

CLINICAL PSYCHOLOGY PROGRAM MANUAL:  
GUIDELINES AND PROCEDURES

WASHINGTON STATE UNIVERSITY

Fall 2015

## Table of Contents

	Page
<b>SECTION 1: OVERVIEW</b>	3
Introduction; Philosophy, and Mission of the Clinical Training Program	3
Program Goals	4
People	4
1. Clinical Training Committee	4
2. Graduate Student Reps	4
3. Graduate Program Coordinator	5
4. The Student's Advisor/Graduate Student Mentor	5
<b>SECTION 2: CLINICAL PSYCHOLOGY DOCTORAL PROGRAM CURRICULUM</b>	5
Research Training	5
Clinical Training	6
Interest Areas	6
1. Adult Psychopathology	6
2. Health Psychology	7
3. Clinical Child & Adolescent Psychology	7
4. Neuropsychology	8
5. Diversity	9
6. Advanced Quantitative Methods	9
Clinical Psychology Program Requirements	10
Course Scheduling	12
Year-by-Year Course Guide	12
Course Grade Exceptions and Consequences	14
<b>SECTION 3: CLINICAL WORK</b>	15
Clinical Practica	15
Clinical Work Outside the Program	15
Clinical Internships	16
<b>SECTION 4: STUDENT PROGRESS</b>	17
Filing Your Program	17
Masters Degree	18
The Doctoral Degree	20
1. The Preliminary Examination	20
2. The Dissertation	22
Preparation and Evaluation of Thesis and Dissertation Proposals	23
Funding	26
Student Evaluations	28
Remediation Policy And Procedures	30
Grievance Procedures	31
Policies And Procedures To Terminate The Enrollment Of Students	31
Leaves of Absence	31
Graduate Students' Obligation to Ethical Behavior	31
Professional Behavior and Standards of Conduct	32
Recommendations and Request	33
Appendixes (forms and timeline)	35

# SECTION 1: OVERVIEW

## INTRODUCTION

**Congratulations on your admission to the Clinical Psychology Program at Washington State University!** We are glad that you decided to pursue a doctorate with us. Expect a rigorous but exciting training experience during your tenure at WSU. This document summarizes some of the important procedures and regulations that will govern your activities as you proceed toward your degree. When you first read this document, you may feel overwhelmed by the many “rules” governing your graduate career. However, it is our experience that having clear goals, objectives, and procedures help to ensure that students complete the doctoral degree in a timely fashion. Indeed, in recent years, most of our students have completed the doctorate within roughly six years of entering the program.

The material contained herein is not intended to substitute for or otherwise modify the regulations that are contained in the current Graduate Bulletin, the Graduate School Policies and Procedures Manual, or in other official University documents. Rather, this document supplements and extends more general University- and Departmental-level requirements as they might apply specifically to the graduate program in clinical psychology. This **Policy and Procedures Manual** will be updated periodically. Relevant policy memoranda that appear between publications will be incorporated into subsequent editions. If you judge a section of this **Manual** to be unclear, or if you identify additional topics that you believe warrant inclusion in the next edition, please inform the current Director of Clinical Training, Dr. Tammy Barry.

A copy of this document is always available on our program website, located at: <http://psychology.wsu.edu/documents/2015/02/clinical-handbook.pdf>. You will be asked to read this document in the first week of your training in the clinical psychology doctoral program, and to sign a form to indicate that you have read this document and have had the opportunity to ask questions about its contents. You will be notified (via e-mail on our listserv) annually when the document is updated. Please download and read the updated document as soon as possible after receiving notification of an update. A reread will get you up-to-date on changes and will serve as a good reminder of the general policies.

## PROGRAM PHILOSOPHY AND MISSION

The Clinical Psychology Program at Washington State University is based on the scientist-practitioner model of training. The Program is designed to integrate theory, research, and clinical practice in the training of students. Thus, students are involved in research and clinical practice each semester in the Program, beginning in the third semester until the start of the 12-month internship. The goal of the program is to train highly competent clinical psychologists who will obtain high quality APA-approved internships and, with graduation, make positive contributions to the field of clinical psychology (see Student Learning Outcomes Appendix). Given that our graduates potentially can make contributions to clinical psychology in academic, research, medical, clinical, or community settings dependent on their interests and goals, the Program provides broad, general clinical training during the four-to five years students are at the University. Areas of interest within the Clinical Psychology Program include: Health Psychology, Neuropsychology, Adult Psychopathology, and Child and Adolescent Psychopathology. The Program is accredited by the American Psychological Association [750 First Street, NE, Washington, DC 20002; (202) 336-5979].

## **PROGRAM GOALS**

The program's three broad goals, which follow from our philosophy and training model, are to train scientist-practitioners who will (1) have broad knowledge of scientific psychology and psychological research methods; (2) provide evidence-based clinical services that are consistent with ethical and professional standards, including knowledge of and sensitivity to issues of diversity; and (3) be capable of contributing to current knowledge in clinical psychology.

### **Clinical Program Listserv**

A considerable amount of program information (e.g., notices of policy changes, program events, upcoming deadlines) will be communicated through our Clinical listserv. All students should subscribe to this listserv at <http://lists.wsu.edu/mailman/listinfo/clinical>. Once subscribed, please check your email regularly for any announcements. Students should also feel free to post relevant announcements to the listserv.

### **Membership in Professional Organizations**

Students are encouraged to join regional or national psychology organizations such as the American Psychological Association (APA), the Association for Psychological Science (APS), or other organizations with more specific missions such as the Association for Behavioral and Cognitive Therapies (ABCT), Society for Research in Child Development (SRCD), Society for Personality and Social Psychology (SPSP), National Academy of Neuropsychology (NAN), or the International Neuropsychological Society (INS).

## **PEOPLE**

### **Clinical Training Committee**

The Clinical Training Committee (CTC) consists of all core faculty members of the program, and is chaired by the Director of Clinical Training (DCT). Admissions, annual student evaluations, curriculum changes, and disciplinary actions, as well as other program-related issues, are all decided by the CTC. During the Fall and Spring semesters, the CTC generally meets weekly to discuss issues relevant to the clinical psychology training program. During the Summer semester, the committee meets as needed. All program decisions that require a vote are passed when a simple majority of the eligible faculty (not faculty present) votes in the affirmative.

### **Graduate Student Representatives**

Each year, two clinical psychology graduate students are elected by their peers to serve as student representatives to the Clinical Training Committee. The representatives are elected at the end of the Summer semester and serve a one-year term. One representative is elected from the first-year class or rising second-year class, and one is elected from the rising third-year class and beyond. The representative from the second-year class is also responsible for representing the first-year students (e.g., soliciting input). The student representatives participate actively in all matters concerning the clinical program with the exception of the yearly evaluations of clinical students and tenure/promotion

decisions regarding clinical faculty. Of course, the representatives will be excused for other discussions in which it would be inappropriate or unethical for them to be present (e.g., discussions of student performance). Additionally, student representatives are appointed each fall semester to serve on various committees in the department (e.g., Ethics Committee; Search Committees; Graduate Admissions Committee).

### **Graduate Program Coordinator**

The Graduate Program Coordinator (currently Ms. Kendra Cochrane) is located in the Psychology Department (JT 233B, 335-2633). It is important that all new clinical graduate students provide her with a local mailing address, telephone number(s), and e-mail address. All clinical students, new and continuing, should also keep her advised of any changes of local address, telephone number(s), or e-mail address that might occur.

### **The Student's Advisor**

Each student admitted into the program is assigned initially to the faculty member who most closely matches his or her research and clinical interests. This faculty member will assist the student in planning her or his program of study. Usually, but not always, the advisor serves as the chair of the student's master's project, preliminary examination, and dissertation committee. Students may change advisors as well as their research interests during their studies in the clinical program. In addition, it is possible for students to be involved in the research programs of more than one faculty member. If you have any questions about these issues, please discuss them with the Director of Clinical Training.

### **Graduate Student Mentor**

Once accepted to the clinical psychology doctoral program, you will be assigned a program mentor, typically someone in your designated major professor's lab. The program mentor will be available to answer general questions about the program as well as specific questions about your transition to Pullman and WSU. Although we want all new students to feel fully supported by the entire program, the program mentor readily provides students with a peer from whom to obtain information following admission.

## **SECTION 2: CLINICAL PSYCHOLOGY DOCTORAL PROGRAM CURRICULUM**

### **RESEARCH TRAINING**

The Clinical Program operates on the proposition that research training is an integral part of the education of clinical psychologists. Although the program admits only persons who expect to receive a Ph.D., each student who enters at the bachelor's degree level is expected to complete an empirical master's project while in progress toward the doctoral dissertation. Students may conduct research under the supervision of either clinical or experimental faculty. In addition to the master's project and dissertation, clinical students are expected to be involved in research activity under the direction of a faculty member during each semester in residence.

Most of the clinical and experimental faculty have research teams which meet on a weekly or bi-weekly basis. These research teams are usually centered on the interests of the faculty member or members. Students select a research team (or teams) that best match their research interests. The faculty member who directs the research team will usually function as the student's advisor for the master's project and dissertation research.

## **CLINICAL TRAINING**

Exposure to professional clinical activities begins in the fall semester of the second year of graduate training and continues through the completion of the clinical internship. To provide broad clinical training for students, the Department of Psychology offers a variety of different clinical experiences. The Psychology Clinic in the Department of Psychology is staffed by faculty and clinical graduate students and provides assessment, diagnostic, and psychotherapy services for a fee to the University and surrounding communities. The University Counseling and Testing Services office is staffed by clinical and counseling psychology graduate students and faculty psychologists, and provides ongoing counseling and emergency services to students. The University Health and Wellness Services provide assistance to students through the Behavior Medicine Service, which is staffed by clinical graduate students, physicians, and psychiatrists.

## **INTEREST AREAS**

The clinical program has the goal of providing broad clinical training. Students thus receive training in a wide range of areas during their four years on campus prior to the 12-month internship in the fifth year. The program does, however, have several interest areas in which students can receive in-depth research and clinical training. These interest areas center on the research and clinical interests of the faculty. Not all of the faculty listed below chair dissertations, but they are available to serve on committees, to collaborate on research, or for other training activities. These areas are noted below.

### **Adult Psychopathology Interest Area**

This area provides students with research training in the general area of adult psychopathology. In addition to research opportunities in this area, clinical opportunities exist in the Psychology Clinic and at Counseling Services.

Pullman clinical faculty associated with this area:

#### **Paul Kwon, Ph.D.**

Areas: Etiology of depression, integration of cognitive and psychodynamic perspectives, cross-cultural issues.

#### **David Marcus, Ph.D.**

Chair, Department of Psychology

Areas: Psychopathy, health anxiety, taxometrics, applying social psychology to clinical issues.

#### **Brian Sharpless, Ph.D.**

Clinic Director

Areas: Anxiety and anxiety disorders, isolated sleep paralysis, therapeutic competence.

Regional campus clinical faculty associated with this area:

**Dennis Dyck, Ph.D.** (Spokane campus)

Areas: Clinical psychology; health psychology; serious and persistent mental illness (e.g., schizophrenia).

**John M. Roll, Ph.D.** (Spokane campus)

Associate Dean of Research, College of Nursing

Areas: Developing, evaluating and disseminating evidence-based treatment of substance abuse disorders. Developing protocols for implementing evidence based treatment for substance use disorders and mental health concerns in rural areas.

**Sarah Tragesser, Ph.D.** (Tri-Cities campus)

Areas: Dimensional perspective on personality disorders; borderline personality disorder (BPD) features of affective instability and impulsivity; personality and substance abuse (e.g., alcohol, non-medical use of prescription drugs).

**Health Psychology/Primary Care Psychology Interest Area**

This area provides students with training opportunities in clinical health psychology and primary care psychology. Initial clinical training in health psychology occurs at the Clinical Health Psychology Service at the University's Health and Wellness Services. The Clinical Health Psychology Service responds to referrals from University physicians. Typical referrals include headache, gastrointestinal disorders, sleep disorders, and pain syndromes. Students also provide same day consultation/intervention services, in addition to follow-up, for patients with a range of psychological issues who present within a primary care setting vs. a specialty mental health setting. Typical problems include mood disorders, anxiety disorders, substance misuse, and facilitating the adoption of healthy behaviors. Additional opportunities for training include providing psychological services to the inpatient medical and surgical, obstetrics, and cardiopulmonary rehabilitation departments at Pullman Regional Hospital, and to the Benewah Medical Center, a medical clinic located on the Coeur d'Alene tribal reservation. Advanced training in these areas is also available within a local hospital-based clinical health psychology practice and within a large local medical practice (Palouse Medical). In addition to clinical training experiences, students may be involved in research in health psychology with the faculty as well as conducting their master's project/dissertation research in this area.

