Clinical Psychology PhD Program Handbook

Department of Psychology
BRIGHAM YOUNG UNIVERSITY

Fall 2021
**Table of Contents**

1. DEPARTMENT OF PSYCHOLOGY
2. GENERAL INFORMATION: POLICIES & PROCEDURES
3. CLINICAL PSYCHOLOGY PH.D. TRAINING PROGRAM
4. CLINICAL PSYCHOLOGY FIELDWORK
5. CLINICAL PSYCHOLOGY INTERNSHIP
6. CLINICAL PSYCHOLOGY COMPREHENSIVE EXAMS
7. RESEARCH REQUIREMENTS
8. GRADUATION AND BEYOND
9. APPENDIX A: GENERAL FORMS
10. APPENDIX B: CLINICAL FORMS
Preface

Brigham Young University maintains a *Policies and Procedures Manual* under Resources tab of the Graduate Studies website that describes the university policies and procedures for graduate study (gradstudies.byu.edu). Much of the material relevant to the student’s graduate experience at BYU – taken from that manual – is found under various tabs on the Graduate Studies website, especially the Current Students tab. It is essential that you become familiar with the documents available there. The *Graduate Studies Policies and Procedures Manual* 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 Policies and Procedures Manual*. As such, it describes policies and procedures that are specific to the clinical psychology graduate program in Psychology. The Handbook has two main goals: first, to make clear the expectations and procedures related to the academic curriculum and graduation requirements; second, to provide some of the “nuts and bolts” of successful and timely completion of those requirements.

Comments and suggested revisions for the next edition of the handbook should be forwarded to the Clinical Psychology Director of Clinical Training.
Department of Psychology
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

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
- **Spirituality**: 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 is the associate chair representing student concerns such as curriculum, graduation requirements, etc. Dr. Michael J. Larson, associate chair for faculty, represents issues such as recruitment, faculty teaching assignments, and so forth. Dr. Chad D. Jensen serves as the Director of Clinical Training. About 25 faculty members have their offices in the Kimball Tower, while the others are considered core faculty in the Clinical Psychology program and are located in the Comprehensive Clinic. In addition to the full-time faculty, professionals 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 the other specialties within the Department of Psychology. We expect to admit eight students into the Clinical Psychology PhD program and eight into the other doctoral emphasis areas 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 ten members of the core clinical faculty have membership in the Clinical Training Committee which meets on a monthly basis. In addition to the clinical faculty, three student representatives are invited to attend this meeting to address and vote on the different issues discussed. Student representatives are excluded only on issues dealing with individual students or faculty where privacy and confidentiality are major considerations.

**The Comprehensive Clinic**

The Clinical Psychology program is housed in 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 LDS Church. Their education in the liberal arts and sciences is augmented by classes focusing on religious topics. These students are a select group, with average ACT and SAT scores higher than those at any other university in the Intermountain West. About two-thirds of them are fluent in a language other than English.

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

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

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.
Department of Psychology Mission Statement

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

Office Management and Personnel

Dean
Laura Padilla-Walker 990 KMBL 2-2083
Department Chair
Gary M. Burlingame 1082 KMBL 2-7557
Associate Chair of Student Concerns
Wendy Birmingham 1054 KMBL 2-1648
Associate Chair of Faculty Concerns
Michael J. Larson 244 TLRB 2-6125
Director of Clinical Training
Chad D. Jensen 223 TLRB 2-5958
Clinical Psychology Program Manager
Jill E. Turner 288 TLRB 2-9140
Student Programs Coordinator
Rachelle Gunderson 1097 KMBL 2-4560
Department Secretary
Jalene H. McDonald 1084 KMBL 2-4288
Department Receptionists
1001 KMBL 2-4287
Clinical Psychology Receptionists
284 TLRB 2-4050

Psychology Faculty and Administration

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.
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., Associate 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.

Higley, J. Dee, Professor. PhD, University of Wisconsin, 1985. Developmental Psychopathology; Genetic and Environmental Influences on Development; Developmental Psychobiology; Primate Behavior.

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., Associate Professor. PhD, University of Kansas, 2011. Clinical Child and Adolescent Psychology, Pediatric Psychology, Pediatric Behavioral Weight Control.

Jones, Blake L., Assistant 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., Assistant Professor. PhD, University of Maryland, 2006. Clinical Psychology; Psychotherapy Process and Outcome; Women's Issues.

Kay, Daniel B., Assistant 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., Associate 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.


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

502. Data Analysis in Psychological Research 2 (3)
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.

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

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

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

511. Philosophy of Science for the Social Sciences (3)
Issues in philosophy of science as they apply to social sciences, including methods, epistemology, and construction of knowledge.

512. Qualitative Research Methods (3)
Theories and methods of qualitative research emphasizing philosophical assumptions, question formulation, data gathering, interpretation, and presentation of findings.

513R. Topics in Behavioral Neuroscience (3)
Advanced topics and skills in behavioral neuroscience.
[Other flexible titles include Functional MRI Design and Analysis]

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

515. Neuroimaging Analysis 1: Structural Imaging (3)
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.

516. Neuroimaging Analysis 2: Diffusion Weighted Imaging (3)
The principles of diffusion weighted image acquisition and how to design, analyze, and interpret diffusion tensor imaging experiments.
517. **Neuroimaging Analysis 3: fMRI** (3)
Functional MRI experimental design and data analysis methods.

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

531. **Organizational Psychology** (3)
Personal and interpersonal aspects of organizational life: goal setting, decision making, problem solving, communication, control, leadership, motivation, and change.

540. **Personality Theory** (3)
Contemporary theories of personality developed within the framework of major psychological systems.

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

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

560. **Learning Theory** (3)
Critical review of current theories and persistent issues.

565. **Motivational Psychology** (3)
Theoretical, historical, and empirical overview; recent trends and issues; role of animal studies; methodological issues.

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

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

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

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

605R. **Professional Seminar in Psychology** (.5)
Assessing current research across all domains of psychology and related fields; providing communication and career-seeking skills.
608. **Professional and Ethical Issues in Psychology Research (1)**
A review of ethical theory, principles, and standards applicable to research investigations in psychology. Addresses the complexities inherent in ethical research practice.

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

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

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

620R. **Advanced Seminar in Developmental Psychology (.5)**
A critical examination of recent topics and interests within developmental psychology.

622. **Assessment 1: Intelligence (3)**
Methods used in assessing intellectual status in children and adults.

623. **Assessment 2: Personality (3)**
Methods used in assessing the personality and behavioral characteristics of children and adults.

626. **Advanced Biological Bases of Development (3)**
An advanced examination of the biological foundations of social, emotional, perceptual, and cognitive development.

627. **Advanced Social Development (3)**
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.

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

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

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

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

653. **Child and Adolescent Psychotherapy (3)**
Theory and treatment techniques of child and adolescent therapy.
654. **Group Psychotherapy (3)**
Theory and techniques of small-group processes.

656. **Mindfulness and Psychotherapy (3)**
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.

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

685R. **Advanced Seminar in Behavioral Neuroscience (.5)**
Critical examination of recent topics and interests within behavioral neuropsychology.

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

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

688R. **Externships/Clerkships in Clinical Psychology (0.5)**
Supervised experiences in community agencies.

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

695R. **Independent Readings (.5-3)**
Faculty-supervised readings as arranged by student.

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

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

710R. **Readings in Clinical Psychology (0.5-3)**
Guided individual study in various topics.

711R. **Topics in Clinical Psychology (0.5-3)**
Theory and practice in specific topics.
[Flexible titles include: Advanced Child Assessment, Forensic, MMPI, Biofeedback]

712R. **Topics in Neuropsychology (3)**
[Flexible titles include Seminar in Neuroanatomy, Neuropsychological Assessment: Child, Neuropsychological Assessment: Adult]

720R. **Advanced Topics in Developmental Psychology (3)**
A critical examination of recent topics and interests within developmental psychology.
740R. Case Conference (0.5)
Case presentations; professional, ethical, and research issues pertinent to assessment and intervention.

740R. Neuro Case Conference (0.5)
Neuropsychological emphasis of case presentations; professional, ethical, and research issues pertinent to assessment and intervention.

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

745, 746, 747, 748. Clinical Internship (.5-1 ea.)
Full-time training at approved mental health agency.

750R. Advanced Topics in Social Psychology (3)
A critical examination of recent topics and interests within social psychology.

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

799R. Doctoral Dissertation (.5-9)
Concluding research for doctoral program, culminating in final oral examination.
GENERAL PRINCIPLES AND STUDENT-FACULTY RELATIONS

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 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.

