

# **LSU Clinical Psychology Handbook 2020-2021**

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## **Introduction to This Handbook**

The following contains information regarding policies and procedures for clinical psychology graduate students. This document was created with the goal of integrating both Graduate School and departmental rules with procedures specifically related to the clinical psychology training program. It is not intended to be a substitute for the Graduate Bulletin and students are encouraged to read the “General Graduate School Regulations” as well as the “Requirements for Advanced Degrees” sections of the Graduate Bulletin. Students are responsible for knowing and following Graduate School policies and departmental requirements policies that may not be included here, as this will facilitate your progress through the Program. If, after thoroughly familiarizing yourself with this handbook and Graduate School policies, you have questions, contact your advisor (for academic/research matters,) the Director of Clinical Training (DCT; for clinical program policies/procedures), or the department graduate coordinator (for forms, deadlines, and protocol).

The policies in this handbook take effect August 2020. Students are responsible for becoming familiar with updates to program requirements, policies, and procedures. Such updates will appear in updates to the Clinical Area Handbook. If you have questions regarding updates to program requirements, policies, or procedures, please see your advisor and/or the Director of Clinical Training.

## **Introduction to the Clinical Psychology Training Program**

The Clinical Program has been accredited by the American Psychological Association (APA) since 1956. The program received re-accreditation in 2018 and the next site visit will be in 2028. For more information on our program’s accreditation status, you may contact the APA Commission on Accreditation at the following: 750 First Street, NE, Washington, DC 20002-4242, Phone: (202) 336-5979, Fax: (202) 336-5978, or on the web: [APA Accreditation](#).

The Clinical Psychology program at Louisiana State University is one of four graduate programs in the department. The other programs are: Cognitive and Brain Sciences, Industrial/Organizational, and School Psychology. The department and our program encourage collaboration with other programs within the department.

Most faculty train students in their laboratories using the clinical scientist model, although some subscribe to the “scientist-practitioner” or “Boulder” model of clinical training. Thus, our program emphasizes the integration of the scientific and applied aspects of clinical psychology. Within this model, training focuses on conducting psychological research and on conducting clinical services in a scientific fashion, evaluating the clinical literature from a scientist's perspective, calling upon relevant empirical findings and principles in the creation and/or application of clinical procedures, and, integrating basic and applied (clinical) psychology into a suitable professional frame of reference. As such, a graduate of our training program “is uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes,

and skills so as to further psychological science, the professional practice of psychology, and human welfare” (Belar and Perry, 1992; p,72).

The Clinical Psychology Program espouses a mentorship training model in which students work primarily with a single faculty member throughout their training. However, students often collaborate with other departmental faculty members both with and independent of their mentor both in research and clinical training.

The values of the clinical faculty members emphasize respect for mentees and other students and faculty, active promotion of human welfare and social justice, and ethical, professional behavior in all interactions within and outside of training settings.

### **Training Objectives and Evaluation Tools**

Consistent with the definition of Health Service Psychology (HSP) in the Standards of Accreditation, our program aims to prepare students for careers in HSP by offering broad and general training when appropriate, emphasizing the following elements:

- Integration of empirical evidence and practice: Practice is evidence-based, and evidence is practice-informed.
- Training that is sequential, cumulative, graded in complexity, and designed to prepare students for careers in academic, research, and applied settings.
- Respect for and understanding of cultural and individual differences and diversity.

Program requirements are detailed below. The training is sequential, cumulative, and graded in complexity: In the first year, students are prepared for the objectives of the program primarily through coursework. Once they have attained basic skills and information, practical experience is gained via mentoring on practica and on research projects (e.g., masters thesis). Expectations for students increase as they progress through the program. More support and direction are provided initially with increased autonomy and independence later in one’s training.

### **Optional Emphases, Tracks, and Minors**

All students complete training consistent with the specialization of clinical psychology. There is additional coursework and practical/research training that allows interested students to complete elective areas of study, including clinical child psychology emphasis and neuropsychology track. See Appendix I for description of requirements for these optional training programs.

Further, students may choose to minor in an area of interest, including but not limited to minor in Applied Behavior Analysis, through our department’s School Psychology program. A student should discuss the requirements for their Minor Degree with their Minor professor. Once the requirements are agreed upon, the requirements should be put in writing and signed by both the Minor Professor and the student to show what was

agreed upon. A student should give this written agreement to the Graduate Coordinator. Depending on minor field, a student is usually required to complete a minimum of 9-12 credit hours for their minor. Generally, 4 classes are taken, or 3 classes and a project, to meet this requirement.

Students are encouraged to discuss possible optional emphasis, tracks, and/or minor options with their major professor.

## Curriculum

Students in the Clinical Program are expected to devote full-time to graduate study and complete the requirements for the Ph.D. within 7 years. The below tables of Courses by Year and Program Checklists (Appendix D) illustrate possible timetables for completion of degree requirements. Although circumstances may require some adjustment of this timetable, students are encouraged to adhere to these schedules as closely as possible.

**Important:** Students may not register for more than 4 courses in any semester (unless you obtain approval from your major professor and the DCT).

Except for unusual circumstances, each class you take is worth 3-credit hours. Required courses are those identified by the Clinical Division and by the Department (see Table 1).

<b>Table 1: Required Courses as of Fall 2019*</b>
PSYC7117 Methodology and Research
PSYC 4111 Intermediate Statistics
PSYC 7111 Advanced Statistics
PSYC 7125 Psychological Assessment I
PSYC 7925 Psychological Assessment II
PSYC 7982 Advanced Psychopathology or PSYC7171 Developmental Disorders & Psychopathology of Children**
PSYC 7999 Professional Considerations in Psychology
PSYC 7972 Child Behavior Therapy** or PSYC 7185 Behavior Therapy
PSYC 7688 or PSYC 7689 Practicum in Clinical Psychology (at least 12 credit hours)
PSYC7960 Supervision and Consultation
PSCY7030 Neurocognitive Basis of Behavior
PSYC7040 Sociocultural Bases of Behavior
PSYC7949 Behavioral Perspective on Lifestyle Development or PSYC7979 Current Problems in Developmental Psychology: Lifespan Development
PSYC4008 History of Modern Psychology
PSYC 8000 Thesis Research (6 credit hours)
PSYC 9000 Dissertation Research (12 credit hours)

PSYC 7997 Clinical Psychology Internship (at least one credit hour per semester on predoctoral internship; at least 3 credit hours)

\* students who took one but not both of PSYC7034 or 7030 prior to Fall 2019 must take PSYC7030 (Neurocognitive Basis of Behavior) to fulfill requirements concerning cognitive, biological, and affective bases of behavior. Students who took one but not both of PSYC7040 or 7929 prior to Fall 2019 must take PSYC7040 (Sociocultural Bases of Behavior) to fulfill requirements concerning social bases of behavior and individual and cultural diversity. Students who took both 7034 and 7030 prior to Fall 2019 do not need to take the new 7030; students who took both 7040 and 7929 prior to Fall 2019 do not need to take the new 7040.

\*PSYC7625 Psychological Assessment I Practicum is required for students who entered the program prior to the 2019-2020 year

\*\* this course required for those on Clinical Child Psychology Emphasis

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To prepare them for clinical work, students are required to complete the following courses in their first year (and no later than end of their second year in the even the course is not offered in the student's first year): Professional Considerations in Psychology (PSYC 7999), Developmental Disorders and Psychopathology of Children (PSYC 7171)\* or Advanced Psychopathology (PSYC 7982), and Child Behavior Therapy\* (PSYC 7972) or Behavior Therapy (PSYC 7185). Students are also required to complete at least one assessment course within their first two years. By the end of the 1<sup>st</sup> year, students are also required to complete Safe Space training. Students can register for training [here](#).

Please provide certificate of completion to the Administrative Coordinator of Graduate Studies so it can be added to your file.

\*Note: this course required for those on Clinical Child Psychology Emphasis

To prepare students for thesis work, PSYC 4111 and 7117 must be completed within the first two years. All other required coursework must be successfully completed (earn a grade of B- or higher) by the end of the fourth year (or by degree completion). Required coursework is outlined below.

Before beginning the 3<sup>rd</sup> year, students are required to submit a Curriculum Worksheet to the Director of Clinical Training to document completion of these courses in by the end of the 2<sup>nd</sup> year.

Students must be registered for at least three credit hours for fall and spring semesters and maintain a GPA of 3.0 or better (cumulative and semester GPA) to remain "in good standing" with the Graduate School. Also, a student cannot get more than 2 grades below B- to remain in good standing. **The first semester a student's GPA drops below 3.0 or that a B- or U/F is made will result in academic probation.** While on academic probation, students are ineligible for funding. If a student's cumulative and semester GPAs are not 3.0 or better after one semester of academic probation, the student will be terminated from the university by the Graduate School.

Students are allowed two attempts to pass a required course. Failure to do so results in immediate termination from the program. Thus, if you wait until your final year in the program to take a course, you will get only one opportunity to pass the course. It is important to discuss your schedule with your major professor. DSK courses are generally offered once a year (with some exceptions); other courses may be offered less frequently.

### **Discipline-Specific Knowledge (DSK) Courses**

Consistent with APA guidelines, the LSU Clinical Program is committed to training students in a general knowledge base in psychology, broadly defined, to serve as a foundation for their training in HSP. To facilitate this goal, clinical students are required to complete courses in each of the following areas (see also Appendix A):

#### **History and Systems of Psychology [take the following course]**

History of Psychology (PSYC 4008)

#### **Affective Aspects of Behavior [take the following]**

Prior to Fall 2019: Biological Basis of Behavior (PSYC 7034)\* & Cognitive Basis of Behavior (PSYC 7030)\*

As of Fall 2019: Neurocognitive Basis of Behavior (PSYC 7030)

#### **Biological Aspects of Behavior [take the following course]**

Prior to Fall 2019: Biological Basis of Behavior (PSYC 7034)

As of Fall 2019: Neurocognitive Basis of Behavior (PSYC 7030)

#### **Cognitive Aspects of Behavior [take the following course]**

Prior to Fall 2019: Cognitive Basis of Behavior (PSYC 7030)\*

As of Fall 2019: Neurocognitive Basis of Behavior (PSYC 7030)

#### **Developmental Aspects of Behavior [take one of the following courses]**

Current Problems in Developmental Psychology: Lifespan Development (PSYC 7979)

Behavioral Perspective on Lifestyle Development (PSYC 7949)

#### **Social Aspects of Behavior [take the following course]**

Prior to Fall 2019: Social Basis of Behavior (PSYC 7040)\*

As of Fall 2019: Sociocultural Bases of Behavior (PSYC 7040)

#### **Advanced Integrative Knowledge in Scientific Psychology**

Many of our courses include advanced integrative knowledge in scientific psychology. For example, Neurocognitive Basis of Behavior (PSYC 7030), required for all students, integrates cognitive, biological, and affective aspects of behavior.