Pullman clinical faculty associated with this area:

**Bruce Wright, M.D.**

Director of the Behavioral Medicine Service at the University's Health and Wellness Services

Areas: General psychiatry; behavioral medicine; psychosocial factors in cardiovascular disease; psychopharmacology.

Affiliated faculty associated with this area

**Kate Geiger, PhD**

Psychologist, Health and Wellness Services.

Areas: Clinical Health Psychology, Primary Care Psychology.

### **Child and Adolescent Psychopathology Interest Area**

This area provides students with research opportunities in the areas of clinical child and adolescent psychology as well as pediatric psychology.

Pullman clinical faculty associated with this area:

#### **Christopher Barry, Ph.D.**

Areas: Risk and protective factors related to child conduct problems and adolescent delinquency; self-esteem, narcissism, and psychopathy in children and adolescents.

#### **Tammy Barry, Ph.D.**

Director of Clinical Training

Areas: Child clinical psychology, child neuropsychology, child externalizing behaviors, aggression, autism, and ADHD.

#### **G. Leonard Burns, Ph.D.**

Areas: Construct validity of ADHD, Oppositional Defiant Disorder, and Conduct Disorder within and across cultures.

#### **Maria (Masha) Gartstein, Ph.D.**

Areas: Developmental psychopathology and early social-emotional development in a cultural context.

Regional campus clinical faculty associated with this area:

#### **Paul Strand, Ph.D.** (Tri-Cities campus)

Areas: School readiness and social skills development of children from culturally and linguistically diverse backgrounds. How shyness, social values, and emotion understanding relate to social skills development and school engagement. Verbal processes that emerge in cultural context and guide behavior, such as relational framing skills, social values, and religious practices.

### **Neuropsychology Interest Area**

This area provides students with training opportunities primarily in adult neuropsychology. Students receive course training in the foundations of neuropsychological assessment, neurobehavioral syndromes, neuroanatomy, cognitive psychology, and the neurosciences. Primary clinical training in neuropsychological assessment and rehabilitation occurs through the assessment services at the WSU Psychology Clinic and through externship placements at sites such as St. Luke's Rehabilitation Institute and Spokane VA Medical Center. Through these experiences, students are provided with a breadth of training in diagnostic, assessment, and rehabilitation issues in neuropsychology. These sites also provide students with the opportunity for exposure to neuroimaging, forensic issues and case conferencing. Referrals range from childhood neurodevelopmental disorders to dementia, and involve inpatient and outpatient settings. Additional in-depth knowledge of clinical and research practices are gained through involvement in research projects, including master's project/dissertation work, in the

area of neuropsychology.

Pullman clinical faculty associated with this area:

**Maureen Schmitter-Edgecombe, PhD**

Areas: Adult neuropsychology; memory and executive abilities; ecological validity and everyday functioning; cognitive rehabilitation and use of smart technologies with aging and cognitively impaired populations (e.g., MCI, dementia, PD, TBI).

Affiliated faculty associated with this area

**Chad Sanders, Ph.D.**

Postdoctoral Neuropsychology Resident, Health and Wellness Services.

Areas: Executive functioning & aging issues, traumatic brain injury, ADHD, implementation of technology in health services and promotion

Regional campus clinical faculty associated with this area:

**Naomi Chaytor, Ph.D.** (Spokane campus)

Areas: Adult neuropsychology; cognition and diabetes; ecological validity; medical self-management; depression in neurological disorders.

**Dennis Dyck, Ph.D.** (Spokane campus)

Areas: Clinical psychology; health psychology; multi-family group interventions for schizophrenia, TBI and dementia.

Other clinical training faculty (neuropsychologists) associated with this area:

**Elizabeth Ziegler, Ph.D.** (Spokane VAMC)

Areas: Medical neuropsychology, malingering, forensic neuropsychology, traumatic brain injury, dementia, cerebrovascular disorders and psychiatric conditions.

**Angelique G. Tindall, Ph.D.** (St. Luke's Rehabilitation Institute, Spokane)

Areas: Rehabilitation neuropsychology.

Pullman experimental faculty associated with this area:

Lisa Fournier, PhD: Attention, perception, and action.

John Hinson, PhD: Cognitive neuroscience and decision-making.

Paul Whitney, PhD: Cognitive neuroscience and working memory.

**Diversity Interest Area**

Dr's. Burns, Gartstein, Kwon, and Strand have research and clinical interests in the area of the psychology of diversity. Please see the Diversity and Clinical Psychology link on the Clinical Psychology Program web page for a description of their interests and training opportunities.

**Advanced Quantitative Methods in Psychology Interest Area**

The curriculum in the Department of Psychology at Washington State University provides students with the opportunity to acquire skills in advanced quantitative methods. In addition to the three courses that all clinical psychology graduate students are required to take (i.e., Analysis of Variance and Experimental Design (Psych 511); Correlation, Regression, and Quasi-Experimental Design; and Psychometrics (Psych512)), clinical students also have the opportunity to take two additional courses. These courses are: (1) Applied Structural Equation Modeling (path analysis, structural regression analysis; latent growth curve analysis; multilevel analysis; and mixture analysis) (Psych 516); and (2) Meta-Analysis (Psych 515). Students apply the skills learned in this sequence of five courses to their particular research interests. The goal of this training is to prepare students for research careers. Applicants should contact Dr. Burns if they have questions about this area of training.

### **CLINICAL PSYCHOLOGY PROGRAM REQUIREMENTS**

The courses required for the clinical program are noted below. Elective courses are listed as well. This curriculum was developed to be consistent with our training model to meet APA accreditation requirements. Although it meets the licensure requirements for most state psychology boards, there is no guarantee that it will meet the requirements for all states. Information about specific licensure requirements by state may be found at the Association of State and Provincial Psychology Boards (ASPPB) website <http://www.asppb.org/>.

#### **History and Systems of Psychology**

Psych 504: History of Psychology: Theoretical and Scientific Foundations - Required

#### **Research Methodology and Techniques of Data Analysis**

Psych 511: Analysis of Variance and Experimental Design - Required

Psych 512: Correlation, Regression, and Quasi-Experimental Design - Required

Psych 515: Multilevel and Synthesized Data - Elective

Psych 516: Applied Structural Equation Modeling with Current Software - Elective

#### **Social Aspects of Behavior**

Psych 550: Social Psychology - Required

#### **Biological Aspects of Behavior**

Psych 575: Foundations of Neuropsychology - Required

Psych 574: Clinical and Experimental Biopsychology - Elective

**Note:** Students with interests in clinical neuropsychology should take Psychology 574 and 575.

#### **Cognitive and Affective Aspects of Behavior**

Psych 592: Cognition and Affective Basis of Behavior - Required

#### **Developmental Aspects of Behavior**

Coun Psy 516: Life Span Development and Counseling Issues - Required

#### **Professional Standards and Ethics**

Psych 530: Professional, Ethical, and Legal Issues - Required

**Individual Differences in Behavior**

Psych 533: Adult Psychopathology - Required

**Measurement Theory and Individual Assessment**

Psych 535: Personality Assessment and Diagnosis - Required

Psych 539: Intellectual and Neuropsychological Assessment - Required

Psych 514: Psychometrics - Required

**Diversity Issues in Psychology**

Psych 552: Diversity Issues in Psychology - Required

**Individual and Group Intervention**

Psych 520: Empirical Approaches to Psychotherapy - Required

Psych 543: Child Clinical Psychology: Empirical Approaches to Assessment and Therapy - Required

Psych 544: Medical Psychology: Psychological and Pharmacological Interventions - Required

Psych 534: Clinical Psychopharmacology - Elective

**Clinical Practica**

Psych 546: Counseling Service Practicum (2 semesters)

Minimum of four additional semesters of practicum from:

Psych 545: Psychology Clinic Assessment and Psychotherapy Practicum

Psych 546: Counseling Service Practicum

Psych 547: Medical Psychology Practicum

**Note:** If students are involved in clinical work at an off-campus agency (e.g., VA in Spokane), then students need to register for Psychology 545 (Psychology Clinic Assessment and Psychotherapy Practicum). Most students take two practica each semester as well as practicum during the summer months in order to obtain the necessary hours for their internship applications. Students must also be involved in a psychotherapy practicum each semester in the program at the start of the second year.

**Independent Study**

Psych 600: Independent Study

You may sign up for 600 credits when you are working on research projects with a faculty member.

**Thesis**

Psych 702: Master's Project

Minimum of 4 credits. You must sign up for a minimum of 1 credit each semester until the master's is completed and 2 credits in the semester you have the final defense of the master's project. Also, please note that the number of credits that you list on your program of study will be the number you will be required to take by the Graduate School, the department recommends listing only 4 credits on your Program of Study to avoid complications. Students who enter the program with a non-empirical master's thesis register for Psychology 800 and complete an empirical project.

### **Dissertation**

Psych 800: Doctoral Research, Dissertation

You need to sign up for 20 credits of Psychology 800, and should begin accumulating these credits after completing your master's project. You do not need to complete your preliminary examination in order to register for 800 credits. After completing your master's, you must sign up for a minimum of 1 credit each semester until the dissertation is completed.

### **Clinical Internship**

Psych 595: Clinical Internship in Psychology

You will enroll in two credits of Psychology 595 during the summer session prior to the start of the internship year. Because you are unlikely to have an assistantship at this point, you will probably have to pay for these credits. To reduce the number of credits that you will need to pay for, a grade of X will be assigned for the course until you complete the internship. You should file the internship leave approval form the semester before leaving for internship <http://gradschool.wsu.edu/facultystaff-resources/18-2/>. Enrolling in the summer and completing the leave form will allow you to waive student service fees during the year you are on internship.

## **COURSE SCHEDULING**

Please remember that not all graduate courses are offered every semester. Furthermore, personnel changes and other scheduling considerations sometimes require modifications to the timetable of classes. It is important that you consult with your faculty advisor (major professor) to plan a schedule that will satisfy your program of study. Please respond promptly to feedback from your major professor and the DCT about your course schedule.

## **YEAR-BY-YEAR COURSE GUIDE**

The following information shows the courses that students typically take each year in the clinical program. Students who enter the program with a master's degree should consult with the Director of Clinical Training in regard to which of their previous non-clinical courses (e.g., statistics, social, developmental, history, physiological) will transfer into their Program of Study. In order to be evaluated as equivalent, a syllabus is required for each non-clinical course that you may transfer. Clinical students are required to retake the clinical psychology courses.

### Important notes:

1. All students who are on assistantship are required to enroll in a minimum of 10 credits during the Fall and Spring semesters (18 hours maximum).
2. The Graduate School requires students to be continuously enrolled in at least 1 credit of thesis (702) or dissertation (800) every Fall and Spring semester until they complete the dissertation.
3. The four bases courses listed below are usually taken in the third and fourth years of study.

1. Psych 504: History of Psychology: Theoretical and Scientific Foundations
2. Psych 550: Social Psychology
3. Psych 592: Cognition and Affective Basis of Behavior
4. Coun\_Psy 516: Life Span Development and Counseling Issues

Clinical psychology graduate students are also strongly encouraged to take Coun\_Psy 529: Counselor Supervision: Theory, Research and Practice. Please contact Professor Brian McNeill in the Department of Educational Leadership and Counseling Psychology ([mcneill@wsu.edu](mailto:mcneill@wsu.edu)) if you would like to take this course.

