



**College of Humanities and Social Sciences**  
*Department of Psychology*

# CLINICAL PSYCHOLOGY HANDBOOK

2018-2019

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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 and 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 the handbook, the Psychology Department Handbook, and Graduate School policies, you have questions, contact your advisor (for academic/research matters,) or the department graduate coordinator (for forms, deadlines, and protocol).

The policies in this handbook take effect August 2018. Students are responsible for becoming familiar with updates to program requirements, policies, and procedures. Such updates will appear in annual 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 one the web: <http://www.apa.org/ed/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. This occurs 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 licensure.
- 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 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 and neuropsychology tracks. See Appendix H for description of requirements for these optional tracks.

Further, students may choose to minor in an area of interest, including but not limited to minor in Applied Behavior Analysis, throughout our department's School Psychology program. See the Psychology Department Handbook for more information about minors.

Students are encouraged to discuss possible optional tracks or minors with their major profess.

## 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).

**Table 1: Required Courses**

PSYC7117 Methodology and Research
PSYC 4111 Intermediate Statistics
PSYC 7111 Advanced Statistics
PSYC 7125 Psychological Assessment I
PSYC 7925 Psychological Assessment II
PSYC7625 Psychological Assessment I Practicum
PSYC 7982 Advanced Psychopathology or PSYC7171 Developmental Disorders & Psychopathology of Children*
PSYC 7929 Cultural Diversity Issues in Counseling and Therapy
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
PSYC7034 Biological Basis of Behavior
PSYC7030 Cognitive Basis of Behavior
PSYC7040 Social Basis 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 (15 credit hours)

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

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\* or Adult Behavior Therapy (PSYC 7972/7185). 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: <https://www.lsu.edu/diversity/safespace/training/index.php> Please provide certificate of completion to the Administrative Coordinator of Graduate Studies.

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

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.

In addition, 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 both of the following courses]**

Biological Basis of Behavior (PSYC 7034)

Cognitive Basis of Behavior (PSYC 7030)

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

Biological Basis of Behavior (PSYC 7034)

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

Cognitive 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]**

Social Basis of Behavior (PSYC 7040)

**Advanced Integrative Knowledge in Scientific Psychology**

Many of our courses include advanced integrative knowledge in scientific psychology. For example, Biological Basis of Behavior (PSYC 7034), 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**

- Cultural Diversity in Counseling and Therapy (PSYC 7929)

**Assessment**

- Developmental Disorders and Psychopathology of Children (PSYC 7171) or Advanced Psychopathology (PSYC 7982)
- Psychological Assessment I (PSYC 7125)
- Psychological Assessment I Practicum (PSYC 7625)
- Psychological Assessment II (PSYC 7925)

**Intervention**

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

**Supervision and Consultation**

- Supervision and Consultation (PSYC 7960)

**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.

A list of program-approved practicum sites is included in Appendix E. As evidenced by this list, students have ample opportunity to gain a variety of clinical experiences. Students participate in year-long practica. The timing, location, and credit hours for each year's practica is determined individually with each student upon consultation with the major professor, although typically first year students register for 1 credit hour (PSYC7688/7689) and more senior students register for 3 credit hours of practica per semester (including summers). Additionally, each student is required to spend at least one year of practicum supervised by a Clinical Area faculty member other than their faculty advisor to gain an even greater breath of clinical training experiences. All students in the clinical psychology graduate program are required to complete a minimum of 12 credit hours of practicum class (see Table 1) prior to leaving for internship. Further, students gain clinical experiences at some practicum sites on a volunteer or paid basis rather than for course credit.

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.

*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 work with the student to 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.

