*. PhD, University of Utah, 1987. Neurophysiological Substrates of Addiction. Event Resolution Imaging of Brainwaves.

Warren, Jared S., *Assistant Professor*. PhD, University of Kansas, 2003. Clinical Child and Adolescent Psychology; Resilience and Protective Factors in Youth; School-based Interventions.

Yamawaki, Niwako, *Assistant Professor*. PhD, University of Utah, 2002. Counseling Psychology; Mental Health Research; Cross-Cultural; Coping Strategies.

GRADUATE COURSE LISTINGS AND THEIR DESCRIPTIONS
Academic Year 2009-10

- 501. Data Analysis in Psychological Research 1. (4)**
Prerequisite: Psych 301 or Stat 222; or Stat 221, 223.
Using and interpreting major quantitative methods in psychology; some commonly used computer methods.
- 502. Data Analysis in Psychological Research 2. (4)**
Prerequisite: Psych 501 or instructor's consent.
Analysis of variance and experimental design; multiple regression; introduction to multivariate methods.
- 503. Research Measurement. (3)**
Classical true score and item response theories; estimation procedures for instrument reliability and validity.
- 504. Research Design. (3)**
Overview of designs used in psychotherapeutic literature, emphasizing critical analysis of empirical research.
- 505. Clinical Research. (3)**
Prerequisite: 503, 504.
Overview of research examining processes and outcomes of psychological treatments for psychological disorders.
- 510. History and Systems of Psychology. (3)**
Survey of origins and development of modern psychology, including consideration of schools and theoretical systems.
- 511. Philosophy of Science for the Social Sciences. (3)**
Prerequisite: instructor's consent or admission to Ph.D. program.
Issues in philosophy of science as they apply to social sciences, including considerations of method, epistemology, and construction of knowledge.
- 512. Qualitative Research Methods. (3)**
Theories and methods of qualitative research emphasizing philosophical assumptions, question formulation, data gathering, interpretation, and presentation of findings.
- 520. Advanced Developmental Psychology. (3)**
Major research in developmental psychology, emphasizing theory, content, and methodology.
- 531. Organizational Psychology. (3)**
Personal and interpersonal aspects of organizational life: goal setting, decision making, problem solving, communication, control, leadership, motivation, and change.
- 535. Behavior Modification Techniques. (3)**
Practical application of behavior modification to academic discipline; emotional target behaviors of individuals and groups.

- 540. Personality Theory. (3)**
Prerequisite: Psych 341 and 5 additional hours in psychology.
Contemporary theories of personality developed within the framework of major psychological systems.
- 550. Theory and Research in Social Psychology. (3)**
Prerequisite: graduate standing or instructor's consent.
Current theories and research on how the thought, feelings, and behavior of individuals are influenced by the real or imagined presence of others.
- 552. Applied Social Psychology. (3)**
Prerequisite: Psych-Soc 350; graduate standing or instructor's consent.
Overview of domains in which social psychological theory and research have been applied in field settings.
- 555. (Psych-Soc) Group Dynamics. (3)**
Prerequisite: Psych-Soc 350.
Theories and research on small-group processes and mass behavior.
- 560. Learning Theory. (3)**
Prerequisite: Psych 361 and 5 additional credit hours in Psychology.
Critical review of current theories and persistent issues.
- 565. Motivational Psychology. (3)**
Prerequisite: Psych 365 or equivalent; graduate standing or instructor's consent.
Theoretical, historical, and empirical overview; recent trends and issues; role of animal studies; methodological problems.
- 575. Cognitive Processes. (3)**
Prerequisite: Psych 370, 375, or equivalent; graduate standing or instructor's consent.
Theory and research in perception, attention, language, problem solving, and other thinking processes.
- 583. Biological and Health Psychology. (3)**
Prerequisite: Psych 381, 382, or equivalent.
In-depth examination of biological bases of behavior from perspective of health and disease.
- 584. Cognition, Affect and Brain Function. (3)**
Prerequisite: graduate standing or instructor's consent.
This course will cover basic principles of cognition and affect as they relate to normal brain function, and following neural disease or injury.
- 585. Human Neuropsychology. (3)**
Prerequisite: Psych 381, 382; or instructors consent.
Critical study of brain-behavior relationships.
- 586. Hormones and Behavior. (3)**
Prerequisite: Psych 381, 382.
Neural and endocrine mechanisms underlying behavior.

- 587. Sensory and Perceptual Processes. (3)**
Prerequisite: Psych 370, 381, 382; or instructor's consent.
Critical examination of sensory mechanisms and perceptual organization.
- 592R. Supervised Teaching Experience. (1-3)**
For students receiving supervised teaching experience.
- 600R. Seminar in Research Methods. (3)**
Prerequisite: Psych 501.
Research strategies, methods, and design including measurement, scaling, questionnaire construction, reliability, validity, and experimental and statistical designs.
- 605. Professional Seminar in Psychology. (.5)**
Prerequisite: acceptance into MS program.
Introduction to major research areas in psychology.
- 606. Professional and Ethical Issues in Psychology. (1)**
Prerequisite: acceptance into Ph.D. program.
Ethical issues in professional and scientific psychology.
- 609. Professional and Ethical Issues in Clinical Psychology. (3)**
Prerequisite: acceptance into clinical psychology program.
Ethical issues from a historical and contemporary framework.
- 610. Theory and Philosophy in Psychology. (3)**
Prerequisite: instructor's consent or admission to Ph.D. program.
Philosophical issues underlying psychology, including the nature and importance of theory and theorizing.
- 611. Psychopathology. (4)**
Prerequisite: acceptance into clinical psychology program.
Diagnosis and etiology of mental and emotional disorders in children and adults.
- 612. Psychopathology 2: Developmental. (3)**
Prerequisite: acceptance into clinical psychology program.
Advanced study of etiology, diagnosis, prevalence, associated features, and theories of psychological and developmental disorders in children and adolescents.
- 622. Assessment 1: Intelligence. (3)**
Prerequisite: acceptance into clinical psychology program.
Methods used in assessing intellectual status in children and adults.
- 623. Assessment 2: Personality. (3)**
Prerequisite: acceptance into clinical psychology program.
Methods used in assessing the personality and behavioral characteristics of children and adults.
- 624. Assessment 3: Rorschach Technique. (3)**
Prerequisite: acceptance into clinical psychology program.
Theory and skill training in administering, scoring, and interpreting the Rorschach Test.

- 625. Advanced Objective Assessment. (3)**
Prerequisite: acceptance into clinical or school psychology program.
In-depth look at MMPI.
- 631. Professional Issues in Organizational Psychology. (3)**
Prerequisite: Psych 531.
Consultant involvement in executive and management decision making, focusing on social responsibility and ethics.
- 640R. Seminar in Personality. (3)**
Prerequisite: Psych 540.
Intensive analysis of selected current topics in personality research and theory.
- 641R. Values, Religion, and Mental Health. (1-3)**
Values and religious issues in personality, psychotherapy, prevention, and mental health education.
- 645. Cultural Diversity and Gender Issues. (3)**
Clinical issues in the context of cultural diversity and contemporary social trends.
- 648R. Seminar in Theoretical /Philosophical Psychology. (3)**
Prerequisite: instructor's consent or acceptance into Ph.D. program.
Analysis of theoretical and philosophical issues in the discipline of psychology.
- 650R. Seminar in Social Psychology. (3)**
Prerequisite: Psych 552 and instructor's consent.
Variable topics including attitude change, social cognition, prosocial and antisocial behavior, group dynamics, and organizational psychology.
- 651. Psychotherapy 1: Relationship and Psychodynamic. (3)**
Prerequisite: acceptance into clinical psychology program.
Theory and techniques employed in psychotherapy that focus on relationship and psychodynamic approaches.
- 652. Psychotherapy 2: Cognitive-Behavioral. (3)**
Prerequisite: acceptance into clinical psychology program.
Theory, treatment principles, and techniques of cognitive-behavioral therapy.
- 653. Psychotherapy 3: Child and Adolescent. (3)**
Prerequisite: acceptance into clinical psychology program.
Theory and treatment techniques of child and adolescent therapy.
- 654. Psychotherapy 4: Group. (3)**
Prerequisite: acceptance into clinical psychology program.
Theory and techniques of small group processes.
- 655. Attitude Measurement and Change. (3)**
Prerequisite: instructor's consent.
Attitude development, change, and assessment, focusing on both individual and mass persuasion.

- 660R. Seminar in Learning. (3)**
Prerequisite: instructor's consent.
Critical review of contemporary literature in field of learning psychology.
- 667R. Seminar in the Experimental Analysis of Behavior. (3)**
Prerequisite: instructor's consent.
Intensive overview of current trends and attendant philosophy of behaviorism.
- 675. Personality Dynamics. (3)**
Prerequisite: acceptance into clinical psychology program.
Theories and applications to clinical situations.
- 677R. Seminar in Cognitive Processes. (3)**
Prerequisite: Psych 575.
Advanced topics in cognitive science and applied artificial intelligence.
- 678R. Seminar in Mathematical Psychology. (3)**
Variable topics including multivariate statistical methods, graphical data analytic techniques, and various mathematical models.
- 680. Clinical Neuropsychology. (3)**
Prerequisite: acceptance into clinical psychology program and Psych 585.
Comprehensive study of the human dysfunctional brain.
- 684. Advanced Behavioral Neurobiology. (3)**
Prerequisite: Psych 381, 382.
Intense examination of contemporary developments in psychobiology and behavioral neurosciences.
- 685R. Seminar in Behavioral Neurobiology. (3)**
Critical examination of topics of current interest taken from contemporary literature.
- 687R. Seminar in Psychopharmacology. (3)**
Prerequisite: Psych 585 or equivalent.
Major classes of psychoactive drugs, emphasizing drug-behavioral interactions.
- 693. Teaching Psychology. (3)**
Prerequisite: enrollment in masters or Ph.D. program.
Prepares graduate students for independent teaching experiences.
- 694. Psychology Teaching Practicum. (1)**
Prerequisite: Psych 693.
Lab portion of Psych 693 entailing the actual teaching experience and its supervision.
- 695R. Independent Readings. (1-3)**
Prerequisite: instructor's consent
Faculty-supervised readings as arranged by student.
- 697R. Independent Research. (1-4)**
Prerequisite: instructor's consent.
Faculty-supervised research as arranged by student.

- 699R. Master's Thesis. (1-9)**
Concluding research for master's program, culminating in final oral examination.
- 700R. Externship in Clinical Psychology. (0.5)**
Supervised reimbursed experience in community agencies.
- 710R. Readings in Clinical Psychology. (1-3)**
Prerequisite: acceptance into clinical psychology program.
Guided individual study in various topics.
- 711R. Topics in Clinical Psychology. (0.5-3)**
Prerequisite: acceptance into clinical psychology program.
Theory and practice in specific topics.
- 712R. Topics in Neuropsychology. (3)**
Prerequisite: acceptance into clinical psychology program.
Current topics, including neuroanatomy and adult and child assessment. Other topics as determined by student interest.
- 740R. Case Conference. (0.5)**
Prerequisite: acceptance into clinical psychology program.
Case presentations; professional, ethical, and research issues pertinent to assessment and intervention.
- 741R. Integrative Practicum. (1-3)**
Prerequisite: acceptance into clinical psychology program.
Supervised assessment and intervention, integrating psychopathology diagnosis and treatment.
- 742R. Projects in Clinical Psychology. (3)**
Prerequisite: acceptance into clinical psychology program.
Advanced study or skill training in various areas.
- 743R. Clerkship in Clinical Psychology. (1)**
Prerequisite: acceptance into clinical psychology program.
Supervised experience in community agencies.
- 745, 746, 747, 748. Clinical Internship. (1-2 ea.)**
Prerequisite: acceptance into clinical psychology program.
Full-time training at approved mental health agency.
- 799R. Doctoral Dissertation. (1-9)**
Concluding research for doctoral program, culminating in final oral examination.

REGISTRATION AND CREDIT POLICIES

Minimum Registration Requirements

All students are required to register for at least 6 credit hours per academic year, including at least 2 credit hours per semester or term in which they use any university facilities, consult with faculty, or take comprehensive or oral examinations. Students failing to meet minimum registration requirements are discontinued from graduate study by the office of Graduate Studies.

For example, students completing a dissertation or thesis must be registered for at least 2 credit hours in the semester or term in which the dissertation is defended. They must also be registered for at least 2 credit hours in the semester in which they graduate. Thus, students graduating in August must register for a total of at least 2 credit hours during the preceding Spring or Summer Term (or a combination of both) even if they have defended their dissertations in earlier semesters. (Consult Graduate Studies for specifics on Spring/Summer registration requirements for your situation.)

International students are required to register for at least 9 hours each Fall and Winter Semester to fulfill U.S. Immigration and Naturalization Service requirements.

Full-Time Status

A student who is enrolled for 8.5 or more credit hours a semester or 4.5 credit hours or more a term is considered full-time for tuition purposes. Master's and doctoral students who are enrolled for fewer than 8.5 credit hours per semester can petition for full-time status under certain conditions. This may be appropriate for students who are involved full-time in pursuit of their degrees who need full-time status in order to defer repayment of student loans and who are required to register for only 2 credit hours. Students who are completing the dissertation and clinical students on internship may also qualify for the exception. The student must:

1. Have completed all required course work and have only the thesis or dissertation to complete or be limited to less than full-time enrollment because of an internship.
2. Be enrolled for at least 2 credit hours per semester or 1 credit hour per term.
3. Be certified by his or her department as being engaged full-time (40 hours or more per week) in pursuit of a degree.

Students are referred to the Graduate Studies website for the other requirements.
(<http://www.byu.edu/gradstudies/>)

Students should direct their requests for an exception to the Director of Student Programs or Executive Coordinator of Clinical Psychology.

Time Limits and Outdated Credits

The Psychology Department expects completion of a doctoral degree (excluding the internship for Clinical students) in four years and a master's degree in two. Students need to work on the requirements on a full-time basis. Failure to do so may result in termination from the program for lack of progress. However, on rare occasions, there are extenuating circumstances such as serious health issues, military service, etc. The University allows for such extreme conditions by allowing coursework to be considered current for up to five years for MS courses and eight

years for PhD courses. Students should never infer that these generous parameters are to be used as standard procedure: Matriculation in a program may be terminated at any time for failure to make satisfactory progress toward the degree.

The Graduate Studies time limit policy allows master's degree courses to remain current for up to five years after the first semester of enrollment and doctoral degree courses to remain current for up to 8 years. Only credit received within the time limit for each degree may count toward the degree. The University, not the Psychology Department, establishes the policy governing petitions to extend time limits and to include outdated credit. The Graduate Catalog states:

1. Departments and colleges may petition for up to a one-year extension by providing reasonable evidence that extenuating circumstances caused an unavoidable delay in the student's progress toward a degree.
2. Departments and colleges may petition to allow credit outdated by more than one year but no more than five years to apply toward a degree, but the petition must be accompanied by impressive documentation that the credit in question has been updated by courses retaken, by special readings courses in the subjects outdated, or by examinations in each of the courses.
3. No credit outdated by more than five years may apply to a current degree, regardless of circumstances.

