



EAST TENNESSEE STATE
UNIVERSITY

DEPARTMENT OF
Psychology

Department of Psychology

Graduate Student Handbook

[Department of Psychology](#)

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Preface

The Handbook for the Doctoral Program¹ in Psychology (hereafter referred to as the “Handbook”) provides basic information, guidelines, policies, and procedures pertaining to the Psychology Doctoral Program at East Tennessee University (ETSU). It is designed for students in all years of the program. Most questions about procedures and guidelines can be answered by reading this Handbook and linked documentation. This Handbook and its supplements contain the current regulations and requirements for graduate study leading to the PhD in Psychology. There are university requirements and/or procedures that are found in the ETSU Graduate Catalog ([Clinical PhD](#); [Experimental PhD](#)). All students are responsible for knowing the information in these documents, and enrollment is considered an acceptance of all conditions specified in these documents.

Policies and guidelines may change during enrollment in the graduate program. Although the program makes every effort to provide updated, accurate, and appropriate information about the program requirements, this Handbook is dated immediately by even the most minor changes.

Consequently, students should check with their Primary Academic Advisor (PAA) and/or the Director of Clinical Training (DCT) or the Director of Experimental Training (DET)² with respect to any problems or ambiguities that might not be addressed or about recent changes that do not appear in the most current edition of the Handbook. This Handbook is meant to be used as a guideline for both students and faculty.

Unanticipated problems or unique situations may occur, however, and are resolved through mutual consultation among the student, the appropriate faculty member or advisor, and the Graduate Training Committee who ultimately make decisions guided by their collective and best professional judgement.

Department Chair: Alyson Chroust, Ph.D.

Director of Clinical Training (DCT): Christin Collie, Ph.D.

Director of Experimental Training (DET): Gerald Deehan, Ph.D.

¹The Psychology Department at ETSU offers a PhD degree program in Psychology with two concentrations: Clinical and Experimental, and the use of the term “program” throughout this document is not meant to imply that there are two separate PhD degree programs. The term “program” throughout this document is in keeping with the standard of practice in utilizing the broader use of the term.

²The DCT and DET are also referred to as “concentration Director(s)” where appropriate.

Commitment to APA Ethical Principles

The program endorses and attempts to emulate the APA Ethical Principles and Code of Conduct in the following:

“Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.” (APA, 2017).

An online mechanism for anonymously reporting experiences of discrimination and harassment is available through the [University Compliance Office](#).

ETSU Mission and Statement of Purpose

ETSU opened its doors in 1911 initially to prepare teachers for the region's public schools and has evolved into a state-supported, comprehensive, regional university in the State University and Community College System of Tennessee, governed first by the Tennessee Board of Regents and currently by the ETSU Board of Trustees. The University embraces its regional setting and proudly reflects its traditional roots through programs and activities that highlight its Appalachian heritage. Although the majority of students are from Northeast Tennessee and adjacent states, many qualified students from throughout Tennessee and from other states and countries also enroll.

ETSU offers programs through 9 colleges related to several central themes: arts and sciences, business and technology, education, and health sciences and services. ETSU offers a broad array of graduate programs that provide advanced specialized preparation in many areas to meet the needs of its student population and facilitate the development of its extensive service region. Additionally, there are several doctoral level programs, and PhD programs in psychology, biomedical sciences, early childhood education, and nursing.

The University's articulated [Mission, Vision, Values](#) reflect the commitment to research, teaching, and service. The Department of Psychology is located in the College of Arts and Sciences, which also includes a college specific [Mission, Goals, and Strategic Plan](#). These drive our training and research in the Department of Psychology's PhD program.

Student Conduct

University students are citizens of the state, local, and national governments and of the academic community, and are therefore expected to conduct themselves as law-abiding members of each community at all times.

Admission to an institution of higher education carries with it special privileges and imposes special responsibilities apart from those rights and duties enjoyed by non-students. In recognition of the special relationship that exists between the institution and the academic community which it seeks to serve, the ETSU Board of Trustees has authorized the president of the university to take such action as may be necessary to maintain campus conditions and preserve the integrity of the institution and its educational environment.

Pursuant to this authorization, the ETSU Board of Trustees has developed regulations which are intended to govern student conduct on the campus. In addition, students are subject to all national, state, and local laws and ordinances, and are expected to conform to the [APA Ethical Principles of Psychologists and Code of Conduct](#). If a student's violation of such laws or ordinances also adversely affects the institution's pursuit of its educational objectives, the institution may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of the ETSU Board of Trustees regulations or university rules may subject a student to disciplinary measures taken by the institution, whether or not such conduct is simultaneously a violation of state, local, or national laws. Please review the [ETSU Student Code of Conduct](#).

Academic Honesty

Academic honesty and integrity are important characteristics for any institution. In accordance with ETSU's and the Psychology Department's commitment to integrity, policies regarding academic honesty have been

adopted. For a more complete overview of the University's policies, students are encouraged to refer to the current [ETSU Graduate Catalog](#).

Included in the policies on academic honesty are statements about plagiarism, fabrication, cheating, and misconduct. Plagiarism is the use of another person's words, ideas or data as one's own. Work submitted for credit that includes another's words, ideas or data is to be appropriately referenced. Any work submitted certifies the originality of all work unless otherwise identified and acknowledged. Plagiarism covers both published and unpublished sources. Fabrication is the use of invented or falsified research or findings. This includes citing material not contained in a source, listing sources in a bibliography that are not used, submitting fictitious data, and presenting work prepared by another as one's own. All theses and dissertations must be submitted to Turnitin before being submitted to the Graduate School.

Cheating is the act or attempted act of deception by which a student misrepresents that they have mastered material or information on an academic exercise. This includes copying another's material, allowing someone to copy your material, unauthorized use of notes and texts, unauthorized collaboration on assignments, and taking a test for another individual. Other misconduct includes: stealing test answers or questions; selling test answers or questions; bribing a person to obtain test answers, questions, or information; changing or altering a grade on a test or in a grade book; and being an accessory to the previously stated actions. Academic misconduct is considered a grave offense by all faculty as it should be by all upright students, and its discovery will be treated accordingly; punishment may include dismissal from the program.

Academic Performance Standards

All graduate students must maintain at least a 3.0 GPA to remain in good standing with the ETSU Graduate School. In addition, the program requires all students to obtain no less than a B in all coursework. If a student earns less than a B, the student must repeat the course or a portion of the course, or retake an exam, at the discretion of the instructor. If a student wishes to repeat a course all grades are used in computing grade point average. The grade earned on the repeat does not replace the original but may be considered in faculty evaluations of students.

Academic departments are required to retain grade documentation for a period of one year. Specific student concerns regarding academic records must be addressed within one academic year from the date of posting of grades for the term in question.

Academic Probation

When the cumulative grade point average falls below 3.0, the graduate student will be placed on academic probation. If the student does not achieve a 3.0 cumulative grade point average at the conclusion of one probationary semester, the Dean of the ETSU Graduate School and appropriate college/departamental/program officials will determine whether the student should be dismissed from graduate study at ETSU or continued on probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester a student whose cumulative grade point average is still below 3.0 will be dismissed from graduate study. A student will be removed from probationary status upon attaining a cumulative 3.0 grade point average. When an "I" grade converts to an "F" after one calendar year, the GPA is adjusted retroactively; consequently, a student may be subject to dismissal without a probationary term.

Dismissal

Students may be dismissed from the ETSU Graduate School for such reasons as academic misconduct; failure to meet conditions of admission; failure to meet a requirement of the program; exceeding the allowed number of probationary semesters; recommendation from the Psychology Department for unethical or grossly unprofessional behavior; or similarly serious issues. This process is outlined further in [Progressive Remediation](#). Students who have been dismissed from the ETSU Graduate School may address a written request for reinstatement to the Chair of the Department of Psychology within 30 days of receipt of the dismissal notice. The request should include reasons why the reinstatement should be considered. The department will review the request for reinstatement and make recommendations to the Dean of the Graduate School. If the request is denied at the departmental level, the student may then direct a written appeal to the dean of the Graduate School, and a final decision will be made in accordance with policies established by the Graduate Council.

Full Time Faculty

Ginette Blackhart, Ph.D.

Professor

Ph.D., 2006, Florida State University

Specialty: Experimental Concentration; Social Psychology

Research: Self-control and social rejection

Alyson Chroust, Ph.D.

Associate Professor and Chair

Ph.D., 2017, The University of Kentucky

Specialty: Experimental Concentration; Developmental Psychology

Research: Infant cognition and neonatal abstinence syndrome (NAS)

Andrea D. Clements, Ph.D.

Professor

Ph.D., 1991, The University of Alabama

Specialty: Experimental Concentration; Developmental Psychology

Research: Religion and health (substance use; pregnancy; trauma; ACEs)

Christin Collie, Ph.D.

Assistant Professor and Director of Clinical Training

Ph.D., 2022, East Tennessee State University

Specialty: Clinical Concentration; Assessment

Gerald A. Deehan, Ph.D.

Associate Professor and Director of Experimental Training

Ph.D., 2009, Kansas State University

Specialty: Experimental Concentration; Behavioral Neuroscience

Research: Behavioral neuropharmacology of addiction

Wallace E. Dixon Jr., Ph.D.

Professor

Director, ETSU/Ballad Health Strong BRAIN Institute

Ph.D., 1990, Miami University

Specialty: Experimental Concentration; Developmental Psychology

Research: Child temperament and language

Julia C. Dodd, Ph.D.

Associate Professor

Ph.D., 2016, East Carolina University

Specialty: Clinical Concentration; Clinical Health

Research: Trauma; primary care; sexual and reproductive heal

Aubrey Dueweke, Ph.D.

Assistant Professor and Director of Undergraduate Research Honors Program
Ph.D., 2019, University of Arkansas
Specialty: Clinical Concentration
Research: Primary care behavioral health; mental health disparities;
traumatic stress; telehealth

Jon Ellis, Ph.D.
Emeritus Faculty
Ph.D., 1989, University of Southern Mississippi
Specialty: Clinical Concentration; Clinical Child Psychology
Research: Suicide and reasons for living

Chandra Feltman, Ph.D.
Assistant Professor
Sevierville Center
Ph.D., 2018, The University of Tennessee
Specialty: Director, ETSU Psychology at Sevierville

Meredith Ginley, Ph.D.
Associate Professor and Associate Chair of Research and Assessment
Ph.D., 2016, The University of Memphis
Specialty: Clinical Concentration
Research: Behavioral and substance use disorders; impulsivity

Rachel Miller-Slough, Ph.D.
Associate Professor
Ph.D., 2018, Virginia Tech
Specialty: Clinical Concentration; Clinical Child Psychology
Research: Adolescence; family processes; emotion regulation; internalizing
symptoms

Kelly E. Moore, Ph.D.
Associate Professor
Ph.D., 2016, George Mason University
Specialty: Clinical Concentration
Research: Crime; substance use; stigma; reentry

Diana Morelen, Ph.D.
Associate Professor
Ph.D., 2014, University of Georgia
Specialty: Clinical Concentration, Clinical Child Psychology
Research: Infant mental health; parenting interventions; ACEs; D&I

Matt Palmatier, Ph.D.
Associate Professor and Associate Chair of Undergraduate Curriculum

Ph.D., 2004, University of Nebraska
Specialty: Experimental Concentration; Behavioral Neuroscience
Research: Pre-clinical models of substance dependence

G. Keilan Rickard, Ph.D.
Assistant Professor
Ph.D., 2011, Duquesne University
Specialty: Clinical concentration
Research: Expanding the Behavioral Health Workforce; Substance Use Disorder

Eric W. Sellers, Ph.D.
Professor and Associate Dean for Research and Creative Activity,
College of Arts and Sciences
Ph.D., 2004, University of South Florida
Specialty: Experimental Concentration; Cognitive neuroscience
Research: Brain-computer interface; event-related potentials

Jill D. Stinson, Ph.D.
Professor
Ph.D., 2006, University of Arizona
Specialty: Clinical Concentration; Clinical Forensic Psychology
Research: Sex offenders; DBT; serious mental illness; health and risk

Stacey Williams Ph.D.
Professor
Ph.D., 2004, Kent State University
Specialty: Experimental Concentration; Social & Quantitative Psychology
Research: Stigma and health; minority stress

Other Full-time Faculty and Staff

Elizabeth Davison, M.A.
Lecturer
M.S., 2001, Radford University

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Admission Requirements

Application submission and procedures are located in the Admission Requirements tab on our [website](#).

Offers and Acceptances

First-round offers are made in writing prior to April 1st. A response is not required until April 15th (or the first Monday after April 15th, if April 15th falls on a weekend). Between April 1st and the decision date, offers may be made to students over the phone when a position opens. These verbal offers are official, but will be followed by a written confirmation within 48 hours. After being made, offers cannot be withdrawn by the university until after the decision date and then can be withdrawn only if the student fails to respond to the offer by the decision date. After the April 15th decision date, if there are more open slots, offers may be made. If an offer is made after the decision date, the length of time to decide on the offer will be clearly stated. The length of time may vary, but students will have at least one week in which they may visit the university before deciding.

Transfer of Credit

Students with graduate credit earned at another institution, may petition to have these credits applied toward their degree requirements at ETSU. Credits are not automatically transferred and must be approved by the concentration Director in consultation with concentration faculty and the School of Graduate Studies. A maximum of 9 semester hours earned elsewhere could be applied. For students who have attained a master's degree in Psychology, a maximum of 42 semester hours may be applied toward the MA/PhD degree requirements. Though students holding a master's degree may not be required to complete an MA degree at ETSU, they should expect to have to complete substantial components within the

MA, in that all required courses have to be accepted as equivalents or taken within the program.