#### **Research Methods [take the following course]**

Methodology and Research Design (PSYC 7117)

#### **Quantitative Methods [take both of the following courses]**



Intermediate Statistics (PSYC 4111)  
Advanced Statistics (PSYC 7111)

**Psychometrics [take both of the following courses]**

Psychological Assessment I (PSYC 7125)  
Psychological Assessment II (PSYC 7925)

**Profession-Wide Competency (PWC) Courses**

Consistent with APA guidelines, the LSU Clinical Program is committed to training students in specific PWCs. Thus, to acquire a solid foundation in the theory and method of clinical psychology, all clinical students are required to complete the following (see also Appendix A):

**Research**

- Methodology and Research Design (PSYC 7117)

**Ethical and legal standards; Professional values, attitudes, and behaviors**

- Professional Considerations in Psychology (PSYC 7999)

**Individual and cultural diversity**

- Prior to Fall 2019: Cultural Diversity in Counseling and Therapy (PSYC 7929)\*
- As of Fall 2019: Sociocultural Bases of Behavior (PSYC 7040)

**Assessment\***

- Developmental Disorders and Psychopathology of Children (PSYC 7171) or Advanced Psychopathology (PSYC 7982)
- Psychological Assessment I (PSYC 7125)
- Psychological Assessment II (PSYC 7925)

**Intervention**

- Child Behavior Therapy (PSYC 7972) or Behavior Therapy (PSYC 7185)

**Supervision and Consultation**

- Supervision and Consultation (PSYC 7960)

\* **Note:** Students who took one but not both of PSYC7034 or 7030 prior to Fall 2019 must take PSYC7030 (Neurocognitive Basis of Behavior) to fulfill requirements concerning cognitive, biological, and affective bases of behavior. Students who took one but not both of PSYC7040 or 7929 prior to Fall 2019 must take PSYC7040 (Sociocultural Bases of Behavior) to fulfill requirements concerning social bases of behavior and individual and cultural diversity. Students who took both 7034 and 7030 prior to Fall 2019 do not need to take the new 7030; students who took both 7040 and 7929 prior to Fall 2019 do not need to take the new 7040.

\* **Note:** PSYC7625 Psychological Assessment I Practicum is required for students who entered the program prior to the 2019-2020 year.

## Practicum

The Clinical Program is strongly committed to clinical training. Practicum experiences are vital in helping students acquire knowledge and competence in psychological assessment, measurement, intervention, professional attitudes and behaviors, communication and interpersonal skills, ethical and legal conduct of psychological services, and issues related to cultural and individual diversity. The settings (e.g., hospitals, clinics, forensic facilities), populations served, and the services provided are consistent with the program's immediate and long-term training aims and competencies.

Students are required to conduct clinical services for at least two years in the context of PSYC7688/9. Students are required to conduct clinical services under the direct clinical supervisor of at least two different core clinical faculty. Most students complete at least one year of PSYC7688/9 with their major professor and one year with a different core clinical faculty member. Given that not all major professors provide clinical supervision in the context of PSYC7688/9, some students will gain experience conducting clinical work under the direct supervision of two core clinical faculty other than their major professor.

The timing, location, and credit hours for each year's practica is determined individually with each student upon consultation with the core clinical faculty member clinical supervisor. Students typically register for 3 credit hours of practica per semester (including summers) during which clinical services are provided. First year students may also enroll in PSYC7688/9 (typically for 1 credit hour) to engage in didactic and procedural training (based on the training model of their major professor's lab). All students in the clinical psychology graduate program are required to complete a minimum of 12 credit hours of PSYC7688/7689 (see Table 1) prior to leaving for internship.

A list of program-approved practicum sites is included in Appendix G. As evidenced by this list, students have ample opportunity to gain a variety of clinical experiences. Although settings for practicum are diverse, they all share the following in common: (1) sites are committed to training, (2) sites provide supervised experience working with diverse individuals with a variety of presenting problems, (3) sites provide opportunities for experience to gain profession-wide competencies, (4) training is appropriate for student level of training, (5) all cases are supervised by licensed doctoral-level psychologists who meet with student therapists on a weekly basis, and (6) all case supervisors observe student delivery of psychological services at least once per evaluation period.

Note that graduate students only are permitted to participate in clinical activities as part of a formal training experience as sanctioned by the Clinical Program. Moreover, only clinical hours that occur in the context of program-approved practicum sites will count towards the doctoral training experiences that are documented within the internship application process (APPIC).

*Proposing a New Practicum Site.* Occasionally students desire a clinical training experience that is not among the program-approved practicum sites. We encourage students to participate in innovative training that is relevant to their training goals. However, to ensure consistency in training and that students will obtain a structured clinical experience, new training opportunities must be carefully reviewed by the

Director of Clinical Training before such assignments can be offered. If a student has identified such a clinical experience, they should discuss the site with their major professor. If the major professor approves the clinical experience, the major professor will complete a Practicum Application. The completed application form is to be submitted via email to the Director of Clinical Training, who will review the application and determine the appropriateness of the training experience as a potential practicum site.

### **Telehealth/Telepsychology Services**

Telehealth/telepsychology (defined below) occurs at some practicum sites. Telehealth is permitted if (1) it is consistent with our other training standards (e.g., supervision requirement, approval of practicum sites) and (2) follows guidelines from [LSBEP](#) and the [APA](#) including the provision of appropriate informed consent for services.

LSBEP definition of telepsychology: "The practice of psychology which includes assessment, diagnosis, intervention, consultation or information by psychologist using interactive telecommunication technology that enables a psychologist and a client, at two different locations separated by distance to interact via two-way video and audio transmissions simultaneously. " The LSBEP guidelines are in place "to facilitate the process for licensed psychologists to provide telepsychology services to residents of Louisiana." Services are provided within the state of LA (i.e., services are conducted in LA by student clinicians and limited to clients or patients also physically located in LA). Students should also be aware of APPIC guidelines for counting telehealth hours as part of practicum hours. Hours using two-way, interactive videoconferencing as part of diagnostic and therapeutic services do count as practicum hours but other activities (e.g., phone sessions) do not. The below text is from the 2018 AAPI manual; however, students are encouraged to consult the latest edition of the manual for the year in which they apply for internship. This is an evolving area of practice and guidelines may change over time.

2018 AAPI manual excerpt [APPIC Manual](#) :

Practicum hours concern "professional activities that you have provided in the presence of a client. Telehealth, for the purposes of the AAPI, focuses on two-way, interactive videoconferencing as the modality by which telehealth services are provided. In order to count the hours delivered using this technology the focus of the clinical application should include diagnostic and therapeutic services. Clinical applications of telehealth encompass diagnostic, therapeutic, and forensic modalities across the lifespan. Common applications include pre-hospitalization assessment and post-hospital follow-up care, scheduled and urgent outpatient visits, psychotherapy and consultation. This does not include phone sessions or clinical supervision. All services must be appropriately supervised by a licensed clinician. Please note that not all states count these types of hours toward licensure and you should carefully review particular state regulations as needed."

**Recommended Courses by Year**

Schedules will vary depending on the availability of courses. A typical program of study:

**Year 1**

<p><b>Fall</b>                  Intermediate Statistics (PSYC 4111)                  Psychological Assessment I (PSYC 7125)                  Clinical Practicum (1 hour; PSYC 7688)                  Advanced Psychopathology (PSYC 7982) <b>OR</b> Dev. Disorder in Children (PYC 7171)*</p>	<p><b>Spring</b>                  Professional Considerations (PSYC 7999)                  Clinical Practicum (1 hour; PSYC 7689)                  Behavior Therapy (PSYC 7185) <b>OR</b> Child Behavior Therapy (PSYC 7972)*                  Advanced Psychopathology (PSYC 7982)  <b>OR</b> Dev. Disorder in Children (PYC 7171)*</p>
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*Note. Students must take either PSYC7171 or 7982 (not both) and can take in either Fall or Spring semester; the semester in which they do not take PSYC7171/7982, they may take a DSK course (e.g., Neurocognitive Bases of Behavior PSYC7030).*

**Year 2**

*In year 2, students take 2-3 courses in addition to Clinical Practicum and Thesis hours, in consultation with major professor*

<p><b>Fall</b>                  Research Methods (PSYC 7117)                  Assessment I practicum (PSYC 7625; if applicable)                  Clinical Practicum (3 hours; PSYC 7688)                  Thesis hours (PSYC 8000)                  DSK course – e.g., Sociocultural Bases of Behavior (PSYC 7040)</p>	<p><b>Spring</b>                  Advanced Statistics** (PSYC 7111)                  Assessment II** (PSYC 7925)                  Clinical Practicum (3 hours; PSYC 7689)                  Thesis hours (PSYC 8000)                  DSK course</p>
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**Year 3**

<p><b>Fall</b>                  Thesis Hours (PSYC 8000)                  Clinical Practicum (3 hours; PSYC 7688)                  DSK course – e.g., History (PSYC 4008)</p>	<p><b>Spring</b>                  Consultation and Supervision** (PSYC 7960)                  Teaching of Psychology*** (PSYC 7990)                  Clinical Practicum (3 hours; PSYC 7689)                  Behavioral Perspective of Development (PSYC 7949) <b>OR</b> Lifespan Development (PSYC 7979)</p>
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**Year 4**

<p><b>Fall</b>                  Dissertation hours (PSYC 9000)                  Clinical Practicum (3 hours; PSYC 7688)</p>	<p><b>Spring</b>                  Dissertation hours (PSYC 9000)                  Clinical Practicum (3 hours; PSYC 7689)                  Child Behavior Therapy*** (PSYC 7972) <b>OR</b> Behavior Therapy*** (PSYC 7185)</p>
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\* Clinical Child Emphasis requirements include 7171 and 7972.

\*\*Offered every other year.

\*\*\*Optional course for those interested in gaining teaching experience or additional didactics training in psychotherapy (e.g., child emphasis students take 7185).

### **Course Waivers**

If a student has taken a course that is similar in content to one of these courses, the student may consider waiving the course. The waived course will not show up on the student's transcript. The following steps are needed to obtain a course waiver. The course must first be approved for waiver by the major professor, then the course instructor, and finally the Director of Clinical Training (DCT). It is the responsibility of the student requesting the waiver to provide copies of course syllabi to the major professor, course instructor, and DCT. The DCT will review these requests during the academic year (preferably Fall semester).

1. See the Graduate Coordinator to obtain a Course Waiver Form.
2. The major professor reviews course syllabus and determines whether to recommend the course for waiver.
3. The course instructor determines whether the course content is equivalent to the LSU class. Some of the criteria on which to base this decision appear below:
  - a. The syllabus from the previous class covers 80% or more of the content in the LSU class
  - b. The readings and course requirements are clearly at a graduate level.
  - c. The student earned a B- or better in the course.
3. If approved by the major professor and the course instructor, the DCT reviews the syllabus and determines whether the course meets relevant APA and program related training aims and competencies.
4. Students may waive up to 12 credit hours.

### **Waiver for History of Psychology**

A course waiver can be obtained by those students who successfully completed (i.e., made at least a B-) an undergraduate course in History of Psychology. To do so, please email the Director of Clinical Training with the following information:

- Your request to waive history
- A copy of the transcript of the school from which you successfully completed an undergraduate History of Psychology course

The DCT will review these requests during the academic year (preferably Fall semester).

### **Thesis Waiver**

For the thesis requirement to be waived for students entering the program with a completed thesis, the following steps are to be taken in the below order:

1. Major professor reviews the thesis document to ensure that the quality is equivalent to an LSU thesis and meets relevant APA-accredited training aims and competencies (see Appendix A).
2. Once approved by the major professor, the major professor will email the thesis to the DCT and the Director of Research to review to ensure that the document

meets relevant APA-accredited training aims and competencies. The major professor, DCT, and Director of Research will complete an online RSES form ratings to document their assessment of compliance with aims and competencies.

The DCT will review these requests during the academic year (preferably Fall semester).