For more information on registration requirements and credit policies, refer to the Graduate Catalog.

GRADUATE COMMITTEES

The department uses a committee system to implement the graduate program, with a separate graduate committee constituted for each student. The major roles of this advisory committee include 1) assisting the student in the completion of the thesis or dissertation, and 2) advising, guiding, and mentoring throughout the student's graduate career.

Initial Advisement

Once accepted into a graduate program, a student should consult with the Director of Student Programs, Associate Chair for Student Concerns, Director of Clinical Training, or Executive Coordinator of Clinical Psychology regarding registration. A committee must be selected during the first semester. This occurs in conjunction with the submission of the Program of Study. Committee members can also provide valuable advice regarding subsequent registrations.

The Role of Graduate Committees

Master's committees consist of, at a minimum, three members; doctoral committees, five. Members of both master's and doctoral committees must have graduate faculty status. In cases where a student declares a minor, one member of the committee must be from the minor department.

All committee members share in the responsibility of advising the student concerning course work, degree requirements, and research (thesis or dissertation). For example, all participate in such events as prospectus meetings and thesis/dissertation defenses and are responsible for the evaluation of the student's performance. At the same time, it is recognized that the individual contribution of committee members may vary by kind, effort, and intensity.

The relationships between a graduate student and the committee chair and between the student and the other committee members are unique. The student should feel entitled to a considerable amount of the chair's time and effort. The chair advises the student about course work and consults with the student in designing and completing the thesis or dissertation. However, the thesis/dissertation is ultimately the student's responsibility, and hence the chair's role is that of an advisor rather than supervisor.

The chair also assumes significant responsibility in helping the student find opportunities for professional involvement, including such things as presenting papers at professional meetings and providing a variety of teaching, research, and clinical intervention experiences if appropriate.

The chair may also try to help the student find his or her first professional position upon graduation. This might involve writing letters of recommendation, being alert to the type of position for which the student would be suited, and making personal contacts where appropriate. The student should keep the chair informed about professional goals, unique needs that are and are not being met in the program, and professional activities.

Students have the primary responsibility for developing the Program of Study and for designing the thesis or dissertation project. Hence, they should become familiar with graduate school policies as well as department requirements in order to develop a program of study, and should bring research proposals to the chair when designing a thesis or dissertation project. Students should not expect the chair to take the initiative. The other committee members play less active roles in guiding students.

Selecting a Graduate Committee

Students should have a committee chair in place by the end of October and organize their committees no later than the end of their first semester. If a faculty member desired for the committee does not hold an appointment on the graduate faculty, a petition may be filed with the Dean of the Office of Graduate Studies requesting special permission for the individual to serve on the committee. On rare occasions a professional in the community or a faculty member from another university may be permitted to serve on the committee when the need is clear. However, the committee chair, who always is a member of the BYU graduate faculty in the Psychology Department, must be in agreement and the petition process successfully completed.

During the first semester in the program, a master's student selects a committee chair and one other committee member, while a doctoral student selects a chair and two other members. The signed form must be submitted to the Director of Student Programs by the third week of the second semester. After a research topic has been defined, the student should contact the Director of Student Programs who will assign the remaining member(s) of the committee. (A total of three members is required for master's students' committees and a total of five members for doctoral students' committees.) These assigned members remain as permanent members of the student's committee until the degree is complete. Thus, the faculty group that evaluates and makes decisions concerning the prospectus is the same group that evaluates the completed thesis or dissertation.

In setting up a committee, a student should give thought primarily to the faculty members' scholarly interests and areas of expertise. The following guidelines should also be considered:

1. Choose people your chair is comfortable working with.
2. Choose people you believe you will enjoy working with.
3. Get a balanced committee in terms of experience level, gender, editorial style, etc.

Occasionally, a faculty member may not be able to accommodate a request to serve on a committee.

Changing a Graduate Committee

If a student wishes to change the composition of the original committee, it is possible to do so by securing the agreement of the new chair or member(s) to serve on the committee, informing the committee member(s) being replaced, and completing the Request for Program of Study Change, which can be obtained from the Director of Student Programs. The student marks the box designated "These signatures constitute a change in the advisory committee" and obtains the signature of the new committee member(s) or chair. The name of each should be printed below the signature. Finally, the Associate Chair of Student Concerns or, for clinical students, the Director of Clinical Training signs the form. It is returned to the Director of Student Programs. Students may not change committee members who have been assigned by the Department.

It may become desirable to change the composition of a thesis or dissertation committee if:

1. The student becomes interested in a new area of scholarship or research and finds it desirable to work with different faculty members.
2. The student makes a substantial change in anticipated professional goals.

3. A faculty member's leave or other duties would interfere with serving on the committee.

PROGRAM OF STUDY LIST

Program of Study List

Master's and doctoral programs have certain course requirements for their degrees. The Program of Study List is a student's personal plan for those requirements. Forms can be obtained from the Director of Student Programs in 1001 SWKT.

Students should list all courses (prerequisites, major courses, minor courses where applicable, and electives) they plan to take throughout their graduate career at BYU. Master's students are required to take a minimum of 34 credit hours; general psychology doctoral students, 63 credit hours; and clinical doctoral students, 118. (For more information on the requirements of a specific program, refer to Chapters 3, 4, and 5, respectively)

Once all courses have been determined, the student should review the study list with the members of his or her graduate committee and obtain the signatures of approval on the form. (Print the names below the signatures.) The form is then submitted to the Director of Student Programs. Thus, the signed Program of Study List informs the department of both the constitution of the student's graduate committee as well as the coursework that will be completed in pursuit of the graduate degree.

Study List Submission Deadline

Students should submit their study lists by the end of October during the first semester but no later than the end of the third week of the second semester. Failure to meet this deadline will result in a Marginal rating, which will be changed to an Unsatisfactory rating if the study list is not submitted within three months of the Marginal rating. In addition, students who have not filed a study list on time may not be able to register for subsequent terms or semesters. Individual Graduate Progress Reports are printed in anticipation of student evaluations in early winter semester, so it is imperative that your Program of Study be current in order to correctly reflect your progress.

Remember that the initial study list is not a final, binding contract. Like the graduate committee, it is easy to revise. It is a tentative plan to be altered as circumstances change, as interests develop, and as course offerings are modified. However, the preliminary tasks of identifying a committee and submitting a study list must be completed during the first semester in residence even though students may feel somewhat unprepared to do so. Students who fail to do so often find that they missed taking a course that is offered only alternate years, or they neglected to take a prerequisite for an important course.

Effective planning of one's career is an indicator of professional responsibility. Satisfactory development of a study list will be taken into account in the faculty's semi-annual review and evaluation of a student's progress and performance.

ACADEMIC EVALUATION

Grades and Performance

Graduate work that is awarded a grade of “B” is considered to be the lowest level of acceptable performance. A grade of “B-“ is a marginal or warning grade. If it is received in a course that appears on the program of study, the class must be retaken in a subsequent semester, and the student may be subjected to a special review by the faculty. A grade of “B+” or better is considered a professional level of performance. Graduate Studies requires students to maintain a minimum cumulative grade point average of 3.0.

Students who have a grievance about a course grade or any other matter of concern are advised to follow the university guidelines found at the end of the chapter and in the appendix.

Progress Reports

Graduate Studies maintains an individualized Graduate Progress Report for each student. The report compares the study list with the courses taken and summarizes the student’s progress in the program in terms of courses completed, current registration, courses deficient, courses taken which do not apply to the program of study, and grade point average. In addition, the progress report alerts a student to possible problems with academic status, GPA, prerequisite degrees, minimum registration requirements, time limits, and outdated credits. Finally, the report identifies the chair and members of the student’s committee and indicates whether or not a study list has been submitted.

Students may access their Graduate Progress Reports through Route Y at any time. Questions, concerns, and discrepancies should be addressed to the Director of Student Programs or to the faculty member most directly involved in the issue.

The Graduate Progress Report is considered carefully by the faculty in the annual and semi-annual evaluations of students. It is imperative that students take the initiative in correcting any errors that may appear in the report. Furthermore, students should submit the Request for Program of Study Change forms as often as needed to keep their study lists current.

Leaves of Absence

Graduate Studies states that students may request a leave of absence for the following reasons only: medical, military, or mission. The 5 year time limit for the master’s degree and the 8 year time limit for the doctoral degree still apply. While on leave, the student is NOT responsible for:

1. Minimum Registration (6 hours per academic year)
2. Satisfactory progress in the program (two evaluations per academic year).

Departments do not need to evaluate for satisfactory progress during the leave. Students requesting a leave must submit appropriate documents to Graduate Studies: The Leave of Absence Form (found on the Graduate Studies website), as well as one of the following: **medical**—letter from the doctor/therapist that includes the amount of time away recommended by the professional; **military**—copy of the military assignment that includes the length of the assignment; **mission**—copy of the mission call letter and indication of when the student will return to school. Once Graduate Studies has received and processed the request, the “leave” status appears in the university information system.

Graduate Student Evaluation and Feedback

In compliance with graduate school policy, each student is evaluated formally by the appropriate specialty-area faculty at least twice annually. Each specialty area establishes its own evaluation criteria and standards, but students can expect to be evaluated on their total academic performance, their fulfillment of program requirements (program of study submitted, graduate committee constituted, courses completed on schedule, etc.), their research progress, and professional/ethical behavior.

Students receive overall ratings of Satisfactory, Marginal, or Unsatisfactory that are entered into the University computer for submission to Graduate Studies. Students are also given written feedback about their performance. When a student's progress is evaluated as Marginal, specific direction will be provided by the committee chair or Director of Clinical Training outlining steps that must be taken in order to bring the performance up to a satisfactory level.

Unsatisfactory Ratings. When student progress is evaluated as Unsatisfactory, this means that the faculty has very serious concerns about the student. If the student's performance does not show prompt improvement the student will be terminated from the program. **Students are automatically terminated if they receive two consecutive ratings that are less than satisfactory (two Unsatisfactory ratings or a Marginal and an Unsatisfactory rating).** Thus, if a student receives an unsatisfactory (or marginal) evaluation, he or she should meet with the Director of Clinical Training (clinical students) or chair of the graduate committee to determine what needs to be done for progress to become satisfactory. Other faculty, as deemed appropriate, may meet with the student as well.

Clinical Psychology Annual Evaluations

Clinical Psychology students are evaluated by the entire Clinical Training Committee twice annually, briefly in February and extensively in July following completion of the academic year. In adherence to CoA guidelines and the department's training standards, the clinical faculty meets during the summer to review the progress of each student. In addition to considering progress since the last review, they also evaluate the student's overall progress based on the expected standard for the particular year of training. During this process, they consider data from multiple sources including course grades; reports from committee chairs; comments from practicum, clerkship, and externship supervisors; comprehensive examination results; and reports of individual student-faculty relationships that would contribute to a more complete understanding of the student's progress and personal needs. At both evaluations students receive overall ratings of Satisfactory, Marginal, or Unsatisfactory that are submitted to Graduate Studies through the University computer system. (See Appendix for detailed guidelines)

In July each student is also rated in four areas including:

<u>Academics</u>	(Coursework)
<u>Research</u>	(Progress on dissertation, presentations at conferences, publications, and participation on research teams)
<u>Clinical Practice</u>	(Feedback from practicum, clerkship, and externship supervisors, and performance on oral comprehensive exams)
<u>Professionalism</u>	(Ethical and collegial relationships as well as personal discipline and commitment to the profession)

Each student is given one of four ratings for each of the above areas.

<u>Outstanding</u>	(Reserved for no more than one or two students per class who are making unusually excellent progress for their level of training)
<u>Satisfactory</u>	(Given to students who are making good progress and seem to be on target for successful completion of the program. The great majority of students receive this rating)
<u>Marginal</u>	(Given to students who are showing significant problems that must be addressed)
<u>Unsatisfactory</u>	(Given to students who fail to remediate problems noted in a previous Marginal rating or who are showing serious problems that must be addressed)
<u>Not Applicable</u>	(Given to students who may have been on internship or who have completed their academic coursework, but have not yet obtained their degrees)

Students are encouraged to contact individual faculty members about possible questions regarding ratings, course work, and so forth.

Following the brief February evaluation, all students are notified in writing of their overall ratings, but only those students deemed to be having problems are provided detailed information regarding faculty concerns. Following the July evaluation, the Director of Clinical Training summarizes each student's review in a letter, and includes notification of their ratings in the four areas as outlined above.

Students receiving anything less than a Satisfactory overall rating will be notified by the Director of Clinical Training with the concerns delineated in writing. A meeting will then be scheduled with the Director to help the student remediate those difficulties that were the basis for the less than satisfactory rating. Students receiving positive evaluations will also be given feedback about their performance.

DISCIPLINE AND DISCONTINUANCE

The violation of University regulations will result in disciplinary action anywhere from loss of the student's eligibility to register, to termination of the student's graduate status.

There are two possible avenues of disciplinary action. The first is Loss of Eligibility to Register. This simply means that the student is not allowed to register until he or she has cleared up the problem. This may occur if:

1. The student has not fulfilled the minimum registration requirement (6 hours per year), has withdrawn from the graduate program, or has had his or her graduate degree status terminated by the department.
2. The student has not submitted a program of study as required: master's students by the third week of the second semester after admission; doctoral students by the third week of the beginning of the second year. (Note: This is a university rule; the department requires that doctoral students, too, submit their programs of study by the third week of the second semester.)
3. Graduate Studies has not received official transcripts showing that the required prerequisite degrees have been conferred.
4. The student has violated the BYU Honor Code and is not cleared by the Honor Code Office.
5. The student has failed to submit an annual Continuing Ecclesiastical Endorsement.
6. The student's time limit has expired.

The second form of disciplinary action is Termination of Graduate Status. This may occur if the student:

1. Fails to fulfill the University's minimum registration requirement.
2. Makes a request to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to the department's recommendation).
3. Receives a Marginal or Unsatisfactory rating in a review by the academic department and is unable or unwilling to comply with the conditions for continuance outlined by the department.
4. Fails to make what the department or the University deems to be satisfactory progress toward a graduate degree.
5. Fails departmental comprehensive examinations.
6. Fails the final oral examination (defense of dissertation, thesis, or project).
7. Violates the university's standards of conduct or Honor Code.
8. Exceeds the time limit (5 years for master's students, 8 years for doctoral students)

Student Grievance Procedure

If a student is concerned about the manner in which an academic issue has been handled, there is a grievance procedure outlined by Graduate Studies whereby the student's concerns may be heard and the situation resolved. A complete description of the process is found under the resource section of the Graduate Studies website.

