

**Colorado State University**

**Department of Psychology**

**Clinical Psychology Program Manual**

**A Guide to Policies and Procedures for Students, Faculty, and Staff**

**2025-2026 Academic Year**

***Note that until the Counseling Program sunsets, this also serves as the  
Counseling Program Manual***

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<b>I.</b>	<b>Introduction.....</b>	<b>3</b>
<b>II.</b>	<b>Clinical Psychology Program Purposes and Goals .....</b>	<b>4</b>
<b>III.</b>	<b>Faculty, Staff, Leadership Structure, Program Meetings, &amp; Program Voting..</b>	<b>7</b>
<b>IV.</b>	<b>Clinical Psychology Program Schedule of Classes.....</b>	<b>11</b>
<b>V.</b>	<b>Clinical Training .....</b>	<b>12</b>
<b>VI.</b>	<b>Clinical Psychology Program Requirements.....</b>	<b>17</b>
<b>VII.</b>	<b>Timeline for Satisfactory Progress .....</b>	<b>20</b>
<b>IX.</b>	<b>Petition Process .....</b>	<b>22</b>
<b>X.</b>	<b>Student Evaluations .....</b>	<b>23</b>
<b>XI.</b>	<b>Remediation and Due Process.....</b>	<b>24</b>
<b>XII.</b>	<b>Director of Clinical Training Office Hours .....</b>	<b>31</b>
<b>XIII.</b>	<b>Graduate Admissions.....</b>	<b>32</b>
<b>XIV.</b>	<b>Expectations for General Professionalism of Program Faculty &amp; Students ....</b>	<b>34</b>
<b>XV.</b>	<b>Additional Student Responsibilities .....</b>	<b>38</b>
<b>XVI.</b>	<b>Financial Support and Outside Work.....</b>	<b>39</b>
<b>XVII.</b>	<b>Academic Integrity.....</b>	<b>42</b>
<b>XVIII.</b>	<b>Non-Discrimination Policy .....</b>	<b>43</b>
<b>XIX.</b>	<b>Title IX and Gender Equity at Colorado State University .....</b>	<b>44</b>
<b>XX.</b>	<b>Family Leave Policy .....</b>	<b>45</b>
<b>XXI.</b>	<b>Accommodations for Students with Disabilities.....</b>	<b>46</b>
<b>XXII.</b>	<b>Freedom of Expression and Inquiry .....</b>	<b>47</b>
<b>XXIII.</b>	<b>Grievance Procedures.....</b>	<b>48</b>
<b>XXIV.</b>	<b>Residency Policy.....</b>	<b>49</b>
<b>XXV.</b>	<b>Artificial Intelligence Policy.....</b>	<b>50</b>
<b>XXVI.</b>	<b>Professional Attire Policy .....</b>	<b>51</b>
<b>XXVII.</b>	<b>Participation in May Commencement Prior to Completion of Internship .....</b>	<b>52</b>
<b>XXVIII.</b>	<b>Exit Interview and Alum Surveys .....</b>	<b>53</b>
<b>XXIX.</b>	<b>Appendices.....</b>	<b>54</b>
	Appendix A: Clinical Psychology Student Progress Report.....	55
	Appendix B: Sample Advisor and Graduate Student Advisee Contract.....	60
	Appendix C: Clinical Trainee Evaluation.....	62
	Appendix D: Therapist Evaluation of Supervisor.....	71
	Appendix E: Supervisor-Supervisee Agreement for External Practicum.....	74
	Appendix F: Clinical Comprehensive Exam Evaluation Rubric .....	78
	Appendix G: Thesis and Dissertation Evaluation Rubric .....	91
	Appendix H: Clinical Psychology Student Evaluation Form .....	96
	Appendix I: Clinical Psychology Remediation Plan Template .....	98

## **I. Introduction**

### **The Program Manual**

This Manual provides program information for graduate students in the Clinical Psychology Doctor of Philosophy (Ph.D.) Program (the Program) in the Department of Psychology (the Department) at Colorado State University (CSU; the University). The Manual outlines the general guidelines to support student progress through the Program, details faculty and staff expectations in support of student progress, as well as describing the policies and procedures that govern the Program.

It is expected that the Manual will be updated each summer prior to the start of the academic year to reflect changes in the Director of Clinical Training (DCT), Core Faculty, Advising Faculty, Staff, and Student Representatives. The DCT is responsible for ensuring that the Manual is updated prior to the start of each academic year. Once the Manual is updated, the DCT is also responsible for ensuring that the most up-to-date Manual is posted on the Program website and distributed to faculty, staff, and students.

### **How Changes are Implemented**

Graduate degree requirements, courses, and policies and procedures are frequently updated to improve the Program and to be in compliance with Department, University, and/or accreditation requirements. Students should expect changes in accordance with changing regulations by the Department, University, and accreditors during their enrollment in the Program. Under ordinary circumstances, students are expected to meet new requirements and conform to new policies and procedures. However, when a change in requirements, procedures, or policies would interfere significantly with the quality of the student's training or increase the time needed to obtain a degree, the student may choose, in discussion with their advisor, to follow requirements, courses, policies, or procedures that were in place prior to the change as long as the previous requirements, courses, policies, or procedures were in place while the student was matriculated in the Program. The student and their advisor should notify the Program when the student makes this choice. In rare circumstances, it may be necessary for students to adhere to changes regardless of the impact of those changes on the student's experience in the Program or time to graduation. In these instances, the Program will work with the student to institute the change while minimizing the impact of the change on the student and their time to degree.

## II. Clinical Psychology Program Purposes and Goals

The Clinical Psychology Program is grounded in the clinical science model of training and is designed to prepare students for diverse and impactful careers in academic, research, clinical, and policy settings. The overarching mission of the Program is to produce researchers, educators, clinicians, and policy consultants who will advance the field of psychological clinical science and contribute to the well-being of individuals and communities through evidence-based practices.

### Career Pathways

Graduates of the Program are equipped for a wide range of career paths across multiple settings:

- **Academic Settings:** Graduates may serve as researchers and educators, training future generations of psychological clinical scientists and contributing to the advancement of psychological knowledge.
- **Research Settings:** Graduates can lead efforts in conducting innovative research and disseminating research findings to inform and advance our knowledge of psychopathology and evidence-based practices and policies.
- **Clinical Settings:** Graduates may provide evidence-based clinical care, engage in the training and supervision of other practitioners, and contribute to the development and implementation of empirically supported interventions.
- **Policy Settings:** Graduates may serve as consultants, using clinical science to inform public policy and advocate for the integration of evidence-based principles into legislative and organizational decision-making processes.

By the time of graduation, students will have developed expertise in all aspects of psychological clinical science, including research, clinical practice, supervision, and consultation. They will be prepared to:

- Lead efforts to advance psychological science.
- Apply innovative and evidence-based solutions to clinical and policy challenges.
- Contribute to the betterment of individuals and communities through their work.

In summary, graduates of the Program will emerge as leaders who embody the integration of science and practice, committed to advancing the field and making meaningful contributions to society.

### Core Philosophy

The Program is built on the reciprocal and cyclical relation between research and practice, emphasizing that:

- Research informs evidence-based clinical practice.
- Clinical practice generates questions and insights that drive research.

### Commitment to Integrated Clinical Science Training

The Program emphasizes comprehensive and integrated training in both the scientific and applied aspects of clinical psychology. Specifically, it prepares students to:

- Conduct rigorous clinical research that advances understanding and treatment of psychological disorders.
- Disseminate research findings to diverse audiences, including academic peers, practitioners, policymakers, and the public.
- Apply evidence-based assessment and intervention approaches and contribute to the development of innovative clinical approaches.
- Uphold the ethical principles outlined in the [APA Ethical Principles of Psychologists and Code of Conduct](#), which serve as the guiding framework for the evidence-based practice of psychology.

This integrated model of clinical science ensures that students are not only prepared to conduct research that directly addresses practical, real-world challenges but also equipped for clinical

practice rooted in scientific evidence. This foundational philosophy aligns with the highest standards of clinical psychology training as outlined by the American Psychological Association (APA) and the Association for Psychological Science (APS).

## **Sequential Education and Training**

The Program takes a developmental approach to training by offering sequential and scaffolded learning experiences designed to build expertise over time:

- **Early Training:** Students begin with foundational coursework in research methods, statistical analysis, psychopathology, and empirically supported intervention approaches. This is complemented by supervised research and initial clinical experiences.
- **Advanced Training:** Students progress to advanced coursework, independent research, and leadership roles in clinical supervision and consultation. They also engage in more complex clinical cases and external practicum.
- **Capstone Experiences:** Training culminates in the completion of an empirical dissertation and a full-time, APA-accredited internship, providing opportunities to integrate and apply their skills in real-world settings.

## **Leadership, Mentorship, and Supervision Opportunities**

The Program encourages students to take on leadership, mentorship, and supervisory roles throughout their training. Some opportunities include:

- Managing research teams and collaborative projects.
- Supervising and mentoring early-stage graduate students and trainees.
- Participating in program development, evaluation, governance, and advocacy initiatives.

## **Commitment to Excellence and Ethical Standards**

The Program is deeply committed to fostering a culture of excellence, diversity, and inclusion. In addition to training students to meet the highest scientific and ethical standards, the Program promotes cultural humility and equips graduates to address the needs of diverse populations through culturally informed and socially responsible clinical science. We believe this is imperative if we want a dynamic and diverse workforce capable of addressing complex global issues in mental health.

## **Program Aims**

The aims of the Program stem from our clinical science training model and are consistent with Health Service Psychology.

**Aim 1:** Train entry-level clinical psychologists who are competent producers and consumers of clinical research.

**Aim 2:** Train entry-level clinical psychologists who are competent practitioners of evidenced-based practice.

These aims are in accordance with the American Psychological Association's (APA) Standards of Accreditation (SoA, 2015) and the program abides by the APA's Accreditation Operating Procedures of the Commission on Accreditation in HSP (AOP, 2019).

All coursework, research and supervision requirements are designed to meet these aims/competencies. They provide students with discipline-specific knowledge in the five core areas of psychology — Affective, Biological, Cognitive, Developmental, and Social. Additionally, students gain advanced integrative knowledge of basic discipline-specific content areas, as well as expertise in research methods, statistics, and psychometrics. This focus on discipline-specific knowledge serves as the cornerstone in the establishment of students' identity in and orientation to clinical science and Health Service Psychology.

Profession wide competencies such as: clinical research; ethical and legal standards; individual and cultural diversity; professional values, attitudes and behaviors; communication and interpersonal skills;

assessment; intervention; supervision consultation and interprofessional skills are also infused in the curriculum and training. The inclusion of these PWCs within our training model helps to ensure that students obtain the appropriate level of competence and preparations to become entry-level clinical psychologists.

## **Measurement of Aims**

All aims can be translated into observable and measurable proximal and distal outcomes.

- **Proximal outcomes** include:

1. Passing grades in all required courses, which demonstrates the formal acquisition of discipline-specific knowledge and professional wide competencies.
2. Positive evaluations from practica supervisors, which indicates proper implementation of clinical and assessment skills.
3. Completing an APA accredited full-time internship.
4. Having student research accepted for presentation at local, regional, national, and international conferences and/or for publications within peer-reviewed scientific journals.
5. Earning a doctoral degree in Psychology with a specialization in Clinical Psychology.

- **Distal outcomes** include:

1. The program's ability to prepare graduates in the professional wide competencies to become an entry-level clinical psychologist.
2. Graduates' professional activities and accomplishments (e.g., licensure, employment, memberships, and affiliations).

### III. Faculty, Staff, Leadership Structure, Program Meetings, & Program Voting

#### Core Faculty:

Education and training of graduate students are provided primarily by the Core Faculty in conjunction with Associated Faculty (described below). Core program faculty spend at least 50% of their effort towards the graduate program, which includes teaching foundational courses, supervising students in research, teaching, and clinical practice, and mentoring students' research, teaching, and clinical progress and professional development throughout the students' time in the Program. Core faculty have a responsibility to attend program meetings and to actively participate in all program business. Core faculty have the right to vote on all Program business. Core Faculty consist of:

**Michael Brinker, Psy.D.** [michael.brinker@colostate.edu](mailto:michael.brinker@colostate.edu)

Continuing Contract Assistant Professor; Director, Psychological Services Center; Licensed Psychologist

**Silvia Sara Canetto, Ph.D.** [silvia.canetto@colostate.edu](mailto:silvia.canetto@colostate.edu)

Tenured Professor; Affiliate Faculty, Colorado School of Public Health

**Bradley T. Conner, Ph.D.** [brad.conner@colostate.edu](mailto:brad.conner@colostate.edu)

Tenured Professor; Director of Addiction Counseling; Licensed Psychologist

**Noah N. Emery, Ph.D.** [noah.emery@colostate.edu](mailto:noah.emery@colostate.edu)

Tenure-Track Assistant Professor; Interim Co-Director of Clinical Training; Licensed Psychologist; Licensed Addiction Counselor

**Reagan L. Miller-Chagnon, Ph.D.** [reagan.miller@colostate.edu](mailto:reagan.miller@colostate.edu)

Tenure-Track Assistant Professor; Licensed Professional Counselor Candidate, Marriage and Family Therapist Candidate

#### Associated Faculty:

Associated Faculty contribute to the Program by serving as primary advisor to graduate students in the Program, teaching graduate courses, and/or supervising students in clinical practice. Associated program faculty who serve as primary advisor to students in the Psychological Clinical Science Program have a vote on matters related to the students who they advise as primary advisor. They are not expected to participate in Program business unrelated to students for whom they are the primary advisor. The Associated faculty consist of:

**Kimberly L. Henry, Ph.D.** [kim.henry@colostate.edu](mailto:kim.henry@colostate.edu)

Tenured Professor, Applied Social and Health Psychology Program

**Emily Merz, Ph.D.** [emily.merz@colostate.edu](mailto:emily.merz@colostate.edu)

Tenure-Track Assistant Professor, Cognitive Neuroscience Program

**Niccole A. Nelson, Ph.D.** [niccole.nelson@colostate.edu](mailto:niccole.nelson@colostate.edu)

Tenure-Track Assistant Professor, Applied Social and Health Psychology Program

**Don Rojas, Ph.D.** [don.rojas@colostate.edu](mailto:don.rojas@colostate.edu)

Tenured Professor, Cognitive Neuroscience Program

**Michael F. Steger, Ph.D.** [michael.f.steger@colostate.edu](mailto:michael.f.steger@colostate.edu)

Tenured Professor, Applied Social and Health Program

**Michael L. Thomas, Ph.D.** [michael.l.thomas@colostate.edu](mailto:michael.l.thomas@colostate.edu)

Tenured Associate Professor, Cognitive Neuroscience Program

**Student Representatives:**

There are two Student Representatives, one who represents the 1<sup>st</sup> and 2<sup>nd</sup> year students in the Program and one who represents students in the 3<sup>rd</sup> year or later. The student representatives are:

**Carolyn Lorenzi**

Representative for 1<sup>st</sup> and 2<sup>nd</sup> year students

[carolyn.lorenzi@colostate.edu](mailto:carolyn.lorenzi@colostate.edu)

**Brenna Carter**

Representative for students in the 3<sup>rd</sup> year or higher

[brenna.carter@colostate.edu](mailto:brenna.carter@colostate.edu)

**Staff:**

Staff support the Program and assist in the day-to-day operations of the Program. Staff do not have a vote in Program business.

**Marti Amberg, Ph.D.**

[marti.amberg@colostate.edu](mailto:marti.amberg@colostate.edu)

Continuing Contract Assistant Professor, Graduate Program Coordinator

**Sarah Kurtz**

[sarah.kurtz@colostate.edu](mailto:sarah.kurtz@colostate.edu)

Program Administrative Assistant

**Leadership Structure:**

The Program is led by the DCT. The DCT must be a Core faculty member. While Core and Associated Faculty, staff, and students may provide input regarding who serves as DCT, the DCT is appointed by the Chair of the Department of Psychology (the Chair). The Chair may decide to appoint more than one person to serve as co-DCTs or a committee to serve as DCT (DCT by committee). The Chair may also decide to appoint a Core faculty member as Associate DCT to aid with program leadership. However, an Associate DCT is not required. The DCT is supported by the Core and Associated Faculty. The DCT is a position of service to the Program, whereby the DCT oversees the day-to-day operations of the Program and is charged with maintaining accreditation. The DCT chairs meetings of the Program and ensures that proper Program procedures are followed. They are also charged with tracking student outcomes, preparing students for applying for internship, and ensuring that students are making satisfactory progress in the Program. The DCT serves in leadership positions in the Department and represents the Program in interactions with accreditors. The DCT serves a 3-year renewable terms with no term limits. The Chair of the Department, at their discretion, may choose to change the DCT or Associate DCT at any time during or between terms.

The Director of the Psychological Services Center (PSC) directs the day-to-day operations of the training clinic, the PSC, that serves the Program. The Director of the PSC is appointed by the Chair of the Department and serves at the discretion of the Chair. The Director of the PSC is a Core faculty member in the Program.

Student representatives are elected by the students whom they represent annually. There is 1 student representative for 1<sup>st</sup> and 2<sup>nd</sup> year students and 1 student representative for students in the 3<sup>rd</sup> year or higher.

Staff serving the Psychological Clinical Science Program are hired by the Chair of the Department in coordination with the DCT and Core faculty.

Throughout this Manual the term Program Faculty will apply to all those eligible to vote on any matters that the Program is voting on (described below). This will typically mean Core faculty and Associated faculty who are the primary advisor(s) of the students involved in matters under discussion.

## **Eligibility to Serve as Advisor/Co-Advisor**

Any tenured or tenure-track faculty member with a primary appointment in the Department of Psychology and who is employed at more than 50% is eligible to serve as advisor or co-advisor to students. Eligibility is also subject to Department of Psychology Code and Graduate School criteria.

## **The Role of the Graduate School:**

Graduate degrees are awarded by the University as an institution of higher education. Accordingly, the University has specified that certain academic practices and procedures shall apply to all graduate degrees regardless of the departments and colleges in which study is undertaken.

The Graduate School applies and administers requirements for graduation with both a Master's Degree and a Doctorate Degree. The Graduate School monitors student progress through their entire graduate career, from sending out preliminary information on admissions to graduation. It maintains student records on application, admission, credits earned, formal programs of study, academic standing, progress toward the degree, and graduation. The Graduate School also provides a regular flow of information to students and faculty regarding these practices. Graduate students in the Program are expected to be knowledgeable of and adhere to all the policies, procedures, and requirements of the Graduate School during their graduate studies at CSU. Graduate students are responsible for meeting deadlines, completing and filing the required degree forms, and following the procedures available at [The Graduate School's webpage](#). The Dean of the Graduate School is the Dean of the graduate students in the Psychological Clinical Science Program.

## **Program Meetings**

The Program will meet at least once per month during the academic year. These meetings may be held in person or virtually or as a hybrid in-person and virtual meeting. All Core program faculty and Student Representatives are expected to attend all Program meetings. While not required to attend, Associated Faculty, staff, and students are welcome to attend all Program meetings as Program meetings are open meetings. When Program faculty are discussing issues specific to a particular student or set of students, the public portion of the meeting with adjourn and Program faculty will move to a closed executive session. The agenda for Program meetings will be constructed by the DCT and shared with Program faculty and students at least 12 hours before the meeting via email. The agenda may change if urgent business arises after the agenda has been sent out or through amendment. The DCT may decide to record Program meetings at their discretion. The Program administrative assistant will attend Program meetings, take minutes of the meeting and manage recordings when necessary. The Program may hold a retreat during the summer. All members of the Program should do their best to be available for the retreat. The Program, at the discretion of the DCT, may hold meetings in the intersession between the fall and spring semesters to address student evaluations and Program admissions. Program faculty and staff are expected to attend meetings held during the academic year and during the intersession. The Program may need to hold additional meetings, including emergency meetings, throughout the year. When this happens, Program representatives should make themselves available as needed for those meetings.

## **Program Voting**

Voting on Program matters will primarily occur during Program meetings and over email. For voting to occur during a meeting, a quorum must be reached. A quorum shall be defined as 2/3<sup>rd</sup>s of the Core program faculty and Student Representatives as previously defined. Associated faculty do not count towards reaching quorum for votes occurring during Program meetings. Voting follows [Robert's Rules of Order](#) as closely as possible. Voting occurs using motions and seconds. Any person with a vote can make a motion or second the motion. After a motion has been seconded, discussion occurs until the

discussion ends or someone calls for a vote. Unless otherwise stated in this Program Manual, all votes on Program and student matters in the Program require a supermajority of 60% of all those with a vote voting in the affirmative (i.e., in favor of the motion) in order to pass. If a supermajority of 60% voting in the affirmative is not achieved, the vote is considered to have failed. When votes are conducted during a Program meeting, 60% is based on those present in the meeting assuming a quorum has been reached. When votes are conducted over email, 60% is based on all of those having a vote on the matter. Abstentions do not count against the 60%, for each abstention, the denominator will be reduced by 1 when calculating the 60%.

Each Core faculty member in the Program has one vote in all matters related to the Program. When Core faculty are unable to be present for such votes, they may assign their vote as a proxy to another Core faculty member. They do this by securing the proxy and then notifying the DCT via email, with the person holding the proxy vote included in the email, in advance of the vote.

Associated faculty are not permitted to vote on Program matters. Associated faculty who serve as a student's primary advisor may vote on matters related to that student

Student Representatives vote on most Program business. Each Student Representative has 1 vote in all matters related to the Program business except those pertaining to individual students, program curriculum, or in which students have an obvious conflict of interest which would make it difficult for them to be objective. The DCT has discretion determining when such conflict arises. When voting on major changes to Program requirements, Student Representatives will be given a minimum of 5 business days from the announcement of Program business to be voted on and the holding of the vote to gather information from the students who they represent to be able to cast a representative vote. The DCT can shorten this time for votes that, due to the urgency of the matter being addressed, need to be voted on quickly. When voting on minor matters, Student Representatives are expected to vote during the Program meeting or during the window within which an electronic vote is open. Student Representatives may, through a motion and a second, request that a motion be tabled for a minimum of 3 business days so that they may consult their constituents prior to voting. When making this motion, Student Representatives are required to state the time needed for gathering this information. If the motion to table passes with a supermajority voting in the affirmative, the motion is tabled for the specified time. At the end of the specified time, the DCT will issue an electronic vote on the original motion.