## Thesis, General Examination, and Dissertation Procedures

### General Information

1. You are to consult with your major professor in regards to forming your thesis, general exam, and dissertation committees.
2. Committee meetings are scheduled once the major professor approves the document. You must find an agreeable time and date for you and your committee members. You and your committee members are to schedule proposal and defense meetings for a minimum of 90 minutes for thesis meetings and 2 hours for the general examination and dissertation meetings.
3. **At least three weeks** prior to a meeting, you complete the Graduate Milestones Survey on the Graduate Student Resources page of the department's [website](#). This will go to the graduate coordinator, who will provide you with all forms needed to for the meeting and for obtaining approval of you committee from the Graduate School. This includes appointing the Graduate School Representative to your General Exam and Dissertation committees.
4. Two weeks prior to a committee meeting, give your committee members a bound hard copy or an electronic copy (based on committee member preference) of your advisor-approved document.
5. Although your document must be written using APA style, your thesis and dissertation must be submitted to the Graduate School in the required format. The format guidelines are located on the [web](#). To avoid revisions, pay close attention to the required format. You cannot hand in your final document to the Graduate School editor until the semester you graduate.
6. Students must defend their dissertation within seven years of beginning the program. Extensions to this deadline are allowed only for students with very extreme circumstances such as a very serious illness. The student's graduate advising committee, the Director of Clinical Training, and the Director of Graduate Studies must support the petition for an extension, but final approval rests with the Graduate School.
7. Terms: The terms "[successfully propose](#)," "[successfully defend](#)" or "[successfully pass](#)" an exam mean that the student has the necessary paperwork (forms differ for each exam) signed as "passed" by your committee.

### Committee Members

1. Your committee chair is your major professor.
2. Your **thesis committee** must have at least three members. At least at least 1 member must be a full member of the Graduate Faculty (i.e., Associate or Full Professor).

3. Your **general exam and dissertation committees** must have at least 4 members. Your university appointed Dean's Representative, minor professor (if applicable), and 2 (1 if a minor professor) other members should be professors from the Psychology department or a department pertinent to the project. At least 2/3 psychology department faculty must be a full member of the Graduate Faculty (i.e., Associate or Full Professor). At least two committee members must be faculty in the clinical area.
  - a. As a departmental rule and as a courtesy, you are to invite the Dean's Representative to your proposal meeting. You are to accommodate the Dean's Rep as well as the remaining members of your committee when scheduling the proposal.
4. Your committee should not change from your proposal to your defense except under extraordinary circumstances and with the approval of the committee chair and the chair of the department.
5. Any changes to the committee must be approved by your committee chair and reported to the graduate coordinator, in writing, immediately. All committees are subject to approval by the department chair.

### **Data Collection**

1. You may not begin collecting data with human participants until your project has been approved by the IRB committee (Institutional Review Board). This process may take some time depending on the status of your project (e.g., expedited versus full review). Include any instruments and procedures you plan to use. Information regarding IRB applications can be obtained from the [LSU IRB website](#)
2. If your participants are LSU undergraduate psychology students, you must obtain a number for your study from the department's subject pool manager once your project is approved. This number is how the department will keep track of your project. You determine how many credit points your study will be worth to a participant based on time of participation. Each ½ hour of participation = 1 credit point.

### **Criteria for Passing**

Oral Defenses of the Master's Thesis, General Examination, and Dissertation are required by the Clinical Psychology Program. In the Oral Defense, the student has a formal meeting with their committee members to present and answer questions about the written document. Passing the thesis, general examination, and dissertation meetings are requirements of the program (see Appendix A). There are three possible outcomes of each defense meeting: Pass, Fail, Retake. If a student passes and revisions are needed, and can be satisfactorily completed within two weeks of the oral defense meeting, then a Pass may be granted by the committee. However, if revisions are necessary that take longer than two weeks to complete, the committee may grant a Retake. In cases in which revisions are necessary, the committee will attach a memorandum to the signature page specifying the required revisions, and a clear plan of the timeline for the Retake. A Retake does not necessarily require another meeting of

the committee, at the discretion of the committee. Further, the committee will determine the appropriate steps to be followed by the student with regard to continuing in the Ph.D. program. A written report of these steps will be completed with copies given to the committee members, the student, and filed in the student's folder in the Psychology Department's graduate coordinator's office. An unsuccessful Retake will be considered a Fail and will result in dismissal from the program. Failure of the thesis, general examination, or dissertation defense will lead to dismissal from the program. Only one dissenting vote is allowed for a student to successfully pass regardless of the number of committee members.

### **Thesis Deadlines and Requirements**

1. Ideally, you should successfully propose by the end of your 3<sup>rd</sup> semester and you must propose by the 10<sup>th</sup> day of class your 4<sup>th</sup> semester. You must successfully defend your thesis by the day prior to commencement of your 5<sup>th</sup> semester (note: if your PSYC8000 grade includes whether the defense is passed, you must successfully defend prior to the date grades are due).
2. You must apply to the Graduate School for your defense meeting via the Graduate Milestones Survey on the department's web site at least three weeks prior to your meeting.
3. You must register for thesis hours (PSYC 8000) any semester you are working on the thesis project. This includes the semester you propose and the semester you defend, as well as the semester you submit your thesis if different from the semester you defend. A minimum of six (6) thesis hours in total are required.

Failure to comply with these guidelines and deadlines will result in loss of financial support for at least one semester. In addition, you may be terminated from the doctoral program at the program area faculty's discretion.

Dismissal with a Masters Degree: Per the LSU Graduate school, students who are dismissed from the program, but are granted permission to complete the master's degree, are granted permission to remain in the program for one additional year only. Regardless of whether or not the master's degree is completed, at the end of that one year, the student is terminated.

### **General Examination Deadlines and Requirements**

1. The general examination must be completed prior to the dissertation proposal. The general exam consists of two components: a written literature review and an oral defense.
2. **Written Examination:** The written portion of the general examination is an integrative literature review that makes an important theoretical contribution to psychological research and/or provides clear directions for future empirical studies that will make an important contribution to research. The written document must be approved by the student's major professor before it is disseminated to the general examination committee. The final version of the written review paper should be submitted to the examining committee at least **two weeks** prior to the oral examination.



- 3. Oral Examination:** The oral examination will involve the general examination committee (including the Dean's Representative) who will have a vote. The student must demonstrate independent mastery of the research included in the written document during the oral examination.
- 4.** The defense of General Exam must be scheduled 3 weeks prior to your meeting using the Graduate Milestones Survey on the department's web site.
- 5. Criteria for Passing:** To pass the general examination, the student must demonstrate an ability to synthesize an area of psychological research in a way that makes an important theoretical contribution and/or that provides clear directions for future, empirical studies that will make an important contribution to research. See Appendix E for evaluation rubric. All votes of the examining committee must be recorded and signed on the signature pages provided by the Graduate School. Your committee chair will give them to the graduate coordinator who will forward them to the Graduate School.

### **Dissertation Deadlines and Requirements**

1. A proposal of the dissertation must be successfully defended to the Dissertation committee (i.e., pass the proposal meeting) by **October 15** in the academic year that the student plans to apply for internship.
2. Students must successfully propose their Dissertation before applying for internship.
3. You cannot propose your dissertation until you have successfully completed your General Examination.
4. You must apply for your proposal meeting at least three weeks prior to your meeting using Graduate Milestones Survey on the department's web site.
5. You must register for dissertation hours (PSYC 9000) any semester you are working on the project. This includes the semester you defend. Although you do not have to be registered for dissertation hours the semester you meet with the Graduate School editor, you do have to be registered for a minimum of one credit hour with the university. (If you are registered as "degree only" you are not eligible to meet with the editor.) You must have a minimum total of 12 dissertation credit hours to defend your dissertation.
6. You cannot submit your final dissertation to the Graduate School editor until the semester you graduate. If you are registered as Degree Only the semester that you graduate, your final dissertation should be submitted to the Graduate School editor after the previous semester's Dissertation Submission deadline, but before the end of that semester.

### **Degree Audit**

The degree audit represents your individualized degree program and lists the classes you have taken or intend to take. The degree audit is your contract with the department regarding your course requirements for the doctoral degree. The degree audit is a part of the *Request for Master's Examination & Degree Audit* and the *Request for Doctoral Examination and Degree Audit* (general exam defense).

Your Degree Audit must be approved by your Advisory Committee and the department chair prior to submission to the Graduate School. This committee consists

of at least three members: your major professor, and two other psychology professors or one professor pertinent to your research area. At least two members of your committee must be from your specialty area (i.e., Clinical) and at least one member (thesis) or two members (General Exam and dissertation) must be a full member of the Graduate Faculty (i.e., Associate or Full Professor).

## Internship

APA-accredited internships are required for all Clinical students.

### Timeline

Students generally go on internship their 5<sup>th</sup> year in the program. Students complete the pre-doctoral internship when all other program requirements have been completed with the possible exception of the Dissertation defense. Students must have passed their Dissertation Proposal no later than **October 15** the academic year they apply for internship. Students must also have completed all MLAs prior to applying for internship (or be on track to meet them). See Appendix A for all MLAs.

### Registration Rules

1. APA-accredited internships are generally 12 months long. Starting Fall 2019, you must in at least 1 credit hour of PSYC7997 (Clinical Psychology Internship) for every semester you are on internship. For example, if your internship runs July 1- June 30, you must enroll in one credit hour of PSYC7997 for Summer, Fall, Spring, and Summer semesters.
2. Students must enroll in at least 3 credit hours per semester Fall and Spring semesters. This can be achieved via PSYC7997 along with dissertation or research hours. For example, a student can enroll in 1 hour of 7997 and 2 hours of 9000 for 3 credit hours Fall and/or Spring semester.
3. The Graduate School will waive tuition (up to eight credit hours in the regular semester and five in the Summer) while you are on internship. If you are receiving student loans, it is your responsibility to find out what the financial institution's requirements are for registration. Your financial institution may require you to register full time.

### General Information

1. Inform the DCT that you plan to apply for internship
2. Complete the Curriculum Worksheet emailed to you by the DCT (for example, see Appendix H) and email to the Graduate once the dissertation has been successfully proposed (i.e., pass the proposal meeting) and no later than **October 15** the academic year you apply for internship.
3. In APPIC, submit your application to the DCT for verification at least two weeks prior to your first application deadline. **The application should be submitted for verification by the DCT only after you have completed your final data entry.** Changes to your application after the DCT has submitted verification are strongly discouraged and could result in failure to meet application deadlines
4. Inform the Director of Clinical Training and the graduate coordinator that you have applied for internship. When accepted, provide a copy of your acceptance letter to the graduate coordinator as soon as possible. **If your internship is**

**successfully completed by July 31<sup>st</sup> and all other qualifications are met, you may graduate in the summer semester. If your internship is not successfully completed by July 31<sup>st</sup>, you are not eligible to graduate until the fall semester** (students may apply for an exception to the 7/31 deadline in the event that their internship officially **ends prior to graduation** and the internship site training director is willing and able to provide the DCT before the date grades are due for degree-seeking candidates a letter stating that the student will successfully complete the internship).

### **Application for Degree**

1. At the beginning of the semester in which you plan to defend your thesis or dissertation, you should go to the department's Graduate Student Resources [webpage](#) and, under the list of Graduate School Resources, go to the link for "Graduation Checklist". This will direct you to the calendar showing you when all material are due for you to graduate that semester. Also, on the Graduate Student Resources page, click on the Graduate School – Forms link. You will download the Application for Degree form for the appropriate degree (i.e., Master's or Doctoral). Complete the form, sign it, forward it to your major professor to sign, and then forward it to the Graduate Coordinator along with an updated copy of your curriculum worksheet (when applying for Doctoral degree). The Graduate Coordinator will verify that the requirements are correct and forward it to the Graduate Training Director to sign and send it to the Graduate School.
2. Check the calendar for the various deadlines for all necessary paperwork. You should obtain this information from the Graduate School prior to the semester you intend to graduate.
3. If you choose to participate in the commencement ceremonies, please contact the LSU Bookstore (225-578-7412) to order your regalia.
4. To ensure that Clinical Psychology appears on your transcript, complete and submit the Verification of Concentration form.