Briefly, the student is encouraged to go first to the teacher of the course or Chair of the Graduate Committee to discuss the matter. If the situation is not resolved, then the student may petition the Chair of the Psychology Department in writing, and, if that does not prove satisfactory, the Dean of the College of Family, Home and Social Sciences for a review of the hearing. If no

resolution is reached at the department or college level, then the student may submit the grievance in writing to the Dean of Graduate Studies. A committee of graduate faculty members will consider the student's appeal, as well as the department's response, and then make a recommendation to the Dean, who makes a final decision.

Clinical Psychology Program Discipline and Discontinuance

Students who are admitted to the Clinical Psychology program are carefully screened from the applications received by the program. It is the hope and intent of the faculty that those students admitted will continue their program to successful completion. Nevertheless, it sometimes becomes necessary to discipline or terminate a student. Ordinarily, the Director of Clinical Training confers with the student before deciding to take the matter before the Clinical Faculty for review. Some examples of situations that could result in disciplinary action or discontinuance from the program are provided below:

1. Failure to pass any of the Comprehensive Examinations for the second time.
2. Unduly delaying the completion of the research requirement.
3. Unsuitable personality factors, aptitude, or behavior as determined by the collective judgment of the faculty.
4. Poor academic performance as indicated by low grades or failure to progress normally through the phases of the program. A low grade is defined as a B- or lower.
5. Failure to abide by the behavioral standards as established by Brigham Young University and/or the current Ethical Principles of the American Psychological Association.

If faculty or peers become aware of behavior on the part of a student which may be in violation of University standards or which may be illegal as defined by local, state or federal laws, or which may be unethical as defined by the Ethical Principles of the American Psychological Association, or suggests that the person is not suitable for clinical psychology, an investigation by a faculty member will be made. If the investigating person believes the infraction or behavior to be minor, the person will talk to the student. Hopefully this will correct the situation. If not, the Director of Clinical Training will meet with the student. If the matter is not resolvable at that level, it will be taken to the Clinical Training Committee which will consider the case, allowing the student to be present if he or she wishes. If the matter is referred to the University Standards Office they will follow procedures established for all University students.

The following actions may be taken by the Clinical Faculty with regard to any of the foregoing possibilities: 1) Exoneration or no action; 2) Educative advisory or warning; 3) Reprimand; 4) Probation or suspension for a period of time; or 5) Expulsion from the program. Other options include referral to University Standards, voluntary withdrawal from the program by the student, and so forth.

If the student disagrees with the action of the Clinical Faculty, the student may follow the procedure outlined by the Office of Graduate Studies: He or she may petition the Chair of the Psychology Department in writing, and, if that does not prove satisfactory, the Dean of the College of Family, Home and Social Sciences for a review of the hearing. If no resolution is reached at the Department or College level, then the student may submit the grievance in writing to the Dean of Graduate Studies. A committee of graduate faculty members hears the student's appeal as well as the department's response, and then makes a recommendation to the Dean, who makes a final decision.

PSYCHOLOGY MASTER'S DEGREE

The master's degree in psychology provides advanced education in preparation for application to doctoral programs; community college, junior college, or high school teaching; and general strengthening of expertise in psychology. It is not intended as a terminal professional degree.

Requirements

Credit Hour Requirement: 35 Minimum (29 course work hours plus 6 thesis hours)

Required Course Work: 23 Credit Hours

Psych 501, 502, 504, 605 (4 semesters), 606, and three of the following: 510, 520, 540, 550, 560, 565, 575 (until 2010-11), 583, and 584 (beginning 2010-11)

Elective Course Work: 6 Credit Hours Minimum

Elective courses determined in consultation with the selected graduate committee

Research: Thesis Hours (699R—M.S. Thesis, minimum of 6 hours)

Examination: Final Oral Examination on course work and defense of thesis

Suggested Sequence of Program Requirements

First Year

Fall Semester

Psych 501 Data Analysis in Psychological Research
Psych 504 Research Design
Psych 605 Professional Seminar in Psychology
Psych ??? One required or elective course of your choice

First Year

Winter Semester

Psych 502 Data Analysis in Psychological Research
Psych 605 Professional Seminar in Psychology
Psych 606 Professional and Ethical Issues in Psychology
Psych 699R Master's Thesis (1 credit)
Psych ??? One or two required or elective courses of your choice

First Year

Spring/Summer Terms

Psych 693 Teaching Psychology (Have to take this course before you can teach for us)
Psych ??? One required or elective course of your choice
Psych 699R Master's Thesis (1 credit)

Second Year

Fall Semester

Psych 605 Professional Seminar in Psychology
Psych 699R Master's Thesis (2 credits)
Psych ??? One required or elective course of your choice

Second Year

Winter Semester

Psych 605 Professional Seminar in Psychology
Psych 699R Master's Thesis (2 credits) including completion and defense of Master's Thesis
Psych ??? Remaining required and elective courses of your choice

Research Areas

While the Master's degree in Psychology is a general degree that does not feature emphases or specialty tracks, the research interests of the faculty fall into five main areas: Behavioral Neuroscience, Theoretical/Philosophical, Social, Developmental, and Health Psychology. Faculty affiliated with each area are listed below.

➤ **BEHAVIORAL NEUROSCIENCE**

Students in this specialty area study and examine the biological factors that control behavior. Instruction often focuses on brain function but may include any biological system.

Behavioral Neuroscience Psychology Faculty:

Allen, Mark D.
Bigler, Erin D.
Flom, Ross A.
Hedges, Dawson W.
Higley, James Dee
Hopkins, Ramona O.
Kirwan, C. Brock
Larson, Michael J.
Miller, Harold L.
South, Mikle D.
Steffensen, Scott C.

➤ **THEORETICAL/PHILOSOPHICAL PSYCHOLOGY**

About Theoretical and Philosophical Psychology

Theoretical and Philosophical psychology takes as its subject of investigation the philosophical, theoretical, historical, and methodological foundations of the discipline of psychology. Theoretical psychologists have two main tasks in psychology: The first is to formulate, and help others formulate, the theories that are ultimately tested - whether through quantitative, qualitative, or theoretical means. The tradition of formulating "personality theories" is an example of this first task.

The second task is to examine, and help others examine, the nonempirical issues that currently facilitate or stymie the work of psychologists. Nonempirical issues are those issues of the discipline that are not decided on the basis of empirical studies alone, though such studies would nearly always be considered. Theoretical psychologists function as advisors, contributing careful analysis and critique of psychological theories and research. They seek to inform the discipline of its philosophical roots and its continued reliance on theory, while offering alternative frameworks for understanding and studying human experience.

Reading and Research Group

The Reading and Research Group consists of all students and faculty interested in the area of Theory and Philosophy, and meets once a week for two hours. Each semester, the group selects a book of primary importance to the field and discusses readings from that book for

the first hour of the meeting. The second hour of each meeting is spent discussing a current research project of a faculty member or student. Each Theory and Philosophy student is expected to attend these weekly meetings and to present their research in turn.

Theoretical/Philosophical Faculty

Brown, Bruce L.
Gantt, Edwin E.
Reber, Jeffrey S.
Slife, Brent D.

➤ **APPLIED SOCIAL PSYCHOLOGY**

This specialty focuses on the individual and his or her social context and how he or she relates to it. Topics include motivation, traits, sense of self, psychological adjustment, behavior change, socialization, pro-social behavior, attitudes and attitude change, person perception, and group processes. Applied Social Psychology students specialize in organizational behavior or other such areas. Students graduating with a Ph.D. from this program area usually find employment in colleges, universities, businesses, and research organizations. Social psychology can also be applied to many other areas such as law, medicine (clinical assessment), and mass media (advertising and marketing).

Applied Social Psychology Faculty:

Brown, Bruce L.
Holt-Lunstad, Julianne
Reber, Jeffrey S.
Ridge, Robert D.
Yamawaki, Niwako

➤ **DEVELOPMENTAL PSYCHOLOGY**

Developmental Psychology Faculty:

Ross Flom
Sam Hardy
J. Dee Higley
Mikle South
Jared Warren

➤ **HEALTH PSYCHOLOGY**

Health Psychology Faculty:

Julianne Holt-Lunstad
Patrick Steffen

RECOMMENDED SEQUENCE OF COURSES AND THE GRADUATION TIMELINE
--

First Fall Semester

- Psych 501 Data Analysis in Psychological Research (4 credits)
- Psych 504 Research Design (3 cr)
- Psych 605 Professional Seminar in Psychology (1 cr)

One additional 3-credit course either required or elective. Courses typically offered during fall semester include Psych 550, Psych 565, and Psych 575.

Semester credits	Total credits
11	11

Other Activities

- 1) Submit the “Program of Study for Graduate Study” document to the Graduate Secretary. This will require the formation of the thesis committee consisting of the thesis advisor (committee chair) and two additional members. The two additional members should be identified in consultation with the thesis advisor.

- 2) Identify the thesis topic in consultation with the thesis advisor. This may involve reading relevant published work and formulating research questions.

- 3) Apply for research funding from the Office of Graduate Studies and other agencies.

First Winter Semester

- Psych 502 Data Analysis in Psychological Research II (4 cr)
- Psych 606 Professional and Ethical Issues in Psychology (1 cr)
- Psych 699R Master’s Thesis (1 cr)

Two additional required or elective 3-credit courses. Winter semester courses often include Psych 540, Psych 560, Psych 583, and Psych 550 (alternate years).

Semester credits	Total credits
9	20

Other Activities

- 1) Early in the semester, apply for and obtain IRB approval, if necessary. *This should occur in consultation with your thesis advisor.*

- 2) Complete the Thesis Prospectus and the Prospectus Defense. Scheduling forms for the defense are available from the Graduate Secretary. *Provide the Prospectus Defense committee with copies of the Prospectus at least two weeks prior to the defense.*

- 3) Submit the Self-evaluation to the Graduate Secretary by the deadline. Typically this occurs in March. The Self-evaluation will be reviewed by the thesis advisor as well as the Graduate Coordinator and the Graduate Secretary.

Spring and Summer Terms of First Year

Psych 699R Master's Thesis (1 cr)
PSYCH 693 Teaching in Psychology (3 cr)

One additional 3-credit course either required or elective. Spring-Summer courses often include Psych 510 and Psych 520 (alternate years). Students must take PSYCH 693 prior to teaching departmental courses

Semester credits	Total credits
7	27

Other Activities

- 1) Spring/Summer terms should be used for defending the Thesis Prospectus if this did not occur during the winter semester. However it is often difficult to schedule defenses during the spring/summer term as faculty are frequently out of town or otherwise unavailable.
- 2) Collect and analyze data for the thesis and begin writing the thesis. In addition, in consultation with the thesis advisor, begin formulating post-graduation plans, e.g., applying to doctoral programs, exploring professional career options, including teaching options.

NOTE: *Approval by the thesis advisor and the department chair is necessary before a Master's student can become an instructor of a department course. The student must have also completed Psych 693 and be concurrently enrolled in Psych 694 during the first semester in which she or he is employed as an Instructor. As a general rule approval will not be granted if the student has not successfully defended the Thesis Prospectus.*

Second Fall Semester

Psych 699R Master's thesis (2 cr)

One additional 3-credit required or elective course

Semester credits	Total credits
5	32

Other Activities

- 1) Data collection for the thesis should be completed, as should the Introduction and Method chapters of the thesis, at a minimum.

Second Winter Semester

Psych 699R Master's thesis (2 cr)
Any remaining coursework should be completed.

Semester credits	Total credits
2	34

Other Activities

- 1) Complete the Application for Graduation and submit it to the Office of Graduate Studies.
- 2) Complete and defend the thesis. Be sure to submit a copy of the thesis to each member of the Thesis Defense committee members at least two weeks in advance of the defense.
- 3) Submit the self-evaluation to the Graduate Secretary by the deadline.

NOTE: The thesis defense must be completed before the deadline announced by the Office of Graduate Studies in order to qualify for graduation. It is the student's responsibility to meet this deadline. Also, bound copies of the completed thesis must be submitted to the Lee Library by the published date.

<p style="text-align: center;">PSYCHOLOGY PH.D. DEGREE Emphasis Areas Other than Clinical Psychology</p>

The doctoral program in Psychology offers rigorous educational experience leading to the Ph.D. degree. The first four semesters of the program are designed to provide broad coverage of the substantive areas of the field, training in research skills, and introduction to the particular areas of emphasis offered in the program. During the last two years of the program, students pursue more specialized course work and training in an emphasis area. The course work for this emphasis area is outlined under the supervision of the student's graduate committee. Currently the following specialties exist:

- (1) Applied Social Psychology
- (2) Behavioral Neuroscience

All students complete a common core of course work during the first three semesters. By the end of the second year in the program, all students complete the requirements for an MS degree, including a master's thesis, if the degree has not previously been received.

Following the completion of these requirements, students concentrate on course work and research in the emphasis area they wish to pursue under the direction of their graduate committee: In lieu of the comprehensive examinations given in some doctoral programs, students complete a Comprehensive Literature Review project in their chosen emphasis area by the end of the third year in the program. By the end of the fourth year, students complete and defend a dissertation, with a journal article in a form acceptable for submission prepared by the student.

Requirements

Credit Hour Requirement: 64 Hours Minimum
Minimum 46 course work hours plus 18 dissertation hours

Required Course Work: 32 Credit Hours
Psych 501, 502, 504, 510, 540, 550, 560, 575 (until 2010-11) or 584 (beginning 2010-11), 583, 605 (4 semesters), 606

Elective Course Work: 14 Credit Hours Minimum
Electives from the specialty area selected in consultation with the graduate committee

Research: Dissertation Hours/Thesis Requirement
799R--Ph.D. Dissertation (Minimum of 18 hours)
A Master's Thesis completed by the end of the second year

Examinations:
Comprehensive Literature Review
Final Oral Examination in defense of the dissertation

Suggested Sequence of Program Requirements

Note: The 6 credit hours required for the master's thesis (Psych 699R) are not included in the 64-hour minimum for the General Psychology Ph.D. outlined in the previous section. However, they are taken throughout the first two years of the program while the thesis is being completed. Elective credits may also be taken in the first two years.