### **Year-by-Year Course Guide (all courses are 3 credits unless otherwise noted)**

#### **Year 1: Fall Semester**

Psych 511: Analysis of Variance and Experimental Design  
 Psych 530: Professional, Ethical, and Legal Issues  
 Psych 533: Adult Psychopathology  
 Psych 535: Personality Assessment and Diagnosis  
 Psych 702: Master's Project (1 credit) [or 800: Dissertation]  
 Psych 508: Special Topics in Psychology: Clinical Skills (1 credit)

#### **Year 1: Spring Semester**

Psych 512: Correlation, Regression, and Quasi-Experimental Design  
 Psych 520: Empirical Approaches to Psychotherapy  
 Psych 539: Intellectual and Neuropsychological Assessment  
 Psych 552: Diversity Issues in Psychology  
 Psych 505: Teaching Introductory Psychology (1 credit)  
 Psych 702: Master's Project (1 credit) [or 800: Dissertation]  
 Psych 508: Special Topics in Psychology: Clinical Skills (1 credit)

#### **Summer: Research on Thesis**

#### **Year 2: Fall Semester**

Psych 575: Foundations of Neuropsychology  
 and/or Psych 514: Psychometrics  
 Psych 546: Counseling Service Practicum  
 Psych 545: Psychology Clinic Assessment and Therapy Practicum  
 Psych 702: Master's Project (3 credits, or 2 credits with another course)

**Note:** Psych 533: Adult Psychopathology (or Coun\_Psy 517: Diagnoses, Psychopathology and Counseling Psychology) and Psych 575 (or Psych 574 Clinical and Experimental Biopsychology) are prerequisites for Clinical Psychopharmacology (Psych 534).

#### **Year 2: Spring Semester**

Psych 544: Medical Psychology: Psychological and Pharmacological Interventions  
 or Psych 543: Child Clinical Psychology: Empirical Approaches to Assessment and Therapy  
 Psych 545: Psychology Clinic Assessment and Therapy Practicum  
 Psych 546: Counseling Service Practicum  
 Psych 702: Master's Project (2 credits)

**Summer: Practicum at one of the clinics**

For the 3rd year and beyond, please use electives, dissertation, or independent study credits to ensure that you are enrolled in at least 10 credits each semester that you are supported by an assistantship.

**Year 3: Fall Semester**

Psych 575: Foundations of Neuropsychology  
 or Psych 514: Psychometrics (whichever wasn't taken the year before)  
 Psych 534: Clinical Psychopharmacology (elective) or one of the bases courses  
 Psych 702 or 800: Master's project or Dissertation

Practicum choices on campus:

Psych 546: Counseling Service Practicum  
 Psych 545: Psychology Clinic Assessment and Therapy Practicum  
 Psych 547: Medical Psychology Practicum (Psych 544 is a prerequisite)

**Year 3: Spring Semester**

Psych 544: Medical Psychology: Psychological and Pharmacological Interventions  
 or Psych 543: Child Clinical Psychology: Empirical Approaches to Assessment and Therapy  
 (whichever wasn't taken the year before)  
 Psych 800: Dissertation  
 Psych 545, 546, or 547: Practicum

**Summer: Practicum at one of the clinics**

**Year 4: Fall Semester**

Psych 800: Dissertation  
 Psych 545, 546, or 547: Practicum

**Year 4: Spring Semester**

Psych 800: Dissertation  
 Psych 545, 546, or 547: Practicum

**Summer: Practicum at one of the clinics**

**Year 5: Twelve-month APA approved clinical internship**

Psych 595: Clinical Internship in Psychology (2 credits)

Students enroll in Psych 595 for 2 credits in the summer when starting the pre-doctoral internship. Students should file the internship leave approval form the semester before leaving for internship <http://gradschool.wsu.edu/facultystaff-resources/18-2/>

### **Course Grade Expectations and Consequences**

Only grades of A and B are considered acceptable for graduate courses in the Clinical Psychology Program at WSU. A grade of C is considered failing and will result in a formal warning letter from the DCT and the CTC will develop a remediation plan (e.g., the student may be required to retake the course). Students must also maintain a GPA of 3.0 or better to remain in good standing (<http://gradschool.wsu.edu/policies-procedures/>). Practicum courses are graded S (satisfactory) or F (fail). A failure in practicum will likely result in the termination of clinical training.

## **SECTION 3: CLINICAL WORK**

### **CLINICAL PRACTICA**

Clinical training occurs in the following manner. In the second year, students see clients at the University Counseling Services in the fall and spring semesters (Psychology 546) as well as perform psychological assessments (e.g., ADHD and LD evaluations with college students) in the Psychology Clinic (Psychology 545). Students entering the program with a master's degree in clinical psychology may have the option of starting their practicum training in their first year, and should consult with the DCT about this option. In years three and beyond, students have some flexibility in tailoring their practicum training sites to their areas of interest. Beginning in the spring semester of the second year, students are asked to select one or more of the on-campus practica (e.g., Psychology Clinic Assessment and Psychotherapy Practicum (Psych 545), Medical Psychology Practicum (Psych 547), and Counseling Services Practicum (Psych 546)). The primary practicum placement for most third year students is Psych 545 in the Psychology Clinic.

Unless granted an exception, all students beyond the second year must be involved in one of these practica placements. Students must also be involved in at least one psychotherapy practicum each semester in years three and four.

Students in the fourth year can also select a secondary practicum at an externship site (e.g., Veterans Hospital in Spokane). Involvement at an externship site requires approval by the clinical faculty. Students who wish to take a secondary practicum at an externship site must write a formal letter to the clinical faculty detailing their anticipated time commitment and training plans (including plans for receiving supervision).

Students are required to be involved in summer practicum each summer starting in the summer after the second year. Students may request exceptions to this policy in order to take part in summer clinical externships or research activities in other cities.

The appendix provides a copy of the professional and psychotherapy skills that students are expected to demonstrate in years two, three, and four of their clinical training. The appendix also describes the assessment skills students are expected to master.

### CLINICAL WORK OUTSIDE THE PROGRAM

Because the clinical faculty have a responsibility to the profession of psychology to ensure that students show appropriate professional behavior during their training years, it is required that all student work of a psychological nature outside of the Clinical Program be approved by the clinical faculty. Thus, students should not engage in research, therapy, assessment, or the teaching of psychology without the prior approval of the clinical faculty. Students are required to make such requests in writing to the Director of Clinical Training who will then present the request to the clinical faculty.

### CLINICAL INTERNSHIPS

The completion of a full-time 12-month internship is a requirement for graduation from the clinical program. The Ph.D. degree is awarded only when both the internship and dissertation are completed. Students are expected to begin the internship at the start of their fifth year.

The clinical program fully conforms to the APPIC (Association of Psychology Postdoctoral and Internship Centers) procedures and requirements pertaining to doctoral clinical internship application and acceptance. You should be versed in those policies and procedures early in the academic year immediately preceding your internship year. These policies and procedures can be found online at <http://www.appic.org/> and <http://www.natmatch.com/psychint/>. Students should track their clinical hours and experiences using a format that is compatible with the APPIC applications (see, for example, [www.mypsychtrack.com](http://www.mypsychtrack.com)). **The CTC requires that the internship agencies to which you apply be accredited by the American Psychological Association (APA).** If you wish to apply to an internship that is not APA accredited, you must receive approval from the CTC before submitting the application. Please provide a written justification to the CTC, who will then consider your request.

Students usually apply for internship in the fall semester of their fourth or fifth year. Students are not allowed to apply for internships until they have passed their preliminary examination and their dissertation proposal has been approved by their committee. Additionally, during the prior Spring semester or the Fall semester when they are applying, students will present a clinical case at a program-wide meeting, which will give them the opportunity to demonstrate their case conceptualization skills and articulate their theoretical orientation to therapy. The student's clinical readiness for internship is evaluated by the clinical faculty in the semester prior to the application process. You are not permitted to apply for doctoral internship until the CTC has judged you to be internship ready.

Early in the Fall semester, members of the CTC will meet as a group with the prospective interns for the purpose of discussing the internship application process and communicating guidelines. The DCT, as well as the other CTC members, will help you identify potential internship facilities that might be a good match for you and assist you with specific items on the internship application form. The CTC understands that the internship interviews will require that you be away from campus, and your schedules (e.g., clinic duty, assistantship hours) will be adjusted accordingly. On APPIC Phase I

Match Day, the DCT and other members of the CTC will be available to consult with any students who receive notification that they did **not** match with an internship program. The DCT and CTC can provide further information and assistance with the application for APPIC Phase II Match, if the student decides to apply for the Phase II Match.

Your doctoral clinical internship agency may provide the DCT with periodic evaluations (e.g., mid-year) of your progress. These evaluations, in turn, will be made available to the CTC. We will not award credit for internship until the director of training at the internship site has informed us that you have fully completed all requirements. The Ph.D. will not be awarded until all program requirements have been met, including completion of the doctoral clinical internship. **Thus, you will not graduate from the clinical program when even a small portion of your internship requirement remains to be completed.** The DCT will not certify to the Graduate School or Registrar's Office that your internship has been completed until confirmation of that fact has been provided by the appropriate authority.

## SECTION 4: STUDENT PROGRESS

### FILING YOUR PROGRAM

Students obtain the following forms from the Graduate School webpage with the exceptions of numbers 2 and 4. The Graduate School webpage will note the specific deadlines each semester for the completion of the scheduling forms for the final defense of the master's project, the preliminary examination, and the dissertation. Students should consult the webpage of the Graduate School for these deadlines ([www.gradschool.wsu.edu](http://www.gradschool.wsu.edu))

The Program of Study for the Master's Degree and the Program of Study for the Doctoral Degree must be submitted to the Graduate Program Coordinator and the Director of Clinical Training for review and approval prior to seeking approval from the Departmental Chair. All other forms should be turned into Graduate Program Coordinator. All of the Graduate School Forms may be found at <http://gradschool.wsu.edu/facultystaff-resources/18-2/>

1. Program of Study for Master's Degree (Graduate School Form)  
This form needs to be completed during the second semester in the program.
2. Master's Project Proposal Approval Form (Departmental Form)  
The student provides this form to his/her committee for completion after the successful defense of the proposal. The student files the form with the Graduate Program Coordinator within 5 business days. This form may be found in the Appendix.
3. Scheduling Exam Form: Final Non-thesis Master's (Graduate School Form)  
This graduate school form needs to be completed and filed with the Graduate Program Coordinator at least 12 working days prior to the final defense of the project.
4. Program of Study for Doctoral Degree (Graduate School Form)  
This form is completed after the completion of the master's degree and 4 months prior to prelim exam date.

5. Prelim Exam Proposal Form (Departmental Form)

The student provides this form to his/her committee for completion after receiving approval from the committee to pursue their Prelim project. The student files the form with the Graduate Program Coordinator within 5 business days. This form may be found in the Appendix.

6. Scheduling Exam Form: Preliminary Examination (Graduate School Form)

This form is completed after the filing of the "Program for Doctoral Degree" form. It must be filed with the Graduate Program Coordinator at least 12 working days prior to the exam date and a minimum of 4 months after your Program of Study for Doctoral Degree form and a minimum of 4 months prior to your final defense.

7. Dissertation Proposal Approval Form (Departmental Form)

The student provides this form to his/her committee for completion after the successful defense of the proposal. The student files the form with the Graduate Program Coordinator within 5 business days. This form may be found in the Appendix.

8. Scheduling Exam Form: Final Ph.D. Exam (Graduate School Form)

This graduate school form needs to be completed prior to the final defense of the dissertation. It must be filed with the Graduate Program Coordinator at least 12 working days prior to the exam date and a minimum of 4 months after your preliminary exam. The final Ph.D. exam must be scheduled within 3 years of successfully completing the preliminary exam.

The Graduate School Policies and Procedure Manual may be found at <https://gradschool.wsu.edu/policies-procedures/>.

The Graduate School's Graduate Students' Rights and Responsibilities document can be found at <http://gradschool.wsu.edu/documents/2015/01/gsrightrresponsibilities.pdf>.

## **MASTERS DEGREE**

All students are expected to obtain an M.S. degree on their way to the Ph.D., unless they come with an acceptable master's degree from another institution. M.S. theses from other institutions should be submitted to the Director of Clinical Training during the summer before enrolling so that acceptability of the thesis can be determined as soon as possible (no later than July 1 in order to be eligible for the higher stipend awarded to students with master's degrees). To be judged acceptable, theses from other institutions must (a) address a topic that fits within the realm of psychology, broadly defined, (b) report the findings from an empirical study (e.g., theoretical papers and literature reviews are not acceptable, although meta-analyses may be acceptable), and (c) be judged to be of equivalent quality as the theses conducted by students in the WSU Clinical Program.

The "non-thesis" M.S. program involves the completion of a publishable paper rather than a formal thesis. It includes at least 30 credit hours, including a minimum of 26 hours of graded course work plus a minimum of 4 credits of Master's Special Problems (Psychology 702). It also requires the completion of the year-long practicum at the University Counseling Services (Psych 546).