### **Graduation Time Limits**

1. Most students complete their Ph.D. degree in five years, counting the internship requirement. The maximum time allowed from entrance to the completion of the Ph.D. is seven years. A student must have special permission from their committee, the Director of Clinical Training, the Director of Graduate Studies, and the Dean of the Graduate School to exceed this time limit. Note: This permission is not routinely given and must involve exceptional circumstances.
2. The Graduate School no longer formally recognizes leave of absence. Failure to complete the Ph.D. program within the seven-year period will result in termination from the program.
3. The Graduate School requires students to graduate within one semester of completing their dissertation defense and internship (if applicable). Example: If you defend your dissertation and complete your internship in the Spring 2016, you must receive your degree either Spring 2016 or the following Fall 2016. If you defend your dissertation in Fall 2015, and complete your internship in the

Summer 2016, you receive your degree in either the Summer 2016 or the Fall 2016.

4. If this deadline is missed, the student will be required to re-defend in order to graduate.
5. Students who are dismissed from the doctoral program, but are granted permission to attempt to complete the master's degree, are granted permission to remain for one additional year only. They must leave after this year even if the thesis or degree is not complete.

### **Teaching as Instructor of Record**

Any graduate student wishing to be appointed as an instructor of record on a graduate assistantship must fulfill the following requirements to apply:

- Earned their master's degree prior to the beginning of the appointment.
- Provided the Graduate Coordinator with an official transcript indicating your master's degree, even if from LSU.
- Completed PSYC 7990, Teaching of Psychology, or receive written approval for an equivalent course at another university.
- Enroll in the Teaching of Psychology Practicum, PSYC 7690 while teaching the class.

### **Licensure**

Following graduation, students may wish to obtain a license to practice clinical psychology. No clinical psychology doctoral program leads directly to licensure; licensure requirements are set by state agencies and are varied and can change. That said, for most states, obtaining a doctoral degree from an APA-accredited doctoral program meets the educational requirements for licensure. Yet, it is the student's responsibility to determine licensure requirements for a state they want to be licensed in, although program faculty may be available to help. In addition, ASPPB has developed a resource that includes information regarding licensing requirements at each state which is located on their website, available by clicking [here](#). Links to every state and province psychology licensing board at [www.asppb.org](http://www.asppb.org), and the licensure applications and requirements for most states/provinces are available online. If you need a letter from the Director of Clinical of Psychology for your licensure, please request such a letter in an email to the Graduate Coordinator.

### **Progress in Meeting Program Requirements**

Students are expected to maintain consistent progress toward their degree and to meet the aims and competencies of the program by the deadlines set by the Program. These goals and objects are consistent with APA's requirements regarding Discipline Specific Knowledge and Profession-Wide Competencies, including those describe above along with professional values, attitudes, and behaviors and communications and interpersonal skills. See Appendix A for a complete list of these requirements.

**Feedback**

In the last month of the academic year, students meet with their major professors to discuss progress in meeting program requirements. During this meeting, the major professor provides feedback in writing to the student via the Annual Review Form (Appendix B). Students also meet with practicum supervisors to review the Practicum Evaluation Form (Appendix C). Students and advisors sign the Annual Review Form and students and practicum supervisors sign the Practicum Evaluation Form. Students are expected to meet expectations on each item, each year in the program. Students are also encouraged to seek feedback from faculty on their progress toward meeting program goals throughout the year.

Failure to meet expectations seldom occurs in our program, but when issues to arise, a remediation plan is implemented with all steps documented in writing, as well as communicated to the student during a formal conference with the major professor and other Clinical Area faculty. Specifically, the following steps are taken:

1. The major professor notifies the Director of Clinical Training and Clinical Area faculty of the problem as soon as possible (e.g., by next CTC meeting).
2. The student is formally notified of the specific problem areas noted by the faculty, verbally and in writing.
3. Unless the problems are severe enough to warrant termination from the program, a plan to remedy the problem is developed by the student's major professor, Director of Clinical Training, and the Clinical Area faculty. This plan defines the student's problem(s), identifies the expected behavior or attitude, specifies possible methods that could be used to reach those goals, and designates a date for goal attainment or re-evaluation. During this remedial period, the student is on programmatic-probation. Students who choose not to accept the remedial plan may be dismissed from the program. Similarly, students who fail to attain specified goals by the specified date may be dismissed from the program.
4. The Director of Graduate Studies and Department Chair are notified of the specific problem(s) and the remediation plan.
5. At the time of re-evaluation, four options exist:
  - a. A decision that the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
  - b. Continued probation and remediation, an updated remediation plan, and a date set for another reevaluation.
  - c. Recommending to the student that he/she leave the program.
  - d. Recommendation of formal dismissal from the program. Students are given 14 days to prepare a response to the notification of dismissal and have the opportunity to ask the clinical area faculty to formally review their case. Students may also appeal the decision (see Grievance Policy for more information).

Probationary status is reserved for students with difficulties sufficiently serious to raise the possibility of eventual dismissal. Probation can occur for program-level or graduate school/LSU-level reasons, such as failure to meet academic deadlines, research incompetence, and ethical and professional shortcomings. The expected developmental difficulties associated with becoming a clinical psychologist, either in practice or research, do not ordinarily warrant probationary status. The problems that may warrant

probation and even dismissal include but are not limited to failure to correct identified deficits in meeting administrative requirements (attendance, clinical services-related paperwork), failure to respond to supervision, and other difficulties interfering with either clinical functioning that puts patient well-being in jeopardy, or research functioning that jeopardizes the responsible and ethical conduct of research. The program will work with any student placed on probation to develop a remediation plan.

### **Retention in the Program**

Compliance with the following will aid students with remaining in good standing with the program.

- Maintain semester and cumulative grade point average of 3.0 or better.
- Complete courses with a grade of “B-” or better. Note that students are permitted no more than one course grade below a B- and that a B- in a course in a semester when other courses are P/F or S/U will result in academic probation.
- Meet expectations on all items on all annual and practicum evaluation forms.
- Successfully propose thesis preferably in the 3<sup>rd</sup> semester and no later than the 10<sup>th</sup> class day of the 4<sup>th</sup> semester.
- Successfully defend thesis no later than the last day of final exams of the 5<sup>th</sup> semester in the program.
- Successfully complete the general exam prior to the dissertation proposal meeting.
- Successfully propose dissertation proposal (i.e., pass proposal meeting) by October 15 prior to applying for internship.
- Successfully complete APA-accredited internship (if applicable) within seven years of entering the program.
- Successfully defend dissertation within seven years of entering the program.

## **Diversity**

The Clinical Program is strongly committed to issues of diversity pertaining to 1) the recruitment of students and faculty from diverse backgrounds; 2) training in multicultural competence and cultural humility within all professional endeavors; and 3) the maintenance of a safe, respectful, and educated community with respect to all types of diversity.

The Psychology Department includes a Committee on Diversity and Outreach in Psychology ([CDOP](#)) whose mission is to “foster an atmosphere that values diversity and encourages open dialogue about cultural issues.” The committee has a membership of two clinical area graduate student volunteers and at least one faculty member from the clinical area. These representatives are available to meet with students for support and consultation. All graduate students are welcome to participate in this committee, and many choose to do so at some point during their graduate training.

Students are expected to read the [APA Guidelines for Multicultural Competence](#) and the [guidelines for psychotherapy with LGBTAQ+ individuals](#).

The program adheres to the University policy on diversity: “Through its Commitment to Community; LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic

status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.”

The Program also supports LSU’s efforts to foster anti-racism among the LSU community. “In response to the 2020 Black Lives Matter protests and the history of racism in Louisiana and throughout the country, LSU is intensifying our ongoing work to foster a campus community that is not only inclusive but anti-racist.” More information about these efforts can be found on their [website](#).

Thus, the University recognizes the rights of all members of the University community to learn and work in an environment that is free from harassment and discrimination based on their protected status as described above. Any such harassment or discrimination of University students and employees, including faculty, post-doctoral scholars, and student employees is prohibited.

### **Multicultural Training**

Our program is committed to and enthusiastic about opportunities to offer training to help foster multicultural competence and cultural humility. We believe that working toward multicultural competence is a lifelong process, with no one ever “arriving” at an endpoint of multicultural competence; we hope to help guide students in how to think about multiculturalism and develop in key areas related to multicultural competence and cultural humility during graduate training. Students enter the program with different levels of awareness, knowledge, and skills related to multiculturalism. We aim to meet students at their current levels and help them grow during their years in the program. Please see the [Clinical Psychology Program's Diversity Training webpage](#) to learn more about our program’s training in issues concerning individual and cultural diversity.

## **Student Involvement**

Students are integrally involved in the direction and decisions of the Clinical Program. Students are asked for substantial input in decisions regarding training opportunities and program policies and procedures, for instance. Several opportunities for student involvement include:

1. *Attendance at Clinical Area Faculty Meetings.* Students are asked annually to nominate Student Representatives to attend Clinical Program faculty meetings. The Student Representatives serve as liaisons between their fellow students and the faculty, conveying the thoughts, ideas, and needs of students.

2. *Diversity Training.* As noted above, students are encouraged to serve on CDOP, the mission of which is to foster an atmosphere that promotes open dialogue about cultural issues and to develop our Clinical Program into an exemplary model for producing culturally aware practitioners and researchers.

3. *Graduate Student Admissions.* Students play a central role in our recruitment of graduate students to our Clinical Program. In particular, students take the primary role in planning many aspects of “Interview Day” when invited applicants visit the campus to interview. This includes housing applicants, coordinating transportation for applicants, interviewing applicants, and participating in the applicant party.



*4. Social Planning!* Students also are encouraged to organize and participate in various student-driven social events throughout the course of each academic year. Examples include student-organized activities such as tailgates and faculty-organized events such as the Beginning of the Year Party, Winter Party, and lab-based End of the Year parties. Students are encouraged to initiate ways to socialize and get to know each other as a support network.

## **Disability, Impairment, or Psychological Distress**

Students experiencing an impairment in their well-being and ability to function competently as a graduate student or clinical psychology trainee are encouraged strongly to contact their primary research advisor and/or the Director of the Clinical Program to obtain assistance (e.g., support services, referral information). It is important that at least one member of the faculty be aware of issues that may affect any student's ability to thrive within the program and perform their professional duties. The clinical program cares about the well-being of the program's students; having a faculty member informed of the relevant issues so that they and the student can recommend to the program how it might provide assistance and support to the student is important. It also is ethically necessary for a faculty member to determine whether the student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct with the public. Students experiencing a more extensive or ongoing disability (e.g., learning disability, a physical or mental health condition) that may affect academic, research, and/or clinical performance should consult with LSU's [Office of Disability's Services](#). The DCT is available to help students navigate this process. Reasonable accommodations can be made if a disability is documented.

Occasionally students are interested in seeking psychosocial treatment for their own adjustment issues or psychological concerns. In some cases, therapy will be recommended to students to help resolve issues that seem to interfere with professional functioning. Some students also may feel that the experience of therapy, as a client, may add to their training as a clinician, but this is not required by our program. Several options are available for students to identify a local therapist who can provide treatment at a reasonable cost. First, students are entitled to free services at the [LSU Student Mental Health Center](#). However, some students may have reservations about this option. For the most up-to-date referral options for therapists in the community (i.e., not at LSU's Student Health Center), students are encouraged to seek a referral from Student Mental Health. Students may also review a list of local mental health providers – this can be found on the clinical area's shared Dropbox folder. There are also student organizations on campus that have mental health as a focus and that could provide support and guidance (e.g., Safe Space).