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. First, the informal resolution of concerns described above may be an option. Second, violations of Honor Code policies can be reported to the Honor Code Office, which will investigate. Third, 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. Fourth, 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. Refer to the Graduate Studies website: https://gradstudies.byu.edu/page/graduate-studies-policy-handbook. Briefly, 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. If the situation is not resolved, then the student may petition the Chair of the Department of Psychology in writing, and, if that does not prove satisfactory, the Dean of the College of Family, Home and Social Sciences for a review of the hearing. If no resolution is reached at the department or college level, 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. See https://honorcode.byu.edu for more information.]
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 is required to take a total of only 3 credits: 1 credit each of Psych 745 and 746, and .5 credit each of 747 and 748.]

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

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

Full-Time Status

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). Except in rare cases approved by the research mentor and the Director of Clinical Training, this eliminates the ability of students to maintain employment outside the university setting. 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 are referred to the Graduate Studies website for the other requirements.
http://gradstudies.byu.edu/

Students should direct their requests for an exception to the Student Programs Coordinator.

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 the Graduate Studies website, including the *Policies and Procedures Manual* found there.
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 programs. 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.

The Master’s Program of Study (a list of courses and requirements for the M.S.) includes a section for the designation of the chair and two committee members. This Program of Study, along with the student’s committee, must be approved through Grad Prog by the end of the first semester. After finishing the requirements for the Master’s degree, the student submits the Ph.D. Program of Study with the approval of the chair and three additional committee members. A total of four members is 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 List

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. study lists, 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 study list with their mentor and then submit the Program of Study for committee review and approval in Grad Prog. Thus, the Program of Study List informs the department of both the constitution of the student’s graduate committee as well as the coursework that will be completed in pursuit of the graduate degree.

Study List Submission Deadline

Students should submit their M.S. study lists by the last day of finals of the first semester of the first year and their Ph.D. study lists by the end of the first semester of the third year. Failure to meet this deadline will result in a Marginal rating, which will be changed to an Unsatisfactory rating if the study list is not submitted within three months of the Marginal rating. In addition, students who have not filed a study list on time may not be able to register for subsequent terms or semesters. Individual Graduate Progress Reports are printed in anticipation of student evaluations in 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 study list is not a final, binding contract. Like the graduate committee, it is easy to revise. It is a tentative plan to be altered as circumstances change, as interests develop, and as course offerings are modified. However, the preliminary tasks of identifying a committee and submitting a study list must be completed during the first semester in residence even though students may feel somewhat unprepared to do so. Students who fail to do so often find that they missed taking a course that is offered only alternate years, or they neglected to take a prerequisite for an important course.

Effective planning of one’s career is an indicator of professional responsibility. Satisfactory development of a study list will be taken into account in the faculty’s semi-annual review and evaluation of a student’s progress and performance.
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 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 forms included in Appendices and 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. (See Appendix for detailed guidelines)

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)
Not Applicable  (Given to students who may have been on internship or who have completed their academic coursework, but have not yet obtained their degrees)

Following the brief December/January evaluation, all students are notified in writing of their overall ratings, but only those students deemed to have 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 the *Graduate Studies Policy Handbook* under the Resource section of the Graduate Studies website: http://gradstudies.byu.edu. Pay special attention to the section entitled “Evaluations of Student Progress.”
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; or 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. The grievance procedure is outlined by Graduate Studies whereby the student’s concerns may be heard and the situation resolved. A complete description of the process is found in the *Graduate Studies Policy Handbook*. See the Graduate Studies website: https://www.byu.edu/gradstudiesinfo/graduate-studies-policy-handbook. This grievance procedure is also described above.
Clinical Psychology PhD Training Program
Introduction to Clinical Psychology Training Program

The Clinical Psychology Ph.D. training program at Brigham Young University is a well-established, traditional program, with good visibility and a national reputation for excellence in clinical training. It has quality resources available to faculty and students, as well as the Department’s commitment to excellence. The program has enjoyed continuous accreditation by the 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 the 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.

During the first year, students begin training in basic research skills, take basic core classes in general psychopathology and clinical skills, and are also introduced to clinical practice. At the end of the year, they take the assessment comprehensive examination. In addition to continuing coursework and thesis research, the second year students have more focused experiences in clinical practice and complete a comprehensive examination in research. By the end of the second year, the student will have completed the M.S. requirements. By the third year, students gain more independence in research and begin publishing and presenting their work. They further develop their clinical skills and enlarge the settings in which they do clinical work. The psychotherapy comprehensive examination is also taken during the third year. The primary focus of the fourth year is completion of the dissertation and engagement in advanced clinical and research opportunities. The fifth year involves the completion of an internship in an agency which has been accredited by the 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 late January or early February. These finalists are also invited to visit campus, 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, (1) Clinical Child, Adolescent, and Family Psychology, (2) Clinical Neuropsychology, or (3) 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 June 2011 document, “Revised Competency Benchmarks for Professional Psychology,” and July 2012 document, “A Practical Guidebook for the Competency Benchmarks,” which 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, 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, which are found in the Appendix. Practice competencies are also elaborated in our Practicum Handbook, especially the “General Goals” and “Areas of Evaluation” sections.

Requirements

Credit Hour Requirement: 100 Hour Minimum
Outlined in Training Guidelines by topic and in Curriculum at a Glance by sequence
Required Coursework:

Clinical Core Courses:
- Assessment: Intelligence, Personality (2 courses)
- Psychotherapy: Psychotherapy Skills and Theories as well as Cognitive-Behavioral Psychotherapy plus one of the following: Child and Adolescent, Mindfulness, or Group Psychotherapy (3 courses)
- Professional and Ethical Issues (1 course)
- Psychopathology (1 course)
- Practica (4 years), Externships/Clerkships (4 semesters), and Case Conferences (6 semesters)
- (Many students complete more than 4 semesters of Externships/Clerkships)
- Internship (Full-time paid position for full year)

General Core Courses: These courses provide breadth and are the foundation in the science of psychology.
- Biological Bases of Behavior:
  Human Neuropsychology/Biological Bases of Behavior (1 course)
- Social-Cultural Bases of Behavior:
  Theory and Research in Social Psychology, Cultural Diversity & Gender Issues (2 courses)
- Cognitive-Affective Bases of Behavior:
  Cognitive and Affective Processes (1 course)
- Human Development:
  Advanced Developmental Psychology (1 course)
- History and Systems:
  History and Systems of Psychology (1 course)

Research Courses:
- Data Analysis in Psychological Research (2 courses)
- Research Methodology: Design (2 course)
- Dissertation (Minimum of 18 hours)
- Master’s Thesis (Minimum of 6 hours)

Major Area of Study Sequences: If desired, a sequence of elective courses may be taken in a specialty area.
- Clinical Child, Adolescent, and Family Psychology
- Clinical Neuropsychology
- Clinical Health Psychology

Examinations:
- Comprehensive Examinations
  1st Year: Assessment
  2nd Year: Research
  3rd Year: Psychotherapy
- Oral Examinations in defense of the Master’s thesis, the dissertation prospectus, and the final dissertation
Students must demonstrate competence in various areas to receive the Psychology MS 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 are detailed below:

- 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: 3 hours of professional and ethical issues (Psych 609); 3 hours of psychopathology (Psych 611); 6 hours of assessment (Psych 622 and 623); and 6 hours of psychotherapy (Psych 651 and 652)
- Master's thesis: Students will complete a master's thesis that includes no fewer than 6 thesis credit hours (Psych 699R). As noted above, students have two years to complete their degree requirements, including the thesis.
Financial support is offered in several ways:

1. **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 $4800 each for Fall and Winter Semesters, as well as $2400 for Spring Term, or a total of $12,000 for the academic year.

2. **Externships**: After the first year, students are placed in settings throughout the community with specific assignments based on interests, skill-level, and location. Externships are generally assigned for one year and then rotated in order to provide breadth of experience. Most externships pay about $18-20 per hour, and students work from 8-10 hours in the second year (if desired) to about 20 hours per week in the third and fourth years. Because of these ties with professionals in the community, our students apply for internships with a strong clinical foundation.

3. **Clerkships**: Clerkships are external practicum placements that are unpaid by the site. However, the Clinical Psychology PhD program has a system that generally provides wages for clerkship work. Since these scholarships are awarded on a competitive basis, funds may not be available to support all of the student’s work hours. However, students are encouraged to apply. Specific criteria for these awards will be included in the request for proposals emailed to students each semester.

4. **Student Instructors**: Students interested in teaching may have the opportunity to carry full responsibility for certain undergraduate courses in the Psychology Department after they have successfully completed Psychology 693, Teaching Psychology. Teachers are generally paid about $2600 for a 3-credit course, assuming the minimum of 20 students is reached. A student must complete and pass Psychology 693 and then apply to be considered for these positions when they are available. (An announcement of available courses, along with an application form, will be emailed to students). The ultimate hiring and supervision is done under the direction of the Department Chair. Student instructors are assigned a mentor each semester they teach and must submit the Mentoring Agreement for Student Instructors. (See Appendix)

5. **Tuition Support**: Funding is available for partial tuition assistance with money supplied by Graduate Studies for the first four years of the program. The Graduate Studies money generally covers about half the LDS-tuition amount. The department has also created endowments that contribute to additional student tuition support. In 2020-21 the proceeds from the tuition endowments, when added to the Graduate Studies funding, paid all tuition costs for clinical psychology students in the first four years of the program. We expect this to continue going forward. Tuition support is not offered beyond four years.