The "non-thesis" paper should be a report of an original piece of empirical research performed by the

student. Although the demands for comprehensiveness of treatment, scope, and impact on the field are less than in the dissertation, the research should be original and of publishable quality. Every effort should be made by the student and his/her chairperson to publish the work. Normally it is better strategy in the planning and execution of master's research to address a single question in an elegant and clear manner than to attempt to answer several questions in an unclear and inconclusive manner. The usual emphasis should be on simplicity and elegance rather than on comprehensiveness.

Most decisions regarding format, length, and organization are up to the master's committee. Unless the intention is to publish in a non-APA journal, the non-thesis or thesis paper should be written in the style described in the Publication Manual of the American Psychological Association: <http://www.apa.org/>

### **Procedures for Non-Thesis Research Project**

During the first year of residence, the student selects a faculty member to chair her/his master's committee and direct the master's thesis or project. The chairperson must be a member of the Psychology Department faculty.

The master's committee consists of three or more faculty members, including the chairperson, with a minimum of three members from the Psychology Faculty (exceptions must be approved by the Clinical Faculty and the Department Chair, with final approval from the Dean of the Graduate School). During the Spring semester of their first year, students complete a brief thesis prospectus (see Appendix) and make a brief presentation to the program faculty describing the study that they plan to do. When the student has finished a research proposal (T-1), a meeting of this committee is held (the T-1 meeting) to discuss and approve the research plan. With the approval of the master's project proposal by the committee, the members of the committee then sign the Proposal Approval form (appendix). This form is turned in to the Graduate Program Coordinator and placed in the student's file.

With the successful defense of the proposal and approval from the Institutional Review Board, the student then begins the data collection process. Students do not begin the collection of thesis or dissertation data until their proposal has been approved by all of their committee members as well as the IRB. Students planning to use archival data should consult with their committee chairperson about the appropriate procedure for informing their committee.

### **DATA COLLECTION MAY NOT BEGIN UNTIL THE APPROVAL FORM HAS BEEN RECEIVED FROM THE IRB.**

After the research and paper are completed, an oral examination is conducted (the T-2 meeting). Students must post an announcement of the T-2 meeting along with an electronic copy of the thesis (or thesis equivalent) on the program listserv at least one week prior to the meeting. All Psychology Department members are encouraged to attend. All final examinations are public, and all faculty members, regardless of discipline, are encouraged to attend those of interest to them. Although any member of the public at large may attend final examinations, only faculty members may ask questions and vote. Students are welcome but may not participate in the examination.

It is expected that the student will *complete the T-2 by the end of the second year of residence.*

An electronic copy (PDF) of the master's paper **must be sent to the Graduate Program Coordinator of the Psychology Department at least 1 week before the oral examination.** An electronic copy (PDF) of the final version of the thesis must be given to the Department of Psychology. The final PDF version will be available on the department SharePoint site.

The student should consult the "Policies and Procedures" of the Graduate School (as described in the Graduate Study Bulletin; <https://gradschool.wsu.edu/policies-procedures/>) for university requirements. Since specific requirements change periodically, the student should contact the Graduate School early in the master's project for information about program, examination, and graduation forms to be filed and deadlines for each. Currently, for example, the forms to schedule the defense of the master's project must be turned into the Graduate School a minimum of ten business days prior to the defense. This is why the department requires them to be turned in to the Graduate Program Coordinator 12 business days prior to the scheduled defense date.

## **THE DOCTORAL DEGREE**

The Ph.D. Program of Study must include at least 72 credit hours of course work and research, including a minimum of 34 hours of graded course work. In addition, a preliminary examination and dissertation are required. Preliminary examinations occur during the third year. The prelim committee and the dissertation committee do not have to be the same, but if you have a different committee for your dissertation, you will need to complete and file a Committee Change Form with the department, who will then send to the Graduate School (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>).

### **1. The Preliminary Examination**

Students will usually take their preliminary examination during the spring semester of their third year.

Because the knowledge domains of clinical psychology are constantly changing, it is important that students demonstrate their ability to master particular areas of clinical psychology in an independent manner that goes beyond the knowledge taught in the clinical courses. This goal represents one way that the program attempts to meet the objective 3e from the Guidelines and Principles for Accreditation of Programs in Professional Psychology. This objective is:

3. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

- (e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.

The program provides three options for students to demonstrate these skills.

#### Option 1: Specialty Examination

For the specialty examination the student will select three areas from the following areas for their examination:

1. Psychological Assessment
2. Adult Psychopathology
3. Child Psychopathology
4. Psychotherapy with Adults
5. Psychotherapy with Children
6. Neuropsychology/Neuropsychological Assessment
7. Cultural and Diversity Issues in Clinical Psychology
8. Professional, Ethical, and Legal Issues
9. Health Psychology
10. Clinical Research Design and Methodology (e.g., psychotherapy outcome research, program evaluation)

Students also may suggest an area for study to the clinical faculty for consideration. The area must be approved by the clinical faculty.

After the student has decided on the three areas, the student will then form a preliminary examination committee consisting of at least three faculty from the Department of Psychology. The student, with guidance from his or her committee, will create a reading list for each area. This reading list will be considered a framework to guide the student's preparation as the student will be expected to go beyond this reading list (e.g., current journals) in her or his preparation. When the student is ready, the student will take three, 4-hour examinations, one on each of the three areas. The number of questions on the examination will be determined by the student's committee and the student's committee will have the responsibility for the evaluation of the student's performance on the examination. Students may be given a second attempt to pass the examination. Failure to pass the examination on the second attempt results in dismissal from the program according to the rules of the graduate school.

### Option 2: Specialty Paper

For the specialty paper, the student will form a committee consisting of at least three faculty from the Department of Psychology. The purpose and format of this paper will be similar to the articles that appear in journals such as **Psychological Bulletin** and **Clinical Psychology Review**. Students who are considering this option may wish to review recent issues of these journals to obtain a better understanding of the purpose and format of the specialty paper. The paper must represent a scholarly review, integration, and/or theoretical analysis of a topic area that makes a contribution to the literature. The length of the paper should not exceed the length that would be publishable as a review article in a journal.

In conjunction with the chair of the committee, the student will first decide on the topic and prepare a tentative outline for the paper. Once the chair has approved this outline and the student has discussed the outline with the other committee members, the student will give an oral presentation (e.g., 20 minutes) on the framework of the paper to the committee. The outline should be approximately two to four pages. The outline should convey the sense that there is sufficient literature to support the paper, but does *not* need to include most or all of the references that eventually will be used.

Once the committee has approved the outline for the paper, the student will write the paper. When the student has finished the paper, the student will give a copy to the major professor and once it is acceptable to the major professor, the other committee members will receive a copy of the paper. The committee will provide the student with written feedback on this version of the paper. The student will then prepare a revision of the paper. With the completion of the revision, the student will give the paper to the committee again. After each committee member has read the paper, the student and chair will schedule the balloting meeting (to schedule the ballot meeting requires the completion of a Graduate School Form, the Preliminary Examination Form). At this meeting the student will give a twenty-minute summary of the paper. After this summary, the student will be asked questions about the paper by the committee.

If the student's paper/presentation does not receive a passing vote at the balloting meeting, the student may be given a second attempt to rewrite the paper and prepare a second presentation. Failure to pass on the second attempt results in dismissal from the program according to the rules of the graduate school.

It is possible for the specialty paper to overlap with the dissertation proposal (D1). If the two projects involve the same topic, then material from the specialty paper may be used as part of the literature review for the D1. However, both documents should be able to stand alone and the specialty paper is not simply the literature review for the D1 (i.e., the literature review for an empirical study would not typically be publishable as a review article). It may be permitted to combine the preliminary examination defense with the dissertation proposal meeting, if the committee agrees to this format, but this approach is discouraged.

### Option 3: Grant Application

Students are also encouraged to submit their own extramural funding proposals (i.e., grant applications), which represents a third option for the preliminary exam. The experience of writing a grant application requires independent mastery and integration of psychological knowledge, and can be an invaluable training experience early in one's career. The prototypical graduate student grant application is the Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows (F31). These applications are formatted similarly to faculty grant awards, and require sections in which existing scientific literature is reviewed. Other student funding mechanisms, such as the Graduate Council Research Fellowship from the National Science Foundation, though encouraged, are too limited in scope to meet requirements of the preliminary exam. Students who wish to consider applying for a fellowship from some other agency, and to use that application for the preliminary exam, must receive clearance from their committee in advance if the F31 (see above) is not their chosen mechanism.

The procedure for forming a committee and proposing the project is the same as for Option 2. However, because the grant review process takes a considerable amount of time, students who wish to pursue this option are encouraged to begin planning in advance (i.e., start discussing the project and forming a committee before completing the master's thesis).

## **2. The Dissertation**

Following successful completion of the preliminary examination, the student officially becomes a candidate for the Ph.D. degree. The dissertation must be completed within three years of passing the preliminary exam. Many of the considerations that define an appropriate dissertation and its approach, type of data, design, etc. are dictated by the nature of the problem chosen for study and cannot adequately be anticipated or delineated in a formal policy statement. However, in general, the dissertation is a scholarly, original study that represents a significant contribution to the knowledge base of psychology. It should be a major piece of research, comprehensive in scope. Generally, a dissertation should be designed with strong theoretical underpinnings, rather than being strictly exploratory.

**Students cannot apply for internship until the dissertation proposal has been approved.**

The dissertation committee consists of a minimum of three faculty members from the Department of Psychology. If your dissertation committee is different than your prelim committee, a change of committee form is required by the Graduate School. The dissertation must deal with a problem that lies within the doctoral committee chairperson's direct expertise and not in an area with which he/she is only marginally acquainted.

After the chair has approved the student's proposal, the student then gives the other committee members a copy of the proposal. After the committee members have had an appropriate amount of time to read the proposal (i.e., at least 10 working days), the student then schedules a meeting for the oral defense of the proposal. This meeting is referred to as the D-1. The Dissertation Proposal Approval Form (appendix) must be signed by the committee members after this meeting and placed in the student's file.

With the successful defense of the proposal and approval from the Institutional Review Board, the student then begins the data collection process.

**DATA COLLECTION MAY NOT BEGIN UNTIL THE APPROVAL FORM HAS BEEN RECEIVED FROM THE IRB.**

After the research and dissertation are completed, a final oral examination is conducted (the D-2 meeting). Primary responsibility for conducting this examination belongs to the doctoral committee, but it is a public meeting, open to any member of the public at large. Students also are welcome to attend the meeting.

Students must post an announcement of the D-2 meeting along with an electronic copy of the dissertation on the program listserv at least one week prior to the meeting. At least 10 working days prior to the oral defense (D-2), the student must email a PDF copy of the dissertation to the Department Graduate Program Coordinator. Following the oral examination, an electronic copy (PDF) of the final dissertation must be provided to the Psychology Department Graduate Program Coordinator no later than the date of graduation. This copy will serve as the public copy and be added to SharePoint by the department or emailed upon request.

The student should consult the "Policies and Procedures" of the Graduate School (as described in the *Graduate Study Bulletin*; <https://gradschool.wsu.edu/policies-procedures/>) for university requirements. Since specific requirements change periodically, the student should contact the

Graduate School early in the dissertation project for information about program, examination, and graduation forms to be filed and *deadlines* for each.

## **THE PREPARATION AND EVALUATION OF MASTER'S PROJECT AND DISSERTATION PROPOSALS**

As mentioned above, both the dissertation research and the master's research require a formal research proposal that is evaluated in a meeting of the doctoral or master's committee. The following is a guide to the preparation of such proposals and the conduct of the appropriate meetings. It is intended as a guide only, and the degree to which it is adhered may vary somewhat, depending on the chairperson of the relevant committee.

### **1. Orientation**

- a. The meeting at which the non-thesis research proposal is presented to the master's committee generally is referred to as the "T-1" meeting, and that at which the dissertation proposal is presented to the doctoral committee is referred to as the "D-1" meeting.
- b. The function of the T-1 or D-1 meeting is discussion and evaluation of the proposal, resulting in a judgment of feasibility and scientific merit and an action accepting the proposal, recommending changes, or rejecting the proposal.

### **2. Selection of the committee**

- a. The selection should involve faculty most knowledgeable in the area of the research.
- b. The student and the committee chair will develop a list of possible committee members. Thereafter it is the student's responsibility to contact these nominees to determine their willingness to serve and to prepare all necessary forms.