## **Complaints/Grievance Policy and Procedures**

Given the intensity of the training and the apprenticeship nature of graduate work, students may experience difficulties with procedures, policies, faculty, or fellow graduate students during the course of graduate training. The faculty are committed to making the training process to be as fair as possible, while also maintaining high standards for completion of a Ph.D. degree.



### **Concerns about the Program Curriculum/Training**

If a student has feedback for the program concerning curriculum or other training plans, the student is encouraged to discuss this feedback with the course instructor (if concerns about a particular existing course) or the Director of Clinical Training (if concern not about an existing course).

Students are also encouraged to share their programmatic feedback with the Curriculum Training Committee (CTC) student representatives, who will present the feedback to the Clinical Area Faculty at the next CTC meeting

Students can also present this feedback to the faculty during the annual student survey, an annual student evaluation of the program.

### **Concerns about Student Treatment**

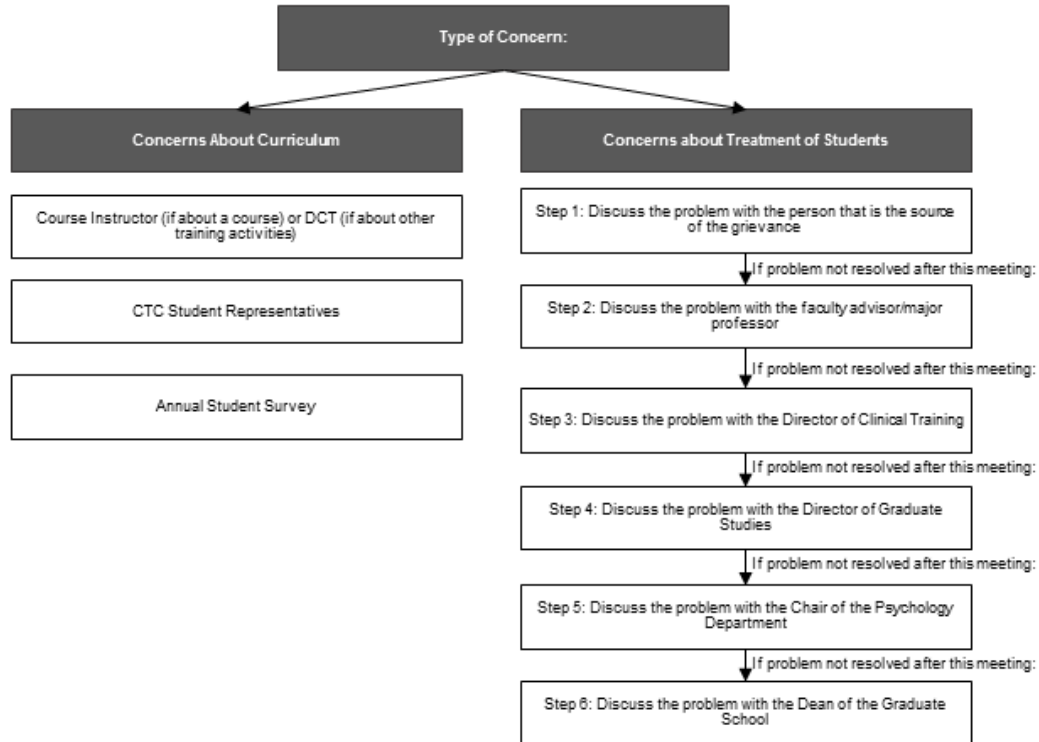
If a student believes that they have been treated unfairly or inappropriately by faculty, staff, or other students either on an academic or interpersonal matter, the course of action should be consistent with the APA's ethical principles. That is, the student should first discuss the problem with the person that is the source of the grievance and attempt a resolution of the area of concern (sharing concerns directly with the person with whom they have the concern to let the person know what they've done was concerning so the person can either clarify a misunderstanding or learn that their behavior was inappropriate and grow from the interaction). If this does not resolve the problem, the student should next discuss this concern with their major professor (the student's primary source of mentorship on professional issues in the program). If a resolution is not obtained by discussion with the student's major professor, the student is to meet with the Director of the Clinical Training (as they are clinical area level person to whom to bring concerns regarding program affiliated faculty). If a resolution is not obtained by discussion with the DCT, the student is to meet with the Director of Graduate Studies. If a resolution is not obtained by discussion with the Director of Graduate Studies, the student is to meet with the Chair of the Department of Psychology. If a resolution is not obtained by discussion with the Department Chair, the student can meet with the Dean of the Graduate School (see Figure below for order in which to consult concerning grievances). In addition, students are protected by University policies and procedures that govern student's rights, appeals, and due processes. Students can access the LSU policies regarding grievances and appeals [here](#) (see LSU Policy Statement 48)

These conversations can be difficult. But learning how to have them in the context of graduate training with so many people available to offer support and guidance is an important step in students' professional development. And students can provide valuable feedback to their peers, staff, and faculty if they speak directly with the people with whom they have concerns to share those concerns so that those people can learn how their behaviors impact other people.

There may be circumstances in which the student feels that they cannot discuss the issue with one of the parties described above (e.g., one of the persons in the chain above is the basis of concern); in such instances, the student is encouraged to discuss the matter with the next person in the chain outlined above. Our hope is that your time at LSU will be constructive and prepare you for your career as a clinical psychologist

free from such incidents; however, should they arise, we want you to have the freedom to address them with our support and without fear of retaliation.

Even if the student is able to satisfactorily resolve the concern through discussion with the other person(s) involved, the Director of the Clinical Training should be informed of any serious incidences or infractions that have occurred (e.g., sexual or other forms of harassment).



**Other Resources for Students with Concerns**

In the event that the student’s concern involves diversity, students are advised to following the above policies and procedures. In addition to a faculty committed to working with students to address their concerns, students may also consult with the Psychology Department’s Committee on Diversity & Outreach in Psychology (CDOP) Clinical Area faculty member and/or Clinical Area graduate student representative.

Also, in accordance with Title IX and other applicable law, we are committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which includes sex discrimination, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation. LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity, and/or gender expression. Information concerning LSU’s Sexual Misconduct policies, including information on reporting incidents of sexual misconduct, are located online: [LSU Title IX Website](#). This includes the requirement that all complaints of sexual harassment of LSU students, faculty, and staff must be reported to the Office of Human Resource Management.

LSU also offers an online reporting system ([LSU Cares Website](#) ) to help students, faculty, staff, families, and friends submit reports about:

- potential violations of the LSU Code of Student Conduct;
- concerns regarding sexual misconduct and hazing;
- concerns surrounding acts of bias or discrimination;
- complaints or grievances; and
- concerns about students in crisis or distress.

## General Rules and Guidelines

1. The Department of Psychology expects the highest ethical and professional behavior from all graduate students at all times. This includes adhering to the [LSU Code of Student Conduct](#) as well as APA's Ethical Principles of Psychologists and Code of Conduct (this can be found at [APA Ethical Guidelines Website](#)). Unethical or improper behavior (on or off campus) may warrant disciplinary action including termination from the program.
2. We require that all graduate students obtain liability insurance. One option is through the American Psychological Association for \$35 per year: [Trust Insurance website](#) Please provide proof of insurance to the Administrative Coordinator of Graduate Studies each year.
3. 2<sup>nd</sup> year graduate students are required to attend LSU's Safe Space Training in preparation for providing clinical services. Please provide certificate of completion to the graduate coordinator.
4. You are responsible for maintaining frequent communication with the department during your enrollment in the program. It is important to inform the department of your most current and accurate contact information, including email, telephone numbers, and address. Information is sent out by emails throughout the year with reminders of deadlines, rules, and other important information. Emails are sent to your MyLSU account. Therefore, it is imperative that you check your LSU email daily. If you are unable to receive emails for any reason, contact the graduate coordinator and your major professor immediately.
5. Graduate student mailboxes are located in the Psychology Office (Room 236). Please check your mail on a regular basis as faculty and staff often place things in your mailbox.
6. The department is your liaison to the Graduate School. If you have questions or concerns about Graduate School policies and procedures, call or email the graduate coordinator. All documents submitted to the Graduate School must be forwarded from the graduate coordinator. The only exceptions are submission of your *final thesis and dissertation*.
7. Travel funds are sometimes available to students who are presenting at conferences. The department accountant can provide rules and forms that must be completed at least 3 weeks prior to the trip.
8. If you are the recipient of an assistantship, you must secure written permission to work additional hours outside of that assistantship. The additional work must be related to your education to merit approval. Your major professor and the Director of Graduate Studies must approve the additional work. After obtaining approval, complete the necessary paperwork provided by the graduate coordinator.

9. Any graduate student wishing to be appointed as a course instructor must:
- Have earned their master's degree prior to the beginning of the appointment.
  - Have completed PSYC 7990, Teaching of Psychology, or received written approval for an equivalent course at another university.
  - Be enrolled in the Teaching of Psychology Practicum, PSYC 7690 when teaching

## **Social Media Policy**

Most students have a public presence on the internet as well as email signature lines, and voicemail/answering machine messages. However, students should consider the potential impact of this information on their professional image. For example, if the student uses their personal telephone or email account for professional purposes, clients, research participants, and potential employers may view the student as less professional than desired. Likewise, information available about you on public media is accessible by clients, internship directors, and employers. Less than professional portrayals of yourself could be a detriment to you and reflect poorly on LSU. Whenever you associate yourself with Louisiana State University, you are depicting yourself professionally. Detailed guidelines for your presence on social media, email addresses, and telephone messages can be found on LSU's website ([LSU Social Media Policy Website](#)).

Please note that LSU has a policy re: email signature lines: [LSU Policy on Email Signatures Website](#)

## **Graduate Student Travel Awards**

The Graduate Student Association offers a travel award which provides reimbursement of approved travel expenses to qualified students who attend professional conferences to present the results of their research. Attendance alone is not sufficient. Conferences must be widely recognized; university-sponsored events do not qualify. The award will be a reimbursement after both travel and an Expense Report have been completed.

The current allotments for these awards are:

\$100 for in-state travel

\$200 for out-of-state travel

\$450 for international travel

Students are eligible to receive the following number of Graduate Student Travel Awards:

Master's Degree students – one award during the student's academic career. Doctoral Students – three awards for the student's academic career.

Students who transition from Master's to Doctoral programs can receive no more than three awards during their academic career. This includes students involved in dual-enrollment and other related programs.

Eligibility

To be eligible for funding, a student must:

- Be presenting work completed while enrolled at LSU.
- Be listed as first author of the abstract. Consideration will be given to students who have been invited to exhibit or perform their artistic work.
- Be enrolled full time during the semester of travel as well as the Fall/Spring semester immediately preceding travel. The student is required to be enrolled full-time and maintain full-time enrollment during the semester of travel. In addition, since all research for the presentation must have been conducted while enrolled at LSU, the student is also required to have been enrolled full-time for at least one regular semester (fall or spring) of graduate study at LSU immediately preceding travel.
- Note: Summer enrollment is not required, but if travel is being requested for conferences during the summer, the student must have been enrolled full-time in the previous spring semester and either the summer or upcoming fall semester.
- Be in good academic standing.
- Book airfares through the state travel agency, Short's Travel Management. Students should send an e-mail request to Arianna Creech to establish a student profile when using the site for the first time.

Application Process: Applications may be submitted as early as three calendar months prior to departure but must be received by the Graduate School no later than one calendar month prior to departure. Applications received less than one calendar month prior to departure will be denied. It is the student's responsibility to ensure that the application is turned into the Graduate School in a timely manner.