### **Recommended Courses by Year**

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

#### **Year 1**

<b>Fall</b>	<b>Spring</b>
<b>Intermediate Statistics (PSYC 4111)</b> <b>Psychological Assessment I (PSYC 7125)</b> <b>Clinical Practicum (1 hour; PSYC 7688)</b> <b>Advanced Psychopathology (PSYC 7982)</b> <b>OR</b> <b>Dev. Disorder in Children (PYC 7171)*</b>	<b>Professional Considerations (PSYC 7999)</b> <b>Clinical Practicum (1 hour; PSYC 7689)</b> <b>Behavior Therapy (PSYC 7185)</b> <b>OR</b> <b>Child Behavior Therapy (PSYC 7972)*</b> <b>DSK course – e.g., Biological Bases of Behavior (PSYC 7034)</b>

#### **Year 2**

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

<b>Fall</b>	<b>Spring</b>
<b>Research Methods (PSYC 7117)</b> <b>Assessment I practicum (PSYC 7625)</b> <b>Clinical Practicum (3 hours; PSYC 7688)</b> <b>Thesis hours (PSYC 8000)</b> <b>DSK course – e.g., Social Bases of Behavior (PSYC 7040)</b>	<b>Advanced Statistics** (PSYC 7111)</b> <b>Assessment II** (PSYC 7925)</b> <b>Clinical Practicum (3 hours; PSYC 7689)</b> <b>Thesis hours (PSYC 8000)</b> <b>DSK course – e.g., Cognitive Bases of Behavior (PSYC 7030)</b>

#### **Year 3**

<b>Fall</b>	<b>Spring</b>
<b>Cultural Diversity (PSYC 7929)</b> <b>Thesis Hours (PSYC 8000)</b> <b>Clinical Practicum (3 hours; PSYC 7688)</b> <b>DSK course – e.g., History (PSYC 4008)</b>	<b>Consultation and Supervision** (PSYC 7960)</b> <b>Teaching of Psychology*** (PSYC 7990)</b> <b>Research Hours (PSYC 8989)</b> <b>Clinical Practicum (3 hours; PSYC 7689)</b> <b>Behavioral Perspective of Development (PSYC 7949)</b> <b>OR</b> <b>Lifespan Development (PSYC 7979)</b>

#### **Year 4**

<p><b>Fall</b></p> <p>PSYC 8989 research hours Clinical Practicum (3 hours; PSYC 7688) Advanced Psychopathology (PSYC 7982)</p> <p style="text-align: center;"><b>OR</b></p> <p>Dev. Disorder in Children (PYC 7171)</p>	<p><b>Spring</b></p> <p>Dissertation hours (PSYC 9000) Clinical Practicum (3 hours; PSYC 7689) Child Behavior Therapy*** (PSYC 7972)</p> <p style="text-align: center;"><b>OR</b></p> <p>Behavior Therapy*** (PSYC 7185)</p>
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\* Clinical Child Track 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 track students take 7185).

### Course Waivers

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.

1. First, the major professor reviews course syllabus and determines whether to recommend the course for waiver.
2. Second, 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. Third, 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. You 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

### Waiver for Assessment I Practicum (PSYC 7625)

A course waiver for Assessment I Practicum (PSYC 7625) can be obtained by students who have had adequate training and experience administering the measures of intellectual functioning and academic achievement covered in this course. If the training and experiences occurred outside of a formal course (e.g., through employment as a psychometrist in a private practice, hospital, or other setting), students must provide signed documentation from a doctoral-level psychology supervisor which describes the student's training in test administration and competence in accurately and fluently

administering measures. The instructor of Assessment I Practicum may also ask any student applying for a waiver to demonstrate their competence with these measures through observed test administrations. As with any course waiver, approval must first be obtained from the major professor, then the course instructor, and finally the DCT.