Waiving Course Requirements

Students may petition to waive specific courses. Unlike transfer of credit, waiving course requirements does not reduce the total number of degree hours required, but an alternate course may then be substituted for degree credit. For the Clinical concentration, students will request the current course syllabus from the DCT. The student must then submit a written petition addressing how prior coursework is equivalent, with equivalency defined as demonstrating achievement of each and every learning objective of the ETSU course to be waived. The written petition must be accompanied by the previously completed course syllabus and any work products relevant to supporting the petition narrative. In some cases, the CV of the instructor of record will be required. The DCT will submit the materials to the ETSU faculty representatives for review and recommendation. For the Experimental concentration, students will submit syllabi to their research advisor and the advisor will form a committee of three faculty members to review the syllabi and request additional information if necessary. Petitions to waive specific courses must be submitted for review prior to October 1st of the student's first semester at ETSU and a decision will be made before the end of the semester.

Empirical Thesis Acceptance

All students must complete an empirically-based thesis. Students entering the program who have already completed a MA thesis must have that thesis accepted by a three-member faculty committee. The student is responsible for submitting a copy of the thesis to the concentration Director for dissemination. The thesis is to be submitted, reviewed, and either rejected, revised, or accepted during the student's first semester of study to allow

adequate time for additional work or a new thesis project to be conducted if required. The student must complete the written and oral components of the [Doctoral Candidacy Project](#) milestone and Clinical students must also complete the Clinical Capstone Project prior to being admitted into doctoral candidacy.

Students entering the program with a MA degree from another institution who have not completed a thesis as part of that MA program will be required to complete an empirical thesis in the current program.

Clinical PhD Concentration

Program Philosophy, Mission Statement, and Training Model

The APA-accredited¹ clinical psychology doctoral concentration is guided by the scientist-practitioner model and places a strong emphasis on research and interdisciplinary clinical training in health services psychology. The faculty is of one mind in promoting scientific inquiry as the foundation of clinical psychology, though the methods of inquiry and areas of study vary. The concentration's philosophy also emphasizes respect for and understanding of cultural and individual differences in recruitment and retention efforts, development of faculty and students, and curriculum and field placements.

The primary mission of the articulated MA/PhD concentration in Clinical Psychology at ETSU is to provide training in clinical psychology emphasizing rural behavioral health practice in the context of integrated primary health care. ETSU has a uniquely cooperative relationship with its surrounding community and region. Because of this relationship the concentration is distinct in what it can offer students in the field of health services psychology.

We pride ourselves on establishing a program of clinical training designed to equip students with tools to particularly address the needs of communities surrounding the university, which can be described as economically disadvantaged and located within rural Appalachia. We adhere to the APA Ethical Principles and Code of Conduct through curriculum and field placements that emphasize cultural competence.

¹ Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: www.apa.org/ed/accreditation

All students receive a curriculum of general clinical training as well as training in the basic science of psychology. Thus, the first two years of the concentration are highly structured. Due to the emphasis on primary care and rural health practice as well as adherence to the generalist model of training, the advanced coursework here is more structured than some programs in clinical psychology, but students are afforded the opportunity for individualization through electives, research emphasis, and externship placements. The concentration is designed for full-time study only as a 5-year post-baccalaureate articulated MA/PhD concentration, with the fifth year being an off-campus full-time internship in keeping with APA/APPIC requirements.

Goals of the PhD in Clinical Psychology

Consistent with the definition of health service psychology in the Standards of Accreditation, the clinical psychology PhD concentration at ETSU seeks to accomplish three broad training aims:

- To prepare students as independent scientist-practitioners in clinical psychology;
- To prepare students for entry level clinical practice in rural and primary care settings; and
- To prepare students for ethically and culturally competent clinical practice.

Within each of these, additional sub-level aims are further articulated below.

To prepare students as independent scientist-practitioners in clinical psychology. Students are expected to demonstrate knowledge and competencies in discipline specific psychological science that inform generalist clinical practice. Students will also be able to demonstrate competency in research design, methods, and execution of research, and in examining and integrating the empirical literature in the practice of clinical psychology. Students will demonstrate specialized knowledge in theories and methods of diagnostic assessment, formulation and implementation of evidence-based interventions, and evaluation of efficacy of clinical intervention.

To prepare students for entry level clinical practice in rural and primary care settings. Students will achieve cultural competence in working with rural populations and in community-based practice, and will demonstrate competence in interprofessional collaboration, communication, and consultation. Additionally, students will demonstrate competence in evidence-based assessment and intervention; and will demonstrate knowledge of supervision theories generally, as well as in rural and primary care settings.

To prepare students for ethically and culturally competent clinical practice.

Students will demonstrate competence in knowing and abiding by professional ethics and related standards of research and practice, as well as federal and state laws and institutional and agency policies associated with the practice of psychology. The concentration additionally emphasizes that students will demonstrate cultural humility and sensitivity to issues of justice, equity, inclusion, and diversity relevant to all areas of practice.

We believe these aims emphasize the integration of science and practice and the goal of producing student trainees who are highly knowledgeable and professional in their delivery of health service psychology.

Student Financial Support and Expected Costs

On average, four to six students are admitted per year, with all students receiving University support through a graduate assistantship for at least the first two years. The support includes a stipend of \$13,000 plus in and out-of-state tuition waivers for the academic year (fall and spring terms). Sources of graduate assistant support in the remaining two years pre-internship vary, and include community training grants and contracts, teaching assistantships, or faculty grants. The stipend amount as well as the contract period after the first two years may vary according to the source of the grant. For example, some community placements have a stipend level of \$10,200 for 12 months and include travel reimbursement. Others have a stipend of \$13,000 for a 12-month period. To date, 100% of enrolled students have been offered at least 4 years of graduate assistantship support. Though tuition is remitted for graduate assistants, students are responsible for other fees each semester.

Integration of Science and Applied Practice

Health service psychology must be well-rooted in the science of psychology, and the scientific method must inform the practice of psychology. Gaining competence as both scientist and practitioner demands a commitment to full time study, in a course of training wherein science and practice are integrated throughout in requirements that are sequential, cumulative, and graded in complexity. The foundational broad and general courses build to substantive MA – and doctoral - level coursework, with elective specialty courses occurring late in the program of study. Applied clinical components build from Clerkship, which emphasizes shadowing psychologists in primary care to Practicum, which is on-campus clinical training, to Externship, which is community-based clinical training, to Internship, one full-time year of advanced clinical training away from the University. Thresholds for minimum achievement of clinical competencies reflect expected developmental growth in both breadth and depth of knowledge and skills demonstrated. Scientific application builds from the MA thesis, to the Doctoral Candidacy Project, and to the PhD dissertation, with increasing methodological sophistication and independence required to advance from one level to the next.

The curriculum map located on the next page provides an overview of didactic and applied matriculation requirements and shows how they are sequential, cumulative, and reflective of the scientist-practitioner training model. Course descriptions for all courses, required and elective, are located in the [Graduate Catalog](#).

Clinical Curriculum Map and Matriculation Narrative

Fall 1st year PSYC 5100 (Legal & Ethical Issues in Psychology) PSYC 5210* (Statistical Methods) PSYC 5810 (Vertical Team) PSYC 5825 (Psychopathology) PSYC 5870 (Clinical Interviewing Techniques) PSYC 6600 (Rural Case-Oriented Learning)	Fall 2nd year PSYC 5810 (Vertical Team) PSYC 5830 (Psychological Assessment I: Adult) PSYC 5910 (Clerkship II) PSYC 5960 (Thesis) PSYC 6870 (Evidence-Based Interventions)	Fall 3rd year PSYC 7100 (Primary Care I) PSYC 5407* (Psychopharmacology) PSYC 7010 (Clinical Psychology Practicum & Seminar) %PSYC 7770 (Diversity in Psychological Sciences) PSYC 7910 (Clinical Externship) PSYC 7960 (Doctoral Dissertation in Psychology)	Fall 4th year PSYC 7020 (Models of Supervision) %PSYC 7770 (Diversity in Psychological Sciences) PSYC 7910 (Clinical Externship) PSYC 7960 (Doctoral Dissertation in Psychology)
Spring 1st year %PSYC 5000* (Broad & General Foundations in Psychology) PSYC 5010 (History & Systems and Personality & Psychotherapy Models) PSYC 5410* (Correlation & Multiple Regression) PSYC 5810 (Vertical Team) PSYC 5910 (Clerkship I) PSYC 5950* (Methods of Psychological Research)	Spring 2nd year PSYC 5707* (Advanced Behavioral Neuroscience) PSYC 5850 (Psychological Assessment II: Child) PSYC 5960 (Thesis) PSYC 7010 (Clinical Psychology Practicum & Seminar) PSYC 7810 (Vertical Team – Advanced)	Spring 3rd year PSYC 7910 (Clinical Externship) PSYC 7000 (Preliminary Project) Elective	Spring 4th year PSYC 7110 (Primary Care II) PSYC 7910 (Clinical Externship) #PSYC 7030 (Peer Supervision Practicum) PSYC 7960 (Doctoral Dissertation in Psychology) – need 12 credits Need 6 credits of Elective coursework
	Summer 2nd year PSYC 7010 (Clinical Psychology Practicum & Seminar)	Summer 3rd year PSYC 7010 (Clinical Psychology Practicum & Seminar)	Beyond PSYC 7980 (Pre-Doctoral Internship)

This graphic represents the most common matriculation through the clinical concentration

*Course that students with MA in clinical or experimental psychology can petition to waive;

%Offered every other year, #optional opportunity

In the 1st year, while taking foundational coursework and establishing research affiliations with faculty, students participate in their first of two semesters of PSYC 5910 Clinical Psychology Clerkship, which places them as observers in a primary care setting one-half day per week. Every semester, students also have a role in the department's Behavioral Health and Wellness Clinic through participation in the office, as observers, and on vertical training teams. First-year students also have regular meetings with the Clinic Director in which they are taught legal requirements and standards of good practice as part of their pre-practicum requirements. Early in the 1st year, students are expected to identify a Primary Academic Advisor, who serves as their research mentor, and to begin development of a research question that will quickly evolve into a thesis project.

In the 2nd year students propose the thesis, which ideally is formally defended in the spring of the 2nd year. Students must successfully propose their thesis project in order to qualify for enrollment in PSYC 7010 Practicum and Seminar. They complete their second semester of PSYC 5910 Clinical Psychology Clerkship, which is more individualized than the first, but continues to expose them to psychologists and other health care professionals in community settings. One requirement of the Clerkship courses is that students participate in a weekly faculty-led cohort seminar for discussion of their experiences and assigned readings. They continue to participate on vertical teams and meet with the Clinic Director in the Behavioral Health and Wellness Clinic fulfilling pre-practicum requirements. The minimum threshold for advancement from Clerkship to Practicum is passing the didactic elements of the Clerkship course and practical elements of the Vertical Teams course. In Year 2, students complete the MA curriculum, defend their theses, and enroll in PSYC 7010 Clinical Psychology Practicum for the first of at least four semesters; this is the first semester of

supervised service delivery at the on-campus training clinic where all work is supervised by faculty affiliated with the program. Students must pass this initial PSYC 7010 Clinical Psychology Practicum to advance to PSYC 7910 Clinical Externship, which is supervised community placement. The minimum threshold to advance from Practicum to Externship is demonstrating expected development at the current level in Foundational Competencies and Functional Competencies as outlined in the Clinical Competencies Form.

In the 3rd year, students begin doctoral coursework, complete the PSYC 7000 Doctoral Preliminary Project and establish a dissertation committee. Successful defense of the Doctoral Candidacy Project allows a student to move to Doctoral Candidacy and to register for PSYC 7960 Dissertation. Throughout the 3rd year, students are placed at externship training sites and continue in the Behavioral Health and Wellness Clinic. Four semesters of community placement are required via the PSYC 7910 Clinical Externship mechanism.

In the 4th year, students complete all didactic coursework. Proposal of the doctoral dissertation is a requirement to apply for internship, so occurs no later than September 15 of the 4th year. Nearing completion of the PSYC 7010 Clinical Psychology Practicum and PSYC 7020 Models of Supervision course sequence, 4th year students have the opportunity to be peer supervisors for beginning practicum students on the vertical teams. Fourth-year students are also completing their last two required semesters of Externship and collecting dissertation data, which is encouraged to be completed prior to beginning the Internship year. The minimum thresholds for advancement from Externship to Internship include demonstrating expected skill levels at the pre-internship level in Foundational and Functional Clinical Competencies and completion of all coursework.

In the 5th year, students complete a one year full-time or two-year part-time internship (APA-accredited internship preferred), obtained through the APPIC match. Students are also expected to attain minimum thresholds for achievement

during the internship year. Specifically, students are evaluated by internship supervisors at mid-year and end-year and must demonstrate expected skills at the current level in Foundational Competencies and Functional Competencies. During the internship, students are preparing for their dissertation defense (if not done prior to beginning internship) and/or publication of the dissertation.

Mission Specific Training in Primary Care and Rural Psychology

Our training model emphasizes integrated rural primary care psychology. Thus, students participate in inter-professional, rural-oriented, and/or primary care psychology courses each year of matriculation. For example, the first-year PSYC 5910 Clinical Psychology Clerkship incorporates a rotation in family medicine clinics and the first-year PSYC 5870 Clinical Interviewing Techniques course is inter-professional in both student and faculty composition. Also, students must complete PSYC 7100 and PSYC 7110 Primary Care Psychology I & II and PSYC 6600 Rural Case-Oriented Learning and Preceptorship. Each of these three courses requires that students make presentations to and consult with practicing physicians and medical residents. Students must complete at least one semester of PSYC 7910 Clinical Externship in a rural setting and one in a primary care setting, although one placement may fulfill both requirements.