To apply for the GSA Travel Award, students must complete the Graduate Student Travel Award Application. After completing the required information, students need to attach the following documents to the form:

Award Notification: If a student has submitted by the 15th of the month, they will have a response by the 15th of the next month. However, if a student's application was submitted after the 15th, they can expect to hear back not next month, but the following month. For example, an applicant who submits on the 14th of September will be notified by October 15th. Conversely, an applicant who submits on the 16th of September will be notified by November 15th.

Students will be notified of the GSA Committee's decision via email from GSATravelAward@lsu.edu. If approved, the notification email must be attached to the Expense Report in WorkDay to receive reimbursement.

GSA travel awards will expire thirty days after the date of return from travel. Students are responsible for providing all required documents to their departmental office promptly upon return from the trip. Departments must then submit travel reimbursement requests to the Travel Office in Accounting Services within the thirty-day deadline. Students are encouraged to familiarize themselves with PM-13 which details University Travel Regulations.

For pre-award questions such as eligibility and application questions, email GSA@lsu.edu. For post-award questions regarding expense reports or other questions, email GSATravelAward@lsu.edu.

## COVID-19 Pandemic

At the time of this edition of the handbook, the world is still contending with the COVID-19 pandemic. Please see [LSU's Coronavirus webpage](#) for updates on LSU's response to and policies and procedures related to this pandemic

Information that specially concerns students (including information regarding access to on-campus health services, food services, and other support services) can also be found on LSU's [website](#).

We note some specific policies below:

### **Face Covering**

Face coverings over the mouth and nose shall be properly worn in the following locations:

- Inside classrooms or meeting rooms with faculty at all times;
- When entering or leaving classrooms or buildings at all times;
- Inside public transportation vehicles at all times;
- In any other inside space especially when six feet of social distancing cannot be maintained;
- Outdoors in public corridors especially when six feet of social distancing cannot be strictly maintained.

### **Physical Isolation/Quarantine\***

The following isolation protocols are mandated for everyone in the campus community: If you are *symptomatic and are confirmed positive*, you must self-isolate until the below criteria are met:

- 10 days have passed since the onset of symptoms and symptoms have improved; and
- 24 hours have passed without fever (without the use of fever reducing medications)

If you are *asymptomatic and are confirmed positive*:

- Immediate self-isolation until at least 10 days have passed since the date of the positive test result

If you have close contact with someone who is COVID-19 confirmed positive (close contact is at least fifteen minutes within 6 feet):

- Immediate quarantine for 14 days after your last contact with the person who is COVID-19 positive.

\**Isolation* refers to separating people infected with SARS-CoV-2, the virus that causes COVID-19, from people who are not infected. *Quarantine* refers to keeping someone who might have been exposed to COVID-19 away from others.

### **Accommodations**

Some students and staff will not be able to wear a mask and/or other face coverings due to medical constraints. Those students should contact Disability Services to properly document their limitations and determine a plan for accommodation. Similarly, employees who have a medical issue preventing the use of a face covering should contact the Office of Human Resource Management to properly document their medical constraint and determine a plan for proper accommodations.

### **Enforcement**

Students who fail to comply with this directive will be referred to Student Advocacy and Accountability (SAA) for violating the Code of Student of Conduct (10.2.I). Employees failing to comply with this directive may be referred to the Office of Human Resource Management for discipline.

Directives regarding face coverings and physical isolation/quarantine are for the collective safety of the campus community and will stay in place until cancelled by a subsequent Presidential Directive. View the directive [online](#).

Note: Faculty, staff, and students are **required** to notify the LSU Emergency Operations Center (EOC) should they meet any of these situations:

- Symptomatic Confirmed Positive
- Asymptomatic Confirmed Positive
- Close Contacts of COVID-19 Positive Cases

Should you receive a positive test result for COVID-19 or become aware of exposure to someone with COVID-19, you are required to notify the LSU EOC by emailing [reportcovid@lsu.edu](mailto:reportcovid@lsu.edu) and stay home to avoid spreading the virus.

### **Research**

Information regarding LSU's policies concerning research during the pandemic are available on LSU's [website](#) and in this [online document](#) that states:

"In accordance with the LSU Return-to-Campus plan, human subject research may resume in Phase 2 with the following limitations:



- All participants (researchers and subjects) must adhere to CDC, Louisiana Department of Health and university guidelines for general health and safety. This includes physical distancing between all participants, wearing of face masks, and disinfecting of common and high-touch surfaces.
- All IRB protocols must be amended with information as to how investigators will assure compliance with general health and safety requirements prior to a resumption of research activities. This includes necessary and reasonable precautions, community expectations, and any modifications to the study that are designed to mitigate or reduce risk to subjects while still addressing the specific research question. Special attention should be made to addressing the concerns of high-risk individuals<sup>1</sup> who are participating in the research as either researcher or subject.
- When the research activity occurs on campus, all participants will be subject to any prescreening activities and protocols as determined by the Emergency Operations Center (EOC). As with other research activities, a return to on-campus research for human subject projects must be approved by the department chair and dean. Such requests must include a list of essential faculty, staff and students involved with the project to be forwarded to the EOC upon approval.”

### **Program Response**

Our program will not require any student to conduct any program-related activity in-person if they are uncomfortable doing so due to the pandemic. This includes coursework, clinical work, and research. The vast majority of graduate courses will be offered as online only. If a course has an in-person component, the faculty member will provide a virtual alternative that covers the same content as the in-person component. Several teams now offer didactic and experiential clinical training in tele-mental health and students are encouraged to seek out those training opportunities if they prefer to not conduct in-person clinical services during the pandemic and/or they would like training in tele-mental health.

## **Final Note**

This document was created to help you understand the guidelines required by the Graduate School and the department. Read it carefully. You should not expect faculty or staff to spend time explaining what is in this document. However, it is unrealistic to think that one such document can be all-inclusive. Questions always come up and when they do, please do not hesitate to contact your advisor (for academic/research matters etc.), the DCT (for program-related policies/procedures), or the graduate coordinator (forms, deadlines, etc.). It is our job to help you. **Students are encouraged to contact the Director of Clinical Training, the Director of Graduate Studies, and/or their Major Professor for assistance.**



## Appendix A: Program Aims and Minimum Levels of Achievement

Consistent with APA guidelines, the LSU Clinical Program is committed to training students in a general knowledge base in psychology (i.e., Discipline Specific Knowledge), broadly defined, to serve as a foundation for their training in Health Service Psychology. Also consistent with APA guidelines, the LSU Clinical Program is committed to training students in specific Profession-Wide Competencies to acquire a solid foundation in the theory and method of clinical psychology. To meet these goals, clinical students are required to meet the following minimal levels of achievement for each of the below knowledge areas and competencies as of Fall 2019\*:

<b>Discipline Specific Knowledge</b>	
<b>Knowledge Area:</b>	<b><i>History and Systems of Psychology</i></b>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 4008 History of Psychology with a B- or better</li> </ul>
<hr/>	
<b>Knowledge Area:</b>	<b><i>Affective Aspects of Behavior</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 7030 Neurocognitive Basis of Behavior with a B- or better</li> </ul>
<hr/>	
<b>Knowledge Area:</b>	<b><i>Biological Aspects of Behavior</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 7030 Neurocognitive Basis of Behavior with a B- or better</li> </ul>
<hr/>	
<b>Knowledge Area:</b>	<b><i>Cognitive Aspects of Behavior</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 7030 Neurocognitive Basis of Behavior with a B- or better</li> </ul>
<hr/>	
<b>Knowledge Area:</b>	<b><i>Developmental Aspects of Behavior</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 7979 Current Problems in Developmental Psychology: Lifespan Development <u>or</u> PSYC 7949 Behavioral Perspective on Lifespan Development with a B- or better</li> </ul>
<hr/>	
<b>Knowledge Area:</b>	<b><i>Social Aspects of Behavior</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 7040 Sociocultural Bases of Behavior with a B- or better</li> </ul>
<hr/>	
<b>Knowledge Area:</b>	<b><i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass courses with advanced integrative knowledge (e.g., PSYC 7030 Neurocognitive Basis of Behavior) with a B- or better</li> </ul>
<hr/>	
<b>Knowledge</b>	<b><i>Research Methods</i></b>

<b>Area:</b>	
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 7117 Methodology and Research Design with a B- or better</li> <li>• Must pass proposals and defenses of thesis and dissertation</li> </ul>
<b>Knowledge Area:</b>	<b><i>Quantitative Methods</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC4111 Intermediate Statistics and PSYC 7111 Advanced Statistics with a B- or better</li> <li>• Must pass proposals and defenses of thesis and dissertation</li> </ul>
<b>Knowledge Area:</b>	<b><i>Psychometrics</i></b>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass PSYC 7125 Psychological Assessment I and PSYC 7925 Psychological Assessment II with a B- or better</li> <li>• Must pass proposals and defenses of thesis and dissertation</li> </ul>

<b>Profession-Wide Competencies</b>	
<b>Competency:</b>	<i>(i) Research</i>
<b>Elements</b>	<ul style="list-style-type: none"> <li>• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> <li>• Conduct research or other scholarly activities.</li> <li>• Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</li> </ul>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass courses (PSYC 7117, PSYC4111, PSYC7111) with a B- or better</li> <li>• Must pass thesis and dissertation meetings</li> <li>• Student rated as “Meets expectations” on annual evaluation for in the area of research</li> </ul>
<b>Competency:</b> <i>(ii) Ethical and legal standards</i>	
<b>Elements</b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following:                             <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass courses (PSYC7999; PSYC7688/7689) with a B- or better</li> <li>• Must pass thesis and dissertation meetings</li> <li>• Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of ethics</li> <li>• Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of ethics</li> </ul>
<b>Competency:</b> <i>(iii) Individual and cultural diversity</i>	
<b>Elements</b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li> <li>• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</li> </ul>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass courses (PSYC7040; PSYC7688/7689) with a B- or better</li> <li>• Must pass thesis and dissertation meetings</li> <li>• Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of individual and cultural diversity</li> <li>• Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of individual and cultural diversity</li> </ul>
<b>Competency:</b> <i>(iv) Professional values, attitudes, and behaviors</i>	
<b>Elements</b>	<ul style="list-style-type: none"> <li>• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li> <li>• Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> <li>• Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass courses (PSYC7688/7689) with a B- or better</li> <li>• Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of professionalism</li> <li>• Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of professionalism</li> </ul>
<b>Competency:</b> <i>(v) Communications and interpersonal skills</i>	
<b>Elements</b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ul>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>• Must pass courses (PSYC7688/7689) with a B- or better</li> <li>• Must pass thesis and dissertation meetings</li> <li>• Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of professionalism</li> <li>• Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of professionalism</li> </ul>
<b>Competency:</b> <i>(vi) Assessment</i>	
<b>Elements</b>	<ul style="list-style-type: none"> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> </ul>

	<ul style="list-style-type: none"> <li>Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</li> <li>Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>
<b>MLAs</b>	<ul style="list-style-type: none"> <li>Must pass courses (PSCY7125; PSYC7925; PSYC7982 or PSYC7171; PSYC7688/7689) with a B- or better</li> <li>Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of assessment</li> <li>Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of assessment</li> </ul>
<b>Competency:</b>	<i>(vii) Intervention</i>
<b>Elements</b>	<ul style="list-style-type: none"> <li>Establish and maintain effective relationships with the recipients of psychological services.</li> <li>Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>
<b>MLAs</b>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>Must pass courses (PSYC7185 or PSYC7972; PSYC7688/7689) with a B- or better</li> <li>Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of intervention</li> <li>Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of intervention</li> </ul>
<b>Competency:</b>	<i>(viii) Supervision</i>
<b>Elements</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of supervision models and practices.</li> </ul>
<b>MLAs</b>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>Must pass course (PSYC9960) with a B- or better</li> </ul>
<b>Competency:</b>	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>
<b>Elements</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>Demonstrates knowledge of consultation models and practices.</li> </ul>
<b>MLAs</b>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>Must pass course (PSYC9960) with a B- or better</li> </ul>

\* **Note:** Students who took one but not both of PSYC7034 or 7030 prior to Fall 2019 must take PSYC7030 (Neurocognitive Basis of Behavior) to fulfill requirements concerning cognitive,

biological, and affective bases of behavior. Students who took one but not both of PSYC7040 or 7929 prior to Fall 2019 must take PSYC7040 (Sociocultural Bases of Behavior) to fulfill requirements concerning social bases of behavior and individual and cultural diversity. Students who took both 7034 and 7030 prior to Fall 2019 do not need to take the new 7030; students who took both 7040 and 7929 prior to Fall 2019 do not need to take the new 7040.