6. **Research and Travel Support**: Students may receive 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.
7. **Short-term and Long-term Loans:** In addition to federal government guaranteed student loans, BYU offers both short and long-term loans through internal resources. Contact the Financial Aid Office at (801) 422-4104 or at https://financialaid.byu.edu/

8. **Competitive Awards:** Clinical Psychology students have also been successful in competing for a limited number of awards offered through the university, generally through Graduate Studies or ORCA: Research Presentation Awards, and Mentoring Awards.

Administrative support is also available:

1. **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.

2. **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.

3. **Multicultural, International, and Women's Support:** Various University sponsored organizations representing diverse cultures are available. Contact Multicultural Student Services for more information. The office of International Student Services provides both social and practical support to international students. A variety of support, counseling, and educational services are provided to women, coordinated through the office of BYU Women's Services and Resources.
The following objectives reflect training guidelines designed to establish a solid foundation in general psychology and expertise in clinical psychology. The course listings delineate our program’s compliance with the training guidelines. A given course may be listed under more than one guideline.

1. **Students should demonstrate an understanding of the breadth of scientific psychology and discipline-specific knowledge.**
   - The specific courses that have been selected to focus upon achieving a breadth of understanding of scientific psychology include the following:
     - **A. Biological Aspects of Behavior** (one course required)
       Psychology 585 Human Neuropsychology/Biological Bases of Behavior (3)
     - **B. Cognitive and Affective Bases of Behavior** (one course required)
       Psychology 575 Cognitive and Affective Processes (3)
     - **C. Social and Cultural Aspects of Behavior** (both courses required)
       Psychology 550 Theory and Research in Social Psychology (3)
       Psychology 645 Cultural Diversity and Gender Issues (3)
     - **D. History and Systems of Psychology** (one course required)
       Psychology 510 History and Systems of Psychology (3)
     - **E. Research Methodology** (one course required)
       Psychology 504 Research Design (3)
     - **F. Techniques of Data Analysis** (both courses required)
       Psychology 501 Data Analysis in Psychological Research (3)
       Psychology 502 Data Analysis in Psychological Research (3)

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.
     - **A. Individual Differences**
       Psychology 520 Advanced Developmental Psychology (3)
       Psychology 611 Psychopathology (3)
B. Professional Standards and Ethics
Psychology 609 Professional and Ethical Issues (3)

C. Psychological Assessment, Measurement, and Intervention
Psychology 622 Assessment 1: Intelligence (3)
Psychology 623 Assessment 2: Personality (3)
Psychology 740R Case Conference (0.5 ea, 6 semesters)
Psychology 741R Integrative Practicum (.5-3 ea, 11 semesters)
Psychology 688R Externships/Clerkships in Clinical Psychology (.5/semester, 4 semesters)

D. 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.

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

3. Students must demonstrate their competency in 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.

A. Psychotherapy
Students are required to take Psychology 651 and 652 in addition to one of the following psychotherapy courses: 653, 654, or 656
Psychology 651 Psychotherapy Skills and Theories (3)
Psychology 652 Cognitive-Behavioral Psychotherapy (3)
Psychology 653 Child and Adolescent Psychotherapy (3)
Psychology 654 Group Psychotherapy (3)
Psychology 656 Mindfulness and Psychotherapy (3)
Psychology 740R Case Conference (0.5 ea, 6 semesters)
Psychology 741R Integrative Practicum (.5-3 ea, 11 semesters)
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.

A. **Research Methodology** (one course required)
   - Psychology 504 Research Design (3)

B. **Techniques of Data Analysis** (both courses required)
   - Psychology 501 Data Analysis in Psychological Research (3)
   - Psychology 502 Data Analysis in Psychological Research (3)

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 also 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.

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

B. **Clinical Neuropsychology Major Area of Study**
   - Psychology 585 Human Neuropsychology/Biological Bases of Behavior (3)
   - Psychology 680 Clinical Neuropsychology (3)
Psychology 712R  Topics in Neuropsychology: Seminar in Neuroanatomy (3)
Psychology 712R  Topics in Neuropsychology: Adult Assessment (3)
Psychology 712R  Topics in Neuropsychology: Child Assessment (3)
Psychology 740R  Neuro Case Conference (.5, 6 semesters)
Psychology 688R  Externships/Clerkships in Clinical Psychology One or more externships/clerkships completed in Major Area of Study

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

Psychology & Health  Students complete 2 of the following electives:
Psychology 552  Applied Social Psychology
Psychology 680  Clinical Neuropsychology
Psychology 687R  Seminar in Psychopharmacology
Psychology 711R  Biofeedback
Psychology 712R  Seminar in Neuroanatomy
Public Health 608  Determinants of Health Behavior
Public Health 612  Program Planning and Evaluation
Public Health 619  Infections and Chronic Disease Prevention and Control

(Courses required for Clinical psychology major may count here as well)

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 at least four externships/clerkships, at a minimum of four sites, 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), Timpanogos Assessment and Psychological Services (autism spectrum disorders), and Utah Valley Hospital (neurological and psychological disorders of varying levels of dysfunction), etc.

- Integrative Practica in BYU's Comprehensive Clinic
  Psychology 741R  Integrative Practicum (11 semesters)

  Externships/Clerkships
  Psychology 688R  Externships/Clerkships (4 different sites)
Courses required for the Neuropsychology Major Area of Study appear in italics and are not included in the total credits listed for each semester.

### First Year Requirements

#### First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Psych 501</td>
<td>Data Analysis in Psychological Research</td>
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<tr>
<td>Psych 611</td>
<td>Psychopathology</td>
<td>4</td>
</tr>
<tr>
<td>Psych 622</td>
<td>Assessment 1: Intelligence</td>
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<td>Master’s Thesis</td>
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#### First Year - Winter Semester

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<tr>
<td>Psych 504</td>
<td>Research Design</td>
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<td>Psych 623</td>
<td>Assessment 2: Personality</td>
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</tr>
<tr>
<td>Psych 651</td>
<td>Psychotherapy Skills and Theories</td>
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<td>Master’s Thesis</td>
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</tr>
<tr>
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<tr>
<td>Psych 585</td>
<td>Human Neuropsychology/Biological Bases of Behavior</td>
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#### First Year - Spring and Summer

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<td>Psych 609</td>
<td>Professional and Ethical Issues</td>
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<td>Psych 741R</td>
<td>Integrative Practicum</td>
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</table>

### Research: Propose Master’s Research Project Fall Term

**First Year Comprehensive Examination: Assessment**

- 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.
## Second Year Requirements

### Second Year - Fall Semester

<table>
<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>Psych 502</td>
<td>Data Analysis in Psychological Research 2</td>
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<tr>
<td>Psych 653</td>
<td>Child and Adolescent Psychotherapy (OR)</td>
<td>Offered every three years</td>
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<tr>
<td>Psych 654</td>
<td>Group Psychotherapy (OR)</td>
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<td>Psych 656</td>
<td>Mindfulness and Psychotherapy (OR)</td>
<td>Offered every three years</td>
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<td>Externship/Clerkship</td>
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<tr>
<td>Psych 699R</td>
<td>Master’s Thesis</td>
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<td>Psych 740R</td>
<td>Case Conference</td>
<td><em>Neuro also take Neuro CC</em> 0.5</td>
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<td>Psych 741R</td>
<td>Integrative Practicum</td>
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<tr>
<td>Psych 680</td>
<td>Clinical Neuropsychology</td>
<td>Offered odd years</td>
</tr>
<tr>
<td>Psych 712R</td>
<td>Seminar in Neuroanatomy</td>
<td>Offered even years</td>
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### Second Year - Winter Semester

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<tbody>
<tr>
<td>Psych 652</td>
<td>Cognitive-Behavioral Psychotherapy</td>
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<td>Psych 645</td>
<td>Cultural Diversity and Gender Issues</td>
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<td>Psych 740R</td>
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<tr>
<td>Psych 712R</td>
<td>Neuropsychology: Adult Assessment</td>
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<tr>
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<td>Offered even years</td>
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### Second Year - Spring and Summer

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<tr>
<td>Psych 510</td>
<td>History &amp; Systems of Psychology</td>
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<td>Externship/Clerkship</td>
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<td>Psych 741R</td>
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Research: Make Poster Presentation and Defend M.S. Thesis Winter
Second Year Comprehensive Examination: Research
## Third Year Requirements