Any Program faculty or Student Representative can call for a vote to be anonymous for any matter the Program is voting on, and such a request will be granted. In these instances, the DCT will use an electronic polling system to conduct such a vote. When an electronic poll is not possible, the DCT will use a paper ballot system to conduct an anonymous vote.

Any Program faculty or Student Representative can call for a vote to be moved from a Program meeting to an email vote. When a vote is conducted via email, the DCT shall make or call for a motion, wait for a second, and, if a second is offered, allow for discussion over email if necessary, and those who are eligible to vote will respond to the email with their vote. Any Core faculty, Associated faculty (when applicable), or Student Representative can call for an email vote to be anonymous and such a request will be granted. In these instances, the DCT will use an electronic polling system to conduct such a vote. When issuing an electronic vote, the DCT specifies the timeframe for voting. Any votes not cast during the voting timeframe will be considered abstentions. The vote may be concluded once a supermajority has voted in the affirmative regardless of outstanding votes. Once a motion has been passed, the DCT will record the outcome of the vote in the meeting minutes or via email to the Program.

#### **IV. Clinical Psychology Program Schedule of Classes**

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
<b>Year 1</b>	<b>Fall</b>			<b>Spring</b>	
PSY 596C	Professional Development	1	PSY 596C	Professional Development	1
PSY 602 A-C	Psychology Foundations	3	PSY 602 D-F	Psychology Foundations	3
PSY 610	Clinical Skills- Theory & Practice	3	PSY 655A	Research Issues and Models	3
PSY 652	Methods of Research in Psychology 1	4	PSY 653	Methods of Research in Psychology 2	4
PSY 720	Psychopathology	3	PSY 722	Empirically Supported Treatments	3
PSY 692C	PSY 610 Lab	1	PSY 692C	PSY 722 Lab	1
<b>Year 2</b>	<b>Fall</b>			<b>Spring</b>	
PSY 596C	Professional Development	1	PSY 596C	Professional Development	1
PSY 670	Psychodiagnostic Assessment	3	PSY 672	Psychoeducational Assessment	3
PSY 675	Professional Ethics	3	PSY 686A	Practicum I	3
PSY 686A	Practicum I	3	PSY 699C	Thesis	1-3
PSY 699AC	Thesis	1-3			
<b>Year 3</b>	<b>Fall</b>			<b>Spring</b>	
PSY 596C	Professional Development	1	PSY 596C	Professional Development	1
PSY 775	Diversity Issues	3	PSY 600K, 753, or 754	Statistics Elective	3
PSY 786A	Practicum II	3	PSY 786A	Practicum II	3
PSY 786B	Assessment Seminar	3	PSY 786B	Assessment Seminar	3
PSY 699C/799C	Thesis or Dissertation	1-3	PSY 699C/799C	Thesis or Dissertation	1-3
<b>Year 4</b>	<b>Fall</b>			<b>Spring</b>	
PSY 596C	Professional Development	1	PSY 596C	Professional Development	1
PSY 777	Supervision	3	PSY 786E/F	Practicum III (E) / External Practicum (F)	1-3
PSY 786E/F	Practicum III (E) / External Practicum (F)	1-3	PSY 786D	Peer Supervision	3
PSY 799C	Dissertation	1-3	PSY 799C	Dissertation	1-3
<b>Year 5</b>	<b>Fall</b>			<b>Spring</b>	
PSY 799C	Dissertation	1-3	PSY 799C	Dissertation	1-3
PSY 786F	External Practicum	3	PSY 786F	External Practicum	3
<b>Year 6</b>	<b>Fall</b>			<b>Spring</b>	
PSY 787	Internship	1	PSY 787	Internship	1

*Notes: Courses listed are required courses to earn the Clinical Psychology Doctoral Degree. Any Foundations Module may be replaced with the corresponding full course. PSY 686A, 786A, 786B and 786E are Clinical Supervision Courses for students conducting clinical work in the PSC. PSY 786F is the course students register for when on external practicum. When students in years 4 and later are working both in the PSC and on external practicum, they should register for both 786E and F and adjust the credits to reflect their effort in each placement.*

## V. Clinical Training

### **Clinical Practica:**

The Program will provide students with clinical practica experience throughout their training. The program has a three-part practicum experience that is sequential, cumulative, and graded in complexity, these include Practicum I, Practicum II, and Practicum III. All practicum experiences include supervision from a licensed Psychologist or mental health provider and offers students the opportunity to work with diverse individuals with a variety of presenting problems, diagnoses, and issues. Students obtain all the Practicum I-III sequence experiences through the combination of on-campus clinical practicum settings and external practicum sites.

The goal of Practicum I-II is to provide students with close supervision and training to lay a sound generalist foundation of training for entry-level practice. Students must complete a minimum of 4 consecutive semesters of on-campus clinical practica (Practicum I and II). External clinical practica is optional and provided by community agencies and academic partners (e.g., teaching hospitals, community mental center), but can be completed independently or concurrently with on-campus clinical practica during Practicum III. The goal of external clinical practica is to provide students with additional clinical and/or assessment experiences to expand their knowledge and competence to new client populations, evidenced-based approaches and/or work settings. The program's practica experiences in combination with the Program's aims are consistent with the clinical science training model and designed to ensure that students have attained the requisite level of competency in the profession wide competencies prior to applying for internship. Throughout the student's training, they receive regular evaluation and feedback to ensure that their individual needs, skills, and experiences are addressed. The clinical supervisor of Practicum I, II, and III conducts a mid-year and end-of-the year evaluation of students' achievement of the profession wide competencies and provides students with thorough in-person feedback. The practicum sequence or plan (Practicum I, II, and III) is described below.

### **Practicum I (PSY 686A, 3 Units):**

To be eligible for Practicum I, students must successfully complete the following functional courses (or have them waived per Section VI of the Manual): PSY 610: Introduction to Clinical Skills, PSY 720: Psychopathology and PSY 722: Empirically Supported Treatments. Upon meeting these requirements, students are eligible for entry-level clinical practicum experience at the in-house training clinic – the Psychological Services Center (PSC) where they are supervised by University, Department and Program faculty who are licensed as Psychologists or applied mental health professionals. The minimum hours recommended by the Program for Practicum I are 100 hours of direct services (i.e., any combination of individual/group therapy and diagnostic services hours) and 60 hours of clinical supervision (i.e., group and individual supervision combined) over the academic year. Practicum I begins at the start of each academic year on July 1<sup>st</sup> and concludes on June 30<sup>th</sup>, unless specific arrangements are made between the student and the clinical supervisor/PSC Director. To meet the recommended minimum hours of direct service, students are expected to average 3 hours per week of direct clinical services and a weekly caseload of 3-4 clients. Hours and caseload may vary at the discretion of the clinical supervisor. If the minimum hours recommended are met before the end of the academic year, the student is expected to continue with a weekly client load of 2-4 direct service hours per week until the end of the Spring semester. Importantly, these recommended hours are meant to serve as a guide for progress and to ensure a competitive internship application. They are not required to pass Practicum I. To pass Practicum I, students achieve a minimum of "Meeting Expectations" for each of the competency domains of the Profession-Wide Competencies evaluated as part of the student's final evaluation conducted at the end of the spring semester (See Appendix C). As part of the Practicum I experience, supervisees are expected to evaluate

their supervisors (See Appendix D). The Director of the PSC will be responsible for collecting these evaluation forms prior to the annual student review process. Once collected, these forms will be shared with the student's primary advisor and the DCT.

### **Practicum II (PSY 786A, 3 Units):**

To be eligible for Practicum II, students must successfully complete the requirements of Practicum I and complete the following functional courses (or have them waived per Section VI of this Manual): PSY670: Psychodiagnostic Assessment, PSY 672: Psychoeducational Assessment, and PSY675: Professional Ethics. Upon meeting these requirements, students will be eligible for clinical practicum experience at the PSC or equivalent for their Practicum II experience. The minimum hours recommended by the Program for Practicum II are 200 direct service hours services (i.e., any combination of individual/group therapy, assessments, and diagnostic services) and 60 hours of clinical supervision (i.e., group and individual supervision combined) over the academic year. Practicum II begins at the start of each academic year on July 1<sup>st</sup> and concludes on June 30<sup>th</sup>, unless specific arrangements are made between the student and the clinical supervisor/PSC Director. The Program also recommends that students complete a minimum of 8 full psychological assessment batteries, including scoring, interpretation, and formal write-up. Students can fulfill the assessments requirement by conducting up to 2 co-assessments total. To meet the recommended minimum total of 200 direct service hours, students are expected average 6-7 direct service hours per week and a weekly caseload of 4-6 clients. Hours and caseload may vary at the discretion of the clinical supervisor. If the minimum hours recommended are met before the end of the academic year, the student is expected to continue with a client load of 4-6 direct service hours per week until the end of the Spring semester. Importantly, just like for Practicum I, these recommended hours are meant to serve as a guide for progress and to ensure a competitive internship application. They are not required to pass Practicum I. To pass Practicum II, students achieve a minimum of "Meeting Expectations" for each of the competency domains of the Profession-Wide Competencies evaluated as part of the student's final evaluation conducted at the end of the spring semester as well as the 8 psychological assessment batteries (See Appendix D). As part of the Practicum II experience, supervisees are expected to evaluate their supervisors (See Appendix D). The Director of the PSC will be responsible for collecting these evaluation forms prior to the annual student review process. Once collected, these forms will be shared with the student's primary advisor and the DCT.

### **Assessment Seminar (PSY 786B, 3 Units):**

Students who have completed PSY 670 and PSY 672 (or have them waived per Section VI of this Manual) and Practicum I, register for PSY 786B while completing Practicum II. It covers assessment didactics and supervision. Students are expected to complete psychological assessments until they demonstrate competency in doing so as evaluated by their supervisor at the end of each semester. The Program recommends that students complete a minimum of 8 full assessments during this time, noting that no more than 2 of these should be co-assessments (i.e., assessments conducted with another assessor). As part of the Assessment Seminar experience, supervisees are expected to evaluate their supervisors (See Appendix D). The Director of the PSC or the program assistant (if the PSC Director is the primary instructor) will be responsible for collecting these evaluation forms prior to the annual student review process. Once collected, these forms will be shared with the student's primary advisor and the DCT.

### **Practicum III**

To be eligible for Practicum III, students must successfully complete requirements of Practicum II (or have them waived per Section VI of this Manual). It is recommended that students complete their Master's Thesis (or have it waived per Section VI of this Manual) prior to beginning Practicum III. Upon meeting these requirements, students will be eligible for advanced clinical practicum experience at the PSC, an external practicum or a combination of PSC and external practicum for their Practicum III experience.

- **Practicum III: PSC (PSY 786E, 1-3 Units):**

For Practicum III that is completed within the PSC, the minimum hours recommended by the Program for Practicum III include 200 direct service hours (i.e., any combination of individual/group therapy, assessments, and diagnostic services) and 60 hours of clinical supervision (i.e., group and individual supervision combined). If the minimum hours recommended are met before the end of the academic year, the student may continue with a client load or terminate their placement as agreed upon or determined by their practicum supervisor and DCT. To pass Practicum III, the student must demonstrate “meeting expectations” at 95% for each of the competency domains the Profession-Wide Competencies on the student’s final evaluation (See Appendix C). As part of the Practicum III experience, supervisees are invited to evaluate their supervisors if they feel comfortable doing so (See Appendix D). Given the advanced training of the Practicum III student, the student will be responsible for administering and collecting these evaluation forms. Once collected, these forms will be shared with the student’s primary advisor and the DCT.

- **Practicum III: External Practicum (PSY 786F, 1-3 Units):**

Students may seek external practicum experiences to either obtain a broad range of clinical experience or more experience in a particular area of emphasis. Students on external practica must register for 3 credit hours under PSY 786E. Students may request to pursue/apply to external practica prior to completing Practicum II but must demonstrate completion of all requirements for Practicum II (or have them waived per Section VI of this Manual) prior to starting the external practicum. For students in Practicum II, progress toward completing Practicum II requirements will be evaluated during the student’s annual evaluation, along with general program progress (i.e., academic, clinical, and research). Students who have completed (or waived) or are making satisfactory progress in Practicum II, who have completed (or waived) or are currently enrolled in PSY675: Ethics, proposed their Master’s thesis, and who are in good standing and making adequate progress within the Program will be permitted to apply for external practica. If permitted to apply, students, Program faculty, and the external practicum site supervisor understand that these requirements (i.e., Practicum II, Ethics, thesis proposal) must be completed, and the student must remain in good standing and be making adequate progress, before the student can begin the external practicum.

### **Applying for External Practicum**

The following steps should be followed by students who are interested in an external practicum placement:

1. Students must confirm they are permitted by Program faculty to apply for external practica. Students should work with their advisor and the DCT to confirm and document eligibility. Eligibility includes: 1) successful completion of or are making satisfactory progress in Practicum II (unless formally waived), 2) successful completion of or are currently enrolled in PSY 675: Ethics (unless formally waived), 3) proposed their Master’s thesis, and 4) in good standing and making adequate progress within the Program.
2. Students can then apply for, and attempt to secure, an external practicum placement. The Program maintains a list of sites where students have completed external practica in the past. Students may also identify new sites to complete their practicum.
3. Once they are offered a position, students must work with the DCT and the practicum site supervisor to ensure that all paperwork required by the external practicum site and

CSU are in place prior to beginning the external practicum. This includes at least the following:

- a. CSU's Legal Service Site-to-Site Agreement (if one is not in place, contact the DCT). This agreement includes the general arrangements for training experiences, supervision from a licensed supervisor, and the estimated number of clock hours to be completed by each student completing practica at the site. It also outlines procedures for evaluation and termination from the practicum experience. Some external practicum agencies require that their agency's contract or agreement be used instead of CSU's Service Agreement. In that case, the contract should be sent to the DCT who will submit it to CSU's contracts office for approval. Because Colorado follows "employment-at-will," due process/grievance procedures are not included in the Service Agreement. Instead, the Program follows an internal process to resolve issues of concern that includes bringing the issues of concern to the DCT, who will mediate a resolution of the issues between the student and the external practicum site prior or after the student's termination at the external site. Once a Site-to-Site agreement is in place with a practicum site, a new one is not needed, it covers all students from the Program completing practica at that site. Please be advised that these Site-to-Site agreements may take several months to complete because CSU legal and a representative from the Board of Directors as CSU must sign these contracts.
- b. A Supervisor-Supervisee Agreement (See Appendix E). This must be completed at each site the student is working at and each year that the student will serve at the practicum site. The Supervisor-Supervisee agreement outlines the specific parameters of the relationship between the Licensed Supervisor and the student while the student is working under their license. The agreement outlines expectations for supervision and direct service provision. Some external practicum agencies require that their agency's Supervisor-Supervisee agreement be used instead of CSU's agreement. In that case, the agreement should be sent to the DCT who will submit it to CSU's contracts office for approval.

The practicum supervisor will provide an evaluation of the student's work at the end of each semester, and at the completion of the practicum (if this does not occur when the semester ends). **Within external practicum, the student is responsible for:**

1. Providing the external clinical supervisor with the Program's evaluation form or electronic link to the form (See Appendix C).
2. Making sure that the evaluation occurs.
3. Submitting the external practicum evaluation to the DCT and primary advisor within the required timeframe if completed on paper and not electronically.

Prior to submitting the evaluation to the DCT, the supervisor must discuss and review the evaluation with the student. Evaluations must be submitted to the DCT by the Friday of the final week of classes. Semester grades for external practica will be determined by the DCT based on the student's evaluation. Late or missing evaluations may result in a failing grade.

In accordance with the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Program has the goal of each student achieving a minimum of 500 direct service hours (a combination of intervention and assessment hours) and approximately 1000-1200 total clinical hours (a combination of direct service hours and additional support hours including supervision and consultation) in preparation

for application to the doctoral internship. The Program recommends that students complete at least 800 direct service hours and 10 integrative assessment reports across all doctoral practicum training prior to applying for internship as part of having a highly competitive internship application.

### **Peer Supervision (PSY 786D, 1 Unit)**

As part of the requirements for completing the doctoral degree in Clinical Psychology, students will complete a didactic course on providing clinical supervision (PSY 777) in the fall semester of the 4<sup>th</sup> year of the Program. After completing the supervision course, students will register for clinical supervision (PSY 786E, 3 Units) in the spring semester of the 4<sup>th</sup> year. Their primary responsibility for this assignment will be to provide peer supervision in a laddered supervision format. The goal of this coursework and supervision experience is to train students in how to provide supervision to clinicians in training. The procedures for this training are as follows:

1. 4<sup>th</sup> year students take and pass PSY 777: Supervision (3 Units) in the fall semester.
2. 4<sup>th</sup> year students register for PSY 786D: Peer Supervision (1 Unit) in the spring semester.
3. 4<sup>th</sup> year students enrolled in 786D are paired with one 2<sup>nd</sup> year student who is enrolled in PSY 686E: Practicum I by the Director of the PSC at the start of the semester.
4. Under supervision of the PSY786D instructor, who is a Licensed Psychologist or licensed allied mental health provider in the State of Colorado, the 4<sup>th</sup> year student provides peer supervision to the 2<sup>nd</sup> year student on 1 to 2 of their cases.
  - a. The 786D course instructor, in consultation with the 4<sup>th</sup> year student, decides which cases the 4<sup>th</sup> year student will supervise.
  - b. The 4<sup>th</sup> year student watches video recordings of the 2<sup>nd</sup> year student providing psychotherapy for the cases assigned to the 4<sup>th</sup> year student.
  - c. The 4<sup>th</sup> year student reviews case notes and reports for those clients assigned to them.
  - d. The 4<sup>th</sup> year student meets with the 2<sup>nd</sup> year students at least bi-weekly for an hour to provide supervision on the cases assigned to the 4<sup>th</sup> year student.
  - e. The 4<sup>th</sup> year student video records their supervision meetings with the 2<sup>nd</sup> year student.
  - f. The 786D course instructor reviews the video recordings of the peer supervision meetings and provides timely feedback to the 4<sup>th</sup> year student.
  - g. The 4<sup>th</sup> year student attends group supervision for the supervision team that the 2<sup>nd</sup> year student whom they are assigned to is attending.
  - h. The 786D course instructor assigns the 4<sup>th</sup> year student a grade for the supervision experience based on their interactions with the 4<sup>th</sup> year student and their review of the peer supervision recordings.

After students have completed PSY 777: Supervision and completed the required semester of providing peer supervision, they may continue to volunteer to provide peer supervision in subsequent semesters. They do this by first discussing whether this is in line with their educational goals with their advisor. If the student and advisor agree that additional supervision experience is indicated, the student notifies the Director of the PSC that they would like to volunteer for peer supervision. The student enrolls in PSY 786D for 1 Unit and repeats the steps listed above for providing peer supervision and being evaluated for providing peer supervision. As part of the Peer Supervision experience, laddered supervisors are invited to evaluate their licensed supervisors if they feel comfortable doing so (See Appendix D).

### **Diverse Supervision Experiences**

To ensure diverse supervision experiences, students will work with at least two supervision teams with different supervisors. Over the course of the program, students are expected to receive supervision from multiple licensed supervisors, which could include their primary advisor, core and associated faculty, and external supervisors.

## **VI. Clinical Psychology Program Requirements**

### **Required Schedule of Classes**

Students are expected to follow the schedule of classes as outlined above in the sequence provided unless, in discussion with their advisor, it is determined that a different sequence would benefit the student. Students are permitted to take additional courses as electives and these decisions should be made during discussions with their advisor. Electives do not replace the required courses outlined in the Schedule of Classes.

To satisfy requirements for Program accreditation, students are required to demonstrate foundational knowledge in the Affective Bases of Behavior, Biological Bases of Behavior, Cognitive Bases of Behavior, Social Bases of Behavior, History and Systems, and Lifespan Development. Foundational knowledge comes from completing the Foundational Courses 602A-F during the first year in the Program. All Program students are expected to complete the Foundational Courses during the first year, and, unlike other courses on the schedule of classes, if students plan to deviate from this during their first year, they must petition the Program by following the petition process (See Section IX of this Manual).

For students who enter the Program with prior graduate training, the policy is to evaluate the student's prior training to determine if it is equivalent to what is offered in the Program courses. The student's advisor coordinates this process with the student following procedures established in the Department and the Graduate School for transferring and waiving courses. The student is encouraged to work with the Graduate Program Coordinator to get courses transferred or waived.

### **Graduate Student Advising**

Entering students are each assigned a Program faculty member who, on the basis of the admission match of research interests, serves as the student's primary advisor. During the student's first year, there are opportunities to get to know Program faculty and their interests. Students are permitted to change advisors following procedures outlined by the Department. When a student wishes to change advisors, they first meet with the prospective new advisor and determine whether research fit and space in the advisor's team permit the student to change advisors. Should the student and prospective advisor agree that the research fit matches and the advisor determine that they have time and expertise to advise the student, then the student is permitted to change advisors. It is the student's responsibility to alert the Program and the Department to the advisor change and to complete all required paperwork to reflect the change. The student wishing to change advisors should work with the Graduate Program Coordinator to ensure that all changes are made so that the new advising relationship is documented with the Program, Department, and the Graduate School. The Department and Program have the responsibility of providing the student with one advisor, however, they are not required to provide the student with an additional advisor should the initial advising relationship end. In instances where the student is unable to secure a new advisor, the Program will follow the Graduate School Policies governing Advisor-Advisee relationships.

### **Master's Thesis**

The Master's thesis must be an empirical investigation. A four-person thesis committee is required, including one person from and one outside the department. An oral defense is required and serves as both a step in completing the Master's Degree and the Preliminary Examination for students to be advanced to Doctoral Candidacy. See the evaluation rubric for the Master's Thesis in Appendix G.

Defending and filing the Master's thesis leads to graduation with the Master's degree. The student must

be registered for a course the semester they graduate. If they plan to defend and graduate during the summer, they must register for a summer course at their expense. The Master's thesis must be approved by the Master's thesis committee and accepted by the library to be considered complete.