\* **Note:** PSYC7625 Psychological Assessment I Practicum is required for students who entered the program prior to the 2019-2020 year.

## **Appendix B: Annual Student Evaluation Form**

### **Aim 1. Research**

Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Conduct research or other scholarly activities.

Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 2. Ethical and Legal Standards**

Be knowledgeable of and act in accordance with each of the following:

\*the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

\*Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and

\*Relevant professional standards and guidelines.

Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Conduct self in an ethical manner in all professional activities.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 3. Individual and Cultural Diversity**

An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research training, supervision/consultation, and service.

The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

#### **Aim 4. Professional Values and Attitudes**

Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

#### **Aim 5. Communication and Interpersonal Skills**

Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.



Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 6. Assessment**

Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classifications, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Additional Annual Student Evaluation Form Content**

1. Supervisor
2. Date of Evaluation
3. Academic Year of Evaluation

## Appendix C: Practicum Evaluation Form

### Aim 1. Ethical and Legal Standards

Be knowledgeable of and act in accordance with each of the following:

\*the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

\*Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and

\*Relevant professional standards and guidelines.

Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Conduct self in an ethical manner in all professional activities.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### Aim 2. Individual and Cultural Diversity

An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group

membership, demographic characteristics, or worldviews create conflict with their own.

Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 3. Professional Values and Attitudes**

Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 4. Communication and Interpersonal Skills**

Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 5. Assessment**

Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Aim 6. Intervention**

Establish and maintain effective relationships with the recipients of psychological services.

Develop evidence-based intervention plans specific to the service delivery goals.

Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Demonstrate the ability to apply the relevant research literature to clinical decision making.

Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

*Yes – Meets Expectations*

*No – Does Not Meet Expectations*

*NA – Not Observed*

### **Additional Practicum Evaluation Form Content**

1. Name of Site
2. Supervisor
3. Date of Evaluation
4. Academic Year of Evaluation
5. All Assessment Hours at the Site
6. All Intervention Hours at the Site
7. Supervisor directly observed the student with a client and provided feedback

## Appendix D: Program Checklist

(For students entering with a Bachelor's degree)

### Year 1

- ❑ Enroll in liability insurance & submit proof of insurance to the Administrative Coordinator of Graduate Studies each year
- ❑ Complete Human Subjects training & submit certificate of completion to the Administrative Coordinator of Graduate Studies
- ❑ Begin taking DSK and PWC courses. *Note. PSYC7999, a therapy course (PSYC7185 or PSYC7972 if child emphasis), and a psychopathology course are to be taken in the first year.*
- ❑ Schedule one practicum hour each semester
- ❑ Begin working on Master's Thesis
- ❑ Complete Safe Space Training & submit certificate of completion to the Graduate Coordinator

### Year 2

- ❑ Continue taking DSK and PWC courses. *Note: PSYC 4111, 7117, and 7125 must be completed by end of Year 2.*
- ❑ Schedule three practicum hours each semester. *Students must complete one year of practicum with a Clinical Psychology faculty member who is not the student's major professor during their 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year*
- ❑ Choose a minor area of study and a minor professor (if applicable).
- ❑ Hold a master's thesis prospectus meeting by the **10<sup>th</sup> day** of the fourth semester.
- ❑ Submit curriculum worksheet to DCT

### Year 3

- ❑ Continue taking DSK and PWC courses
- ❑ Schedule three practicum hours each semester.
- ❑ Complete minor courses and project (minor must be completed before taking the General Exam)
- ❑ Students must complete their Master's thesis by the end of their 5<sup>th</sup> semester (the last day to defend is the day before commencement, no meetings are held on commencement).
- ❑ Defend General Examination

### Year 4

- ❑ Complete DSK and PWC courses
- ❑ Schedule three practicum hours each semester
- ❑ Successfully defend (i.e., pass) Dissertation proposal before applying for internship and **no later than October 15** the year applying for internship. General exam must be successfully defended prior to Dissertation Proposal meeting.
- ❑ Graduate Coordinator and submit request for DCT to complete APPIC form at least two weeks prior to first internship application due date (and after passing dissertation proposal meeting).
- ❑ Apply for internship.

**Year 5:**

- ❑ One year of an APA-accredited clinical internship (enroll in at least one credit of PSYC7997 per semester on internship)
- ❑ Defend dissertation (this may also be done in year 4)
- ❑ Notify Graduate Coordinator of intention to graduate and submit final curriculum worksheet upon completion of internship & all other program requirements
- ❑ Submit Verification of Concentration form
- ❑ GRADUATE!

## Program Checklist

(For students entering with a Master's degree)

### Year 1:

- ❑ Enroll in liability insurance & submit proof of insurance to the Administrative Coordinator of Graduate Studies each year
- ❑ Complete Human Subjects training & submit certificate of completion to the Administrative Coordinator of Graduate Studies
- ❑ Begin taking DSK and PWC courses. *Note. PSYC7999, a therapy course (PSYC7185 or PSYC7972 if child emphasis), and a psychopathology course are to be taken in the first year.*
- ❑ Schedule practicum hours each semester (1-3 depending on prior experience)
- ❑ Apply for thesis waiver.
- ❑ Complete Safe Space Training & submit certificate of completion to the Graduate Coordinator

### Year 2:

- ❑ Continue taking DSK and PWC courses. *Note: PSYC 4111, 7117, and 7125 must be completed by end of Year 2.*
- ❑ Schedule practicum hours each semester. *Students must complete one year of practicum with a Clinical Psychology faculty member who is not the student's major professor during their 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year*
- ❑ Choose a minor area of study and a minor professor (if applicable)
- ❑ Submit curriculum worksheet to DCT

### Year 3:

- ❑ Continue taking DSK and PWC courses.
- ❑ Schedule three practicum hours each semester.
- ❑ Complete minor courses and project (minor must be completed before taking the General Exam)
- ❑ Defend General Examination

### Year 4:

- ❑ Complete DSK and PWC courses.
- ❑ Schedule practicum hours each semester.
- ❑ Successfully defend (i.e., pass) Dissertation proposal before applying for internship and **no later than October 15** the year applying for internship. General exam must be successfully defended prior to Dissertation Proposal.
- ❑ Submit curriculum worksheet to Graduate Coordinator and submit request for DCT to complete APPIC form at least two weeks prior to first internship application due date (and after passing dissertation proposal meeting).
- ❑ Apply for internship.

### Year 5:

- ❑ One year of an APA-accredited clinical internship (enroll in at least one credit of PSYC7997 per semester on internship)
- ❑ Defend dissertation (this may also be done in year 4)



- ❑ Notify Graduate Coordinator of intention to graduate and submit final curriculum worksheet upon completion of internship & all other program requirements
- ❑ Submit Verification of Concentration form
- ❑ GRADUATE!

## **Appendix E: Thesis, General Exam, and Dissertation Evaluation Scales**

### **Framing the Study**

1. The student reviews and synthesizes the available literature within a domain of psychological inquiry

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student builds a scientific case for the importance and appropriateness of specific research problems

Inadequate  
Needs improvement  
Proficient  
Excellent

3. The student proposes relevant research questions and hypotheses that can be investigated to answer specific research problems

Inadequate  
Needs improvement  
Proficient  
Excellent

### **Designing and Carrying out Study Methods**

1. The student targets a population of interest and obtains sufficient and relevant participants to answer the research questions, including knowledge of individual and cultural differences relevant to study design

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student identifies relevant variables of interest, measures for assessing those variables (including review of data regarding psychometrics), and manipulations of relevant variables (for experimental studies) to answer the research questions

Inadequate

Needs improvement  
Proficient  
Excellent

3. The student devises and carries out procedures for obtaining participant consent, collecting data, providing interventions and/or manipulating variables (for experimental studies), and other relevant means to answer the research questions in a manner consistent with the APA Ethical Principles of Psychologist and Code of Conduct and relevant laws, regulations, and rules.

Inadequate  
Needs improvement  
Proficient  
Excellent

### **Devising and Conducting Data Analyses**

1. The student devises an analytic plan to answer the research questions

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student conducts preliminary analyses (as warranted) to account for issues related to the internal validity of the primary analyses (e.g., testing statistical assumptions, power, and psychometric properties of measures; evaluating inter-observer agreement and implementation fidelity data)

Inadequate  
Needs improvement  
Proficient  
Excellent

3. The student conducts the primary analyses and any additional, posthoc analyses (as warranted) to answer the research questions

Inadequate  
Needs improvement  
Proficient  
Excellent

### **Relaying, Interpreting, and Discussing Results**

1. The student relays results from the preliminary, primary, and post-hoc (as warranted) analyses to answer the research questions

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student interprets and frames the results from all analyses to answer the research questions

Inadequate  
Needs improvement  
Proficient  
Excellent

3. The student discusses the internal and external validity of the results, detailing methodological limitations and implications for theory, practice, and future research (as warranted)

Inadequate  
Needs improvement  
Proficient  
Excellent

### **Communication and Presenting the Study**

1. The student communicates the study in writing using professional language and adheres to APA Style guidelines

Inadequate  
Needs improvement  
Proficient  
Excellent

2. The student presents the study orally using professional language and provides adequate content coverage of all major study sections

Inadequate  
Needs improvement  
Proficient  
Excellent

3. The student responds to committee's questions and critiques of the study by demonstrating professional courtesy and directly attends to and attempts to resolve (if possible) relevant issues

Inadequate  
Needs improvement  
Proficient  
Excellent

## Appendix F: Resources for Students

There are several resources for students available at LSU. Students are encouraged to consult with their major professor, Director of Graduate Studies, and/or Department Chair about academic, professional development, financial, health, and/or personal issues. There is also a full-time Graduate Studies Administrative Coordinator who is an authority on Graduate School regulations and procedures as well as on Departmental regulations and procedures. There are also resources available to students outside of the Department, including but limited to:

[The Graduate School Website](#)

[The Center for Academic Success Website](#)

[LSU Library Website](#)

- [Student Advocacy & Accountability](#)
- [Office of Research & Economic Development](#)
- [LSU CARES](#), an online reporting system to express concerns about student in crisis, sexual misconduct, hazing, discrimination, potential violations of the LSU Code of Student Conduct, and express complaints and grievances
- [Disability Services](#)
- [Student Health Center](#) (includes mental health services)

### **Resources for Students from Historically Underrepresented/Marginalized Groups**

There are also several resources for supporting and fostering diversity, including

- The Psychology Department's Committee on Diversity & Outreach in Psychology (CDOP). The Clinical Area has 1 faculty representative (Dr. Ray Tucker) and two student representatives ([see website](#)) on CDOP who are available for consultation and support concerning diversity-related issues or concerns.
- [The African American Cultural Center](#)
- [Black Graduate and Professional Student Association](#)
- [Office of Multicultural Affairs](#)
- [Office of Diversity](#)
- [Student Diversity Resources](#)

- [International Cultural Center](#)
- [Women's Center](#)
- [LSU Council on Gender Equality](#)
- [LGBTQ Project & Safe Space](#)
- [Queer Graduate Student Alliance \(QGSA\) website](#) and [Facebook](#) page
- **LSU Diversity Grants**  
The Office of Diversity (OoD) is offering faculty, staff, and graduate students financial support to advance “best practices” in diversity awareness and cultural competence at LSU. There are four grant opportunities that we offer. More information available on their [website](#):

## Appendix G: Program-Approved Practicum Sites

See [website](#) for most recent list:

In response to the COVID-19 pandemic, some of our training sites are temporarily closed (or have suspended training) and others have implemented tele-mental health. Our website will be updated with any updates to our sites. As of the writing of this edition of the manual, the below sites are program-approved practicum sites, indicating that they not only meet program and APA requirements, but they have committed to provide safe training that is either conducted via tele-mental health or, if in-person, adheres to CDC and LDH safety guidelines.