Clinical MA Curriculum

Rubric	Course Title	Credits
PSYC 5000	Broad and General Foundations in Psychology	3
PSYC 5010	History & Systems	3
PSYC 5100	Legal and Ethical Issues in Psychology	3
PSYC 5210	Statistical Methods	3
PSYC 5410	Correlation & Multiple Regression	3
PSYC 5707	Advanced Behavioral Neuroscience	3
PSYC 5810	Vertical Team	1 (take for 1-3)
PSYC 5825	Psychopathology	3
PSYC 5830	Psychological Assessment I: Adult	3
PSYC 5850	Psychological Assessment II: Children	3
PSYC 5870	Clinical Interviewing Techniques	3
PSYC 5910	Clinical Psychological Clerkship	2
PSYC 5950	Methods of Psychological Research	3
PSYC 5960	Thesis	6
Total		42-44

Clinical PhD Curriculum

Rubric	Course Title	Credits
PSYC 5407	Psychopharmacology	3
PSYC 6600	Rural Case Oriented Learning & Preceptorship	3
PSYC 6870	Evidence-Based Interventions	3
PSYC 7000	Doctoral Preliminary Project	3
PSYC 7010	Clinical Psychology Practicum & Seminar (1 hour per term to total 5)	4-5
PSYC 7020	Models of Clinical Supervision	1
PSYC 7100	Primary Care Psychology I	3
PSYC 7110	Primary Care Psychology II	3
PSYC 7770	Diversity in the Psychological Sciences	3
PSYC 7810	Vertical Team – Advanced	1 (take for 2)
PSYC 7910	Externship, 1 hour per term for a total of 4 hours	4
PSYC 7960	Doctoral Dissertation in Psychology	12-24
PSYC XXXX	Electives	6
Total		49-61

Experimental PhD Concentration

Training Model, Philosophy, and Mission Statement

The experimental psychology doctoral concentration is guided by the scientific method and places a strong emphasis on research and teaching. The concentration's philosophy emphasizes the respect for and understanding of cultural and individual differences in recruitment, retention, the development of faculty and students, and in the curriculum. The concentration actively seeks to promote equity and inclusion and to make the field reflective of those whom it serves.

The primary mission of the articulated MA/PhD concentration in Experimental Psychology at ETSU is to provide students with broad and general training in translational research in the psychological sciences, including the areas of developmental, cognitive, social, and behavioral neuroscience. The concentration is unique compared to most other programs in what it offers students in their training experience because of the translational focus. An additional focus of the concentration is to prepare students for future faculty membership. Thus, all students gain a significant amount of first-hand experience with teaching and faculty supervision of teaching.

The Experimental Concentration curriculum is highly structured for students. All students receive a curriculum in general experimental psychology training as well as training in grant writing and the teaching of psychology. Students are afforded the opportunity for individualization through elective courses and research emphasis. In addition to conducting a thesis, doctoral candidacy project, and dissertation, students are expected to participate continuously in their primary advisor's research project(s). The concentration is designed for full-time study as a 4-year post-baccalaureate articulated MA/PhD concentration.

Goals of the PhD in Experimental Psychology

- Train students to be scientists through designing, implementing, and interpreting research studies, and to communicate research findings;
- Train students in the application of basic and applied research with translational focus (i.e., “from bench to bedside”) and in the craft of grant writing;
- Train students in teaching, research, and service to prepare them for faculty positions in higher education.

Student Financial Support and Expected Costs

On average, four students are admitted per year. The concentration anticipates providing all students a graduate assistantship for at least the first three years. The support includes a stipend of \$13,000 plus in and out-of-state tuition waivers for the academic year (fall and spring terms). Students are responsible for other non-tuition fees each semester.

Experimental Integration of Translational Science

Experimental psychology is well-rooted in the scientific method. Gaining competence as a researcher and scholar demands a commitment to full time study. The experimental concentration advances the scientific understanding of human behavior and mental processes by: (1) conducting original and substantive interdisciplinary research that is keenly focused on translational application to the real-world; and (2) apprenticing students through hands-on experience and classroom didactics. Thresholds for minimum achievement of competencies reflect expected developmental growth in both breadth and depth of knowledge and skills demonstrated. Scientific application builds from the MA thesis, to the Doctoral Candidacy Project, and to the PhD dissertation, with increasing methodological sophistication and independence required to advance from one level to the next.

The curriculum maps below provide an overview of didactic matriculation requirements. Several of the courses are only offered every other year. Thus, two maps are included. The first map should be used by students entering the concentration in the fall of an odd numbered year and the

second map should be used by students entering in an even year. [Course descriptions](#) for all courses, required and elective, are located in the graduate catalog.

Experimental Curriculum Map (Students entering in odd year)

Fall 1st year	Fall 2nd year	Fall 3rd year	Fall 4th year
^PSYC 5210 Statistical Methods ^PSYC 5620 Social Seminar PSYC 5825 Psychopathology Elective	^PSYC 5650 Applied Seminar ^PSYC 5800 Teaching Psyc Sci ^PSYC 5801 Teaching Practicum PSYC 5960 Thesis PSYC 7770 Diversity in Psyc Sci	PSYC 5825 Psychopathology ^PSYC 6801 Teaching Practicum PSYC 7000 Doctoral Preliminary Project Elective	^PSYC 6801 Teaching Practicum †PSYC 7770 Diversity in Psyc Sci PSYC 7960 Dissertation Elective
Spring 1st year	Spring 2nd year	Spring 3rd year	Spring 4th year
^PSYC 5410 Correlation & Regression ^PSYC 5630 Cognitive Seminar ^PSYC 5707/17 Adv Behav Neuro ^PSYC 5950 Research Methods	^PSYC 5610 Developmental Seminar ^PSYC 5801 Teaching Practicum PSYC 5960 Thesis ^PSYC 6660 Grant Writing	^PSYC 6801 Teaching Practicum PSYC 7000 Doctoral Preliminary Project Elective	PSYC 7960 Dissertation

^Complete in the semester listed

Experimental Curriculum Map (Students entering in even year)

Fall 1st year ^PSYC 5210 Statistical Methods ^PSYC 5650 Applied Seminar ^PSYC 5800 Teaching Psyc Sci PSYC 5825 Psychopathology	Fall 2nd year ^PSYC 5620 Social Seminar ^PSYC 5801 Teaching Practicum PSYC 5825 Psychopathology PSYC 5960 Thesis (3)	Fall 3rd year PSYC 5825 Psychopathology ^PSYC 6801 Teaching Practicum PSYC 7000 Doctoral Preliminary Project PSYC 7770 Diversity in Psyc Sci Elective	Fall 4th year ^PSYC 6801 Teaching Practicum PSYC 7960 Dissertation (6) Elective
Spring 1st year ^PSYC 5410 Correlation & Regression ^PSYC 5610 Developmental Seminar ^PSYC 5950 Research Methods	Spring 2nd year ^PSYC 5630 Cognitive Seminar ^PSYC 5707/17 Adv Behav Neuro ^PSYC 5801 Teaching Practicum PSYC 5960 Thesis (3)	Spring 3rd year ^PSYC 6660 Grant Writing ^PSYC 6801 Teaching Practicum PSYC 7000 Doctoral Preliminary Project Elective	Spring 4th year PSYC 7960 Dissertation (6)

^Complete in the semester listed

Experimental MA Curriculum

Rubric	Course Title	Credits
PSYC 5210	Statistical Methods	3
PSYC 5410	Correlation & Multiple Regression	3
PSYC 5610	Topical Seminar in Developmental Psychology	3
PSYC 5620	Topical Seminar in Social Psychology	3
PSYC 5630	Topical Seminar in Cognitive Psychology	3
PSYC 5650	Topical Seminar in Applied Psychology	3
PSYC 5707	Advanced Behavioral Neuroscience	3
PSYC 5717	Advanced Behavioral Neuroscience Lab	1
PSYC 5800	Teaching in the Psychological Sciences	3
PSYC 5801	Teaching in the Psychological Sciences: Practicum I (3 credits, taken 2 times)	6
PSYC 5950	Methods of Psychological Research	3
PSYC 5960	Thesis (take for 6 credits)	6
PSYC 6660	Grant Writing in the Psychological Sciences	3
Total		43

Experimental PhD Curriculum

Rubric	Course Title	Credits
PSYC 5825	Psychopathology	3
PSYC 6801	Teaching in the Psychological Sciences: Practicum II (3 credits, taken 3 times)	9
PSYC 7000	Doctoral Preliminary Project	3
PSYC 7770	Diversity in the Psychological Sciences	3
PSYC 7960	Dissertation (take at least 12 credits)	12-18
-	Guided electives (at least 9 credits)	9
Total		39-45

Elective Coursework

Students are required to complete elective coursework. Clinical students must complete six credits of elective coursework. Experimental students must complete nine credits of elective coursework. All elective coursework must be approved by the student's primary academic advisor. Students are allowed to take graduate courses from other departments to fulfill elective requirements. Core coursework from the other concentration also counts for elective credit. Listed below are additional electives offered within the department of psychology. Course descriptions are located [here](#).

PSYC 5317 - Sensation and Perception

PSYC 5640 - Topical Seminar in Behavioral Neuroscience

PSYC 5660 - Topical Seminar in Clinical Psychology

PSYC 5670 - Topical Seminar in Statistical Methods

PSYC 5807 - Forensic Psychology

PSYC 5957 - Special Topics in Psychology

PSYC 6210 - Meta-Analytic Research Methods

PSYC 6410 - Covariate Structural Modeling

PSYC 7300 - Mental Health Care Consultation/Administration

PSYC 7400 - Family Psychology

PSYC 7420 - Substance Abuse Psychology

PSYC 7450 - Group Psychology

PSYC 7550 - Community Assessment and Intervention

Students may also elect to take independent study credits as electives.

Students engaged in research related independent study should register for PSYC 5900 or PSYC 7900.

Master's Degree Requirements

Students are referred to the [ETSU Graduate Catalog](#) for academic requirements of the Graduate School.

Program Requirements

Students are expected to be active in research collaboratively with members of the department faculty each semester they are enrolled. In addition to didactic coursework and research, clinical students are required to participate in clinic and field experiences commensurate with their level of training and type of graduate assistantship, and experimental students are required to teach undergraduate laboratories and courses. Teaching is a formal component of the experimental training program. Links to Milestone forms are listed in [Appendix A](#). The Graduate School provides a [Thesis and Dissertation Guide](#) to facilitate preparation and formatting of these documents, an [APA format template](#), and an online portal for [electronic submission](#).

MA Thesis

A requirement of the PhD program is the successful completion of a MA Thesis project, which involves a written thesis and oral defense of the document presented to the thesis committee. Projects may include meta-analyses, analysis of archival data, organizational interventions, and experimental laboratory work, but must be empirical in nature, not a theoretical or literature review paper. Students are encouraged to begin development of a thesis topic as soon as possible upon beginning the program. For Clinical PhD students, a student cannot begin practicum until

they have proposed their thesis. For Experimental PhD students, the thesis must be proposed by April 1st of the second year unless extenuating circumstances prohibit proposal by this date.

Once a student has enrolled in thesis hours, they must maintain continuous registration each term, including summer, until the thesis is defended and approved by the Graduate School. Summer credit hours are not covered by a tuition waiver; students may be required to pay out-of-pocket.

Policies and Procedures

1. The Thesis Committee will be composed of three members of the graduate faculty, two of whom are from the student's concentration; the third member can be from either concentration. The Committee Chairperson must be a full-time tenured or tenure-track member of the faculty of the Psychology Department and must hold appropriate graduate faculty status within the university. Committee membership should be documented on the Committee Appointment Form.
2. Once a thesis committee has been formed, any change in committee membership should be discussed with all involved parties. If changes in committee membership are made, the student must submit an amended committee form to graduate studies.
3. Students will work with their Committee Chairperson to prepare a proposal document that will be orally presented to the committee. During the oral presentation, the committee members may request changes to the project, which will be documented on the MA Proposal, as a courtesy, please allow committee members at least two weeks to review the written document.
4. Approval of the proposal is an implicit contract. The student is agreeing to carry out the work as proposed. If significant changes are required, the committee must be notified and approve the requested changes.
5. The time and location of oral defenses are to be announced via the

PSYCHTALK listserv. The Notification of Oral Examination, which is a form available on the website of the Graduate School, should be submitted by the student at least 10 business days before the defense date. An outside observer is assigned by the Graduate School. The student's presentation is open to all members of the university community; however, the defense is restricted to committee members and the assigned outside observer. Students should not bring food or refreshments to the defense.

6. Committee members will evaluate the defense by pass/fail vote and the majority vote will carry. The student is restricted to a maximum of two attempts with the second failure resulting in termination from the program.
7. After a successful defense, there may be revisions to the written document. Once these have been finalized and approved by the Committee Chair, the student will prepare the document for [electronic submission](#) to the Graduate School.

Clinical Capstone Project

Purpose

The Clinical Capstone Project is used to assess the student's clinical and ethical competencies and the student's ability to integrate and synthesize core knowledge in the field. The Clinical Capstone Project is considered the capstone or finalization of the MA degree in Clinical Psychology.