First Year	Fall Semester
Psych 501	Data Analysis in Psychological Research
Psych 504	Research Design
Psych 605	Professional Seminar in Psychology
Psych 699R	Master's Thesis (1credit)
Psych ???	One Additional Course

First Year	Winter Semester
Psych 502	Data Analysis in Psychological Research
Psych 605	Professional Seminar in Psychology
Psych 606	Professional and Ethical Issues in Psychology
Psych 699R	Master's Thesis (1credit)
Psych ???	Two Additional Courses

First Year	Spring Term
Psych 693	Teaching Psychology
Psych 510	History and Symptoms of Psychology (or Psych 520, offered alternate years)

DO NOT REGISTER FOR DISSERTATION CREDIT (799R) UNTIL THESIS IS BOUND

Second Year	Fall Semester
Psych 605	Professional Seminar in Psychology
Psych 699R	Master's Thesis (2credits)
Psych ???	Remaining Coursework Thesis Prospectus Defended and Approved

Second Year	Winter Semester
Psych 605	Professional Seminar in Psychology
Psych 699R	Master's Thesis (2credits)
Psych ???	Remaining Coursework Thesis Completed and Defended MS Completed by August of Second Year

Second Year	Spring Term
Psych 520	Advanced Developmental Psychology (or 510)

Third Year

Students specialize in an emphasis area(s), completing the Comprehensive Literature Review project and taking course work from their study list that was selected in consultation with their graduate committee. They must submit and defend a dissertation prospectus and begin dissertation research in consultation with the dissertation committee chair.

Fourth Year This year is devoted to finishing course work and training in the emphasis area and to completing and defending the dissertation. Students must complete 18 hours of dissertation credit (Psych 799R) as part of the dissertation requirement.

SPECIALTY AREAS

➤ **APPLIED SOCIAL PSYCHOLOGY**

This specialty focuses on the individual and his or her social context and how he or she relates to it. Topics include motivation, traits, sense of self, psychological adjustment, behavior change, socialization, pro-social behavior, attitudes and attitude change, person perception, and group processes. Applied Social Psychology students specialize in organizational behavior or other such areas. Students graduating with a Ph.D. from this program area usually find employment in colleges, universities, businesses, and research organizations. Social psychology can also be applied to many other areas such as law, medicine (clinical assessment), and mass media (advertising and marketing).

Specialty Courses:

Psych 552	Applied Social Psychology
Psych 650R	Seminar in Social Psychology*

* This repeatable course is taught by various professors in the area. The topic for the course is selected by the professor. The course must be taken twice to fulfill the requirement.

+ **two** of the following courses:

Psych 531	Organizational Psychology
Psych 555	Group Dynamics
Psych 640R	Seminar in Personality
Psych 655	Attitude Measurement and Change
Psych 678R	Seminar in Mathematical Psychology

Supplementary Courses:**

Soc 303R	Introduction to Social Science and Statistical Packages
Soc 608	Seminar in Survey Research and Sociological Measurement

** These courses do not count toward the specialty area elective requirement, but may be helpful supplements to students' coursework.

Applied Social Psychology Faculty:

Brown, Bruce L.
Holt-Lunstad, Julianne
Reber, Jeffrey S.
Ridge, Robert D.
Yamawaki, Niwako

➤ **BEHAVIORAL NEUROSCIENCE**

Students in this specialty area study and examine the biological factors that control behavior. Instruction often focuses on brain function but may include any biological system.

Specialty Courses:

Psych 584 Cognition, Affect and Brain Function (beginning 2010-11)
Psych 687R Seminar in Psychopharmacology

+ **two** of the following courses:

Psych 585 Human Neuropsychology
Psych 586 Hormones and Behavior
Psych 587 Sensory and Perceptual Processes
Psych 684 Advanced Behavioral Neurobiology
Psych 685R Seminar in Behavioral Neurobiology
Psych 712R Topics in Neuropsychology

Behavioral Neuroscience Psychology Faculty:

Allen, Mark D.
Bigler, Erin D.
Flom, Ross A.
Hedges, Dawson W.
Higley, James Dee
Hopkins, Ramona O.
Kirwan, C. Brock
Larson, Michael J.
Miller, Harold L.
South, Mikle D.
Steffensen, Scott C.

➤ **CLINICAL PSYCHOLOGY**

Discussed in detail in a separate section.

Clinical Psychology Faculty:

Baldwin, Scott A.

Barlow, Sally H.

Bigler, Erin D. (Neuropsychology)

Burlingame, Gary M.

Carpenter, Bruce N.

Lambert, Michael J.

Larson, Michael J.

Norton, Elizabeth J. (Administration)

South, Mikle D.

Spangler, Diane L.

Steffen, Patrick R.

Warren, Jared S.

COMPREHENSIVE LITERATURE REVIEW

Ph.D. Programs (except Clinical)

Nature of the Comprehensive Literature Review

It is expected that the comprehensive literature review will represent a thorough review of the research literature in a significant segment of the student's doctoral specialty area. It should represent a genuine contribution to the understanding of that area and be similar in form to reviews published in the *Psychological Bulletin*. It is expected that the review will be broader in scope than the literature review which would form part of a doctoral dissertation, but might contain the essence of the student's dissertation literature review within it. In its final form, it should be of publishable quality.

Because it replaces the specialty area examination, the comprehensive literature review should demonstrate the student's competence in dealing with the research and theoretical literature in his/her specialty area. It should be completed near the end of the third year in residency, after the student has finished the majority of the course work, and must precede the submission of the dissertation prospectus. For students who enter the doctoral program without having completed a Master's Degree, the literature review must follow the completion of the Master's thesis. In any case, the student will not be allowed to submit a dissertation prospectus until a signed copy of the literature review is on file with the Director of Student Programs.

Procedure for Completion of the Comprehensive Literature Review

The student selects a topic for the comprehensive literature review in conjunction with and subject to the approval of his/her graduate committee chair. When the committee chair feels that the literature review is completed to his/her satisfaction, it is submitted for review to two other members of the graduate faculty who are familiar with the subject matter area of the literature review. These may either be members of the student's graduate committee or others approved by the student's graduate committee. These two other reviewers make recommendations for changes and/or additions. The student's committee chair is, however, the final arbiter in the case of conflicting recommendations. When the review is completed, a copy is submitted to the Director of Student Programs with the signatures of the committee chair and the two reviewers indicating that they are satisfied with its final form.

<p style="text-align: center;">FINANCIAL ASSISTANCE Ph.D. Programs (except Clinical)</p>

Financial Assistance Information

The Psychology Graduate Program receives monies from the College of Family, Home and Social Sciences and Graduate Studies to be awarded to graduate students. The monies are awarded after considering faculty teaching and research needs together with the strengths and needs of the students. These monies take the form of student instructor positions, teaching assistantships, research assistantships and modest stipends for tuition. Most of them are for Fall and Winter semester, but there are a few that are available for Spring and Summer terms depending on the funding. **We will let you know** if you will be receiving a teaching or research assistantship. The three types are:

Research Assistantships: Students are hired to work on research projects directed by the faculty. In accordance with departmental procedures, assistantships are awarded to individual faculty members or groups of faculty, and the faculty then negotiate with each other about which students are to be offered which assistantships. After these negotiations, the Director of Student Programs notifies the students about the offers.

Teaching Assistantships: These part-time employment positions involve assisting an assigned professor with his/her classes. The teacher may have the student help teach their undergraduate classes with their supervision.

Student Instructor Positions: Students are given full responsibility to teach an undergraduate course. These positions are **limited** and are reserved for students who have successfully defended the thesis prospectus. A student **must** complete and pass Psychology 693 and then apply to be considered for these positions when they are available. (An announcement of available courses, along with an application form, will be emailed to students about a month prior to the beginning of each semester.) The ultimate hiring and supervision is done under the direction of the Chair of the Psychology Department. Student instructors are assigned a mentor each semester they teach and are required to register for Psychology 694 the first semester they teach.

Tuition Support: Limited funding is available for partial tuition assistance through departmental awards Fall and Winter Semesters, as well as Spring or Summer Terms. Ph.D. students receive assistance for a maximum of four years, M.S. students two years. M.S. students who go on to a doctorate cannot receive more than a total of four years of tuition support.

Time Limits

Graduate Students in doctoral programs are eligible for departmental financial assistance for four years. Additionally, maintenance of financial assistance during those four years is dependent upon a satisfactory performance in all aspects of the program. Master's graduate students are no longer eligible for department financial assistance after the second year in the program.

Students entering the Master's program and subsequently transferring to a Ph.D program are eligible for a **maximum** of four (4) years of financial assistance.

Registration Requirements

It is the student's responsibility to comply with any registration requirements established by sponsoring agents for student loans, loan payments, deferrals, assistantships, internships, and awards.

Deferment of Student Loan Payments

Students with student loans need to check with the Financial Aid office to determine the deferment guidelines associated with their particular type of loan. Some loans require that a student be enrolled for at least 8.5 credits in a semester in order to be considered full-time, while others require only 4.5 credits.

However, students who have completed their course work and who are working full-time on their theses or dissertations may initiate a Petition for Graduate Full-Time Status through the Psychology Department Director of Student Programs. Such students must be enrolled for at least 2 credit hours of dissertation per semester or one credit hour per term and must be working full-time on a thesis or dissertation. (Clinical students may, instead, be registered for 2 credits of internship when applicable). Students also must be aware that they are not eligible to petition for full-time status if they are employed full-time. Petitions may only be submitted **after** a student has registered for the semester under consideration. For more information, please see the petition form for other details.

Since there is a 6 month grace period for repayment of some student loans, students can sometimes be enrolled Fall and Winter semesters without being enrolled Spring or Summer. Please note that the student is responsible for keeping in touch with the Financial Aid Office regarding the specifics of the individual situation.

CLINICAL PSYCHOLOGY PH.D. PROGRAM

Introduction to Clinical Psychology Training Program

The Clinical Psychology Ph.D. training program at Brigham Young University is a well-established, traditional program, with good visibility and a national reputation for excellence in clinical training. It has quality resources available to faculty and students, as well as the Department's commitment to excellence. The program has enjoyed continuous accreditation by the Committee on Accreditation (formerly referred to as American Psychological Association accreditation) since 1971 and is noted for both the clinical skills of the students and the solid grounding in theory and research. [Information on accreditation can be obtained from the Committee on Accreditation, 202-336-5979, or Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, or at www.apa.org/ed/accreditation/.]

The training program prepares students to compete successfully for the top internships and post-doctoral fellowships throughout the nation. BYU students are frequently accepted at some of the most outstanding training sites such as Baylor University Medical School, Duke University Medical School, University of Oregon Health Sciences Center, University of Minnesota Medical School, several hospitals in the Harvard Medical School Consortium, and the Yale University School of Medicine. Similarly, graduates compete successfully for clinical, research, and academic positions across the country. Graduates from the program are found in many geographic regions and in a variety of settings. While the majority, about 80%, work in clinical settings, a number are employed in academic positions. The curriculum has been designed to prepare students for licensure.

Overview of the Program

The program is designed to take five years, roughly arranged as three years of coursework, one year of focused dissertation research, and a one-year full-time paid internship at an approved site. During the first year, students take basic core classes in general psychology and clinical skills, and are also introduced to clinical practice. The second year students begin training in basic research skills, have more focused experiences in clinical practice, and complete a comprehensive examination during the second semester. The third year students obtain more advanced instruction in research and clinical skills, and they also enlarge the settings in which they do clinical work. Final comprehensive examinations are also taken at the end of the third year. The primary focus of the fourth year is completion of the dissertation and engagement in advanced clinical and research opportunities. The fifth year involves the completion of an internship in an agency which has been accredited by the Committee on Accreditation. Ordinarily these internships are completed outside Utah, so that our students are exposed to more diversity than is typically available within the state.

Students who have previous graduate work in clinical psychology might, in rare circumstances, complete the program in four years. However, they should note that it is typically not possible to establish preparation for the internship by the beginning of the third year when letters of recommendation are due. Other students should not expect to be allowed to accelerate their programs.

The Program Philosophy and Training Areas

The philosophy of BYU's Clinical Psychology Ph.D. program adheres to the scientist-professional model with training focusing on academic and research competence, as well as theory and practicum experience for the development of strong clinical skills. A program emphasis strives to tie theory and research to clinical practice, and much of the course work stresses mastery of scientific principles that form the foundation of practice activities. The program is, by design, eclectic in orientation and broad in scope. From cognitive-behavioral and humanistic perspectives to object relations and family systems, students are exposed to a diversity of clinical approaches.

Students are first broadly trained as psychologists and provided courses that are the foundation for completing professional licensure requirements. Students also receive a basic core of training in clinical psychology. Some choose also to pursue an emphasis area such as (1) child, adolescent, and family, (2) clinical neuropsychology, or (3) clinical research. Furthermore, students can take advanced clinical skill courses with content dependent upon the specialty areas of the faculty.

Requirements

Credit Hour Requirement: 118 Hour Minimum

Outlined in Training Guidelines by topic and in Curriculum at a Glance by sequence

Required Coursework:

Clinical Core Courses:

- Assessment: Intelligence, Personality, Assessment Elective (3 courses)
- Psychotherapy: Relationship/Psychodynamic, Cognitive-Behavioral, Child/Adolescent, Group (4 courses, Neuropsychology students are required to take only the first three)
- Professional and Ethical Issues (1 course)
- Psychopathology (1 course)
- Practica (3 years), Clerkships (2 semesters), and Case Conferences (6 semesters)
- (Paid Externships are recommended but not required)
- Internship (Full-time paid position for full year)

General Core Courses: These courses provide breadth and are the foundation in the science of psychology.

- Biological Bases of Behavior:
Human Neuropsychology OR Biological & Health Psychology, Psychopharmacology (2 courses)
- Social-Cultural Bases of Behavior:
Theory and Research in Social Psychology, Cultural Diversity & Gender Issues (2 courses)
- Cognitive-Affective Bases of Behavior:
Cognition, Affect and Brain Function (1 course)
- Human Development:
Advanced Developmental Psychology (1 course)
- History and Systems:
History and Systems of Psychology (1 course)

Research Courses:

- Data Analysis in Psychological Research (2 courses)
- Research Methodology: Measurement, Design, Clinical Research (3 courses)

Emphasis Area Sequences: If desired, a sequence of elective courses may be taken in a specialty area.