### **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.

## **Thesis, General Examination, and Dissertation Procedures**

### **General Information**

1. All paperwork is obtained from the graduate coordinator and given to your committee chair. Forms are also located on the departmental website ([www.lsu.edu/psychology](http://www.lsu.edu/psychology)) under “Graduate School Forms.” Requests for Examination forms can also be found on the departmental website under Graduate School Forms.
2. You are to consult with your major professor in regards to forming your thesis, general exam, and dissertation committees and report the names to the Graduate coordinator, in writing, at least 3 weeks prior to the proposal meeting.
3. 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. Once this has been done, inform the graduate coordinator of the date and time via email. If needed, she will assist you with booking a room.
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 study, your thesis and dissertation must be submitted to the Graduate School in the required format. The format guidelines are located at:  
<https://www.lsu.edu/graduateschool/files/enrolled-student-forms/Formatting-Electronic-Theses-and-Dissertations.pdf>. 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

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Graduate Studies must support the petition for an extension, but final approval rests with the Graduate School.

### **Committee Members**

1. Your thesis committee must have at least three members with your major professor chairing the committee. Your general exam and dissertation committees must have at least 4 members. Your committee chair is your major professor. Your previously appointed Dean's Representative, minor professor (if applicable), and 2 (1 if a minor professor) other member should be professors from the Psychology department or a department pertinent to the project. At least at least 1 member must be a full member of the Graduate Faculty.
2. At least two committee members must be faculty in the clinical area.
3. As a departmental rule and as a courtesy, you are to invite the Dean's Representative to your proposal meeting. You are to accommodate him/her 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. You can download the IRB form and other IRB documents from [http://www.lsu.edu/research/resources\\_for\\_faculty/research\\_compliance/institutional\\_review/IRB.php](http://www.lsu.edu/research/resources_for_faculty/research_compliance/institutional_review/IRB.php).
2. If your participants are LSU undergraduate psychology students, you must obtain a number for your study from the 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  $\frac{1}{2}$  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 his or her 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 week 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 whether the required revisions, and a clear plan of the timeline for the Retake. 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 result in dismissal from the program. Failure of the general examination 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.
2. You must apply to the Graduate School for your defense meeting via the graduate coordinator at least three weeks prior to your meeting. The form for doing so is entitled ***Request for Master's Examination & Degree Audit***. After approving your defense date, the Graduate School will send the required paperwork to the graduate coordinator.
3. Other deadlines may apply if you plan on graduating the semester you defend. See the Graduate School calendar for those dates.
4. 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. Nine (9) 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.

## 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. After setting your defense date, you are required to complete the ***Request for Doctoral Examination and Degree Audit***.
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

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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 Requirement:

1. A proposal of the dissertation must be successfully defended to the Dissertation committee (i.e., pass the defense) by **October 15** in the academic year that the student will 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 to the Graduate School for your defense meeting via the graduate coordinator at least three weeks prior to your meeting. The form for doing so is entitled **Doctoral Final Exam Request**. After approving your defense date, the Graduate School will send the required paperwork to the graduate coordinator.
5. Other deadlines may apply if you plan on graduating the semester you defend. See the Graduate School calendar for those dates.
6. 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.
7. You cannot hand in your final dissertation to the Graduate School editor until the semester you graduate.

### 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.

### Internship

APA-accredited internships are required for all Clinical students.

### Timeline

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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. You must have a total of 15 credit hours of PSYC7997 (Clinical Psychology Internship) for a completed internship. Students typically register for six internship hours and two dissertation hours during the fall and spring semesters and for three internship hours and two dissertation hours during the summer semester.
2. 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. Complete the Curriculum Worksheet (Appendix G) and email to the Director of Clinical Training (DCT; informing them that you plan to apply for internship) 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.
2. 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
3. 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 31st, you are not eligible to graduate until the fall semester.

### Application for Degree

1. At the beginning of the semester in which you defend your thesis or dissertation, you should obtain the materials for candidates for MA or Ph.D. degree from the Graduate School. These materials contain instructions and forms necessary to meet graduation requirements. It will include your "Application for Degree," application for your final exam, and a Graduate School calendar as well as additional information.
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.

### **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.

### **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 described 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 supervision 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 arise, a remedial 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 remedial 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 his/her case. Students may also appeal the decision (see Grievance Policy for more information).

