Clinical Psychology PhD Program Handbook

Department of Psychology
BRIGHAM YOUNG UNIVERSITY

2023-2024

Preface

Brigham Young University maintains a *Graduate Studies Policy Handbook* under the Faculty and Staff tab of the Graduate Studies website that describes university-wide policies and procedures for graduate study. Much of the material relevant to the student's graduate experience at BYU – taken from that handbook – is found under various tabs on the Graduate Studies website: https://gradstudies.byu.edu/. It is essential that you become familiar with the Information available there. **The *Graduate Studies Policy Handbook* 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 Studies Policy Handbook.* As such, it describes policies and procedures that are specific to the clinical psychology graduate program in Psychology. This Handbook has two main goals:

1) To make clear the expectations and procedures related to the academic curriculum and graduation requirements of the clinical psychology PhD program.
2) 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 should be forwarded to the Clinical Psychology Director of Clinical Training and the Clinical Psychology Program Manager.

Director: Chad Jensen (chad_jensen@byu.edu) / Manager: Jill Turner (jill_turner@byu.edu)

Department of Psychology

Introduction

Welcome from the Faculty

Welcome to the Clinical Psychology PhD Program in the Department of Psychology 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. When you were admitted, you were assigned a Faculty Mentor who will serve as your Committee Chair throughout the program. If you have questions or need particular information, please talk to your assigned mentor first. If you need further assistance, please contact the Director of Clinical Training or Student Programs Coordinator.

The graduate alumni can be found in a variety of professional specialties, making significant contributions in their communities. We look forward to your own success and pledge our effort to help you.

Department of Psychology Mission, Vision, and Values

Mission Statement. Dedicated to the discovery, dissemination and application of truth about human nature.

Vision Statement. Our vision is to create an engaged, respectful community dedicated to intellectual inquiry and learning in an environment that fosters creative and critical thinking, active discourse and rigorous experimentation. We strive to discover and utilize knowledge about human beings that contributes to the betterment of human life. We seek to assist students to understand, integrate, and responsibly use that knowledge in their lives with breadth, depth, and character. We are a faith-based faculty who appreciate the diversity and value that divine revelation and spirit-guided living bring to intellectual and scientific inquiry. We encourage scholarly diversity by exposing our students to a wide range of theories about human nature and methods of investigation. We aspire to excellence in our undergraduate and graduate training programs, and in the human impact of our scholarship and service.

Values.

- Education: Critical thinking; Effective communication; Discovery, dissemination, sharing and application of knowledge; Skill development
- Excellence: Striving for highest possible quality and impact in scholarship, service and teaching
- Service: Committed, generous, and collaborative service to the University, community and Church
- Community: Respect for students, faculty, staff, administration, and policies; Respect for diverse individual, theoretical and cultural viewpoints; Fostering of cooperation and altruism
- Freedom: Choice of direction of one's scholarly inquiry; Agentic pursuit of personal growth, belief, and expression of faith

- <u>Spirituality</u>: Recognition of the Divine and the spiritual aspects of human nature

Department Administration

The College of Family, Home and Social Sciences, directed by Dean Laura Padilla-Walker, includes the Department of Psychology. There are about 35 full-time faculty members in the department, chaired by Dr. Gary Burlingame. There are two associate chairs: Dr. Wendy C. Birmingham, associate chair representing student concerns such as curriculum, graduation requirements, etc. and Dr. Michael J. Larson, associate chair for faculty representing issues such as recruitment, faculty teaching assignments, and so forth. About 25 faculty members have their offices in the Kimball Tower, while twelve are considered core faculty in the Clinical Psychology program and are located in the Comprehensive Clinic. In addition to the full-time faculty, professionals with BYU's Counseling and Psychological Services 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. There are typically about 40 doctoral students in Clinical Psychology as well as about 25 doctoral students in Psychology within the Department of Psychology. We expect to admit eight students into the Clinical Psychology PhD program and eight into the Psychology PhD program each year. Undergraduate education is also a major focus of the department, with over fourteen hundred 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 five Assistant Deans. One has specific responsibility for graduate programs in the college, including Clinical Psychology.

Clinical Program Administration

Chad D. Jensen currently serves as Director of Clinical Training and Scott A. Baldwin as Associate Director over practicum supervision, with Jill Turner as Clinical Psychology Graduate Program Manager. They meet regularly to address administrative matters. All twelve members of the core clinical faculty plus three tower faculty supervisors 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 the Comprehensive Clinic, a building separate from the Department of Psychology. 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 digital recording room with video cameras in each therapy room, and community reception areas. Each Clinical Psychology faculty member has lab space in either the Comprehensive Clinic or in the Comprehensive Clinic Annex building. All clinical graduate students have assigned carrels and lab space to complete their research and clinical assignments. The bottom floor of the Comprehensive

Clinic houses the faculty in the Department of Communication Disorders who maintain a number of smaller therapy rooms in addition to the student computer lab and research space.

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 Church of Jesus Christ of Latter-day Saints. 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 two-thirds of them are fluent in a language other than English.

Active members of the 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 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 Commission on Accreditation and the American Bar Association. They recognize that students who are members of the 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. University Standards are explained in the following policies and can all be found at https://honorcode.byu.edu/policies:

- The Honor Code
- The Academic Honesty Policy
- Dress and Grooming Standards
- Residential Living Standards
- Ecclesiastical Endorsement Program

During the Department's interview of graduate finalists, the Honor Code is again explained, including the Academic Honesty Policy and Ecclesiastical Endorsement Program, as well as Dress and Grooming Standards and Residential Living Standards.

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.

Faculty and Staff

Administration and Office Management Personnel

Position	Name	Office	Extension
Dean	Laura Padilla-Walker	990 KMBL	2-2083
Department Chair	Gary M. Burlingame	1082 KMBL/ 238 TLRB	2-7557
Associate Chair of Student Concerns	Wendy Birmingham	1054 KMBL	2-1648
Associate Chair of Faculty Concerns	Michael J. Larson	245 TLRB	2-6125
Director of Clinical Training	Chad D. Jensen	223 TLRB	2-5958
Associate Director over Practicum	Scott A. Baldwin	285 TLRB	2-9756
Clinical Psychology Program Manager	Jill Turner	284 TLRB	2-9140
Clinical Psychology Office Assistants		284 TLRB	2-4050
Student Programs Coordinator	Rachelle Gunderson	1097 KMBL	2-4560
Department Business Manager	Jalene McDonald	1084 KMBL	2-4288
Department Course and Event Scheduler	Emily White	1093 KMBL	2-4251
Department Receptionists		1001 KMBL	2-4287

Faculty

Ashby, Stefania, *Assistant Professor*. PhD, University of Oregon, 2021. Cognitive and Behavioral Neuroscience.

Baldwin, Scott A., *Professor.* PhD, University of Memphis, 2006. Quantitative Methodology and Research Design; Psychometrics; Psychotherapy Outcome and Process Research; Open Science.

Birmingham, Wendy C., *Associate Professor*. PhD, University of Utah, 2011. Health Psychology; Familial and Work Relationships; Disease Processes; Social Support; Cardiovascular Disease.

Braithwaite, Scott R., *Associate Professor*. PhD, Florida State University, 2010. Prevention of Marital Dysfunction and the Secondary Consequences that Attend It; The Influence of Close Relationships on Physical and Mental Health; Partner Selection.

Brown, Bruce L., *Professor.* PhD, McGill University, 1969. Mathematical Psychology; Psychometrics and Neurometrics; Computational Electrophysiology; Vocal Emotion; Theory and Philosophy.

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

Cavallini, Adriane Q., *Associate Professor.* PhD, Brigham Young University, 2011. Eating Disorder Treatment, Recovery Patterns, and Protective Factors; Eating Disorders and Bariatric Surgery; Cognitive-Behavioral Therapy; Process-Based Therapy.

Cobia, Derin J., *Assistant Professor*. PhD, St. Louis University, 2008. Neuropsychology; Neuroimaging of Psychosis; Dementia.

Duraccio, Kara M., *Assistant Professor.* PhD, Brigham Young University, 2019. Pediatric Psychology; Pediatric Behavioral Sleep Medicine; Sleep Health; Neuroimaging; Obesity.

Gale, Shawn D., *Professor*. PhD, ABPP-CN, Brigham Young University, 1994. Neuropsychology; Brain-Behavior Relationships; Neuroimaging.

Gantt, Edwin E., *Professor*. PhD, Duquesne University, 1998. Philosophical Foundations of Psychological Science; Theories of Religion and Religious Experience; Theories of Altruism and Empathy; Qualitative and Alternative Research Methods; Critical Examination of Naturalistic and Evolutionary Approaches to Psychology.

Hardy, Sam A., *Professor*. PhD, University of Nebraska – Lincoln, 2005. Religious and Spiritual Development during Adolescence and Young Adulthood; Positive Youth Development.

Hedges, Dawson W., *Professor*. MD, University of Utah, 1998. Neuropsychiatry; Neuroscience; Cognitive Epidemiology.

Holt-Lunstad, Julianne, *Professor.* PhD, University of Utah, 2001. Social Relationships and Health; Aging, Stress and Coping; Psychoneuroendocrinology; Psychophysiology; Health Psychology.

Hopkins, Ramona O., *Professor*. PhD, University of Utah, 1996. Neuroimaging; Brain Behavior Relationship; Cognitive and Psychological Outcomes due to Critical Illness, Hypoxia/ Ischemia; Family Stress due to Critical Illness.

Jensen, Chad D., *Professor*. PhD, University of Kansas, 2011. Clinical Child and Adolescent Psychology, Pediatric Psychology, Pediatric Behavioral Weight Control.

Jones, Blake L., *Associate Professor*. PhD, Brigham Young University, 2010. Influence of Daily Routines and Stress on Health; Obesity; Sleep; Biomarkers of Stress and Health; Health Disparities.

Jones, Melissa K., *Associate Professor*. PhD, University of Maryland, 2006. Clinical Psychology; Psychotherapy Process and Outcome; Women's Issues.

Kay, Daniel B., *Associate Professor.* PhD, University of Florida, 2013. Sleep; Insomnia; Cognition; Mood Disorders; Neuroimaging.

Kirwan, C. Brock, *Professor*. PhD, Johns Hopkins University, 2006. Cognitive Neuroscience; Memory; Decision Making; Human-computer Interactions; Aging; Functional Neuroimaging.

Larson, Michael J., *Professor.* PhD, University of Florida, 2008. Neuropsychology; Cognitive Neuroscience; Neuroimaging; Cognitive Changes Following Traumatic Brain Injury; Cognitive Processes in Psychopathology such as Obsessive-Compulsive Disorder.

Luke, Steven G.*, Associate Professor*. PhD, University of Illinois at Urbana-Champaign, 2011. Language processing; Vision; Reading; Eye Movements; Neural Control and Integration of Cognitive Processes.

Lundwall, Rebecca A., *Assistant Professor.* PhD, Rice University, 2013. Development; Genetics; Visual Attention; Autism; Cognitive Neuroscience; Mild Traumatic Brain Injury.

Matheson, Rebekka, *Assistant Professor*. MD, University of Rochester, 2013. Neuroanatomy of Reward Systems; Addiction Medicine; Cognitive Outcomes in Global Health; Biopsychosocial Approach in Medicine; Scientific Pedagogy.

Merkley, Tricia L., *Assistant Professor*. PhD, Brigham Young University, 2012. Neuropsychology; Brain-Behavior Relationships; Neuroimaging.

Nielsen, Jared A., *Assistant Professor*. PhD, University of Utah, 2013. Functional Neuroanatomy; Biomarkers of Psychiatric and Neurological Disorders; Precision Medicine; Neuroimaging.

Ogles, Benjamin M., *Professor.* PhD, Brigham Young University, 1990. Measuring Psychotherapy Outcome; Psychotherapy Process and Outcome Research; Sports Psychology.

Ridge, Robert D., *Associate Professor*. PhD, University of Minnesota, 1993. Media Influences on Anti- and Prosocial Behavior; Interpersonal Attraction; Applied Social Psychology.

Romney, Chelsea, *Assistant Professor*. PhD, University of California, Los Angeles. Introductory Psychology; Psychology of Gender; Psychological Statistics; Applied Social Psychology; Health Emphasis.

Sephton, Sandra E., *Professor.* PhD, Brigham Young University, 1995. Clinical Outcomes of Mindfulness Meditation; Circadian Disruption as a Tumor Promoter; Human Animal Interaction as an Ameliorative Factor in Stress-Health Associations

Steffen, Patrick R., *Professor*. PhD, University of Miami, 1998. Clinical Health Psychology; Biofeedback, Psychophysiology, and Integrative Psychotherapy; Stress, Coping, and Resilience; Spiritual and Cultural Factors in Health.

Steffensen, Scott C., *Professor*. PhD, University of Utah, 1987. Addiction; Learning/Memory; Anesthesia and Consciousness; Neurodegeneration; Neuroimmunology; Biomarkers of Neurological Disorders; Alternative Medical Strategies; Neuroscience.

Tice, Dianne M., *Professor.* PhD, Princeton University, 1987. Social Psychology; The Self; Self-Control; Self-Esteem and Humility; Self-Handicapping; Emotions and Emotion Regulation.

Warren, Jared S., *Associate Professor*. PhD, University of Kansas, 2003. Clinical Applications of Positive Psychology; Child/Adolescent Mental Health Services Research; Mindfulness-based Interventions.

Wood, Dawn-Marie G., *Assistant Professor*. MS, Brigham Young University, 1994. Behavioral Neuroscience; Scientific Writing, Research Design and Analysis; Diversity Studies; Psychology of Gender.

Yamawaki, Niwako, *Professor.* PhD, Associate Chair, University of Utah, 2002. Counseling Psychology; Gender Role and Sexism; Cross-Cultural Studies; Attitudes Toward Mental Health; Individualism/Collectivism.

Graduate Course Listings

Psych 501 (3): Data Analysis in Psychological Research 1
Using and interpreting major quantitative methods in psychology; some commonly used computer methods.

Psych 502 (3): Data Analysis in Psychological Research 2
Introduction to multivariate data analysis methods, including multivariate analysis of variance, factor analysis, discriminant analysis, multivariate multiple regression, canonical correlation, structural equations modeling, cluster analysis, etc.

Psych 504 (3): Research Design
Overview of designs used in psychotherapeutic literature, emphasizing critical analysis of empirical research.

Psych 505 (3): Clinical Research
Overview of research examining processes and outcomes of psychological treatments for psychological disorders.

Psych 510 (3): History and Systems of Psychology
Survey of origins and development of modern psychology, including consideration of the schools and theoretical systems.

Psych 514 (1): Computational Neuroimaging Analysis
Development of skills in basic command line operations in the Unix environment that are specific to neuroimaging design and analysis.

Psych 515 (3): Neuroimaging Analysis 1: Structural Imaging
Exposure to the physical and biological bases of image acquisition, the technologies of in vivo neuroimaging, the application of these technologies to understanding questions in neuroscience, and an introduction to the design and analysis of structural neuroimaging experiments.

Psych 516 (3): Neuroimaging Analysis 2: Diffusion Weighted Imaging
The principles of diffusion weighted image acquisition and how to design, analyze, and interpret diffusion tensor imaging experiments.

Psych 517(3): Neuroimaging Analysis 3: fMRI
Functional MRI experimental design and data analysis methods.

Psych 520 (3): Advanced Developmental Psychology
Major research in developmental psychology, emphasizing theory, content, and methodology.

Psych 550 (3): Theory and Research in Social Psychology
Current theories and research on interaction with others.

Psych 552 (3): Applied Social Psychology
Overview of domains in which social psychological theory and research have been applied in field settings.

Psych 575 (3): Cognitive and Affective Processes
Theory and research in perception, attention, language, problem solving, and other thinking processes.

Psych 578R (3): Seminar in Mathematical Psychology
Variable topics concerning the application of mathematical and statistical methods to psychology, with emphasis on jointly publishing a methods paper.

Psych 583 (3): Health Psychology
In-depth examination of behavior from the perspective of health and disease.

Psych 585 (3): Human Neuropsychology/Biological Bases of Behavior
Critical study of brain-behavior relationships.

Psych 605R (.5): Professional Seminar in Psychology
Assessing current research across all domains of psychology and related fields; providing communication and career-seeking skills.

Psych 608 (1): Professional and Ethical Issues in Psychology Research
A review of ethical theory, principles, and standards applicable to research investigations in psychology. Addresses the complexities inherent in ethical research practice.