- Child, Adolescent, and Family
- Clinical Neuropsychology
- Clinical Research

Research: Dissertation Hours

- Dissertation (Minimum of 18 hours)

Examinations:

- Written/oral Comprehensive Examinations at completion of each year
 - 2nd Year: Psychodiagnostic Assessment (written product/oral)
 - 3rd Year: Research (written, may be waived under certain circumstances)
Psychotherapy Demonstration (written product/oral)
- Oral Examinations in defense of the dissertation prospectus and in defense of the final dissertation

FINANCIAL SUPPORT FOR CLINICAL PSYCHOLOGY

Financial support is offered in several ways:

- 1. Teaching and Research Assistantships:** These 13-hour-per-week positions are awarded to all interested first-year students, giving them an opportunity to work closely with faculty in Clinical Psychology. Such contracts offer approximately \$3300 each for Fall and Winter Semesters, as well as \$1600 for Spring Term.
- 2. Externships:** After the first year, and sometimes sooner if desired, students are placed in settings throughout the community with specific assignments based on interests, skill-level, and location. Externships are generally assigned for one year and then rotated in order to provide breadth of experience. Most externships pay about \$16 per hour and students work from 10-20 hours per week. Because of these ties with professionals in the community our students generally apply for internships with thousands of hours of practica experience behind them.
- 3. Student Instructors:** Students interested in teaching may have the opportunity to carry full responsibility for certain undergraduate courses in the Psychology Department after they have successfully completed Psychology 693, Teaching Psychology. Teachers of day-time sections are generally paid \$3000 for a 3-credit course and evening sections, \$2800. A student **must** complete and pass Psychology 693 and then apply to be considered for these positions when they are available. (An announcement of available courses, along with an application form, will be emailed to students about a month prior to the beginning of each semester.) The ultimate hiring and supervision is done under the direction of the Chair of the Psychology Department. Student instructors are assigned a mentor each semester they teach and are required to register for Psychology 694 the first semester they teach.
- 4. Tuition Support:** Limited funding is available for partial tuition assistance through departmental awards. This past academic year full-time students received about \$850 per semester, Fall and Winter, in addition to \$450 Spring Term.
- 5. Short-term and Long-term Loans:** In addition to federal government guaranteed student loans, BYU offers both short and long-term loans through internal resources. Contact the Financial Aid Office at (801) 422-4104 or at <http://saas.byu.edu/depts/finAid>, or see the General Catalog for further information.

TRAINING GUIDELINES

The following objectives reflect training guidelines designed to establish a solid foundation in general psychology and expertise in clinical psychology. The course listings delineate our program's compliance with the training guidelines. A given course may be listed under more than one guideline.

1. Students should demonstrate an understanding of the breadth of scientific psychology.

- The specific courses that have been selected to focus upon achieving a breadth of understanding of scientific psychology include the following:

- A. Biological Aspects of Behavior** (two courses required)
Psychology 583 Biological and Health Psychology (3) **or**
Psychology 585 Human Neuropsychology (3)
Psychology 687R Seminar in Psychopharmacology (3)

- B. Cognitive and Affective Bases of Behavior** (course required)
Psychology 584 Cognition, Affect and Brain Function (3)

- C. Social and Cultural Aspects of Behavior** (both courses required)
Psychology 550 Social Psychology (3)
Psychology 645 Cultural Diversity and Gender Issues (3)

- D. History and Systems of Psychology** (course required)
Psychology 510 History and Systems of Psychology (3)

- E. Psychological Measurement** (course required)
Psychology 503 Research Measurement (3)

- F. Research Methodology** (both courses required)
Psychology 504 Research Design (3)
Psychology 505 Clinical Research (3)

- G. Techniques of Data Analysis** (both courses required)
Psychology 501 Data Analysis in Psychological Research (4)
Psychology 502 Data Analysis in Psychological Research (4)

2. Students will demonstrate their competency in understanding individual differences and their assessment.

- Students are required to complete foundation courses in the area.
- The students' ability to comprehend and apply conceptual materials in standards and ethics is evaluated in all practicum, clerkship, externship, and internship settings. Students must show solid evidence of operating within ethical standards and guidelines in order to remain in good standing.

- As part of the assessment course sequence, students are required to complete individual evaluations in a variety of settings. After this sequence is completed, the students must pass a comprehensive examination in Psychodiagnostic Assessment by evaluating a client. Two faculty members then conduct an oral evaluation of the student's report and of their knowledge of the field of assessment. In this comprehensive examination, students are required to use historical information and documents, interview data, and test results in the formulation of their reports. Assessment competence is also required, evaluated, and further developed in the practica, clerkships, and externships that are part of the students' training experience.

A. Individual Differences

Psychology 520	Advanced Developmental Psychology (3)
Psychology 540	Personality Theory (3) (waived if taken as undergraduate)
Psychology 611	Psychopathology (4)
Psychology 645	Cultural Diversity and Gender Issues (3)

B. Professional Standards and Ethics

Psychology 609	Professional and Ethical Issues (3)
----------------	-------------------------------------

C. Psychological Assessment, Measurement, and Intervention

Psychology 503	Research Measurement (3)
Psychology 622	Assessment 1: Intelligence (3)
Psychology 623	Assessment 2: Personality (3)
Psychology 740R	Case Conference (0.5 ea, 6 semesters)
Psychology 741R	Integrative Practicum (1-3 ea, 9 semesters)
Psychology 743R	Clerkship (1 ea, 2 semesters)
Psychology 700R	Externship (0.5 ea, variable, optional)

D. Cultural and Individual Diversity

Issues related to cultural diversity are specifically addressed in Psychology 520 and 645 (listed above under Individual Differences). These issues are also relevant to all of the didactic and experiential components in the above assessment sequence.

E. Attitudes Essential for Life-long Learning as Competent, Informed Psychologists

The program emphasizes the importance of relying upon informed, logical, and empirical bases in conceptualization, evaluation, and intervention. In both therapy and assessment, students are frequently asked to provide empirical support for their interventions. Furthermore, the vast majority of classes require that students complete a research paper based upon a thorough review of the existing literature.

3. Students must demonstrate their competency in individual and group therapy.

- Knowledge, skills, and attitudes are first developed through successful completion of a sequence of foundation courses in Individual and Group Therapy.
- Students are required to be enrolled in Integrative Practicum each semester and term of their first three years in the program. As part of the course requirements, students meet weekly with a supervisor who critiques and evaluates their therapy via video-taped review.

- After their therapy courses are completed, students are required to pass the Psychotherapy Demonstration comprehensive examination. As part of this oral examination they present a videotape demonstrating their therapeutic interventions along with a written analysis of their case including the theoretical bases of the interventions used. Students must also write an additional paper entitled "Theory of Change." As part of this process, students are expected to reflect on their individual theory of change, assess the efficacy of their interventions, and engage in the process of consultation and supervision.
- Several of the faculty are well known for their contributions in evaluating the effectiveness of psychotherapy. All practicum students are now using the outcome measures that have been developed by these faculty members with their clients. A significant number of dissertations have also focused on the area of therapy outcome.

A. Individual and Group Therapy

Psychology 651	Psychotherapy 1: Relationship and Psychodynamic (3)
Psychology 652	Psychotherapy 2: Cognitive-Behavioral (3)
Psychology 653	Psychotherapy 3: Child and Adolescent (3)
Psychology 654	Psychotherapy 4: Group (3)
Psychology 740R	Case Conference (0.5 ea, 6 semesters)
Psychology 741R	Integrative Practicum (1-3 ea, 9 semesters)
Psychology 743R	Clerkship (1 ea, 2 semesters)
Psychology 700R	Externship (0.5 ea, variable, optional)

B. Assessing the Efficacy of Interventions

Psychology 503	Research Measurement (3)
Psychology 504	Research Design (3)
Psychology 505	Clinical Research (3)

4. Students must develop a competency in conceptualizing, evaluating, and conducting research.

- Students are required to complete foundation courses in research: a series in research methodology as well as a sequence in data analysis.
- A comprehensive examination in research is required after completion of the foundation courses.
- All students must complete a dissertation, either in traditional format with an appended journal manuscript or in journal format. Prior to data collection, the dissertation prospectus must be developed and successfully defended. In this review the student must justify the research question and methods of data collection and analysis which have been proposed. After the dissertation is completed, the final oral examination evaluates the dissertation and may also be extended into subject matter areas.

A. Research Methodology (three courses required)

Psychology 503	Research Measurement (3)
Psychology 504	Research Design (3)
Psychology 505	Clinical Research (3)

B. Techniques of Data Analysis (both courses required)

Psychology 501	Data Analysis in Psychological Research (4)
Psychology 502	Data Analysis in Psychological Research (4)

5. Students may elect to take foundation courses in three different emphasis areas that may eventually lead to developed competencies in those specialties. [Optional]

- Aside from grades in the courses, there are no special examinations used to determine the level of competence in these areas. It should also be noted that *emphasis areas are not required of the students*, nor does the transcript note the completion of an emphasis area.

A. Child, Adolescent and Family Emphasis

Psychology 520	Advanced Developmental Psychology (3)
Psychology 612	Developmental Psychopathology (3)
Psychology 711R	Advanced Child Assessment (3)
MFT	[Under discussion]
Psychology 741R	Practicum (1-3 ea, variable number) <i>Assigned to supervisors specializing in emphasis area</i>
Psychology 743R	Clerkship (1 ea) <i>One or more self-selected clerkships completed in emphasis area</i>
Psychology 700R	Externship (.5 ea, variable number, optional) <i>One or more externships completed in emphasis area</i>

B. Clinical Neuropsychology Emphasis

Psychology 585	Human Neuropsychology (3)
Psychology 680	Clinical Neuropsychology (3)
Psychology 712R	Topics in Neuropsychology: Neuroanatomy (3)
Psychology 712R	Topics in Neuropsychology: Adult Assessment (3)
Psychology 712R	Topics in Neuropsychology: Child Assessment (3)
Psychology 743R	Clerkship (1 ea) <i>One or more self-selected clerkships completed in emphasis area</i>
Psychology 700R	Externship (.5 ea, variable number, optional) <i>One or more externships completed in emphasis area</i>

C. Clinical Research Emphasis

Psychology 743R	Clerkship (1 ea) <i>One or more self-selected clerkships completed in emphasis area</i>
Psychology 700R	Externship (.5 ea, variable number, optional) <i>One or more externships completed in emphasis area</i>

6. Students develop their clinical skills in a variety of supervised fieldwork settings, providing breadth and depth of experience.

- The program requires that students take three years of integrative practicum supervised by faculty on cases seen within the Comprehensive Clinic or the BYU Counseling and Career Center. Students are expected to see one to two cases each week during the first year in the program and three to five cases in the second and third years. All practica are coordinated by the Associate Director of Clinical Training.
- In addition, students must complete two clerkships, one in each of at least two different settings in order to gain experience with the assessment, management, and treatment of a variety of patient populations: Typical settings may include Utah State Hospital (serious mental disorders), Utah State Prison (legal offenders), Center for Change (eating disorders).

- Finally, students have the option of broadening their training venues by pursuing paid externships after the first year in the program. In order to gain exposure to a wide range of patient populations, assessment/treatment models, and intervention strategies, students typically rotate externship sites at the end of each academic year. All fieldwork experiences (clerkships and externships) are managed by the Executive Coordinator of Clinical Psychology and are supervised by licensed professionals in the community.

Integrative Practica in BYU's Comprehensive Clinic

Psychology 741R Integrative Practicum (9 semesters minimum)

Nonfunded Clerkships

Psychology 743R Clerkship (2 semesters minimum)

Reimbursed Externships

Psychology 700R Externship in Clinical Psychology (optional)

CLINICAL PSYCHOLOGY CURRICULUM AT A GLANCE

Courses required for the Neuropsychology emphasis area appear in italics and are not included in the total credits listed for each semester.

First Year Requirements

First Year - Fall Semester			11.5
Psych 611	Psychopathology		4
Psych 622	Assessment 1: Intelligence		3
Psych 651	Psychotherapy 1: Relationship & Psychodynamic		3
Psych 741R	Integrative Practicum		1
Psych 740R	Case Conference		0.5
	Elective	Optional	

First Year - Winter Semester			10.5
Psych 583	Biological and Health Psychology		3
<i>Psych 585</i>	<i>Human Neuropsychology</i>		3
Psych 623	Assessment 2: Personality		3
Psych 652	Psychotherapy 2: Cognitive-Behavioral		3
Psych 741R	Integrative Practicum		1
Psych 740R	Case Conference		0.5
	Elective	Optional	

First Year - Spring and Summer			7
Psych 609	Professional and Ethical Issues		3
Psych 741R	Integrative Practicum		1
	Elective		3

- Students with a neuropsychology emphasis area will take their courses as they are prepared to do so, ideally finishing them in the first two years of the program. Though the clinical core (Psychopathology, Ethics, Assessment and Therapy Sequences) and the research sequence must be taken according to the schedule above, other courses may be shifted to a different year to accommodate the neuropsychology courses.
- Students who have not completed an undergraduate course in personality theory with a 'B' grade or better must take Psychology 540, Personality Theory.

Second Year Requirements

Second Year - Fall Semester			11.5
Psych 501	Data Analysis in Psychological Research 1		4
Psych 653	Psychotherapy 3: Child and Adolescent	Neuropsych: Take 3 rd Year	3
<i>Psych 680</i>	<i>Clinical Neuropsychology</i>		3
<i>Psych 712R</i>	<i>Seminar in Neuroanatomy</i>		3
Psych 743R	Clerkship		1
Psych 741R	Integrative Practicum		3
Psych 740R	Case Conference		0.5
Psych 700R	Externship	Optional	0.5
	Elective	Optional	
Second Year - Winter Semester			13.5
Psych 502	Data Analysis in Psychological Research 2		4
Psych 503	Research Measurement		3
Psych 654	Psychotherapy 4: Group Psychotherapy	Neuropsych: Optional	3
Psych 741R	Integrative Practicum		3
Psych 740R	Case Conference		0.5
<i>Psych 712R</i>	<i>Neuropsychology: Adult Assessment</i>		3
Psych 700R	Externship	Optional	0.5
	Elective	Optional	
Second Year - Spring and Summer			5
Psych 520	Advanced Developmental Psychology	(alternates with 510)	3
Psych 741R	Integrative Practicum		2
<i>Psych 712R</i>	<i>Neuropsychology: Child Assessment</i>		3
Psych 700R	Externship	Optional	0.5
	Elective	Optional	

Second Year Comprehensive Examination: Psychodiagnostic Assessment

Third Year Requirements

Third Year - Fall Semester			10.5
Psych 504	Research Design - Clinical Section		3
Psych 687R	Seminar in Psychopharmacology		3
Psych 743R	Clerkship		1
Psych 741R	Integrative Practicum	Group experience Fall or Winter	3
Psych 740R	Case Conference		0.5
Psych 700R	Externship	Optional	0.5
	Elective	Optional	

Third Year - Winter Semester			12.5
Psych 505	Clinical Research		3
Psych 584	Cognition, Affect and Brain Function (beginning 2010-11)Name		3
Psych 645	Cultural Diversity and Gender Issues		3
Psych 741R	Integrative Practicum	Group experience Fall or Winter	3
Psych 740R	Case Conference		0.5
Psych 700R	Externship	Optional	0.5
	Elective	Optional	

Third Year – Spring and Summer			5
Psych 510	History & Systems of Psychology	(alternates with 520)	3
Psych 741R	Integrative Practicum		2
Psych 700R	Externship	Optional	0.5
	Elective	Optional	

<p>Third Year Comprehensive Examinations: Psychotherapy Demonstration (Theory of Change Paper with Case Conceptualization) and Research (See section on Comprehensive Exams for waiver policy)</p>

Fourth Year Requirements

Fourth Year – Fall			10
Psych 550	Theory and Research in Social Psychology		3
Psych 799R	Dissertation*	(Should have been taking some of these credits)	7
Psych 700R	Externship	Optional	0.5
	Electives	Optional	

Fourth Year – Winter			9
Psych 799R	Dissertation*	(Should have been taking some of these credits)	9
Psych 700R	Externship	Optional	0.5
	Electives	Optional	

Fourth Year – Spring and Summer Combined			2.0
Psych 799R	Dissertation*		2
Psych 700R	Externship	Optional	.5
	Electives	Optional	

799R is listed above as a 4th year requirement. Since you will be working on your dissertation earlier, register for it at the time that you are working on it. The 18 credits should be spread over a number of semesters. If you have completed your coursework (except for internship, externships, and dissertation), you may petition for full-time status.