### Third Year - Fall Semester

<table>
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<td>Psych 575</td>
<td>Cognitive and Affective Processes</td>
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<td>Psych 653</td>
<td>Child and Adolescent Psychotherapy (OR)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 654</td>
<td>Group Psychotherapy (OR)</td>
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<td>Psych 656</td>
<td>Mindfulness and Psychotherapy (OR)</td>
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<td>Neuropsychology: Neuroanatomy</td>
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### Third Year - Winter Semester

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<td>Human Neuropsychology/Bio Bases of Behavior</td>
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### Third Year – Spring and Summer

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**Research:** Defend Dissertation Prospectus by end of Spring Term

**Third Year Comprehensive Examination:** Psychotherapy
### Fourth Year Requirements

#### Fourth Year – Fall

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<th>Course Title</th>
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<td>Psych 550</td>
<td>Theory and Research in Social Psychology</td>
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</tr>
<tr>
<td>Psych 653</td>
<td>Child and Adolescent Psychotherapy (OR)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 654</td>
<td>Group Psychotherapy (OR)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 656</td>
<td>Mindfulness and Psychotherapy (OR)</td>
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<tr>
<td>Psych 688R</td>
<td>Externship/Clerkship</td>
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</tr>
<tr>
<td>Psych 741R</td>
<td>Integrative Practicum</td>
<td>0.5</td>
</tr>
<tr>
<td>Psych 799R</td>
<td>Dissertation</td>
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#### Fourth Year – Winter

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>Psych 520</td>
<td>Advanced Developmental Psychology</td>
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<tr>
<td>Psych 688R</td>
<td>Externship/Clerkship</td>
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<tr>
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<td>Integrative Practicum</td>
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<td>Psych 799R</td>
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#### Fourth Year – Spring and Summer Combined

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</tr>
<tr>
<td>Psych 799R</td>
<td>Dissertation</td>
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*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.*

### Fifth Year Requirements

#### Fifth Year - Internship

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tr>
<td>Psych 745</td>
<td>Clinical Internship - Fall Semester</td>
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<tr>
<td>Psych 746</td>
<td>Clinical Internship - Winter Semester</td>
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</tr>
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<td>Psych 747</td>
<td>Clinical Internship - Spring Term</td>
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<tr>
<td>Psych 748</td>
<td>Clinical Internship - Summer Term</td>
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Non-Clinical Electives

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

Clinical Electives

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

- 514 Computational Neuroimaging Analysis (online)
- 515 Neuroimaging Analysis 1: Structural Imaging
- 516 Neuroimaging Analysis 2: Diffusion Weighted Imaging
- 517 Neuroimaging Analysis 3: fMRI
- 583 Health Psychology
- 612 Developmental Psychopathology
- 680 Clinical Neuropsychology
- 686R Seminar in Health Psychology
- 687R Psychopharmacology
- 711R Advanced Child Assessment
- 711R Forensic Psychology
- 712R Seminar in Neuroanatomy
- 712R Adult Neuropsychological Assessment
- 712R Child Neuropsychological Assessment

Note: Completion of the Dissertation Prospectus Defense and all Comprehensive Examinations is required before the Director of Clinical Training will verify a student’s readiness to apply for internship. Students need to be aware that application deadlines typically fall throughout the month of November, though some deadlines come as early as October, others as late as the beginning of December.

The prospectus must have been successfully defended, the Prospectus signed-off in Grad Prog and a copy of the final prospectus placed on file with the Department prior to a student making application for an internship. Furthermore, it is expected that the dissertation will have been finished prior to a student’s leaving for internship. It should also be noted that all comprehensive examinations must be passed and client audits must be clean prior to making application for internship. In applying for internships students may indicate that it is not required for them to have coursework completed prior to submitting an application.
Clinical Psychology Fieldwork
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. Every semester the practicum supervisor completes a rating form for each student, and each student has the opportunity to discuss the practicum experience with the supervisor.
For a complete description of applied clinical training, see the Program’s *Practicum Handbook*.

Students are required to complete a minimum of four external practicum placements (paid or unpaid), typically lasting one year each. 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 skill 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 setting, 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.

**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 18-20 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 (beyond four diverse experiences including both clerkships and externships), 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.

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

(a) It must be part of the student's program of study and development as a psychologist, and

(b) It must be supervised regularly and intensively by a licensed psychologist.

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

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

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.)
Clinical Psychology Internship
Completion of Dissertation Prior to Internship

An increasing number of internship agencies are giving preference to students who have finished their dissertations. Some will not take a student unless the dissertation is completed. In addition, there has been a problem with students going on internship and then wanting to take a job 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. With these considerations in mind, we expect that the dissertation will be completed prior to going on internship. In addition, the prospectus must be defended before applying for internship, which means that the prospectus must be approved 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 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 (June, 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 all of the comprehensive examinations must have been passed, a signed and approved prospectus must be on file with the Psychology Student Programs Coordinator, and a clean audit must be confirmed with respect to work with Comprehensive Clinic clients.

Students are asked to limit their internship applications to settings that are accredited by the 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 while away from the university, one credit each during Fall and Winter semesters (Psych 745, 746) and one-half credit each, Spring and Summer terms (Psych 747, 748).

**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. (An exception is made for the internship year.) Failure to do so results in a loss of eligibility to register, and thus to receive a degree. Reinstatement upon application and payment of a fee is possible. (See Registration Requirements in the *Graduate Studies Policies and Procedures Manual*). 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.

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.
Clinical Psychology Comprehensive Exams
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 1\textsuperscript{st}, 2\textsuperscript{nd} and 3\textsuperscript{rd} years (Assessment Comp in the first year, Research Comp in the second year, and Therapy Comp in the third year).

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 Conditions** - The examination was mostly satisfactory, but requiring modest remediation in minimal areas or more substantial changes to the paper. Special conditions for completing either a written or oral remedial examination are specified by the Director of Clinical Training after consulting with the student and the faculty members who performed the examination.

- **Failed** - The examination 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.
Process

The Assessment Comprehensive Exam will be administered in June of the first year, 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. For the first part, 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. They will be asked to interpret the results and write up a results section for the report. In addition, 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 the performance is evaluated are best described by reference to the examination rating form (Appendix B).
The specific instructions may be revised each year, but the following document provides an example of the process.

Psychotherapy Exam Instructions

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. The Psychotherapy Comprehensive Exam will consist of 2 parts, both closed book/closed notes. 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 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):

- **How does psychopathology and psychosocial dysfunction develop?**
- **How does psychotherapy promote change?** (summary; elaborated in following sections)
- **What are the core assumptions of your theory of change?**
- **What are the key mechanisms of action that promote change?** (Briefly describe available evidence for these assertions)
- **What are the therapist’s primary tasks when facilitating change?**
- **What is the desired outcome of psychotherapy, and how do you know when it is achieved?**
- **What is the state of the evidence for the model you’ve articulated?** 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.
- **What gaps in the research literature exist for your model?** 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?

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.

The length of Part 1 must be kept to **12 pages or less** (not including references; normal font,
double-spaced); **8-10 pages is ideal.**

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:** You will choose one of two case vignettes to address the following in **5-8 pages**
(normal font, double-spaced; student ID number only):

- Provide a brief case conceptualization using the model you outlined, including (but not
  limited to): 1) what likely contributed to the development of the presenting concerns?, 2) what
should be the targets for intervention?, and 3) what would you identify as the primary treatment
goals?

- 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?)

How would you know that your approach is working?

Part 2 of the exam is also closed-book/closed notes. Email Part 2 (with student ID number) to
the clinical psychology secretary. Your submissions will be randomly assigned to 2 “blind”
faculty evaluators.

In completing either part of the exam (what to include, how much text to devote, etc.), consider
the rating form criteria that will be used by the evaluators:

**Rating Form**
(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.
The Research Comprehensive Exam will be administered in Spring Term of the second year. A retake of the exam will be offered near the beginning of the subsequent school year. 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. Additional details will be provided regarding the Research Comprehensive Exam prior to the examination date.
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 by: (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); and (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, and (3) Doctoral dissertation defense. Further, development of competency in research skill sets is a significant part of the annual evaluation of student progress.

Students entering the Clinical Psychology Ph.D. program with a master’s degree

Students who enter the Clinical Psychology Ph.D. 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.
First Year: Conceptualizing and Conducting the Research

Fall Semester of the First Year

The Master’s Thesis title and a 250-word abstract of the project (aka “Master’s Prospectus”) must be uploaded to Grad Prog and approved no later than the last day of finals, Fall Semester. The 3-member thesis committee and program of study must be approved before completing this step. 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

Fall Semester of the Second Year

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.

Winter Semester of the Second Year

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.