Psych 609 (3): Professional and Ethical Issues in Psychology
Ethical issues in professional and scientific psychology from a historical and contemporary framework.

Psych 611 (3): Psychopathology
Diagnosis and etiology of mental and emotional disorders in children and adults.

Psych 612 (3): Developmental Psychopathology
Advanced study of etiology, diagnosis, prevalence, associated features, and theories of psychological and developmental disorders in children and adolescents.

Psych 622 (3): Intelligence Assessment
Methods used in assessing intellectual status in children and adults.

Psych 623 (3): Personality Assessment
Methods used in assessing the personality and behavioral characteristics of children and adults.

Psych 624 (3): Advanced Child Assessment
Overview of evidence-based assessment approaches for evaluating behavioral, emotional, social, and psychological functioning in children and adolescents.

Psych 626 (3): Advanced Biological Bases of Development

An advanced examination of the biological foundations of social, emotional, perceptual, and cognitive development.

Psych 627 (3): Advanced Social Development
An advanced examination of early social and emotional development in children, including parent-child and peer relationships as well as the development of social cognition.

Psych 628 (3): Advanced Perceptual and Cognitive Development
An advanced examination of early perceptual and cognitive development in human infants and young children.

Psych 645 (3): Cultural Diversity and Gender Issues
Clinical issues in the context of cultural diversity and contemporary social trends.

Psych 651 (3): Psychotherapy Skills and Theories
An introduction to psychotherapy skills and an overview of various approaches to psychotherapy.

Psych 652 (3): Cognitive-Behavioral Psychotherapy
Theory, treatment principles, and techniques of cognitive-behavioral therapy.

Psych 653 (3): Child and Adolescent Psychotherapy
Theory and treatment techniques of child and adolescent therapy.

Psych 654 (3): Group Psychotherapy
Theory and techniques of small-group processes.

Psych 656 (3): Mindfulness and Psychotherapy
Fundamentals of mindfulness practices; mindfulness-based interventions in psychotherapy. The course has three primary objectives: 1) help students develop competencies in core mindfulness practices; 2) enhance student mindfulness-related "microskills" in therapy, 3) provide students with a deeper exposure to the various interventions with strong mindfulness components.

Psych 680 (3): Clinical Neuropsychology
Comprehensive study of the human dysfunctional brain.

Psych 686R (3): Seminar in Health Psychology
Advanced topics in health psychology research and practice.

Psych 687R (3): Seminar in Psychopharmacology
Major classes of psychoactive drugs, emphasizing drug-behavioral interactions.

Psych 688R (.5): Externships/Clerkships in Clinical Psychology
Supervised experiences in community agencies.

Psych 693 (3): Teaching Psychology
Prepares graduate students for independent teaching experiences.

Psych 695R (.5-3): Independent Readings

Faculty-supervised readings as arranged by student.

Psych 697R (.5-4): Independent Research
Faculty-supervised research as arranged by student.

Psych 699R (.5-9): Master's Thesis
Concluding research for master's program, culminating in final oral examination.

Psych 710R (.5-3): Readings in Clinical Psychology
Guided individual study in various topics.

Psych 711R (.5-3): Topics in Clinical Psychology
Theory and practice in specific topics.
[Flexible titles include: Forensic, Biofeedback, Couples Therapy, Compassion Therapy, Positive Psychology]

Psych 712R (.5-3): Topics in Neuropsychology
[Flexible titles]

Psych 713 (3): Adult Neuropsychology
Overview of basic concepts and methods in the neuropsychological assessment of adult populations.

Psych 714 (3): Child Neuropsychology
Overview of basic concepts and methods in the neuropsychological assessment of child, adolescent, and pediatric populations.

Psych 715 (3): Neuroanatomy
Understanding normal brain anatomy will be used to form the basis for understanding neuropathological conditions and their implications for neuropsychiatric disorders.

Psych 720R (3): Advanced Topics in Developmental Psychology
A critical examination of recent topics and interests within developmental psychology.

Psych 740R (.5): Case Conference
Case presentations; professional, ethical, and research issues pertinent to assessment and intervention.

Psych 740R (.5): Neuro Case Conference
Neuropsychological emphasis of case presentations; professional, ethical, and research issues pertinent to assessment and intervention.

Psych 741R (.5-3): Integrative Practicum
Supervised assessment and intervention, integrating psychopathology diagnosis and treatment.

Psych 745R (1): Clinical Internship
Full-time training at an approved mental health agency.

Psych 750R (3): Advanced Topics in Social Psychology

A critical examination of recent topics and interests within social psychology.

Psych 785R (3): Advanced Topics in Behavioral Neuroscience
A critical examination of recent topics and interests within behavioral neuroscience.

Psych 799R (.5-9): Doctoral Dissertation
Concluding research for doctoral program, culminating in final oral examination.

General Information: Policies and Procedures

General Principles

Our program is founded on principles of respect for one another, tolerance for differences, ethical behavior, and fairness in our activities. Beyond providing a positive learning environment, we seek to model the values and behaviors we expect of our graduates as they proceed into their professional lives. Whereas the policies described in this section are designed to clarify ways in which problems can arise and the due process in handling them, we emphasize that problems are not commonplace and that nearly all program activities are marked by conscientiousness, respect, and evident progress. To further enhance our positive learning environment, and to assure that students understand their rights and responsibilities, particular policies and procedures are described here to highlight key elements.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Preventing and Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful.

Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university's Title IX Coordinator.

Sexual Misconduct Policy

Brigham Young University is committed to promoting and maintaining a safe and respectful environment for the campus community. The university will not tolerate sexual harassment, sexual violence, domestic violence, dating violence, or stalking (collectively "Sexual Misconduct") regardless of the sex or marital status of the parties involved. This policy prohibits Sexual Misconduct perpetrated by or against university employees (including all faculty, staff, administrative employees, and student employees), university students, visitors to the university (such as independent contractors, vendors, visiting lecturers, camp participants, and visiting students), and other participants in university programs and activities on campus and in off-campus areas controlled by the university.

This policy establishes a process whereby an individual who believes he or she has been subjected to Sexual Misconduct ("Complainant") may report to the university. The university will take prompt and appropriate steps to stop Sexual Misconduct, prevent its recurrence, and address its effects by

- educating members of the campus community about this policy and applicable laws;
- promptly addressing and resolving reports of Sexual Misconduct in accordance with this policy;
- protecting the rights of all parties involved in a complaint;
- providing support and assistance to the parties involved in a report of Sexual Misconduct; and
- imposing appropriate discipline against those who have engaged in Sexual Misconduct.

Any person who violates this policy may be subject to discipline up to and including termination of employment, suspension, dismissal, and a ban from campus, depending on the circumstances and the severity of the violation and the violator's status as an employee, student, or visitor.

For a detailed description of prohibited conduct, reporting of incidents, complaint resolution procedures and training, please review the university policy at Sexual Harassment Policy

Academic Conduct

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic dishonesty (e.g., cheating, plagiarism, etc.) is unacceptable and will result in whatever disciplinary action the instructor and program deem appropriate, including no credit for assignments, failure of the course, referral to the Honor Code Office, and/or other program and University sanctions (including dismissal). Portraying the work of others as their own, whether intended or not, is unethical. In university courses students are expected to learn the appropriate procedures of their discipline for citing others' work. Remember that all students are bound by the University Honor Code and guidelines for avoiding plagiarism and other academic misconduct and by an obligation for assisting other students in fulfilling their commitment to be honest and respectful.

Professionalism

Professionalism in Public Representations

Each person within the University community should understand that their affiliation with the University and as professionals within psychology places a responsibility for them regarding their behavior and public representations. We must always act with an understanding that our behavior can be viewed by some as a reflection upon our professional lives, employers, program, and profession. The affected situations are numerous, but we draw your attention to three:

- Dress in professional environments. When engaged in professional activities (including professional presentations, such as dissertation defenses), students are expected to dress professionally. This may require more than simply meeting the dress and grooming standards of the Honor Code.
- Responsibility in blogs, networking web sites, ringtone, voicemail, email, etc. Remember that the manner in which students represent themselves to others is often available to a wider audience. Students should see that it reflects well on them. They must understand that prospective employers, clients, and others may do web searches on them, revealing pictures on social networking sites and other information they might have thought to be private.
- Cell phones and laptops. Students are asked to please be considerate of how these devices affect those around them. Common courtesy dictates that in interpersonal situations, including class, supervision, and client contacts, full attention is given. In these circumstances it would be inappropriate to receive telephone calls or send/receive text messages. It is expected that cell phones are off or silent during classes and that any computer activities during classes and presentations are directly related to those activities. Individual instructors may have additional policies.

Online Media Use Policy

Many graduate students' training and careers have been negatively affected by material they have posted on websites, emails, and social media. This policy is intended to protect you and the Program from harm as a result of unprofessional conduct online. Applicants to the program, as well as current students, are personally responsible for the content they publish on online media platforms. It is important to remember that all content contributed on online platforms becomes immediately searchable and is immediately shared. This content may leave the contributing individual's control forever and may be traced back to the individual even after long periods of time have passed. Information that seems to be fun, informative, and candid might put the program and the student in a bad light. What might be seen as "private" self-disclosure indicating your perceptions of yourself among friends may actually be very public. This includes multiple social media platforms such as Twitter, Facebook, Instagram, Snapchat, TikTok, YouTube, and web-based dating services, among others.

For both applicants and current students, information posted on social networking sites may be considered and evaluated as to how it reflects on your responsible and ethical behavior. Professional and ethical behavior is considered a core competency of clinical psychology and the Training Program.

Professional and ethical behavior includes principles of (a) Professional Values and Attitudes, (b) Individual and Cultural Diversity, (c) Ethical Legal Standards and Policy, and (d) Reflective Practice, Self-Assessment, and Self-Care. This policy defines public information as anything that can be collected by a basic Internet search using an engine such as Google; this includes search results for social media sites like Facebook, Instagram, Twitter, and LinkedIn, among others. It does not provide the Program with permission to perform an in-depth investigation of an individual's Internet history. You will never be asked to disclose your password as a condition of either interviewing or enrollment.

The Program's faculty members are committed to protecting future clients from harm by ensuring that all students are competent in the practice of clinical psychology. Therefore, public information obtained via the Internet may be used by faculty to evaluate applicants and current students on behavior that might be indicative of competence problems, poor professionalism, or poor interpersonal judgment. This evaluation may result in adverse actions. This practice is consistent with the role played by training programs as gatekeepers to the profession. Examples of troubling behavior include acts of discrimination such as racism or sexism, illegal behavior, or behavior that suggests a lack of professional judgment relevant to the professional practice of clinical psychology.

If you identify yourself as a graduate student in the Program, then WE have some interest in how you portray yourself. If you report doing something unethical or illegal, then the website may be used by the Program to determine probation or even discontinuation. As a preventive measure, the Program advises you (and faculty) to approach how you present yourself online carefully. Is there anything posted that one would not want the program faculty, employers, family, or clients to read or view? You are advised to engage in "safe" web practices and be concerned now about professional demeanor and presentations. Do not assume that access restrictions will protect you from any of the above potentially negative incidents.

Reasonable Right to Privacy
Principle E of the Ethical Code for Psychologists (2002) states in part that: Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision-making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups.

Consistent with these principles, faculty members are respectful of individuals' reasonable right to privacy, even on a medium as inherently public as the Internet. It is the responsibility of applicants and current students, however, to decide what information about themselves they want shared with the general public. Program faculty will therefore not circumvent established privacy settings in an attempt to "dig" for information that individuals are making a reasonable attempt to keep private.

Online Media Implementation
The following points act as suggestions for social media and other media users within the Brigham Young University clinical psychology program. While failure to adhere to these suggestions may not necessarily result in disciplinary action, individuals who choose not to implement these suggestions

must accept external risks (failure to acquire jobs, risking libel and defamation suits, having clients and students access private information, etc.) at their own discretion.

1. Students are advised to create separate social media accounts for personal and professional purposes. This is advised to help graduate students avoid multiple relationships and protect their privacy.
2. Students are advised to use pseudonyms if they are easily found online and use the most restrictive privacy settings for all social media accounts. This is advised to protect students from being found online by their clients and having their private information disseminated among these groups. It is also advised to prevent the creation of potentially harmful multiple relationships.
3. Students are advised to create signature lines that are professional. Although signature lines are a way of indicating your uniqueness and philosophy, one is not in control of where the emails will end up which might affect how others view you as a professional. Personal philosophy quotations, religious beliefs, and political attitudes may evoke adverse reactions from other people.
4. Students are advised to construct voicemail greetings that are professional. Voicemail outgoing messages might be entertaining to peers and a way to express Individuality; however, if you use your cell phone or home telephone for professional purposes, be sure your greeting is appropriate in demeanor and content.

Please consider the points below when deciding how to implement the above guidelines:

1. Clients may conduct web-based searches on trainees' names and to find information about therapists (and may decline to come to clinics based on what they find).
2. Internship programs may conduct web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
3. Potential employers may conduct on-line searches of potential employees prior to interviews and job offers.
4. Legal authorities may look at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.

In all online activities, students are reminded that they act as ambassadors for the University, and for the profession as a whole. They should be thoughtful and careful about their online presence and refrain from posts that might cast doubt on the integrity of the profession of clinical psychology.

Student Confidentiality and Conflict Resolution

Confidentiality Regarding Student Personal Matters

Students experiencing an impairment in their well-being and/or ability to function competently as a graduate student or clinical psychology trainee are strongly encouraged to contact their primary research advisor and/or the Director of Clinical Training to obtain assistance (e.g., accommodations, support, referral information). The Program cares about the well-being of students, and it is important that at least one member of the faculty be aware of issues that may affect any student's ability to thrive within the program and perform their professional duties; however, having multiple faculty members informed of the relevant issues will enable the Program to provide appropriate assistance and support. It is also ethically necessary for a faculty member to determine whether the student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public.

On a related note, the student-faculty relationship is different from a client-health care provider relationship.
- In a client-health care provider relationship, information that is shared by the client is bound by confidentiality (with certain limitations). As faculty are not students' health care providers, it is important that all parties recognize that there is no presumption of confidentiality around students' sharing of well-being concerns to program faculty.

When a student is experiencing personal difficulty, it is typically in the best interest of the student for multiple faculty to know of such concerns so that they can be understanding and supportive in their roles as mentor, instructor, supervisor, etc. Additionally, faculty may share training- and competency-related information disclosed by students with other faculty within the Program as part of student performance reviews. Therefore, **when students bring personal well-being concerns to the attention of any faculty member, those parties will discuss whether and how such information needs to be shared with other members of the faculty. In situations where the student and faculty member disagree on the approach, they will meet with the Director of the Clinical Program to decide on next steps.**

Informal Resolution of Concerns

Even with the best efforts of faculty and students, problems can arise. If we are to improve and foster the positive environment of our aspirations, problems should be addressed in a productive and positive process. An informal approach can often achieve a dialogue and cooperation that a formal grievance cannot. Thus, in keeping with the spirit of our professional ethical code, we encourage students and faculty to be open about concerns and work toward productive resolution. Recognizing the limited position of students, we attempt to provide additional avenues for achieving satisfactory resolutions. When appropriate, students are encouraged to speak to involved faculty members, external mentors, or fellow students about concerns. Next, students should consider approaching a trusted faculty mentor, oftentimes the director of clinical training. Regardless of the individual to whom the student speaks, they should consider giving that person permission to carry concerns to higher levels. Faculty members have a responsibility to take these concerns seriously; if they cannot reassure the student or resolve them to the student's satisfaction and they have permission, it is expected that they will bring them to the attention of those who can resolve them. Remember that we do not share concerns given in confidence without the student's permission (unless legally or ethically required to do so), but without such permission options that can bring successful conclusion may be limited. Typically, the program directors can investigate concerns and provide advice, encouragement, and support to both the concerned parties and those creating the concerns. With permission, they can also raise the issue with others, such as the Department Chair, the College Dean, or the Dean of Graduate Studies.

Formal Grievance Policy

If a student is concerned about the manner in which any academic issue has been handled or about any issue of personal conduct, several avenues are available.

1. The informal resolution of concerns described above may be an option.
2. Violations of Honor Code policies can be reported to the Honor Code Office, which will investigate.
3. The university strongly encourages the reporting of all incidents of Sexual Misconduct so that support services can be offered to victims and Sexual Misconduct can be prevented and stopped.
4. A formal grievance can be filed in terms of academic and other issues.