Students who are admitted to the Program who have a Master's degree from a different university and who completed an empirical Master's Thesis in that program may request to waive the requirement for completing an empirical Master's thesis at Colorado State University.

### **Waiving the Master's Thesis Requirement**

To have a Master's Thesis that was completed in a different program reviewed to waive of the Master's Thesis requirement, the student's advisor should construct a committee consisting of the advisor, a Core or Associated Program faculty member and one faculty member from any program in the Department. This committee will evaluate the thesis using the Master's Thesis and Doctoral Dissertation Evaluation rubric (See Appendix G). After the thesis has been reviewed and receives passing scores the advisor should motion to Program faculty that the Master's Thesis be accepted and the requirement waived. If the motion is seconded and a supermajority of Program faculty votes in the affirmative, the motion passes, the Master's Thesis is accepted and the requirement is waived. The advisor should update student files to reflect that the Thesis has been accepted and that the requirement is waived following Department processes for monitoring student progress in the program.

### **Supervised Clinical Placements**

Beginning in the second year, students engage in supervised clinical work as a Therapist at the PSC. Starting in the fourth years, students may serve as a therapist or assessor with a community clinical service agency. These external practica placements are coordinated by the DCT. All students are required to complete one year as a therapist at the PSC prior to going on external practicum. Additionally, students will complete assessments in the PSC in year three. Students may complete assessments in the PSC during the third year while also completing an external practicum or while continuing to see therapy clients in the PSC. Students are also required to complete the Supervision course and 1 semester of peer supervision. Students are expected to complete one external practicum prior to graduation from the Program, though this is not a requirement for graduation.

### **Advancing to Doctoral Candidacy**

To be advanced to Doctoral Candidacy, the student must complete the first two years of coursework in the Program as outlined in the Schedule of Classes (see above), propose and defend the Master's Thesis (or have this requirement waived), and have Program faculty vote on a petition (see Section IX of this Manual) the student submits to be advanced to Doctoral Candidacy. The advisor should update student files to reflect that the Thesis has been accepted and that the requirement is waived following Department processes for monitoring student progress in the program.

### **Advancing to Doctoral Candidacy After Waiving the Thesis Requirement**

Once a student's thesis has been waived, they will need to follow Graduate School policies for completing paperwork regarding advancement to candidacy within the first semester of their second year. Given this requirement, students with a waived thesis will need to be advanced to doctoral candidacy upon acceptance of their thesis. To be advanced to Doctoral Candidacy when the Master's Thesis requirement has been waived, the student must do the following:

1. Complete the process to waive the thesis requirement
2. Petition Program faculty using the Petition process (See Section IX of this Manual) to be advanced to Doctoral candidacy.

3. Work with the Graduate Program Coordinator to ensure that they have followed all Department and Graduate School procedures for being advanced to candidacy.

### **Clinical Comprehensive Examination**

Students are required to successfully pass a clinical comprehensive examination prior to applying for internship. The Clinical Comprehensive Examination (CCE) is an oral examination that includes an Ethics exam and an examination of profession-wide competencies related to conducting clinical work. Passing the CCE indicates that a student is ready to apply for internship (assuming all other requirements have been met). The CCE requires a 3-person committee. The committee consists of 3 individuals who are familiar with or who have supervised the student's clinical work. At least 1 member of the committee should be a Core faculty member. The remaining 2 members of the committee can be from outside of the Department or the University and may consist of external practicum supervisors. See Appendix F for the grading rubric for the CCE.

### **Doctoral Dissertation Research**

The Doctoral Dissertation must be an empirical investigation and includes an oral defense. Students should not begin Dissertation work prior to being advanced to Doctoral Candidacy. A four-person dissertation committee is required. The Chair of the Dissertation Committee must be a Program faculty member and the student's primary advisor. One member of the Dissertation Committee must be from outside the Program. One committee member must be a faculty member from a different Department at the University. Students must propose their Doctoral dissertation prior to applying for internship.

An oral defense of the Doctoral dissertation is required and serves as a step in completing the Doctoral Degree. See the evaluation rubric for the Doctoral Degree in Appendix G.

### **Dissemination of Research**

Students must critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including CSU), regional, or national level. To complete this requirement, students should submit correspondence acknowledging acceptance of a peer-reviewed poster, oral presentation, or publication within a professional outlet to the advisor and DCT. Submission of materials may occur at any time during the student's time in the program, but students may not graduate from the Program until this requirement has been met. Once the materials have been submitted to the advisor, the advisor must submit this information to the front office so that it can be placed in the student's file.

### **Full-time Internship**

An APPIC-accredited internship is required for graduation from the Program. Students must have permission from the Program prior to applying for internship. Students must have completed the Clinical Comprehensive Exam by the end of the spring semester prior to the fall semester in which they apply for internship. Students must propose their Doctoral dissertation by the first day of the fall semester in which they apply for internship. Assuming that students have met all of these requirements, the student must request permission from the program using the petition process (See Section IX of this Manual). This typically happens by the end of the spring semester of the academic year prior to the academic year that the student is applying for internship. Once a student has received permission to apply for internship, they should attend meetings held by the DCT in preparation for applying for internship. These meetings may be held in the summer prior to the start of the semester the student is applying for internship.

## **VII. Timeline for Satisfactory Progress**

Students are expected to enroll in courses following the Program's Schedule of Classes (see above) and maintain at least a B average (i.e., 3.00) in all regular courses as defined by the Graduate School to remain a student in good standing. Failure to maintain good academic standing due to a cumulative grade point average less than 3.00 results in the student being placed on an Academic Dismissal Warning. The Program will follow Graduate School procedures for the Academic Dismissal Warning.

Students can deviate from the schedule of classes if their advisor approves deviations and if the student continues to make satisfactory progress towards completing the Program. When the student and their advisor determine that such deviation is necessary, they inform the Program of this deviation via email or at a Program meeting and the DCT notes this deviation on the Student Progress Form (see Appendix A).

Students are expected to complete milestones (i.e., Master's thesis, advancing to Doctoral candidacy, clinical comprehensive exam, and Doctoral dissertation) in a timely fashion, and demonstrate sufficient progress in the development of professional competencies. The recommended timeline for meeting program milestones for students to complete the Program in 5 years and go on internship during the 6<sup>th</sup> year is:

### **Master's Thesis Proposal:**

- Goal – By the end of the spring semester 1<sup>st</sup> year
- Deadline – By the end of the fall semester, 2<sup>nd</sup> year

### **Master's Thesis Defense:**

- Goal: By the end of the spring semester 2<sup>nd</sup> year
- Deadline: By the end of the fall semester 3<sup>rd</sup> year

*If the Master's thesis requirement is waived (see Section VI of this Manual), the student should develop a new schedule of classes and expectations for completion of the Clinical Comprehensive Exam and the Doctoral Dissertation for timely progress with their primary advisor.*

### **Advancing to Doctoral Candidacy:**

- Goal: By the end of the spring semester 3<sup>rd</sup> year
- Deadline: By the end of the spring semester of the 4<sup>th</sup> year

### **Clinical Comprehensive Exam:**

- Goal: By the end of the spring semester 4<sup>th</sup> year
- Deadline: Before the start of the fall semester 5<sup>th</sup> year

### **Dissertation Proposal:**

- Goal: By the end of spring semester 4<sup>th</sup> year
- Deadline: Before the start of the fall semester, 5<sup>th</sup> year

## **VIII. Course Grades and Grade Point Average**

Students in the Program must earn a B- or better in each of the courses required for their doctoral degree, as this is the Program's minimal level of achievement (MLA) indicative that the student has demonstrated the minimum competencies that are assessed in that course. The exception to this standard is in the practicum (PSY 610, 686A, 786A, 786E) sequence in which the student must receive a passing grade.

Any student who obtains a grade below a B- will need to retake the course or remediate any deficiencies needed to achieve a grade no lower than a B-. Similarly, failure to earn a passing grade in a practicum course requires retaking the practicum or remediating any deficiencies needed to achieve a passing grade. Failure to meet these academic standards after retaking a course or practicum will result in dismissal of the student from the Program for academic reasons. However, by a supermajority vote, Core Program faculty may act to retain the student. Under such a vote, the Core Program faculty must prepare a Specialized Development Plan (See Section X of this Manual) specifying the contingencies for retention, including necessary behavioral changes, the procedures and criteria to be used in evaluating progress, and the specific dates by which change is to be evidenced. A copy of this written plan shall be signed by the student and their advisor and placed in the student's record. The student's advisor will be responsible for monitoring the progress of this plan and bringing information back to Core Program faculty within the timelines specified for evaluation.

As noted above, according to Graduate School policy, students maintain at least a B average (i.e., 3.00) in all regular courses as defined by the Graduate School to remain a student in good standing. Failure to maintain good academic standing due to a cumulative grade point average less than 3.00 results in the student being placed on an Academic Dismissal Warning. The Program will follow Graduate School procedures for the Academic Dismissal Warning. If a student earns a cumulative GPA across regular courses that is below the 3.00 threshold, that student shall be placed on a Specialized Development Plan (See Section X of this Manual) specifying the steps that need to be taken to remediate the student's GPA in a timely fashion in accordance with Graduate School Policy.

## **IX. Petition Process**

Students in the Program may petition for an exception to the policies governing the Program as detailed in the Manual using the petition process. The steps for a student who is seeking exception to Program policies are as follows:

1. The student consults with their primary advisor regarding the need for an exception and the need for a petition.
2. The student describes in writing what exception they are seeking and the justification for such an exception and emails that document to their primary advisor.
3. Their primary advisor shares the student's petition with Program faculty at the next Program meeting or as an email attachment and indicates whether they support or oppose the petition.
4. Program faculty discuss the petition.
5. The primary advisor makes a motion to approve the petition.
6. Another Program faculty seconds the motion.
7. The DCT allows for any remaining discussion.
8. The DCT calls for a vote. If a supermajority of the Program faculty vote in the affirmative, the motion passes and the exception is granted.
9. The DCT documents the passing of the motion either in meeting minutes and on the student's progress tracking sheet.

## **X. Student Evaluations**

The Program abides by the [Department of Psychology's Graduate Student Manual](#) policies and procedures for evaluating students.

At a minimum students will be provided with written evaluations from the student's primary advisor annually (See Appendix H). Program faculty will evaluate all students in the Program with respect to their academic, clinical, research and professional performance. Since there are slight variations in the timing and procedures for different groups of students, five types of evaluations will be conducted: (1) mid-year evaluations of all students; (2) end-of-year evaluations of first year students; (3) evaluation of students who are on external practicum; (4) evaluation of students for whom the Program or their committees have developed specific timelines and/or developmental/remedial plans; and (5) evaluation of doctoral candidacy.

Written annual evaluations and related documentation will become part of the student's record. These encompass a range of aspects of the student's progress toward the degree, performance in course work, research, clinical work, and teaching, involvement in the Program/Department, general professionalism, adherence to ethical guidelines and University policies, sensitivity to cultural and individual diversity, and the student's general ability to work in an effective, cooperative, organized, and timely manner. Interpersonal skills, including the ability to accept and respond to feedback, capability for self-awareness and self-evaluation, responsibility for identifying needs and seeking additional training or supervision, personal maturity, motivation, professional communication and follow-through, and freedom from behavioral problems that could interfere with functioning in a professional capacity will also be evaluated.

At the beginning of the spring semester of each year, Program faculty will discuss each student's academic progress and professional development over the course of the previous calendar year. All faculty will come prepared to discuss student performance, but the student's advisor is responsible for seeking the broadest range of information, which typically includes, but is not limited to: (1) class performance; (2) clinical development; (3) paid and unpaid research experience including thesis and dissertation; (4) paid and unpaid teaching experience; (5) paid and unpaid psychological practice activity; and (6) other relevant professional behavior. Individual faculty will not be identified as sources of specific feedback. Within one week of the meeting, the student's advisor will summarize, in writing, the feedback from Program faculty in aggregate ratings on the annual evaluation and in general feedback sections. The advisor will provide the advisee with a copy of the summary. An attempt will be made for this feedback to be both descriptive and evaluative. Where relevant, the evaluation will be phrased in terms of specific decisions, procedures, timelines, and contingencies as they apply to the student. The student's advisor will meet with the student to discuss their annual evaluation. Students will sign their evaluation acknowledging receipt and processing of the evaluation. The evaluation will also be signed by the student's advisor and the DCT, who will be responsible for filing the advisee's evaluation in the student's record. If the student disagrees with or wishes to add material to the evaluation, they may add a letter as an addendum. A copy of the letter will be placed in the student's record. If the student seeks further clarification of the evaluation, they may request time to appear before the Program faculty or a relevant subgroup (e.g., practicum supervisors) to clarify feedback. Feedback, and the specific recommendations for each level of feedback, will be documented in the student's annual evaluation. If no timeline for monitoring improvement is specified, the annual evaluation in subsequent years will include a re-evaluation of areas needing improvement noted in prior evaluations. Students are still considered to be in good standing in the Program when these subthreshold areas of concern are noted.

## **XI. Remediation and Due Process**

The Program is committed to addressing substantive concerns regarding competence, performance, or behavior of a specific student through remediation. Remediation can take one of two forms: Remediation through a Specialized Development Plan (SDP) is employed when substantive concerns have been identified that require corrective action but do not appear to be markedly deficient or in clear violation of ethical, academic and/or professional performance standards. Probation and remediation through a Probation Remediation Plan (PRP) is employed when substantive concerns that are markedly deficient or in clear violation of ethical, academic and/or professional performance standards are identified. A template for remediation plans is provided in Appendix I. Due to policies and procedures in place Nationally as part of the internship match process, students who are on remediation either in the form of a SDP or a PRP are not permitted to apply for internship.

### **Due Process**

In instances involving remediation and disciplinary action, the student is entitled to due process. Due process in the academic environment is a requirement that matters be resolved according to established rules and principles and that individuals be treated fairly. The principles of due process rely on the idea of basic fairness and include:

#### **1. Notice**

This includes notice of the rules and regulations the student is held to, notice of consequences for violating said rules and regulations, and notice of allegations being made against the student that may lead to a deprivation of their right to make satisfactory progress in the Program.

#### **2. An Opportunity to Be Heard at a Specific Time and in a Meaningful Way**

This includes having the student present their perspective on the identified issues at a Program meeting with a quorum of Program faculty present, whether that is a scheduled meeting or an emergency meeting and having follow up communication between Program faculty and the student as important decisions are being made.

#### **3. A Decision Supported by Evidence and that is Not Arbitrary or Capricious**

This includes having no action taken against the student prior to Program faculty voting that action is warranted, that Program faculty will review all available evidence in a systematic way prior to deciding how they will vote on an issue, that voting is based on a *“more likely than not”* standard of proof, that the student has a right to appeal decisions, and that the student be provided information on how to appeal any decision that leads to remediation.

### **A. Specialized Development Plans**

A Specialized Development Plan (SDP) is a formal process for students about whom Program faculty have substantive concerns regarding competence, performance, or behavior that warrant corrective measures but are not yet meeting the threshold for Probation (see Section B of Section XI below). The purpose of implementing an SDP is to clearly define concerns with the student’s performance and to clearly state the goals necessary to demonstrate appropriate remediation of the concerns. Because SDPs are intended to provide support for students in need of additional guidance, students given an SDP are still considered to be in good standing in the Program. The DCT will ensure that all documentation related to the SDP will be retained in the student’s academic record. Due to policies and procedures in place Nationally as part of the internship match process, students who are on an SDP are not permitted to apply for internship.

Students will receive a personalized SDP if their academic and/or professional performance or behavior are not considered to be developmentally appropriate for their current position in the Program. Such performance may include, but is not limited to, such matters as violation of the [APA Ethical Principles of Psychologists and Code of Conduct](#), poor academic work, poor attendance in classes and/or at practicum sites, other behaviors that appear to have adverse effects on performance as a clinician, student, researcher, or instructor/teaching assistant, or any other concerns by Program or Department faculty, teaching, research, and/or practicum supervisors. The actionable nature of such performance or behavioral concerns is determined through review and at the discretion of the Program faculty.

SDPs are not appropriate if a student demonstrates markedly deficient behavior or is in clear violation of ethical, academic and/or professional performance standards.

Any faculty member, administrator, CSU employee, supervisor, or student having concerns about a student's behavior or performance may bring this concern to the attention of that student's primary advisor or the DCT. If the student's primary advisor believes that the situation is of sufficient concern, they will refer the matter to the DCT.

If the concerned party feels that the student's primary advisor has not taken appropriate action, they shall meet with both the Graduate Program Coordinator and the DCT and notify all parties of their concerns. If the student's primary advisor is serving in the role of the DCT, they shall meet with the Graduate Program Coordinator and a third party of the student's choosing. The Graduate Program Coordinator will document these concerns and will work with the DCT to determine if the situation is of sufficient concern. See below for further guidance regarding complaints, grievances, and appeals.

If the DCT determines that the concern is serious enough that the student would benefit from a SDP but does not demonstrate behavior that is markedly deficient or in clear violation of ethical, academic and/or professional performance standards, the DCT will bring this information to the Program faculty for consideration. If the Program faculty vote in favor that a SDP is appropriate, it will proceed. If a supermajority vote in favor of a SDP is not achieved, the Program faculty will discuss alternate courses of action to address the concerns regarding the student.

The following procedures will be taken if the SDP proceeds:

### **Development of the SDP Team**

1. The DCT will nominate a Program faculty designee responsible for overseeing the SDP, along with other relevant faculty (if appropriate) who may be well-positioned to support the plan (e.g., research advisor or clinical supervisor) to serve as the SDP Team.
2. The student may request specific faculty to be on the SDP team or may request specific faculty not to be included if they have preferences.
3. The student may also request another faculty or staff member (e.g., from another program, department, or university office) to serve in a support or advocacy role.
4. The DCT will consider student requests in determining the final list of nominees for the SDP team.
5. The DCT will present Program faculty with their SDP team nominees. The DCT will provide reasoning regarding their nominations, including why they did (or did not) approve the student requests.
6. Program faculty will vote to confirm the committee's nomination and empower the committee to develop an SDP plan, with a supermajority affirmative vote required. If the Program faculty fail to achieve the necessary supermajority affirmative vote to approve the SDP team, the DCT will present a revised SDP team nomination until the supermajority vote can be achieved.

7. Once the supermajority is achieved, the SDP team will determine who will serve as the faculty designee; this must be a Program faculty member.

### **Creation of the SDP**

8. The SDP team will draft the SDP. At a minimum, the SDP must include:
  - a. Timeline for completion.
  - b. Evidence that the plan appropriately addresses the concerns that lead to the SDP.
  - c. Specific steps the student must take to pass their SDP.
  - d. The criteria upon which the SDP will be judged.
  - e. Clear and commensurate consequences if they fail their SDP.
9. After the draft of the SDP has been made, the SDP team will seek input from the student (and support or advocate, if applicable). If a student requests changes to their SDP, they will meet with the SDP team and discuss the requests. The SDP team will consider the requests of the student for alterations to the SDP and may or may not decide to alter the SDP.
10. The SDP will then be presented to and voted on by the Program faculty, with a supermajority in the affirmative needed to ratify the terms of the SDP. If the SDP is not affirmed by a supermajority affirmative vote, the SDP team will revise the terms of the SDP until it is approved by a supermajority vote by the Program faculty. The SDP timeline will be adjusted if needed.
11. The student and SDP team will acknowledge the ratified SDP via signatures.

### **Extenuating Circumstances or Ongoing Concerns**

12. If any additional concerns regarding a student on an SDP are identified at any point in the SDP timeline, this information will immediately be brought to the Program faculty in an emergency meeting.
13. During the emergency meeting, the Program faculty will
  - a. Review the existing SDP.
  - b. Determine, by a supermajority vote in the affirmative by Program faculty, if the SDP remains adequate to address the new concerns.
  - c. If the Program faculty deem the SDP inadequate (by failure to achieve a supermajority vote in the affirmative) in its current formulation, the Program faculty will vote to determine whether the student should be put on a revised SDP plan or if the student meets the requirements for punitive action (see section 9.0).
  - d. If the Program faculty, by supermajority vote, determines that the SDP is still the appropriate level of action but needs revision, the SDP team will move back to step 8 and work to develop a more appropriate SDP.
  - e. If the Program faculty, by supermajority vote in the affirmative, determines that the SDP does not need revision and remains adequate to address all concerns, the SDP process will continue.
  - f. If the Program faculty fails to achieve a supermajority vote in the affirmative to continue the ratified SDP or to modify the SDP to address the new concerns, then the SDP is determined to no longer be the most appropriate course of action and the Program faculty will determine whether the concerns require punitive action to be taken (see section 9.0).

### **Timely Progress**

14. The SDP team will be responsible for reporting timely progress and goal attainment of the student consistent with the approved SDP timeline.
  - a. If the student fails to make progress consistent with the approved timeline, the DCT may request evidence that the student is making progress.
  - b. If the student has not made appropriate or timely progress, proceed to step 12.

- c. If the student has made appropriate progress but is, for whatever reason, not making timely progress, a revised SDP timeline will be presented to Program faculty and approved by a supermajority vote--see step 10.

### **Completion of the SDP**

15. Once the SDP team determines that the student has met the requirements outlined in the SDP, they will present this information to the Program faculty. Any work or product resulting from the SDP will be made available to the Program faculty for their review.
16. After the SDP team presents all relevant information, the Program faculty will determine whether the student has passed their SDP by a supermajority vote of the Program faculty in the affirmative.
  - a. If there is a supermajority vote by Program faculty in the affirmative, the SDP will be considered concluded, and the student will be deemed not to be on SDP at that time.
  - b. If the Program faculty fail to reach a supermajority vote that the student has passed their SDP, the Program faculty will vote to extend and revise the SDP. If supermajority of the Program faculty vote in the affirmative, the SDP team will return to step 8 and proceed.
  - c. If the Program faculty fails to reach a supermajority vote to revise and extend the SDP, the student will be elevated to probation.

### **B. Probation**

The term Probation as used herein refers to a status that may be assigned to a graduate student for reasons related to markedly deficient or in clear violation of ethical, academic and/or professional performance standards. The purpose of students being placed on Probation is to alert students that Program faculty have serious concerns about their performance so that a remediation plan can be prescribed and implemented for a student.