Timing of Clinical Capstone Project

Typically, a student successfully proposes their MA thesis prior to beginning the Clinical Capstone Project. A student making adequate progress would not be expected to complete the Clinical Capstone Project until the spring or summer of the second year in the concentration. Students entering the program with a MA degree in-hand, and whose MA thesis has been accepted by the clinical faculty, may begin the Clinical Capstone Project at the earliest opportunity and no later than the summer of the second year in the concentration.

Formation of Clinical Capstone Project Committee

The Clinical Capstone Project Committee is composed of three faculty members, all of whom must be full-time Psychology faculty members holding at least temporary ETSU Graduate Faculty status. Two of them must be clinical faculty members. A fourth Committee member may be added for consultation or as a clinical supervisor, if necessary, and may be from the Department of Psychology, or another school/college in the University. If a fourth committee member is added, this person should be a full-time faculty member with an earned doctorate in a health service field, or a health professional or service provider with a terminal degree in their field and hold at least temporary ETSU Graduate Faculty status. The Clinical Capstone Project Chair should be indicated. Once the Clinical Capstone Project process has begun, changes to the composition of committees are discouraged. Any changes to Committee membership must be approved in writing by the student, Clinical Capstone Project Chair, and the DCT.

Capstone Project Guidelines

The Clinical Capstone Project is a written clinical case presentation, followed by an oral defense of the case presentation. Both elements of the case presentation will require: 1) the integration of case/client background and history; 2) symptoms and presenting problems; 3) diagnostics and assessment; 4) theoretical framework, which includes at least two alternate theoretical conceptualizations; 5) treatment considerations, including evidence based approaches; 6) treatment considerations, including short, mid-range, and long-term goals; 7) individual and cultural differences; 8) ethical issues and, 9) outcome information and assessment. The student will need to evidence at least basic curriculum-based competencies in these areas. The written component of the Clinical Capstone Project should not exceed 20 pages in length, exclusive of title page, references, or appendices.

A formal proposal meeting is not required for the Clinical Capstone Project. The appropriate clinical case to be analyzed will be selected by the student in collaboration with the Clinical Capstone Project Committee Chair. All cases should be based on an existing or past individual that has been de-identified in collaboration with the Clinical Capstone Project Committee Chair. With the review and advanced approval of the Committee Chair, some details of the case may be altered to satisfy required competencies and streamline case presentation.

Oral Defense of Capstone Project

After the completion of the written clinical Capstone Project and with approval of the Capstone Chair, the student will be required to orally defend their work. The purposes of the Oral Defense are:

- 1) to extend the evaluation of the student's knowledge and understanding of clinical subject matter covered in the written Clinical Capstone project; 2) to evaluate the student's knowledge and understanding of related clinical subject matter not included in the written Clinical Capstone Project; and 3)

to evaluate the student's ability to respond to inquiries in a scholarly and professional manner.

Passing/Failing Capstone Project

A majority of the Committee members must deem the student's performance to be acceptable, and to have demonstrated at least minimal competence, on each part of the Exam for the student to pass. At the first round of the Clinical Capstone Project, the Committee will determine whether a student has obtained a full pass, conditional pass, or failure.

Students will be provided with the final outcome of the pass/fail voting of the committee as a whole. That is, individual committee member votes will remain confidential. Documentation including committee signature and scoring forms, and the Clinical Capstone Project written document, will be maintained in the student's permanent record.

The Clinical Capstone Project will be considered fully passed if all three Committee members assign the student a passing evaluation of both the written and oral components.

A Conditional Pass may be granted and occurs when at least two Committee members have assigned Full Passes, with the third assigning a Conditional Pass or Fail. Alternatively, Committee members may assign a Conditional Pass to any component of the written or oral defense if significant revisions are required. If the student obtains a Conditional Pass in any first-round component, Committee members will communicate in writing, the nature of the remedial measures required to the student, the Clinical Capstone Project Committee Chair, and the DCT. The remedial measures then must be completed to the satisfaction of the majority of the Committee for Conditional Pass to be revised to Full Pass status.

A component will be considered failed if at least two Committee members have assigned a Fail, regardless of whether a third committee member has assigned a Full Pass, Conditional Pass or Failure. A student who fails any part of the Clinical Capstone Project will be required to retake each failed component. The portions of

the Clinical Capstone Project to be retaken may be done so no later than 60 calendar days after the original defense. Failure of any component of the Clinical Capstone Project a second time will result in dismissal from the program.

Doctoral Candidacy Project

Purpose and General Information

The Doctoral Candidacy Project (i.e., Project) is used to: (a) determine the student's preparation and readiness for independent, dissertation research; and (b) assess whether the student has developed analytical, problem-solving, and critical thinking abilities at a level befitting doctoral candidacy. Successful completion of the Project is considered as the initiation of Doctoral Candidacy.

To be eligible to begin the Project, the student must have the consent of their Project Committee Chair and the concentration Director. Students become eligible for enrollment in the Doctoral Preliminary Project (PSYC 7000) after successfully completing all requirements for the MA, including successful defense of the Thesis. Students in the Clinical concentration must also pass the Clinical Capstone Project, unless otherwise approved by the Director of Clinical Training (DCT). PSYC 7000 is a three-credit hour course completed during a given semester. However, it is possible to work on the project over the summer and register for the course in the fall. Moreover, preparation for the Project should begin well in advance of the semester in which the student registers for PSYC 7000.

The Project is a scholarly written product that makes a significant contribution to the students' development toward becoming an independent scholar. Regardless of format, the Project should demonstrate a cogent, compelling, substantive, and original contribution to scientific and theoretical understanding of an area of psychology. The completed Project will provide a critical, evaluative, and integrative interpretation of content and methodological issues and should advance the students' area of research interest, thereby demonstrating breadth of knowledge.

There are two major options for the Doctoral Candidacy Project:

1. Grant proposal or an empirical, conceptual, review, or meta-analytic manuscript (an option for students in the Clinical and Experimental PhD Concentrations);
2. Comprehensive Exam (an option for students in the Experimental PhD concentration only)

Project Guidelines and Requirements

In consultation with their Project Committee Chair, the student will determine what type of scholarly Project to complete. The Project should be aligned with the previous academic scaffolding of the student, prior supervisory experience of the Chair, and the expertise of committee members. In addition, the Chair will help select topic areas and appropriate breadth and depth to satisfy the objectives of the project. The Project should be original and independent from the intended dissertation research, the master's thesis, and from any other prior research or course projects and the student should not have already received written feedback on their proposal. Ideally, the Project will inform the dissertation, perhaps more broadly construed or more narrowly focused, but the student should not expect the Doctoral Candidacy Project, in any format, to be incorporated directly into the dissertation without sufficient differentiation.

As a general guide, any Project, regardless of format or length, should address the following elements, as relevant: (1) historical and contemporary theoretical approaches to the content domain; (2) identification of major theoretical perspectives for the content domain; (3) strengths and limitations of various research methods used in the content domain; (4) research and/or clinical measurement issues; (5) relevance to translation or clinical applications; (6) research and/or clinical ethical issues; and (7) future directions in theory, research, and translation. Although specific expectations will differ by the type of project selected, students should be comprehensive in the theoretical, empirical, and translational substantiation of their project with recognition that consolidation and revision of content

may be necessary to prepare a product for submission. Further, the primary criterion for evaluating the project will be the extent to which it incorporates the following elements: integration/synthesis (i.e., organization, technical writing quality), application/translation (i.e., methodology, integrative discussion), critique and evaluation, as well as understanding/knowledge (i.e., comprehensiveness of content and innovation).

Doctoral Candidacy Project Format Descriptions

Grant Proposal: The student will be expected to develop a complete grant proposal and should attempt to follow the format and guidelines of an actual Request for Proposals (RFP) or solicitation, including adopting the role of Principal Investigator. Regardless of the focus or requirements of the selected RFP, the Project must include the following content: abstract, problem statement, background and significance for the research topic, theory, previous research, methodology and hypotheses, project aims or goals, outcome measures, data analyses, implications for practice and research, detailed timeline for implementation, budget, and references. Any RFP restrictions on section length or overall page length of the Project are determined by the committee at the Proposal meeting.

Empirical, Conceptual, or Review Manuscript or a Systematic Review or Meta-Analysis: Broadly, these manuscript-focused Project options will follow the same format and are intended to assess the student's ability to critically examine the extant psychological literature, develop professional writing skills, and produce a manuscript worthy of submission to a peer-reviewed journal (although actual submission or publication is not a requirement).

Empirical Paper. If the Project comprises a formal study, the prospectus should specify the literature to be reviewed, hypotheses, study design, measures, and overview of data analysis. Completed empirical papers must include the typical components of a data-driven manuscript,

including: 1) introduction, with statement of purpose, rationale, limitations of extant literature, and pertinent theoretical background; 2) hypotheses; 3) methods, including participants, measures, procedures, and analyses; 4) results; 5) integrated discussion, including summary, synthesis of findings with the prior literature, and limitations and directions for future clinical and/or research efforts; and 6) tables and figures, as necessary.

Conceptual, Review, or Systematic Review / Meta-Analysis Paper. If the Project is a conceptual review, literature review, or systematic review / meta-analysis paper, the proposal should address the current state of the literature, the paper's conceptual boundaries, and the ways in which it will advance science and/or practice in the field. The purpose of this category of Project is to provide a means for the student to independently demonstrate their ability to conceptualize, integrate, and critically evaluate a targeted psychological literature. In completing the Project, the student is expected to demonstrate advanced integrative knowledge, which means that the student can synthesize concepts, theories, and topics. The completed Project may include critical, inclusive, and integrated appraisals of the following (the balance of which may differ as a function of the type of project selected): the conceptual and historical basis for the topic, the adequacy of current theoretical frameworks and their implications, the adequacy of current methodological approaches, the selection of systematic review/conceptualization methods, the evaluation of findings, the strengths and weaknesses of the present literature, and proposed future directions. For literature review Projects, a specific conceptual search strategy must be identified, whereas for systematic or meta-analytic reviews, an evidence-based or empirical search strategy must be identified.

For options other than the comprehensive exam, the expectation is that the document the student produces will be suitable for submission and that the student will attempt to publish the resulting document in an academic journal or submit it to a funding agency, though submission and/or

publication are not required.

Comprehensive Examination (Experimental PhD Concentration only):

Proposals for students choosing the written comprehensive examination (Comps) option should include: (1) the student's goals for the project, including the areas of expertise they wish to solidify and deepen; (2) a proposed reading list that maps onto each of the identified goals (and any subgoals); and (3) a justification of the sufficiency of the reading list in supporting each goal (and any subgoals).

After the Project Committee has been formed and prior to the Project proposal, the student should meet with each committee member to discuss their goals and to determine whether individual committee members require specific readings or domains. The final reading list should be carefully considered as exam questions and responses will be constrained by it. Student reading lists typically comprise about 100 reference citations informed both by their own goals and the expectations of individual committee members. Often the reading list is altered during the proposal meeting as the committee and student discuss the student's goals collaboratively.

Administration of the comprehensive examination will take place over two consecutive days, encompassing two sections per day. In each section, the student will receive three questions and will be given the opportunity to choose two of these questions to answer. Students must write their responses (using an offline computer provided by the psychology department) without using any external resources except for the unannotated reading list. The question pool is derived from the committee members, each of whom submits questions to the committee chair for consideration. From the pool, the chair will select 12 questions to be presented to the student, based on how well they address four learning domains: knowledge/understanding, synthesis/integration, application/translation, and critique/evaluation. Individual questions may

encompass more than one domain. Responses to questions must be supported with references drawn from the reading list.

Comprehensive Exam Grading Rubric: [Appendix B](#)

Doctoral Candidacy Project Committee

Across all Project formats, committees will comprise at least four graduate faculty members, all of whom must be full-time with an earned doctorate or a terminal degree in their field of study. Of the four members, at least two must be from the student's own concentration (i.e., clinical or experimental psychology) and at least one must be from the alternative concentration. A fifth voting member may be added from within ETSU; a consulting (non-voting) member may also be added as appropriate (i.e., an expert from another institution; a community placement mentor), but they must still hold at least temporary ETSU graduate faculty status. The Project Chair or concentration Director will assist the student as appropriate in finding or replacing a committee member. Once a committee is formed, an Appointment of Doctoral Candidacy Project Committee form should be submitted to the department. Any changes in committee membership should be discussed with all involved parties and with the concentration Director. The student is responsible for making formal changes to the committee form.

Doctoral Candidacy Project Proposal

With the Project Chair's approval, the student will submit their proposal to committee members and schedule an oral defense date. The document sent to the committee is to be a written overview of the proposed project that has been developed through conversation and consultation with their Project Chair but without any direct written feedback provided prior to the proposal meeting. The proposal should be approximately 5-pages, plus references. In all cases it should contain sufficient background review, logical argumentation, and methodological explanation to enable committee

members to judge the appropriateness of the project. For students who select the grant proposal option, they must also detail the RFP or grant mechanism to which they will be responding and propose and justify an intended final document length that balances a consideration of the overall objectives of this milestone project and the need to meet possible grant page limits.

For all Project options, excluding the comprehensive examination, it is required that students identify and utilize at least two outside readers/consultants to provide written and/or oral feedback on the product, allowing time for receipt and incorporation of reviewer comments prior to defense. These reviewers are to be experts possessing specific skills to assist them with their project. As part of the proposal meeting, students are expected to present the names of two outsider readers/consultants who have already agreed to serve in that role. The reviewers will be approved by the committee at the time of the proposal.