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.
Poster Presentation/Defense of the Master's Thesis. During the last week of February or 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.

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 Winter Semester.

Summary of the Master's Thesis Process. 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 late February or 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. This 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, which must be no later than one week before the date of the poster presentation. By giving approving 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 late February/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 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:

**a. 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.

**b. 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.

**c. 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.

**d. 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.*
**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.
The dissertation is probably 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 thesis/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.

- Title
- Introduction & Rationale
  - Need for the study
  - Problem to be addressed
  - Purpose of the study
  - Justification, including the intended contribution to scholarship
- Literature Review (A comprehensive review of relevant literature)
• Historical line of research leading to proposed study
• Current relevance of study to the field

➢ Statement of the Problem
• Definition of variables
• Hypotheses to be tested

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

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

As a student writes the prospectus, and later the dissertation, he or she must follow the style requirements set forth in the 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, and select FHSS Graduate Studies ETD Instructions. At this website focus on the “Specific FHSS ETD Standards” along with the ”FHSS Sample ETD.” Go to the Graduate Studies website and study carefully the ETD Packet found under the Resources tab.)

**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 uploaded to Grad Prog (under “Prospectus”). Here it will be reviewed by the committee and revised to the committee’s satisfaction prior to the formal defense of the prospectus. The student should notify the Student Programs Coordinator **three weeks prior to the anticipated defense date** so that any committee issues can be resolved.

The Prospectus Ready for Defense/Scheduling Form must be obtained from the Student Programs Coordinator and signed digitally by all committee members before being returned to the coordinator **at least one week in advance** of the suggested times for the prospectus defense. Primary and secondary times (days and hours) should be chosen to meet both the student’s and committee members’ schedules. The student is then responsible for uploading a copy of the prospectus to Grad Prog a minimum of **three weeks** prior to the scheduled prospectus defense.

**Note:** Problems frequently arise when students assume that the first notice they need to give to the Student Programs Coordinator is only one week before the anticipated defense date. In reality, the Student Programs Coordinator must have time to make certain the committee in Grad Progress is accurate and that petitions have been resolved, and students must have time to then coordinate the schedules of the entire committee so that a final date and time can be **agreed upon at least one week in advance** of the defense. This is a time-consuming venture and the reason for notifying the Student Programs Coordinator of the intent to defend three
weeks before the student actually hopes to do so. Students are responsible for being certain that the committee in Grad Progress is accurate prior to submitting the Prospectus Ready for Defense/Scheduling Form. If it is not accurate, then the student is responsible for making any revisions in Grad Progress prior to completing the Prospectus Ready for Defense/Scheduling Form.

**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 Student Programs Coordinator is notified at least three weeks before the student intends to defend the prospectus.
4. The prospectus is uploaded to Grad Prog at least three weeks prior to the intended defense for each of the members to review.
5. All members reviewing the prospectus agree that it is ready for defense and digitally sign the Ready for Defense/Scheduling Form.
6. The student obtains the Prospectus Ready for Defense/Scheduling Form from the Student Programs Coordinator and has it digitally signed by all committee members before it is returned to the coordinator at least one week in advance of the suggested times for the prospectus defense.
7. The Prospectus defense is completed.
8. The student makes the required changes and uploads the revised document to Grad Progress before the committee’s final approval.
9. 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 comprised of the same members, adherence to the procedures and methodology contained in the final form of the prospectus will obviate reexamination of these issues during the final oral examination.

The student must not conduct the research until the prospectus 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.
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, and (3) to create a transition from the role of student to colleague.

**Scheduling of the Final Oral Examination**

1. The student must first apply for graduation and pay the necessary graduation fee. In order to prevent difficulties that may arise when requirements for graduation are evaluated by Graduate Studies, the student should contact the Student Programs Coordinator **three weeks prior to the anticipated defense date**.

2. After the dissertation has been uploaded to **Grad Prog**, committee members are notified 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. The student must coordinate a date and time when all committee members are available to hold the defense. The Student Programs Coordinator must be notified of the defense date and time **at least one week in advance** of the defense to formally schedule it with Graduate Studies.

3. Copies of the dissertation (uploaded in Grad Prog) and journal-ready manuscript ( emailed or printed) must be distributed to all committee members three weeks prior to the intended oral defense meeting.

**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**

The ETD document can only be uploaded into Grad Prog following the approval of the dissertation defense. The student should allow at least three weeks for the approval process of the ETD. The ETD goes through five reviewers in total: Graduate Studies, Psychology Department, FHSS (2 reviewers), and back to Graduate Studies. If edits are needed, additional time may be required to complete the approvals process.
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. However, intermediate deadlines are set by the Psychology Department and must be followed. They are provided by email from the Student Programs Coordinator.

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

In the past, most states have required a year of pre-doctoral internship experience and a year of supervised postdoctoral experience. Some states require licensure before any clinical practice can be done following graduation. (Utah, for example, requires licensure as a 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. It is expected, as part of your acceptance into our program, that you will cooperate in completing questionnaires and surveys that will help us fulfill university and professional requirements. The network of former graduates continues to grow nationally and internationally.
Appendix A
Handbook of Graduate Programs  
(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 Policies 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 endure 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, frees, and registration details.

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

The 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 Program Handbook including the Appendices, as well as the Practicum Handbook.

_________________________________  ________________________  ______
Printed Name                  Signature                  Date
In addition to reading the Program Handbook, I am also required to create a BYU e-mail address for the Psychology on-line graduate directory. This directory is available to prospective students interested in contacting current graduate students regarding the BYU Psychology PhD programs.

**Email Alias Manager**

Log into myBYU.
Expand the "Communications" section in the "Campus Links" box.
Click "Email Alias Manager".

**Create a New Alias**

Click on the Add New Alias button.
Enter your desired alias name in the Alias Field (e.g. your name or Net ID)

*Note:* The system will check availability as you type. If a green check mark shows, then you are good to go. You can hover over any other symbol and read what needs to be fixed.

Select the domain you want associated with this alias (.net, .edu, etc.)
Enter the addresses you want the alias emails forwarded to. (Limit 30 Forwarding Addresses)

*Note:* Press the More button to add another field. Make sure all previous forwarding addresses are formatted correctly.

If there are any red X's, hover over the X to see what needs to be fixed.
If all marks are green, click Save. You have a new email alias.

**Note:** @byu.edu forwarding addresses and University email accounts are NOT permanently assigned and will be discontinued when you leave the University.

BYU e-mail alias [Type Here]:
We aim to prepare scholarly, professional, industry, and thought leaders in the areas of Clinical Psychology, Cognitive and Behavioral Neuroscience Psychology, Developmental Psychology, and Social Psychology. Quality graduate education depends on ethical and professional training and relationships with graduate students within the context of the Aims and Mission of a BYU Education and Mission of BYU Graduate Studies. All faculty and students are expected to adhere to the BYU Honor Code and the American Psychological Association Ethics Code. Faculty are expected to engage in ethical, professional, and collegial mentoring relationships, keeping the best interests for student progress and degree completion at heart. The Psychology Graduate Programs graduate faculty, and graduate students each have specific mentoring roles and expectations.

Expectations for the Graduate Programs and Department

The two graduate programs and department at large are responsible for providing clear guidelines for graduate students to complete degree programs. The Clinical Psychology and Psychology doctoral programs are expected to have a current graduate handbook that is provided upon enrollment that outlines expectations for progress toward the degree, curriculum expectations and course availability, and expectations for completion of program milestones. Each handbook should outline the graduate program coordinator or director of training with whom students can communicate regarding difficulties or grievances and procedures to follow if a grievance is necessary. The department and program should also provide information on the costs of graduate training and availability of financial support in writing. The individual programs are expected to meet twice yearly to discuss individual student progress and provide student ratings as outlined by BYU Graduate Studies: https://gradstudies.byu.edu/page/evaluations-student-progress. Feedback to students regarding the outcomes of these meetings is expected to be timely (i.e., no longer than a month after the meeting, but sooner is preferred).