The grievance procedure is an escalating series of steps, outlined by Graduate Studies, whereby the student's concerns may be heard and the situation resolved.

Students should remember that they have a right to file a grievance at any time. A complete description of the process is found in the *Graduate Studies Policy Handbook* in the chapter titled Graduate Academic Grievance Policy (Ch. 14). Refer to the Policy Handbook on the Graduate Studies website: https://gradstudies.byu.edu/0000017d-a6ee-dc8a-a37d-e7eeabda0001/graduate-studies-policy-handbook-updated-04-11-21.

Brief Outline of the Grievance Process

1. The student is encouraged to go first to the teacher of the course, the Chair of the Graduate Committee, or the Graduate Director to discuss the matter within four months from the last day of final examinations of the semester in which the alleged grievance occurred. This step may be

skipped if the grievance involves the teacher or chair, or if the student is concerned about reprisals.

2. If the situation is not resolved in step one, the student may petition the Chair of the Department of Psychology in writing.

3. If that does not prove satisfactory, the student may petition the Dean of the College of Family, Home and Social Sciences with a written petition for review of the hearing.

4. Finally, if no resolution is reached at the department or college level, and if the matter involves terminating the student from the graduate program, then the student may submit a written request for review to the Dean of Graduate Studies. A committee of two graduate faculty members and one graduate student from a different department will consider the student's appeal and the department's response, and then make a recommendation to the Dean of Graduate Studies, who makes a final decision.

A copy of the Graduate Student Academic Grievance Procedure can be found in Appendix A.

[Honor Code violations are handled through the Honor Code Office: https://honorcode.byu.edu/]

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 the annual minimum registration requirements are discontinued from graduate study by the office of Graduate Studies. [An exception is made for the internship year when a student who has completed their dissertation through to ETD is required to take a total of only 3 credits: 1 credit each semester (Fall, Winter, Spring/ Summer) of Psych 745.]

Students completing a dissertation or thesis must be registered for at least 2 credit hours in the semester or term in which the thesis/ dissertation is defended.

Students must also be registered for at least 2 credit hours in the semester in which they graduate (excepting those on internship who have completed their dissertation requirement). 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). 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

All students are required by the Psychology Department to work full-time toward the completion of their degree requirements, including coursework, research, dissertation, assistantships, internships, and clinical work (practica, clerkships, and externships). For tuition purposes, a student who is enrolled for 8.5 or more credit hours a semester or 4.5 hours or more a term is considered a full-time student. Doctoral students who are enrolled for fewer than 8.5 credit hours per semester can request 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 dissertations 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 dissertation/internship 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 desiring to make a request for full-time status should download and fill out the [Graduate Full-Time Status Request](#) form on Graduate Studies website then attach their signed form in an email to Jill (Clinical Psychology Program Manager.

Time Limits and Outdated Credits

The Department of Psychology expects completion of a Clinical Psychology doctoral degree in five years. 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 permitting coursework to be considered current for up to 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 the doctoral degree courses to remain current for up to 8 years after the first semester of enrollment. Only credit received within the time limit for each degree may count toward the degree. The University, not the Department, establishes the policy governing petitions to extend time limits and to include outdated credit. The Policies and Procedures Manual on the Graduate Studies website states:

1. Departments and colleges may petition for an extension of up to one year by providing reasonable evidence that extenuating circumstances caused an unavoidable delay in the student's progress toward a degree.
2. To petition for an extension of more than one year but no more than five years, the department and student must write up a contract with a detailed time line to degree completion. This contract must include impressive documentation that any outdated credits have been updated by courses retaken, by special readings courses in the subjects outdated, or by examinations in each of the courses, and it must be signed by the student and all the members of the graduate committee.
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 Chapter 5 of the *Graduate Studies Policy Handbook* (link in the appendix).

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 Clinical Training 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

Mentoring is an important element of our graduate program. Many of the skills, attitudes, and knowledge sets are learned experientially, outside of formal classroom settings. The graduate committee is at the heart of the student's mentoring opportunities and has a responsibility to see that the student is properly mentored in all of the forms that the program requires.

Master's committees consist of, at a minimum, three members; doctoral committees, four. Members of both master's and doctoral committees must have graduate faculty status, though the student may petition to have an individual without graduate faculty status on the committee.

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 are assigned a committee chair upon admission. ***They should organize their M.S. committees (chair plus two members) no later than the last day of finals 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 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 Department of Psychology, must be in agreement and the petition process successfully completed. Occasionally, it is considered most appropriate that this individual serve as an extra, or fourth member, of the master's committee (or fifth member of the doctoral committee).

During the first semester in the program, a doctoral student in consultation with the chair selects two other members of the faculty to constitute the master's committee. All committee members must be selected and approved in Graduate Progress (aka Grad Prog), an online graduation tracking system (https://gradprogress.sim.byu.edu/) The site allows the student to request committee members, create a Program of Study, and manage additional graduation requirements without having to get physical signatures. All approvals and notifications are done online and by email. Additionally, many resources are available through the website that are needed as the student progresses through the program.

After finishing the requirements for the master's degree, the student submits a new committee which consists of the chair and three additional committee members. ***They should organize their PhD committees (chair plus three members) no later than the last day of finals of their third semester.*** A total of four members are required for doctoral students' committees, though the student and mentor may elect to have more. These members generally 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.
4. Especially consider people who will have enthusiasm for your area of expected research.

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 entering the information into Grad Prog. Select the "Committee" block and click on the "Edit Committee Members" button.

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

Program of Study

Master's and doctoral programs have certain course requirements for their degrees. The Program of Study is a student's personal plan for those requirements. This plan can only be completed in Grad Prog once the committee has been selected and approved.

Between the M.S. and Ph.D. Programs of Study, the students should identify all courses (prerequisites, major courses, and electives) they plan to take throughout their graduate career at BYU. Clinical psychology doctoral students are required to take a minimum of 100 credit hours.

Once all courses have been determined, the student should review the Program of Study with their mentor and then submit it for committee review and approval in Grad Prog. Thus, the Program of Study 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.

Program of Study Submission Deadline

Students should submit their M.S. Program of Study by the last day of finals of the first semester of the first year and their Ph.D. Program of Study by the last day of finals ofthe first semester of the third year. Failure to meet these deadlines will result in a Marginal rating, which will be changed to an Unsatisfactory rating if the Program of Study is not submitted within three months of the Marginal rating. In addition, students who have not filed a Program of Study 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 late fall or 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 Program of Study 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 Program of Study 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 Program of Study will be taken into account in the faculty's semi-annual review and evaluation of a student's progress and performance.

Academic Evaluation

Competence

Graduate training is, at its core, the development of competencies. Thus, the focus of our students' education is more on the developing student rather than the completion of requirements. The required activities are indeed important, but primarily as the mechanisms the program uses to develop the needed skills. Thus, academic evaluation uses a variety of assessments and metrics, depending upon the student's program, to evaluate the student's progress. The goal is to attain by graduation, at a minimum, those skills expected of a professional with that degree.

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 guidelines outlined in the first section of this chapter.

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, 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 Program of Study has been submitted.

Students may access their Graduate Progress Reports through MyBYU/MYMAP or Grad Prog at any time. Questions, concerns, and discrepancies should be addressed to the Student Programs Coordinator and 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.

Leaves of Absence

Graduate Studies states that students may request a leave of absence for the following reasons only: medical, military, or mission. The 8-year time limit for the doctoral degree still applies. 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 program evaluation committee at least twice annually. Students can expect to be evaluated on their total academic performance, their status in developing competencies expected of graduates, 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 twice each year that are entered into the University records database for submission to Graduate Studies.

Clinical Psychology Evaluations

Clinical Psychology students are evaluated by the entire Clinical Training Committee (minus student members) twice annually, briefly in December/January and extensively in June 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. Particular attention is given to formal ratings of competence (see Practicum Handbook). In addition to the ratings described below, students may receive additional feedback. At both evaluations students receive overall ratings of Satisfactory, Marginal, or Unsatisfactory that are submitted to Graduate Studies through the University records database.

In June each clinical student is also rated in four areas including:

Academics   Coursework

Research   Progress on thesis/dissertation, presentations at conferences, publications, and participation on research teams

Clinical Practice   Feedback from practicum, clerkship and externship supervisors, and performance on oral comprehensive exams

Professionalism   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.

Outstanding   Reserved for no more than one or two students per class who are making unusually excellent progress for their level of training.

Satisfactory   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.

Marginal   Given to students who are showing significant problems that must be addressed.

Unsatisfactory   Given to students who fail to remediate problems noted in a previous Marginal rating or who are showing serious problems that must be addressed.

Following the brief December/January 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 Summer 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. Even in the case of Satisfactory ratings, the letters often draw attention to ways the student can move toward successful completion of the degree.

Students receiving anything less than a Satisfactory overall rating will be notified by the Director of Clinical Training with the concerns delineated in writing:

1. What they need to do to make satisfactory progress.
2. When each task needs to be accomplished.
3. What faculty member(s) they should contact for more information or support.
4. What will happen if these tasks are not accomplished (e.g., an unsatisfactory rating for the next semester, etc.).

In most cases remediation is possible; thus, the written notification includes a remediation plan, with expectations that, when met, will remove the concern. A meeting is scheduled with the Director to

assure the student understands the concerns, to help the student remediate those difficulties that were the basis for the less than satisfactory rating, and to clarify any questions about expected performance and outcomes that will remove the concern.

Remediation plans are a common part of the training process, and their intent is to help students develop competencies required of psychologists. Most students successfully meet the expectations of their remediation plans, complete their training, and continue forward to become skilled, capable psychologists.

Unsatisfactory Ratings. Students should understand that Graduate Studies policies interpret overall ratings of Marginal or Unsatisfactory as unacceptable, requiring prompt remediation. 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; a Marginal rating may not be followed by a second Marginal rating).*** Thus, if a student receives an Unsatisfactory (or Marginal) evaluation, he or she should meet with his committee chair, as well as the Director of Clinical Training to determine what needs to be done for progress to become satisfactory. Other faculty, as deemed appropriate, may meet with the student as well.

For more information, see Chapter 5 of the *Graduate Studies Policy Handbook* on the Graduate Studies website: http://gradstudies.byu.edu.

Remediation and Discontinuance

The violation of certain University regulations will result in termination of the student's graduate status. This may occur if the student:

1. Receives either Marginal or Unsatisfactory overall ratings at two consecutive reviews.
2. Fails to fulfill the University's minimum registration requirement.
3. 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).
4. 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.
5. Fails to make what the department or the University deems to be satisfactory progress toward a graduate degree.
6. Fails the final oral examination (defense of dissertation or thesis).
7. Violates the university's standards of conduct or Honor Code.
8. Exceeds the time limit (5 years for master's degree, 8 years for doctoral degree).

Clinical Psychology Program Remediation 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 require a course of remediation or terminate a student's graduate status. 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 required remediation 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. Failure to adequately develop the competencies expected of graduates.
5. 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.
6. 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 one or more faculty members will be made. If the investigating person(s) believes the infraction or behavior to be minor, the investigator(s) 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 Honor Code 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
5. Expulsion from the program.

Decisions 2 through 4 will typically include a plan for remediation. Other options include referral to the Honor Code Office, voluntary withdrawal from the program by the student, and so forth.

Student Grievance Procedure

If a student is concerned about the manner in which any issue has been handled, the student may provide additional information and request a reconsideration, may informally approach the Department Chair to engage the program committee in a dialogue, or may file a formal grievance. See Formal Grievance Policy heading in this section.

PhD Training Program

Clinical Psychology PhD Program

Introduction to Clinical Psychology Training Program

The Clinical Psychology PhD 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 Commission 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 Commission 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 accreditation.apa.org.]

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, Cincinnati Children's Hospital, Duke University Medical School, several hospitals in the Harvard Medical School Consortium, Oregon Health and Science University, University of Minnesota Medical School, University of Washington Medical School, 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.

Please note that the program also has a *Practicum Handbook*, which provides more detail about training of clinical skills. Clinical Program students are expected to rely upon the information in the *Practicum Handbook* just as they do upon the information in this *Clinical Psychology PhD Program Handbook.*

Overview of the Program

The program is designed to take five years, with four years of coursework, research, and clinical training, followed by a one-year full-time paid internship at an approved site. The focus is on developing the broad set of competencies expected of clinical psychologists, and program activities are designed to develop those skills.

First-Year Students
- take basic core classes in general psychopathology and clinical skills.
- begin training in basic research skills.
- are introduced to clinical practice.
- take the assessment comprehensive examination.

Second-Year Students

- continue coursework and thesis research.
- have more focused experiences in clinical practice.
- complete a comprehensive examination in research.
- defend the thesis.
- complete the MS requirements.

Third-Year Students
- continue coursework.
- gain more independence in research and begin publishing and presenting their work.
- further develop their clinical skills and enlarge the settings in which they do clinical work.
- complete the psychotherapy comprehensive examination.
- defend the dissertation prospectus

Fourth-Year Students
- finish any remaining coursework.
- apply for internship.
- engage in advanced clinical and research opportunities.
- defend the dissertation.

Fifth-Year Students
- Complete an internship in an agency which has been accredited by the Commission on Accreditation (APA's accrediting body).

If a student wishes to complete an unaccredited internship, clinical faculty must provide approval. Ordinarily these internships are completed outside Utah so that our students are exposed to more diversity than is typically available within the state.

Admission

The program seeks students of high ability and strong preparation who have a deep commitment to scholarship, excellence in professional skills, service, and ethical understanding and behavior. Successful applicants will also demonstrate openness to the richness of human diversity in all of its forms, with an expectation that they will prepare themselves to show respect for and to develop skills and attitudes that meet the varied needs of this diversity. Indeed, we are committed to building competence in serving a diverse public (such as reflected in APA's Board of Educational Affairs' 2013 pedagogical statement, "Preparing Professional Psychologists to Serve a Diverse Public: A Core Requirement in Doctoral Education and Training"). As a program with demanding expectations for completing training activities and developing needed competencies, successful applicants will also demonstrate high energy, personal responsibility, organization, and the underlying cognitive skills requisite for academic and subsequent professional success. Finally, we believe that each class of students is best selected to provide a complementary set of interests and other diversity that can match well the expertise and resources of the program and its faculty. To accomplish these goals within a mentored model of training, admission is consequently limited; thus, even qualified applicants may not be admitted, although we always seek to accept the best students who individually and collectively accomplish these goals.

Applicants apply through the University's electronic application portal, which can be accessed – along with a step-by-step guide to the process – through the Graduate Studies website at

http://gradstudies.byu.edu/. Information about admission to the Clinical Psychology program, specifically, can be obtained by going first to the Program's home page, https://psychology.byu.edu/Pages/clinical-psychology-phd. The "Admissions" section provides information about minimum qualifications (including undergraduate degrees, minimum GPAs, GRE scores, and prerequisite course work). This section also provides information about all elements required for a complete application and application deadlines. Applicants should pay particular attention to information about the University's Honor Code and the ecclesiastical endorsement process, as elements of this are unique to Brigham Young University.

Applicants are evaluated by the Admissions Committee, consisting of three faculty members, the Director of Clinical Training, and one graduate student, all from the Clinical Psychology program and all having equal voice in the decision process. A select number of students are invited to participate in virtual interviews held in January. Those being offered admission after the January interviews are then invited to visit campus, for an in-person tour, though admission decisions are not contingent upon attending the open house. The expectation of working with a particular faculty mentor is an important consideration, so successful applicants will typically clearly indicate their area of research interest. The Admissions Committee – with input from the potential research mentor – makes admission decisions, including offers of financial support, extends invitations to successful applicants, and informs alternates and those denied of their status, usually in late February. In keeping with the policy of the Council of Graduate Departments of Psychology, applicants have until April 15th to accept or decline offers of financial assistance, although accepting or declining offers of admission and financial aid is encouraged as soon as applicants receiving such offers make their decisions.

The Program Philosophy and Training Areas

The philosophy of BYU's Clinical Psychology Ph.D. program adheres to the scientist-practitioner 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, drawing from a wide range of theories and orientations in an attempt to give broad exposure to a diversity of traditional and innovative, empirically-supported approaches. Cognitive-behavioral and behavioral approaches are well-represented, in addition to interpersonal, family systems, compassion-focused and mindfulness-based orientations.

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 one of the available Major Areas of Study:

- Clinical Child, Adolescent, and Family Psychology
- Clinical Neuropsychology
- Clinical Health Psychology

Furthermore, students can take advanced clinical skill courses with content dependent upon the specialty areas of the faculty.