### **3. Preparation of the proposal**

- a. The relative involvements of student and chairperson may vary rather widely, depending on the people involved, the student's background, and the nature of the research problem. It is of value to discuss relative contributions, responsibilities, and authorship at this stage. The American Psychological Association's *Ethical Principles of Psychologists* should be the guide.
- b. The student, under the direction of the chairperson, is responsible for a literature search, identification and contact with current researchers, preparation of the proposal, and ensuring the development of required skills and competencies. The student is also responsible for consideration and solution of logistical problems related to the research.
- c. Other members of the committee may be involved at this stage in a "consultant" capacity.
- d. The chairperson of the committee should edit and give preliminary approval of the proposal before it is submitted to the other committee members.

#### **4. Format of the proposal**

- a. Title, name of investigator, and abstract.
- b. Statement of the major objectives of the work and its significance in relation to the present state of knowledge in the field and to other work in the field.
- c. Summary of relevant research literature, including details germane to the proposed research. Considerable care should be taken with this, for it is used as an index of scholarly preparation for the project.
- d. A step-by-step theoretical and/or empirical development of the questions or hypotheses to be investigated.
- e. Methods
  1. Participants, including relevant background information concerning development, health, age, sex, species, and the like.
  2. Measures.
  3. Equipment.
  4. Design.
  5. Procedure. This should include a step-by-step analysis of preliminary and experimental treatments, and a rationale for what is to be done, including controls. Procedural contingencies, depending on outcomes, also should be described.
  6. Principal procedures for data analyses should be described, including supplemental analyses where appropriate.
- f. A statement of expected results or (when possible) preliminary results. It is usually a good idea to consider other outcomes and show how something productive can be said about the problem regardless of outcome.
- g. A general statement of the significance of the potential outcome(s).

#### **5. Preparation for the T-1 or D-1 meeting**

- a. The T-1 and D-1 meetings will include the student, his/her committee, and any other faculty who wish to attend the meeting.
- b. Multiple copies of the complete proposal should be prepared, one for each member of the committee.
- c. It is the student's responsibility to determine the availability of committee members and to schedule a time and place for the meeting. The chair of the committee will notify the clinical faculty as to the time and location of the D-1 meeting.

#### **6. Procedures in the T-1 or D-1 meeting**

- a. Generally, the meeting is informal, but the degree of formality varies with chairpersons and committees. The D-1 is more formal than the T-1.

- b. Regardless of the formality, the student usually is asked to cover most of the following list of topics in a presentation that lasts approximately 30 minutes. Most of these topics concern what already is available in the proposal, but they remind the committee of details, help maintain a logical order, and permit the student briefly to summarize the proposal.
  1. Statement of background, interests, and professional goals of the student (this should be very brief).
  2. Why do you have a particular interest in this problem area? How is it related to your goals?
  3. Theoretical or empirical background, leading to a precise statement of hypotheses or questions to be investigated.
  4. Statement of procedures, including subjects, apparatus, steps in procedure, and time schedule.
  5. Description of design, showing how the design will answer questions.
  6. Statement of predicted results.
  7. Description of proposed statistical treatment.
- c. Committee questions may relate to any of the above points, or to any other matters relevant to the dissertation and/or the student's graduate and professional experience.

**7. The committee's role and responsibility:**

- a. The committee members judge the significance, soundness, and feasibility of the proposed research and the ability of the student to carry it to a successful conclusion.
- b. The action of the committee at this meeting may be:
  1. To accept the proposal as presented.
  2. To suggest changes in the procedure.
  3. To suggest limitation or expansion in the scope of the research.
  4. To suggest a different emphasis or direction.
  5. To reject the proposal.
- c. Actions 2, 3, 4, or 5 above may or may not require additional meetings of the committee.
  1. If an additional meeting is scheduled, responsibilities for scheduling, distribution of materials, etc. should be as described above.
  2. If an additional meeting is not required but changes are needed, the student should prepare a statement of those changes and distribute a copy to each committee member.
- d. Rejection of the proposal generally results in the selection of a new problem. Depending on how much this deviates from the original problem, a change in committee or chairperson may be warranted.

## 8. Roles and responsibilities of the student, chair, and committee

- a. The chairperson should be cognizant of progress in all stages of the research.
- b. Periodic informal reports of progress should be made to other committee members, either by the student or the chairperson.
- c. Significant changes in design or procedure should be reported to each member of the committee. The determination of "significant" will be made by the student and his/her chairperson.
- d. Additional meetings of the committee may be called at the discretion of the chairperson. Otherwise, the other committee members serve in a consultant capacity.

## 9. Grievances

Grievances by the student, if not resolvable, may be discussed with one or more of the following people: The committee chairperson, the Director of Clinical Training, and the department Chair. If the matter cannot be resolved at the Department level, the student can seek resolution at the College or University level, as described in WSU policies for student conduct. Please see [www.gradschool.wsu.edu](http://www.gradschool.wsu.edu)

## FUNDING

There are a variety of financial assistance programs available within the Department of Psychology. The most common forms of support are teaching and research assistantships. Other forms of support are teaching and work-study stipends. Acceptance into the graduate program does not guarantee financial support, but the vast majority of the students in the program in recent years have received support. **You should become a state of Washington resident as soon as possible because then you will be eligible for in-state tuition waivers.** Out-of-state tuition waivers are provided during the first year only. See residency website (<http://residency.wsu.edu>) for more information and start the process upon your arrival to Washington.

### Your Job as a TA or RA

If you hold a teaching or research assistantship appointment, your duties will be determined after the class schedules and job preferences of all TAs and RAs are known. The assignment of TAs is a complex juggling act: trying to avoid requiring a TA to be two places at the same time and satisfying as many people's preferences as possible. Kendra Cochrane will be able to help you if you have questions or problems.

Your appointments are renewed annually, if funds are available. If you are a TA/RA, your 20 hour/week appointment begins on August 16. Plan your arrival in Pullman accordingly and be here in time to begin performing your duties on that date. Your 9-month assistantship ends on May 15. You should plan to remain in Pullman until this end date.

The following is the departmental policy concerning financial (TA, RA, fellowship) assistance for graduate students. Note that eligibility is not meant to imply any guarantee of support. Other circumstances such as availability of funds must be considered in granting financial assistance.

Persons who enter the Ph.D. programs without prior graduate school experience ordinarily will be eligible for financial support during their first 4 years in residence. Under ordinary circumstances students will be eligible for 2 years of support prior to completion of the M.S. degree. Persons who have not completed all requirements (including an oral exam) for the M.S. degree by August 1 of their second year will have a lower probability for funding in their third year relative to students who have completed their master's project by this date.

The Department Chairperson has the responsibility to judge when exceptions are appropriate due to "extraordinary" circumstances and the level of support to be granted to individual students.

A couple of reminders: Students on TA appointments must be registered for 10 credit hours at least one month before the semester begins in order for you to be paid. You must maintain at least a 3.0 GPA, have no outstanding incomplete grades of more than one semester or summer session's duration, and be doing the job that is required of you. It is rare that a TA/RA appointment is revoked; however, it is your responsibility to see that neither the department nor you are put in an uncomfortable situation.

Application of these criteria, based on "normal" progress, may be made difficult by extenuating circumstances. In addition, because state funds are allocated on the basis of teaching needs, specific departmental teaching needs must be taken into account. In general, priority for department support will be given to students based on factors such as normal progress and the ability or experience required to meet specific departmental needs. Priority for department financial support will be reduced by a student's lack of normal progress or because he or she has exceeded the number of years for which students are eligible. The Chair does not make final decisions about "non-departmental" support, such as research assistantships supported by grants, or about positions outside the department.

### **Clinical Assistants (CA)**

The Psychology Clinic has three to four CA positions. Teaching assistantship monies fund these CA positions. Students may apply for these CA positions in their third and fourth years in the program.

## **STUDENT EVALUATIONS**

The Council of Chairs of Training Councils developed a model policy for the comprehensive evaluation of student competence in professional psychology programs. The clinical psychology program at Washington State University has adopted this policy (see <http://www.cctcpsychology.org/resources/>). The next three paragraphs describe this model policy with the final paragraphs in this section describing the implementation of this policy within the clinical program at Washington State University.

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a

student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Within the Ph.D. program in clinical psychology at Washington State University, each student's professional competence and progress toward the Ph.D. are evaluated in a number of ways—course grades, practicum performance, professional behavior, progress on thesis, preliminary examinations, and on the dissertation. All aspects of a student's progress (completion of program requirements and acquisition of professional, clinical, teaching, and research skills) are evaluated annually by the clinical faculty.

At the end of the fall semester, the clinical faculty reviews each student's progress through the program. The primary purpose of this mid-year review is to identify students having difficulties and to put in place a plan to aid the student with his or her continued advancement in the program. The Director of Clinical Training and the student's advisor are responsible for meeting with those students

identified as of concern and documenting a course of remedial action. More formal evaluations are completed at the end of the spring semester each year. Prior to this evaluation meeting, students complete a form that summarizes their performance in their courses, practica, teaching, and research. Students provide the Director of Clinical Training and their advisor a copy of this form prior to the student evaluation meeting. Students also meet with their advisor prior to the meeting to discuss their progress. The Director of Clinical Training also obtains written evaluative information from students' clinical, teaching, and research supervisors prior to the student evaluation meeting.

The entire clinical faculty attends the evaluation meeting in the spring semester. In addition, experimental faculty who have input to provide are encouraged to attend or, if they cannot attend the meeting, are asked to provide their input in writing. At this meeting, each student's progress toward graduation is discussed in detail on a number of professional competence dimensions:

- (1) quality of academic work;
- (2) overall clinical skills;
- (3) overall research skills;
- (4) progress through the program;
- (5) performance of assistantship duties;
- (6) openness to supervision and responsiveness to feedback;
- (7) interpersonal and professional competence;
- (8) self-awareness;
- (9) manifestation of appropriate professional and ethical behavior;
- (10) problem areas, if any, and suggestions for remediation; and
- (11) evaluation of overall professional competence and progress.

The student's advisor summarizes the comments of the faculty as these various areas are discussed for each student in this meeting. With the completion of the meeting, the student's advisor meets with the student to provide him or her with verbal and written feedback (i.e., the student is provided with a copy of the evaluation form). If students have any questions about their evaluation, they may also meet with the Director of Clinical Training. In addition, whereas formal feedback is provided once per year, students should feel free to discuss all aspects of their progress through the program with their advisor or the Director of Clinical Training at any time. Significant deficits in the student's progress on the professional competence dimensions (see above) can result in the clinical faculty recommending to the Graduate School at Washington State University the dismissal of a student from the program and/or assistantship.

The Appendix contains a copy of the yearly student evaluation form. This form is used by the faculty to evaluate the student's progress on the above eleven dimensions.

The Graduate School at Washington State University requires that all departments/programs conduct an annual review of each graduate student in the spring semester (see Academic Procedures and Standards at [www.gradschool.wsu.edu](http://www.gradschool.wsu.edu)). The spring evaluation of the clinical psychology graduate students covers all the requirements of the Graduate School (i.e., course work, research, examinations, and progress toward graduation). The evaluation of the clinical students also covers other aspects of professional competence as described above.

## **REMEDATION POLICY AND PROCEDURES**

If (a) a student's performance is evaluated as less than satisfactory during the course of the annual review procedure, (b) the student's academic performance falls below the minimum acceptable level during the course of the year (e.g., the student receives a C in a required course or the student's GPA drops below 3.0), or (c) the student demonstrates behaviors that are a cause for serious concern during the academic year (e.g., serious difficulties during supervision or practicum training), the CTC will discuss the issue and draft a remediation plan. The DCT, the student's major professor, and the student (and when appropriate the practicum supervisor, clinic director, or another party issuing the cause for concern) will then meet to discuss the concern and the remediation plan. Following this meeting the plan may be modified. The final plan will be presented in writing and will include steps for correcting the problem, criteria for satisfactorily addressing the problem, and consequences for failing to satisfactorily address the problem. After the student receives the written plan, the student will meet with the DCT and major professor to discuss the plan and address any questions that the student may have about the plan. The plan will also contain target outcomes and dates for follow-up assessment of progress. This written document will be signed by the DCT, the student, the student's major professor, and any appropriate third parties (e.g., clinic director, supervisor), with copies given to all parties involved and placed in the student file. Throughout the remediation period students are encouraged to meet regularly with their major professors and the DCT to discuss their progress with the plan. This group (DCT, student, major professor, etc.) will then meet on the follow-up date(s) to assess the student's progress with the remediation plan and provide the student with feedback regarding his or her progress on the remediation plan. Based on the relevant evidence (e.g., course grades if it is an academic issue, progress on thesis or dissertation if it is an issue of failing to make appropriate progress, supervisor feedback if it is a clinical issue), this group will recommend to the CTC either that (a) the student has remediated and no further remediation is necessary, (b) that the student is making progress but that the remediation plan needs to be continued or adjusted, or (c) that the student has not been able to remediate and may need to be terminated from the clinical program (see section below).