A student placed on probation loses the status of good standing in the Program. Moreover, any history of probationary terms may be required by professional bodies (e.g., APPIC) to be disclosed by the student during evaluative periods (e.g., Submission of the APPIC Application for Psychology Internship). Students who complete a probationary period satisfactorily are returned to the status of good standing when the probationary period ends as specified by the Program faculty. The DCT will ensure that all documentation related to probation will be retained in the student's academic record. Due to policies and procedures in place Nationally as part of the internship match process, students who are on Probation are not permitted to apply for internship.

Graduate students may be placed on Probation if their behavior is judged, by a supermajority of Program faculty, to be markedly deficient or in clear violation of ethical, academic and/or professional performance standards. Such inadequate performance may include, but not be limited to, such matters as violation of the [APA Ethical Principles of Psychologists and Code of Conduct](#), poor academic work, poor or insufficient attendance in classes and/or at practicum sites, psychological difficulties that interfere with professional and ethical performance, or valid concerns by the Program or Department.

Any faculty member, administrator, CSU employee, supervisor, or student having concerns about a student's behavior or performance may bring this concern to the attention of that student's primary advisor or the DCT. If the student's primary advisor believes that the situation is of sufficient concern, they will refer the matter to the DCT. If the DCT determines that the concern is serious enough that the student might warrant being placed on Probation, the DCT will bring this information to Program faculty for consideration. If Program faculty decide, by supermajority vote in favor of the motion to place a student on Probation, the probationary period is given a definite beginning and ending date, and the remediation terms and criteria for successful completion of the period are clearly specified to students

and to their advisor(s) in writing by the DCT.

If the concerned party feels that the student's primary advisor has not taken appropriate action, they shall meet with both the Graduate Program Coordinator and the DCT and notify all parties of their concerns. If the student's primary advisor is serving in the role of the DCT, they shall meet with the Graduate Program Coordinator and a third party of the student's choosing. The Graduate Program Coordinator will document these concerns and will work with the DCT to determine if the situation is of sufficient concern. See below for further guidance regarding complaints, grievances, and appeals.

### **Development of Probation Remediation Team**

1. The DCT will nominate a Program faculty designee responsible for overseeing the Probation Remediation Plan (PRP), along with other relevant faculty (if appropriate) who may be well-positioned to support the plan (e.g., research advisor or clinical supervisor) to serve as the PRP Team.
2. The student may request specific faculty to be on the PRP team or may request specific faculty not to be included if they have preferences.
3. The student may also request another faculty or staff member (e.g., from another program, department, or university office) to serve in a support or advocacy role.
4. The DCT will consider student requests in determining the final list of nominees for the PRP team.
5. The DCT will present Program faculty with their PRP team nominees. The DCT will provide reasoning regarding their nominations, including why they did (or did not) approve the student requests.
6. Program faculty will vote to confirm the committee's nomination and empower the committee to develop a PRP plan, with a supermajority affirmative vote required. If the Program faculty fail to achieve the necessary supermajority affirmative vote to approve the PRP team, the DCT will present a revised PRP team nomination until the supermajority vote can be achieved.
7. Once the supermajority is achieved, the PRP team will determine who will serve as the faculty designee; this must be a Program faculty member.

### **Creation of the PRP**

8. The PRP team will draft the PRP. At a minimum, the PRP must include:
  - I. Timeline for completion.
  - II. Evidence that the plan appropriately addresses the concerns that lead to the PRP.
  - III. Specific steps the student must take to pass their PRP.
  - IV. The criteria upon which the PRP will be judged.
  - V. Clear and commensurate consequences if they fail their PRP.
9. After the draft of the PRP has been made, the PRP team will seek input from the student (and support or advocate, if applicable). If a student requests changes to their PRP, they will meet with the PRP team and discuss the requests. The PRP team will consider the requests of the student for alterations to the PRP and may or may not decide to alter the PRP.
10. The PRP will then be presented to and voted on by the Program faculty, with a supermajority affirmative vote needed to ratify the terms of the PRP. If the PRP is not affirmed by a supermajority vote, the PRP team will revise the terms of the PRP until it is approved by a supermajority vote by the Program faculty. The PRP timeline will be adjusted if needed.
11. The student and PRP team will acknowledge the ratified PRP via signatures.

### **Extenuating Circumstances or Ongoing Concerns**

12. If any additional concerns regarding a student on an PRP are identified at any point in the PRP timeline, this information will immediately be brought to the Program faculty in an emergency

meeting.

13. During the emergency meeting, the Program faculty will

- I. Review the existing PRP.
- II. Determine, by supermajority vote in the affirmative, if the PRP remains adequate to address the new concerns.
- III. If Program faculty deems the PRP inadequate (by failure to meet a supermajority affirmative vote) in its current formulation, Program faculty will vote to determine whether the student should be put on a revised PRP plan or if the student meets the requirements for dismissal from the Program and, potentially, dismissal from the Graduate School.
- IV. If Program faculty, by supermajority vote, determines that the PRP remains the appropriate level of action but needs revision, the PRP team will move back to step 8 and work to develop a more appropriate PRP.
- V. If Program faculty, by supermajority vote, determines that the PRP does not need revision and remains adequate to address all concerns, the PRP process will continue.
- VI. If Program faculty fails to achieve a supermajority vote in the affirmative to continue the ratified PRP or to modify the PRP to address the new concerns, then the PRP is determined to no longer be the most appropriate course of action and Program faculty will determine whether the concerns require punitive action to be taken.

### **Timely Progress**

14. The PRP team will be responsible for reporting timely progress and goal attainment of the student consistent with the approved PRP timeline.

- I. If the student fails to make progress consistent with the approved timeline, the DCT may request evidence that the student is making progress.
- II. If the student has not made appropriate or timely progress, return to step 20.
- III. If the student has made appropriate progress but is, for whatever reason, not making timely progress, a revised PRP timeline will be presented to Program faculty and approved by a supermajority vote.

### **Completion of the PRP**

15. Once the PRP team determines that the student has met the requirements outlined in the PRP, they will present this information to the Program faculty. Any work or product resulting from the PRP will be made available to the Program faculty for their review.

16. After the PRP team presents all relevant information, the Program faculty will determine whether the student has passed their PRP by a supermajority vote of the Program faculty in the affirmative.

- I. If there is a supermajority vote by Program faculty in the affirmative, the PRP will be considered concluded, and the student will be deemed not to be on Probation at that time.
- II. If the Program faculty fail to reach a supermajority vote that the student has passed their PRP, the Program faculty will vote to extend and revise the PRP. If supermajority of the Program faculty vote in the affirmative, the PRP team will return to step 8 and proceed.
- III. If the Program faculty fails to reach a supermajority vote in the affirmative to revise and extend the PRP, the student will be dismissed from the Program and the Program may initiate the and the Department and [Graduate School Procedure](#) for dismissing the student from the Graduate School.

### **Academic Probation**

According to Graduate School Policy, when a graduate student's cumulative GPA in course work applied to the graduate degree falls below 3.0, the Graduate School places the graduate student on Academic Probation. The Program will follow the Graduate Student Policy on Academic Probation as outlined in the

[Graduate & Professional Bulletin](#) when this occurs. Academic Probation is Different from Program Probation. Students on Academic Probation are subject to dismissal by the Department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.00) and/or satisfactory progress. The student may be subject to immediate dismissal from the Program if any special conditions imposed by the Program for removing probation are not met, even if the GPA requirements are met. A student placed on Academic Probation loses the status of good standing in the Program. Moreover, any history of probationary terms may be required by professional bodies (e.g., APPIC) to be disclosed by the student during evaluative periods (e.g., Submission of the APPIC Application for Psychology Internship). Students who complete a probationary period related to Academic Probation satisfactorily are returned to the status of good standing when the probationary period ends.

### **Appeal Process**

If a student disagrees with the outcome of a Program faculty vote placing them on an SDP or PRP, they may appeal the process. The student appeals the process by submitting a written appeal to the DCT detailing why they think the action taken against them is not warranted. They may provide additional evidence as part of the appeal process. The DCT will circulate the appeal to Program faculty. The student may also request that they be allowed to attend either the next scheduled Program meeting or an emergency Program meeting to further discuss the issue with Program faculty. After Program faculty have had a chance to review the appeal and any additional evidence and the student has had the opportunity to address Program faculty at a Program meeting, Program faculty will vote on whether to amend their decision. If a supermajority of Program faculty vote in the affirmative for the appeal, the process will restart at the appropriate step described above. Students wishing to appeal are strongly encouraged to meet with their primary advisor, the Graduate Program Coordinator and, possibly, the Chair of the Department as they prepare their appeal.

### **Protection from Retaliation**

Colorado State University prohibits retaliation as set forth by the [CSU Retaliation and Whistleblower Protection Policy](#). No student shall be retaliated against for bringing forward an informal complaint or for submitting a formal written complaint. This includes any forms of retaliation that threatens or takes materially adverse actions or omissions against a student that interferes with the student's education, training, and future career opportunities.

## **XII. Director of Clinical Training Office Hours**

The DCT(s) will hold regular office hours during the fall and spring semesters for at least one hour each week. Given the size of the student body, it will rarely be possible to find office hours that accommodate all students. However, office hours will always be set to accommodate the schedules of the Student Representatives. This will ensure that any student concerns make it to the DCT(s) quickly so that issues can be addressed expeditiously. In addition, the DCT(s) are always available to schedule meetings with students outside of these office hours. Office hours are simply meant to be a low barrier means to facilitate communication between the students and the DCT(s). At least once per semester, the office hours will be held in a larger venue to allow for all interested students to attend. This will provide an opportunity for the DCT(s) to provide information to the students about any changes within the Program, as well as a means for the DCT(s) to work with students to address any concerns with the general climate of the Program.

### **XIII.      Graduate Admissions**

The graduate admissions process for the Program follows a set timeline and follows procedures that are implemented by the Program Admissions Committee.

Steps in and Timing of the Admissions Process are as follows:

1. At the Program retreat in summer before the start of the fall semester or at the first Program meeting of the fall semester, Program faculty interested in admitting a student for the following academic year declare their interest in admitting a student.
2. At the Program retreat in summer before the start of the fall semester or at the first Program meeting of the fall semester, Program faculty determine the schedule for the admissions process for the upcoming admissions cycle, including deadlines for completing interviews and the date for the Program Open House meeting.
3. Information on the Program webpage and each faculty webpage is updated to indicate who is interested in admitting students during the current admissions cycle and when important events are scheduled to be completed before the end of the first week of the fall semester.
4. Applications are due December 1st.
5. After December 1st the Admissions Committee coordinates with the Program Administrative Assistant to compile all viable applications for the Program.
6. By December 15th the Admissions Committee distributes the list of viable applications to Program faculty who previously declared their interest in admitting a student during the application cycle.
7. By January 15th Program faculty complete all primary and secondary interviews of all applicants and notify the Admissions Committee of their preferences and priority order of all applicants.
8. By January 20th the Admissions Committee extends an invitation to the Program Open House to all applicants who are being considered for admission to the Psychosocial Clinical Science program. The priority order will be determined after the Open House has taken place.
9. By February 10<sup>th</sup> the Program hosts the Program Open House.
10. By February 15<sup>th</sup> all offers are extended and all applicants who are waitlisted are notified that they have been waitlisted.
11. As offers are accepted or declined, Program faculty manage their waitlists.
12. By April 15th all offers are accepted or expire and all waitlisted applicants are notified of their status.

The graduate admissions process for the Program follows a set timeline and follows procedures that are implemented by the Program Admissions Committee.

*Note that all dates are suggested dates and could change if the process is delayed at any step.*

Priority criteria:

1. The Chair of the Department informs the program about how many students can be admitted for the following academic year who will receive GTA funding. The Chair might approve additional students to be admitted if a faculty member who wants to admit an additional student agrees to fund that student for 3 years. Faculty intending to admit a student and fund that student themselves for three years rather than use a Departmentally funded position must get approval from the Chair.

2. Priority for admitting students using Department-funded admission spots in a given application cycle is in the following order:
  - a. New Core faculty within their first 3 years of being a tenure track faculty member at CSU.
  - b. Priority among new Core faculty members is:
    - i. Assistant professors
    - ii. Associate Professors
    - iii. Full Professors.
3. Core faculty who graduated a student with PhD in the previous year.
4. Core faculty in their 4th to 6th year of being a tenure track faculty member at CSU who have not yet graduated a student.
5. Core faculty who have demonstrated success in mentoring students to make progress through the program towards graduation as evidenced by:
  - a. Having students who successfully propose and/or defend a dissertation,
  - b. Having students who successfully match with an internship
  - c. Having students successfully graduate from the program
6. Associated faculty who indicate interest in taking a student. Noting that the Associated faculty would be accessing funding lines from the Program not from their core program.
7. What is in the best interest of the program as a whole.
8. In the case of an unfilled spot, Program faculty can take a second student based on the above priority criteria.

## **XIV. Expectations for General Professionalism of Program Faculty & Students**

Students, faculty, and staff have the right to be treated with professionalism, courtesy, and respect in their role in the Program. To optimize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff are expected to be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession. As such, the following are the expectations of the Program for General Professionalism and the Advisor-Advisee Relationship.

### **General Faculty Professionalism Expectations**

All Program Faculty shall:

- Conduct all University-related business with a high standard of integrity and timeliness.
- Support the Director of Clinical Training in responding to all program and accreditation concerns.
- Understand and implement Program policies and procedures to support the Director of Clinical Training, graduate students, and the Department of Psychology.
- Attend Program meetings and other Program functions. Expect meetings and functions to start promptly and plan accordingly. Note that Associated Faculty are only expected to attend meetings and functions that pertain to the students for whom they are assigned as primary advisor.
- Attempt to resolve interpersonal conflicts in face-to-face, private meetings between the parties in conflict as a first step to resolving conflict whenever possible.
- Be familiar with university policies on interpersonal, intimate, and sexual relationships.
  - Interpersonal relationships outside of the professional environment should have established boundaries between professional and personal interactions.
  - Intimate or sexual relationships where there is a power differential are prohibited at CSU without a plan for removing the power differential: [oeo.colostate.edu/consensual-relationships-policy](http://oeo.colostate.edu/consensual-relationships-policy).
  - Sexual or romantic relationships between faculty and graduate students in the Department are prohibited as per [the APA Ethical Principles and Code of Conduct](#).
- Adhere to the following:
  - [APA Ethical Principles and Code of Conduct](#);
  - [The Department of Psychology Code](#) () .
  - [CSU Policy: Bullying in the Workplace](#)
  - [CSU Title IX Policy](#); and
  - [CSU Faculty Manual](#).

Examples of unprofessional behavior that will not be tolerated by the Program include:

- Engaging in conversations with graduate students, staff and/or faculty in the Program or the Department that spread falsehoods that damage the reputation of or harm students, staff and/or faculty in the Program or Department.
- Violating interpersonal-professional boundaries in faculty-student, faculty-faculty, and/or faculty-staff interactions that abuse the inherent power differentials that exist in these interactions. Examples include compelling the sharing of personal information, abusing the professional relationship by threatening harm, rumor-mongering, or compelling behavior that is unprofessional in nature, or continuing to compel interactions after one party has made it clear that they would prefer the interaction to end.
- Discriminating against any student, faculty member, or staff because of their identities, beliefs, or abilities.

### **General Professionalism Expectations for Students**

Faculty and students are expected to act in a professional manner, and in accordance with the [APA Ethical Principles of Psychologists and Code of Conduct](#), Department and University policies, and policies at research and clinical practicum and internship sites. The Program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.

From the point of admission into the Program, graduate students are expected to conduct themselves in an ethical, professionally responsible manner. While in graduate school, students can be expected to make errors in judgment. As these come to light, faculty involved are expected to encounter the student, discuss the issues, and work with the student to teach professional principles and behaviors designed to prevent reoccurrence of the error. If such faculty/student interactions fail to correct these errors, if the student is convicted of a felony, or if there is evidence of serious professional misconduct or a series of less serious incidents suggesting that the student is not functioning as an ethical or professionally responsible psychologist, the Program will seek appropriate recourse (see Section XI. of this Manual).

All students admitted to a graduate program at CSU are required to be continuously registered in the fall and spring semesters throughout their degree program. This policy applies from the time of first enrollment through the graduation term. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular) or for a Continuous Registration (CR) status. Registration for CR status is accomplished in the same way as registration for courses. Section ID numbers appear in the class schedule under the CR prefix. Students registering for CR will be assessed a fee for each semester of CR registration. Students graduating in summer term are required to be registered for at least one credit or CR. See the [Graduate Enrollment Requirement](#).

Students experiencing a temporary impairment in their ability to function competently as graduate students in training should contact their advisor or the DCT to obtain assistance or referral information. It is important that the DCT and the student's advisor(s) be aware of issues that may affect professional performance. It is ethically necessary to determine whether a student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct. Although effort will be made to keep this information confidential, it may be necessary to inform other faculty members or supervisors. Therapy may be recommended to help resolve issues interfering with personal or professional functioning. Although the Program and the PSC do not offer clinical services to current graduate students, there are various [campus](#) and [community](#) resources which may be appropriate for students seeking such services.

Students can apply for a leave of absence. The DCT, with a supermajority vote from Program faculty, may approve and grant a leave of absence of up to one academic year in exceptional circumstances. The student must submit a written petition (see Section VIII of this Manual) for a leave of absence to their advisor for consideration and vote by Program faculty. Leaves of absence that exceed one year will not be approved except under extraordinary circumstances. According to the Graduate School, Program-approved leaves of absence do not automatically extend the time limits for earning a degree. Thus, students must register for 1 credit of CR each semester of the year of leave of absence to remain enrolled in the [Program and Graduate School](#). Students considering, or involved in, any period of leave from the Program should be in regular contact with their advisor during this year of absence.

If students do not enroll in any courses for a semester or CR for two consecutive semesters are classified as having withdrawn from the University, and will need to go through a re-application process should they wish to return.

## **Advisor-Advisee Relationship General Professionalism Expectations**

The primary goal of the advising relationship is to benefit the student. Good advisors act as role models providing advice, resources and opportunities, support, and feedback. To that end, as recommended by the Faculty Advising and Mentoring Task Force at Colorado State University (2016), faculty advising students in the Program are expected to “Foster growth, retention, and timely completion toward degree completion. Provide honest and realistic guidance for professional planning and assist with preparation for success in their future profession, and create a supportive relationship based on the best interest of student.”

The Advisor should provide an advising environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment by:

- Creating a respectful learning environment helping the advisee achieve academic, professional, and career goals;
- Being supportive, equitable, accessible, encouraging, and respectful;
- Encouraging critical thinking and creativity;
- Nurturing community for students from historically underrepresented and disadvantaged backgrounds;
- Welcoming advisees’ perspectives on diversity issues and respecting the identities and perspective of all advisees;
- Recognizing that the advisee’s interests and goals may change and be supportive of the advisee in changing advisors as needed.

The advisor-advisee relationship is bidirectional. The student is responsible for meeting milestones and for being active in seeking advice, information, and feedback. If desired, the advisee can receive support from multiple faculty members and should not feel constrained by the limits of a single faculty advisor. Students and advisors, if they wish, can create an advising contract to set clear and transparent expectations and goals for the advisor-advisee relationship. In general, the expectations of the advisor-advisee relationship are:

- At the beginning of the advisor-advisee relationship, advisors will engage in conversations with the advisee regarding the student’s rights, boundaries, expectations, preferred methods and timeframes of communication, and the format and frequency of meetings that will be held between the advisor and advisee.
- The advisor will work with the advisee(s) to develop a work plan that includes short-term and long-term goals, as well as a timeframe for achieving those goals. The work plan is expected to be feasible and in line with the Program’s requirements. The advisor and advisee will discuss this plan to help the advisee balance competing demands of multiple roles.
- The advisee and the advisor will work together to develop an [Individualized Development Plan](#).
- Advisor-advisee meetings will take place at least monthly during the 9-month academic calendar, unless an alternative arrangement is discussed and agreed upon.
- The advisor and advisee will discuss how often assessments of student progress will occur and what type of feedback will be given.
- While dual relationships are not inherently wrong and it is often difficult to avoid dual relationships between the advisor and the advisee (e.g., the advisor is in two roles for the advisee, such as advisor and instructor or advisor and supervisor), when such dual relationships exist, the advisor

and advisee will engage in conversations to set boundaries and discuss how to manage the dual relationships.

- The advisor will guide the advisee through the requirements, goals, and deadlines of the Program. This includes course selection and strategies for successful completion of all academic, research, and clinical curriculum and selection of thesis, comprehensive exam, and dissertation committee members.
- The advisor and advisee will discuss intellectual property issues in the initial phase of each research project. The advisor will explain the process for handling authorship, author order, and author responsibilities before any work on the project has started. The advisor will be explicit about the amount of work the advisee is expected to complete. The advisor will acknowledge the advisee's contributions to projects and work with the advisee to publish their joint work in a timely manner.
- The advisee is expected to share research responsibilities as a member of the research team. The advisor will assist advisee's in completing their research projects in that the advisor will help to plan those projects, help to establish reasonable and attainable goals, and collaboratively establish a timeline for completion of the research project.
- The advisor will discuss expectations for advisee workload and work schedule (e.g., expectations for holidays/vacations).

The advisor will provide honest letters of recommendation regarding the advisee's skills, strengths, accomplishments, and growth areas (if any). The advisor will not use the prospect of providing a letter of recommendation as a reward or punishment to the advisee but instead informs the advisee when they can or cannot write a strong letter of recommendation based on the advisee's skills, strengths, accomplishments, and growth areas.

### **Multiple Professional Relationships Between the Student and Advisor**

There are cases where advisees and advisors may hold multiple professional relationships. For example, when the student is enrolled in a course taught by their advisor. While these circumstances are common and not inherently problematic in graduate school, they may present conflicts of interest or the appearance of such conflicts. To address this, the program will take necessary steps to provide alternatives when either the advisor or the student—along with the program—believes that multiple professional relationships may pose or appear to pose a conflict.