Although the section below emphasizes descriptions of program activities, students should not lose sight of the intent of these activities, which is the development and assessment of clinical, research,

and professional competencies expected of clinical psychologists. Completion of activities may not indicate that expected competencies are fully developed, and additional activities may be required of students judged to be deficient. Remember that even though students are expected to progress through program activities in a timely fashion, periodic evaluations place more emphasis on students' development of competence.

Expected Competencies

The program is a sequenced series of activities designed to develop competencies expected of entry-level clinical psychologists. Our selection both of competencies and of the level of expected attainment is informed by the emerging literature on competencies for professional practice of clinical psychology. In particular, we draw from the following works.

1. June 2011 document, "Revised Competency Benchmarks for Professional Psychology"
2. July 2012 document, "A Practical Guidebook for the Competency Benchmarks"

Both are based on the 2007 report of the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC) and from the October 2006 report.

3. *The Practicum Competencies Outline: Report on Practicum Competencies*, by The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup and The Council of Chairs of Training Councils Practicum Competencies Workgroup.

The best statements of our full set of expected competencies are found in our various rating forms. Practice competencies are also elaborated in our *Practicum Handbook*, especially the "General Goals" and "Areas of Evaluation" sections.

Requirements

Total Required Credits: 100

Research Core Courses (33 Credits)

Graduate Statistics
501 – Data Analysis in Psychological Research I: 3 credits
502 – Data Analysis in Psychological Research II: 3 credits

Research Design and Methodology
504 – Research Design: 3 credits

Thesis and Dissertation
699R – Thesis: 6 credits
799R – Dissertation: 18 credits

General Core Courses (18 Credits)

Biological Bases of Behavior
585 – Human Neuropsychology/ Biological Bases of Behavior*: 3 credits*

Social and Cultural Bases of Behavior
550 – Theory & Research in Social Psychology: 3 credits
645 – Cultural Diversity and Gender Issues: 3 credits

Cognitive and Affective Processes
575 - Cognitive and Affective Processes: 3 credits

History and Systems
510 – History and Systems of Psychology: 3 credits

Human Development
520 – Advanced Developmental Psychology: 3 credits

Clinical Core Courses (21 Credits)

Assessments
622 - Intelligence Assessment: 3 credits
623 - Personality Assessment: 3 credits

Psychotherapy
651 – Psychotherapy Skills and Theories: 3 credits
652 – Cognitive-Behavioral Psychotherapy: 3 credits
653 – Child and Adolescent Psychotherapy: 3 credits
OR
654 – Group Psychotherapy
OR
656 – Mindfulness and Psychotherapy

Psychopathology
611 – Psychopathology: 3 credits

Ethics and Standards
609 – Professional and Ethical Issues in Psychology: 3 credits

Clinical Practica (28 Credits)

740R – Case Conference: 3 credits
741R – Integrative Practicum: 20 credits

688R – Externships/ Clerkships: 2 Credits
745R – Internship: 3 credits

Major Area of Study (Elective)

Clinical Child, Adolescent, and Family Psychology: 9 additional credits
Clinical Neuropsychology: 18 additional credits
Clinical Health Psychology: 12 additional credits

Examinations

Comprehensive Examinations
- 1st Year: Assessment
- 2nd Year: Research
- 3rd Year: Psychotherapy

Oral Examinations
- 2nd Year: These Defense
- 3rd Year: Dissertation Prospectus Defense
- 4th Year: Dissertation Defense

Clinical Psychology MS Program Requirements

Students must demonstrate competence in various areas to receive the Psychology MS (embedded within the PhD) and continue to the Clinical Psychology PhD program. The master's curriculum corresponds to the first two years of training following receipt of the bachelor's degree and consists of required courses in the foundations of psychological evaluation and measurement, statistics and research methods, professional ethics, and clinical theory and practice. Students have two years to complete their master's degree requirements after admission to the Clinical Psychology PhD program and are not allowed to enroll in doctoral level courses during their fourth year of residence if these requirements have not been met. ***Students are required to complete the MS requirements by August of the second year in the program in order to receive a satisfactory rating at the annual review of students.***

Specific requirements of the MS Degree:

- Credit hours (33 hour minimum; B grade or better in each class)
- Research data and analysis requirement: 9 hours of statistics and research methodology
    - Psych 501, 502, and 504
- Clinical theory requirement: 18 hours
    - 3 hours of professional and ethical issues (Psych 609);
    - 3 hours of psychopathology (Psych 611);
    - 6 hours of assessment (Psych 622 and 623);
    - 6 hours of psychotherapy (Psych 651 and 652)
- Master's thesis: 6 hours
    - Psych 699R Students will complete a master's thesis.

As noted above, students have two years to complete their degree requirements, including the thesis defense and published ETD.

Financial and Other Support

Financial Support

Tuition Support:
Tuition assistance is available during the first four years of the program, with all students receiving scholarships for at least 1/2 the LDS tuition amount. During the past academic year, proceeds from endowments allowed us to cover the full cost of tuition for all students during Fall and Winter Semesters. We anticipate providing the same level of tuition support in future years contingent on endowment yields.

Teaching and Research Assistantships:
These 15-hour-per-week positions are awarded to all interested first- and second-year students, giving them an opportunity to work closely with faculty in Clinical Psychology. Such contracts offer approximately $5112 each for Fall and Winter Semesters, as well as $2,556 for Spring Term, or a total of $12,780 for the academic year.

AmeriCorps Grants
The School of Social Work and Center for Service and Learning at BYU have an AmeriCorps grant through the Utah Commission of Volunteerism. They graciously share their grant allowing our students to receive an Education Award (tuition funding) for certain kinds of experiences each year. There are three levels of grants ranging from $1200-$2200 for externship work already being done at non-profit or not-for-profit agencies. Students must be American Citizens or have permanent resident status to be eligible.

Paid Clinical Practica:
After the first year, students are placed in clinical work settings throughout the community with specific assignments based on interests, skill level, and professional goals. These placements are generally assigned for one year and then rotated in order to provide breadth of experience. Most externships pay about $16-20 per hour and students work approximately 20 hours per week during the third and fourth years. Because of these rich clinical experiences, our students apply for internships with a strong clinical foundation.

Pre-Doctoral Internship Support :
During the year-long internship completed in the 5th training year, students receive financial support from the institution offering the internship. The current average annual stipend across all US internships is $31,100.

Teaching Opportunities:
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. Instructors are generally paid about $2900 for a 3-credit course, assuming the minimum of 20 students is reached.

Research and Travel Support:
All students are provided support up to $1000 for their dissertation research, dependent upon a proposal demonstrating the expenses. In addition, grants from the Program, Department, and College are available for travel to conferences in which students are presenting research papers or posters. Travel support can often cover the entire expense of one to two domestic conferences per year and is available each year.

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 online at BYU's Financial Aid website.

Competitive Awards:
Some Clinical Psychology students have also been successful in competing for awards offered through the university, generally through the Psychology Department, Graduate Studies, or The College of Family, Home, and Social Sciences: Experiential Learning Funds, Research Presentation Awards, Internship/Clerkship Grants, Graduate Mentoring Awards, the High Impact Graduate Research Award, and so forth.

Administrative Support

Disabilities:
Students with disabilities will be accommodated in accordance with the requirements of the Americans with Disabilities Act. University services are relatively extensive, and the Program makes every effort to provide reasonable accommodations. Contact the University Accessibility Center for more information (https://uac.byu.edu)

Counseling:
The University provides extensive counseling services, free of charge, to all University personnel, full-time students, and their dependents, mostly through Counseling and Psychological Services. The Comprehensive Clinic also provides free services to University students. Furthermore, the Clinical Director at BYU's Counseling and Psychological Services can provide a referral to a psychiatrist at the Student Health Center (https://caps.byu.edu). Clinical psychology students who wish to receive individual therapy will be referred to community therapists instead of being seen by CAPS clinicians as our students work closely with CAPS. These students will also have access to CAPS financial assistance funds as they meet with community therapists.

Multicultural, International, and Women's Support:
Various University sponsored organizations representing diverse cultures are available. Contact Multicultural Student Services for more information (https://multicultural.byu.edu). The Office of International Student Services provides both social and practical support to international students (https://iss.byu.edu). A variety of support, counseling, and educational services are provided to women, coordinated through the office of BYU Women's Services and Resources (https://wsr.byu.edu).

Training Guidelines

The following six 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.

Objective 1

Students should demonstrate an understanding of the breadth of scientific psychology and discipline-specific knowledge.

- Specific courses have been selected to focus upon achieving a breadth of understanding of scientific psychology and include the following.

Biological Aspects of Behavior (one course required)

1. Psychology 585   Human Neuropsychology/Biological Bases of Behavior (3)

Cognitive and Affective Bases of Behavior (one course required)

2. Psychology 575   Cognitive and Affective Processes (3)

Social and Cultural Aspects of Behavior (two courses required)

3. Psychology 550   Theory and Research in Social Psychology (3)
4. Psychology 645   Cultural Diversity and Gender Issues (3)

History and Systems of Psychology (one course required)

5. Psychology 510   History and Systems of Psychology (3)

Research Methodology (one course required)

6. Psychology 504   Research Design (3)

Techniques of Data Analysis (two courses required)

7. Psychology 501   Data Analysis in Psychological Research (3)
8. Psychology 502   Data Analysis in Psychological Research (3)

Objective 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. After this sequence is completed, the students must demonstrate competence by passing a comprehensive examination in Psychodiagnostic Assessment. Assessment competence is also required, evaluated, and further developed in the practica, clerkships, and externships that are part of the students' training experience.

Individual Differences (three courses required)

1. Psychology 520   Advanced Developmental Psychology (3)
2. Psychology 611   Psychopathology (3)
3. Psychology 645   Cultural Diversity and Gender Issues (3)

Professional Standards and Ethics (one course required)

4. Psychology 609   Professional and Ethical Issues (3)

Psychological Assessment, Measurement, and Intervention (five courses required)

5. Psychology 622   Intelligence Assessment (3)
6. Psychology 623   Personality Assessment (3)
7. Psychology 740R   Case Conference (0.5 ea, 6 semesters)
8. Psychology 741R   Integrative Practicum (.5-3 ea, 11 semesters)
9. Psychology 688R   Externships/Clerkships in Clinical Psychology (.5/semester, 4 semesters)

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

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.

Objective 3

Students must demonstrate their competency in psychotherapy.

- Knowledge, skills, and attitudes are first developed through successful completion of a sequence of foundation courses in psychotherapy.
- Students are required to be enrolled in Integrative Practicum each semester and term of their four years in the program, the fourth year serving as peer supervisors. As part of the course

requirements, students meet weekly with a supervisor who critiques and evaluates their therapy via video review.

- After their therapy courses are completed, students are required to demonstrate competence by passing the Psychotherapy Comprehensive Examination.
- Several members of the faculty are well known for their contributions in evaluating the effectiveness of psychotherapy. All practicum students use 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.

Psychotherapy (six courses required)

1. Psychology 651   Psychotherapy Skills and Theories (3)
2. Psychology 652   Cognitive-Behavioral Psychotherapy (3)

   Choose one of 653,654, or 656

3. Psychology 653   Child and Adolescent Psychotherapy (3)
   Psychology 654   Group Psychotherapy (3)
   Psychology 656   Mindfulness and Psychotherapy (3)
4. Psychology 740R   Case Conference (0.5 ea, 6 semesters)
5. Psychology 741R   Integrative Practicum (.5-3 ea, 11 semesters)
6. Psychology 688R   Externships/Clerkships in Clinical Psychology (.5/semester, 4 semesters)

Objective 4

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

- Students are required to complete foundation courses in research design and data analysis.
- Students complete a research project (Master's Thesis) by the end of the second year. This project must include a project definition form, a written manuscript detailing the research project, and an oral defense. This is best achieved by participation in the faculty chair's research team and accepting and developing a project as part of that team. The prospectus and final paper must be defended and approved by a committee consisting of the chair and two other graduate faculty members selected by the student and chair in consultation with one another.
- A comprehensive examination in research is required at the completion of the second year in the program.
- All students must complete a dissertation with an appended journal manuscript. Prior to data collection, the dissertation prospectus must be developed and successfully defended. In this review the student must justify the research question along with 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.

Research Methodology (one course required)

1. Psychology 504   Research Design (3)

Techniques of Data Analysis (two courses required)

2. Psychology 501   Data Analysis in Psychological Research (3)

3. Psychology 502   Data Analysis in Psychological Research (3)

Thesis and Dissertation Research (two courses required)

1. Psychology 699R   Master's Thesis (6)
2. Psychology 799R   Dissertation (18)

Objective 5

Students may elect to take foundation courses in three different Major Areas of Study that may 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 be noted that *Major Areas of Study are not required of the students*, nor does the transcript note the completion of a Major Area of Study.
- Some courses required for Major Areas of Study also count towards the Clinical Psychology general major requirements.

Child, Adolescent and Family Major Area of Study (three courses required plus at least one rotation of externship and practicum in child areas)

1. Psychology 520   Advanced Developmental Psychology (3)
2. Psychology 612   Developmental Psychopathology (3)
3. Psychology 711R   Advanced Child Assessment (3)
4. Psychology 741R   Practicum (.5-3 ea, variable number) *Assigned to supervisors specializing in Major Area of Study*
5. Psychology 688R   Externships/Clerkships in Clinical Psychology *One or more externships/clerkships completed in Major Area of Study*

Clinical Neuropsychology Major Area of Study (six courses required plus at least one rotation of externship in a neuro area)

1. Psychology 585   Human Neuropsychology/Biological Bases of Behavior (3)
2. Psychology 680   Clinical Neuropsychology (3)
3. Psychology 713   Adult Neuropsychological Assessment (3)
4. Psychology 714   Child Neuropsychological Assessment (3)
5. Psychology 715   Seminar in Neuroanatomy (3)
6. Psychology 740R   Neuro Case Conference (.5, 6 semesters)
7. Psychology 688R   Externships/Clerkships in Clinical Psychology *One or more externships/clerkships completed in Major Area of Study*

Clinical Health Major Area of Study (four courses required plus at least one rotation of externship in a health area)

1. Psychology 583   Health Psychology (3)
2. Psychology 686R   Seminar in Health Psychology (3)
3. Psychology 688R   Externships/Clerkships in Clinical Psychology *One or more externships/clerkships completed in Major Area of Study*

Complete 2 of the following electives:

1. Psychology 552   Applied Social Psychology
2. Psychology 680   Clinical Neuropsychology
3. Psychology 687R   Seminar in Psychopharmacology
4. Psychology 711R   Biofeedback
5. Psychology 715   Neuroanatomy
6. Public Health 613   Community, Family & Individual Health
7. Public Health 622   Health Behavior Change & Communication
8. Public Health 623   Health Systems, Policy & Advocacy
   AND
   Public Health 614   Program Planning

Objective 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 four years of integrative practicum supervised by faculty on cases seen within the Comprehensive Clinic or BYU Counseling and Psychological Services. Students are expected to complete assessments during the first year in the program and see four to five ongoing therapy cases in the second and third years, with continued work in assessment. In the fourth year, students serve as peer supervisors while enrolled in clinical practicum. All practica are coordinated by the Associate Director of Clinical Training.
- In addition, students must complete externships/clerkships experiences during their third and fourth years in the program (second years may participate optionally) in order to gain exposure to a wide range of patient populations, assessment/treatment models, and intervention strategies. Students typically rotate sites at the end of each academic year. All fieldwork experiences (clerkships and externships) are managed by the Externship Coordinator and are supervised by licensed professionals in the community. Typical settings may include Utah State Hospital (serious mental disorders), Utah Valley Hospital (neurological and psychological disorders of varying levels of dysfunction), Private Practice, etc.

Integrative Practica in BYU's Comprehensive Clinic (20 credits required, 11 semesters)

1. Psychology 741R   Integrative Practicum (.5-3)

Externships/Clerkships (3 credits required, 6 semesters)

2. Psychology 688R   Externships/Clerkships (.5)

Curriculum at a Glance

Courses required for the Neuropsychology Major Area of Study appear in italics and are not included in the total credits listed for each semester. Students with a neuropsychology Major Area of Study will take their courses as they are prepared to do so, ideally finishing them in the first three years of the program. Though the clinical core (Psychopathology, Ethics, First Therapy Class, Assessment Sequence) 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.