The prospectus and completed paper must conform to current APA publication style throughout, including title page, abstract, and formatting, among other elements. The student should expect to provide committee members at least two weeks to review the document. At the Project Proposal, students will receive summary feedback from their committee regarding the proposed direction, content, and expectations of their project. Within 72 hours of the conclusion of a successful proposal meeting, the student is required to submit the Doctoral Candidacy Project Proposal Meeting Outcome form to their committee members, which constitutes an *action plan* for completion of the Project and transcribes, summarizes, and addresses the agreed-upon elements (between the committee members and the student) of the Project. Committee members must approve the summary and action plan, indicating that the proposal is sufficient in scope to satisfy requirements within one week (7 days) of receipt. On the day the last committee member approves the *action plan*, the four-month student work

period begins. For those undertaking the comprehensive examination, the outcome form must include the agreed-upon content areas and reading list.

Student Work Period

Students will have a period of four months (120 days) from time of approval to complete and submit the Project to their committee; however, as noted above, students should begin preparation for the Project well in advance of this four-month period. Oral defense of the Project should occur as soon after this date as feasible but does not have to be completed within the four-month timeframe.

Students may seek and receive oral and written guidance and feedback on their Project from the committee Chair and committee members until final approval of the *action plan*. Upon approval, students must work without feedback on a written product from their Chair or committee members. During this four-month period, committee members are restricted to offering verbal feedback only and will not read drafts of the Project; thus, broad responsibility for the quality of the Project rests solely upon the student. As a scientific endeavor, however, it is expected that students will seek, receive, and incorporate written feedback from non-committee faculty and colleagues outside of the department. Failure to complete the written Project within the designated four-month period will be considered indicative of inadequate progress and possible disciplinary action.

Oral Defense of Doctoral Candidacy Projects

Upon completion of the Project, the student will orally defend the project before the full committee, a process that serves to: (1) extend the evaluation of the student's knowledge and understanding of subject matter covered in the written document or approved in the proposal; (2) evaluate the student's ability to respond, in a scholarly and professional manner, to verbal inquiries; (3) evaluate the student's ability to address limitations of prior research with future research ideas; and (4) to evaluate the student's

application of theory and research through an emphasis on translational work, for experimental students more specifically. During the oral defense students will be evaluated in terms of professionalism, engagement, tone, use of appropriate visual aids, organization of material, delivery, and responses to questions.

Students will be provided with the outcome of the pass/fail voting of committee members, but individual committee member votes will remain confidential. After a successful defense, the student should submit the Doctoral Candidacy Project Defense form.

Passing/Failing the Doctoral Candidacy Project

Students will earn one of the following ratings for the written Project: pass, conditional pass, or fail. For the oral portion of the defense, students can receive a pass or fail, although the decision on oral defense is based, in part, on the decision on the written component. For students earning a conditional pass on the written component, a second oral defense will be required after revisions are completed. For students failing the written component, an oral defense will occur only after a new project is completed.

Pass. For the Project to be considered fully passed, at least three committee members must assign a passing vote on both the written and oral components. A passing designation may still require revisions to the written component. When required, committee members will communicate, in writing, the revisions required, to the student, the Project Chair, and the concentration Director. Revisions must be completed within 30 days, to the satisfaction of a quorum of the committee, for the student to be considered passed. The student must provide a revision letter to the committee, outlining how suggested changes were addressed. All committee members must approve this revision letter and, if requested by the committee, the revised Project. Students earning a pass on both written and oral components will receive a grade of A for PSYC 7000. A student may pass the

written, but fail the oral, component, if assigned a fail by at least two committee members. In these cases, a grade of F will be given in PSYC 7000, requiring the student to retake PSYC 7000 and complete a second oral defense.

Conditional Pass. If the written component requires substantial revision, a student will be given a conditional pass and will receive a grade of C for PSYC 7000. If a student obtains a Conditional Pass, committee members will communicate the required remedial measures, in writing, to the Project chair and to the concentration Director. Of note, remedial measures may involve meeting with one or more committee members to resolve problematic issues. The student is required to provide a revision letter and the revised product to all committee members, outlining how each required change was addressed, within 60 days of defense. All committee members must review and approve the revised Project and the student must orally re-defend the revised Project, passing both components. Upon successful revision, the PSYC 7000 grade will be changed to B, whereas with unsuccessful revision this grade will be changed to F. Failing the Project revision will jeopardize funding and the student will be required to retake PSYC 7000 and begin a new Project process, which may involve a new committee.

Failure. If the written component is not acceptable as submitted and cannot be salvaged with major revisions, the student will fail the Project. The written component will be considered failed if at least two committee members assign a Fail. Students earning a Fail will receive a grade of F for PSYC 7000 and will be required to retake PSYC 7000, proposing and completing a new Project within 120 days. Only under extraordinary circumstances will an extension be granted, and only with the approval of the full concentration faculty and Director. A failure of either component of the second Project will result in dismissal from the program. Upon successful proposal and defense of a second Project, the student will be given a B in

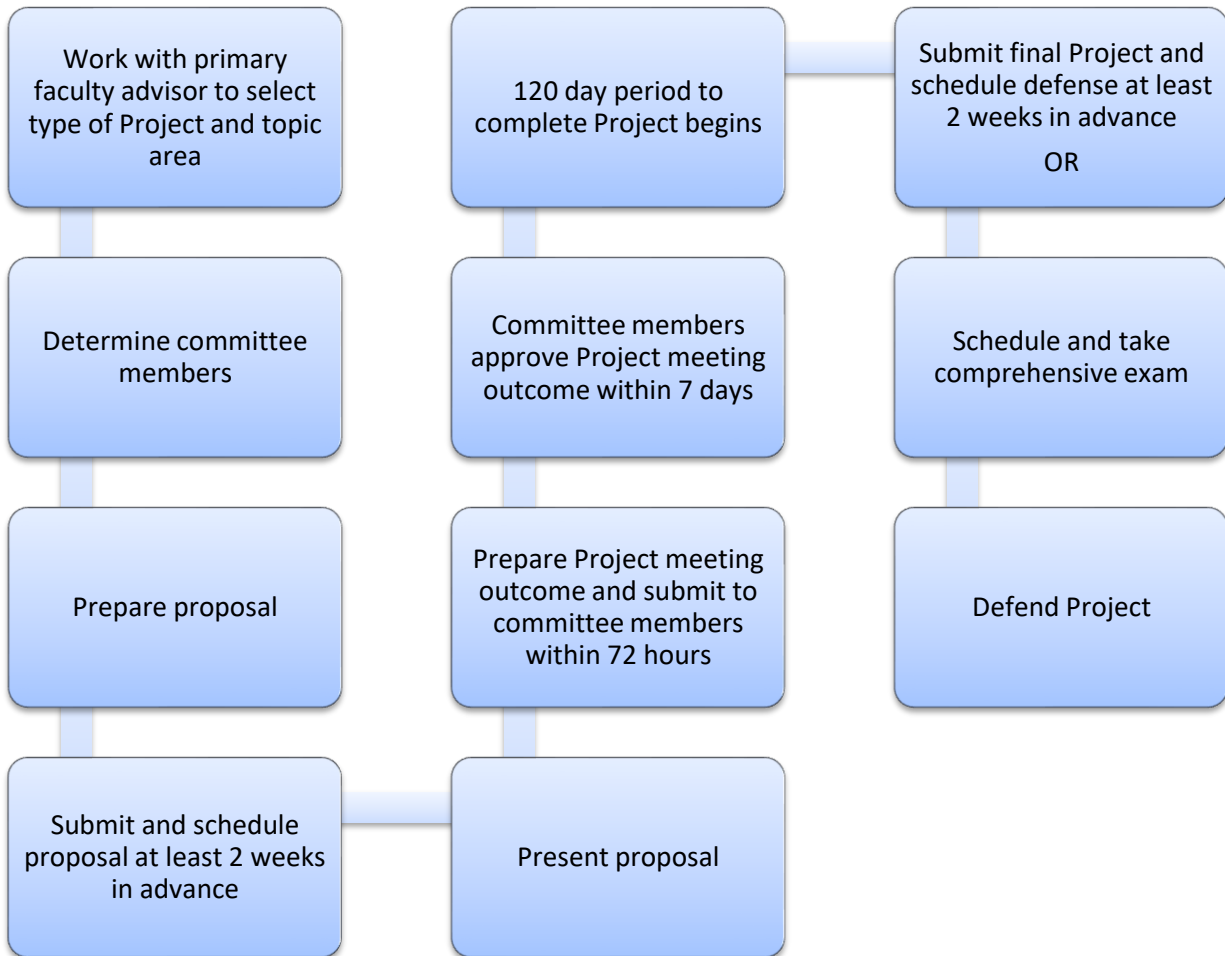
PSYC 7000.

Grades for PSYC 7000 by committee decision and first or second round

Round 1 Decision	Round 1 Grade	Round 2 Decision	Round 2 Grade
Pass both oral and written components (with or without revisions)	A	----	----
Conditional Pass	<i>C (change to B if successful revision)</i>	Pass/Fail*	B or F
Fail	F	Pass/Fail	B or F

*Round 2 occurs only if revisions are not successfully addressed in Round 1.

Doctoral Candidacy Project Timeline



Doctoral Dissertation Requirements

Program Information

Students are referred to the [ETSU Graduate Catalog](#) for academic requirements of the Graduate School, which specifies that students must maintain at least a 3.00 GPA to remain in good academic standing as well as earn a B or higher in all graduate coursework. All students in the MA/PhD program are expected to be enrolled as full-time students and to make satisfactory progress toward timely completion of the degree. Students are expected to be active in research collaboratively with members of the department faculty each semester they are enrolled. In addition to didactic coursework and research, clinical students are required to participate in clinic and field experiences commensurate with their level of training and type of graduate assistantship. Teaching is a requirement of the experimental training program. Students teach undergraduate Design and Analysis laboratory sections and undergraduate courses. Links to Milestone forms are listed in [Appendix A](#). The Graduate School provides a [Thesis and Dissertation Guide](#) to facilitate preparation and formatting of these documents, an [APA format template](#), and an online portal for [electronic submission](#).

Doctoral Dissertation

The culminating experience of the Psychology PhD program is a doctoral dissertation project. This project resembles the Master's Thesis but should involve much more independence on the part of the student. Students become eligible for enrollment in Dissertation hours (PSYC 7960) after earning doctoral candidacy. A student should consult with his or her primary academic advisor in order to ensure all requirements have been completed prior to signing up for dissertation hours.

“Dissertation” is broadly defined. Faculty members are willing to consider a wide range of options for a dissertation. Projects such as meta-analyses, analysis of archival data, organizational interventions, and experimental laboratory work, could all be considered appropriate, but must be empirical in nature. For Clinical PhD students, the dissertation must be proposed by September 15 of the year they intend to apply for internship. For Experimental PhD students, the dissertation should be proposed prior to their final year in the program. The student, upon completion of the dissertation, will be required to orally defend their project before the full committee. The purpose of the Oral Defense of the Dissertation is to: (1) evaluate the student’s knowledge and understanding of subject matter covered in the dissertation document (emphasis may be placed on topics in which the student’s responses are judged to be weak); (2) evaluate the student’s ability to respond, in a scholarly and professional manner, to a variety of verbal inquiries; (3) evaluate the student’s ability to address limitations of prior research with future research ideas; (4) evaluate the student’s application of theory and research through an emphasis on translational work; and (5) evaluate the student’s level of ability to design and carry out independent research.

Once a student has enrolled in dissertation hours, they must maintain continuous registration each term, including summer, until the dissertation is defended and approved by the Graduate School. Summer credit hours are not covered by a tuition waiver; student’s may be required to pay out-of-pocket.

Policies and Procedures

1. The Dissertation Committee will be composed of four members, all of whom must hold ETSU Graduate Faculty status. In addition, the Committee Chairperson must be a full-time tenured or tenure-track of the four must be from the student’s concentration, and at least one must be from the other concentration. The fourth member may

be from inside or outside the department. A fifth non-voting member may be added for consultation purposes. Committee membership should be documented on the Committee Appointment Form.

2. Once a dissertation committee has been formed, any change in committee membership should be discussed with all involved parties. If changes in committee membership are made, the student must submit an amended committee form to the Graduate School.
3. Students will work with their committee to prepare a proposal document that will be orally presented to the committee. During the oral presentation, the committee members may request changes to the project, which will be documented on the Dissertation Proposal Outcome Form. When scheduling the oral presentation, as a courtesy, please allow committee members at least two weeks to review the written document.
4. Approval of the proposal is an implicit contract. The student is agreeing to carry out the work as proposed. If significant changes are required the committee must be notified and approve the requested changes.
5. The time and location of the oral defense are to be announced via the [PSYCHTALK](#) listserv. The Notification of Oral Examination, which is a form available on the website of the Graduate School, should be submitted by the student at least 10 business days before the defense date. An outside observer is assigned by the Graduate School. The student's presentation is open to all members of the university community; however, the defense is restricted to committee members and the assigned outside observer. Students should not bring food or refreshments to the defense.

6. Committee members will evaluate the defense by pass/fail vote and the majority vote will carry. The student is restricted to a maximum of two attempts with the second failure resulting in termination from the program.
7. After a successful defense, there may be revisions to the written document. Once these have been finalized and approved by the Committee, the student will submit the document to the Graduate School using the [electronic submission](#) form.

Alternative Format of Dissertation

The Department of Psychology allows for the use of an alternative format that consists of two or more conceptually coherent, publication-ready articles, in journal format, as the main basis for the dissertation. A student wishing to pursue the alternative format dissertation must gain the approval of their primary academic advisor and all members of the Dissertation Committee prior to the dissertation proposal meeting. Students should consult with their primary advisor to determine if the alternative format is appropriate before establishing their dissertation committee, if possible. If the student and advisor determine the alternative format is preferable after the dissertation committee has been established, the student is required to obtain approval for this change from the committee.