Expectations for Graduate Faculty

Graduate faculty are expected to engage in appropriate mentoring relationships and serve as professional role models for graduate students. While not exhaustive, the following description is intended to define “appropriate” faculty mentoring. Faculty are responsible for providing intellectual guidance and training in scholarly and teaching efforts, including the pursuit of publication of research. Graduate faculty are expected to foster warm, open, and honest relationships and meet regularly with advisees (weekly meetings are recommended, but no fewer than one-per-month meetings) to teach skills, foster ideas, and review progress, goals and challenges. In the Clinical Program faculty are expected to meet regularly with their mentees while students are on internship (remotely if necessary), especially if there is unfinished work on dissertation or writing/research projects. If students are making appropriate progress in achieving program milestones, especially later in training, frequency of meetings may be adjusted if mutually agreeable but regular mentoring meetings to facilitate professional development are still expected. Faculty will provide clear and candid feedback during twice-yearly evaluations of student progress that will be communicated to the student so appropriate progress can be made and remediation plans developed if needed. Faculty will respond to student communication (e.g., emails or phone messages) in an appropriate time frame (no longer than two days is recommended) and drafts or proposals in a timely manner (no longer than two weeks is recommended). Graduate faculty are expected to respect graduate student time and not ask the graduate student to complete tasks or provide assignments that are not part of the graduate student’s training, that are not compensated appropriately (or credit given), and/or will not benefit their progress. 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. Faculty are expected to seek to understand and respect the unique perspectives of each graduate student and communicate clearly about expectations and responsibilities. Written graduate student mentoring agreements are encouraged as a tool to facilitate clear communication and understanding regarding expectations. A sample mentoring agreement is appended to this document. These agreements should include specific guidance on theses and dissertations and the amount of guidance and assistance the student can expect from their mentor. Faculty and students should communicate about all aspects of each research milestone. Graduate faculty are expected to know department, program, and university guidelines regarding graduate students and to help their advisees develop a timeline for completing program requirements and meeting academic goals. Graduate faculty should encourage openness about challenges or difficulties that impact the graduate student experience and assist in finding resources for support or counseling as needed. Faculty should be candid in their discussions of student progress and provide appropriate feedback so the student can progress through the program, utilize their strengths, and work on their weaknesses. Graduate faculty are expected to follow and teach ethical research practices (e.g., confidentiality, plagiarism, informed consent, etc.) as well as, when appropriate for the program, follow and teach ethical research and clinical standards and practice guidelines. This includes appropriately recognizing student contributions to research with co-authorship or other recognition. Faculty are expected to prepare their advisees for future careers, including fostering networking relationships, providing opportunities for publication or other professional experiences, supporting skill development, providing honest feedback about careers, and promoting student contributions when appropriate. Graduate faculty are expected to assist their students in finding and implementing institutional or field resources (e.g., funding for research or travel, seeking out training opportunities, etc.) to benefit their advisees. Graduate faculty will assist with comprehensive exams as part of their involvement with a graduate program.

**Expectations for Graduate Students**

Graduate students are expected to read the graduate handbook and know and implement the requirements for completing their degree program. Graduate students are ultimately, responsible for knowing and meeting deadlines for program advancement. Graduate students are expected to learn and expand knowledge in their discipline by pursuing scholarly research. Graduate students should learn how to communicate scientific and clinical (if appropriate for their degree) knowledge through appropriate forms of instruction and publication. Graduate students are expected to communicate regularly (weekly communication is recommended, but no fewer than one meeting per month) with their graduate faculty mentors and respond in a timely manner (no longer than two weeks is recommended) to drafts, revisions, and requests (unless other arrangements are made with the faculty mentor). Students will submit drafts and materials to faculty mentors within appropriate time frames, so the graduate faculty has sufficient time to evaluate and respond (two weeks is recommended). Graduate students are expected to be self-driven and seek answers to questions or concerns on their own, with their mentor, and through other appropriate channels (e.g., Graduate Handbook, externship supervisors, etc.). Graduate students are expected to assume responsibility for their professional development, including taking initiative to complete program milestones, discussing their progress and growth areas with mentors, and pursuing opportunities that will prepare them for their intended careers. Graduate students are also expected to adhere to the University Honor Code and the American Psychological Association Ethics Code, including strict adherence to academic honesty and ethically-compliant behavior. Graduate students will provide clear and candid feedback to faculty mentors regarding their mentoring performance during twice-yearly evaluation opportunities. The department Graduate Handbook outlines procedures for remediating mentoring problems if the student is concerned about the manner in which any academic issue has been handled or about interpersonal difficulties arising in in the mentoring relationship.
In 2012, the American Psychological Association (APA) endorsed as policy A Taxonomy for Education and Training in the Health Service Specialties in Professional Psychology (for current purposes termed The Taxonomy). The Taxonomy is designed to provide consistent descriptions of specific program offerings in education and training programs in health service psychology. The need for such consistency developed from observations that training programs used numerous labels to describe very different program offerings. Such labels (referred to inconsistently as track, concentration, emphasis, subspecialty, special strength, area of specialization, certification, or area of emphasis, to name a few) have described a grouping of offerings in a specialty. Inconsistent labels are confusing to the profession and the public, especially to students seeking to evaluate doctoral program offerings beyond the program’s declared specialty.

APA-accredited doctoral programs must provide general training in the core of professional psychology, regardless of their specialty label. The Taxonomy recommends these specific labels for specialty areas: Major Area of Study, Emphasis, Experience, and Exposure to describe the amount of training offered in a specialty content area. For example, a doctoral program Major Area of Study could be 2-3 years of didactics, supervised practicum, and dissertation or research project in the specialty; an Emphasis may be represented by at least 4 courses and 2 practica in the specialty; an Experience would be 1-2 courses and practica in a specialty; and an Exposure could be at least 1-2 courses in a specialty. In addition to the specialty labels, a Focus could be an offering in an area that is not a recognized specialty in psychology (e.g., multiculturalism, neuroscience, assessment, PTSD, trauma, diabetes, addiction), and can be as specific as a certain number of courses or as broad as a topic that is integrated across the program (e.g., social justice).

The Taxonomy is particularly beneficial for students and also creates added value for programs by allowing them to differentiate themselves from other programs. For one, it standardizes the programs available for potential students, thus making it easier for students to be informed consumers and choose a program more likely to aid them in reaching their personal and professional goals. In addition, outlining clear expectations for advancement in a particular area of study will aid students with career planning and specialization in the current workplace environment where the roles of psychologists are continually evolving. Lastly, this system ensures standards for consistency at all levels of training which protects consumers of mental healthcare and applied psychology services.

The website description of a fictitious doctoral program could read: “In our APA accredited doctoral program at Our University, we offer a Major Area of Study in Clinical Psychology with at least three years of didactic coursework and supervised clinical training in that Major Area of Study which includes a dissertation or research project. We offer students an Exposure to Clinical Neuropsychology with one course in that area and an Experience in Child Clinical Psychology with two courses and two semesters of supervised practicum in that area. We offer a Focus in personality assessment as part of our advanced practicum wherein an advanced assessment course and two additional practica semesters are available” (Rozenisky, Grus, Nutt, Carlson, Eisman, & Nelson, 2015, p.30).

Source: Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties (approved as APA Policy in February 2012)
Academic Honesty Policy

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

*Intentional Plagiarism*—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

*Inadvertent Plagiarism*—Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:
• *Direct Plagiarism*—The verbatim copying of an original source without acknowledging the source.
• *Paraphrased Plagiarism*—The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
• *Plagiarism Mosaic*—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
• *Insufficient Acknowledgment*—The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Fabrication or Falsification**

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

• Citing a source that does not exist.
• Attributing to a source ideas and information that are not included in the source.
• Citing a source for a proposition that it does not support.
• Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
• Intentionally distorting the meaning or applicability of data.
• Inventing data or statistical results to support conclusions.

**Cheating**

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

• Copying from another person's work during an examination or while completing an assignment.
• Allowing someone to copy from you during an examination or while completing an assignment.
• Using unauthorized materials during an examination or while completing an assignment.
• Collaborating on an examination or assignment without authorization.
• Taking an examination or completing an assignment for another or permitting another to take an examination or to complete an assignment in place of the student.
Other Academic Misconduct

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another an unadministered test or answers to an unadministered test.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in the course. Responsible instructors will investigate alleged academic dishonesty, determine the facts, and take appropriate action. In a case where academic dishonesty is determined to have occurred, the instructor must notify the Honor Code Office of the incident as a means of encouraging behavior change and discouraging repeat violations. In addition, the instructor shall consult with the department chair concerning disciplinary actions to be taken. If the incident of academic dishonesty involves the violation of a public law, such as breaking and entering into an office or stealing an examination, the act should also be reported to appropriate law enforcement officials. If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, the student may have the matter reviewed through the university's Student Academic Grievance Procedure.

Applicable Actions

A wide range of possible actions exists for cases of academic dishonesty. Instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following:

For instructors (in consultation with the department chair):
• Reprimanding the student orally or in writing.
• Requiring work affected by the academic dishonesty to be redone.
• Administering a lower or failing grade on the affected assignment or test.
• Administering a lower or failing grade for the course (even if the student withdraws from the course).
• Removing the student from the course.

For departments and colleges:

• After consulting with the Honor Code office, dismissing the student from the program, department, or college.
• Recommending probation, suspension, or dismissal from the university.