### **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-.
- 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 internship (if applicable) within seven years of entering the program.
- Successfully defend dissertation within seven years of entering the program.

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## 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 (<http://www.lsu.edu/saa/students/codeofconduct.php>) as well as APA's Ethical Principles of Psychologists and Code of Conduct (this can be found at <http://www.apa.org/ethics/>). 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: <https://trustinsurance.com/Products-Services/Student-Liability> 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 Administrative Coordinator of Graduate Studies.
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.
  - The Graduate coordinator sends out 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 his/her 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 (<http://www.lsu.edu/stratcomm/policies/social-media.php>).

## 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. The following policies and procedures have been adopted by the department.

If a student has some type of difficulty in the program, the student is encouraged to discuss it initially with their major professor and, if possible, with the person directly responsible. If after such discussion, there is no resolution to the issue or the student thinks that the major professor did not adequately respond to the student's concerns, a discussion with the student's program director (e.g., Director of Clinical Training) or the Director of Graduate Studies is encouraged. The next recourse for discussion of the issue is with the Chair of the Department. Students are encouraged to use any and/or all of these resources to resolve issues, problems, and concerns that they might have. Also, students are encouraged to follow the order described above, since the student's major professor should be the starting point for advice and modeling on how to solve professional problems. If all attempts at an informal resolution fail, the student can utilize the grievance procedures outlined in PS-48. Information regarding Student Appeal Procedures can be found at:

<https://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/48/>

## 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.) or the graduate coordinator (forms, deadlines, etc.). It is our job to help you. **Students**

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**are encouraged to contact the Director of Clinical Training, the Graduate Studies Director, 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:

<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 Cognitive Basis of Behavior and PSYC 7034 Biological 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 7034 Biological 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 Cognitive 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 or 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 Social Basis 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 7034 Biological Basis of Behavior) with a B- or better</li> </ul>
<hr/>	
<b>Knowledge Area:</b>	<b><i>Research Methods</i></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> </ul>

	<ul style="list-style-type: none"><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> <li>Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this</li> </ul>

	approach effectively in their professional work.
<b>MLAs</b>	<ul style="list-style-type: none"> <li>Must pass courses (PSYC7929; 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>	(iv) <i>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>	(v) <i>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>	(vi) <i>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> <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</li> </ul>

	<p>are objective.</p> <ul style="list-style-type: none"> <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; PSYC 7625; 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>

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

*Note: These evaluations are now conducted using an online form that contains the below information.*

Student: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Year in Program: \_\_\_\_\_

**Please rate the student comparing competence level to expectations relative to his or her level of training. If there were insufficient opportunities to evaluate the student use NA.**

### **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
--------------------------	---------------------------------	-------------------

Comments:

### **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
--------------------------	---------------------------------	-------------------

Comments:

### **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 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
--------------------------	---------------------------------	-------------------

Comments:

#### **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
--------------------------	---------------------------------	-------------------

Comments:

#### **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
--------------------------	---------------------------------	-------------------

Comments:

#### **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, 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

Comments:

**General Comments**

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Supervisor Signature

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Date

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Student Signature

---

Date

## Appendix C: Practicum Evaluation Form

*Note: These evaluations are now conducted using an online form that contains the below information*

### LSU Clinical Psychology Practicum Evaluation Form

Updated 9/11/17

Please rate the student comparing competence level to expectations relative to their level of training. If there were insufficient opportunities to evaluate the student use NA

Student Name (First and Last):

Supervisor:

Name of site:

Date of Evaluation: \*  MM /  DD /  YYYY

Academic Year of Evaluation (Summer-Spring):

#### 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

Comments:

#### 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

Comments:

#### 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

Comments:

#### 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

Comments:

#### 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, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are

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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

Comments:

Aim 7. 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

Comments:

Supervisor directly observed the student with a client and provided feedback. \*

No  Yes

- Please list assessment hours at this site:
- Please list intervention hours at this site:
- General Comments:

Please PRINT this form prior to clicking SUBMIT. Please give paper copy of form to Nancy for student's file.