### **Enforcement**

Severe or chronic violations of the Expectations for General Professionalism and the Advisor-Advisee Relationship should be adjudicated via the Grievance Procedures that govern the Program (see Section XXI of this Manual), the [Department Code](#), and/or the [CSU Academic Faculty Manual](#).

## **XV. Additional Student Responsibilities**

It is the responsibility of each student to understand and follow all procedures and requirements specified by the University, the Graduate School, the College of Natural Sciences, the Department of Psychology, and the Program. It is a requirement for all students to read and understand the [Graduate Policies and Procedures](#). They are also responsible for adhering to the [Student Conduct Code](#). In addition to the University's Student Conduct Code, the Department and the Program also expects graduate students to abide by the [APA Ethical Principles of Psychologists and Code of Conduct](#). Faculty and staff provide academic advice and assistance, but the ultimate responsibility for meeting degree and conduct requirements remains with the student.

### **CSU Email**

All CSU students are required to have an active CSU email address. It is important that students check their CSU email frequently, so they do not miss important notices. When communicating via email, Colorado State University, the College, the Department of Psychology, and the Program conduct their business and official communications via CSU email only.

### **Tracking Clinical Hours**

Students in the Program are responsible for tracking their clinical training hours. Students should begin tracking clinical hours as soon as they begin clinical work during PSY 722 in the spring of the 1<sup>st</sup> year. Students should track hours using an Excel Spreadsheet or a software program like Time2Track <https://time2track.com>.

### **Understanding and Completing the Internship Application Process**

Students are expected to attend meetings hosted by the DCT which provide information on how to apply for internship. Students are also expected to understand and complete the internship application process.

## XVI. Financial Support and Outside Work

### Tuition and Fees

CSU posts current and past tuition rates on the [Tuition and Fees Schedule](#). Students are expected to establish residency in Colorado for tuition purposes. Students must work with the Registrar's Office, which has a webpage dedicated to [Residency for Tuition Purposes](#). Updating the status may be a lengthy and complex process.

### Financial Services

The University offers a variety of financial services to students, parents, visitors, faculty and staff. If you are seeking information about financial aid, scholarships, postdoctoral, and fellowship opportunities, University and non-University awards opportunities, and graduate assistantships, consult the [Graduate School Financial Services website](#).

### Assistantships

Contingent upon the availability of funds and grant money, the Program and Department may offer graduate teaching assistantships (GTAs), graduate research assistantships (GRAs), and graduate service assistantships (GSAs) to qualified students. These assistantships typically come with tuition remission as well as a stipend.

Typically, faculty members who have research funding through start-up funds, contracts, or grants extend an offer to a graduate student for a full- or part-time GRA. Stipends may vary depending on the funding source. Students should contact the faculty member for information and to make arrangements related to a GRA position. Faculty members have the discretion to hire students for GRA positions. Students are not guaranteed GRA positions.

On a funds-available basis, the Department offers GTAs and GSAs each semester for doctoral students in its graduate programs, including the Program. Funding from the Department and/or working on a faculty member's grant is a privilege not a right. Continued employment requires satisfactory evaluations, timely Program progress, and meeting other criteria established by the funding source and the Program.

The Graduate and Professional Bulletin requires that all university graduate students receiving funding in the form of a graduate assistantship must meet the requirements for graduation and maintain good academic standing, including maintaining a cumulative GPA of 3.0 in all course work, please refer to [the Graduate and Professional Bulletin](#).

### Funding Priorities

In the Psychological Clinical Science Program, 1<sup>st</sup> to 3<sup>rd</sup> year students will be given funding priority, although funding is typically also available for more advanced students. Priority is also given to students who are qualified to assist with certain courses or projects. Students in the Program who are not international students must apply for Colorado residency as soon as possible. Out-of-state tuition will not be paid for students advanced to the second year or beyond, except under circumstances that will be considered on a case-by-case basis. While the Department Chair makes final decisions about GSA and GTA funding and assignments, students and faculty have the opportunity to notify the DCT of their interest in having a particular assignment. The DCT, in consultation with course instructors or supervisors of GSA positions, recommends students for specific positions and will make efforts to recommend students according to their preferences and qualifications. However, funding is not guaranteed to any student in the Department.

## **Employment Limit**

The Psychology Department, the College, and the Graduate School strive to ensure that students are financially supported throughout their time in the Program. Students are typically supported through assistantships. In assistantship positions, students are limited to a maximum of 20 hours per week of work during the academic year to have sufficient time to focus on their academic progress.

## **Extra Work/Outside Work**

It is expected that students will not need to seek additional work beyond the 20 hours to support themselves. If students need additional financial assistance, they are encouraged to consult with their advisor and/or DCT to explore possibilities for seeking additional support within or outside of the Department or University. Students wishing to work more than 20 hours per week in any work setting (internal or external to the University) in any semester must do the following:

1. Consult with their advisor and get their support in seeking additional employment.
2. Petition the Program (see Section XI of this Manual) for permission to work additional hours. The petition should describe how the additional employment is supplemental to the student's training in the Program. Additional work will not be approved based on financial need alone.
3. Repeat this process every semester that the student wishes to work more than 20 hours per week, unless an alternative timeline is requested within the petition.

Program faculty vote on the student's petition. If there is a supermajority voting in the affirmative, the student is permitted to work the additional hours. The Program reserves the right to revoke this approval should concerns about the student's mental and physical health or progress in the Program arise as a result of this additional employment. The Program is responsible for overseeing all clinical practice-related work of students, as they are not licensed to practice independently, thus, if the outside employment is related to clinical work, students will be required to follow procedures related to securing external practicum (See Section V of this Manual). Students who work more than 20 hours without petitioning for approval for extra work may be removed from eligibility for assistantships within the Department.

Students who are funded on training grants (T-32, NRSA, NSF, etc.) have restrictions on the amount of time that can be dedicated to additional employment. "NIH recognizes that student or postdoctoral trainees may seek part-time employment coincidental to their training program to further offset their expenses. Fellows and trainees may spend on average, an additional 25% of their time (e.g., 10 hours per week) in part time research, teaching, or clinical employment, so long as those activities do not interfere with, or lengthen, the duration of their training."

When students are not supported by the Department, the Program and Department understand that the student will seek work outside the Department. In these cases, the Program encourages the work to be limited to 20 hours per week so that students may continue to pursue full-time doctoral studies. Additionally, in these instances, students are responsible for paying their own tuition and fees and should take that into account when determining how much they should be compensated for the outside work.

## **Summer and Intersession Employment**

Students may be supported in the summer in several ways. The Department has a small number of GSA positions to support its educational mission. Students are also employed during the summer as GRAs on faculty grants and contracts. Many students are also assigned as GTA or instructor of record to

summer courses offered by the Department. Additionally, the Program, Department, and University does not restrict graduate student employment during the summer or between the fall and spring semester (intersession). students who work in clinical placements during summers or intersessions that are not part of the Clinical Practica experience are not permitted to hold such employment based on being a student in the Program and the Program, Department, and University take no legal or financial responsibility for such work.

### **Graduate Student Travel Funding**

Graduate students can request funds to help support travel to present a poster or talk at a professional conference. Funds may come from one or more sources, all of which may have their own application, eligibility requirements, deadlines, etc. The Program does not offer travel funding. The Department often offers funding for graduate students for research purposes. That money can be used for travel to research conferences or for supporting their research. Advisors are not obligated to provide funding for travel, however they may when such funding is available at their discretion.

## **XVII. Academic Integrity**

Academic integrity is a fundamental value. Violations of academic integrity cause harm to students, the Program, the Department, the University, and future employers, or clients. Program students are expected to be ethical in their multiple roles as students, researchers, teaching assistants, instructors, and representatives of the university. When in doubt about appropriate conduct, students should review CSU [Academic Integrity Policies and Resources](#) and consult with their primary advisor or the Graduate Program Coordinator to seek clarification as needed. Violations of Academic Integrity will be handled using University procedures for addressing such violations.

## **XVIII. Non-Discrimination Policy**

The Program adheres to the University's policies [on discrimination and harassment](#). University employees are required to report any allegations of discrimination, harassment, sexual misconduct, or other prohibited behaviors to the Campus Title IX Coordinator or the Discrimination, Harassment, and Retaliation Administrator. The University's official Non-discrimination policy is as follows:

Colorado State University is a land-grant institution committed to offering access in its educational, scholarly and outreach activities to all individuals representative of our multi-cultural society and providing an environment of excellence in which all individuals can participate to the full level of their capabilities, realize their aspirations and contribute to the global society in which we live. In this pursuit, the University is committed to providing an environment that respects the dignity and worth of every member of its community and strives to create and maintain a work and study environment that is equitable, inclusive, and responsible so that each member of the University community is treated with dignity and respect and is rewarded for relevant considerations such as ability and performance. As a means of achieving these goals and to prevent harm arising from discrimination and harassment, the University prohibits discrimination and harassment, including sexual harassment and retaliation, by or against any member of or visitor to CSU.

Colorado State University is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connections among all people at our university.

The university's full policy regarding discrimination and harassment can be found in [the policy library](#). Any university community member or individual who is directly involved in, observes, or reasonably believes that discrimination or harassment may have occurred can submit a report to the Office of Equal Opportunity.

In Person: Office of Equal Opportunity, 101 Student Services Building

By Telephone: 970-491-5836

By postal mail:  
Office of Equal Opportunity  
0160 Campus Delivery  
Fort Collins, CO 80523

By email: [oeo@colostate.edu](mailto:oeo@colostate.edu)

## **XIX. Title IX and Gender Equity at Colorado State University**

The Program adheres to Title IX, an education amendment that protects all constituents from unequal treatment on the basis of sex, within all educational and athletic areas, as well as, against all sexual misconduct on all federally funded campuses. University employees are required to report any allegations of sexual misconduct to the Campus Title IX Coordinator. The University's official Title IC and Gender Equity statement is as follows:

Colorado State University is committed to intervening in, preventing and eliminating sexual misconduct, gender discrimination, and gender-based violence within the CSU community. [The Office of Title IX Programs and Gender Equity](#) focuses on educating all members of the campus community regarding how to prevent, identify, and report sexual harassment, sexual misconduct, gender discrimination, and gender-based violence. The office receives complaints of sexual harassment, sexual misconduct, gender discrimination, and gender-based violence, conducts investigations of each complaint, and connects those affected with campus and community resources and support.

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.” – 1972 Office of Title IX Programs Education Amendment

“The Campus Sexual Violence Elimination Act (Campus SaVE) is a 2013 amendment to the Clery Act signed under the Violence Against Women Reauthorization Act (VAWA). This amendment expanded the reporting requirements on campuses to include domestic violence, dating violence, and stalking.”

Colorado State University is committed to providing an inclusive and welcoming educational and working environment for everyone where sexual misconduct, sexual assault, gender discrimination, and gender-based violence within the CSU community is not tolerated and is promptly addressed.

## **XX. Family Leave Policy**

The Program abides by the University Policies on Family leave, which include the [FAMILI Program](#), [Family Medical Leave](#), and [Parental Leave](#). More information for new and expecting parents can be found [here](#). Students who wish to take leave using any of these programs are encouraged to talk with their primary advisor, the DCT, the Graduate Program Coordinator, and the Chair of the Department well in advance of needing leave to ensure that all procedures are followed properly.

## **XXI. Accommodations for Students with Disabilities**

The Student Disability Center provides reasonable accommodations to qualified students with disabilities to provide them equal access to all University programs, facilities, services, and opportunities. Students in the Program with disabilities are strongly encouraged to seek accommodations by engaging in the accommodations process. More information about support for students with disabilities can be found [here](#).

## **XXII. Freedom of Expression and Inquiry**

The Program adheres to the University position on Freedom of Expression and Inquiry.

The faculty of CSU considers freedom of discussion, inquiry, and expression to be in keeping with the history and traditions of our country and to be a cornerstone of education in a democracy. CSU is committed to valuing and respecting diversity, including respect for diverse viewpoints. If any members of our campus community (students, faculty, or staff) feel that they have been treated unfairly because of their views, they should contact the [\*\*Student Resolution Center\*\*](#). The [\*\*policy\*\*](#) of CSU is to encourage members of the CSU community to engage in discussion, to exchange ideas and opinions, and to speak, write, and publish freely in accordance with the guarantees and limitations of our state and national constitutions.

Faculty and students have not only a right, but also a responsibility, to examine critically the insights, understandings, values, issues, and concerns which have evolved in the various areas of human activity. Consequently, it is the [\*\*policy\*\*](#) of the University that CSU-registered student organizations may extend invitations for guest lecturers, exhibitors, performers, and exhibitions of works of art with no restrictions of form or content other than those imposed or permissible by law. It is understood that inviting a speaker, performer, or exhibit does not imply concurrence of the CSU or of the sponsoring organization with the opinions, beliefs, or values expressed.

In exercising their rights, members of the CSU community should understand that the public may judge the institution by their actions. Hence, they should at all times strive to be honest and accurate, exercise appropriate restraint, and show appropriate respect for the opinions of others.

### **XXIII. Grievance Procedures**

According to the Graduate School at Colorado State University, “addressing conflict in a direct and professional manner is an important part of graduate student professional development. Occasions will arise when a student has a conflict with or complaint about a fellow student, a faculty member or staff, or their advisor. When this happens, the student should first attempt to resolve the issue directly with the person involved by making an appointment with the person and communicating their concern in a calm and professional manner.” In the event that this does not solve the problem, the recommended procedure is:

1. Talk to your advisor.
2. If your advisor is part of the problem or you do not feel comfortable talking with them, talk to the DCT.
3. If that doesn’t create space for resolution, talk to the Graduate Program Coordinator.
4. If the problem is still unresolved, talk to the Chair of the Department.
5. If the problem is still unresolved, talk to the Dean of the Graduate School.
6. If the problem occurs as part of your assistantship you may also contact [the Office for Equal Opportunity Employment](#) or [the Office of the Ombuds](#).

At any of these steps, a student may file an informal or formal complaint. Students are encouraged to seek help from [Conflict Resolution Services of the Student Resolution Center](#) to learn how to communicate their concerns with the involved person. The student may seek informal resolution through Conflict Resolution Services. According to the Conflict Resolution Center “Conflict Resolution Services staff are available to facilitate conversations and help mediate conflict so that issues can be resolved informally. With the permission of the student, Conflict Resolution Services may involve the Department chair, dean of the Graduate School, or others as appropriate in seeking a resolution.”

#### **Protection from Retaliation**

Colorado State University prohibits retaliation as set forth by the [CSU Retaliation and Whistleblower Protection Policy](#). No student shall be retaliated against for bringing forward an informal complaint or for submitting a formal written complaint. This includes any forms of retaliation that threatens or takes materially adverse actions or omissions against a student that interferes with the student’s education, training, and future career opportunities.

## **XXIV. Residency Policy**

Graduate students are expected to be full participants in the academic, clinical, and professional community of the Program. To support this, students are required to attend all courses in person unless otherwise instructed by faculty. Regular, in-person attendance is essential to the development of clinical skills, collaborative relationships, and professional identity.

Students are expected to reside in Fort Collins, Colorado and/or surrounding areas in Colorado throughout their time in the Program in order to complete academic requirements, participate in clinical training, and fulfill Graduate Teaching Assistantship (GTA) or Graduate Research Assistantship (GRA) responsibilities. Unless classified as an international student, all students are expected to establish Colorado residency by the start of their second year in the Program, which is a tuition related requirement. These expectations remain in place until all required coursework has been completed. The Program acknowledges that most students will leave Colorado in order to complete their internship.

This policy is consistent with accreditation standards set by the American Psychological Association (APA) and licensure requirements in most states, which mandate that a substantial portion of doctoral training be completed in residence to ensure appropriate supervision, mentorship, and professional socialization. Furthermore, students are only permitted to engage in clinical training within the state in which they are being supervised, and supervisors must be licensed in the state where services are being delivered.

## **XXV. Artificial Intelligence Policy**

As graduate students develop into professionals, it is essential that they cultivate the ability to think critically, write clearly, and develop their own ideas. These foundational skills are central to scholarly work, research, and clinical practice. While AI tools are widely available and evolving rapidly, the use of these tools in academic settings raises important ethical and professional concerns. Specifically, overreliance on AI risks undermining the development of independent thought and scholarly integrity. In clinical contexts, the use of AI may also present risks to confidentiality, accuracy, and ethical decision-making. The purpose of this policy is to ensure that students meet the standards of academic honesty and professional competence expected by the Program, the Department, the University, and the Discipline.

AI tools may not be used to generate ideas, conceptual framework, outline, or original text in any thesis, dissertation, professional presentation, or manuscript submitted for publication. These are expected to reflect the student's own work and intellectual contributions. Similarly, students may not use AI to complete any coursework unless explicitly instructed to do so by the course instructor. This includes assignments, papers, take-home exams, and discussion posts. Finally, AI is not permitted for any clinical purposes, including writing case notes, generating conceptualizations or treatment plans, report writing, or assisting in any documentation or communication related to client care. Use of AI for clinical purposes violates confidentiality and health care law.

That said, students may use AI in limited and appropriate ways that support, but do not replace, their own work. For example, it is permissible to use AI to make minor edits to written text the student has already authored, particularly for clarity, grammar, or style. AI may also be used to troubleshoot or make minor improvements to statistical code (e.g., R, SPSS, Mplus). Any time AI is used, students are expected to cite (see [Link](#) for instructions) that in the work product. If students are unsure about whether it is appropriate to use AI for a specific purpose, they should speak with their advisor and seek permission from their advisor and the Program. Violations of this policy would be considered a violation of Colorado State University academic integrity policies.

As with all tools and technologies, students should apply critical thinking, use good judgment, and ask for clarification if they are unsure whether a specific use aligns with this policy. Important, the student is responsible for all content in their work product regardless of source.

## **XXVI. Professional Attire Policy**

Graduate school is a time of transition from the role of student to that of professional. In addition to all the other skills one needs to learn to successfully make that transition, students must understand how their appearance can impact the range of professional roles graduate students fill both during and after graduate school.

The concern here is not whether a student has the “right” to look as they choose. Rather, the issue is what the impact is of the choices they make. A student’s appearance can influence the degree of respect others will have for them. Because of others’ reactions to a person’s appearance, it can impact an individual’s effectiveness and ability to adequately represent them or the program, and as a result can potentially impact outcomes.

Professional attire is defined in the Program as, at a minimum, business casual. Students should apply this standard when:

- (a) Seeing a client for therapy or assessment
- (b) Conducting research studies
- (c) Presenting in class
- (d) Proposing/defending their thesis and dissertation
- (e) Attending professional meetings and conferences
- (f) Fulfilling assistantship responsibilities
- (g) Otherwise representing the Program on campus or in the community.

What students wear is not generally a concern when they are in class, in their offices, or when meeting with faculty.

Clothing designed for working out/athletic apparel or leisure (e.g., printed/branded t-shirts, pajamas, flip-flops, attire with large holes) is not considered business casual. Jeans may be allowed in some circumstances, but they should not be ripped.

Students should use common sense about what is considered professional dress. If students are uncertain about what is appropriate, they should consult faculty, staff and other students.

## **XXVII. Participation in May Commencement Prior to Completion of Internship**

Doctoral students in the program may participate in commencement ceremonies in May of the year they plan to graduate with the Ph.D. if they have applied for graduation with the Graduate School, completed all degree requirements by the posted deadlines for spring semester, and have completed 75% of their full time internship.

### **XXVIII. Exit Interview and Alum Surveys**

Once students have completed all Program requirements and prior to the last day of their internship, students are expected to complete an exit interview with the DCT. This interview is designed for students to provide honest feedback to the Program that the Program may use to improve policies and procedures. Additionally, exiting students will be asked to provide contact information other than their CSU email so that the Program may keep in touch with them following graduation.

The Program will conduct an annual alum survey for the purposes of tracking outcomes of the graduates of the Program. Graduates are expected to complete the survey in a timely manner. The data gained from this survey will be published on the Program's website. Additionally, the information will be reported to the Accreditors of the Program as part of the data used to determine the ongoing accreditation status of the Program.