Fifth Year Requirements

Fifth Year - Internship			6
Psych 745	Clinical Internship - Fall Semester		2
Psych 746	Clinical Internship - Winter Semester		2
Psych 747	Clinical Internship - Spring Term		1
Psych 748	Clinical Internship - Summer Term		1

Non-Clinical Electives

Numerous courses are available in Psychology and other departments that may complement and strengthen a student's preparation as a Clinical Psychologist and an educated human being. We encourage those in our program to select from among them and counsel with faculty and others about these choices.

Clinical Electives

- Students are required to take one assessment elective (the list may be amended and not all may be taught):

712R (Adult Neuropsychological Assessment)
712R (Child Neuropsychological Assessment)
711R (Advanced Child Assessment)
711R (Assessment of Autism)
742R (Forensic Psychology)
624 (Rorschach Techniques)

- Students are required to take one additional elective (the list may be amended and not all may be taught):

540 (Personality Theory)
560 (Learning Theory)
612 (Developmental Psychopathology)
712R (Seminar in Neuroanatomy)
711R (Parent Training)
711R (Hypnosis)

Note: Completion of the Dissertation Prospectus Defense and all Comprehensive Examinations is required before Internship Application. The prospectus must have been successfully defended, the Prospectus Approval Form submitted, and a copy of the final prospectus placed on file with the Department prior to a student making application for an internship. It is also expected that the dissertation will have been finished prior to a student's leaving for internship. The assignment of externships and the permissibility of work in excess of 20 hours per week will be contingent upon steady progress on the dissertation. The applications for internship are ordinarily completed by October or November during the fourth year. It should also be noted that all comprehensive examinations must be passed prior to making application for internship.

In applying for internships you may indicate that it is not required for you to have coursework completed prior to submitting an application. However, you will not be permitted to participate in the National Match in February of your 4th year unless your coursework is finished at that time.

CLINICAL PSYCHOLOGY PRACTICA EXPERIENCES

Clinical Ph.D. Students

Integrative Practicum

Students are required to complete practicum experiences in the Comprehensive Clinic under faculty supervision beginning in the fall of their first year and continuing through the spring of their third year. (See practicum handbook). Historically, about 20% of our fourth-year students elect to continue to see practicum cases, while most of these students choose to spend their time on dissertation, elective coursework, and fieldwork beyond the university setting. The vast majority of practicum students see clients through BYU's Comprehensive Clinic, while a few work with clients at the BYU Counseling and Career Center. The practica are primarily supervised by the core faculty in the clinical program; however, some supervision is done by BYU Counseling and Career Center faculty and by adjunct clinical faculty if the need arises. An Associate Director of Clinical Training is responsible for coordinating practicum training.

The practicum experiences are considered the basic skills training in therapy and assessment. Students do not see clients until at least some of the basic foundation courses have been completed. However, even in the first semester students attend their practicum group supervision in order to learn from others who are further along in the program. Through the integrative practicum, students obtain experience both in assessment and in therapy, individual as well as group.

Typically, students are supervised weekly both individually and in small groups throughout the ten-month clinical curriculum year. Students interact in supervision both with supervisors and with their fellow practicum students. In addition to the supervisory experiences, students meet in a weekly case conference. The majority of the case conferences involve case presentations while a few may deal with research or types of pathology and practice.

Evaluation by Practicum Supervisors

Students taking practica are evaluated by their supervisors following the procedures agreed upon by the Clinical Faculty. Every semester the practicum supervisor completes a rating form for each student and each student does the same for the practicum supervisor.

CLINICAL PSYCHOLOGY CLERKSHIPS AND EXTERNSHIPS

Clerkships

The two clerkship experiences are normally completed in the second and third years of training. By this time, students have had some practicum experience and some opportunities for psychological practice in several of their foundation classes. The clerkships give opportunities to provide service, but are specifically built into the curriculum to allow students to observe different service agencies dealing with different focus groups. Students may choose from among many treatment centers with diverse foci. The following are representative of such sites: The Utah State Hospital focuses on groups with acute and chronic psychopathology. The Utah State Prison works with the criminal offender, although it also can provide excellent experiences with minority populations and the chronically and acutely mentally disordered.

Students are required to complete a minimum of 120 hours total in clerkship work. Typically, 60 hours are spent at each of two clerkships sites, roughly four-five hours per week during the semester, though the 60 hours may be spread out over a longer period of time if both student and site supervisor are in agreement. Occasionally, a student may elect to divide the hours differently between the two sites (e.g. 90 hours at one and 30 hours at the other) or even to split the hours among three sites. The experiences will vary according to the clerkship setting. Assignments are made in consultation with the Executive Coordinator of Clinical Psychology.

Externships

In addition to the required practicum and clerkship placements, at the student's option, an externship setting may be selected each year. This option may commence as early as the beginning of the second year. In some circumstances, when individuals enter the program with master's degrees, externship experiences may begin toward the end of the first year. It is frequently the case that students continue in externship settings after the practicum and clerkship experiences have been finished. An externship is typically the most integrated clinical experience, offered only when the Executive Coordinator of Clinical Psychology is satisfied that a student has the judgment and skills necessary to function in the specific externship setting in which an assignment is desired.

In externship settings, students have the opportunity to do clinical work under professional supervision. We believe that this aspect of our training is one of its most exemplary aspects. It offers students extended learning experiences outside the university and provides substantial funding as they proceed through the program. Thus, we are able to offer funding for students for the entire five years of their training program.

The externships are typically funded at about the same hourly rate as university assistantships (about 16 dollars per hour). The number of service hours are arranged by the student and the externship agency under the supervision of the program and typically range from 10 to 20 hours per week. Externships are subject to availability, but to date at least some experience has been possible for everyone who has expressed an interest. While the Executive Coordinator of Clinical Psychology acts as the Field Placement Supervisor, on-site supervision is overseen by a licensed psychologist. Although the externships are not specifically required, **virtually all of the students take externships after the first year and continue taking them until they leave for their internships.** These experiences have provided a particularly strong addition to on-campus training, resulting in the acquisition of advanced clinical skill with a great variety of

client populations. As a result, our students are often favored for selection by internship agencies.

The following settings recently served as externship and clerkship placements:

Out-Patient - College Students:

BYU: Counseling and Career Center

BYU: University Accessibility Center

BYU-Hawaii: Counseling and Development Center

Out-Patient - Wide Range:

BYU Comprehensive Clinic Intake Officer

Utah Valley Regional Medical Center: Behavioral Medicine

Jon Skidmore, Private Practice

CY Roby and Associates

Project Reality with Utah County Department of Health, Division of Substance Abuse

Mountainlands Community Health Center

Out-Patient - Youth / Family Specialties:

Preferred Family Clinic

Kids on the Move

Child Evaluation and Treatment Center

The Family Academy

In-Patient - Youth / Family Specialties:

Vista Residential Treatment Center

Utah Psychological Services

The Journey: Blazing New Trails

Center for Change

In-Patient - Adult:

Utah State Prison: Forensic Mental Health

Neuropsychology:

LDS Hospital Rehabilitation Center

Utah Valley Regional Medical Center Neuro Rehabilitation Unit

Intermountain Health Care Neuro Rehabilitation Unit

Externship settings are typically assigned for one year, although in rare circumstances they can be extended at the option of the student and the externship agency. The Fieldwork Supervisor makes every effort to see that students obtain both breadth and depth in their externship experiences. If students have selected an emphasis area, externships in the designated area can typically be arranged. In the case of a neuropsychology specialty, externship experience is required and is arranged by Erin Bigler, Director of Clinical Neuropsychology.

In some cases, externship settings may also function as clerkship settings. However, the responsibilities vary with the title of the assignment and only externships are paid experiences.

The externship experiences, coupled with practicum and clerkship experiences, provide an excellent practice foundation for our students as they apply for internships. Our students applying for internships generally have between 1500 and 3000 applied hours, including support

hours, by the time that they make application. Furthermore, students on internships have typically obtained excellent ratings on issues dealing with their preparation and clinical skills.

Legal and Ethical Considerations

Due to the conditions of the state psychology licensing law, the ethical standards of the American Psychological Association (APA), and the education and training standards of the Committee on Accreditation (CoA), all students giving psychological services of a professional nature must have the approval of the Director of Clinical Training and must be registered for Externship or Clerkship credit.

All of these sources concur with the principle that when students working toward a graduate degree in the field of psychology perform work of a psychological nature it must meet two criteria:

- (a) It must be part of the student's program of study and development as a psychologist, and**
- (b) It must be supervised regularly and intensively by a licensed psychologist.**

It is important that students not “free lance” their services by providing a service for a fee. This is illegal and must be strictly avoided. It is also wrong to claim payments from insurance companies or others under the name of another person, such as a licensed psychologist who signs the papers in his or her name, if the student in fact provided the service, unless the student's role is explicitly acknowledged.

Students and faculty should acquaint themselves with the current Utah Law which regulates the practice of psychological services. The Psychology Licensing Act and Psychology Licensing Act Rules can be found on the website of the Utah Division of Occupational and Professional Licensing: <http://www.dopl.utah.gov/licensing/psychology.html>

The Field Placement Supervisor assures that clerkship and externship experiences are tied to the student's academic training by requiring students to follow certain directives. (See Practicum Handbook for more detail.)

CLINICAL PSYCHOLOGY INTERNSHIPS

Completion of Dissertation Prior to Internship

An increasing number of internship agencies are giving preference to students who have finished their dissertations. Some will not take a student unless the dissertation is completed. In addition, there has been a problem with students going on internship and then wanting to take a job but still having their dissertation to complete. Finally, it is often extremely difficult for the student to do a dissertation while on internship. There are simply too many expectations and not enough energy left for it. With these considerations in mind, we expect that the dissertation will be completed prior to going on internship. In addition, the prospectus **must** be defended before *applying* for internship, which means that the prospectus must be approved in or before October of the year preceding the internship. Because changes are often required, defense is strongly recommended by September 15. In terms of the annual ratings, a student is expected to have successfully defended the prospectus by the end of Spring Term in the third year. Internships usually begin in July or September, for one year of full-time supervised work.

Internship Application and Requirements

Former students in this program have been successful in obtaining internships in a wide variety of settings. Many placements have been in highly competitive, nationally recognized internships. In order to apply for an internship all of the comprehensive examinations must have been passed, a signed, approved prospectus must be on file with the Psychology Director of Student Programs, and a clean audit must be confirmed with respect to work with Comprehensive Clinic clients.

Students are asked to limit their internship applications to settings that are accredited by the Committee on Accreditation. Any variation from a CoA accredited internship must be approved by the Director of Clinical Training and the clinical faculty. At a minimum, a setting must be a member of APPIC.

Letters of Recommendation to Internship Agencies

Students who apply for internship must have letters of recommendation from faculty members in the department. The Director of Clinical Training must submit a letter authorizing the student's application, and this letter can count as a recommendation if the student requests this of the Director.

Requests for letters of recommendation to internship agencies should be made to the professor(s) no later than October 1st, or at least several weeks prior to the first internship deadline. It is impossible to process the letters and send them out if requests are not received in a timely fashion.

Registration during Internship

Students must register for 6 credits of internship while away from the university, two credits during fall and winter semesters and one each, spring and summer terms.

Completion of Internship and Receipt of the Ph.D. Degree

If the dissertation has been completed and approved in a final oral exam prior to internship, then the Ph.D. degree is awarded at the end of the internship, usually at August graduation.

Application for the degree should begin in the spring and can be assisted by the Graduate Secretary of the Psychology Department.

Registration after Internship and University Continuous-Registration Requirement

Students are required to register continuously for dissertation credit after the internship if they have not yet completed the dissertation. Specifically, the graduate school requires every graduate student to register for at least 6 semester hours each school year, 2 each semester or term (spring/summer combined), until the degree is completed. Failure to do so results in a loss of eligibility to register, and thus to receive a degree. Reinstatement upon application and payment of a fee is possible. (See Registration Requirements in the BYU Graduate Catalog). This process requires department approval which will no longer be granted routinely.

Remember that students must be registered for 2 dissertation hours during the semester or term that the dissertation is defended. Specifically, if a student defends the dissertation in the summer term, then she or he must be registered for 2 credits during spring or summer term.

Persons on internship already register for 2 credits each semester plus 1 credit spring and 1 credit summer terms, for a total of 6 credits. They will not have to register for extra dissertation credit until after the internship is completed.

Note that this policy has been approved by the Psychology Department and the Graduate School. Remember that we want to help you complete your dissertation and obtain your degree in a timely manner. Faculty members are dedicated to providing every possible assistance. Please call on us.

COMPREHENSIVE EXAMINATION RATINGS

Clinical Ph.D. Students

Completion of the Clinical Comprehensive Examinations

Instead of giving one comprehensive examination at the end of the course sequence in clinical psychology, the evaluation process has been divided into three area examinations which are administered following specific experiences in the program. Examinations are typically given at or near the end of the 2nd and 3rd years.

Each comprehensive examination is evaluated by two oral examiners. Students are notified of the results by the examiners. The following outcomes are possible on the comprehensive examinations:

Pass without Qualification - The examination received from both raters a rating at or above 5.5 on a 9 point scale on all parts of the exam.

Pass with Qualification - Answers to some questions were considered acceptable to the examiners, while others were not. Special conditions for completing either a written or oral remedial examination are specified by the Director of Clinical Training after consulting with the student and the faculty members who performed the examination.

Failed - The examination received an average rating below 5.5 from both raters and was judged to be a failure. The student must then retake the examination the following year when the next class is given the examination. Exceptions to this procedure may occur with 3rd year exams, where waiting a year to retake the exam might needlessly delay the student's internship. Application for such exceptions must be made to the Director of Clinical Training. Two failures on any of the comprehensive exams constitute grounds for dismissal from the program.

Disagreement between Raters - In cases where one rating is at or above 5.5 and the other is below 5.5, the examiners will review the performance and ratings and then make a decision. Independent ratings could be changed at this point. If the two examiners cannot arrive at a pass/fail decision, a third examiner will be asked to give an opinion.