In this alternative format, the packaged series of studies must be bounded by a (1) substantial General Introduction section, comprising a comprehensive and critical review of the literature that sets the context for the thematic research, and (2) General Discussion section that synthesizes and critically analyzes the key issues which arise from these studies. These General Introduction and Discussion sections serve as “bookends” and are in addition to (not in place of) the specific Introduction and Discussion sections contained within each article. When preparing a dissertation in the

alternative format, a student must: (1) include a separate abstract for each paper of the series, in addition to the always-required general dissertation abstract; and (2) include separate reference lists for each paper, in addition to a master list of references for the entire dissertation document. Reference styles for the non-manuscript portions of the document should adhere to the guidelines set forth by the Graduate School; however, for the individual series papers, the structural and reference/citation styles should adhere to those of the journals selected for submission. At the dissertation proposal meeting, the student will provide summaries of each proposed article, which should include: (1) brief background and significance of the literature; (2) statement of the problem; (3) hypotheses; (4) methods, including the specific procedures, measures/techniques, and analyses for each proposed article; and (5) intended target journal(s) for publication. In some cases, a non-empirical paper may be desirable as part of the series. For example, one of the papers could be a critical review of the literature, theory development, or a policy paper. If changes are required to any of the article-series components, the student will inform and gain approval of all dissertation committee members.

Only papers for which the student is the sole or primary contributor may be included, it must be the student's original work, and the proposed series must be previously unpublished work.

Research Experience

A major expectation of the Program is student research productivity. In particular, students are expected to remain active in research projects with their primary academic mentor throughout their time in the program. Research experience in the form of studies, conference presentations, publications, and grant proposals are a main focus of academic psychology. Typically research and scholarly activity are the main tasks associated with the graduate assistantship, where students are required to work formally for 20 hours per week in exchange for tuition remission and a stipend. Research productivity will be one way in which faculty assess students' annual progress. Collaborative research within the department and other ETSU units is encouraged.

Students are encouraged to participate in extracurricular learning experiences such as Grand Rounds for the Medical School departments; the Department of Psychology Speaker Series; didactic seminars at their clinical externship site; regional continuing education workshops; and membership in professional organizations throughout the MA/PhD program. Students are also encouraged to attend faculty job talks.

Conducting Research

Human Research

Any research utilizing data collected from human participants (directly or indirectly) at ETSU must be approved by the [Institutional Research Board](#) (IRB) and approval documentation must be kept and available. IRB documentation is required for graduation at the MA and PhD levels. Approval must be completed prior to the commencement of the investigation and approved protocol must be adhered to rigidly. Modifications of protocol changes must be submitted to and approved by the IRB. The ETSU IRB also

requires all persons involved in research to complete the online [CITI Training Program](#). Once approved by the IRB, the research to be conducted is recognized by ETSU and subsequent steps in the research process may be followed.

Animal Research

Any research utilizing animals at ETSU must be approved by the [University Committee on Animal Care](#) (UCAC) prior to the initiation of the research. All faculty, staff, students, and volunteers that would like to participate in animal research on campus must complete the online [CITI Training Program](#) and submit a [Health Assessment form](#) to enroll in the Occupational Health and Safety Program. The safety program must be updated annually. In addition, all individuals working with animals are required to undergo an orientation tour of the animal facility.

Teaching Experience

Overview and Responsibilities

Teaching is not a requirement for students in the Clinical concentration. Clinical students are, however, encouraged to teach. In particular, students planning for a career in academia may wish to take advantage of the teaching resources provided by the program. For Experimental students, teaching is a core aspect of the training program and is a fundamental component of preparing students for academic careers. Students begin teaching at the beginning of the second year and continue through the first semester of the fourth year. In year two, students will teach two sections of the Design & Analysis lab (PSYC 3051/3061, one credit-hour) each semester. In these courses, undergraduates learn to write documents in APA style, write literature reviews, and perform, interpret, and communicate statistical analysis using software such as SPSS, JASP, Excel, and R. In year three, students begin teaching 3-credit courses, typically Introduction to Psychology (PSYC 1310). Students entering the program with an MA degree will begin teaching 3-credit courses (typically Intro) in their second semester. In year four, students may teach Introduction to Psychology or a topical course in their area of interest depending on preference and departmental need. In all cases, the student serves as instructor of record for the course and is responsible for delivering instruction, grading student work, and assigning course grades.

Graduate student instructors are supported by the faculty throughout the program. Before teaching or within the first semester of teaching, experimental concentration students will complete PSYC 5800 (Teaching in the Psychological Sciences). Any semester that a student is teaching, they must be concurrently enrolled a Teaching Practicum course (PSYC 5801/6801) where they are supported and supervised by an Experimental

concentration faculty meeting. These courses meet weekly and provide a forum for discussing best practices, solving problems, sharing expertise, and learning ways to improve the efficiency and effectiveness of teaching. Students enrolled in the Teaching Practicum course will be observed several times throughout the semester by the responsible faculty member, who will provide the student with written and oral feedback.

Supervision and Evaluation

The overarching goal of supervision of student teaching by faculty is to offer an ongoing dialectic for students on issues related to teaching and the science of teaching. The specific goals of supervision include (1) providing a forum where students and faculty can communicate their teaching experiences; (2) providing information about literature on the teaching of psychology; (3) discussing ethical issues that arise during the practice of teaching; and (4) providing students opportunities to learn from their peers through peer supervision and discussions.

Supervision by faculty will take place within the context of the PSYC 5800, PSYC 5801, and PSYC 6801 courses. When the number of students is limited (e.g., below 6), it is possible that supervision will be conducted through a series of individual meetings with individual faculty.

Professional Ethics

Graduate student instructors are considered employees of the university and are expected to adhere to the same ethical standards as ETSU University faculty and staff. Student instructors are expected to conduct themselves with professionalism in all interactions with undergraduates. This includes being clear, consistent, and, being adequately prepared to teach, providing prompt responses to student communication, and returning graded work in a reasonable timeframe. In addition, a strictly professional relationship must be maintained with undergraduate students at all times. Moreover, students in psychology are expected to adhere to the [APA Ethical Code of Conduct](#).

Clinical Experience

Clinical Training Sequence

Students in the Clinical Concentration engage in clinical training and practice that is graded and sequential in complexity to facilitate a transition from student to practitioner. This process begins as early as the student's first semester and continues until the student graduates following successful completion of a full-time internship year.

Vertical Teams

The vertical team is a key element that crosses all levels of training experience, allows students to interact with and learn from one another, and ensures that students' off-campus experiences remain connected to the program. It also provides students with a forum to engage in scaffolded learning and to discuss clinical training issues. Each fall and spring, a faculty supervisor leads a vertical team of students. Included in the vertical teams are pre-practicum students, as well as students with varying degrees of in-house practicum and externship experience. Vertical team topics relevant to clinical training and practice are discussed. Formal case presentations are also part of the vertical team experience. As is described further in the Training Goals and Professional Responsibilities at the BHWC document, students begin their clinical training via live or video-recorded observation of more advanced clinicians providing therapy or conducting assessments, while more senior students on the vertical team may provide formal case presentations or informal teaching to other clinicians. Students are expected to participate in vertical team during all of their pre-practicum semesters (PSYC 5810), their semesters of PSYC 7010, and during their time as peer supervisors.

Clerkship

A unique aspect of our clinical training is clerkship. Clerkship is a supervised shadowing experience in primary care (Clerkship I) and other primary care or specialty settings (Clerkship II) that facilitates a student's development as a clinician, exposes them to clinical practice in primary care and rural settings, and demonstrates the important role of science in clinical practice in interprofessional environments. Students begin their training in Clerkship I in the second semester of their first year in teams in ETSU Family Medicine and Pediatric clinics in the local area. Student teams shadow the site's licensed doctoral clinical psychologist, interact with other professionals who provide health services in the clinic, and meet as a group with their designated instructor to process and reflect upon their experiences. In Clerkship II, students have the opportunity to select a site that enhances their experiences from Clerkship I and that may also align with their training goals. Some examples include pediatric primary care clinics, various rotations at the James H. Quillen VA, or the Center of Excellence for Children in State Custody. Students who begin the program with an articulated terminal Master's degree from a clinical psychology program are not required to complete Clerkship II.

Practicum

The program operates its own in-house department training clinic, the Behavioral Health and Wellness Clinic (BHWC). The BHWC serves a broad client base from the surrounding Tri-Cities area, including persons from surrounding rural communities. The BHWC provides necessary care for underserved and low-income client populations. The BHWC also serves as a significant resource to the ETSU student community, as approximately 1/4 of BHWC client referrals are students at all levels of matriculation in undergraduate and graduate education. Students in training complete a minimum of four semesters of practicum in the BHWC, with caseloads and learning expectations that are articulated within the document referenced

above. BHWC supervisors include rotating assignments of core clinical faculty, a full-time clinic director who is a licensed doctoral-level psychologist and health service provider, and affiliated licensed supervisors who may supplement a student's training with exposure to specialist forms of assessment and treatment. Client sessions are video-recorded, and students are typically assigned a greater degree of complexity in clinical presentations and diagnoses as they progress through their semesters of practicum in the BHWC. At the completion of at least four semesters, students take part in a supervision training practicum seminar in which they are exposed to models of supervision, the ethics of supervision, and individual and cultural considerations in providing competent clinical supervision. Students are later eligible to participate in the BHWC practicum as peer supervisors, most often during their final year prior to internship.

Externship

Students complete a minimum of 24 months of externship, during which they are placed at community-based sites for 20 hours per week. Students become eligible for externship placement following successful completion of a minimum of one semester of practicum in the BHWC. We currently have clinical affiliation agreements and other contracts for 20 positions at 15 sites within the region. Externship placement descriptions, including site description, types of clients and opportunities available, and position requirements, are articulated in clinical externship face sheets. Most sites provide stipends consistent with the department-funded GA's, though there is some variability by site. Tuition remission is provided by the School of Graduate and Continuing Studies. Placements require 20 hours commitment per week. Externship contracts are for 12 months. To be eligible for Internship, each site ensures face-to-face, on-site supervision with a licensed clinical psychologist at least one hour per week, plus on-site consultation/supervision with other practicing mental health or health professionals per the focus of the placement. Sites provide supervision

whether or not placements are paid. Site supervisors have no more than three student supervisees.

All externship sites are firmly committed to training, and many provide training to students in related disciplines (social work, counseling, medicine) or to medical residents or pre-doctoral psychology interns. Our partnerships with some affiliate sites have been longstanding. For example, key leaders from several sites participated in a series of community-based workshops we hosted when we initially developed our curriculum and identified the core competencies needed for psychologists practicing in rural behavioral health and primary care settings (e.g., Cherokee Health Systems and Frontier Health).

The quality of the externship sites is ensured through at least five mechanisms. First, our clinical affiliation agreements and other contracts specify student, program, and site responsibilities. Second, the DCT maintains personal and open communication with each site supervisor, and visit each site at least once per placement cycle for direct observation of student performance, typically at the beginning of each placement cycle. Third, throughout their community placements, students remain under direct program faculty supervision. Fourth, students rate each site supervisor and placement experience with respect to the program's training goals and objectives. Fifth and finally, the clinical faculty meet with all site representatives and supervisors annually during an externship site summit (typically in January) to discuss the current and upcoming training year, any changes to programmatic procedures or needs, and to enhance relationships with each of our community partners. Students must complete a minimum of four semesters of Externship and must achieve clinical competencies commensurate with their level of training on the Clinical Competencies Form.

The student selection process for externship mirrors that of the final internship. As the training cycle runs from July 1 – June 30, we begin early with matching students to appropriate training sites, given their particular

interests, available skills, and training needs. The program invites representatives and supervisors from each of our sites to complete a face sheet outlining site experiences and expectations. Students review available placements for each cycle through a distributed list of externship placement face sheets that detail each sites' training opportunities and requirements. In mid-April, students and sites submit rank lists and letter of interest to the DCT, who will then "match" students and sites. This is not identical to the APPIC match in that sometimes programmatic funding and needs must also be taken into account during the decision-making process. Additionally, sites that are funded through federal grant mechanisms may have alternative selection procedures identified. However, with this process in place, students have greater empowerment in making decisions regarding their training and learn more about the variety of sites offered, and sites are able to sell the advantages of training at their particular site. Match decisions are typically concluded by the first week of May, and students start at their new placements on July 1. Students are reminded that at many of these sites, medical residents, social work interns, pharmacy and nursing students, and counseling interns may also be starting at the same time. Thus, it is the student's responsibility to communicate with the site and ensure that any necessary paperwork (e.g., background check, immunization records, application) is turned in and that orientations are scheduled as needed.

Dissertation Proposal Deadlines

Students applying for an internship must successfully propose their dissertation by September 15 of the year they intend to apply for internship (i.e., the year prior to the anticipated start of internship) in order to receive a statement of internship readiness by the DCT. Ideally, dissertation data would be collected before the student begins their internship. Students are encouraged to complete as much of the dissertation project as possible prior to their departure for internship, and to successfully graduate at the

completion of their internship year, students will also need to have successfully defended their dissertation and submitted all documentation to the School of Graduate Studies in accordance with required deadlines.