First Year Requirements

First Year - Fall Semester			11.5
Psych 501	Data Analysis in Psychological Research		3
Psych 611	Psychopathology		3
Psych 622	Intelligence Assessment		3
Psych 699R	Master's Thesis		1
Psych 740R	Case Conference	*Neuro also take Neuro CC*	0.5
Psych 741R	Integrative Practicum		1

First Year - Winter Semester			11.5
Psych 504	Research Design		3
Psych 623	Personality Assessment		3
Psych 651	Psychotherapy Skills and Theories		3
Psych 699R	Master's Thesis		1
Psych 740R	Case Conference	*Neuro also take Neuro CC*	0.5
Psych 741R	Integrative Practicum		1
Psych 585	*Human Neuropsychology/Biological Bases of Behavior*		3

First Year - Spring and Summer			5
Psych 609	Professional and Ethical Issues		3
Psych 699R	Master's Thesis		1
Psych 741R	Integrative Practicum		1

Research: Propose Master's Research Project (Fall Semester)
First Year Comprehensive Examination: Assessment (First Friday of Summer Term)

Second Year Requirements

Second Year - Fall Semester			10.5
Psych 502	Data Analysis in Psychological Research 2		3
Psych 653	Child and Adolescent Psychotherapy (OR)		
Psych 654	Group Psychotherapy (OR)		3
Psych 656	Mindfulness and Psychotherapy		
Psych 688R	Externship/ Clerkship (optional)		0.5
Psych 699R	Master's Thesis		1
Psych 740R	Case Conference	*Neuro also take Neuro CC*	0.5
Psych 741R	Integrative Practicum		3
Psych 680	*Clinical Neuropsychology*	*Offered odd years*	*3*
Psych 715	*Neuroanatomy*	*Offered even years*	*3*

Second Year - Winter Semester			11.5
Psych 652	Cognitive-Behavioral Psychotherapy		3
Psych 645	Cultural Diversity and Gender Issues		3
Psych 688R	Externship/ Clerkship (optional)		0.5
Psych 699R	Master's Thesis		2
Psych 740R	Case Conference	*Neuro also take Neuro CC*	0.5
Psych 741R	Integrative Practicum		3
Psych 713	*Adult Neuropsychological Assessment*		*3*
Psych 714	*Child Neuropsychological Assessment*		*3*

Second Year - Spring and Summer			5
Psych 510	History & Systems of Psychology		3
Psych 741R	Integrative Practicum		2
Psych 688R	Externship/ Clerkship (optional)		.5

Research: Poster Presentation and M.S. Thesis Defense (Winter Semester)
Second Year Comprehensive Examination: Research (Spring Term)

Third Year Requirements

Third Year – Fall Semester			14.0
Psych 575	Cognitive and Affective Processes		3
Psych 653	Child and Adolescent Psychotherapy (OR)	Offered every three years	
Psych 654	Group Psychotherapy (OR)	Offered every three years	3
Psych 656	Mindfulness and Psychotherapy (OR)	Offered every three years	
Psych 688R	Externship/Clerkship		0.5
Psych 740R	Case Conference	*Neuro also take Neuro CC*	0.5
Psych 741R	Integrative Practicum		3
Psych 799R	Dissertation		4
Psych 680	*Clinical Neuropsychology*	*Offered odd years*	*3*
Psych 715	*Neuroanatomy*	*Offered even years*	*3*

Third Year – Winter Semester			11.0
Psych 585	Human Neuropsychology/Bio Bases of Behavior	If not taken first year	3
Psych 688R	Externship/Clerkship		0.5
Psych 740R	Case Conference	*Neuro also take Neuro CC*	0.5
Psych 741R	Integrative Practicum		3
Psych 799R	Dissertation		4
Psych 713	*Neuropsychology: Adult Assessment*	*Odd Years*	*3*
Psych 714	*Neuropsychology: Child Assessment*	*Even Years*	*3*

Third Year – Spring and Summer			9.5
Psych 510	History & Systems of Psychology	Offered odd years	3
Psych 688R	Externship/Clerkship		0.5
Psych 741R	Integrative Practicum		2
Psych 799R	Dissertation		4

Research: Defend Dissertation Prospectus (Last Day of Spring Term)
Third year Comprehensive Examination: Psychotherapy (Winter Semester)

Fourth Year Requirements

Fourth Year – Fall Semester			9.0
Psych 550	Theory and Research in Social Psychology		3
Psych 653	Child and Adolescent Psychotherapy (OR)	Offered every three years	
Psych 654	Group Psychotherapy (OR)	Offered every three years	3
Psych 656	Mindfulness and Psychotherapy (OR)	Offered every three years	
Psych 688R	Externship/Clerkship		0.5
Psych 741R	Integrative Practicum		0.5
Psych 799R	Dissertation		2

Fourth Year – Winter Semester			6.0
Psych 520	Advanced Developmental Psychology		3
Psych 688R	Externship/Clerkship		0.5
Psych 741R	Integrative Practicum		0.5
Psych 799R	Dissertation		2

Fourth Year – Spring and Summer			3.0
Psych 688R	Externship/Clerkship		0.5
Psych 741R	Integrative Practicum		0.5
Psych 799R	Dissertation		2

Research: Defend Dissertation and Submit to ETD (Before Leaving on Internship)

Since you will be working on your dissertation throughout your program, register for it at the time that you are working on it. The 18 credits should be spread over a number of semesters, once the M.S. portion of the degree is complete. If you have completed your coursework (except for internship, externships, and dissertation), you may ask that a Request for Full-Time Status be submitted on your behalf (see appendix Quick Links for request form).

Fifth Year Requirements

Fifth Year - Internship			3.0
Fall			
Psych 745	Clinical Internship		1
Psych 799R	Dissertation	only if not completed	2
Winter			
Psych 745	Clinical Internship		1
Psych 799R	Dissertation	only if not completed	2
Spring/ Summer			
Psych 745	Clinical Internship – Spring/ Summer Term		1
Psych 799R	Dissertation (only if not completed)	only if not completed	2

Emphasis Area Course Information

Child, Adolescent, and Family Area of Emphasis			10.0
Psych 520	Advanced Developmental Psychology	Offered in Winter	3
Psych 612	Developmental Psychopathology	Offered in Spring Every 3 Years	3
Psych 624	Advanced Child Assessment	Offered in Spring Every 3 Years	3
Psych 688R	Externship Clerkship in Child Area	Offered All Semesters	.5
Psych 741R	Practicum	At least 1-rotation in child practicum	.5

Neuropsych Area of Emphasis			18.5
Psych 585	Human Neuropsychology/ Biological Bases of Behavior	Offered in Winter Every Year	3
Psych 680	Clinical Neuropsychology	Offered in Fall Odd Years	3
Psych 688R	Externship/ Clerkship in Neuro Area	Offered All Semesters	.5
Psych 713	Adult Neuropsychology	Offered in Winter Odd Years	3
Psych 714	Child Neuropsychology	Offered in Winter Even Years	3
Psych 715	Neuroanatomy	Offered in Fall Even Years	3
Psych 740R	Neuro Case Conference	Required Fall/Winter Years 1-3	3

Health Area of Emphasis			12.5
Psych 583	Health Psychology	Offered in Winter Every 3 Years	3
Psych 686R	Seminar in Health psychology	Offered in Winter Every 3 Years	3
Psych 688R	Externship/ Clerkships in Health Area	Offered All Semesters	.5
Plus choose two of the courses listed below			
Psych 552	Applied Social Psychology	Offered in Winter (on occasion)	3
Psych 680	Clinical Neuropsychology	Offered in Fall Odd Years	3
Psych 687R	Seminar in Psychopharmacology	Offered in Winter Every 3 Years	3
Psych 711R	Biofeedback	Offered in Spring (on occasion)	3
Psych 715	Neuroanatomy	Offered in Fall Even Years	3
HLTH 613	Community, Family & Individual Health	Fall	3
HLTH 614*	Program Planning and Evaluation I	Fall	3
HLTH 622	Health Behavior Change & Communication	Winter	3
HLTH 623	Health Systems, Policy & Advocacy	Winter	3

*HLTH 623 must be taken in addition to HLTH 614 in order to count as *one* elective.

Electives

<u>Non-Clinical Electives</u>

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.

<u>Clinical Electives</u>

Some electives that have been taught over the past few years include:

Psych 514   Computational Neuroimaging Analysis (online)

Psych 515   Neuroimaging Analysis 1: Structural Imaging

Psych 516   Neuroimaging Analysis 2: Diffusion Weighted Imaging

Psych 517   Neuroimaging Analysis 3: fMRI

Psych 583   Health Psychology

Psych 612   Developmental Psychopathology

Psych 624   Advanced Child Assessment

Psych 680   Clinical Neuropsychology

Psych 686R   Seminar in Health Psychology

Psych 687R   Psychopharmacology

Psych 711R   Topics in Clinical Psychology

Psych 713   Adult Neuropsychological Assessment

Psych 714   Child Neuropsychological Assessment

Psych 715   Seminar in Neuroanatomy

Field Work

Clinical Psychology Practicum Experiences

For a complete description of applied clinical training, see the Program's *Practicum Handbook*.

Integrative Practicum

Students complete practicum experiences in the Comprehensive Clinic under faculty supervision beginning in the fall of their first year and continuing through Winter of the fourth year (see *Practicum Handbook* for descriptions and further requirements). In the fourth year, students supervise their more junior peers in their clinical practice. Clinical competencies developed within practicum must be at the level of "ready for internship" by the end of practicum.

Practicum students see clients through BYU's Comprehensive Clinic and are supervised by the core faculty in the clinical program. 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 therapy clients until at least some of the basic foundation courses have been completed and faculty judge them to have the foundational competencies required to begin therapy practicum. However, even in the first semester students participate in an assessment practicum. Through the four years of integrative practicum, students obtain experience both in assessment and in therapy. In the fourth year, students add a peer-supervision component to their experience.

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 case conference twice per month. The majority of the case conferences involve case presentations while a few may deal with research or types of pathology and practice.

Note that the program gives strong attention to evidence-based practice and empirically-supported assessment and treatment. As part of their training students learn to evaluate practices according to these standards, and they are expected to use them in all of their clinical activities.

Evaluation by Practicum Supervisors

Students taking practica are evaluated by their supervisors following the procedures agreed upon by the Clinical Faculty. Twice each year (December and May), the practicum supervisor completes a rating form for each student, and each student has the opportunity to discuss the practicum experience with the supervisor.

Clinical Psychology Clerkships and Externships

For a complete listing of clerkship and externship sites, see the Program's *Directory of Sites*.

Students are required to complete 2 credits (four semesters) of Psych 688R Externship/ Clerkship during their time in the program. Each experience typically lasts one year. The program has arranged experiences for students in over 25 community agencies where students are supervised by on-site licensed professionals. These opportunities require the integration of classroom experiences with practical work applications, resulting in the acquisition of advanced clinical skills with a great variety of client populations. Placements are offered in numerous settings including medical centers and hospitals, neuropsychological facilities, VA health care systems, community mental health centers, state psychiatric hospitals, university counseling centers, and private practices. The Externship Coordinator makes every effort to see that students obtain both breadth and depth in their experiences.

Clerkships

Clerkships (Psych 688R), experiences that are not paid by the provider, may be completed at any point in training. However, some clerkships are designed to allow participation of students who are at the early stages of clinical training. By the second year, students have had some clinic practicum experience and opportunities for psychological practice in several of their foundation classes. The clerkships provide a service to the community, but they are specifically built into the curriculum to allow students to observe various agencies dealing with different focus groups. Clerkships are designed to allow the student to observe professional psychologists in their regular activities, to provide services in those settings, and to broaden their exposure to clinical populations, settings, and activities. By design, each student's clerkships are selected to give diverse exposure and to provide an additional opportunity for exposure in an emphasis area or field of interest. At the present time, the department has secured funding to provide financial support for students participating in these clerkships. Students who work at clerkship sites and receive funding from the program are required to work 5 hours/ week at CAPS during either their 3rd or 4th year in the program.

Externships

In addition to practicum and clerkship placements, a paid externship setting may be selected each year. This option may commence as early as the beginning of the second year. An externship is typically the most integrated clinical experience, offered only when the Externship Coordinator 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 provide direct service clinical work under professional supervision. These paid training placements are one of our program's most exemplary and innovative aspects. They offer students extended learning experiences outside the university and provide substantial funding as the students 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 20-24 dollars per hour, though there are exceptions both higher and lower). 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. While the Externship Coordinator acts as the Field Placement Supervisor, on-site supervision is overseen by a licensed psychologist. Although a specific number of externships are not required, most students begin participating in limited external practica in their second year and continue until they leave for their internship. 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.

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 Commission 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/Clerkship credit with a university-approved IRAMS application.

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:

1. **It must be part of the student's program of study and development as a psychologist, and**
2. **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 Professional Licensing: ***https://dopl.utah.gov/psychology/laws-and-rules/***

The Externship Coordinator 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.)

Teaching in the Psychology Department

A student **must** complete and pass Psychology 693 and then apply to be considered for teaching positions when they are available. An announcement of available courses, along with an application form, will be emailed to students a semester before and assignments will be made at a minimum of a month prior to the beginning of each semester. Please note that courses that fail to meet the department's enrollment thresholds are subject to cancellation.

The ultimate hiring and supervision are done under the direction of the Department Chair. Student instructors are to find a teaching mentor each semester with experience in the course they are teaching. The student must submit a Mentoring Agreement for Graduate Instructors for each course that is taught.

A student's proficiency in instruction will be assessed based on your performance throughout the program, both as an instructor and a student in the classroom. Feedback from your teaching mentor and students will also contribute to this evaluation. Every semester, student instructors undergo a comprehensive assessment encompassing these criteria. It's essential to recognize that teaching is a privilege, subject to potential revocation. Additionally, A survey featuring the list of available courses will be distributed at least three months ahead of the course offering. Subsequently, **assignments will be allocated eight weeks before the course commencement. Once an assignment is granted, the designated student instructor assumes full responsibility for it.** If a student instructor withdraws from an assignment after its allocation, this decision could impact their prospects for future teaching opportunities.

Comprehensive Exams

Comprehensive Examination Ratings

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 in the 1st, 2nd and 3rd years.

- Year 1: Assessment Comp
- Year 2: Research Comp
- Year 3: Psychotherapy Comp

Each comprehensive examination is evaluated by two examiners with feedback from the whole committee. Students are notified of the results by the examiners. The following outcomes are possible on the comprehensive examinations:

- **Pass with Distinction:** This outcome is designed to recognize students whose performance was well beyond expectations and that of their peers.

- **Pass:** The examination was rated as demonstrating satisfactory skill on all rated competencies, and the paper was satisfactory (but possibly needing minor revision not of major substance).

- **Pass with Revision:** The examination was mostly satisfactory but requires revision before a final version of the examination is accepted. Special conditions for completing either a written or oral remedial examination are specified by the examination committee.

- **Reconvene:** The examination requires major revisions that must be completed before the committee can arrive at a decision about whether the examination is satisfactory. The revised exam will be resubmitted to the original examiners who will reconvene to determine the final disposition of the examination.

- **Fail**: The examination was unsatisfactory. The student will be given a remedial plan and must demonstrate that the plan was completed before retaking the examination. The student must then retake the examination the following August. Two failures on any of the comprehensive exams constitute grounds for dismissal from the program.

Assessment Comprehensive Exam

Process

The Assessment Comprehensive Exam will be administered in the first year on the last day of finals in Spring term (June), following the completion of the two required assessment courses. A retake of the exam will be offered near the beginning of the subsequent school year.

The Assessment Comprehensive Exam will be administered in two parts.

Part 1
- Students will be given the background, presenting problems, history, and behavioral observations of a comprehensive psychological assessment.
- Students will be asked to read the case carefully and answer questions regarding their initial conceptualizations and differential diagnoses of the case given the background.

Upon completion of the first part, students will pick up the second portion of the exam wherein they will be given additional data relevant to the same case.

Part 2
- Students will be asked to interpret the results and write up a results section for the report.
- Students will need to include a diagnostic summary and conceptualization, followed by appropriate recommendations.

Students will be rated by two faculty members who are blinded to the identity of the students, with the whole assessment comprehensive exam committee coming to a consensus and making recommendations regarding performance.

Evaluation Criteria

The specific competencies against which performance is evaluated are as follows. All competencies are rated according to the following anchors: Unsatisfactory, Needs Improvement, Satisfactory, Superior.