ASSESSMENT COMPREHENSIVE EXAM GUIDELINES

Process

1. A list of students is given to Dean Barley around the beginning of January. Note that specialized interests may only be accommodated if appropriate cases become available in a timely fashion.
2. A list of the professors evaluating each student (the examination committee) will be also be created at this time and given to Dr. Barley.
3. When an appropriate assessment case comes up, Dr. Barley will assign the case to a student. He will e-mail the student and the examination committee, noting that the case is for the comprehensive examination, and the “clock will start ticking.”
4. The evaluators, and not the clinical supervisor of the student, will supervise the case and make sure that it is done in a timely fashion (appointment scheduled within 7 days, assessment completed within 7 days of final data collection, no unreasonable delays in the data collection). Specifically, the evaluation process will include the clinical supervision of the assessment ending with the delivery of the results to the client.
5. As with all supervised cases, the student should meet with the committee at least: (a) prior to seeing the client, (b) after the assessment is written but before feedback is given to the client, and (c) additional times if required by the committee. Rather than the brainstorming and seeking of direction that usually occurs in supervision, these meetings are part of the examination, and for each the student should come prepared with a plan, rationale, etc.
6. This process requires flexible scheduling of the defense date on the part of the professors evaluating.
7. Defense dates typically occur between February and May.

Evaluation Criteria (these questions will guide the evaluators)

1. How well did the student understand, clarify and approach the presenting complaint/referral problem?
2. How well did the student conceptualize the assessment process? Specifically:
 - a. appropriate domain identification for assessment
 - b. appropriate domain sampling
3. How well did the student understand, clarify, and articulate the diagnosis? For example, differential diagnostic considerations, background information, mental status, cognitive and personality functioning.
4. Was there clear understanding of the relevant psychopathology, as reflected in differential diagnosis, application of criteria, and reporting of results to the client, including an understanding of: risk factors, prodromal and presenting symptoms, associated features, course, prognosis, and response to treatment?
5. Do the treatment recommendations follow the diagnosis and are they well supported?
6. How well did the student defend his or her opinion in the oral defense?
7. How well is the report written?

**The Psychotherapy Comprehensive Exam description is currently being revised.
A new page will be provided by October 2009.**

THEORY OF CHANGE PAPER AND PSYCHOTHERAPY DEMONSTRATION

1. Paper

The “Theory of Change” paper should be a scholarly presentation, setting forth a theoretical conceptualization of your theory of change: What do you believe changes people? What is your theory on how humans change? It is imperative that you reference your thinking with citations from the professional literature. While the theoretical basis must be grounded in the literature, the paper must also go beyond classroom training. That is, it should reflect your own integration and current belief system rather than present a mere summary of other people’s ideas.

Case Conceptualization Section of the Paper: Select a client whose therapy you wish to present. Determine a diagnosis, outline your treatment strategy, and demonstrate adherence to your orientation through the case. In other words, translate the theoretical model to the interview room, session by session. How do you make the theory work?

The length of the paper is not specified, but it is expected that most papers would be about 20 pages (15-25), including both the theoretical component and the case conceptualization.

2. Examination

- A. A copy of the “Theory of Change” paper must be submitted to each examiner a week before the oral exam.
- B. The “Therapy Demonstration” takes place during a 2-hour examination period which is scheduled by the department during a 2-day period in late April or early May. Several videos of the same case, each cued to a relevant segment of the tape, are brought to the examination. The entire session from which each segment is selected should be available in the event an examiner wishes to see other parts of the interaction. However, the student should come prepared to illustrate milestones or principles in therapy through the segments selected for viewing.

Conclusion: We are looking for both the ‘general’ (theory of change) and the ‘specific’ (application), a hybrid approach to our assessment of your psychotherapy competence.

Note: The examination is not considered passed until the revised “Theory of Change” paper is placed in the student’s file. This must be done in a timely fashion.

WAIVER REQUIREMENTS FOR RESEARCH COMPREHENSIVE EXAM

The written comprehensive exam on research may be waived. Please carefully read General Guideline #3 on the following page. An application will be accepted for consideration if each research and statistics course is passed with a B+ or better (i.e., 501/502/503/504/505) and

1. The student produces a research-based empirical or review article that is accepted for publication (published or in press) in a peer-reviewed journal.
 - A. In case of co-authorship, the student must carefully detail in a written memorandum his/her contribution. This memo should be co-signed by the faculty sponsor of the research.
 - B. The research comprehensive committee will then decide if the contribution warrants exception to the written comprehensive. Their decision will be based on a judgment about the degree to which the student has demonstrated a mastery of research literature, design, statistics, and the ability to interpret and integrate new information.
 - C. The paper should be attached to the request for exception.

-OR-

2. The student presents two independent research-based papers at scientific meetings on a regional or national level. On at least one, the student must be the senior author. A poster can be substituted for one of the papers provided it is not redundant. The student requesting the waiver must make the presentations at both conferences, regardless of authorship status (first vs second) or mode of presentation (paper vs. poster).
 - A. Each presentation must be represented by a paper that includes introduction, methods, results and discussion sections, not solely an abstract of the work.
 - B. In case of multiple authorship, the student must carefully detail his/her contribution in a written memorandum which is co-signed by the faculty sponsor of the research.
 - C. The research comprehensive committee will then decide if the contribution warrants exception to the written comprehensive. Their decision will be based on a judgment about the degree to which the student has demonstrated a mastery of research literature, design, statistics, and the ability to interpret and integrate new information.
 - D. The request for exemption should be accompanied by the paper. The same standards of excellence/adequacy shall be applied to the paper/poster presentation as in the peer-reviewed article.

-OR-

3. The student writes an external grant proposal which is submitted and subsequently reviewed by the agency. The student must be one of no more than three co-authors, and the funding requested must be a minimum of \$10,000. The proposal as well as the review need to be submitted to the research committee along with a memo, co-signed by the faculty sponsor, asserting the nature and degree of the student's contribution.

General Guidelines

1. In any situation involving multiple authorship, the number of co-authors and the scope of the work will be taken into account when determining eligibility for a research exam waiver. In each case, the research committee must conclude that the student's contribution is at least equivalent to the preparation required for the exam.
2. The products being considered (article, paper, poster) must not duplicate the dissertation research.
3. Requests for waiving the Research Comprehensive Examination must be submitted by June 1 to allow adequate time to review the request. Students submitting waiver requests should, until they hear otherwise, assume they will be taking the examination so that their preparation is not delayed.
4. The student is responsible for initiating the Request for Exemption through a letter directed to the research committee. If such an exemption is granted, a memo from a member of the committee must be placed in the student's file before the research comprehensive exam is considered waived. All supporting documentation must accompany the committee's written response.
5. Decisions made by the research committee may be appealed to the Director of Clinical Training, followed by an appeal to the Clinical Training Committee if necessary.

DISSERTATION INFORMATION

All Ph.D. Programs

Registration for Dissertation Hours

Students are required to register for a total of 18 dissertation hours before the dissertation is defended. If more dissertation hours are required, students may register for more, but those additional hours will not be applied toward the degree. Often, the completion of the dissertation is the last requirement fulfilled prior to a student's graduation. However, it must be remembered that even if all program credits have been earned and all other degree requirements completed, students must still register for a minimum of 6 credit hours per academic year, including at least 2 credit hours for any given semester. Furthermore, the semester or term the dissertation is actually defended, the student must be registered for 2 credits even if the 6-credit minimum has already been met earlier in the school year.

Nature of a Doctoral Dissertation in Psychology

The classical definition describes a doctoral dissertation as an "original contribution to knowledge which demonstrates the competence of the contributor." This definition has been narrowly interpreted by many to include only hypothesis-testing experimental research models. Often the effect of this narrow interpretation is to produce work that attacks trite problems and allows small latitude for the demonstration of mature professional thought.

The Department of Psychology wishes to clarify its policy regarding acceptable research proposals for the doctoral dissertation. Although this policy has been in effect for some time, it may not be sufficiently clear to our students. The policy is as follows:

"An original contribution to knowledge" implies the investigation of a meaningful and researchable problem. The canons of science and scholarship should be the criteria upon which a dissertation is judged rather than a specific methodological paradigm. The testing of a particular directional hypothesis is not required, since in some research areas there may not be sufficient existing research and theory to allow for the creation of specific hypotheses. This does not exempt the student from a careful consideration of the available theory in the area of concern, nor from a careful formulation of the research problem. An adequate research design may involve experimental manipulation but it does not preclude the use of other empirical or non-empirical models. Ex-post-facto models as well as historical or philosophical modes of attack are not only permissible, but in some cases preferable.

An acceptable research proposal for the doctoral dissertation is not restricted to a hypothesis-testing experimental design. Where it is appropriate to the question being asked, other research approaches, such as assessment, exploratory, evaluative, and descriptive, including single case studies, are also acceptable. The quality of the question being studied and of the method proposed, and the availability of appropriate faculty supervision are paramount in judging the acceptability of the proposal. The Department recognizes the appropriateness of non-empirical dissertation proposals for theoretical theses, for example. Such proposals usually require an advanced level of sophistication and originality on the part of the student, in addition to competency in the particular method used.

The Department would like to encourage its students to select topics for inquiry which are meaningful, both to the student and to the field, and to encourage proposals which use methodologies appropriate to the questions which need to be asked and to the data to be collected.

Preparation of the Dissertation

Guidelines are available through Graduate Studies. Students should note that the electronic thesis and dissertation option (ETD) is required.

Journal-Ready Manuscript Requirement

In addition to following the full dissertation format as defined by the Graduate School, dissertations submitted to the Department of Psychology must also include a journal-ready manuscript, in a form acceptable for publication, appended to the dissertation (unless exempted, in individual cases, by the student's committee). Since the precise format and focus of the article will depend upon the targeted journal, the dissertation chair should be consulted for direction. The article is not submitted as part of the ETD. The purpose of the journal-article requirement is to facilitate the movement of the material to publication, so a subset of the dissertation could be appropriate for the journal manuscript in certain situations. The article must be submitted with the dissertation at the time it is distributed to the committee prior to the defense.

Completion of the Dissertation

After the prospectus has been approved, the research should be completed as soon as possible. When the research has been completed, the dissertation should be written under the direction of the Dissertation Chair. When the chair believes that the dissertation is close to finished form, copies should be given to the other Dissertation Committee Members. When the Dissertation Committee Members believe that the dissertation is in acceptable form, the student should request a final oral examination through the Director of Student Programs who coordinates graduate programs. The defense must be scheduled at least two weeks in advance and all committee members must have a copy of the dissertation at that time. At the oral exam, the student presents a brief overview of the rationale, design, results and conclusions of the study, after which the faculty members take turns asking questions of the student in order to evaluate the quality of the dissertation.

Although the Department of Psychology is responsible for both the content and the format of dissertations, Graduate Studies notes that these works are expected to meet the highest standards of excellence in substance and appearance. Specific requirements regarding the format of the dissertation are provided by Graduate Studies and may be found on their website.

The Publication Option as Partial Fulfillment of the Dissertation Requirement

Consistent with the policy of Graduate Studies, journal article manuscripts are an acceptable form for a doctoral dissertation within the Psychology Department.

Rationale for the Publication Option

Possibly one of the highest levels of scientific rigor is achieved via the outside peer review process. Acceptance of a manuscript in a Tier 1 or Tier 2 level psychology journal is a clear indication of competent research and writing at the doctoral level.

In addition to this outside referee process ensuring the quality of work, the publication option affords the graduate student the opportunity to disseminate the research findings in a timely and expedient manner. Likewise, it does not duplicate efforts. Without question, too many dissertations are written that never leave the dusty shelf of the library or the psychology conference room. Thus, selecting the publication option not only meets the requirements for a written dissertation, but it disseminates the dissertation information to the scientific and academic community.

Qualifications for the Publication Option

At the outset, it should be emphasized that this option is **only** to be taken after careful consideration between the graduate student and the committee chair. Should the chair of the dissertation committee feel that the publication option is an inappropriate venue for the study in question or if, at any time during the development or defense of the prospectus, the examining committee has any reservations about exercising this option, then the publication option will be voided. When the publication option is voided, the traditional dissertation text will be the **only** option.

Risks with the Publication Option

The obvious risk for the student who pursues this particular option is that the paper may not be accepted, despite the best efforts to publish in an appropriate and respected journal. The student electing the publication option assumes this risk. After a prudent time of attempting to publish in an appropriate journal without success, the student can always write the traditional dissertation. Of course, this would require final approval by the committee to examine and pass the final written product. However, another oral defense would not be required.

Note: The student taking this option would still be required to bind the accepted journal article (the approved dissertation) to meet university requirements for graduation.

Comparison of the Traditional Versus Publication Options for the Dissertation

	Traditional Ph.D. Dissertation	Publication Ph.D. Dissertation
--	--------------------------------	--------------------------------

Prospectus	It is expected that the Ph.D. student will have a well thought out written prospectus that will provide a thorough, in-depth, and comprehensive Introduction and Review of the Literature, followed by a detailed Methods section that includes some kind of power analysis and review of appropriate statistical analyses to be undertaken. Qualitative or theoretical Methods sections must include an explicit outline showing that the procedures match current standards of rigor in relevant high quality publications.	It is expected that the Ph.D. student will have a well thought out written prospectus that will provide a thorough, in-depth, and comprehensive Introduction and Review of the Literature, followed by a detailed Methods section that includes some kind of power analysis and review of appropriate statistical analyses to be undertaken.
Prospectus Defense	Prospectus defended	Prospectus defended. Option to exercise the publication route clearly specified and stated with target journals for manuscript submission identified.
Dissertation Research/Writing	Completion of the Results and Discussion sections with an update of the Introduction and Review of the Literature, a modification of the Methods section, and a Reference update.	Focused writing according to journal style for manuscript submission.
Final Oral	Defends written dissertation.	Defends written manuscript. The completed written manuscript must be approved by the examining committee prior to submitting the article. Submission of the article in no way indicates that the student has met the dissertation requirements. It is only when the manuscript is fully accepted without further revision that this requirement is met.

<p>Completion</p>	<p>Upon passing the final oral and making recommended revisions, the completed written dissertation fulfills the dissertation requirement.</p>	<p>When accepted without any further revisions and/or qualifications in a Tier 1 or Tier 2 level journal, (acceptance in a Tier 3 journal or a journal not on the approved departmental list will not count) the student must submit the full acceptance letter from the journal editor to the dissertation chair. The written manuscript, with tables and figures, becomes the document that is bound for dissertation distribution to Graduate Studies, Library, Psychology Department.</p>
<p>If Article Not Accepted</p>	<p>N/A</p>	<p>If the article is not accepted, the student can revert back to the traditional full-length, written version. Since the student has already defended and passed a final oral exam, an additional oral exam will not be required. However, each Committee member will have to read the final version of the written dissertation document and sign off when approved.</p>

Note: This applies only to dissertations. Master's theses must be written in the traditional format.