### **METHODS USED TO FACILITATE PROGRESS OF STUDENTS EXPERIENCING DIFFICULTY IN THE PROGRAM**

When a student experiences difficulties in the training program, several steps may be taken. These include, but are not limited to: (a) reducing the student's course load, (b) approving a request for a leave-of-absence, (c) referring a student for medical treatment or psychological therapy, (d) requiring additional semesters of practicum or other clinical experience beyond the minimum normally required by the program, and (e) providing additional faculty mentoring and encouragement.

### **GRIEVANCE PROCEDURES**

If (a) there is a complaint against a student, (b) a student objects to a negative evaluation or a proposed remediation plan, or (c) a student objects to any other CTC decision concerning that student, the student has the right to meet with the CTC and directly represent himself or herself.

If a student has grievances or problems with a specific faculty member, supervisor, or with the program, the student is first directed to the relevant faculty member or student's committee Chair. If there is a failure to resolve the matter at that level, the matter should be referred to the Director of Clinical Training. At this point the student may also meet with the CTC to discuss her or his

grievances. If there is a failure to resolve at that level, the matter should be referred to the Department Chair for resolution. If the matter cannot not be resolved at the Department level, the student can seek resolution at the College or University level, as described in WSU policies for student conduct. Please see <http://gradschool.wsu.edu/policies-procedures/>

## **POLICIES AND PROCEDURES TO TERMINATE THE ENROLLMENT OF STUDENTS**

The attrition rate in the clinical program is low. When a student does leave, it is usually for a personal reason (e.g., incompatible program fit) rather than an academic reason. There have been a few instances in the past, however, when students have been counseled out of the program, and there have been instances in which students have been terminated for academic reasons. Failure to meet Program, Departmental, or Graduate School requirements (e.g., timeline on research, passing the comprehensive exam) is grounds for termination. Unethical behavior, such as plagiarism and other forms of academic dishonesty, or unethical behavior in a clinical setting is also grounds for termination.

## **LEAVES OF ABSENCE**

Students who have personal difficulties (e.g., serious illness) that prevent them from participating in the program for a given period of time may request a leave of absence from the program for one year. Further requests for leave will be evaluated after that period. To request a leave of absence, the student submits a request for a leave to the Director of Clinical Training for consideration. The Director of Clinical Training will then forward the recommendation to the Department Chair who is responsible for Departmental approval. If approved at the Departmental level, the Chair forwards the request to the Graduate School for consideration. Students taking a leave of absence must complete the Graduate Leave form and file it with the Graduate School (<http://gradschool.wsu.edu/facultystaff-resources/18-2/>). The Policies and Procedures Manual of the Graduate School provides additional information on the Leave of Absence Procedure.

## **GRADUATE STUDENTS' OBLIGATION TO ETHICAL BEHAVIOR**

### **Adherence to the Ethical Principles and Code of Conduct of the American Psychological Association**

You will be governed by the applicable principles of the current version of the American Psychological Association's **Ethical Principles and Code of Conduct** during the time you are in graduate school. The ethical principles and code of conduct can be obtained online from the following website: <http://www.apa.org/ethics/code/index.aspx>. You will be asked to read this document in the first week of your training, and to sign a form to indicate that you have read this document. You will abide by its standards throughout your training at WSU (and beyond!). Violations of these principles and standards may constitute grounds for dismissal from the program.

The APA Ethics Code will be discussed formally in Psych 530: Professional, Ethical, and Legal Issues, including implications and applications for graduate students in training. Students will also have many formal opportunities for discussion of ethical principles throughout their coursework, research, and clinical experiences as well as have the opportunity to apply these principles in a variety of settings.

### **Academic Honesty**

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written presentation in which the writer does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of the other scholars as if it were their own. Plagiarism is a serious offense. *An act of plagiarism within a course may lead to a failing grade on the assignment, paper, or exam in the course as well as other sanctions. An act of plagiarism in a thesis, dissertation, or other research contribution will also be met with severe consequences that may include termination from the program.*

## **PROFESSIONAL BEHAVIOR AND STANDARDS OF CONDUCT**

Students are expected to attend all classes, TA/RA meetings, team meetings, and scheduled supervision sessions. Students must receive permission from their instructor for any absences except in the case of illness or other emergency. Students are also expected to respond to emails or other messages from the DCT, other program faculty, or their supervisors in a timely manner.

### **Public Professionalism - Websites, Blogs, Email, and Voicemail**

Increasingly, as information becomes more widely available through the internet, lines between public and private information are blurring. Many students have websites, blogs, email signature lines, and voicemail/answering machine messages that are entertaining and reflect their personal preferences and personalities. However, students should consider the potential impact of this information on their professional image. For example, if the student uses his/her telephone or email account for professional purposes, clients, research participants, and potential employers may view the student as less professional than desired. Also, according to information collected by the Council of University Directors of Clinical Psychology, clients, graduate and internship programs, and potential employers may all conduct internet searches and use the resulting information in decisions about therapy, or job interviews or offers. Legal authorities also view websites for evidence of illegal activities.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the graduate program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. For example, if a student reports doing something unethical or illegal on a web blog, or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information), then the program may use this information in student evaluation, including decisions regarding probation or termination.

Thus, students are encouraged to consider the use of personal web pages and blogs, email, and other electronic media carefully. They should attend to what content to reveal about themselves in these forums, and whether there is any personal information that they would not want program faculty, employers, or clients to read or view. Anything on the internet is potentially available to all who seek. Students who use these media should also consider how to protect the security of private information.

### **Use of Laptops in Class**

Student use of laptop computers is permitted in class insofar as they are used for note-taking and in compliance with course syllabi and instructor guidelines. The use of laptops for other purposes (e.g., Facebook, instant messaging, video chat, playing games, internet browsing, etc.), except as explicitly authorized by the course instructor, constitutes unprofessional behavior. The use of other electronic devices during class is prohibited. Students misusing laptops or using other electronic devices during class (e.g., texting on cell phones) may be dismissed from class and may receive other disciplinary consequences at the discretion of the instructor and/or the CTC. Professional behavior constitutes an important domain in faculty evaluation of student performance.

### **Consensual Relationships**

**The WSU policy on consensual relationships between faculty and students can be found at**

[http://public.wsu.edu/~forms/HTML/EPM/EP28\\_Faculty-Student\\_and\\_Supervisor-Subordinate\\_Relationships.htm](http://public.wsu.edu/~forms/HTML/EPM/EP28_Faculty-Student_and_Supervisor-Subordinate_Relationships.htm)

Keep in mind that this policy applies to you both in your role as students, but also in your role as teaching assistant, research assistant, or course instructor.

### **RECOMMENDATION TO RETAIN YOUR SYLLABI**

It is recommended that you permanently retain a copy of the course syllabus for each of the graduate courses you take during your program of study at WSU, as well as a copy of the **Graduate Bulletin**. Such information is occasionally useful to various state licensing boards, to the National Register of Health Service Providers in Psychology, or to other agencies as they review your application for licensure or other credentialing.

### **A DATE YOU MAY NEED TO KNOW IN THE FUTURE**

Our graduates occasionally call to obtain the date the clinical psychology program at WSU was initially accredited by the American Psychological Association. Such information is sometimes called for on various application forms. The WSU doctoral program in clinical psychology has been fully accredited by the American Psychological Association since February 14, 1956.

### **A FINAL REQUEST**

**Please keep your address, e-mail, and telephone number current with the DCT, the Psychology Department, and the WSU Alumni Office after you graduate!** The program or the department occasionally finds it necessary to contact its graduates, and it is important that we maintain up-to-date contact information, particularly to gather information from our past graduates that is needed for reaccreditation and for the annual report required by APA.

## Appendixes

I.	Psychotherapy Supervision Evaluation Form	36
II.	Psychological Assessment Supervision Evaluation Form	41
III.	Clinical Psychology Graduate Student Evaluation Form	43
IV.	Thesis Prospectus Form	47
V.	Master's Project Proposal Approval Form	48
VI.	Preliminary Examination Proposal Form	49
VII.	Dissertation Proposal Approval Form	50
VIII.	Program Timeline	51
IX.	Student Learning Outcomes	54

**WASHINGTON STATE UNIVERSITY  
CLINICAL PSYCHOLOGY GRADUATE PROGRAM  
SUPERVISION EVALUATION FORM**

Note: This form evaluates clinical micro skill performance as appropriate for the student's practicum year of training.

Student:

Supervisor:

Current Semester/Yr:

Date:

Student's Practicum Yr:

1<sup>st</sup>

2nd

3rd

4th

5th

**Progress:** VG (Very Good), G (Good), S (Satisfactory), NW (Needs Work), US (Unsatisfactory), N/O (Not Observed).

1.	<b>Professional Standards:</b>	<b>Progress</b>
<b>All Years</b>	a. Works within the guidelines of APA, state, and federal regulations for practicing psychology (requires appropriate consultation and supervision)	
	b. Openness to supervisory feedback which includes accepting direction, willingness to acknowledge and correct errors, and follow through on recommendations	
	c. Prepares for supervision (tapes, files, self awareness, understanding, and reflection)	
	d. Works collegially and collaboratively with fellow professionals, peers, and staff	
	e. Timeliness – completing notes, reports, arriving promptly for meetings and appointments	
	f. Completes client files at the end of the semester in accordance with clinic policy	
	g. Maintains an organized, disciplined approach to writing and maintaining notes and records	
<b>2.</b>	<b>Diversity:</b>	
	a. Knowledge of self (worldview including beliefs, values, attitudes, biases, stereotypes, stimulus value, and related strengths/limitations) and how this effects clinical work with diverse others	
	b. Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)	
	c. Multicultural competence in assessment and treatment by seeking appropriate consultation, research/reading, and supervision	
<b>3.</b>	<b>Skills in the Application of Theory and Research:</b>	
	a. Development of skills and habits in seeking and applying theory and research knowledge relevant to the practice of psychology in a clinical setting	
	b. Outside of class reading of clinical theory and treatment to broaden framework and skill sets	
<b>4.</b>	<b>Psychological Assessment Skills:</b>	
	a. Systematically gathers data to inform clinical decision making	

	b. Integrates assessment data from different sources to inform clinical decision making	
	c. Formulates and applies diagnoses, understanding the strengths and limitations of diagnostic approaches	
	d. Writes integrative reports that answer a clear and concise testing referral question	
	e. Can identify and select a testing battery (with consultation) that provides diagnostic clarification and informs the referral question	
<b>1.</b>	<b>Clinical Interviewing, Treatment Planning, and Intake Report Writing Skills:</b>	
<b>1<sup>st</sup> Year</b>	a. Establishes rapport (working alliance including mutual goal setting)	
<b>Practicum</b>	b. Conducts an initial structured clinical interview gathering client information and symptoms	
<b>(2<sup>nd</sup> Year</b>	c. Formulates and applies diagnoses	
<b>Students)</b>	d. Formulates basic conceptualizations using an empirically supported clinical orientation(s)	
	e. Writes concise, grammatically correct reports without pejorative language/overpathologizing	
	f. Develops treatment plans according to the needs of the client.	
	g. Assesses treatment progress and outcome.	
	h. Links concepts of therapeutic process and change to intervention strategies and tactics.	
<b>2.</b>	<b>Attending and Expanding Skills:</b>	
	a. Uses eye contact	
	b. Uses vocal qualities	
	c. Uses verbal tracking skills	
	d. Uses body language	
	e. Uses open ended questions	
	f. Uses observation skills	
<b>3.</b>	<b>Empathy Skills:</b>	
	a. Encourages and validates	
	b. Paraphrases	
	c. Summarizes	
	d. Reflects	
	e. Connects content to emotions	
	f. Makes meaningful empathic statements	
<b>4.</b>	<b>CBT Skills:</b>	
	a. Conducts psychoeducation, coping skills training, and stress management	
	b. Conducts assertiveness and boundary setting training	
	c. Conducts social skills training	
	d. Identifies and confronts maladjusted thinking (distortions, automatic thoughts, core beliefs, etc.)	
	e. Identifies and confronts inflexible schemas	
	f. Uses daily thoughts, feelings, and behavioral monitoring logs/journals	