## **XXIX. Appendices**

*Note that forms included in the appendices are sample forms. The usable version of all of these forms are available on the Groups Drive in the Program folder.*

## Appendix A: Clinical Psychology Student Progress Report

Student's name: \_\_\_\_\_

Year admitted to program: \_\_\_\_\_ Undergraduate school: \_\_\_\_\_

Designated area of emphasis: \_\_\_\_\_ (if none, state **none**)

Current academic advisor: \_\_\_\_\_

Source of support/placement:

1st year \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

2nd year \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

3rd year \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

4th year \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

5th year \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

I	<u>Core Coursework Record</u>	<u>Not taken</u>	<u>In progress</u>	<u>Completed/grade</u>
	596C Orientation	_____	_____	_____
	602A-F Foundations of Psychology (HIS; DEV; BB; CB; AB; SB)	_____	_____	_____
	652 Methods of Research in Psychology I	_____	_____	_____
	652 Methods of Research in Psychology II	_____	_____	_____
	720 Psychopathology	_____	_____	_____
	775 Diversity Issues	_____	_____	_____
	722 Empirically Supported Treatments	_____	_____	_____
	670 Psychodiagnostic Assessment	_____	_____	_____
	672 Psychoeducational Assessment	_____	_____	_____
	675 Professional Ethics	_____	_____	_____
	600K Measurement <b>OR</b>	_____	_____	_____
	753 Structural Equation Modeling <b>OR</b>	_____	_____	_____
	754 Multivariate Analysis	_____	_____	_____
	686A Clinical Practicum I	_____	_____	_____
	786A Clinical Practicum II	_____	_____	_____
	786E Clinical Practicum III <b>OR</b>	_____	_____	_____
	786F External Practicum	_____	_____	_____

II	<u>Advanced Treatment Methods</u> (name)	<u>Not taken</u>	<u>In progress</u>	<u>Comp/grade</u>	<u>Instructor</u>
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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_  
4. \_\_\_\_\_

**List any others on back of this sheet**

<u>III List of electives or specialty courses:</u>	<u>When taken</u>	<u>Grade</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____

(AB) Course that satisfies <u>Affective Bases</u> of Behavior Requirement? (Affix AB to course listed above)	Yes ____ No ____
(BB) Course that satisfies <u>Biological Bases</u> of Behavior Requirement? (Affix BB to course listed above)	Yes ____ No ____
(CB) Course that satisfies <u>Cognitive Bases</u> of Behavior Requirement? (Affix CB to course listed above)	Yes ____ No ____
(SB) Course satisfies <u>Social Bases</u> of Behavior Requirement? (Affix SB to course listed above)	Yes ____ No ____
(DEV) Course that satisfies <u>Human Development</u> Requirement? (Affix DEV to course listed above)	Yes ____ No ____
(HIS) Course that satisfies History & Systems Requirement? (Affix HIS to course listed above)	Yes ____ No ____

IV Master's Degree: \_\_\_\_\_ Date \_\_\_\_\_

Committee: Chair \_\_\_\_\_  
Member 1 \_\_\_\_\_ Member 2 \_\_\_\_\_  
 Committee filed \_\_\_\_\_  
Title: \_\_\_\_\_  
  
 Prospectus written and approved \_\_\_\_\_  
 Data meeting \_\_\_\_\_  
 Final draft submitted \_\_\_\_\_  
 Orals passed/failed (circle one)  
Number of Master's Credit Hours received \_\_\_\_\_  
Master's Program of Study filed \_\_\_\_\_

V Comprehensive Examination

Prerequisites confirmed: Core courses completed  
\_\_\_\_\_

MA Orals \_\_\_\_\_  
3.0 GPA \_\_\_\_\_  
Clinical ratings satisfactory \_\_\_\_\_  
Program of Study filed \_\_\_\_\_

\_\_\_\_ Committee formed (See "Dissertation requirement")  
\_\_\_\_ Paper submitted \_\_\_\_\_

Comprehensive Oral Examines    Passed    Failed (Circle one) \_\_\_\_\_

#### VI. Dissertation Requirements

\_\_\_\_ (Committee of at least 4 members. Must have outside member)

Committee: Chair \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dissertation Title \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ Committee selected and filed officially \_\_\_\_\_ (Date)  
\_\_\_\_ Prospectus Meeting \_\_\_\_\_ (Date)  
\_\_\_\_ Prospectus Approved \_\_\_\_\_ (Date)  
\_\_\_\_ Data Meeting \_\_\_\_\_ (Date)  
\_\_\_\_ Final Draft Submitted \_\_\_\_\_ (Date)  
\_\_\_\_ Orals Passed \_\_\_\_\_ (Date)

Number of Dissertation Credits Received \_\_\_\_\_

#### VII. Clinical Experience

Psychology Clinic - 2nd year

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

Placement - 2nd year

(if applicable) \_\_\_\_\_

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

Feedback forms completed: Yes \_\_\_\_ No \_\_\_\_; Funded Yes \_\_\_\_ No \_\_\_\_

Placement - 3rd year \_\_\_\_\_

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

Feedback forms completed: Yes \_\_\_ No \_\_\_; Funded Yes \_\_\_ No \_\_\_

Placement - 4th year \_\_\_\_\_

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

Feedback forms completed: Yes \_\_\_ No \_\_\_; Funded Yes \_\_\_ No \_\_\_

Placement - 5th year \_\_\_\_\_

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

Feedback forms completed: Yes \_\_\_ No \_\_\_; Funded Yes \_\_\_ No \_\_\_

Other Volunteer Clinical Experience (e.g. Groups in Hospitals, Schools)

\_\_\_\_\_

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

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

Feedback forms completed: Yes \_\_\_ No \_\_\_; Funded Yes \_\_\_ No \_\_\_

Internship application submitted \_\_\_\_\_ (Date)

Internship accepted \_\_\_\_\_ (Date)

Prerequisite confirmed

Ph.D. Prospectus meeting \_\_\_\_\_ (Date)

Internship site: \_\_\_\_\_

(full address) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

( ) \_\_\_\_\_

#### OTHER DATA

Please list memberships in professional societies (e.g., APA) since you entered graduate school:

\_\_\_\_\_

Honors or Commendations

\_\_\_\_\_

Awards and Scholarships

\_\_\_\_\_

Grants \_\_\_\_\_

Publications \_\_\_\_\_

Conference Presentations \_\_\_\_\_

Service to the Department, University, or Broader Field (e.g. committee work)

---

Please indicate the date of any formal leave(s) of absence from the program:

---

---

---

---

---

---

## **Appendix B: Sample Advisor and Graduate Student Advisee Contract**

The advisor-advisee relationship may be described as a relationship in which a faculty member acts as a guide, role model, teacher, advocate and sponsor of a graduate student. Investment in this relationship is voluntary and based on the belief that if the relationship is no longer beneficial, both faculty member and student agree to significantly redefine or terminate the relationship. The following are relevant components of this advisor-advisee relationship:

### Frequency of Face-to-Face Contact to Discuss the Student's Progress

We agree to meet at this frequency:

---

---

### Specific Expectations for Workload in the Lab

Are the expectations reasonable given course load, the student's independent research, GRA/GTA responsibilities, and clinical work?

These are expectations concerning workload in the lab:

---

---

### Short-Term Goals

What type of guidance does the student need to learn and contribute most effectively (e.g., independent vs. one-on-one work)? What type of guidance does the faculty member typically provide?

These are our agreed-upon, short-term goals:

---

---

### Long-Term Goals

Faculty need to evaluate what they can provide and what the student needs. Students need to be realistic about what is possible and proactively get information about their mentor's expectations, developing a balance between seeking help and taking on more responsibility as the relationship progresses.

These are our agreed-upon, long-term goals:

---

---

## Expectations Regarding Communication and Confidentiality

Discuss preferred means of communication (email, cell phone) and response times. Be clear about the level of confidentiality that you will have.

This is our agreement regarding levels of communication:

---

---

## Frequency of Evaluation of the Relationship, Goals, and Objectives

We agree to this frequency of evaluations:

---

---

## Any Other Specific Roles and Expectations of the Faculty Advisor

These are other specific roles and expectations the student has for the mentor:

---

---

## Any Other Specific Roles and Expectations of the Advisee

These are other specific roles and expectations the mentor has for the student:

---

---

By signing this agreement, both the faculty mentor and graduate student are affirming they have reviewed the above and are willing to support this mentoring relationship.

---

Faculty Mentor

---

Graduate Student

---

Date

---

Date

## References:

Arizona State University Clinical Science Handbook

Johnson, W.B., & Huwe, J.M. (2003). Getting Mentored in Graduate School, 111, 163

Mentoring: A Guide for Students: <http://grad.washington.edu/mentoring/students/getting-started.shtml>

## **Appendix C: Clinical Trainee Evaluation**

**Clinical Psychology Doctoral Program****Colorado State University****Supervisor's Evaluation of Supervisee**

\*To be completed by the primary supervisor with input from secondary supervisors and seminar leaders

Name of Supervisee: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

Name of Supervisor: [Click here to enter text.](#)

Evaluation Period

Location of Practicum [Click here to enter text.](#)

Supervisee's Position [Click here to enter text.](#)

The eight competencies evaluated on this form are based on the 2016 APA standards of Accreditation (SoA) and are essential for competent practice in Health Service Psychology.

**Methods of Assessment Used:** direct observation discussion of clinical interaction videotape  
review of written work other: [Click or tap here to enter text.](#)

**Level of training:** Practicum I Practicum II Practicum III

**Rating Scale.** *Trainees must meet all competencies at Level 4 or above by the end of the practicum.*

**0**= performance below entry level for a trainee at this placement

**1**= performance at entry level for a trainee at this placement

**2**= performance at mid-of-first semester for a trainee at this placement

**3**= performance at end-of-first semester for a trainee at this placement

**4**= performance at mid-second semester level for a trainee at this placement

**5**= performance at exit level for a trainee at this placement

**6** = performance notably exceeding the exit level for a trainee at this placement

**N/A** = not enough information to assess at this time/not applicable to this site

**Note.** The trainee's performance should be evaluated based on what would be expected for this point in their practicum.

**I. Research.** Trainees must demonstrate the ability to critically evaluate research or other scholarly activities and to incorporate recent literature on evidence-based practices into their clinical work.

Remains current with advances in the practice of psychology (e.g., reads relevant literature, attends professional trainings)

**Choose a rating**

Articulates a developmentally appropriate level of scientific knowledge in, and respect for, theory, research, and practice in professional psychology (e.g., origins of behavior, evidence-based practices) in supervision, seminars, and presentations

**Choose a rating**

Applies evidence-based practices, relevant research literature, and other theoretical viewpoints to case conceptualization and treatment interventions

**Choose a rating**

Demonstrates critical thinking in seminar presentations, case conceptualization, and other scholarly endeavors

**Choose a rating**

**Recommendations and Comments Regarding Research:**

**Areas of Strength**

**Areas for Growth**

**Other Comments**

**II. Ethical and Legal Standards.** Trainees are expected to recognize ethical dilemmas and to apply sound and ethical decision-making processes in increasingly complex situations across levels of training. Trainees must demonstrate knowledge of APA Ethical Codes, Colorado Mental Health Statutes, and guidelines governing Health Service Psychology.

Demonstrates concern for client welfare

**Choose a rating**

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct

**Choose a rating**

Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing Health Service Psychology at the organizational, local, state, regional, and federal levels

**Choose a rating**

Identifies the appropriate ethical and legal dilemmas inherent within each situation

**Choose a rating**

Discusses ethical dilemmas and decision-making in supervision, staff meetings, and presentations; discloses ethical concerns when appropriate and follows-through when a course of action is agreed upon.

**Choose a rating**

Uses an ethical decision-making process; demonstrates an ability to think critically about ethical and legal dilemmas including relevant risk issues, and conducts self in an ethical manner in all professional activities as evidenced by consultation and clinical documentation

**Choose a rating**

**Recommendations and Comments Regarding Ethical and Legal Standards:**

Areas of Strength

Areas for Growth

Other Comments

**III. Individual and Cultural Diversity.** Trainees must demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse clientele. They must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals' characteristics, and a commitment to engagement with the process of self-examination and ongoing learning required for continued growth in this area.

Is aware of and sensitive to the potential impact of one's *own* cultural identity on work with others (e.g., demonstrates accepting attitudes, recognizes how one's own personal/cultural history and biases may impact one's understanding of and interactions with others)

**Choose a rating**

Is sensitive to the impact of the cultural identities of *others* (e.g., considers values, worldview, biases, group membership)

**Choose a rating**

Articulates understanding of the impact of privilege and oppression on targeted individuals, groups, and communities

**Choose a rating**

Demonstrates a developmentally appropriate level of understanding of the current theoretical and empirical knowledge-base relevant to addressing diversity across a range of professional roles, and seeks culture-specific knowledge relevant to work with individuals, groups, and communities (e.g., attends cultural events, reads culture-specific literature, consults)

**Choose a rating**

Uses knowledge of cultural issues to modify professional behavior in order to work effectively with areas of individual or cultural diversity not previously encountered.

**Choose a rating**

Discusses important cultural identities when working with others (e.g., clients, colleagues, etc.), including ongoing assessment of relevant diversity issues and consistent attention to important identities in clinical and professional work.

**Choose a rating**

Recommendations and Comments Regarding Individual and Cultural Diversity:

**Areas of Strength**

**Areas for Growth**

**Other Comments**

**IV. Professional Values, Attitudes, and Behaviors.** Trainees must demonstrate a maturing professional identity that includes awareness of their own professional values as well as their strengths and growth edges. Trainees must demonstrate integrity, accountability, self-reflection, openness to feedback, and a commitment to ongoing learning and growth. Trainees must also engage in appropriate self-care.

Demonstrates a professional identity through behavior that reflects the values of Health Service Psychology (e.g., acts with integrity, demonstrates concern for the welfare of others, accepts personal responsibility for action, engages respectfully with colleagues, takes appropriate initiative, demonstrates appropriate grooming and attire

**Choose a rating**

Clearly articulates professional values and knowledge of one's areas of expertise during supervision, seminars, and presentations

**Choose a rating**

Actively seeks and demonstrates openness to feedback; evaluates feedback from others and implements change as appropriate

**Choose a rating**

Identifies supervision needs and prepares to optimally utilize supervision or consultation

**Choose a rating**

Demonstrates openness to ongoing growth, including engaging in self-reflection and exploration of personal issues that impact professional functioning

**Choose a rating**

Assessment of own strengths and limitations is congruent with the assessment of other professionals

**Choose a rating**

Recognizes when new competencies are required for effective practice and develops a plan to attain them

**Choose a rating**

Models self-care, including self-identifying disruptions in professional functioning and taking appropriate self-care action

**Choose a rating**

Demonstrates awareness of one's personal contribution of the therapeutic process and is able to address this in session or supervision, as appropriate

**Choose a rating**

Appropriately manages boundaries in all professional settings

**Choose a rating**

Understands and adheres to agency policies and goals

**Choose a rating**

**Recommendations and Comments Regarding Professional Values, Attitudes, and Behaviors:**

Areas of Strength

Areas for Growth

Other Comments

**V. Communication and Interpersonal Skills.** Trainees are expected to demonstrate effective communication skills, including the ability to develop and maintain successful professional relationships, negotiate difficult interactions, give and receive feedback, and respectfully communicate differing viewpoints.

Develops and maintains effective relationships with a wide range of individuals including but not restricted to clients, colleagues, supervisors, organizations, and professionals from other disciplines

**Choose a rating**

Demonstrates a developmentally appropriate understanding of professional language and concepts through clear oral, nonverbal, and written communication

**Choose a rating**

Demonstrates understanding of how cultural factors may be impacting professional relationship and interpersonal communication.

**Choose a rating**

Provides constructive feedback to supervisors and peers, initiating conversations when appropriate

**Choose a rating**

Articulates own viewpoint respectfully and listens respectfully to differing points of view

**Choose a rating**

Acknowledges own role in difficult or conflictual interactions in professional contexts and takes appropriate steps to problem-solve and repair relationship ruptures

**Choose a rating**

**Recommendations and Comments Regarding Communication and Interpersonal Skills:**

Areas of Strength

Areas for Growth

Other Comments

**VI. Assessment.** Trainees must develop competence in evidence-based psychological assessment, including gathering relevant data using multiple sources and methods, assigning accurate diagnoses, attending to relevant cultural factors, and communicating results effectively.

Applies current research and professional standards to inform diagnosis and case conceptualization

**Choose a rating**

Establishes rapport with client and develops relationship appropriate to assessment task

**Choose a rating**

Utilizes diagnostic clinical interviewing skills and additional assessment measures (e.g., SCID, SID-P, MMPI, etc.) to accurately assign multiaxial diagnoses

**Choose a rating**

Appropriately modifies diagnostic impressions as additional information becomes available

**Choose a rating**

Integrates information from clinical interviews, behavioral observations, historical data, and medical records in developing case conceptualizations and treatment recommendations

**Choose a rating**

Demonstrates developmentally appropriate ability to assess high risk situations (e.g., potential harm to self or others, child abuse, grave psychological disability), consulting with others when appropriate

**Choose a rating**

Shares assessment results clearly and accurately in spoken and written communication; this includes writing concise intake assessments and client notes that convey essential information and are sensitive to the needs of a range of audiences

**Choose a rating**

Considers cultural and contextual factors in assessment and uses these to inform diagnosis, case conceptualization, and treatment recommendations.

**Choose a rating**

**Recommendations and Comments Regarding Assessment:**

**Areas of Strength**

**Areas for Growth**

**Other Comments**

**VII. Intervention.** –For items 42-51, Fill out items corresponding to trainee's level of practicum (i.e., EITHER Prac I or Pracs II and III). The other section may be deleted or left blank.

## **OPTION 1 – Prac I Intervention Skills**

**VII. Intervention.** Trainees must demonstrate developmentally-appropriate competence in clinical interventions. This includes establishing a therapeutic alliance, use of basic clinical skills, competent use of evidence-based/common factors treatments as appropriate for specific presenting issues, developing appropriate client conceptualizations and treatment plans, adapting intervention strategies to client needs and cultural identities, and effectively terminating therapy.

Provides basic structure to therapy sessions by giving information about confidentiality, taping, session limits, fees, and by opening and closing sessions

**Choose a rating**

Use of basic counseling skills: summarization, open-ended questions, reflection of feelings and content, use of language appropriate to client's level of sophistication, concreteness, communication of respect

**Choose a rating**

Awareness of and ability to handle the phases of therapy.

For first semester: ability to establish and empathic, genuine, professional relationship with clients.

For second semester: all the previous, plus: ability to conduct a working phase of therapy and ability to handle termination.

**Choose a rating**

Ability to work with different realms of client's experience dependent upon client's needs: consider ability to explore and work with affect, cognitions, and behaviors

**Choose a rating**

Handles crisis situations with appropriate consultation

**Choose a rating**

Use of advanced clinical skills (second semester): immediacy, self-disclosure, confrontation, timing, use of process in therapy sessions, attention to client non-verbal behaviors and their congruence or incongruence to verbal behavior.

**Choose a rating**

Establishes and maintains an effective therapeutic alliance with clients

**Choose a rating**

Appropriately identifies and addresses ruptures in the therapeutic alliance.

**Choose a rating**

Maintains timely, accurate, comprehensive, culturally sensitive, and concise client notes

**Choose a rating**

### **Recommendations and Comments Regarding Intervention:**

**Areas of Strength**

**Areas for Growth**

**Other Comments**

## **OPTION 2 – Prac II and Prac III Intervention Skills**

**VII. Intervention.** Trainees must demonstrate developmentally-appropriate competence in clinical interventions. This includes fluent use of basic clinical skills, competent use of evidence-based treatments as appropriate for specific presenting issues, developing appropriate client conceptualizations and treatment plans that are consistent with theoretical framework, adapting intervention strategies to client needs and cultural identities, and effectively terminating therapy.

Establishes and maintains an effective therapeutic alliance with clients

**Choose a rating**

Articulates conceptualization of client concerns based on theoretical framework and uses this to guide treatment

**Choose a rating**

Articulates treatment goals and intervention strategies (based on grounding in theory, common therapeutic factors, and evidence-based practices) during supervision

**Choose a rating**

Demonstrates fluent use of microcounseling skills (e.g., feeling reflection, paraphrasing, summarization, questioning, immediacy, confrontation, and self-disclosure)

**Choose a rating**

Effectively address the affective, cognitive, and behavioral needs of clients

**Choose a rating**

Flexibly and effectively identifies and implements intervention strategies consistent with client and agency goals, theoretical framework, common therapeutic factors, current literature and research, cultural identities, and evidence-based practices

**Choose a rating**

Assesses progress of therapy using appropriate measures or methods and modifies treatment interventions in response to client needs

**Choose a rating**

Terminates individual therapy appropriately (i.e., attending to timeliness, review of progress, identification of future plans, provision of appropriate referrals)

**Choose a rating**

### **Recommendations and Comments Regarding Intervention:**

**Areas of Strength**

**Areas for Growth**

**Other Comments**

**VIII. Consultation and Interprofessional/Interdisciplinary Skills.** Trainees must demonstrate the ability to effectively collaborate with professionals in a variety of settings to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Works with individuals in other professions to build and maintain a climate of mutual respect, appreciation for diverse perspectives and contributions, and shared values/goals

**Choose a rating**

Uses knowledge of one's own role and those of other professional disciplines and campus/community resources (e.g., physicians, psychiatrists, social workers, case managers, family therapists, school psychologists, group therapists, etc.) to provide appropriate referrals and coordinate service delivery

**Choose a rating**

Consults appropriately with professionals external to the agency, including clearly communicating psychological information for incorporation into overall treatment planning and supporting a collaborative/team approach to treatment

**Choose a rating**

Demonstrates awareness of ethical considerations in working with different individuals, communities, and organizations (e.g., maintaining client privacy and confidentiality, identifying social justice concerns when applicable, and advocating for client appropriately)

**Choose a rating**

**Recommendations and Comments Regarding Consultation and Interprofessional/Interdisciplinary Skills:**

Areas of Strength

Areas for Growth

Other Comments

**IX. General Recommendations and Comments Regarding Overall Performance.**

**Please indicate trainee's overall strengths:**

Click here to enter text.

**Please indicate trainee's areas for improvement:**

Click here to enter text.

**Signatures:**

---

Supervisee Signature

Date

---

Supervisor Signature

Date

---

Name (printed)

---

Name (printed)

By signing below, I am verifying that the clinical work documented in the attached report is an accurate reflection of clinical hours provided this term.

---

Supervisee Signature

Date

---

Supervisor Signature

Date

---

Name (printed)

---

Name (printed)

## Appendix D: Therapist Evaluation of Supervisor

Semester/Year: Click here to enter text.

Trainee: Click here to enter text.

Supervisor: Click here to enter text.

Use the following rating scale for all items.

1                    2                    3                    4

5

Strongly Agree

### Supervision Climate and Structure

Supervisor worked on establishing a climate of trust with the supervisee

*Choose an item.*

Supervisor was respectful of individual differences between supervisor and supervisee

*Choose an item.*

Supervisor was available outside of our appointed supervision time for consultation, as needed

*Choose an item.*

Supervisor worked with supervisee on establishing agenda for supervision sessions

*Choose an item.*

Supervisor's feedback on process notes and reports was helpful

*Choose an item.*

### Focus on Work with Client

Supervisor assisted in clarifying differential diagnostic issues

*Choose an item.*

Supervisor assisted in case conceptualization

*Choose an item.*

Supervisor demonstrated or role-played techniques with the supervisee during supervision

*Choose an item.*

Supervisor assisted in selecting assessment measures to evaluate client outcomes

*Choose an item.*

Supervisor effectively supervised child client cases

*Choose an item.*

Supervisor effectively supervised adolescent client cases

*Choose an item.*

Supervisor effectively supervised adult client cases

*Choose an item.*

Supervisor effectively supervised couples therapy cases

*Choose an item.*

Supervisor effectively supervised family therapy cases

*Choose an item.*

Supervisor effectively supervised assessment cases

*Choose an item.*

*Focus on Supervisee*

Supervisor gave feedback on supervisee-client relationship

*Choose an item.*

Supervisor gave feedback on supervisee's interpersonal behaviors relevant to professional goals

*Choose an item.*

Supervisor helped supervisee assess their own development (e.g., strengths and weaknesses)

*Choose an item.*

Supervisor facilitated development of supervisee's own theoretical orientation

*Choose an item.*

Supervisor challenged supervisee to utilize a coherent theoretical orientation for each client

*Choose an item.*

Supervisor helped supervisee increase their understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with clients

*Choose an item.*

Supervisor assisted supervisee in monitoring self-care (e.g., time management strategies, case management, relaxing, prioritizing, etc.)