Part 1
- Case conceptualization effectively integrates available background information
- Case conceptualization identifies appropriate differential diagnoses (w/ specifiers) and justification for those diagnoses
- Differential diagnoses refer to relevant prevalence estimates and demographic features
- Case conceptualization identifies key genetic/biological risk or protective factors and their potential contributions to diagnosis and treatment planning
- Case conceptualization identifies key temperamental or personality risk or protective factors and their potential contributions to diagnosis and treatment planning

- Case conceptualization identifies key psychosocial or environmental risk or protective factors and their potential contributions to diagnosis and treatment planning
- Case conceptualization effectively describes the cultural considerations that potentially influence to this case and how they affect interpretation
- Case conceptualization effectively describes the potential ethical considerations that influence this case and how they affect interpretation
- There is an effective description of an ideal assessment battery for this case and reasons behind those choices. The description demonstrates mastery of assessment instruments and techniques

Part 2

- Results section integrates and explains data in logical and understandable fashion for a general reader
- Conclusions and recommendations are supported by data and reasonable alternatives are explored and properly ruled out
- Final conceptualization of the case is clear and concise, including integration of relevant contributing biopsychosocial influences
- Shows a mastery of strengths and limitations of traditional assessment measures, including psychometric properties
- Recommendations are consistent with the case conceptualization, targeted to specific needs of the client, and appropriate to the data
- Within the constraints of the time limit, the overall report is organized, logical, coherent, complete, and appropriately written to a general audience
- The process demonstrates a mastery of psychopathology to arrive at diagnoses and make recommendations

Research Comprehensive Exam

Process

The Research Comprehensive Exam will be distributed during spring term of the second year on the third Friday in May and due the following Friday. This exam is a take-home style and you will receive the exam via email and then have one week to complete it. The exam will involve essay questions aimed at assessing the student's understanding of research design and statistical analysis. Topics covered in 501, 502, and 504 are appropriate. A retake of the exam will be offered near the beginning of the subsequent school year. Additional details will be provided regarding the Research Comprehensive Exam prior to the examination date.

Evaluation Criteria

The specific competencies against which performance is evaluated are as follows. All competencies are rated according to the following anchors: Unsatisfactory, Needs Improvement, Satisfactory, Superior.

- Clearly explains the design of the study, so that it is obvious what is happening and when
- Clearly explains the assessment procedures (e.g., when measures are administered and by whom)
- Provides a discussion of the relevant psychometrics of measures used and provides evidence for any claims
- Explains the benefits of their design choices
- Demonstrates how their design address threats to valid inference regarding the effects in the study
- Provides a power analysis for any tests of the treatment effect
- Chooses a statistical analysis plan that matches the aims of the study
- Clearly describes the analysis plan
- Provides a thoughtful discussion of the limitations of the proposed study
- Shows an understanding of open-science practices and integrates those ideas throughout

Psychotherapy Comprehensive Exam

Process

The Psychotherapy Comprehensive Exam will be administered during Winter semester of the third year on the Last Friday in January. The Psychotherapy Comprehensive Exam will consist of 2 parts, both closed book/closed notes. The specific instructions may be revised each year, but the following provides an example of the process.

Between 8:30am and 9:00am on the date of the exam, you will check in at 284 TLRB where you will be given a room assignment. You are allowed a laptop computer for typing, but please do not use the internet, a copy of your theory of change, or any other resources on your computer. You are welcome to use the restroom and leave the exam room as needed, so long as you do not consult with other students, faculty, or look at resources. You will have until 5:00pm to complete both parts of the exam. ***Please do not discuss the exam with other students or faculty***.

Part 1

This will be a scholarly paper setting forth a theoretical conceptualization of your theory of change in psychotherapy. Your theory should address the following questions (use the questions in bold as section headings):

1. **How does psychopathology and psychosocial dysfunction develop?**
2. **How does psychotherapy promote change?**
   a. summary; elaborated in following sections
3. **What are the core assumptions of your theory of change?**
4. **What are the key mechanisms of action that promote change?**
   a. Briefly describe available evidence for these assertions
5. **What are the therapist's primary tasks when facilitating change?**
6. **What is the desired outcome of psychotherapy, and how do you know when it is achieved?**
7. **What is the state of the evidence for the model you've articulated?**
   a. Summarize the state of the evidence for the model you've articulated, including evidence for any components you've included in your theory of change that are typically not emphasized in the general model.
8. **What gaps in the research literature exist for your model?**
   a. Explain what gaps in the research literature exist for the model you've articulated. What are the most important unanswered questions? What other limitations in your theory of change should be acknowledged?

The length of Part 1 *must* be kept to ***12 pages or less (8-10 pages is ideal).*** Page length does not include references. Please use normal font and double spaced formatting.

As you will be writing this paper "on the fly" without notes or resources outside of your own head, **reviewers will not expect the same level of polished writing as would be required for other scholarly papers**. However, you should still attend to principles of good writing: organization, clarity, basic writing mechanics, etc.

While the theoretical basis must be grounded in the literature, the paper should reflect your own integration and current belief system rather than present a mere summary of other people's ideas. To the extent possible, your personalization should also be scholarly and evidence-based, rather than merely a statement of preference or opinion.

Citations/References

Exact citations and references are not required. However, you should come prepared to include at least 6-12 of the sources that are critical to your theory of change and the key evidence supporting your assertions. You should have enough familiarity with the source so that you can provide enough information that the reader could easily locate it. In addition to providing citations as appropriate in the text of your paper, include a "rough" Reference section that includes author, year, source, gist of the title. For example: Kazantsiz et al. (2018). CBT review of meta-analyses, *Cognitive Therapy and Research*. **Reviewers will not penalize for minor inaccuracies**. Essentially, we want you to be able to quickly access from memory the most important resources and strongest sources of evidence to support your theory of change, such that if you were having a conversation about these issues with a colleague you could quickly point to the evidence for your key assertions.

Part 1 Submission

Submit your paper electronically to the Clinical Psychology Secretary (clinical_psychology@byu.edu), then report back to 284 TLRB to receive Part 2. Include your student ID number on the paper, but **do not include any other identifying information in the paper**.

Part 2

Part 2 of the exam is also closed-book/closed notes. You will choose one of two case vignettes to address the following in **5-8 pages** (normal font, double-spaced; student ID number only):

1. Provide a brief case conceptualization using the model you outlined, including (but not limited to):
    a. What likely contributed to the development of the presenting concerns?
    b. What should be the targets for intervention?
    c. What would you identify as the primary treatment goals?
2. Describe in detail the specific practices/interventions you would use in session to achieve the identified treatment goals (and why). (What exactly would we see you doing in session to bring about change?)
3. How would you know that your approach is working?

Part 2 Submission

Email Part 2 (with student ID number) to the clinical psychology office assistants as described above.

Evaluation Criteria

In completing either part of the exam (what to include, how much text to devote, etc.), consider the specific competencies against which performance is evaluated. All competencies are rated according to the following anchors: Unsatisfactory, Needs Improvement, Satisfactory, Superior.

- Clearly describes the assumptions, foundational principles, and appropriate populations/conditions for the selected model.
- Clearly articulates the proposed mechanisms of change and how they derive from the model.
- Uses existing literature effectively to clarify the model and to describe its empirical support.
- Effectively incorporates own ideas into the model.
- Connects the model to evidence-based practice (e.g., measures change).
- Demonstrates an accurate understanding of the model's limitations and current gaps in the research literature.
- Case conceptualization of vignette is clearly and faithfully derived from selected model.
- Relates the broad theoretical principles of the model to specific treatment goals and interventions.
- Demonstrates detailed familiarity with specific clinical interventions derived from the model.

Research

Research Requirements

Research training is a major part of graduate training in psychology. As such, all graduate students are actively engaged in research throughout their time in the program. This is primarily accomplished in the following ways:

1. Active participation in the faculty mentor's research team, with increasing responsibility over projects as they progress through the program.
2. Completion of a second year project (i.e. Master's Thesis) wherein the student takes major responsibility for most of the research components comprising the project (e.g., conceptualization, design, data collection, analysis, and writing).
3. Completion of a dissertation with a journal-ready manuscript. The project and dissertation will frequently blend with other research in which the student will participate, but research involvement typically goes well beyond the work required for the project and the dissertation.

Research training and proficiency is in part documented through completion of the:
1. Master's Thesis
2. Dissertation prospectus defense
3. Doctoral dissertation defense

Further, development of competency in research skill sets is a significant part of the annual evaluation of student progress.

Master's Thesis: The Second Year Project

Note for students entering the PhD program with a master's degree: Students who enter the Clinical Psychology Phd program with a master's degree will be asked to submit a copy of their master's thesis from the prior institution to the Director of the BYU Clinical Psychology Training Program. The Director, the student's primary research mentor, and at least one additional member of the Clinical Psychology graduate faculty will review the thesis to determine its adequacy in meeting the Clinical Psychology master's thesis requirement. If possible, their decision will be discussed with other Clinical Psychology faculty at a regular program faculty meeting. If the thesis is approved, the requirement of a separate thesis will be waived. However, the student will still be required to complete a second-year project, including the poster presentation. Also, the student will not be awarded a master's degree as part of the BYU Clinical Psychology PhD program. A student whose thesis is judged to be adequate will not be required to register for thesis credit. However, the total number of credits required for the degree remains the same, which will often mean the student will take two additional elective courses.

Master's Thesis Timeline

First Year: Conceptualizing and Conducting the Research

First Year, Fall Semester, Last Day of Finals
1. Approve 3-member thesis committee
2. Approve Program of Study
3. Upload into Grad Prog and receive approval for the Master's Thesis title and a 250-word abstract of the project (aka "Master's Prospectus"). If the prospectus is not submitted by this deadline, the student will receive a Marginal rating for Fall Semester.

Second Year: Completing and Presenting the Master's Thesis

Second Year, Fall Semester, Last Day of Finals
1. **Submission of the Master's Thesis Manuscript to Chair.** The second-year project will culminate in a written thesis manuscript sent directly to the thesis advisor as a Word document for edits prior to uploading to Grad Prog for the committee review. ***It must be sent to the committee chair no later than the last day of finals, Fall Semester of the second year.***

Second Year, Winter Semester
1. **Submission of the Master's Thesis Manuscript to Committee.** The revised written manuscript ***must be submitted no later than the end of the second week of Winter Semester of the second year*** to the full thesis committee, via Grad Prog under the Ready for Defense option for review and recommendations for revision. Recommendations from committee members should be returned to the student no later than January 31st, so the student can begin work on the February/March poster presentation. If the manuscript is not submitted to the committee by the deadline, the student will receive a Marginal rating for Winter Semester.

If the manuscript is not completed by the end of the student's second Spring Term, an Unsatisfactory for Spring Term will be given, constituting the second consecutive less-than-satisfactory rating. Two consecutive less-than-satisfactory ratings will result in the student's dismissal from the program. A petition for exception may be considered by Graduate Studies, but is granted only on rare occasions.

If the student fails to meet the deadline but submits the manuscript at a later point during the Winter Semester or Spring Term, the Committee's review would then take place during the corresponding semester or term. An alternate oral defense will be arranged.

2. **Evaluation of the Master's Thesis Manuscript.** Evaluation of the manuscript by the committee should be completed by January 31st of the Winter Semester of the second year, provided the manuscript was submitted prior to the deadline. The student will be informed via Grad Prog of the results of the manuscript evaluation. The chair may also discuss the committee's specific responses to the manuscript with the student. If the student *does not* meet the passing requirement for the manuscript, the student will receive a Marginal rating for Winter Semester and be granted the remainder of the semester to make the necessary revisions to receive thesis approval. Any student who does not pass the requirement initially will be required to complete an oral defense at a later date.

3. **Poster Presentation/Defense of the Master's Thesis.** *During the first week of March*, second-year students will be required to prepare and present their Master's Thesis projects at a poster session convened by the department. The committee will conduct an oral defense of the Master's thesis at that time. Attendees at the session will include committee members, other psychology faculty members, and other graduate students. If the presentation does not occur at that time, the student will receive a Marginal rating for Winter Semester.

4. **Evaluation of the Master's Thesis.** The Thesis Defense section in Grad Prog will be used to evaluate and approve the master's thesis manuscript and presentation following the poster session. All three members of the committee must be present at the session in order for it to constitute the thesis defense. The committee chair will certify "Pass," "Pass with Qualifications," "Recess," or "Fail" in Grad Prog, considering both the manuscript and presentation. Then, the committee members will be given the opportunity to "Approve" once the defense status of "Pass" has been reached. *If revisions of the poster or manuscript are required following the presentation, they need to be completed and approved by all committee members by the last day of finals of Winter Semester.*

In summary, assessment of the Master's Thesis occurs in two stages. First, the written document is presented to the chair for revisions prior to being submitted to the committee members, who will then decide if the project is ready to progress to the presentation phase. Second, the project poster is presented during the department poster session (thesis defense) that occurs in early March. All members of the committee attend the poster session and determine if the student has completed the requirements to pass both the manuscript and presentation. *All documentation will be submitted and approved through Grad Prog.*

Master's Thesis Details and Guidelines

Graduate Studies policy is that each poster presentation serving as a thesis defense must be scheduled in Grad Prog by the Coordinator of Student Programs. The Readiness for Defense section of Grad Prog must have approval by all three committee members before the Coordinator of Student Programs can schedule the defense. ***The defense must be scheduled at least one week before the date of the poster presentation.*** By giving approval in the Ready for Defense section, the committee is affirming that the student is ready to present one week after the scheduling submission date. The student is required to meet all Graduate Studies deadlines designated for the semester/term he or she is planning to graduate with the master's degree.

If the student is not able to use the required poster presentation event as the thesis defense (e.g., not all committee members can be there), the student can plan and schedule the date for the defense at the convenience of the student and committee. However, the student does have the option to defend during the Second-Year Project Poster Presentation in early March if all members of the committee are able to be present.

Keep in mind that the Second-Year Project Poster Presentation is a mandatory event in which all 2nd year graduates must participate whether it is scheduled as an oral master's thesis defense or not. The student is not required to defend at that time. However, if the student does plan to use the presentation as the master's thesis defense, the same scheduling procedure must be followed as that of a regular thesis defense (through Grad Prog, with all members of the committee present). If these criteria cannot be met, the student will need to schedule a presentation/oral defense independent of the Second-Year Poster Presentation date in consultation with the committee.

After the defense, necessary revisions are made through Grad Prog and the document can be submitted through the Electronic Thesis and Dissertation (ETD) system for review and approval at the various levels (Graduate Studies, Department, College). The ETD document can only be uploaded into Grad Prog following the approval of the thesis defense. The student should allow a minimum of three weeks for the approvals process of the ETD. The ETD goes through five reviewers in total: Graduate Studies, Psychology Department, College of FHSS (2 reviewers), and back to Graduate Studies. If edits are needed, additional time may be required to complete the approvals process. Again, all deadline dates for the anticipated semester/term of graduation must be met.

Acceptable Master's Thesis Project

Students are encouraged to pursue projects that lead to publishable papers or similar deliverables (e.g., client presentations).

Examples of acceptable second-year projects follow:

1. **The pilot study.** Students may decide to collect pilot data to fulfill the Project requirement. It may not be practical to collect *all* the data that would be necessary for a full research study (due to time constraints or other logistical reasons). In the pilot study a problem must be conceived, background reading is done, preliminary data are collected (or appropriated from an ongoing project), and data are analyzed. The project is written complete with references, etc. However, it

differs from a journal submission in that various control conditions/groups may not be run, sample size may be reduced, etc. These limitations are described, and subsequent steps are discussed.

2. **Existing data sets.** The student may use and analyze existing data sets that are available from faculty members that are pertinent to a problem in which the student is interested. As with the pilot study, the results may or may not be publishable. The student's job is to state the problem under consideration, analyze the data, and write up a report, including a discussion of caveats and shortcomings.

3. **Meta-analysis.** The student and the advisor work on synthesizing and analyzing qualitative and/or quantitative data across multiple studies in a manner that increases our understanding of an existing phenomenon.

4. **An "assigned" project.** In this scenario, new data are involved, but the project has already been laid out (i.e., designed in terms of its rationale and method, etc.) by the advisor. The student is given the data collection task and then proceeds either as in examples 'a' or 'b.' If only a portion of the study is completed and is thus limited in terms of results, as often is the case in a grant application, preliminary results are reported. The broader scope of the project and proposed analyses are also presented. The discussion presents points with reference to various possible outcomes. The assigned project is viewed as similar to submitting an NSF or NSRA application; however, applying for an NSF/NRSA award may not be used to satisfy the second-year project.