To print form: CTRL P, select desired printer, then click OK

Supervisor Signature:

After printing form, supervisor signs here on paper copy to be submitted to Nancy

Supervisor Signature Date:

After printing form, supervisor writes date here on paper copy to be submitted to Nancy

Graduate Student Signature:

After printing form, student signs here on paper copy to be submitted to Nancy

Graduate Student Signature Date:

After printing form, student writes date here on paper copy to be submitted to Nancy

## Appendix D: Program Checklist

(For students entering with a Bachelor's degree)

### Year 1

- Begin taking DSK and PWC courses. *Note. PSYC7999, a therapy course (PSYC7972 or PSYC7185 depending on track), 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 Administrative Coordinator of Graduate Studies

### 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.
- Submit curriculum worksheet to DCT 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
- Defend dissertation (this may also be done in year 4)
- GRADUATE!

## Program Checklist

(For students entering with a Master's degree)

### Year 1:

- Begin taking DSK and PWC courses. *Note. PSYC7999, a therapy course (PSYC7972 or PSYC7185 depending on track), 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 Administrative Coordinator of Graduate Studies

### 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 DCT 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
- Defend dissertation (this may also be done in year 4)
- GRADUATE!

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

*Note: This is administered to faculty online*

### **LSU Psychology Program Research Skills Evaluation Scale (RSES) For Master's Theses and Doctoral Dissertations**

Student:	Evaluation Date:		
Evaluator:			

Overall evaluation	<b>Evaluation</b>			
	Inadequate	Needs Improvement	Proficient	Excellent
Framing the Study				
Designing and Carrying out Study Methods				
Devising and Conducting Data Analyses				
Relaying, Interpreting, and Discussing Results				
Communicating and Presenting the Study				

### **Items Specific to Program Goals and Objectives**

	<b>Evaluation</b>			
	INA	NI	PRO	EXC
<b>Framing the Study</b>				
1. The student reviews and synthesizes the available literature within a domain of psychological inquiry.				
2. The student builds a scientific case for the importance and appropriateness of specific research problems.				
3. The student proposes relevant research questions and hypotheses that can be investigated to answer specific research problems.				
<b>Designing and Carrying out Study Methods</b>				
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.				

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.				
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.				
<b>Devising and Conducting Data Analyses</b>				
1. The student devises an analytic plan to answer the research questions.				
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).				
3. The student conducts the primary analyses and any additional, posthoc analyses (as warranted) to answer the research questions.				
<b>Relaying, Interpreting, and Discussing Results</b>				
1. The student relays results from the preliminary, primary, and posthoc (as warranted) analyses to answer the research questions.				
2. The student interprets and frames the results from all analyses to answer the research questions.				
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).				
<b>Communicating and Presenting the Study</b>				
1. The student communicates the study in writing using professional language and adheres to APA Style guidelines.				
2. The student presents the study orally using professional language and provides adequate content coverage of all major study sections.				
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.				

**General Examination Evaluation Scale**

Student:	Evaluation Date:			
Evaluator:				

	Inadequate	Needs improvement	Proficient	Excellent
<b>Framing the Literature Review</b>				
1. The student reviews and synthesizes the available literature within a domain of psychological inquiry				
2. The student builds a scientific case for the importance and appropriateness of specific research problems				
3. The student proposes relevant research questions that can be investigated to answer specific research problems.				
<b>Communicating and Presenting the Literature Review</b>				
1. The student communicates the review in writing using professional language and adheres to APA Style guidelines				
2. The student presents the review orally using professional language and provides adequate content coverage of all relevant paper sections				
3. The student responds to questions and critiques of the review by demonstrating professional courtesy and directly attends to and attempts to resolve (if possible) relevant issues.				