For the university:

• The university may elect to discipline a student for academic dishonesty in addition to, or independently from, discipline imposed by a faculty member, a department, or a college. University discipline may be administered through the Honor Code Office or through the Dean of Student’s Office. The Honor Code Office will maintain a record of all violations of this Academic Honesty Policy reported to it by the faculty. The university may elect to place an affected student on probation, or to suspend or dismiss the student, and to place a temporary or permanent notation on the student’s permanent academic transcript indicating that he or she was suspended or dismissed due to academic misconduct.
• The university may report an incident of academic misconduct to appropriate law enforcement officials and may prosecute an affected student if the act in question involves the commission of a crime (e.g., breaking into an office or building, stealing an examination, etc.).

Honor Code Office Involvement

The Honor Code Office will maintain a record of all violations of the Academic Honesty Policy reported to it by the faculty. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered, the Honor Code Office may take additional action on behalf of the university based upon the nature of the infraction(s). The Honor Code Office, in consultation with the involved academic personnel, including the associate academic vice president in charge of undergraduate studies as needed, may determine to place a student on probation or to recommend that a student be suspended or dismissed for academic dishonesty and other forms of academic misconduct.

Shared Responsibility Policy Statement

Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest.
Faculty Academic Integrity

The substantive standards of academic honesty stated in this policy apply *a fortiori* to faculty. Indeed, all members of the BYU community are expected to act according to the highest principles of academic integrity.

Honor Code Policy
Graduate Student 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 54 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 panel.
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.
**Program of Study for Graduate Students**

**Required Courses:**

<table>
<thead>
<tr>
<th>Requirement Type</th>
<th>Department</th>
<th>Course Number</th>
<th>Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>501</td>
<td>3</td>
<td>Data Analysis in Psychological Research (Part 1)</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>502</td>
<td>3</td>
<td>Data Analysis in Psychological Research (Part 2)</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>504</td>
<td>3</td>
<td>Research Design</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>609</td>
<td>3</td>
<td>Professional &amp; Ethical Issues in Psychology</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>611</td>
<td>3</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>622</td>
<td>3</td>
<td>Assessment 1: Intelligence</td>
</tr>
<tr>
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<td>PSYCH</td>
<td>623</td>
<td>3</td>
<td>Assessment 2: Personality</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>651</td>
<td>3</td>
<td>Psychotherapy Skills and Theories</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>652</td>
<td>3</td>
<td>Cognitive-Behavioral Psychotherapy</td>
</tr>
<tr>
<td>THS</td>
<td>PSYCH</td>
<td>699R</td>
<td>6</td>
<td>Thesis Credit (should be taken 1 credit each semester for 6 semesters)</td>
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**Committee Members [auto-filled]**

<table>
<thead>
<tr>
<th>Committee Chair</th>
<th>Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member:</td>
<td>Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Member:</td>
<td>Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Graduate Coordinator</td>
<td>Signature</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Study Lists/MSClinPsych 6/22/2021
Program of Study for Graduate Students
Required Courses Auto-Populate in Grad Prog

**Office of Graduate Studies**
Brigham Young University
Pocchet Presidents’ Home
(801) 422-4081
GRADSTUDENTS@byu.edu

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<table>
<thead>
<tr>
<th>Name:</th>
<th>BYU ID:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Address:</td>
<td></td>
<td>Phone:</td>
</tr>
<tr>
<td>Street Address:</td>
<td>City:</td>
<td>State</td>
</tr>
<tr>
<td>Major: <strong>Clinical Psychology</strong></td>
<td>Degree Sought: <strong>PhD</strong></td>
<td>Program Type: <strong>THS (Dissertation)</strong></td>
</tr>
<tr>
<td>Specialty Area:</td>
<td>Credit Hours: 67</td>
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### Research Core:

<table>
<thead>
<tr>
<th>Req. Type</th>
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<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>THS*</td>
<td>PSYCH</td>
<td>799R</td>
<td>Dissertation</td>
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</tbody>
</table>

*See explanation below

### General Core:

<table>
<thead>
<tr>
<th>Req. Type</th>
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<th>Course #</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>510</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>520</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>550</td>
<td>Theory/Research in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>575</td>
<td>Cognitive and Affective Processes</td>
<td>3</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>585</td>
<td>Neuropsych/Biological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>645</td>
<td>Cultural Diversity and Gender Issues</td>
<td>3</td>
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### Clinical Core:

<table>
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<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>653</td>
<td>Child and Adolescent Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>656</td>
<td>OR Mindfulness Psychotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>654</td>
<td>OR Group Psychotherapy</td>
<td></td>
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</tr>
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</table>

### Clinical Practica:

<table>
<thead>
<tr>
<th>Req. Type</th>
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<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>740R</td>
<td>Case Conference</td>
<td>3</td>
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<tr>
<td>or</td>
<td>741R</td>
<td>Integrative Practicum</td>
<td>20</td>
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<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>688R</td>
<td>Externship/Clerksip</td>
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<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>745</td>
<td>Clinical Internship (Fall Semester)</td>
<td>1</td>
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<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>746</td>
<td>Clinical Internship (Winter Semester)</td>
<td>1</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>747</td>
<td>Clinical Internship (Spring Term)</td>
<td>.5</td>
</tr>
<tr>
<td>MAJ</td>
<td>PSYCH</td>
<td>748</td>
<td>Clinical Internship (Summer Term)</td>
<td>.5</td>
</tr>
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</table>

### Elective Credit:

- ELC
- ELC
- ELC
- ELC

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Major Areas of Study (optional):

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Updated 6/22/21
1) Clinical Neuropsychology; 2) Clinical Child, Adolescent & Family; 3) Clinical Health Psychology
(Individual MAS requirements are listed in the Handbook)

<table>
<thead>
<tr>
<th>List Area Here:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC PSYCH</td>
</tr>
<tr>
<td>ELC PSYCH</td>
</tr>
<tr>
<td>ELC PSYCH</td>
</tr>
<tr>
<td>ELC PSYCH</td>
</tr>
</tbody>
</table>

| TOTAL CREDITS | 67 |

*Spread dissertation credit out throughout your program, once you have completed your MS thesis. Load up on credits during semesters when you are already paying full tuition, and take fewer credits when you are paying "per credit."
Online Procedures for Selecting a Committee, Creating a Program of Study, Uploading a Prospectus, Thesis or Dissertation, and the ETD

Welcome to the new online graduation tracking website! This new page will allow you to request committee members, create programs of study, and manage additional graduation requirements without having to get physical signatures. All approvals and notifications are done online and by email. Additionally, you will have access to Resources you will need as you complete your program.

Step 1: From My BYU, go to https://gradprogress.sim.byu.edu/ The shortcut url is gradprog if you are already logged in to MyBYU.

Step 2: Click the “Sign In” link at the top right of the screen and enter your BYU Net ID and password.

Step 3: Select the members of your graduate committee by clicking on the “Edit Committee Members” button.
**Step 4:** Use the small dropdown arrow on the right of each field to select the names of your committee chair and members. A master’s degree requires a minimum of a chair and two members, a doctoral committee requires a minimum of a chair and three members. The default dropdown options list faculty in your department only. If you would like a committee member from another department on campus, click the “search all graduate faculty” box. The dropdown arrow displays all graduate faculty alphabetically by last name. When you are finished, click the “Submit” button.

**Step 5:** Once your committee has been selected and submitted, the next step is to invite them to serve on your committee. This is done by clicking the “Send Invite” button beside each name (or you can send to all who have not accepted). Once the invitation has been sent, the date will appear to the right of the name. If you don’t see confirmation, you may click the “Resend Invite” button beside the names. You will use this page to edit the committee members as well. Faculty receive an email and they can accept by clicking a link in the email.
Committee Members Required: 3

No Committee Members have been approved and have accepted position.

Proposed Committee Members

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAIR</td>
<td>Captain Nemo</td>
</tr>
<tr>
<td>MEMBER</td>
<td>Pierre Aronnax</td>
</tr>
<tr>
<td>MEMBER</td>
<td>Ned Land</td>
</tr>
</tbody>
</table>

Send invite to those who have not accepted  Edit Committee Members
Once everyone has accepted the request to be on your committee, and the committee has been approved by the program manager or coordinator, the “Committee” block will indicate the approval and display the checkmark.

You may proceed to create a Program of Study while you are waiting for committee acceptance and approval.

**Step 6:** Click on the Program of Study (POS) box to open a new subsection of the page. Some required courses may already be populated if your program has specific courses that everyone must take. Select the second line to add more courses:

<table>
<thead>
<tr>
<th>Program of Study Plan Committee Member Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Requirements [<strong>ADD NEW COURSE</strong> [<strong>REMOVE COURSE</strong>]</td>
</tr>
<tr>
<td>Student Academic History [<strong>ADD NEW COURSE</strong> [<strong>REMOVE COURSE</strong>]</td>
</tr>
</tbody>
</table>

Use these buttons to add and remove courses while you are in the Planning stage.