*Choose an item.*

*Focus on Supervisor*

Supervisor encouraged feedback from supervisee

*Choose an item.*

Supervisor responded to feedback provided by supervisee

*Choose an item.*

Supervisor viewed tapes provided by trainee on a regular basis

[Choose an item.](#)

Supervisor knew of community resources and helped supervisee refer clients appropriately

[Choose an item.](#)

Supervisor incorporated relevant research literature into supervision

[Choose an item.](#)

Supervisor used appropriate self-disclosure

[Choose an item.](#)

How was your supervision scheduled and structured (e.g., one hour of individual supe. weekly, 2 hours of group supe. monthly, etc.)?

[Click here to enter text.](#)

How often did your supervisor meet with you at your scheduled time?

[Choose an item.](#)

Overall Rating for Supervision Experience:

(Rate 1-5: Very Poor Supervision Experience to Highly Effective Supervision Experience

[Choose an item.](#)

What I would like more of in supervision:

[Click here to enter text.](#)

What I liked about supervision:

[Click here to enter text.](#)

Additional comments:

[Click here to enter text.](#)

## **Appendix E: Supervisor-Supervisee Agreement for External Practicum**

## **Supervision Agreement Form**

This agreement outlines the roles, responsibilities, and expectations for the supervision relationship between the Clinical Psychology Graduate Student (the student), the External Practicum Supervisor (the supervisor), and the Practicum Site (the site). This document is designed to ensure clarity and mutual understanding for all parties involved.

---

### **1. General Information**

- **Student Name:** \_\_\_\_\_
- **Supervisor Name:** \_\_\_\_\_
- **Supervisor's Credentials:** \_\_\_\_\_ (e.g., licensed psychologist)
- **Supervisor's Contact:** \_\_\_\_\_
- **Site Name:** \_\_\_\_\_
- **Site Address:** \_\_\_\_\_

  

- **Start Date:** \_\_\_\_\_
- **End Date:** \_\_\_\_\_
- **Supervision Frequency:** \_\_\_\_\_ (e.g., weekly, biweekly)
- **Supervision Duration:** \_\_\_\_\_ (e.g., 1-hour)
- **Supervision Format:** \_\_\_\_\_ (e.g., group, individual, combination)

---

### **2. Expectations for the Student**

The student agrees to:

1. Complete at least 200 hours of direct clinical hours over the year.
2. Commit to a maximum of 20 hours a week on-site to the Practicum, which can include face-to-face client contact hours and clinical supervision hours on-site.
  - Specific weekly work schedules will be negotiated before the students begin services and revised throughout the clinical training period at the Practicum as necessary. This will include stated expectations about in-person, remote, or hybrid work.
3. Adhere to the Practicum policies and supervisor expectations for in-person, remote, or hybrid supervision.
4. Adhere to all professional, ethical, and legal standards outlined by the American Psychological Association (APA) and the laws governing the practicum site's jurisdiction.
5. Demonstrate punctuality, preparedness, and active engagement in supervision and all practicum responsibilities.
6. Maintain accurate and timely documentation as required by the site and supervision agreement.
7. Seek feedback and apply it to professional growth and skill development.

8. Notify the supervisor promptly about any ethical concerns, incidents, or challenges encountered at the site.
9. Protect client confidentiality and follow all site-specific policies related to client care.
10. Complete all assignments and training requirements established by the site and the supervisor.
11. Provide the Practicum supervisor with the student/trainee evaluation form by November 1<sup>st</sup>.
12. Provide the Director of Clinical Training the complete student/trainee evaluation form by November 30<sup>th</sup>.

---

### **3. Expectations for the Supervisor**

The supervisor agrees to:

1. Provide regular supervision sessions as outlined in this agreement.
2. Provide clinical supervision for all of Student's clients for a minimum 1 hour per week of individual and/or group supervision for the duration of the practicum training.
3. Offer constructive feedback and guidance to support the student's clinical development.
4. Review and co-sign documentation as required by site policy and/or state regulations.
5. Monitor and evaluate the student's clinical skills and professional behavior.
6. Address and resolve any concerns related to the student's performance or ethical issues.
7. Provide opportunities for the student to gain experience in diverse clinical activities, including assessment, intervention, consultation, and/or psychoeducation.
8. Maintain open communication with the student's academic program, including providing evaluations and updates as required.
9. Complete, review and sign the student/trainee evaluation form by November 29<sup>th</sup>.

---

### **4. Expectations for the Practicum Site**

The site agrees to:

1. Provide a safe, supportive, and professional environment conducive to learning.
2. Grant the student access to the resources necessary to fulfill their practicum responsibilities, such as office space, technology, and assessment tools.
3. Ensure the student's clinical activities align with their training goals and level of competence.
4. Facilitate opportunities for direct clinical experience under appropriate supervision.
5. Notify the student and supervisor promptly about any site-specific changes that could affect the practicum.
6. Ensure adherence to all applicable ethical and legal standards in the provision of services and Student training.
7. Discuss a specific weekly work schedules at time the students begin services and revised throughout the clinical training period.

- This may include time off requests and weekly workdays/hours.
- Students may work up to a maximum of 20 hours a week on-site to the Practicum, which can include face-to-face client contact hours and clinical supervision hours on-site.

## 5. Evaluation and Feedback

- **Supervisor Evaluations:** The supervisor will complete evaluations of the student's performance at least twice during the practicum period (midpoint and final).
- **Student Feedback:** The student is encouraged to provide feedback to the supervisor to facilitate a collaborative supervisory relationship.

**8. Additional Notes or Provisions (if applicable):**

## 7. Agreement and Signatures

By signing below, all parties agree to uphold the responsibilities and expectations outlined in this agreement.

- **Student Signature:** \_\_\_\_\_

**Date:**

**• Supervisor Signature:**

**Date:**

## **Appendix F. Clinical Comprehensive Exam Evaluation Rubric**

### **Clinical Comprehensive Exam (CCE)**

#### ***Colorado State University Counseling Psychology Program***

##### **I. Description**

The Clinical Comprehensive Exam (CCE) is designed to assess a student's Discipline-Specific Knowledge (DSK) as well as their abilities across 7 Profession-Wide Competencies (PWCs) required by the Commission on Accreditation (CoA). The following documents should be used as reference by students and committee members in preparation for the exam:

**C-7 D. Discipline-Specific Knowledge** (Commission on Accreditation, November 2015; revised, July 2017)

**C-8 D. Profession-Wide Competencies** (Commission on Accreditation, October 2015; revised, July 2017)

##### **Clinical Comprehensive Exam Evaluation Form**

The exam includes both a written (portfolio) and an oral component. The CCE committee is comprised of a student-elected core program faculty member to serve as CCE chair, a current or former clinical supervisor, and a core program or affiliate faculty. Students will submit a copy of their portfolio to each committee member at least two weeks prior to the date of the exam.

Committee members review portfolio materials prior to the oral exam using the Clinical Comprehensive Exam Evaluation Form. Committee members are encouraged to pre-score the written materials prior to the oral exam, and to bring specific questions to the oral exam based on their review of the written materials. The purpose of the oral exam component is to provide students the opportunity to demonstrate their competence by elaborating on the content of the materials provided in the portfolio.

Students and committee members should schedule 2 hours for the oral defense, including time for deliberation among committee members. Six of the 8 competency areas are directly addressed in the oral exam component. Time spent during the oral exam **should not exceed 15 minutes per competency area.**

##### **II. Areas/Competencies Addressed**

- a. Ethical and Legal Standards
- b. *Discipline-Specific Knowledge: Advanced Integrative Knowledge in Scientific Psychology*
- c. Intervention
- d. Individual and Cultural Diversity
- e. Assessment
- f. Consultation and Interprofessional/Interdisciplinary Skills
- g. Professional Values and Attitudes\*\*
- h. Communication and Interpersonal Skills\*\*

\*\*No direct oral exam component. Assessed based on overall content of written materials and of subjective observation during oral exam.

### **III. Portfolio Materials**

#### **A) Summary of clinical hours accrued**

1. (intervention, assessment, and supervision hours; hours by age group served, as per APPIC designations; hours by minority group served; hours by location; # of integrated reports; assessments administered)

#### **B) 4 APPIC essays**

1. "Please provide an autobiographical statement—Tell me about yourself"
  - i. Content will reflect: *Professional Values and Attitudes; Communication and Interpersonal Skills*
2. "Describe your theoretical orientation"
  - i. Content will reflect: *Advanced Integrative Knowledge; Intervention; Assessment*
3. "Please describe your experience and training in working with a diversity of populations. Your discussion should display explicitly the manner in which diversity issues influence your clinical practice and case conceptualization."
  - i. Content will reflect: Intervention; Individual and Cultural Diversity
4. "Please describe your research experience and interests"
  - i. Content to include a discussion of your integration of research into practice

#### **C) De-identified Psychological Evaluation report**

#### **D) De-identified Case Conceptualization and Treatment Summary**

The Case Conceptualization and Treatment Summary required for the CCE will be more comprehensive than the treatment summaries currently written for the PSC. Format/Headings are provided below.

#### **E) Curriculum Vitae**

### **IV. Oral Exam Format**

#### **1. Ethical and Legal Standards Oral Defense preparation**

- a. The student meets the committee chair 30 minutes prior to the oral exam and is provided the Ethical and Legal Standards Oral Defense vignette (vignette #1).
- b. Students should bring their own copy of their portfolio and the APA Ethical Principles of Psychologists and Code of Conduct, and may bring class notes from PSY675 Ethics.
- c. Students have 30 minutes to identify the ethical considerations (General Principles and Ethical Standards) that pertain to the vignette and to prepare their Ethical and Legal Standards Oral Defense.

#### **2) Ethical and Legal Standards Oral Defense**

- a. Presentation on the principles and standards identified and explanation for their relevance; exploration of the decision-making processes used.

**3) Discipline-Specific Knowledge (DSK) – Advanced Integrative Knowledge in Scientific Psychology**

- a. Committee will examine student's ability to integrate multiple Basic Discipline-Specific Content Areas (areas include: Affective, Biological, Cognitive, Developmental and Social Aspects of Behavior and Advanced Integrative Knowledge across at least two of these areas), per review and discussion of the Case Conceptualization and Treatment Plan
- b. Committee *may* ask student to demonstrate knowledge of another Basic Discipline-Specific Content Area and how it could be integrated with other content areas identified

**4) Intervention**

- a. Students are provided Vignette #2
- b. Student will describe their clinical decision making process when determining treatment approach and interventions
- c. Students should identify the client, therapist, and contextual characteristics to consider when determining treatment approach
- d. Committee may inquire about evidence from clinical experience on students' ability to build effective therapeutic relationships, and/or to adapt treatment approach based on assessment results, relevant research, or client characteristics

**5) Individual and Cultural Diversity**

- a. Responses on Vignette #2 will also be scored in this competency
- b. Students may be asked about the content of APPIC essay #3, the de-identified report, and/or the Case Conceptualization as it relates to diversity
- c. Students may be asked to describe other clinical experiences working with individual/s from a diversity of backgrounds, using Accrued Hours as reference

**6) Assessment & Consultation and Interprofessional/Interdisciplinary Skills**

- a. Consultation/Interdisciplinary skills assessed through examination of knowledge regarding referral source, referrals & recommendations made in the de-identified report

**7) Final or Follow-up Questions by Committee Members**

**8) Committee Deliberation**

- i. Committee members will score the competencies not directly assessed in the oral component (Professional Values and Attitudes; Communication and Interpersonal Skills) and deliberate and finalize scores.

## FORMAT/HEADINGS FOR THE CCE CONCEPTUALIZATION AND TREATMENT Summary

### **1. Demographics**

### **2. Presenting Concern**

### **3. Client in Context**

- a. *Discuss the relevant aspects of diversity considered when providing direct services (i.e. client factors, therapist factors, contextual factors)*
- b. *This is specific to considerations when approaching/engaging in psychotherapy. How the client's identity and power (as related to social biases and discrimination in terms of resources) relate to behavior and their presenting concern would be addressed in the Social Aspects of Behavior category*

### **4. Conceptualization**

- a. *Explain the client's behavior from the perspective of 2 of the 5 Basic Content Areas in Scientific Psychology (See C-7 D. Discipline-Specific Knowledge for detailed descriptions). This section of the document will involve two separate conceptualizations of the concerns and problems experienced by same client from two of the content areas below:*

1. Affective Aspects of Behavior
2. Biological Aspects of Behavior
3. Cognitive Aspects of Behavior
4. Developmental Aspects of Behavior
5. Social Aspects of Behavior

### **5. Diagnosis/es**

### **6. Treatment Summary**

- a. *Refers to conceptualization and Diagnosis/es. Provide explanation for the connection between client's presentation/needs, the integration between the conceptualizations from different perspectives, the diagnoses and the treatment plan proposed as well as a detailed account of how the course of treatment went and any associated progress that was made.*

# CLINICAL COMPREHENSIVE EXAM (CCE) EVALUATION

## Counseling Psychology Program, Colorado State University

**Instructions:** This evaluation (rubric) is designed to evaluate graduate students' ability to demonstrate discipline-specific knowledge (DSK), profession-wide competencies (PWC), and advanced integrative knowledge necessary to pass their Clinical Comprehensive Exam (CCE) to advance to internship. The CCE includes a written (portfolio) and oral component. The exam should be scored at the conclusion of the oral defense by every member of the committee. This cover page should be completed by the oral exam chair (with the *scored ratings* from each member for the criteria) prior to determining the exam as Pass or Fail. **To Pass the exam a student must obtain a minimum of 3.0 in each of the eight competencies by the majority of the committee members.** After the oral exam, the committee members should sign this Cover Page with the exam's tally of scores across competencies. A copy of the exam's score (p. 1) and each of the committee's evaluation ratings (pp. 2-9) should be turned in to the Director of Training to be filed with the Department of Psychology's student file within 1-week following the student's oral exam/defense. The evaluation form ratings and total score will be used in the evaluation of the graduate student's research competencies and learning outcomes assessment of the program.

If a student "Fails" the CCE, they are not required to retake the CCE in its entirety again. Instead, the student is allowed to retake the competency or competencies failed one additional time only, within a year from the date they were initially examined. The committee meeting chair will provide clear, written feedback regarding the deficits in the criteria of the competency or competencies failed. Such feedback shall be provided no later than one week after the oral defense. The written feedback shall be signed by the student and the committee meeting chair and placed in the student's records. Satisfactory remediation is achieved by a minimum score of 3.0 in each of the exam competencies that were previously failed.

Students' competencies on the CCE will be determined by a committee of three faculty, which includes (a) a core program faculty as the CCE committee chair, (b) a student's current or previous clinical supervisor, and (c) a core program or affiliate faculty. When there is overlap in roles (e.g. the student's clinical supervisor is the student's advisor), the student will ask another core program faculty member to substitute the committee member with whom there is an overlap in roles.

**Student Name:** \_\_\_\_\_ **Date of Oral Defense:** \_\_\_\_\_

**Committee Members print, sign, and date:**

Core Faculty Member (Chair): \_\_\_\_\_

Current or Former Clinical Supervisor: \_\_\_\_\_

Core or Affiliate Faculty Member: \_\_\_\_\_

### Tally of Scores Across Committee Members:

**Competencies Scores Chair:** 1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_ 7: \_\_\_\_\_ 8: \_\_\_\_\_

**Competencies Scores Supervisor:** 1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_ 7: \_\_\_\_\_ 8: \_\_\_\_\_

**Competencies Scores Affiliate/Core:** 1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_ 7: \_\_\_\_\_ 8: \_\_\_\_\_

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

### **Competency 1: ETHICAL AND LEGAL STANDARDS**

Student must demonstrate the ability to respond professionally to increasingly complex situations in accordance with the APA Ethical Principles of Psychologists and Code of Conduct

Assessed via: Oral – Ethical and Legal Standards Oral Defense

<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
<p>Student demonstrates thorough knowledge of the APA Ethical Principles and Code of Conduct, all the possible relevant laws, regulations, rules and policies, and of relevant professional standards and guidelines. Student is able to integrate and apply ethical and legal standards to very complex clinical situations. Student demonstrates critical thinking skills and recognition of the complexities involved when applying ethical and legal standards beyond what is expected of students at their level of training.</p>	<p>Student's oral defense appropriately accounts for the primary ethical principles, legal standards, and relevant laws and regulations that should be considered in the particular situation. Student is able to apply critical-thinking skills in the subsequent dialogue to demonstrate knowledge and awareness of their application to complex situations. Student is able to accurately identify the specific ethical principles, legal standards, and relevant laws and regulations that apply to the situation at hand.</p>	<p>Student overlooks or fails to address important aspects of a clinical situation that would influence ethical decision-making.</p> <p>And/or:</p> <p>Student does not demonstrate knowledge of specific ethical principles and/or legal standards that apply to the situation.</p> <p>And/or:</p> <p>Student fails to demonstrate critical-thinking skills needed to apply the ethical principles, legal standards, and/or relevant laws.</p>	<p>Student clearly lacks basic understanding or has a gross misinterpretation ethical and legal standards, and/or relevant laws.</p> <p>And/or:</p> <p>Student applies ethical and legal standards to a proposed situation in a way that could result in harm to a client or violates relevant law.</p> <p>And/or:</p> <p>Student demonstrates an overarching disinclination toward integrating ethical and legal standards or abiding to relevant laws.</p>	

**COMMENTS:**

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Competency 2: ADVANCED INTEGRATIVE KNOWLEDGE OF BASIC DISCIPLINE-SPECIFIC CONTENT AREAS</b>				
Demonstrates ability to integrate multiple basic discipline-specific content areas (Areas include: Affective, Biological, Cognitive, Developmental and Social Aspects of Behavior and Advanced Integrative Knowledge across at least two of these areas)				
Assessed via: Portfolio – Case Conceptualization and Treatment Summary; APPIC essay #2 Oral – Review of relevant written materials; Q&A of clinical experience				
<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
Student's knowledge of discipline-specific content areas into clients' conceptualization is beyond what is expected of students at their level of training. Student demonstrates a professional-level ability to integrate discipline-specific content areas into a robust and appropriate tailored treatment plan for clients.	Student demonstrates an ability to integrate content areas into a robust conceptualization and treatment summary. The important aspects of the conceptualizations from either content area from Basic Discipline-Specific Content Areas are well integrated. Both Basic Discipline-Specific Content Areas content areas are sufficiently understood.	Student understands only one discipline-specific content area or vague understanding of both. Or, Student's understanding of content areas is basic/not at the level expected of other students at their level of training. And/or: Student does not demonstrate an ability to integrate content areas in either the written and oral exam components in a coherent manner.	Student's understanding of the content areas is grossly inaccurate. And/or: Student's demonstrated an overarching disinclination to integrate content areas, or is unable to conceptualize clients from more than one perspective from Basic Discipline-Specific Content Areas.	

**COMMENTS:**

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

### **Competency 3: INTERVENTION**

Student must demonstrate ability to establish effective therapeutic relationships; develop evidence-based interventions plans that align with goals; implement interventions informed by research, assessment results, client characteristics, and context; and adapt interventions and methods throughout treatment. Students must also demonstrate ability to apply relevant literature to decision making and to appropriately modify or adapt evidence-based approaches when a clear evidence-base is lacking.

Assessed via: Portfolio – Hours accrued; APPIC essays #2, #3, and #4; De-identified Report; Case Conceptualization and Treatment Summary  
 Oral –Vignette #2; Review of relevant materials

<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
<p>Student demonstrate a unique ability to establish effective therapeutic relationships or apply evidence-based interventions.</p> <p>Student demonstrates professional level ability to identify, implement, and adapt appropriate evidence-based interventions based on scientific literature and client characteristics and context. Student has a superior ability to integrate research and practice and apply relevant literature is evident throughout written materials and oral exam responses. Student demonstrates clinical decision-making applying an intervention and evaluating its effectiveness beyond what is expected of other students at their level of training.</p>	<p>Student must demonstrate ability to establish effective therapeutic relationships and evidence-based interventions that align with goals.</p> <p>Student also is demonstrates an ability implement interventions informed by research, assessment results, client characteristics, and context. Student fully demonstrate ability to adapt interventions and methods throughout treatment.</p> <p>Student demonstrates the ability to apply relevant literature to decision making and to appropriately modify or adapt evidence-based approaches when a clear evidence-base is lacking.</p>	<p>Student fails to demonstrate an overall understanding of how to apply research to practice.</p> <p>And/or:</p> <p>Student fails to demonstrate an ability to apply research to practice accounting for assessment results, diversity characteristics, and contextual variables.</p> <p>And/or:</p> <p>Student lacks the ability to apply relevant literature to decision making and to appropriately modify or adapt evidence-based approaches when a clear evidence-base is lacking.</p>	<p>Student material and/or responses indicate a disinclination toward the integration evidence-based interventions into practice.</p> <p>And/or:</p> <p>Student material and/or responses indicate deficits in decision-making and understanding of how to implement interventions appropriate for clients' situation and characteristics that could result in harm or an ethical concern if applied in a clinical or professional setting.</p>	

**COMMENTS:**

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Competency 4: INDIVIDUAL AND CULTURAL DIVERSITY</b>				
Students must demonstrate ability to conduct all professional activities with sensitivity to human diversity. Demonstrated knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.				
Assessed via: Portfolio – Hours Accrued; APPIC Essay #3; De-identified report; Case Conceptualization and Treatment Summary Oral – Responses to Vignette #2; Review of relevant portfolio materials; Q&A of clinical experience				
<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
Students demonstrates professional level ability to conduct all professional activities with sensitivity to human diversity. Student demonstrates a deeper understanding of how their own personal/cultural history, attitudes, and biases affect how they understand and interact with people different from themselves. Student demonstrates command of the theoretical and empirical knowledge related to issues of diversity. Student demonstrates a ability to integrate understanding, awareness, and skills related to individual and cultural differences beyond what is expected of students at their level of training.	Students demonstrates ability to conduct all professional activities with sensitivity to human diversity. Student demonstrates an overall understanding, awareness, and sensitivity, and skills when working with diverse individuals. Student understands how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Student's theoretical and empirical knowledge regarding issues of diversity is solid and appropriately applied to a client's cultural and personal background and characteristics.	Student demonstrates a basic ability or working theoretical and empirical knowledge base related to issues of diversity, but does not sufficiently demonstrate awareness of the influence of their personal identity in professional roles. And/or: Student does not demonstrate the skills or sensitivity as applied to a client's cultural and personal background and characteristics.	Student is unable to demonstrate a basic understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. And/or: Student's materials or student responses indicate deficits in knowledge, awareness, or sensitivity to individual and cultural diversity that could potentially result in harm or ethical concerns in a clinical/professional setting.	