Internship

A full-time, one-year internship in an agency approved by the student's primary academic advisor is required as a component of matriculation and must be successfully completed prior to the awarding of the PhD. This internship is a requirement for APA-approved programs and serves to give students an intensive professional practice experience and the opportunity to demonstrate all profession-wide competencies at a level approaching professional standards.

Internship Preparation

Internship preparation and application can be a daunting process, and the Program offers an internship preparation seminar series and workshop to assist each student through the process and maximize the success of internship placement. The DCT meets each year with all interested students in April to review the internship process and associated requirements. Students are then encouraged to identify their intention to apply for internship in that year by July. Beginning each August, the DCT conducts 6-8 weeks of seminar meetings to prepare students for completing all elements of the internship application. Students who intend to apply for internship must submit drafts of their essays and cover letters for faculty feedback and review to facilitate a greater likelihood of matching to a desirable site.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is an educational, non-profit organization with the mission of enhancing internship and postdoctoral training programs in professional psychology. Members are independent agencies conducting or sponsoring internship or postdoctoral training programs, with over 700 programs represented. Internship applicants can download registration materials from the National Matching Services web site. The clinical concentration has the authority to

determine the applicant's eligibility for participation in the match.

Participants in the APPIC match must register to participate. Applicants must notify internship sites to which they have applied if there is a change in their standing in the clinical concentration.

To apply for internship, applicants must apply directly to the internship programs of interest via the online applicant portal operated by APPIC. Applicants are contacted directly by sites to be scheduled for interviews. After interviewing, applicants submit a Rank Order List of preferred programs. The internship programs also submit a Rank Order List of desirable applicants.

Application dates vary by program. In July a Listing of Programs is available for access by applicants. In December, applicants should return their Agreements and fees to National Matching Services Inc., in order to register for the Match. The final date for submission of applicant and program Rank Order Lists is typically in early February and is identified each year at the start of the application cycle. Applicants will be informed if they have been matched to an internship position at the conclusion of the third week of February. Applicants who do not match to an internship in Phase I of the APPIC match will be eligible to reapply during Phase II of the match in March of that same year.

Student Evaluation

Students will be evaluated at least annually by the faculty evaluation committee in the areas of academic performance, research, teaching, clinical experience, and overall professional development. Faculty and students will participate in ongoing evaluation in order to monitor student progress, assess student competencies and developmental needs, identify barriers to the timely and successful completion of program requirements, and provide feedback to facilitate professional growth. Clinical Student forms are located at on the Psychology Department website. The Experimental Annual Student Evaluation form is located in [Appendix C](#).

Clinical

Fall evaluations: Clinical supervisors complete the Clinical Competency form for students on Practicum and Externship. Students on Practicum complete the Student Evaluation of Supervisor form and Student Evaluation of Placement form.

Spring evaluations: The primary academic advisor completes the Clinical Annual Student Evaluation form and Clinical Research Competency form. Clinical supervisors complete the Clinical Competency form. Students on Practicum and Externship complete the Student Evaluation of Supervisor form, and Student Evaluation of Placement form.

Summer evaluations: Clinical supervisors complete the Clinical Competency form for Practicum students, students on Practicum complete the Student Evaluation of Supervisor form, and the Student Evaluation of Placement form.

Though student achievements in curricular, research and clinical areas are assessed each term, each student's overall progress in meeting program and individual goals is assessed programmatically on an annual basis. Students receive an annual feedback letter from the DCT that provides information about their current status within the program as determined by vote of clinically faculty. Students are required to provide annual data regarding membership in professional organizations, conferences and workshops or talks attended, and invited talks or presentations via annual survey conducted by the DCT. Students are required to submit degree milestones including Thesis, Doctoral Candidacy Project, and Dissertation; clinical skills progress including Clinical Capstone Project and Clinical Competency Forms; any and all documentation pertaining to remediation or disciplinary actions; and other annual evaluation and/or Graduate School forms for filing by the program's executive aide, overseen by the DCT, within the Department of Psychology's private shared drive. Students are required to maintain records of their current curriculum vitae, conference presentations, manuscripts, grants, and professional development and lifelong learning activities including invited talks or presentations, conferences, workshops, or talks attended, membership in professional organizations, teaching experience, and other service activities.

In addition to benefiting each student directly for internship and employment applications, the documentation of activities and experiences are used in program evaluation to demonstrate the program's commitment to applied training and to fostering lifelong learning.

Experimental

Formal evaluation of students will occur in the Spring semester. The primary advisor completes the Experimental Annual Evaluation form ([Appendix C](#)) and meets with the student to discuss their progress in April. In May, the Experimental faculty meet to discuss all evaluated students. After Experimental faculty meet to discuss evaluated students, students meet in-person with their advisor and one other faculty member to discuss the evaluation. Students will have the opportunity to ask questions, seek clarification, and provide feedback during this time. The DET will provide each student with a review letter documenting the student's strengths and weaknesses as well as any pertinent feedback or suggestions from the Experimental faculty.

Experimental faculty will meet in December to discuss first-year students' progress. Students do not receive a written evaluation unless areas for improvement are identified. In addition, if a faculty member has a concern they would like to see addressed, a student may be evaluated at any time.

Student Support and Resources

Managing the competing demands of graduate school can be challenging and many resources are available to assist students. A number of resources to aid with academic and technical matters, health and well-being, life as a graduate student, and professional associations are listed below.

Academics

ETSU Bookstore

The bookstore can be reached at shopetsu@bkstr.com or the bookstore [website](#). If the ISBN is known, textbooks can be purchased from anywhere, but care should be taken to purchase the correct edition. The ETSU Bookstore will have the version ordered by the instructor, but other sources may not.

Center for Academic Achievement (CFAA)

The CFAA provides [tutoring services](#), including assistance with writing. Writing tutors in the CFAA are primarily individuals familiar with graduate-level writing processes, including writing theses and dissertations in APA format. Their contact information is as follows:

<https://www.etsu.edu/students/learning/>, learning@etsu.edu, 423-439-7111.

Center for Teaching Excellence

The purpose of the [Center for Teaching Excellence](#) is to promote excellence in teaching at ETSU by providing instructional development opportunities for faculty, serving as a "one-stop shop" for teaching resources, and creating communities of practice among faculty.

The Graduate School

The mission of the [Graduate School](#) is to foster post-baccalaureate programs of scholarship that are recognized for their excellence and contributions to society, providing an environment that stimulates:

- Advanced understanding of the concepts, issues and practices of a discipline;
- Independent thought and the ability to generate new knowledge;
- The ability to contribute significantly to the academic community, professions, and society;
- Diversity among ideas, programs, and people.

The [ETSU Graduate Catalog](#) contains all the information needed regarding policies and procedures. Dr. Sharon McGee is the Dean of the ETSU Graduate School. Graduate Program Specialists help with admissions, registration, documentation of milestones, programs of study, and graduation. The ETSU Graduate School can be contacted at gradschool@etsu.edu.

Departmental Administrative Support

The student's primary sources of administrative assistance and the liaisons with the Graduate School are the program's Executive Aides, Anitra Burney and Melanie Parker. They coordinate graduate assistant contracts, manage student files, and assist students with course registration.

Sherrod Library

Most library materials can be accessed online from the library's [Student Services](#) website. An ETSU username and password are required for access. Our departmental library liaison, responsible for communicating specific departmental library needs to library personnel, is [Dr. Jerry Deehan](#).

Health and Well Being

Basler Center for Physical Activity

The mission of [Campus Recreation](#) is to provide inclusive and diverse recreational programs, facilities, and resources, including leadership and employment opportunities, for the ETSU community to promote a lifelong pursuit of wellness. A range of free fitness activities, groups, and resources are available to enrolled students as part of their semester fees.

Disability Services

The [Office of Disability Services](#) offers a variety of accommodations and assistance to qualifying students and promotes accessibility in educational pursuits and other campus activities. It is located on campus in the D.P. Culp Center.

University Counseling Center

The [University Counseling Center](#) promotes mental health, personal growth, and positive relationships within the ETSU student community by providing an array of mental health, career, educational, and consultative services. Opportunities for individual, group, and one-session therapies are available. [BucsPress2](#) is a 24-hour mental health help line for ETSU students that provides free, confidential crisis counseling over the phone. It is staffed 24/7/365 by counseling professionals. The University Counseling Center is located on the third floor of the D.P. Culp Center.

University Health Center

The [University Health Center](#) provides acute and episodic care and supports wellness for university students and employees. The University Health Center is a nurse managed clinic and the health care providers are Board Certified Nurse Practitioners. It is located on campus in Suite 160 of Nicks Hall.

Mary V. Jordan Center

The [Mary V. Jordan Center](#) supports lifelong success of all students and serves a dynamic hub offering programming for a variety of student services including dedicated support for low-income and first-generation students.

Dr. Patricia Robertson Center

The [Dr. Patricia Robertson Center](#) supports students' holistic wellbeing. Named for Dr. Patricia Robertson, a former staff member and advocate for the LGBTQ community, the Robertson Center will offer affirming and educational programming designed to help students develop and embrace their individual identities while cultivating community connections and thriving within all nine dimensions of wellbeing.

Information Technology Services

ETSU Email

Office 365 is the official platform for ETSU email accounts for students, faculty, and staff. All official ETSU communication is to be sent via ETSU email address. Emails sent to another ETSU email address can be encrypted by typing "encrypt" anywhere within the email's subject line. The email can be accessed anywhere through the [ETSU webmail portal](#).

Technical/Computer Help

The [ITS HelpDesk](#) is the best resource for most technical problems. Problems can also be reported and resolved via [email](#), live chat via the HelpDesk website, or by calling 423-439-4648. Many questions related to D2L for instructors and students are available on the [ITS D2L website](#), or by contacting the HelpDesk.

Password Reset

Information relating to [resetting your password](#) is available on the ITS

website. ETSU additionally uses two-factor authentication procedures for logging into university accounts from new computers, tablets, or phones. The HelpDesk can assist students who have trouble resetting the password or have been locked out of their accounts.

Life as a Graduate Student

Financial Support

The [Office of Financial Aid and Scholarships](#) at East Tennessee State University provides a broad spectrum of programs to assist students in financing their college education. The University is committed to providing students with access to education through a variety of resources that include scholarships, grants, loans, and work-study programs. [Financial aid counselors](#) are available to assist with questions.

Graduate and Professional Student Association (GPSA) – ETSU

[GPSA](#) of East Tennessee State University is a student-managed organization whose membership is open to all currently enrolled post-baccalaureate degree-seeking students. The primary focus is to improve the quality of graduate and professional education and student experience at ETSU. The GPSA hosts a range of events and workshops specific to the needs of graduate students.

Graduate Student Success Specialists

[Graduate Student Success Specialists](#) are provided through the Graduate School to support and assist graduate students in problem-solving and planning, as well as identifying needed services and resources on campus and in the community.

Regional Professional Associations

Intermountain Psychological Association (IMPA)

IMPA is a regional psychological association consisting of psychologists associated with the Tri-Cities and surrounding areas. IMPA's mission is to provide quality education and training and networking opportunities for area psychologists. Membership is free for students.

Psi Chi

Psi Chi is the National Honor Society in Psychology. Its purpose is to encourage, stimulate, maintain excellence in scholarship, and advance the science of psychology. If you joined Psi Chi as an undergraduate then you are still a member. To be eligible for membership as a graduate student you must have completed 9 semester hours of graduate courses and have a 3.0 grade point average in all graduate classes. Membership in Psi Chi is encouraged and is a great chance to exercise leadership potential. Psi Chi also provides some travel fund reimbursement for presentations at regional and national conferences.

Society of Southeastern Social Psychologists (SSSP)

Founded in 1978 by a group of social psychologists at the University of Georgia, SSSP boasts a membership of over 400 students, faculty, and professional psychologists throughout the United States. Most members hail from the southeastern states, including Maryland, Delaware, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Louisiana, Arkansas, Texas, and Florida. There are no membership dues for SSSP. An annual conference is held each fall.

Southeastern Psychological Association (SEPA)

SEPA is a regional psychological association affiliated with the American Psychological Association (APA) and is represented by the southeastern states including: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, District of Columbia, and Puerto Rico. An annual conference is held each spring.

Tennessee Psychological Association (TPA)

TPA is an association of professionals in Tennessee offering resources to both students and professionals within the community. Its mission is to advance Psychology as a science, as a profession, and as a means of promoting human welfare. TPA holds annual conventions in Nashville, TN. Membership is open to all students studying psychology in Tennessee.

Departmental Organizations

Psychology for Equity, Awareness, and Community Enhancement (PEACE)

[PEACE](#) is a graduate student led organization that focuses on positively impacting the campus and broader community through application of psychology.

Grievances and Resolution of Conflicts

East Tennessee State University is committed to respecting all members of the university community and providing fair treatment regarding complaints by students. The objective of the [Complaint Policy](#) is to ensure that concerns and complaints of students are addressed fairly and are resolved promptly. The university seeks to provide a safe and secure learning environment, free of crime and/or violations motivated by discrimination, sexual and other bias-related harassment.

When a concern occurs, the student is encouraged to discuss it with the appropriate faculty member or administrator. The student's Primary Academic Advisor is a core faculty member who serves as the point person to address program or training-related questions and concerns. The concentration Directors invite students to maintain open communication and are readily accessible via email or phone for any concerns or questions. If concerns cannot be resolved informally by the concentration Director, students may contact the Chair of the Department. If unresolved, the student may initiate the [Student Complaint Policy and Procedure](#).

Separate mechanisms exist for reporting experiences of discrimination or harassment, and conflicts with other students. An online mechanism for anonymously reporting experiences of discrimination and harassment is available through the [University Compliance Office](#). When the complaint is against another student, it should be reported to the Dean of Students using the [Incident Report](#).