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## Appendix E: 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 Program Advisor (Nancy Arnold) 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

<http://www.lsu.edu/graduateschool/current-students/student-resources.php>

- The Center for Academic Success

<http://www.lsu.edu/students/cas/>

- The Library

<http://lib.lsu.edu/>

- Student Advocacy & Accountability

<http://www.lsu.edu/students/saa/>

- Office of Research & Economic Development

<http://www.lsu.edu/research/>

- 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

<http://www.lsu.edu/students/saa/>

- Disability Services

<http://www.lsu.edu/students/disability/>

- Student Health Center (includes mental health services)

<http://www.lsu.edu/shc/index.php>

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

- The Psychology Department's Committee on Diversity & Outreach in Psychology (CDOP)

<http://www.lsu.edu/hss/psychology/about/diversity.php>

- The African American Cultural Center

<http://www.lsu.edu/diversity/aacc/index.php>

- Black Graduate and Professional Student Association

[bgpsa@lsu.edu](mailto:bgpsa@lsu.edu)

- Office of Multicultural Affairs

<http://www.lsu.edu/diversity/oma/index.php>

- Office of Diversity

<http://www.lsu.edu/diversity/index.php>

- International Cultural Center

<http://www.lsu.edu/intlpro/icc/index.php>

- Women's Center

[http://www.lsu.edu/diversity/womens\\_center/index.php](http://www.lsu.edu/diversity/womens_center/index.php)

- LGBTQ Project & Safe Space

<http://www.lsu.edu/diversity/safespace/index.php>

## **Appendix F: Program-Approved Practicum Sites**

See website for most recent list: [https://www.lsu.edu/hss/psychology/grad/prospective-student/areas-of-specialization/Practicum\\_Sites.php](https://www.lsu.edu/hss/psychology/grad/prospective-student/areas-of-specialization/Practicum_Sites.php)

**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:**

Date added to list	Site	On-Site Supervisor Name	LSU Faculty Contact
	<b>19<sup>th</sup> JDC Adult Drug Treatment Court Program</b>	Quintin Gustin, LPC	Buckner
	<b>Baton Rouge Clinic, Pediatric Psychology</b>	Mary Lou Kelley, PhD	Kelley
	<b>Capitol Area Human Services District (CAHSD), Community Mental Health Clinic</b>	Alex Cohen, PhD	Cohen
	<b>East Louisiana State Psychiatric Hospital (ELSPH)</b>	Gina Mire, Ph.D., Laura Brown, Ph.D.	Cohen
	<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)
	<b>Ochsner Medical Center: Neuropsychology</b>	R. John Sawyer II, PhD, Brian Mizuki, PhD, Beth Arredondo, PhD	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 Psychiatric Inpatient Adolescent Unit (Tau),</b>	Paul Frick, PhD	Frick
	<b>Pennington Biomedical Research Center, Institute for Dementia Research and Prevention</b>	Matt Calamia, PhD	Calamia
	<b>St. Christopher's Addiction Wellness Center</b>	Amy Copeland, PhD, MP	Copeland
	<b>The NeuroMedical Center</b>	Paul M. Dammers, Ph.D., M.P	Copeland
2018-2019	<b>LeBlanc Psychological Services</b>	Monique LeBlanc, PhD	DCT (Buckner)
2018-2019	<b>Our Lady of the Lake Hospital Emergency Department</b>	Lee Tynes, MD, PhD	Tucker
2018-2019	<b>Evergreen Life Services</b>	Daniene Neal, Ph.D	Matson
2018-2019	<b>Gulfsouth Autism Center</b>	Daniene Neal, Ph.D	Matson
2018-2019	<b>Emerge Center</b>	Delilah Mendes de Gouveia, M.Ed., BCBA, LBA	Noell
2018-2019	<b>Frey Psychology</b>	F. Charles Frey, IV, PhD, ABPP	Copeland