**COMMENTS:**

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Competency 5: ASSESSMENT</b>				
Students must demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology.				
Assessed via: Portfolio – Hours accrued; De-identified Report Oral – Discussion of relevant portfolio materials				
<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
Student demonstrates professional level command of diagnostic classification systems and how to apply knowledge of functional and dysfunctional behaviors to the assessment and diagnostic process. Student thoroughly considers client's strengths in the context of any psychopathology symptoms. Student demonstrates integration throughout the assessment process of clients' family, social, societal and cultural context. Student is able to select, apply, and interpret assessment results, and to integrate results with empirical literature and other relevant data beyond the ability level expected of students at their level of training.	Student demonstrates a solid knowledge of diagnostic classification systems and applies knowledge of functional and dysfunctional behaviors to the assessment and diagnostic process. Student demonstrates competence integrating assessment results, literature, and other relevant data (i.e. family, social, societal and cultural factors) when formulating a conceptualization, identifying diagnoses, and providing treatment recommendations. Student's abilities are competently demonstrated in both the written materials and oral exam.	Student fails to account, neglects, or disregards important aspects of the assessment results, literature, and other relevant data (i.e. family, social, societal and cultural factors) when formulating a conceptualization, identifying diagnoses, and providing treatment recommendations. And/or: Student written assessment process has resulted in inaccurate conceptualization, diagnoses, or treatment recommendations, or without consideration of the literature, and other relevant data.	Student is unable to account for and integrate important aspects of the assessment results, literature, or other relevant client data. And/or: Student is naïve regarding the importance of accounting for important aspects of a client, or negates their importance in either in the written materials or during the oral exam.	

**COMMENTS:**

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Competency 6: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS</b>				
Student demonstrates knowledge and respect for the roles and perspectives of other professions.				
Assessed via: Portfolio – De-identified Report Oral – Q&A on de-identified report; Q&A of clinical experience				
<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
Student demonstrates professional level ability to articulate the different roles that other professionals play in the care of clients and their well-being. Student demonstrates skills collaborating or consulting with individuals from other professions. Student recognizes limitations of their own experience, training, and profession in relation to others with more knowledge and experience beyond the ability level expected of students at their level of training.	Student demonstrates solid understanding of the importance of collaboration with and respect for other professionals' training, expertise, and contributions. Student also demonstrates recognition of the augmented benefits to clients of collaborating and consulting with individuals from other professions. Students are able to provide clear example of past or future collaborations.	Student is unable to demonstrate an understanding of different roles of other professions or the benefits of interdisciplinary collaborations. And/or: Student lacks awareness of their professional limitations, although there may be open to engaging in interdisciplinary collaborations.	Student negates or dismisses roles and perspectives of other disciplines. And/or: Student conveys an overarching disinclination to consult or collaborate with other professionals. And/or: Student is unable to provide any clear examples of interdisciplinary collaboration and benefit gained within their clinical experience.	

**COMMENTS:**

-----END OF ORAL COMPONENT-----

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

### **Competency 7: PROFESSIONAL VALUES AND ATTITUDES**

Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Students engage in self-reflection, is open and responsive to feedback, and engages in activities to maintain their performance, well-being, and professional effectiveness

Assessed via: Portfolio materials and objective observation during Oral Component

<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
Student demonstrates professional level ability and behavior that exemplifies the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Student demonstrates self-reflection skills, responsiveness and openness to feedback, and engages in activities to maintain their performance, well-being, and professional effectiveness beyond the ability level expected of students at their level of training.	Students demonstrates values, attitudes, and behavior in all of the following professional areas: integrity, deportment, accountability, professional identity, lifelong learning, and concern for the welfare of others. Student also demonstrates an ability to engage in self-reflection and responsiveness to feedback. Student recognizes the importance of activities to maintain their performance, well-being, and professional effectiveness.	Student's values, attitudes, and behavior raises moderate concerns regarding several of the following areas: integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others, evident in their written materials. And/or: Concerns about their ability for self-reflection and responsiveness to feedback. Student does not fully recognizes the importance of activities to maintain their performance, well-being, and professional effectiveness.	Student dismisses the importance of values, attitudes, and behavior regarding the following areas: integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others, And/or: Student's materials suggest an inability for self-reflection and responsiveness to feedback. Student fails to recognizes the importance of activities to maintain their performance, well-being, and professional effectiveness.	

**COMMENTS:**

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

### **Competency 8: COMMUNICATION AND INTERPERSONAL SKILLS**

Students are able to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts. Student demonstrates ability to effectively manage difficult communication well.

Assessed via: Portfolio materials and objective observation during Oral Component

<b>4=Substantially Competent</b>	<b>3= Sufficiently Competent</b>	<b>2=Insufficiently Competent</b>	<b>1=Unacceptable</b>	<b>Score</b>
<p>Students demonstrate professional level ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. They also demonstrate professional level ability and interpersonal skills to manage difficult communication or to enhance relationships and collaborations. Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts beyond the ability level expected of students at their level of training.</p>	<p>Student is able to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts. Student demonstrates ability to effectively manage difficult communication well.</p>	<p>Student demonstrates notable deficiencies in communication and interpersonal skills that would likely make maintaining effective relationships with some individuals very difficult.</p> <p>And/or:</p> <p>Student's communication and interpersonal skills are somewhat lacking in one of the three forms of communication (written, oral, nonverbal) compared to the ability level expected of students at their level of training.</p>	<p>Evidence that student's communication and interpersonal skills work against the maintenance of effective relationships with a wide range of individuals.</p> <p>And/or:</p> <p>Student demonstrates unprofessional, arrogant, or inappropriate communication or interpersonal skills with one or more constituents.</p> <p>And/or:</p> <p>Student is unable to provide any clear examples of good communication or interpersonal skills gained in their clinical experience.</p>	

**COMMENTS:**

## **Appendix G: Thesis and Dissertation Evaluation Rubric**

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

## THESIS AND DISSERTATION COMPREHENSIVE EXAM EVALUATION

### Clinical Psychology Program, Colorado State University

**Instructions:** This evaluation (rubric) is designed to evaluate graduate students' ability to demonstrate the research competencies necessary to pass their comprehensive thesis and dissertation exams. There are two parts to the exam, the written exam and the oral exam. Written exam scores (items 1-5 in the rubric) should be assigned and communicated to the chair at least two business days prior to the oral defense meeting by every member of the committee. This part of the cover page should be completed by the oral exam chair, and a Pass or Fail should be determined, prior to proceeding with the oral exam. **To Pass a student must obtain a minimum of 3.0 in each of the criteria by the majority of the committee members.** In the event of a split vote (i.e., the same number vote to pass as vote to fail) the majority rule is not met and the student Fails the exam. After the oral exam, the committee members are expected to sign a GS-24 form indicating whether they vote to Pass or Fail the student on the exam. For the Master's Thesis, the GS-16 Report of Preliminary Examination for the PhD Degree must also be signed based on the vote to Pass or Fail the exam. Both the GS-24 and GS-16 forms must be submitted to the Graduate School office within two working days after the results of the examination are known. A copy of the exam scores (p. 1) should be turned into the Department of Psychology's Main Office to be placed in the student file within one week following the student's oral exam/defense. The evaluation form ratings will be used in the evaluation of the graduate student's research competencies and learning outcomes assessment of the program.

If a student Fails the exam, the oral exam chair will provide clear, written feedback regarding the deficits in the criteria. Such feedback shall be provided no later than one week after the scheduled date of the defense meeting. The written plan shall be signed by the student and the oral exam chair and placed in the student's records. The committee may choose to allow the student to retake the exam within a 1-year timeframe (per Graduate School policy). Satisfactory remediation is achieved by a minimum score of 3 by a majority of the committee members in each of the exam criteria and within the Department's and the Graduate School's time lines and processes.

The manuscript signoff (for the written exam) is recorded on the GS30 Thesis/Dissertation Submission form. Committee members sign the signature page of the manuscript if they approve the student to submit to the document to the Graduate School. If a committee member does not approve the document and wants changes, the committee member should not sign the signature page until the appropriate changes have been made. In the case where a committee member withholds a signature to submit the manuscript and chooses not to sign regardless of what changes are made to the document, but the majority of the committee approves the submission of the manuscript, the student is able to submit it.

Student Name: \_\_\_\_\_ Date of Oral Defense: \_\_\_\_\_ Master's Thesis \_\_\_\_\_ PhD Dissertation \_\_\_\_\_

#### Tally of Scores and Committee Member Signatures:

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_ Advisor/Committee Chair: \_\_\_\_\_

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_ Department Committee Member: \_\_\_\_\_

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_ Committee member (& Oral Exam Chair, if Advisor is not serving in this role): \_\_\_\_\_

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_ 5: \_\_\_\_\_ 6: \_\_\_\_\_ External Committee member: \_\_\_\_\_

Form approved April 22, 2020

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

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

Competencies	4=Substantially Competent	3= Sufficiently Competent	2=Insufficiently Competent	1=Unacceptable	Score
<b>Written Exam (Thesis or Dissertation Document)</b>					
<b>Literature Review</b>					
1. Demonstrates ability to identify existing and current relevant <b>theory, knowledge, and literature</b> in the field as it applies to the research study.	Used appropriate and scientifically sound sources to identify what is known about the problem/topic. Relates theory, knowledge, and research literature in the field to various aspects of the problem/topic. Provided cohesive overview and integration to the problem/topic, and also demonstrates ability to synthesize and critically evaluate the studies' meaning, value, and contribution to the field.	Used appropriate sources to identify what is already known about the problem/topic. Relates theory, knowledge, and/or research literature in the field to various aspects of the problem/topic. Provided cohesive overview and integration to the problem/topic.	Uses some appropriate sources to identify what is already known but lacks key source. Minimally relates theory, knowledge, and/or research literature in the field to aspects of the problem/topic. Lacks a cohesive overview and integration to the problem/topic.	Lacks the appropriate sources to identify what is already known. Does not relate theory, knowledge, and/or research literature in the field to aspects of the problem/topic.	
2. Demonstrates ability to identify <b>problem and research questions and/or hypotheses</b> to be investigated.	Uses literature to identify a question to be studied. Connects research questions or hypotheses to the literature beyond expected for level of training. Identifies complexities and nuances in the problem/ question at a superior level.	Used literature to identify a question to be studied. Connects research questions and/or hypotheses to the literature. Identified complexities and nuances in the problem/ question at an appropriate level.	Has identified a topic to be studied, but lacks clearly stated research questions or hypotheses. Organized as a catalog of information rather than clearly leading to the research question/hypotheses.	Question identified is too broad or vague. Lacks a connection to the literature via a research questions or hypotheses. Lacks a coherent thesis.	
<b>Methods</b>					
3. Demonstrates ability to identify <b>sample</b> and to utilize the appropriate <b>measures procedures, and design</b> for the research study.	Identifies the population and how to appropriately draw a sample (e.g., non-probability, probability sampling). Describes procedures and measures (e.g., interviews, observations) to collect data, including their validity, reliability, and norms. Implements most appropriate research design (quantitative or qualitative designs). Makes additional contributions with creative or innovative methods.	Identifies the population and how to appropriately draw a sample (e.g., non-probability, probability sampling). Describes procedures and measures (e.g., interviews, observations) to collect data, including their validity, reliability, and norms. Implements most appropriate research design (quantitative or qualitative designs).	Has identified the sample needed but not how to draw it (e.g., non-probability, probability sampling). Lacks sufficient description of procedures and measures to collect data. Has identified a research design (quantitative or qualitative designs) but lacks justification for its appropriateness.	Inappropriate sample or description of how to draw it. Lacks the proper or insufficient procedures and measures. Lacks a research design or is inappropriate.	

Student:

Committee Member:

Date:

Competencies	4=Substantially Competent	3= Sufficiently Competent	2=Insufficiently Competent	1=Unacceptable	Score
4. Demonstrates ability to identify and conduct appropriate <b>data analyses</b> based on the research questions, hypotheses, and design of the study.	Uses the correct data analysis and methodology to answer the research question and test hypotheses based on the design. For quantitative studies, conducts appropriate descriptive statistics and inferential statistical tests. For qualitative studies, conducts the appropriate data coding and interpretative procedures. Has an advanced ability to identify strengths and weakness in interpretation.	Uses the correct data analysis and methodology to answer the research question and test hypotheses based on the design. For quantitative studies, conducts appropriate descriptive statistics and inferential statistical tests. For qualitative studies, conducts the appropriate data coding and interpretative procedures.	Limitations in data analysis and methodology to answer the research question and test hypotheses per the design. For quantitative or qualitative studies, the analytic approach is unclear or lacking the necessary or appropriate procedures.	Data analysis is inappropriate and/or uses incorrect methodology; Demonstrates a lack of ability to conduct data analysis procedures.	
<b>Findings and Conclusions</b>					
5. Demonstrates ability to <b>interpret findings</b> and draw reasoned <b>conclusions and implications</b> for advancing the field forward.	Demonstrates the ability to appropriately interpret data based on analyses conducted. Draws sound conclusions and communicates a logical path from the data to the conclusions. Articulates the limits and strengths of findings and implications for advancing the field at a superior level.	Demonstrates the ability to appropriately interpret data based on analyses conducted. Draws sound conclusions from the data and communicates a logical path from the data to the conclusions. Recognizes the limits and strengths of findings and implications for advancing the field forward.	Limitations in the interpretation of the data based on analyses conducted. Conclusions drawn are limited or not entirely supported by the findings. Deficiencies recognizing the limits and strengths of findings and/or implications for advancing the field.	Interpretation of the data is incorrect based on analyses conducted. Conclusions not supported by findings. Fails to recognize limitations of findings for advancing the field.	
<b>Oral Exam (Defense presentation and responses to questions)</b>					
6. Oral presentation and defense of thesis/dissertation	Masterfully presents and defends study by providing clear, informed, and insightful answers to questions. Uses presentation resources as a guide, is easily understandable, and provides explanations above expectations at a superior level. Makes appropriate verbal and eye contact with the audience.	Competently presents and defends study by providing clear and informed answers to questions. Uses presentation resources as a guide, is easily understandable, and makes appropriate verbal and eye contact with the audience.	Deficiencies in presenting or defending the study. Lacks at times clear and informed answers to questions. Over or under utilizes presentation resources. Deficiencies making appropriate verbal and eye contact with the audience.	Does not adequately present or defend study; Does not answer questions or provides Uninformed answers Reads presentation to or is uncomfortable communicating with the audience.	

**COMMENTS:**

## **Appendix H: Clinical Psychology Student Evaluation Form**

Student Name:

Evaluation Date:

### **Academic Performance**

- Meets Expectations
- Minor Concerns Identified
- Moderate Concerns Identified
- Major Concerns Identified
- Formal Remediation Plan Needed
- Unacceptable

Comments:

### **Clinical Skills**

- Meets Expectations
- Minor Concerns Identified
- Moderate Concerns Identified
- Major Concerns Identified
- Formal Remediation Plan Needed
- Unacceptable

Comments:

### **Research Skills**

- Meets Expectations
- Minor Concerns Identified
- Moderate Concerns Identified
- Major Concerns Identified
- Formal Remediation Plan Needed
- Unacceptable

Comments:

### **Professional Development**

- Meets Expectations
- Minor Concerns Identified
- Moderate Concerns Identified
- Major Concerns Identified
- Formal Remediation Plan Needed
- Unacceptable

Comments:

### **Program Progress**

- Meets Expectations
- Minor Concerns Identified
- Moderate Concerns Identified
- Major Concerns Identified
- Formal Remediation Plan Needed
- Unacceptable

Comments:

**Student meets expectations given current level of training:**

1. Emotional stability to handle the challenges of graduate training?  
 Yes  
 No
2. Awareness of, and practices according to, the current ethical guidelines?  
 Yes  
 No
3. Ability to receive constructive criticism and modify behaviors in response to feedback?  
 Yes  
 No

**Areas of Further Development**

Comments:

**Progress:**

Describe progress towards goals and steps taken towards areas of further development addressed in previous evaluations:

**Goals:**

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**Advisor**

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**Date**

---

**Student (Acknowledgement of Receipt)**

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**Date**

---

**Director of Training**

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**Date**

An addendum may be attached if student disagrees with or wishes to add material to this evaluation.

## **Appendix I: Clinical Psychology Remediation Plan Template**

### **Specialized Development Plan (SDP)**

**Name of Trainee:**

**Trainee's Primary Advisor:**

**Date of Program Faculty Vote to Place Student on a Remediation Plan:**

**Type of Remediation:**  Specialized Development Plan  Probation

**Vote Count:**  Yes  No  Abstain

**Names of All Persons Who Voted:**

**Date the DCT Nominated the Remediation Team:**

**Date the Program Faculty Voted to Affirm the Remediation Team:**

**Outcome of the Vote Affirming the Remediation Team:**  Yes  No  Abstain

**Names of All Persons Who Voted:**

**Members of the Remediation Team:**

**Chair of the Remediation Team:**

**Date the Remediation Team Completed the Draft of the Remediation Plan:**

**Date the Student Completed Their Review of the Remediation Plan:**

**Date the Program Faculty Voted to Affirm the Remediation Plan:**

**Outcome of the Vote Affirming the Remediation Plan:**  Yes  No  Abstain

**Names of All Persons Who Voted:**

**Dates for Follow-up Meeting(s):**

**Date When Program Faculty Voted on Successful Completion of the Remediation Plan:**

**Outcome of Vote on Successful Completion of the Remediation Plan:**  Yes  No  Abstain

**Names of All Persons Who Voted:**

**Purpose of an SDP:** Students will receive a personalized SDP if their academic performance and/or professional demeanor is not considered, at the discretion of the core program faculty, to be developmentally appropriate for their current position in the program. Such performance may include, but is not limited to, such matters as violation of the APA's Code of Ethics and Code of Conduct, poor academic work, poor attendance in classes and/or at practicum sites, other behaviors that appear to have adverse effects on performance as a clinician, student, researcher, or instructor, or any other valid concerns by program or department faculty, teaching, research, and/or practicum supervisors.

**Competency domains in which the trainee's performance warrants corrective measures and are in need of additional guidance:**

*Foundational Competencies:* Professionalism, Reflective Practice, Self-Assessment, Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems.

*Functional Competencies:* Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

*Foundational Competencies*

*Professionalism:*

- A – Integrity-Honesty
- B – Deportment
- C – Accountability
- D – Concern for the Welfare of Others
- E – Professional Identity

*Reflective Practice/Self-Assessment/Self-care:*

- A – Reflective Practice
- B – Self-Assessment
- C – Self-Care

*Scientific Knowledge and Methods:*

- A – Scientific Mindedness
- B – Scientific Foundation of Psychology
- C – Scientific Foundation of Professional Practice

*Relationships:*

- A – Interpersonal Relationships
- B – Affective Skills
- C – Expressive Skills

*Individual and Cultural Diversity Awareness:*

- A – Self as Shaped by Individual and Cultural Diversity
- B – Other as Shaped by Individual and Cultural Diversity

C – Interaction of Self and Others as Shaped by Individual and Cultural Diversity

D – Applications based on Individual and Cultural Context

*Ethical Legal Standards and Policy:*

A – Knowledge of Ethical, Legal, and Professional Standards and Guidelines

B – Awareness and Application of Ethical Decision Making

C – Ethical Conduct

*Interdisciplinary Systems:*

A – Knowledge of the Shared and Distinctive Contributions of Other Professions

B – Functioning in Multidisciplinary and Interdisciplinary Contexts

C – Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes

D – Respectful and Productive Relationships with Individuals from Other Professions

*Functional Competencies*

*Assessment:*

A – Measurement and Psychometrics

B – Evaluation Methods

C – Application of Methods

D – Diagnosis

E – Conceptualization and Recommendations

F – Communication of Findings

*Intervention:*

A – Knowledge of Interventions

B – Intervention Planning

C – Skills

D – Intervention Implementation

E – Progress Evaluation

*Consultation:*

A – Role of Consultant

B – Addressing Referral Questions

C – Communication of Findings

D – Application of Methods

*Research/Evaluation:*

- A – Scientific Approach and Knowledge Generation
- B – Application of Scientific Knowledge to Practice

*Supervision:*

- A – Expectations and Roles
- B – Processes and Procedures
- C – Skills Development
- D – Awareness of Factors Affecting Quality
- E – Participation in Supervision Process
- F – Ethical and Legal Issues

*Teaching:*

- A – Knowledge
- B – Skills

*Management-Administration:*

- A – Management
- B – Administration
- C – Leadership
- D – Evaluation of Management and Leadership

*Advocacy:*

- A – Empowerment
- B – Systems Change

**Description of the problem(s) in each competency domain highlighted above:**

**Dates the problem was brought to the trainee's attention and by whom:**

**Steps already taken by the supervisor(s)/faculty to address the problem(s):**

**Specialized Development Plan (SDP):**

**Goal 1:**

**Goal 2:**

**Goal 3:****Trainee Attestation**

I, \_\_\_\_\_, have reviewed the above SDP with my academic advisor, my previous clinical supervisor and the director of training. My signature below indicates that I fully understand the above. I  agree  disagree with the above decision (please check one). My comments, if any, are attached (*PLEASE NOTE: If you disagree or would like to provide comments, please provide a detailed description of your rationale for disagreement.*)

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Date:

Trainee:

**SDP Faculty Support Team Coordinator:**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
SDP Coordinator