	g. Identifies triggers to maladjusted behaviors/coping	
	h. Develops effective homework(s)	
	i. Develops and conducts hierarchical exposure treatment	
<b>5.</b>	<b>Insight Building Skills:</b>	
<b>2<sup>nd</sup> Year</b>	a. Connects family of origin dynamics with current thoughts, feelings, and behaviors	
<b>Practicum</b>	b. Uses interpretation	
<b>(3<sup>rd</sup> Year</b>	c. Uses bridging statements	
<b>Students)</b>	d. Identifies and explores patterns of behavior	
	d. Comfortable with difficult and intense emotions	
	e. Expands and elaborates affect	
	f. Explores and processes affective triads (primary and secondary emotions)	
<b>6.</b>	<b>General Therapy Skills:</b>	
	a. Differentiates between process and content and can appropriately use both	
	b. Differentiates between problem solving and exploration and can appropriately use both	
	c. Deals with conflict and negotiates differences with clients	
	d. Understands and maintains appropriate professional boundaries with clients	
	e. Awareness and understanding of transference and counter transference.	
	f. Effectively triages suicidal and/or homicidal symptoms	
	g. Develops richer and more meaningful conceptualizations	
<b>3<sup>rd</sup> Year</b>	h. Brings self into the session while maintaining professional boundaries	
<b>Practicum</b>	i. Deepening of authentic client – therapist relationship	
<b>(4<sup>th</sup> &amp; 5<sup>th</sup></b>	j. Sexual boundary skill management that maintains the therapeutic framework	
<b>Year</b>	k. Works with maladjusted behaviors in-vivo	
<b>Students)</b>	l. Identifies resistance and/or defenses	
	m. Appropriately uses mild confrontation / challenging skills to work through defenses	
	n. Conducts multi-modal treatment planning	
	o. Develops rich and meaningful conceptualizations	
	p. Has some mastery in a clinical orientation	

Please use this space for further comments and observation. Attach additional sheets if necessary.

Student is to receive one of the following grades:

Satisfactory (S) \_\_\_\_\_

Unsatisfactory (F) \_\_\_\_\_

I have read this evaluation, spoke in-person with my supervisor, and had the opportunity to ask any questions that I had.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Additional general guidelines and expectations regarding the developmental progression of **broad skills** and **characteristics** appropriate for the student's practicum year of training.

### **First year practicum (2<sup>nd</sup> year students)**

#### **BROAD SKILLS:**

- Ability to begin clearly defining and analyzing clinical problems
- Knowledge of basic interventions
- Ability to begin developing and understanding when to implement various techniques/interventions, although the flexible use of these skills is limited by the student's beginning level of experience.
- Understanding the role of therapist versus the client
- Ability to use assessment information to shape diagnostic decisions
- Knowledge of administration and scoring of various assessment measures

#### **\*CHARACTERISTICS:**

- Significant anxiety
- Highly motivated
- Dependent on supervision
- Focuses predominantly on the self, particularly on performance of technique or following guidelines
- Fearful of evaluation

### **Second year practicum (3<sup>rd</sup> year students)**

#### **BROAD SKILLS:**

- Identification of meaningful therapy components
- Treatment viewed as a process that is guided by a treatment plan
- Increasing complexity of cases and conceptualization
- Able to distinguish meaningful situational factors that impact treatment
- Beginning to draw from previous clinical experiences
- Generalization of diagnostic and intervention skills
- Supervision involves a mix of interventions and conceptual work
- Beginning to integrate assessment information into treatment plans
- Uses therapeutic self in interventions

#### **\*CHARACTERISTICS:**

- Goes through a "trial and tribulation" period
- Experiences dependency – autonomy conflicts
- Has fluctuating confidence and motivation levels
- Shifts focus to the client, with increased empathy
- Links mood to success with clients
- Has an increased understanding of own limitations
- Demonstrates uneven theoretical and conceptual integration
- Is sensitive and possibly anxious about evaluation

### **Third year practicum (4<sup>th</sup> and 5<sup>th</sup> year students)**

#### **BROAD SKILLS:**

- Views actions/interventions as part of long-term therapy goals
- Ability to develop a treatment plan based on conscious, abstract, and analytic contemplation of the problem
- Flexible use of interventions
- Focus of therapy beyond techniques
- Feelings of mastery and the ability to cope with a variety of clinical contingencies
- Supervision primarily conceptually focused
- Ability to write a comprehensive integrated assessment report

- Ability to use assessment results to guide therapy

\*CHARACTERISTICS:

- Exudes an attitude of “calm after the storm”
- Stable motivation
- Secure with autonomy
- Focuses on client, process, and self
- Professional identity at the core of his/her treatment
- Not disabled by remaining doubts
- Accepts own strengths and weaknesses
- High empathy and understanding
- Uses therapeutic self in interventions
- Integrates client information, personal responses, theoretical information, and empirical information
- May find it a challenge to be flexible in approach
- Accurate empathy tempered by objectivity and processing of reactions, feelings, and thoughts
- High level of insight into personal strengths and weaknesses
- Addresses areas of weakness with increased confidence and nondefensiveness

---

\*Stoltenberg, McNeill, and Delworth (1998). *IDM Supervision: An Integrated Developmental Model for Supervising Counselors and Therapists*. San Francisco, CA, US: Jossey-Bass. (1998).

WASHINGTON STATE UNIVERSITY  
CLINICAL PSYCHOLOGY GRADUATE PROGRAM  
PSYCHOLOGICAL ASSESSMENT SUPERVISION EVALUATION FORM

**Note:** This form evaluates performance as appropriate for the year of training that the student is in. Therefore, a second year student will be evaluated differently than a third or fourth year student. THE LAST PAGE OF THIS FORM LISTS CLINICAL EXPECTATIONS FOR EACH YEAR OF TRAINING.

Student:

Supervisor:

Semester and Year:

Date:

Semester doing  
therapy: (circle)

1<sup>st</sup>

2nd

3rd

4th

5th

6th

7th

8<sup>th</sup>

After each statement, please note in the appropriate space: **VG** (Very Good), **G** (Good), **S** (Satisfactory), **NW** (Needs Work), **US** (Unsatisfactory), **N/A** (Not Applicable). Ratings are relative to peers at the same level of training.

<b>1.</b>	<b>Relationship/Interpersonal Skills:</b>
	a. Ability to form a working alliance with clients.
	b. Ability to deal with conflict and negotiate differences with clients.
	c. Ability to understand and maintain appropriate professional boundaries with clients.
	d. Ability to work collegially with fellow professionals, peers, and staff.
	e. Ability to work collaboratively with the supervisor.
	f. Ability to prepare for supervision.
	g. Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.
	h. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.
	i. Ability to communicate professionally and work collaboratively with community professionals.
<b>2.</b>	<b>Basic Report Writing Skills:</b>
	a. Writes clearly and concisely.
	b. Ability to convey conceptualization of case in a written document.
	c. Ability to integrate historical and behavioral observations with testing data.
	d. Ability to accurately document and interpret test measures utilized.
<b>3.</b>	<b>Basic Intake and Feedback Skills:</b>
	a. Ability to develop rapport with people in a session; to be present, focused and receptive.
	b. Listening skills: ability to hear and reflect the client's needs.
	c. Ability to generate hypotheses and ask appropriate follow-up questions.
	d. Sensitivity: ability to understand client and convey assessment results according to the needs of the client.

<b>4.</b>	<b>Diversity – Individual and Cultural Differences:</b>
	a. Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations).
	b. Ability to work effectively with diverse others in assessment, treatment and consultation.
<b>5.</b>	<b>Ethics:</b>
	a. Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.
	b. Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.
	c. Seek appropriate information and consultation when faced with ethical issues.
<b>6.</b>	<b>Professional Development:</b>
	a. Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.
	b. Developing an organized, disciplined approach to writing and maintaining notes and records.
	c. Time management.
	d. Self- awareness, understanding, and reflection.
	e. Self-care.
	f. Willingness to acknowledge and correct errors.
	g. Ability to recognize and analyze emotional reactions to clients in order to differentiate their source (client issues vs. one’s own issues); ability to respond appropriately to emotional reactions to clients (further understanding of client’s issues, or keeping one’s own issues from interfering with the practice of therapy).

Please use this space for further comments and observation. Attach additional sheets of paper if necessary.

Student is to receive one of the following grades: Satisfactory (S) \_\_\_\_\_  
Unsatisfactory (F) \_\_\_\_\_

I have read this evaluation, spoke in-person with my supervisor, and had the opportunity to ask any questions that I had.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**CLINICAL GRADUATE STUDENT  
EVALUATION FORM  
EVALUATION BY CLINICAL FACULTY**

NAME OF STUDENT: \_\_\_\_\_ DATE OF EVALUATION \_\_\_\_\_

1. Quality of academic work.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Overall clinical skills.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Overall research skills.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Progress through the program.

1	2	3	4	5	6
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Performance of assistantship duties.

1	2	3	4	5	6
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Openness to supervision and responsiveness to feedback.

1	2	3	4	5	6
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Interpersonal and professional competence

1	2	3	4	5	6
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Self-Awareness

1	2	3	4	5	6
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Manifestation of appropriate professional and ethical behavior

Acceptable \_\_\_\_\_ Unacceptable \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Problem areas, if any, and suggestions for remediation:

Problem 1: \_\_\_\_\_

\_\_\_\_\_

Problem 2: \_\_\_\_\_

\_\_\_\_\_

Problem 3: \_\_\_\_\_

\_\_\_\_\_

Problem 4: \_\_\_\_\_

\_\_\_\_\_

11. Evaluation of overall performance and progress.

1	2	3	4	5	6
Poor	Below Average	Good	Very Good	Excellent	Don't Know

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have read this evaluation:

\_\_\_\_\_  
Student Advisor's Signature  
(Director of Clinical Training's signature,  
if advisor is unavailable to sign)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Director of Clinical Training

**Routing: 1) advisor signs, 2) student signs, 3) submit to Director of Clinical Training, 4) copy will be made and given to student**

THESIS PROSPECTUS (2 pages maximum; 12 point font)

I. Briefly describe the aim/goals of the project. What question(s) will this study help to answer? [One paragraph]

II. Provide a brief rationale for the proposed study. Why is the study worth pursuing? How will it contribute to the literature? You will probably want to cite some relevant studies here, but this should not be an exhaustive literature review. [Two paragraphs]

III. Hypotheses: What do you expect to find? [One paragraph]

IV. Method: Briefly discuss the design of the study. Detail your methods and procedures (including the types of measures you plan to use, even if you have not yet selected specific instruments). Identify the source of your data: Who will the participants be, from where will they be sampled, and how many participants will you need? How will the design of the study allow you to answer the question(s) from Part I? [Two paragraphs]

V. Proposed analyses: How will you analyze the data? What statistics do you anticipate using?

---

Approved: Director of Clinical Training

Master's Project Proposal Approval Form (T-1)

Title of Thesis Proposal:

Name of Student:

We have approved the student's thesis proposal.

Date

Chair Signature: \_\_\_\_\_  
Print Name: \_\_\_\_\_

Member 1: \_\_\_\_\_  
Print Name: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Print Name: \_\_\_\_\_

Member 3: \_\_\_\_\_  
Print Name: \_\_\_\_\_

### Preliminary Examination Proposal Form

Title of Prelim Examination:

Name of Student:

Date:

	Pass	Fail
Chair Signature: _____	_____	_____
Print Name:		
Member 1: _____	_____	_____
Print Name:		
Member 2: _____	_____	_____
Print Name:		
Member 3: _____	_____	_____
Print Name:		

## Dissertation Proposal Approval Form (D-1)

Title of Dissertation Proposal:

Name of Student:

We have approved the student's dissertation proposal.