**Summer Sites:**

Site	On-Site Supervisor Name	LSU Faculty Contact
<b>Bradley Hospital Adolescent Inpatient Unit, Rhode Island</b>	Alysha Thompson, Jennifer Wolff	Davis
<b>Sheppard Pratt Health System</b>	Rachel Smolowitz, Faith Dickerson	Copeland

## Appendix G: Curriculum Worksheet

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ Year Entered: \_\_\_\_\_ Track (choose one): 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	
Discipline-Specific Knowledge & Profession Wide Competencies				
History & Systems of Psychology	PSYC4008			
Affective Aspects of Behavior	PSYC7034 Biological Basis of Behavior <b>and</b>			
Biological Aspects of Behavior	PSYC7030 Cognitive Basis of Behavior			
Cognitive Aspects of Behavior				
Developmental Aspects of Beh	PSYC7979 Current Probs in Dev Psych <b>or</b> PSYC7949 Beh Persp on Dev			
Social Aspects of Behavior	PSYC7040 Social Basis of Behavior			
Research Methods	PSYC7117 Methodology and Research Design <sup>2</sup>			
Quantitative Methods	PSYC4111 Intermediate Statistics <sup>2</sup> <b>and</b> PSYC7111 Advanced Statistics			
Psychometrics Assessment	PSYC7125 Psychological Assessment I <sup>2</sup> <b>and</b> PSYC7925 Psychological Assessment II <sup>2</sup> <b>and</b> PSYC7625 Psychological Assessment I Practicum <b>and</b> PSYC7982 Advanced Psychopathology <sup>2</sup> <b>or</b> 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			
Intervention	PSYC7972 Child Behavior Therapy* <b>or</b> PSYC7185 Behavior Therapy <sup>2</sup>			
Supervision and Consultation	PSYC7960 Supervision and Consultation			
Research & Related Requirements	Deadlines	Date Completed	Or Date Anticipated	Clinical Requirements
Masters Proposal	Ideally pass in 3 <sup>rd</sup> semester; must pass by 10 <sup>th</sup> day of 4 <sup>th</sup> semester			Date Safe Space Training Complete <sup>1</sup>
Masters Defense	Must pass by last day of finals, 5 <sup>th</sup> semester			# of Direct Intervention Hours to date*
General Exam Defense	Must pass before dissertation proposal			# of Assessment Hours to Date*
Dissertation Proposal	Must pass before internship application			Prac(s) in Year 2
Dissertation Defense	Must pass in 7 yrs of entering program			Prac(s) in Year 3
Total number of credit hours PSYC8000				Prac(s) in Year 4+
Total number of credit hours PSYC9000				Total number of credit hours PSYC7688
				Total number of credit hours PSYC7689
				Off-year: Year & Faculty Member

\*required for clinical child track; \*\* Note. Hours are as defined by APPIC. 550 total hours is plenty! Hours must be accrued at program-approved sites. See list of program-approved sites as of Fall 2017: [http://www.lsu.edu/hss/psychology/grad/prospective-student/areas-of-specialization/Practicum\\_Sites.php](http://www.lsu.edu/hss/psychology/grad/prospective-student/areas-of-specialization/Practicum_Sites.php);

<sup>1</sup>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, depending on track; only 1 Assessment course by end Year 2)

## **Appendix H: Optional Track Requirements**

### **Clinical Child Track Requirements**

**Track Head:** Paul Frick, PhD

**Goals:** The Clinical Child Track (CCT) 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 CCT must meet all of the requirements of this doctoral program. Consistent with the overall Clinical Psychology program, the CCCT 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 CCT 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 CCT must take the following courses as part of their doctoral degree requirements:

PSYC 7171 Developmental Disorders & Psychopathology of Children

PSYC 7972 Child Behavior Therapy

And, as required for all clinical area students, PSYC7949 Behavioral Perspective on Lifestyle Development or PSYC7979 Current Problems in Developmental Psychology: Lifespan Development

**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 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 well 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 track 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.