If a student and the advisor feel that none of the above examples are applicable, they may modify one of the above projects to meet this requirement.

Dissertation

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. However, addressing broader questions within psychology is appropriate. A dissertation should explore meaningful problems and allow for the demonstration of mature professional thought.

The policy in the Department of Psychology regarding the dissertation is stated below.

> *"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, however, 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 dissertations, 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 encourages students to select topics for inquiry that are meaningful, both to the student and to the field, and also encourages proposals that use methodologies appropriate to the questions being asked and to the data being collected.

Preparation of the Dissertation

Guidelines are available through Graduate Studies. Students should note that the electronic thesis and dissertation (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 that is appended to the dissertation. The journal-ready manuscript *must be appended regardless of whether it has been submitted for publication.* Since the precise format and focus of the article will depend upon the targeted journal, the dissertation chair should be consulted for direction. Note: The article is not submitted as part of the ETD, but is submitted to the doctoral committee prior to the defense and, after its approval, to the Department Student Programs Coordinator. The purpose of the journal-article requirement is to facilitate the movement of the material to publication. The journal-ready manuscript need not deal with all that is in the dissertation. It is conceivable that a good publishable paper could be created from only a part of the work that is reported in the dissertation. Three weeks prior to the intended defense the manuscript and the dissertation must be distributed to the committee.

Completion of the Dissertation

After the prospectus has been approved, the research should be completed as soon as possible. When the research, including appropriate analyses, etc. has been completed, the dissertation should be written under the supervision of the Dissertation Chair. When the chair believes that the dissertation is in its penultimate form, copies of the dissertation should be uploaded to Grad Progress for committee review and the journal-ready manuscript emailed to the committee and Student Programs Coordinator. When the committee believes the dissertation is in a defensible form, then the student may schedule the final oral examination. This defense is scheduled with the department Student Programs Coordinator who in turn coordinates with Graduate Studies. The defense must be scheduled at least 1 week after the committee has determined the dissertation is defensible. All committee members must have a copy of the dissertation and the associated manuscript at least 3 weeks prior to the intended defense date. At the final oral exam the student will present a brief overview of the dissertation, its rationale, design, methods of analysis, conclusions, and limitations. The committee is permitted to ask questions of the student in evaluating the quality of the dissertation.

Although the department is responsible for both the content and format of the 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 and appearance of the dissertation are provided by Graduate Studies and the College of Family, Home, and Social Sciences and may be found on their respective websites, as well as in the Appendix.

Dissertation Prospectus Review Information

The dissertation is the largest single part of a student's academic evaluation. Through the prospectus process, the dissertation committee can judge the student's development of knowledge regarding the topic and competence in a significant portion of the research skill set. The first step in completing the dissertation is to decide upon a topic of interest in collaboration with the faculty mentor. This chair fills a number of roles for the student and has an acquaintance with the area in which the student's research will be conducted. He or she is willing to put forth the effort required to help the student complete the dissertation and is willing to be an advocate for the student.

After consulting with the chair, the student should contact three other faculty members to determine if they are also willing to serve on the dissertation committee. They must be able to devote the necessary time to help the research process move ahead and should also be a consultation resource to the student and the chair. ***This committee must be constituted by the end of the first semester of the third year.***

Note that the chair of the student's graduate committee must be a member of the Department of Psychology, and all members must have Graduate Faculty status. This designation is not automatically awarded to all full-time faculty members in the Department, even if they have responsibility for graduate teaching. Exceptions can be made if a petition is approved. The Student Programs Coordinator 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, sometimes serving as a fifth member of the committee if approved by Graduate Studies.

After the committee has been formed, the advisor and student, in consultation with the committee, 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 dissertations where the methodological paradigm involves experimental manipulation. The chair can advise the student on appropriate headings for other research models.

I.   Title
II.   Introduction & Rationale
    A.   Need for the study
    B.   Problem to be addressed
    C.   Purpose of the study

        D.   Justification, including the intended contribution to scholarship
III.   Literature Review (A comprehensive review of relevant literature)
        A.   Historical line of research leading to proposed study
        B.   Current relevance of study to the field
IV.   Statement of the Problem
        A.   Definition of variables
        B.   Hypotheses to be tested
V.   Method (Scientific design which shows how the data collected, when analyzed by the methods chosen, will provide answers to the research questions)
        A.   Participants
        B.   Materials or Apparatus
        C.   Procedure
        D.   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 most current edition of the *Publication Manual of the American Psychological Association*. Furthermore, the student is responsible for complying with the requirements set forth by both the College of FHSS and Graduate Studies. (Go to fhss.byu.edu, select the Students tab then scroll to the bottom of the page and click on ETD Instructions. On this website focus on the "College Specific ETD Standards" along with the "College Sample ETD." Graduate Studies ETD Instructions can also be accessed from this page.)

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 document should be uploaded to Grad Prog under "Prospectus Defense" for all committee members to review at least two weeks prior to the defense.

The defense should be scheduled **at least two weeks in advance**. Primary and secondary times (days and hours) should be chosen to meet both the students' and committee members' schedules.

Note: Students are responsible for being certain that the committee in Grad Prog is accurate **prior to** submitting the Prospectus to Grad Prog. If it is not accurate, then the student is responsible for making any revisions in Grad Prog prior to uploading the document.

Summary of 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 prospectus is uploaded to Grad Prog at least three weeks prior to the intended defense for each of the members to review.
4. All members reviewing the prospectus agree that it is ready for defense and digitally sign the Ready for Defense/Scheduling Form.
5. The Graduate Manager (Rachelle Gunderson) is notified at least three weeks before the student intends to defend the prospectus.The defense must be formally scheduled one week in advance.
6. The prospectus defense is completed and committee members give a pass, pass with qualifications, recess, or fail.
7. The student makes any required changes and uploads the revised document to Grad Progress before the committee's final approval.
8. The prospectus is approved by all committee members in Grad Prog following the defense and the upload of the final, revised prospectus. An electronic copy of this prospectus is downloaded into the student's digital file.

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 approval 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 version of the prospectus. ***The final prospectus must be uploaded for approval no later than 14 days following the prospectus review.*** If the Prospectus Review Committee schedules a second meeting for review of the revised prospectus, the approved prospectus must be uploaded to Grad Progress no later than 14 days following 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. The prospectus will be available through Grad Progress if needed when the 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 composed 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 is approved in Grad Progress.

Institutional Review Board Approval (IRB)

After the prospectus is approved by the committee, the student will need to complete an Institutional Review Board application obtained through the Research Administration Office 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

The purpose of the final oral exam, also known as the defense of the dissertation, is three-fold

1. To ensure that the dissertation is a quality product
2. To ascertain that research competencies are at the doctoral level.
3. To create a transition from the role of student to colleague.

Scheduling of the Final Oral Examination

1. Upload the dissertation to Grad Prog three weeks prior to the intended oral defense meeting. Notify your committee members that the dissertation is ready for review. All committee members must certify it "Ready for Defense" in Grad Prog before the student is able to schedule the defense.
2. Distribute (email or hard copy) the journal-ready manuscript to all committee members.
3. The student must coordinate a date and time when all committee members are available to hold the defense.
4. Notify the Student Programs Coordinator of the defense date and time **at least one week in advance** of the defense to formally schedule it with Graduate Studies.

Procedural Guidelines for the Final Oral Examination

Prior to the date of the defense, the defense needs to have been scheduled with the Student Programs Coordinator. The Coordinator must enter the defense date and time no later than one week prior to the defense. Without the defense scheduled, the defense approvals process will not be accessible.

In the course of the oral examination, which typically lasts two hours, the committee members ensure that the dissertation has done what the prospectus said it would do and 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 dissertation.

Once the defense is completed, the committee chair reviews the defense in Grad Prog making comments as desired and selecting a status: pass, qualifications, recess, or fail. At that point, the remaining committee members will be able to enter their decisions.

Evaluation of the Final Oral Examination

At the conclusion of the examination, the committee votes on the student's defense of the dissertation according to the following guidelines: (This is also true of the thesis defense for students completing the master's thesis.)

- **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 student 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 student'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 student 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 Department of Psychology *and* Graduate Studies.
- **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 graduate degree program of the student is terminated.

Others' Attendance at the Final Oral Examination

The defense is a "public" defense. 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. Only members of the student's graduate committee may question the student and vote on the student's performance, and the public may not attend the committee's discussion of the defense nor the feedback to the student.

ETD

After the defense, necessary revisions are made through Grad Prog and the document can be submitted through the Electronic Thesis and Dissertation (ETD) system for review and approval at the various levels (Graduate Studies, Department, College). The ETD document can only be uploaded into Grad Prog following the approval of the dissertation defense. The student should allow a minimum of three weeks for the approvals process of the ETD. The ETD goes through five reviewers in total: Graduate Studies, Psychology Department, College of FHSS (2 reviewers), and back to Graduate Studies. If edits are needed, additional time may be required to complete the approvals process. Again, all deadline dates for the anticipated semester/term of graduation must be met.

Internship

Clinical Psychology Internships

Completion of Dissertation Prior to Internship

We expect that the dissertation will be completed prior to going on internship based largely on the following considerations. 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 or post-doctoral residency but still having their dissertations to complete. Finally, it is often extremely difficult for the student to work on a dissertation while on internship. There are simply too many expectations and not enough energy left for it. In addition, the prospectus **must** be defended before *applying* for internship, which means that the prospectus must be approved by the last day of Spring Term of the year preceding the internship.

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 and to have demonstrated competence in research skills. In light of these expectations, note that the annual review of students prior to the internship application process particularly examines the student's readiness for internship, largely on the basis of having developed the competencies commensurate with readiness for internship. Internships usually begin in June, July, or August for one year of full-time supervised work.

Internship Orientations

In order to help students prepare for the internship year, the clinical program holds three internship orientation sessions, with each meeting focusing on a different aspect of the process:

1. Introduction and Identification of Potential Sites (April, 3rd Year)
2. How to Write Internship Essays (September, 4th Year)
3. Interview Practice with Faculty (November, 4th Year)

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 the following requirements must be met.

- Completion of all coursework (or expected completion before leaving)
- Pass rating on all comprehensive examinations
- A signed and approved prospectus must be on file with the Psychology Student Programs Coordinator
- 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 Commission 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, only APPIC member settings will be considered for exceptions.

Letters of Recommendation to Internship Agencies

Students who apply for internship must have letters of recommendation from faculty members in the department and can include letters from externship supervisors. The Director of Clinical Training must submit a document authorizing the student's application, and this letter can count as a recommendation if the student requests this of the Director. Of course, the Director will submit the recommendation through the appropriate portal for those writing letters, in addition to submitting the verification of internship eligibility and readiness through the DCT portal. The faculty will not submit letters until the student is approved for the internship by the Program. This approval is dependent upon completion of required activities (e.g., course work, comprehensive exams, prospectus) and development of requisite competencies at the level expected of interns; this typically occurs in the periodic review of the student just preceding the application period.

Requests for letters of recommendation to internship agencies should be made to the professor(s) no later than September 1st, or at least six weeks prior to the first internship deadline.

Registration during Internship

Students must register for 3 credits of internship (Psych 745) while away from the university, one credit each during Fall, Winter and Spring/ Summer (sprummer) semesters.

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 graduation following the end of the internship. Application for the degree should begin in the winter and can be assisted by the Student Programs Coordinator in the Department of Psychology.

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 university requires every graduate student to register for at least 6 semester hours each academic 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 Chapter 8-Registration in the *Graduate Studies Policy Handbook*). This process requires department approval which will no longer be granted routinely.

Remember that students must be registered for 2 credit 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/summer terms combined.

Remember also that you must be registered for 2 credits during the semester in which you graduate (Fall, Winter, Summer). For a spring term graduation, you need only be registered for 1 credit. Please note that students on Internship who have completed their dissertation have this regulation waived through our department as we file a petition on your behalf.

Note that this policy has been approved by the Department of Psychology and Graduate Studies. Remember that we want to help students complete their dissertations and obtain their degrees in a timely manner. Faculty members are dedicated to providing every possible means of assistance. Please call on us.

Graduation and Beyond

Completion of the Degree

Awarding of your Graduate Degree

After all qualifications have been met (course work is completed, comprehensive exams are passed, 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 available on the Graduate Studies website and in Graduate Progress. However, intermediate deadlines are set by the Psychology Department and must be followed. They are provided by email from the Student Programs Coordinator. Please check your progress report regularly to ensure on-time degree completion.

Occasionally students may need to **request a letter of completion** certifying that they have completed all graduation requirements and at the same time request an early graduation posting. To request a certificate of completion and an early posting date, students must have a grade for any current courses (grade rolls open the last day of classes for any semester/ term). Students must fill out ADV form 8g (linked in appendix A Quick Links) and send it to gsadvisementintern@byu.edu. Please note that requests for a letter of completion and early posting date cannot be initiated before your final grade is posted and all deficient requirements have been met. If you submit this form before those two things have occurred, your form will be denied, and you will have to re-submit it.

If you need certification that your graduation requirements have been met for a post-doc position or other employment opportunity, please reach out to the DCT and he/ she will write a letter that you can give to your institution stating that you have completed everything and are finishing up your internship. You can then send the completion certificate once you have it.

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

Employment in the Mental Health Field

After a Clinical Psychology doctoral student graduates, it is imperative that he or she provides services of a psychological nature *only* after meeting the requirements for licensure as a 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 on Utah laws. https://dopl.utah.gov/

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 typically expected to have a doctorate from an accredited university, in a department whose courses focus on psychology, 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 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 generally 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. The network of former graduates continues to grow nationally and internationally.

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. Until you are licensed, you will be asked to complete a yearly survey detailing your research and professional activities for our APA report. At two and five years post graduation, we will reach out to you to complete a survey detailing how our program prepared you for professional work. Occasionally, we will reach out with other surveys that may be required for accreditation purposes and self-studies. We appreciate your cooperation in completing each survey in a timely manner.

Appendix A

Program Dates to Remember

Milestone	Program Year	Deadline	Notes
MS Committee in Place	1st Year	Fall Semester Last Day of Finals	1 Chair and 2 Committee Members
MS Program of Study Approved	1st Year	Fall Semester Last Day of Finals	MS Degree: 30 credits
MS Master's Prospectus	1st Year	Fall Semester Last Day of Finals	Title and 250 word abstract
Assessment Comprehensive Exam	1st Year	Summer Term First Friday	
Submit Master's Thesis Manuscript to Research Chair	2nd Year	Fall Semester Last Day of Finals	
Submit Master's Thesis Manuscript to Research Committee	2nd Year	Winter Semester Friday of the second week of the semester	Upload to grad prog Committee to return by January 31st.
Poster Presentation/ Master's Defense	2nd Year	Winter Semester First week of March	
Revisions for poster or manuscript	2nd Year	Winter Semester Last Day of Finals	
ETD Submission	2nd Year	In time for April, June or August graduation	See Grad Prog for specific dates
Research Comprehensive Exam	2nd Year	Spring Term 2nd-3rd Fridays in May	Take-home exam
MS Graduation	2nd Year	August	All MS Requirements must be met

PhD Committee in Place	3rd Year	Fall Semester Last Day of Finals	1 Chair and 3 Committee Members
PhD Program of Study	3rd Year	Fall Semester Last Day of Finals	PhD Degree: 100 credits
Psychotherapy Comprehensive Exam	3rd Year	Winter Term Last Friday in January	
Dissertation Prospectus Defense	3rd Year	Spring Term Last Day of Finals	
Defend Dissertation and Submit to ETD	4th Year	Spring Term before Leaving on Internship	
Complete Graduation Application	Internship Year	Winter Semester	
Complete Graduate Survey	Internship Year	Summer Term Before the last day of classes	

Quick Links

Student Programs Coordinator	rachelle_gunderson@byu.edu
Graduate Studies Website	https://gradstudies.prod.brigham-young.psdops.com/
Graduate Studies Policy Handbook	Graduate Studies Policy Handbook
Graduate Progress (Grad Prog)	https://gradprogress.sim.byu.edu/
Clinical Psychology Website	https://psychology.byu.edu/clinical-psychology-phd-progam-overview
FHSS ETD Instructions (scroll to bottom of page)	https://socialsciences.byu.edu/students
Full-Time Status Request (ADV Form 2a)	https://gradstudies.byu.edu/academics/forms
Letter of Completion Request (ADV Form 8g)	https://gradstudies.byu.edu/academics/forms
Honor Code Office	https://honorcode.byu.edu/
Survey of Earned Doctorates	https://gradstudies.byu.edu/adv-form-14.pdf

Handbook of Graduate Programs Agreement

(Email to Jill Turner by the end of Fall Semester)

I have read the Clinical Psychology PhD Program Handbook, including appendices, and understand that these are the rules by which decisions are made and the procedures that are currently being followed. BYU's Graduate Catalog and the Graduate Studies Policy Handbook, accessed through the Graduate Studies website, contain additional information that may not be covered in the department handbook. The following explanation, taken from the Graduate Catalog, applies equally well to the Clinical Psychology PhD Program Handbook for the Department of Psychology:

The university makes every effort to ensure the accuracy of the contents of this catalog but reserves the right to make changes at any time without prior notice. Since change is a part of university life, curriculum and program changes will likely occur during the time the Graduate Catalog is in circulation. Students are advised to consult the following sources for current and specific information:

- The appropriate university department or advisor.
- The class schedule, which includes up-to-date information on courses offered, class hours, class locations, and the latest calendar dates, fees, and registration details.