Date

Chair Signature: \_\_\_\_\_  
Print Name: \_\_\_\_\_

Member 1: \_\_\_\_\_  
Print Name: \_\_\_\_\_

Member 2: \_\_\_\_\_  
Print Name: \_\_\_\_\_

Member 3: \_\_\_\_\_  
Print Name: \_\_\_\_\_

**CLINICAL PSYCHOLOGY DOCTORAL PROGRAM TIMELINE**

Requirement	Deadline	Consequence if Missed
Thesis Prospectus Approved	End of Spring of first year	<b>WARNING</b> The student will receive a letter that documents that he/she did not meet the expected deadline for the thesis prospectus, which also will be reflected in the student's annual evaluation.
	Start of second year	<b>NOT MEETING EXPECTATIONS</b> The student will receive a letter that documents that he/she failed to meet expectations for research for the year, which will be documented in the student's annual evaluation for the research category. A written <b>remediation plan</b> will be developed in collaboration with the student, the major professor, and the DCT.
Thesis Proposal Approved (T1)	Jan 31 of second year	<b>WARNING</b> The student will receive a letter that documents that he/she did not meet the expected deadline for the thesis proposal, which also will be reflected in the student's annual evaluation.
	End of Spring of second year	<b>NOT MEETING EXPECTATIONS</b> The student will receive a letter that documents that he/she failed to meet expectations for research for the year, which will be documented in the student's annual evaluation for the research category. A written <b>remediation plan</b> will be developed in collaboration with the student, the major professor, and the DCT.

## Program Timeline (continued)

Requirement	Deadline	Consequence if Missed
Thesis Final Defense Approved (T2)*	End of Summer of second year	<b>SUGGESTED GUIDELINE</b> Guideline for the student, but no consequence if not met.
	January 31 of third year	<b>WARNING</b> The student will receive a letter that documents that he/she did not meet the expected deadline for thesis defense, which will be reflected in the student's annual evaluation.
	End of Spring of third year	<b>NOT MEETING EXPECTATIONS</b> The student will receive a letter that documents that he/she failed to meet expectations for research for the year, which will be documented in the student's annual evaluation for the research category. A written <b>remediation plan</b> will be developed in collaboration with the student, the major professor, and the DCT. The CTC may modify the student's schedule (e.g., no practicum or reduced client load) to free up time to complete the thesis.
	End of Summer of third year	<b>TERMINATION REVIEW</b> Depending on the circumstances, the CTC will (a) develop another remediation plan, (b) counsel the student from the program, or (c) terminate the student from the program.
	December 1 of fourth year	<b>TERMINATION REVIEW/FUNDING WITHDRAWN/NO CLASS REGISTRATION</b> Unless the thesis defense is imminent, the student will be (a) counseled from the program, (b) terminated from the program, or (c) allowed to continue in the program but only allowed to register for 1 hr. The student will not be allowed to participate in practicum or externship and will receive no funding. Another remediation plan will be developed in collaboration with the student, the major professor, and the DCT.
	End of Fall of fourth year	<b>TERMINATION</b> Barring extraordinary circumstances, the student will be terminated from the program at this time.

## Program Timeline (continued)

Requirement	Deadline	Consequence if Missed
Preliminary Exam  P1   P2	Third year  Spring of Third Year  Beginning of fourth year	<b>Suggested Guideline</b>  The student cannot apply for internship until the preliminary exam is passed. Also, the D1 cannot be defended until the P2 is completed. If the P2 is failed after the first administration the student will be deemed as on <b>NOT MEETING EXPECTATIONS</b> . The student will receive a letter that documents that he/she failed to meet expectations for coursework (specifically the preliminary exam) for the year, which will be documented in the student's annual evaluation for coursework. A written <b>remediation plan</b> will be developed in collaboration with the student, the major professor, and the DCT.
Dissertation Proposal D1 (to apply for internship)	September 15 of fourth year	<b>Suggested Guideline</b>  The student cannot apply for internship until the dissertation is successfully proposed.
Dissertation Final Defense D2	One year post-internship	<b>NOT MEETING EXPECTATIONS</b> The student will receive a letter that documents that he/she failed to meet expectations for research for the year. A written <b>remediation plan</b> will be developed in collaboration with the student, the major professor, and the DCT.
	Two years post-internship	<b>TERMINATION REVIEW</b> Depending on the circumstances, the CTC will (a) develop a remediation plan, (b) counsel the student from the program, or (c) terminate the student from the program.

\* With respect to the thesis deadlines, if the major professor indicates that there is a special justification for the delay and that the student is making good progress, these deadlines may be pushed back and the student will remain in good standing.

## Student Learning Outcomes

<b>Goal #1:</b> To produce graduates who have a broad knowledge of scientific psychology.
<b>Objective 1.1:</b> Students will acquire basic knowledge of the core domains.
<b>Competencies Expected for this Objective:</b> <ol style="list-style-type: none"> <li>1. Students will master academic material concerning the biological bases of behavior.</li> <li>2. Students will master academic material concerning the cognitive and affective bases of behavior.</li> <li>3. Students will master academic material concerning social bases of behavior.</li> <li>4. Students will master academic material concerning human development.</li> <li>5. Students will master academic material concerning history and systems of psychology.</li> </ol>
<b>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</b> Competency is assessed in a variety of ways in these courses. Most courses use some combination of tests, term papers, and class projects/presentations to assess competency. Students must earn a minimum of a B- in each of these core courses to demonstrate minimum competency. The courses that fulfill each area are as follows: <ol style="list-style-type: none"> <li>1. Biological bases of behavior: Psych 575: Foundations of Neuropsychology or Psych 574: Clinical and Experimental Biopsychology.</li> <li>2. Cognitive and affective bases of behavior: Psych 592: Cognition and Affective Basis of Behavior.</li> <li>3. Social bases of behavior: Psych 550: Social Psychology.</li> <li>4. Human development: HD 511: Theory and Substance of Human Development I or Coun_Psy 516: Life Span Development and Counseling Issues.</li> <li>5. History and systems: Psych 504: History of Psychology: Theoretical and Scientific Foundations.</li> </ol>
<b>Goal #2:</b> To produce graduates who can provide evidence-based clinical services that are consistent with ethical and professional standards, including knowledge of and sensitivity to issues of diversity.
<b>Objective 2.1:</b> Students will acquire detailed knowledge about psychopathology.
<b>Competencies:</b> <ol style="list-style-type: none"> <li>1. Students will master academic material on adult psychopathology.</li> <li>2. Students will master academic material on child psychopathology.</li> </ol>
<b>Measurement of Outcomes and Minimum Thresholds:</b> Students must earn at least a B- in: Psych 533: Adult Psychopathology. Psych 542: Child and Adolescent Psychopathology.
<b>Objective 2.2:</b> Students will acquire detailed knowledge about evidence-based psychological interventions.
<b>Competencies:</b> <ol style="list-style-type: none"> <li>1. Students will master academic material on adult psychotherapy.</li> <li>2. Students will master academic material on medical psychology.</li> </ol>
<b>Measurement of Outcomes and Minimum Thresholds:</b> Students must earn at least a B- in: Psych 520: Empirical Approaches to Psychotherapy. Psych 544: Medical Psychology: Psychological and Pharmacological Interventions.
<b>Objective 2.3:</b> Students will acquire detailed knowledge about psychological assessment.
<b>Competencies:</b> <ol style="list-style-type: none"> <li>1. Students will master academic material on psychometrics.</li> <li>2. Students will master academic material on personality assessment and diagnosis.</li> <li>3. Students will master academic material on intellectual and neuropsychological assessment.</li> </ol>
<b>Measurement of Outcomes and Minimum Thresholds:</b> Students must earn at least a B- in: Psych 514: Psychometrics. Psych 535: Personality Assessment and Diagnosis. Psych 539: Intellectual and Neuropsychological Assessment.
<b>Objective 2.4:</b> Students will demonstrate sensitivity, knowledge, and skills in regard to the role of human diversity in clinical psychology.
<b>Competencies:</b> <ol style="list-style-type: none"> <li>1. Students will master academic material on human diversity.</li> <li>2. Students will successfully handle diversity issues throughout their practicum placements.</li> </ol>
<b>Measurement of Outcomes and Minimum Thresholds:</b> <ol style="list-style-type: none"> <li>1. Students must earn at least a B- in Psych 552: Diversity Issues in Psychology.</li> </ol>

2. Students must receive ratings of at least Satisfactory on the three Diversity items from their practicum supervisors.
<b>Objective 2.5:</b> Students will acquire the knowledge necessary to engage in ethical practice.
<b>Competencies:</b> 1. Students will Master academic material on professional, ethical, and legal issues. 2. Successful handling of ethical and professional issues throughout their practicum placements.
<b>Measurement of Outcomes and Minimum Thresholds:</b> 1. Students must earn at least a B- in Psych 530: Professional, Ethical, and Legal Issues. 2. Students must receive ratings of at least Satisfactory on the Ethics and Professional Behavior items from their practicum supervisors.
<b>Objective 2.6:</b> Students will develop the skills necessary to provide a range of clinical services, including both therapy and assessment.
<b>Competencies:</b> 1. Demonstration of basic psychotherapy skills in two semesters of beginning practicum at WSU Counseling Services. 2. Demonstration of the competent practice of psychotherapy at the WSU Psychology Clinic and various externship placements, including successful implementation of empirically-supported interventions. 3. Demonstration of competent psychological assessment skills at the WSU Psychology Clinic and various externship placements, including the ability to administer, score, and interpret a range of personality and cognitive measures. Also, the ability to integrate these findings into an assessment report that clearly addresses the referral question(s). 4. Demonstration of competent practice of psychotherapy and psychological assessment during internship.
<b>Measurement of Outcomes and Minimum Thresholds:</b> 1. Satisfactory ratings in basic psychotherapy skills during the Counseling Services Practicum. 2. Satisfactory ratings of advanced level psychotherapy skills, including the implementation of empirically-supported interventions across practicum sites. 3. Satisfactory ratings of diagnosis and assessment skills. 4. Successful completion of a year-long (or equivalent) APA-accredited doctoral internship, including a satisfactory evaluation from the Director of Training at the internship site.
<b>Goal #3:</b> To produce graduates who are capable of contributing to current knowledge in clinical psychology.
<b>Competency 1:</b> Mastery of academic material on research methodology and techniques of data analysis.
<b>Measurement of Outcomes and Minimum Thresholds:</b> Competency is assessed in a variety of ways in these courses. The requisite courses are as follows: Psych 511: Analysis of Variance and Experimental Design Psych 512: Correlation, Regression, and Quasi-Experimental Design
<b>Competency 2:</b> Successful completion of an empirical master's thesis.
<b>Measurement of Outcomes and Minimum Thresholds:</b> Evaluation by the 3-faculty-member thesis committee and a successful public defense. At a minimum, the thesis must be clearly written, correctly follow APA style, provide an adequate review of the relevant literature, report appropriate statistical analyses, and reach reasonable conclusions. To pass the defense, the student must be able to communicate an adequate understanding of the project and answer relevant questions.
<b>Competency 3:</b> Successful completion of preliminary examination or specialty paper demonstrating breadth and depth of knowledge in scientific psychology.
<b>Measurement of Outcomes and Minimum Thresholds:</b> A 3-faculty-member committee evaluates the preliminary examination or specialty paper. The preliminary exam involves three 4-hour examinations on topics determined by the student and the committee, which is then graded by the committee members. The specialty paper is a comprehensive review article on a topic approved by the committee. The committee judges whether the paper represents a scholarly review, integration, and/or theoretical analysis of a topic area that makes a contribution to the literature. The student must also provide an oral summary of the paper to the committee and adequately answer questions about the paper during a defense.
<b>Competency 4:</b> Successful completion of an empirical doctoral dissertation.
<b>Measurement of Outcomes and Minimum Thresholds:</b> Evaluation by the 3-faculty-member dissertation committee and a successful public defense. At a minimum, the dissertation must be clearly written, correctly follow APA style, provide an adequate review of the relevant literature, report appropriate statistical analyses, and reach reasonable conclusions. To pass the defense, the student must be able to communicate an adequate

understanding of the project and answer relevant questions.

**Competency 5:** Students will contribute to ongoing research in the laboratories of their mentors.

**Measurement of Outcomes and Minimum Thresholds:** Students' research contribution is assessed as a part of their annual evaluation ("Overall research skills"). Ideally, the student's contribution results in presentations or publications, but the minimal threshold is making a contribution to the research team.