Journal Outlets for Graduate Students in Applied Social Psychology

The Applied Social Psychology committee has met and determined that the following journals are acceptable outlets for students opting to publish their dissertations (rather than producing the traditional dissertation):

- Basic and Applied Social Psychology - Tier 1
- Journal of Applied Social Psychology - Tier 1
- Journal of Experimental Social Psychology - Tier 1
- Journal of Personality - Tier 1
- Journal of Personality and Social Psychology - Tier 1
- Journal of Psychology: Applied - Tier 1
- Journal of Social Issues - Tier 2
- Social Psychology Quarterly - Tier 1
- Personality and Social Psychology Bulletin - Tier 1

We wish to reserve the right to amend this list as the need arises.

Journal Outlets for Graduate Students in Other Emphasis Areas

Students in other emphasis areas should consult with their committee chairs in determining acceptable outlets for the publication of their dissertations.

PROSPECTUS REVIEW INFORMATION

All Graduate Programs

The thesis/dissertation is probably the largest single part of a student's academic evaluation. The first step in completing the thesis/dissertation is to decide upon a topic of interest. A student can consult with various members of the Psychology Department to find out more about their specific research specialties. After the student has developed a general idea for a topic, s/he should select a chair to replace the chair chosen in the first semester when the Study List was being determined, if such a change is needed. Since this chair will fill a number of roles for the student, the faculty member selected should be willing to put forth the effort required to help the student complete the thesis/dissertation, be willing to be an advocate for the student, and have an acquaintance with the area in which the student's research will be conducted.

After the chair has been selected, the student should contact other faculty members (one other for master's students and two others for doctoral students) to determine if they are also willing to serve on the committee. They must be willing to devote the necessary time to help the research process proceed and should also be a consultation resource to the student and the chair. The Director of Student Programs will then assign the remaining members of the committee for the purpose of providing additional feedback in the evaluation of the prospectus and, later, the completed dissertation (one for master's committees and two for doctoral committees). It is appropriate to work with the Director of Student Programs in selecting these members if specific expertise is needed for the development of the project.

Note that the chair of the student's graduate committee must be a member of the Psychology Department, and all members must have Graduate Faculty status. This designation is not automatically awarded to all full-time faculty members in the Psychology Department, even if they have responsibility for graduate teaching. Exceptions can be made if a petition is approved. The Director of Student Programs will facilitate this process. If an individual is not approved by Graduate Studies to serve on the committee (due to insufficient current scholarship, for example) he or she can still contribute to the process informally if the committee is in agreement.

After the committee has been formed, the advisor and student should work together to formulate a prospectus. The prospectus should provide an overview of the research that the student intends to complete. It should include a thorough review of the germane literature, a clear statement of the research hypotheses or purpose, a delineation of the methodology that will be followed in the research, and an explanation as to why the contemplated research will be a valuable addition to knowledge related to the research area.

Organization of the Prospectus

The prospectus is often organized according to the following main headings, especially in theses / dissertations where the methodological paradigm involves experimental manipulation. The chair can advise the student on appropriate headings for other research models.

- Title
- Introduction & Rationale
 - Need for the study
 - Problem to be addressed
 - Purpose of the study
 - Justification, including the intended contribution to scholarship

- Literature Review (A comprehensive review of relevant literature)
 - Historical line of research leading to proposed study
 - Current relevance of study to the field

- Statement of the Problem
 - Definition of variables
 - Hypotheses to be tested

- Method (Scientific design which shows how the data collected, when analyzed by the methods chosen, will provide answers to the research questions)
 - Participants
 - Materials or Apparatus
 - Procedure
 - Design and Statistics for Data Analysis

The prospectus should be of such quality and scope that it essentially constitutes the first three chapters of the completed dissertation. Obviously, the student will need to alter verb tense, update the review of the literature, and modify the methods section in accordance with changes that were required as the research was carried out.

As a student writes the prospectus, and later the dissertation, he or she must follow the style requirements set forth in the *Publication Manual of the American Psychological Association*. Furthermore, the student is responsible for complying with the Minimum Standards for Submitting Dissertations, Theses, or Selected Projects as set forth in the Graduate Studies publication of that name.

Scheduling the Prospectus Defense

Once the student has written the prospectus under the guidance of the chair and in collaboration with the committee, the document should be revised to the committee's satisfaction prior to the formal defense of the prospectus. The student should notify the Director of Student Programs **a month prior to the anticipated defense date** so that any committee issues can be resolved.

The Prospectus Review Scheduling Form must be signed by all committee members and returned to the Director of Student Programs **at least two weeks in advance** of the suggested times for the prospectus defense. Primary and secondary times (days and hours) should be chosen to meet both the student's and committee members' schedules. The student is then responsible for distributing a copy of the prospectus to each member of the committee a minimum of two weeks prior to the scheduled prospectus defense.

Note: Problems frequently arise when students assume that the first notice they need to give to the Director of Student Programs is only two weeks before the anticipated defense date. In reality, the Director of Student Programs must have time to make certain the committee in AIM is accurate and that petitions have been resolved, and students must have time to then coordinate the schedules of the entire committee so that a final date and time can be **agreed upon at least two weeks in advance** of the defense. This is a time-consuming venture and the reason for notifying the Director of Student Programs of the intent to defend a month before the student actually hopes to do so.

Checklist for Prospectus Approval

The following steps are generally followed in the preparation of the final manuscript for the Prospectus Defense:

1. A draft of the prospectus is sent to the dissertation chair who responds with required changes.
2. The student continues to make changes until the chair gives approval to send the prospectus to the members of the committee who have been involved in the development of the project.
3. The Director of Student Programs is notified at least a month before the student intends to defend the prospectus.
4. All members to whom the prospectus has been sent agree the prospectus is ready for defense.
5. The prospectus defense is scheduled by the student using the appropriate form which is submitted to the Director of Student Programs a minimum of two weeks prior to the defense.
6. Each committee member, including those members assigned by the Director of Student Programs, is provided a copy of the prospectus at least two weeks prior to the defense.
7. The prospectus defense is completed.
8. The student makes the required changes and obtains the approval of the committee.
9. The Prospectus Approval Form is signed by all committee members and submitted to the Director of Student Programs, along with a final copy of the prospectus.

Note that some committee chairs may ask that the inside committee members (those assigned by the department) provide feedback throughout step 1.

Approval of the Prospectus

The Prospectus Review Committee (the student's graduate committee) may accept the prospectus as it is presented. However, in most cases they will give suggestions as to how the research may be improved. If the suggestions are substantial, the student should revise the prospectus. The Prospectus Review Committee also has the option of deciding whether the research is without merit, in which case they may withhold their approval and a new research topic must be undertaken. When the student and the chair have a version of the prospectus that has the approval of the entire Prospectus Review Committee, they should obtain the signature of each committee member.

Unless the Prospectus Review Committee is planning to meet again to review changes to the prospectus, the committee chair records all recommended changes. These changes are incorporated into the final form of the prospectus. One copy of this final prospectus must be submitted with the Prospectus Approval Form as a cover sheet to the Director of Student Programs within 14 days of the prospectus review. If the Prospectus Review Committee schedules a second meeting for review of the revised prospectus, the approved prospectus must be filed with the Psychology Department Director of Student Programs within 14 days of that meeting. A final oral examination in defense of a thesis or dissertation will not be scheduled unless an approved copy of the prospectus is on file in the department. This copy of the prospectus will also be taken to the final oral examination when the thesis or dissertation is defended.

After the prospectus has been approved, and as long as the student undertakes the research as agreed upon by the committee, the Final Oral Examination Committee may not fail the candidate because of the research focus or the methodology that was employed, since these were approved at the time of the prospectus review. With the Prospectus Review Committee

and the Final Oral Examination Committee being comprised of the same members, adherence to the procedures and methodology contained in the final form of the prospectus will obviate reexamination of these issues during the final oral examination.

The student must not conduct the research until the Prospectus Approval Form is submitted and the prospectus filed with the Department.

Institutional Review Board Approval (IRB)

After the prospectus is approved by the committee, the student will need to complete a Human Subjects Approval Form obtained through the Office of Research and Creative Activities if the proposed study involves human participants. The research must be approved by this board before the student may begin. Other boards exist for the purpose of reviewing proposed research with animals.

FINAL ORAL EXAMINATION

All Graduate Programs

The purpose of the final oral exam, also known as the defense of the dissertation or thesis, is two-fold: (1) to ensure that the thesis/dissertation is a quality product, and (2) to create a transition from the role of student to colleague for Ph.D. candidates or to create a transition from master's work to doctoral research.

Scheduling of the Final Oral Examination

1. The student must first apply for graduation and pay the necessary graduation fee. In order to prevent difficulties that may arise when requirements for graduation are evaluated by Graduate Studies, the student should contact the Director of Student Programs **a month prior to the anticipated defense date.**
2. After the thesis/dissertation has been written to the satisfaction of all committee members, the student obtains a Final Oral Scheduling Form from the Director of Student Programs and identifies primary and secondary times (days & hours) during which all members of the committee, both selected and assigned, are available. The student must obtain the signatures of all committee members indicating their approval of the times chosen to hold the defense. This form must be turned in to the Director of Student Programs **at least two weeks in advance** of the suggested times. The Director of Student Programs will schedule the meeting and enter that information on the computer.
3. Copies of the thesis/dissertation must be distributed to all committee members two weeks prior to the oral defense meeting. In addition, an unbound copy of the candidate's dissertation must be placed in the Department of Psychology at least two weeks in advance of the oral examination so that interested faculty and students may review it before the examination.

Procedural Guidelines for the Final Oral Examination

Prior to the date of the defense, a packet of forms is delivered to the Chair of the student's graduate committee who is responsible for conducting the exam, completing the Report of Committee Action for Final Oral Examination, and delivering the Committee Member Evaluations of Final Oral Examination to the Director of Student Programs following the exam. The form entitled Departmental Approval for Submission of Dissertation, Thesis, or Selected Project for Binding is signed and submitted only after the thesis or dissertation is completed in its final form.

In the course of the two-hour oral examination, the committee members are checking to see that the thesis/dissertation has done what the prospectus said it would do and are ensuring that the project is a contribution to knowledge, is written with professional quality, and expands the student's thinking about implications for the field and further research.

Typically, the examination begins with the student presenting a brief overview of the rationale, design, results and conclusions of the study, after which the faculty members take turns asking questions of the student to evaluate the quality of the thesis or dissertation.

Evaluation of the Final Oral Examination

At the conclusion of the examination, the committee votes on the student's defense of the thesis or dissertation according to the following guidelines:

Pass - Either the thesis/dissertation is judged to be adequately defended and it is accepted without revision, or the thesis/dissertation is judged to be adequately defended, but there are very minor changes in the document that must be completed by the candidate and reviewed by the chair of the committee.

Pass with Qualification - The thesis/dissertation is judged to be adequately defended and can be made acceptable by changes in the written work, strengthening of the candidate's preparation in subject matter areas, or both (in this case limited rewriting is required, but no re-exam is requested). The student should then make the required changes under the direction of the committee chair.

Recess of the Final Examination Committee - A majority vote is not necessary to recess an examination. The examination is recessed if at least two of the examining members vote that the thesis/dissertation requires significant revision or a more adequate defense. Remedial work may be required both in conceptual areas and in the form of the thesis/dissertation. The candidate should review the reasons for this decision with the committee chair and then make the required changes under his/her direction. A recess permits the student to reschedule a second and final examination. The new examination cannot be held sooner than **one month** after the first examination date. Rescheduling must be done through the Psychology Department *and* Graduate Studies. At this reconvened examination the candidate must either be passed or failed.

Fail - A majority vote is not necessary to fail an examination. If at least two of the examining members vote to fail, the examination is failed and the student's final candidacy for the M.S. or Ph.D. degree is not approved. The graduate degree program of the student is terminated.

Others' Attendance at the Final Oral Examination

Other students' attendance at the final oral examination is a learning experience which is encouraged. Furthermore, all members of the BYU academic community are invited to attend, but only members of the student's graduate committee may question the candidate and vote on the candidate's performance.

COMPLETION OF THE DEGREE

Awarding of your Graduate Degree

After all qualifications have been met (course work is completed, and thesis or dissertation is successfully defended), the student will be awarded the appropriate degree. The candidate is responsible for being aware of all Graduation Deadlines necessary to the completion of the degree. These deadlines are posted in graduate areas of both the Psychology Department Office and the Comprehensive Clinic.

If a student does not finish by the graduation deadlines for a particular semester, but is finished by the end of the semester, the student will not be required to pay tuition for the following semester.

Employment in the Mental Health Field

After a student graduates, it is imperative that he or she provides services of a psychological nature *only* after meeting the requirements for licensure as a Certified Psychology Resident or as a Psychologist. The doctorate alone does not allow an individual to engage in such services, even if supervised by a licensed professional. Visit the State of Utah Division of Occupational and Professional Licensing website for details.

Licensure After Completion of the Degree

It is anticipated that all graduates of the Clinical Training Program will wish to obtain a license to practice as psychologists in the states in which they reside. Many psychologists are licensed in multiple states. The training program at BYU should qualify the candidate for licensure to sit for the examination in all states, although sometimes a state will add a new requirement. Each state Department of Business Regulations may create its own criteria. As a result, when the graduate wishes to apply for licensure in a specific state, the requirements for that particular state should be obtained.

Ordinarily the candidate for licensure must take a nationally administered multiple choice examination. In order to take the examination, the candidate is ordinarily expected to have:

- A. a doctorate from an accredited university,
- B. in a department whose courses focus on psychology,
- C. with a core sequence of courses that cover the broad field of psychology.

In the past, most states have required a year of pre-doctoral internship experience and a year of supervised postdoctoral experience. Some states require licensure before any clinical practice can be done following graduation (Utah, for example, requires licensure as a Certified Psychology Resident to complete post-graduate experience). Some states also have specialty licensure which requires an additional examination or some special experiences. Licensing Boards also typically require letters of recommendation to the Board, and our faculty can assist former students with this requirement. Our students have typically done very well on the national examination and qualify for licensure in other states. In 2006, APA made the recommendation that all 4000 hours of supervised experience may be obtained prior to graduation. In some cases, states (including Utah) have adjusted their licensing laws to follow this recommendation.

Continuing Our Relationship

We hope that all graduates will keep in touch with us in a mutually beneficial relationship. Many former students continue their friendships with other students and with faculty members. Some continue to publish or to work in collaboration with faculty, and assistance may be provided in helping to obtain initial job placements and to otherwise aid in career advancement. Graduates may also contribute in various ways to strengthening the graduate program and its reputation. It is expected, as part of your acceptance into our program, that you will cooperate in completing questionnaires and surveys that will help us fulfill university and professional requirements. The network of former graduates continues to grow nationally and internationally.