It is the student's responsibility to learn of and abide by current policies and requirements.

This handbook is periodically revised and is subject to change. You will be notified when such changes are expected to have an impact on you.

- ☐ I give permission to Brigham Young University to videotape, photograph or otherwise record my image and name in connection with the University. I further give consent and authorization to Brigham young University to use my likeness and name in any forum or publication it deems appropriate for the promotion of the University and its programs.
- ☐ I agree to provide requested data for university and APA reports, even after graduation.
- ☐ I have read the Clinical Psychology PhD Program Handbook including the Appendices.

Printed Name
_____

Signature
_____

Date
_____

Graduate Student Mentoring Expectations in the Department of Psychology at Brigham Young University

The Psychology Graduate Programs at BYU aim to train competent psychologists in the areas of Clinical Psychology, Developmental Psychology, Social Psychology, and Cognitive and Behavioral Neuroscience. Quality graduate education depends on ethical and effective mentoring relationships between graduate students and faculty members, framed within the context of the Aims and Mission of a BYU Education and the Mission of BYU Graduate Studies.

Graduate students are expected to take individual responsibility and ownership of their professional and scientific development and learning. This includes seeking guidance and information on all aspects of graduate training, such as program policies, procedures, and course requirements. Faculty who mentor students are expected to fulfill their obligation to train, guide, and instruct students in the scientific aspects of their respective psychology specialty. Faculty and graduate students will each have specific mentoring roles and expectations, which can be established using the following forms (LINKTOSTUDENT and LINKTOMENTOR).

Program Commitment

The Psychology Graduate Programs at BYU are responsible for establishing training experiences that prepare students to develop deep and broad scientific knowledge, technical skills, and professional attitudes and values for a successful career in psychology. To do so, they provide clear and accessible guidelines for degree milestones and completion. Upon enrollment, graduate handbooks are provided to students which outline expectations for curricula, completion of program milestones, as well as policies and procedures governing general conduct and program evaluation. Each handbook specifies the graduate program coordinator, or director of training, with whom students can communicate regarding program challenges or difficulties, and also outlines procedural processes for filing a formal grievance. The individual programs meet twice yearly to discuss student progress and provide student ratings as outlined by BYU Graduate Studies (https://gradstudies.byu.edu/page/evaluations-student-progress). Feedback is provided to students within one month after the evaluation meeting concludes.

Graduate Faculty Commitments

· **Throughout the graduate student's time in the program, graduate faculty will be supportive, equitable, accessible, encouraging, and respectful.** They will foster the graduate student's professional confidence and encourage intellectual development, critical thinking, curiosity, and creativity. They will also provide mentoring as the student moves forward into a career.

• **Graduate faculty will be committed to meeting one-on-one with the student on a regular basis.** They will regularly review the student's progress (ideally once a week, no less than once a month) and provide timely feedback and goal-setting advice. If a student is on clinical internship, monthly meetings will occur, particularly to review unfinished work on dissertation or writing/research projects.

• **Graduate faculty will respond to student communication promptly.** The recommended time frame for email, phone or other direct messaging is within two days, and document drafts within two weeks.

- **Graduate faculty will be committed to the graduate student's research project.** They will work with the student to help plan and guide the research project, set reasonable and attainable goals, and establish a timeline for completion of the project.

- **Graduate faculty will provide an environment that is intellectually stimulating, emotionally supportive, and free of harassment.**

- **Graduate faculty will demonstrate respect for all graduate students as individuals without regard to gender, race, national origin, religion, disability or sexual orientation, and will cultivate a similar culture of respect in their laboratory or clinic space.**

- **Graduate faculty will be committed to providing financial resources, as appropriate and according to university, college and department guidelines, for the graduate student to conduct research.** They will assist the graduate student in seeking and applying for institutional or field resources to fund research, travel, or other training opportunities. They will not require the graduate student to perform tasks that are unrelated to the training program and professional development, or not compensated appropriately (or credit given). Excessive workload or hour expectations of graduate students beyond the contracted number of hours are not appropriate nor are late night texts/emails asking for a quick turnaround time unless there are unusual circumstances.

- **Graduate faculty will regularly meet with the graduate student to review data management, storage, and record keeping.**

- **Graduate faculty will follow and teach ethical research and clinical practices to the graduate student.** They will reinforce important principles, such as maintaining confidentiality, avoiding plagiarism, and obtaining informed consent. They will also acknowledge the graduate student's scientific contributions to the work in the laboratory, and will facilitate publishing the student's work in a timely manner.

- **Graduate faculty will promote the training of the graduate student in professional skills needed for a successful career. These skills include but are not limited to oral and written communication, management and leadership, collaborative research, responsible conduct of research, teaching, and mentoring.** They will encourage the student to seek additional opportunities to develop skills necessary for professional success. They will also encourage the graduate student to seek input from multiple mentors.

- **Graduate faculty will provide clear and candid feedback during twice-yearly evaluations of student progress.** This communication will facilitate progress in the program and if needed, the development of appropriate remediation plans. Faculty will also be candid in providing appropriate feedback to students to faciliatate optimal development through the program.

- **Graduate faculty will encourage openness about challenges or difficulties that impact the graduate student experience.** They will assist in finding resources for support or counseling as needed.

- **Graduate faculty will be knowledgeable of and guide the graduate student through the requirements and deadlines of the graduate program and the institution.** They will help their advisees develop a timeline for completing program requirements and meeting academic goals. They will also assist with comprehensive exams as part of their involvement with a graduate program.

- **Graduate faculty will create an environment in which the student can discuss and explore career opportunities and paths that match their skills, values, and interests and be supportive of their career choices.** They will be accessible to give advice and feedback on career goals and will work with the student on an individual career development plan to help define career goals and identify training milestones. They will also provide letters of recommendation for the student's next phase of professional development.

Graduate Student Commitments

· **I acknowledge that I have the primary responsibility for the successful completion of my degree.** I will be committed to my graduate education and will demonstrate this by my efforts in coursework, research, practice, and all other related academic and professional activities. I will maintain a high level of professionalism, self-motivation, initiative, engagement, scientific curiosity, and ethical behavior, including complying with institutional and program standards for contributing to an inclusive environment.

· **I will meet regularly with my research advisor to provide updates on my progress in course work, research, practice, and professional and career development activities.** This includes meeting with faculty regularly and using other means of communication (e.g., email, phone). I will attend to and respond to this communication in a timely manner and not expect emergency communication, or other rushed responses to work products except under unusual circumstances.

· **I will work with my research advisor to develop a thesis/dissertation project.** This will include establishing a timeline for each phase of my work. I will strive to keep engaged with the work and meet established goals and deadlines. I will submit drafts and materials to my mentor and committee within an appropriate time frame to allow for sufficient evaluation and response.

· **I will adhere to the University Honor Code and the American Psychological Association Ethics Code**. This includes strict adherence to academic honesty and ethically-compliant behavior.

· **I will be a good student citizen.** I will be an active contributing member to all team efforts and collaborations and will respect individual contributions. I will also contribute to an environment that is safe, equitable, and free of harassment.

· **I will maintain detailed, organized, and accurate research and/or clinical records. With respect to data and record ownership, I acknowledge that original notebooks, digital files, clinical files, psychometric tools, and tangible research materials belong to the institution and will remain when I finish my work so that other individuals can carry on related research or clinical work, in accordance with institutional policy.** Only with the explicit approval from my research mentor and in accordance with institutional policy may I make copies of my notebooks and digital files and have access to tangible research/clinical materials that I helped to generate during my graduate training.

· **I will discuss policies regarding work hours, medical leave, and vacation with my graduate program director and research advisor.** I will consult with my advisor in advance of any planned absences and apprise my advisor of any unexpected absences due to illness or other issues.

· **I will discuss policies on authorship and attendance at professional meetings with my research advisor.** I will work with my advisor to disseminate all relevant research results in a timely manner.

· **I will be knowledgeable of the policies and requirements of my graduate program, the Graduate School, and the University.** I will read the graduate handbook and know and implement the requirements for degree completion, as well as know and meet program deadlines. I will commit to meeting these requirements in the appropriate time frame and will abide by all institutional policies and procedures.

· **I will attend and actively participate in laboratory meetings, seminars, and journal clubs that are part of my educational program.** To enhance research, leadership, and additional professional skills, I will seek out other enrichment opportunities, such as participation in professional organizations and meetings, student representation on institutional committees, and coordination of departmental events.

·   **I will be knowledgeable of all institutional research and/or clinical policies.** I will comply with all institutional laboratory safety practices and research policies. If a clinical psychology student, I will also seek input on and comply with all policies and procedures at the Comprehensive Clinic.

·   **I will provide clear and candid feedback to my mentor during the twice-yearly evaluation.** If I have concerns about approaching my mentor directly, I know I can contact the program ombudsperson as outlined in the graduate handbooks. I understand the Graduate Handbooks outline procedures for remediating mentoring problems if I am concerned about the manner in which any academic issue has been handled, or about interpersonal difficulties arising in my mentoring relationship.

·   **I acknowledge that I have the primary responsibility for the development of my own career.** I recognize that I need to explore career opportunities consistent with my individual skills, values, and interests to achieve my desired career goals. I will seek guidance throughout my graduate education from my research advisor, career counseling services, thesis/dissertation committee, other mentors.

Portions of this document were taken or adapted from:

"Best Practices in Advising and Mentoring" from Brown University

"Best Practices and Core Expectations" from Duke University

"Compact Between Biomedical Graduate Students and Their Research Advisors," AAMC

"Expectations for Graduate Education, Departments and Programs" from Virginia Tech University

Graduate Student Academic Grievance Procedure

Chapter 14 Graduate Academic Grievance Policy
Despite the well-meaning efforts of students and faculty, there may be occasions when a graduate student feels that his or her work has been unfairly or inadequately evaluated. Usually such differences can be amicably resolved between the student and faculty member. The following procedures are designed to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

The grievance must be initiated by the graduate student no later than four months from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.

The graduate student should initially address the grievance to the involved faculty member for review and resolution. If for any reason the faculty member is unavailable or the student believes the matter will not be fairly dealt with or may result in retribution, the student may direct the grievance to the department chair. If there is no department chair, the grievance shall be directed to the graduate coordinator or other person designated by the dean of the college to consider such matters (hereinafter referred to as the department chair). The faculty member or department chair shall have the right to

consult others regarding the matter as reasonable, with due regard for the graduate student's right to privacy under the *Family Educational Rights and Privacy Act.*

If the grievance originated with the faculty member and is not resolved satisfactorily, the student may submit a written request for review to the department chair. Decisions of the department chair, including matters originated with the department chair, shall be given in writing to both the student and the faculty member within 45 days of the student's written request for review. If no further request for review is taken, as described in the following paragraph, the decision of the department chair will be implemented.

If the matter is not resolved to the student's satisfaction by the department chair, the student may submit a written request for review to the dean of the college or school, outlining the grievance, explaining its disposition, and setting forth facts supporting the student's request. The request for review must be made within 45 days of the date of the written disposition by the department chair. The college dean will conduct a review and will communicate his/her decision in writing to the student and to the department chair within 30 days of receipt of the graduate student's request for review.

If the matter is not resolved to the graduate student's satisfaction by the college dean, and it involves terminating the student from the graduate program, the student may submit a written request for review to the Dean of Graduate Studies. The written request for review should contain an outline of the grievance and its disposition and should set forth facts supporting the student's request for review. The request for review must be made within 45 days of the date of the written disposition by the college dean.

The Dean of Graduate Studies will convene a formal administrative review of matters that have not been resolved at the department or college level if terminating a graduate student from his/her graduate program is involved. Following the proceeding, which takes place under "Administrative Proceeding Format" as described below, the review panel will deliberate in a closed session and make a formal recommendation to the Dean of Graduate Studies, whose decision is final and cannot be appealed. A member of the Graduate Council chairs the administrative review and may ask questions but is not a voting member of the three-person review panel. Review panel members will consist of two graduate faculty members and one graduate student from departments outside that of the graduate student requesting the review. Review panel members will be appointed by the Dean of Graduate Studies.

Administrative Proceeding Format
The format for an administrative proceeding is as follows:
1. Chair's introduction, summary of issues, and process overview.
2. Graduate student's (grievant's) presentation of issues (15 minutes maximum).
3. Department representative's presentation of issues (15 minutes maximum).
4. Optional presentation by witnesses (limited to three per side and a maximum of 15 minutes per side).
5. Graduate student's rebuttal (limited to 10 minutes).
6. Questions by panel members.
7. Opportunity for the department representative and the grievant to make a final statement (limited to 5 minutes), grievant following the department representatives.
8. Dismissal of presenters and witnesses.
9. Deliberation by panel members.

10. Written recommendations to the Dean of Graduate Studies (within 30 calendar days, unless extended by the panel by written notification to the Dean of Graduate Studies and to the grievant and the department).
11. Written decision by the Dean of Graduate Studies (within 30 days of receipt of the written recommendation of the panel, unless extended by the Dean of Graduate Studies with written notice of the extension to all parties).

Preparation for the Administrative Proceeding

All materials, including a list of witnesses with a short summary of the content of their presentations and a short statement (not to exceed two pages) of the issues and facts to be considered by the review panel, must be submitted to Graduate Studies at least two weeks (14 days) in advance of the administrative review. Materials will then be distributed to the grievant(s), to the chair of the department against which the grievance has been filed, and to the members of the review panel.

Thereafter, if any of the parties wish to have additional materials or witnesses considered by members of the review panel, such materials or witness names must be received by Graduate Studies no later than one week in advance of the administrative review, at which time all materials will be distributed to the parties as well as to the members of the review panel.   Graduate Studies will pay for reasonable reproduction costs, but the cost of reproducing packets in excess of 50 pages will be charged to the submitting party (graduate student or department). No audio/visual equipment will be allowed at the administrative review unless a written request for equipment is received by Graduate Studies at least one week before the scheduled date of the administrative review. The requesting party is responsible for providing the requested audio/visual equipment.

The chair of the review panel may, at his or her discretion, convene a planning meeting with the department representative and the grievant to discuss the material and witnesses submitted, in order to expedite the review by eliminating redundant and irrelevant information and by defining the precise issues that will be considered by the panel.

Presentation of the issues should be concise and relevant. The chair of the review panel shall be responsible for conducting the administrative review and making decisions regarding applicable procedures. The points of dispute may be summarized or illustrated by anecdote. Experience suggests that the best approach is to carefully tailor the formal presentation to the pertinent issues and to allow the panel members time for questions.

Attendance at the Administrative Proceeding

Attorneys are not allowed to attend at any point in the review process. The grievant, however, may bring one or two additional persons to the administrative review for support and counsel. The grievant will be solely responsible for his or her presentation. The review panel described in this document operates as part of an academic administrative review, not a judicial proceeding. The graduate student must notify Graduate Studies, in writing, at least two weeks before the scheduled date of the administrative review if he/she wishes to have one or two additional persons present. The presence of these additional person(s) does not change the proceeding, as they will not be able to examine witnesses, ask questions, advocate, or otherwise take part.

Honor Code Violations

Honor Code violations are handled through the Honor Code Office and are not subject to the same procedures as academic grievances. For more information regarding Honor Code policies and procedures, contact the Honor Code Office.