### Onsite Practicum:

**Psychological Services Center (PSC)**, under the supervision of Clinical Area Faculty (all licensed clinical psychologists): Dr. Julia Buckner, Dr. Matt Calamia, Dr. Amy Copeland, Dr. Thompson Davis, Dr. Johnny Matson, or Dr. Paul Frick

### External Practicum Sites:

Site	On-Site Supervisor Name	LSU Faculty Contact
<b>Baton Rouge Clinic, Pediatric Psychology</b>	Mary Lou Kelley, PhD	Kelley
<b>Capitol Area Human Services District (CAHSD), Community Mental Health Clinic</b>	Brian Gros, PhD	Cohen
<b>East Louisiana State Psychiatric Hospital (ELSPH)</b>	Gina Manguno-Mire, Ph.D., Dr. Beth Arredondo, and Dr. Thomandra Sam	Cohen
<b>Frey Psychology</b>	F. Charles Frey, IV, PhD, ABPP	Copeland
<b>Gulfsouth Autism Center</b>	Daniene Neal, Ph.D	Matson
<b>Jefferson Neurobehavioral Group Neuropsychological Assessment/ Sage Rehabilitation Hospital</b>	Lauren Rasmussen, PhD	Calamia
<b>Mary Bird Perkins</b>	Glenn Jones, PhD, MP	DCT (Buckner)



	R. John Sawyer II, PhD, Brian Mizuki, PhD, Beth Arredondo, PhD	
<b>Ochsner Medical Center: Neuropsychology</b>		Calamia
<b>Our Lady of the Lake Center for Psychiatric Services: Adult Assessment</b>	Matt Calamia, PhD	Calamia
<b>Our Lady of the Lake Center for Psychiatric Services: Adult Therapy</b>	Julie Buckner, PhD	Buckner
<b>Our Lady of the Lake Center for Psychiatric Services: Child Services</b>	Mary Lou Kelley, PhD	Kelley
<b>Our Lady of the Lake Hospital Emergency Department</b>	Lee Tynes, MD, PhD	Tucker
<b>Our Lady of the Lake Hospital Psychiatric Inpatient Adolescent Unit (Tau)</b>	Paul Frick, PhD	Frick
<b>Our Lady of the Lake Hospital-HRSA Fellowship</b>	Julia Buckner, PhD	Buckner
<b>St. Christopher's Addiction Wellness Center</b>	Amy Copeland, PhD, MP	Copeland
<b>The Emerge Center- Pediatric Behavioral Health</b>	Dr. Jane Morton, PhD, BCBA-D & Dr. Emily Olinde Boudreaux, Ph.D.	Davis
<b>Woodlake Addiction Recovery</b>	Amy Copeland, PhD, MP	Copeland

## Appendix H: Curriculum Worksheet

*Note: this is an example: please use version obtained by DCT for 2<sup>nd</sup> year, internship readiness, & graduation verification reviews.*

### CURRICULUM WORKSHEET

Student Name: \_\_\_\_\_ Permanent Email: \_\_\_\_\_ Year Entered Program: \_\_\_\_\_ Emphasis: Child Neuropsych N/A

Coursework Requirements	Requirements <i>Courses require grade <math>\geq</math> B- (or course waiver) to be considered complete</i>	Your Training <i>List courses/waivers</i>	Date Completed
<i>Discipline-Specific Knowledge &amp; Profession Wide Competencies</i>			
History & Systems of Psychology	PSYC4008		
Affective Aspects of Behavior+	PSYC730 Neurocognitive Basis of Behavior OR		
Biological Aspects of Behavior+	PSYC7030 Cognitive Basis of Behavior and		
Cognitive Aspects of Behavior+	PSYC7034 Biological Basis of Behavior		
Developmental Aspects of Beh	PSYC7979 Current Probs in Dev Psych or PSYC7949 Beh Persp on Dev		
Social Aspects of Behavior+	PSYC7040 Social Basis of Beh or PSYC7040 Sociocultural Bases of Beh		
Research Methods	PSYC7117 Methodology and Research Design <sup>2</sup>		
Quantitative Methods	PSYC4111 Intermediate Statistics <sup>2</sup> and		
	PSYC7111 Advanced Statistics		
Psychometrics Assessment	PSYC7125 Psychological Assessment I <sup>2</sup> and		
	PSYC7925 Psychological Assessment II <sup>2</sup> and		
	PSYC7982 Advanced Psychopathology <sup>2</sup> and		
	PSYC7171 Developmental Disorders & Psychopathology of Children <sup>2</sup>		
Ethical and legal standards	PSYC7999 Professional Considerations in Psychology <sup>2</sup>		
Individual and cultural diversity+	PSYC7929 Cultural Diversity Issues in Counseling & Therapy or PSYC7040 Sociocultural Bases of Beh		
Intervention	PSYC7972 Child Behavior Therapy or PSYC7185 Behavior Therapy <sup>2</sup>		
Supervision and Consultation	PSYC7960 Supervision and Consultation		
<b>Research &amp; Related Requirements</b>	<b>Deadlines</b>	<b>Date Completed</b>	<b>Or Date Anticipated</b>
Masters Proposal	Ideally pass in 3 <sup>rd</sup> semester; must pass by 10 <sup>th</sup> day of 4 <sup>th</sup> semester		
Masters Defense	Must pass by last day of finals, 5 <sup>th</sup> semester		
General Exam Defense	Must pass before dissertation proposal		
Dissertation Proposal	Must pass before 10/15		
Dissertation Defense	Must pass in 7 yrs of entering program		
Total number of credit hours PSYC8000			
Total number of credit hours PSYC9000			
Date Safe Space Training Complete <sup>1</sup>			
<b>Clinical Requirements</b>			
# of Direct Intervention Hours to date* (hours & sites obtained)			
# of Assessment Hours to Date* (list hours & sites at which hrs obtained)			
Prac(s) in Year 2 (Site name/s)			
Prac(s) in Year 3 (Site name/s)			
Prac(s) in Year 4+ (Site name/s)			
Total number of credit hours PSYC7688			
Total number of credit hours PSYC7689			
Off-year: Year & Faculty Member			
Total number of credit hours PSYC7997			
Date Internship Complete			
Post-doc Employment			

+see handbook for requirements concerning these content areas if courses taken prior to Fall 2019; \* *Note*. Hours accrued as defined by APPIC prior to pre-doctoral internship at program-approved sites. See our website for list of program-approved sites as of Fall 2017.550 total hours is plenty! <sup>1</sup> as of 18-19, to be completed by end of Year 1; <sup>2</sup> to be completed by end of Year 2 (*note*: either 7982 or 7171 by end of Year 2; only 1 Assessment course required by end Year 2

## Appendix I: Optional Emphasis and Track Requirements

### Clinical Child Emphasis Requirements updated 11/8/2019

**Goals:** The Clinical Child Emphasis (CCE) is open to any student who has been admitted to the APA accredited doctoral program in Clinical Psychology at Louisiana State University and all students in the CCE must meet all of the requirements of this doctoral program. Consistent with the overall Clinical Psychology program, the CCE subscribes to the scientist-practitioner model of clinical training that emphasizes the integration of the scientific and applied aspects of clinical psychology. The goal of the CCE is to provide a specified set of didactic, practical, and research experiences that allow the student to competently provide evidence-based psychological services to children and adolescents and to make important contributions to research that advance theory and practice in clinical child psychology.

**Coursework:** Students in the CCE must take the following courses as part of their doctoral degree requirements:

PSYC 7171 Developmental Disorders & Psychopathology of Children

PSYC 7972 Child Behavior Therapy

PSYC7949 Behavioral Perspective on Lifestyle Development  
or

PSYC7979 Current Problems in Developmental Psychology: Lifespan Development

**PSCY 7125 Psychological Assessment I (Students in the CCE must be checked out on the intelligence test administered to a child or adolescent).**

**Research:** Students must complete a dissertation that is on a topic that significantly advances research in clinical child and adolescent psychology.

**Practica:** Students must take a minimum of 2 full years (12 credit hours) of practicum (PSYC 7688 Practicum in Clinical Psychology/PSYC 7689 Practicum in Clinical Psychology) that involve supervised training in evidence-based clinical services to children and adolescents.

**Internship:** Students must complete an APA-accredited internship that involves providing supervised psychological interventions to children and/or adolescents.

## Neuropsychology Track

**Track Head:** Matt Calamia, PhD

**Goals:** The Houston Conference guidelines for training in clinical neuropsychology specify that doctoral education should include 1) general training in the clinical psychology and 2) the “foundations for the study of brain-behavior relations and the practice of clinical neuropsychology”.

The Neuropsychology Track at LSU is organized to meet these goals and prepare students for a clinical internship involving significant training in clinical neuropsychology. In addition to completing the general requirements for a degree in clinical psychology, students interested in completing the Neuropsychology Track must complete the following requirements:

**Research:** A major emphasis is placed on conducting research in neuropsychology to prepare students for careers in academic or research settings. Students must submit for publication at least one first authored publication on a topic related to neuropsychology. It is expected, but not required, that students will exceed this threshold.

**Coursework:** Psychological Assessment II, a course which provides an introduction to neuropsychological assessment, is a requirement for all clinical students in the program. Students on the neuropsychology emphasis are encouraged to take additional coursework in topics such as neuroanatomy or neuroimaging.

**Didactics:** Participation in didactics related to neuropsychology is required for multiple semesters while a student is on campus. A rotating series of topics will be covered over the course of graduate training including readings and discussion of topics that provide a foundation for the study of brain-behavior relationships and for the practice of clinical neuropsychology as listed in the Houston Guidelines. Specific practicum sites that emphasize training in neuropsychological assessment may also offer their own didactics (e.g., neuropsychology journal club, fact-finding cases modeled after the oral examination for board certification) and these didactics are also required while receiving training at those sites.

**Practicum:** A minimum of one year of practicum experience in neuropsychological assessment in a hospital or outpatient clinic setting is required. This experience must include exposure to a breadth of different clinical conditions frequently encountered in neuropsychological assessment (e.g., stroke, Alzheimer’s disease, Parkinson’s disease, and TBI).

**Dissertation:** The dissertation topic must be related to neuropsychology.

**Internship:** An APA-accredited internship with significant neuropsychological training is required.

Upon completion of all the requirements above, a letter detailing the student's neuropsychology training and completion of these requirements will be written by the faculty head of the Neuropsychology Track for the student's academic file.

Of note, this Track is primarily organized around clinical and research training and didactics rather than multiple required independent courses related to brain-behavior relationships. Although this training is designed to provide a foundation in brain-behavior relationships and the practice of clinical neuropsychology, students who decide to pursue board certification in clinical neuropsychology may need to complete additional coursework (e.g., a neuroanatomy course) at the postdoctoral level in addition to the already required postdoctoral clinical training experiences and didactics.