Once you are satisfied with your POS, submit it to your committee for approvals using this button near the top of this progress milestone:

**Step 7.** Once your committee has approved your POS, the graduate program manager will be notified to do a final check and give final approval. Some adjustments may be needed and can be entered by the program manager. You will be notified by email when your POS is approved.

**Prospectus:**
Once you have a prospectus ready for review (thesis, dissertation or project programs), you upload it on the Graduate Progress page. You must convert it to PDF before upload and may enter a title.
Your faculty will be notified by email that they can view your Prospectus. They may make comments and ask for edits. You will be notified by email of necessary changes and be required to upload a new version. All versions are kept, but only the last one will appear in the viewing box. Previous versions can be accessed on the left side date links. Once all committee members are satisfied, you will be notified of their approvals by email.

**Thesis Title**

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>Ω</th>
</tr>
</thead>
</table>

**Ready for Defense:**
After you have completed your research or project, you upload your written work into the progress milestone called “Ready for Defense.” It looks just like the Prospectus progress milestone. This is where you will share your written work with your committee to read and make comments for edits needed. Read the Resource page for requirements and samples and FAQs about your written work formatting.

**Defense:**
Once all committee members have approved, you will work with your graduate program manager to schedule a time for your defense. This will be displayed on the page, and all committee members will be notified. They work with the program manager (independent of this page) to find a time agreeable to all. After your defense you may be asked to make further edits in your work and your defense status will be listed as Qualifications.

All edits or revised versions should be uploaded in the ‘Ready for Defense’ progress milestone. Your committee chair will submit the “Pass” status once he/she is satisfied.

**ETD:**
If you are in a Thesis or Dissertation program, you will continue to upload your ETD in this progress milestone.

You are entering publication details that will be searchable and used to catalog your work in the digital library. You will enter your name again in the correct fields (first, middle, last) which are used for the library catalog search functions.

You have to enter some items like Key words, Abstract, Availability, and check some agreements.

In the Document subsection, you will upload a PDF document. It must have all fonts embedded as well as bookmarks for each heading in the table of contents.

This document must be approved by Graduate Studies (preliminary pages), department, college and then final approval by Graduate Studies for publishing to the digital library. You can receive comments at any stage requiring you to make edits so pay attention to your emails.
Once you receive the final approval from Graduate Studies, the ETD requirement is met.

**Other Requirements:**

In most programs, you will have other requirements to meet before graduating. You can check these on the tab that says Progress report,

or under the POS progress milestone you can click the link for Other Requirements.

Make sure to check your program status often. You are on your way!
Second-Year Project Definition

Student Name: ______________________  Phone: ______________________
Student ID #: _______________________  Email: _______________________

Area Specialty: _______________________________________________________

Title of Second-Year Project:

____________________________________________________________________

____________________________________________________________________

Please attach the abstract to this document prior to seeking the signatures of your committee members.

Committee Chair  Committee Chair Signature

Committee Member 1  Committee Member 1 Signature

Committee Member 2  Committee Member 2 Signature

Note: Your approved Second-year project definition form must be completed by the end of your first semester (i.e., Fall term of your first year)
DEPARTMENT OF PSYCHOLOGY

DOCTORAL PROSPECTUS REVIEW

SCHEDULING FORM

Student Name: ____________________________________________

BYU ID #: ________________________________________________

Title of Prospectus:
________________________________________________________________________
________________________________________________________________________

The following date has been cleared with both the student and the Dissertation Committee to hold a Prospectus Defense:

Date: _____________________________

Time: _____________________________

Room #: ___________________________

Printed Name of Graduate Committee Chair Original Signature of Graduate Committee Chair Date

Printed Name of Graduate Committee Member Original Signature of Graduate Committee Member Date

Printed Name of Graduate Committee Member Original Signature of Graduate Committee Member Date

Printed Name of Graduate Committee Member Original Signature of Graduate Committee Member Date

Printed Name of Graduate Committee Member Original Signature of Graduate Committee Member Date

***Note: This completed form is due to the Student Support Coordinator no later than two weeks prior to your defense date.***
Mentoring Agreement for Graduate Instructors

All graduate instructors are required to have a faculty mentor during the semester/term they are teaching. Please fill out the form below with the needed signatures and return to the Student Program Coordinator’s office (1097 KMBL). This should be done within one week of the course teaching assignment and before the teaching position can be contracted out.

Name: ________________________________
BYU ID: ________________________________
Date: ________________________________
Course Number: ________________________________
Course Title: ________________________________
Semester/Term: ________________________________
Year: ________________________________

I will be using ________________________________ as my faculty mentor while I teach the listed course above.

(Please Print)

Graduate Instructor’s Signature: ________________________________
Date: ________________________________
Faculty Mentor’s Signature: ________________________________
Date: ________________________________
Eligibility

This petition should be used only if you are registered for fewer than 8.5 hours per semester or 4.5 hours per term and you need the university to verify that you are a full-time student. You do not need to petition for verification to retain campus privileges afforded full-time students, such as I.D. cards, on-campus employment, parking permits, insurance, on-campus housing, library privileges, use of physical education facilities, etc. (Campus privileges are available to all graduate students who are registered for at least 2 hours of credit per semester or 1 hour per term.)

You may be eligible for verification of full-time graduate student status if you:

- Have completed all required course work for your degree and are working on your dissertation, thesis, project, or internship
- Are contributing 40 or more hours per week in pursuit of your degree and are showing satisfactory progress
- Are enrolled in at least 2 approved credit hours per semester (or at least 1 approved credit hour for a Spring or Summer term)

You are NOT eligible for graduate full-time status if you:

- Are newly admitted (unless your department limits your enrollment*)
- Do not have an approved committee and program of study
- Are requesting verification for future semesters for which registration is not yet possible
- Are an international student on an F-1 or J-1 visa and do not have the approval of the International Services Office
- Are employed full-time

*If your department has limited your enrollment to less than full-time status (but not less than six credit hours) because of a required TA/RA assignment, you may also be eligible for verification as a full-time graduate student.

Please note: If you need verification of full-time status for a student loan, contact the Records Office (B-150 ASB, 422-2631).

Student Information

<table>
<thead>
<tr>
<th>Name</th>
<th>BYU ID number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Mailing Address</td>
<td>Graduate Department</td>
</tr>
<tr>
<td>City</td>
<td>State or Province</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>E-mail Address</td>
</tr>
<tr>
<td>Country of Citizenship</td>
<td>US Permanent Resident # (if applicable)</td>
</tr>
</tbody>
</table>

Graduate Program | Graduate Degree
Semester/Term and Year Admitted:
- Fall
- Winter
- Spring
- Summer Year
Semester/Term and Year of Verification:
- Fall
- Winter
- Spring
- Summer Year

Department Verification

We certify that the above named student is engaged full-time (40 or more hours per week) in pursuit of his or her degree for the semester/term requested above and is showing satisfactory progress towards degree completion.

Printed Name of Graduate Committee Chair | Signature of Graduate Committee Chair | Date
Printed Name of Graduate Coordinator or Department Chair | Signature of Graduate Coordinator or Dept. Chair | Date

☐ "I authorize BYU Graduate Studies staff to send me details regarding the outcome of my petition to my current email address listed in the university student information system. This may include any information from my records that apply to this decision.”

Student’s signature | Date
Office Use Only
- ADV08
- REG05
- GS03
- Email to Student
- REC01
- OP

Initials | Date Processed | Enrollment Hours | Notes

4/17
Eligibility

A degree may only be awarded and recorded on a transcript four times per year: April, June, August, and December; however, a letter of completion may be requested prior to the official awarding of the degree. In order to be eligible for a letter of completion a student must have completed all requirements for the degree including:

- Application for graduation for a specific year-term
- Completion of all required program of study course work
- Completion of all final Thesis and Dissertation requirements, including submission of ADV Form 8d to Graduate Studies
- Completion of any other remaining requirements including grade changes and payment of outstanding fees

Student Information

Name
BYU ID number

Current Mailing Address
Graduate Department

City State or Province Postal Code
Graduate Program Graduate Degree

Telephone Number Current E-mail Address

Delivery Options (Check as many as apply)

Pick up

- I would like to pick up a hard copy of the letter from Enrollment Services, D-wing of ASB

Mail

- I request that the letter be sent to my current mailing address.
- I request that the letter be mailed to the address below:
  - Recipient's Name:
  - Employer   University   Other
  - Email Address

Fax

- I request that the letter be faxed
  - Fax Number:

Email

- I request that the letter be sent to my current email address.
- I request that the letter be emailed to the address(es) below:
  - Recipient's Name:
  - Employer   University   Other:
  - Email Address
  - Recipient's Name:
  - Employer   University   Other:
  - Email Address

Office Use Only
- ADV05   ADV01   Emailed to registrar   ADV06
  - Initials
  - Date