Progressive Remediation and Disciplinary Policy

The Department of Psychology's process for addressing non-academic performance concerns, including professional behavior, clinical and teaching responsibilities, research conduct, and Graduate Assistantship (GA) duties is intended to be consistent with the [ETSU Graduate School Retention Standards Policy](#), the Graduate Assistantship Handbook, and the ETSU Code of Student Conduct.

This departmental policy supplements, but does not replace, university-level policies and procedures. Academic standing, GPA-based probation, and academic dismissal are governed by the ETSU Graduate School.

The purpose of this policy is to address misconduct or poor performance (other than coursework performance governed by Graduate School retention standards) in a manner that ensures: (1) prompt, consistent, and fair treatment of students; (2) compliance with applicable university policies and legal requirements; (3) clear articulation and protection of students' rights, benefits, and responsibilities; and (4) that faculty supervisors/advisors follow a standard, documented remediation/discipline process.

Consistent with Graduate School policy, the Directors of Clinical and Experimental Training and the Department Chair have authority, in consultation with concentration faculty, to initiate remediation, impose departmental sanctions (e.g., written warning, departmental probation), and recommend program suspension or termination to the Dean of the Graduate School. The Dean of the Graduate School has final authority for academic probation and dismissal from the Graduate School and the program.

Graduate Assistantship appointments are governed by the Graduate Assistantship Handbook. The department may recommend modification, suspension, non-renewal, or cancellation of a GA appointment when performance or conduct concerns warrant such action, but all GA decisions

are implemented in accordance with that handbook and Graduate School procedures.

Situations that may trigger progressive remediation and/or disciplinary processes include, but are not limited to, the following when they involve non-academic or professional performance:

- Violations of established Program, Department, University, affiliated training sites, and the ETSU policies and procedures, and the ETSU Code of Student Conduct;
- Unprofessional or unethical behavior in academic, research, clinical, teaching, or GA roles;
- Unsatisfactory or impaired academic performance with regard to: (1) timely completion of program milestone and requirements (e.g., practicum, clerkship, thesis, candidacy project, dissertation, internship application requirements); (2) fulfilment of teaching and research responsibilities; (3) clinical performance, including adherence to supervision and site policies; and (4) performance of assigned GA duties;
- Non-compliance with training expectations and/or graduate assistantship contracts as defined by the Department and the Graduate Assistantship Handbook;
- Gross misconduct including, but not limited to:
 - Absence or habitual tardiness from required duties (clinical, teaching, research, GA, or training);
 - Any act or omission which may seriously disrupt or disturb the normal operation of the training program, department, or training site;
 - Theft or dishonesty, including academic and scientific misconduct as defined by university policy;
 - Failure to respond to faculty or supervisor directives;
 - Destruction or misuse of university or training site property;

- Falsification of records;
- Disorderly conduct;
- Incompetence resulting in ineffectiveness or risk of harm to the public; and
- Illegal behavior.

Concerns related solely to GPA and academic standing (e.g., cumulative GPA below 3.0) are addressed under the Graduate School Retention Standards and are not governed by this departmental policy, though the department may provide separate academic advising and support.

Remediation Process

Remediation is not intended as a punishment; it is a tool to help problem- solve and improve performance. Remediation can be used to address emerging or ongoing concerns related to professional behavior, clinical and teaching performance, GA performance, and other non-coursework issues. The remediation process is designed to encourage student understanding of the identified concerns, invite student participation in developing solutions, and document the expectations, timeline, and outcome of remediation efforts.

When concerns about student performance or conduct are identified, they are taken to concentration faculty and discussed. Faculty will determine whether remediation is necessary and whether the concern should be addressed informally or formally. Informal remediation may be appropriate for emerging concerns that can typically be addressed through discussion, coaching, and/or minor behavioral or performance adjustments. Informal remediation is typically handled by the primary academic advisor or other involved faculty. Informal remediation may involve one or more meetings to discuss concerns and expectations; written email summaries or brief notes; and generally does not result in a formal disciplinary record if the concern is resolved.

If informal remediation is unsuccessful or concerns are more significant, repeated, or present risk to clients, the public, or the program, the matter will be referred for formal remediation.

Formal remediation is appropriate in instances where informal plans were unsuccessful or for more significant or repeated concerns. Formal remediation is typically handled by the concentration Director or the Department Chair following a majority vote by relevant concentration faculty. The Psychology Department will keep a written record of all formal remediation processes.

The formal remediation process includes:

- Written notice: A memorandum to the student sent by the concentration Director informing the student of the need for remediation, the reason for remediation (e.g., date of incident, rule or standard violated), and the potential consequences of not satisfactorily completing the remediation plan;
- Corrective Remediation Plan: A faculty developed corrective remediation plan and/or performance improvement plan that describes the expected changes in behavior and performance, outlines specific actions the student must take (e.g., increased supervision, targeted training, reflective assignments, structured practice, additional evaluation); sets a reasonable timeline for progress and review; and identifies how progress will be monitored (e.g., supervisor reports, evaluations, meetings).
- Student Acknowledgement: The student will receive the plan in writing and be given an opportunity to ask questions and provide input. The student will be asked to sign an acknowledgement of receipt of the remediation plan. Refusal to sign will be documented but does not prevent implementation of the plan.
- Documentation: All formal remediation documentation will be maintained in the student's departmental file and, as appropriate, shared with the

Graduate School if subsequent disciplinary actions (e.g., probation, suspension, recommendation for dismissal) are considered.

Possible informal and formal remediation options include but are not limited to: supervisory counseling; behavioral contracts; reflective papers; structured skills practice, informal discussions; formal written warning; referral for professional counseling; and continuing education (e.g., workshops or coursework).

Disciplinary Process

If remediation is not successful in solving the problem, or if the severity of the concern warrants more immediate action, disciplinary processes may be initiated. Prior to any disciplinary step, the primary academic advisor or supervisor must consult with the concentration Director and Department Chair.

The disciplinary actions may include but are not limited to the following:

1. A written warning: a description of the concerns, relevant history, and prior remediation efforts; the specific rules, standards, or policies violated; the improvement required and the behavioral expectations moving forward; a time frame for improvement and review; and the potential consequences of not improving.

The written warning is signed by the primary academic advisor (or supervising faculty) and the concentration Director or Department Chair. The student will be asked to acknowledge receipt in writing. A copy of the warning and supporting documentation will be placed in the student's departmental file.

2. Department Probation: Departmental probation is appropriate when concerns are serious, repeated, and/or have not been resolved through formal remediation and written warning. To recommend probation, the primary academic advisor or

supervising faculty provides the concentration Director and Department Chair with a summary of the student's performance concerns and history; documentation of prior remediation efforts and outcomes; the specific standards or policies violated; and a proposed probationary plan and monitoring schedule.

After a majority vote of concentration faculty in support of probation, the student will be notified in writing of the decision, the probationary conditions, and the length of the probationary period. The length of probation may vary depending on the nature of the concern but must be sufficient to allow the student a reasonable opportunity to demonstrate improvement. The primary academic advisor or supervising faculty is expected to meet regularly with the student to gauge progress during probation. Documentation will be maintained in the student's departmental file and, when appropriate, shared with the Graduate School.

3. Graduate Assistantship Status (Modification, Suspension, Non-Renewal, or Cancellation): When concerns primarily involve a student's performance or conduct in their Graduate Assistantship role, the department may recommend modification, suspension, non-renewal, or cancellation of the assistantship. Recommendations regarding GA status are based on documented performance concerns, prior remediation efforts, and the standards outlined in the Graduate Assistantship Handbook. Any action affecting GA status will be processed in accordance with the Graduate Assistantship Handbook and Graduate School procedures. GA modification or cancellation does not automatically terminate a student's enrollment in the program; however, GA-related decisions may be considered as part of broader programmatic decisions when performance concerns extend beyond GA duties. Students will be notified in writing of any recommendation or decision affecting GA status, and documentation will be maintained in the departmental file and, as applicable, the Graduate School file.

4. Suspension from the Program: When serious or repeated concerns persist despite remediation, written warning, and/or departmental probation, or when the severity of the issue warrants, the department may recommend suspension from the program. To recommend program suspension, the primary academic advisor or supervising faculty provides the concentration Director and Department Chair with: the details and history of the student's performance or conduct concerns; documentation of remediation and disciplinary efforts; the standards or policies violated; and justification for suspension.

Following a majority vote of concentration faculty in favor of suspension, the student will be notified verbally and in writing by the concentration Director, with the letter co-signed by the Department Chair. A copy of the notification and supporting documents will be placed in the student's departmental file and provided to the Graduate School. All students retain access to applicable university grievance and appeal procedures.

5. Recommendation for Termination from the Program: In cases where students have failed to correct problems after prior remediation and disciplinary processes, and/or when the problem is severe enough to undermine fitness for the profession or safety of clients or the public, termination from the program may be justified. The concentration Director, in consultation with the Department Chair and following a majority vote of concentration faculty, will submit a written request to the Dean of the Graduate School. The request will include: the details and history of the student's performance or conduct concerns; prior remediation and disciplinary actions; the standards violated; the improvement required; and supporting documentation (e.g., evaluations, correspondence, prior warnings, remediation plans). The Dean of the Graduate School will review the request and consult, as appropriate, with relevant university offices (e.g., legal counsel, Disability Services, Student Conduct).

If termination from the program is approved, a formal termination letter to the student will be written by the concentration Director and co-signed by the Department Chair and the Dean of the Graduate School. Copies will be placed in the student's departmental and Graduate School files. All students are entitled to the grievance and appeal processes available under university policy.

Faculty Investigations and Documentation

Faculty must investigate a problem or incident before determining what counseling, remediation, or discipline is warranted. Faculty should investigate the facts and circumstances surrounding the concern; determine the rules, standards or policies were not followed, review the relevant work products or documentation, interview appropriate witnesses as needed, and attempt to directly observe the problem or violation when feasible. Faculty should then communicate their findings to the concentration Director. Disciplinary actions require a majority vote by concentration faculty.

Faculty Facilitation Process

- Gather examples of poor work product or misconduct;
- Observe firsthand the situation or misconduct, if possible, or quote sources of information;
- Determine what rule was broken or research which practice or policy was not followed
- Plan a private meeting with the student to include an additional faculty or staff member (committee member) as a witness;
- Keep a record of problems, dates, correct behavior expected, time-line for correction;
- Develop a list of training opportunities for the student;
- Offer the student the help of the university's Employee Assistance Program and/or the Student Counseling Center to assist with problems that may be affecting work performance and/or attendance;

- Ask for the student's perception and ideas;
- Explain that further disciplinary consequences may occur if the problem is not corrected;
- Document all meetings; save emails or other written/electronic communications; transcribe voice messages.

Right to Rebuttal and Appeals

Students are permitted to submit a written rebuttal during each phase of the formal remediation and disciplinary process. Written rebuttals should be submitted to the concentration Director and will be reviewed and placed in the student's departmental file alongside the relevant documentation.

Students also retain access to applicable university grievance and appeal procedures (e.g., Graduate School grievance processes, Student Conduct procedures) for decisions related to academic standing, program dismissal, and GA status, consistent with university policy.

Frequently asked Questions

How many hours should I take each semester?

Full-time graduate enrollment at ETSU is 9 credit hours per semester. If a student has a Graduate Assistantship or are on a clinical externship, they must remain enrolled full-time during Fall and Spring semesters. Once a student has initiated Thesis or Dissertation credit hours, they must remain enrolled continuously for a minimum of one credit hour each semester, including summer term, until the milestone project is completed and turned into the Graduate School. This credit hour is NOT required to be a Thesis or Dissertation credit. Summer credit hours are not covered by a tuition waiver; student's may be required to pay out of pocket.

Can I obtain additional employment at ETSU or somewhere else while enrolled?

ETSU has restrictions on the number of hours that a non-full-time employee can work at ETSU, across multiple positions. If a student has a Graduate Assistantship or clinical externship placement, these are 20 hours per week. The student could work additional hours as an ETSU temp hourly employee (e.g., on a grant, as personnel in the BHWC) for a combined total of no more than 29 hours per week. Thus, with a 20-hour-per-week Graduate Assistantship or clinical externship contract, the student could work up to an additional 9 hours per week at ETSU. The program does not have any restrictions on students pursuing outside employment opportunities while enrolled full-time, though students are encouraged to consider such opportunities in light of their current program requirements. If the position is one related to the provision of clinical services, the student cannot count these hours toward clinical externship unless under exceptional circumstances. Clinical students are encouraged to discuss this with the DCT.

Can I take courses outside of the department? If so, does my tuition waiver apply?

Students are permitted to take courses outside of the department, and the graduate student tuition waiver will cover graduate coursework taken in other programs. The tuition waiver does not pay for undergraduate coursework. Please check with your Primary Academic Advisor before enrolling in non-Psychology Department coursework to ensure that said coursework does not interfere with timely completion of program requirements or put you over the allowable level of credits per semester. Students who take courses outside of the department are subject to the prerequisites and enrollment requirements of the other department (e.g., they may not allow you to take their course). Please note that as courses outside of the department may not be in your required program of study, they may not count toward financial aid award decisions, and you may incur additional fees from other departments or colleges (see below).

I'm seeing multiple fees on my bursar's account. Are any of these waived or compensated by the program?

There are three types of fees assessed by the Bursar's Office at ETSU. The first is a Program Service Fee, which is associated with the number of enrolled credit hours. For graduate students, the fee amount is capped at 8 credits. Students enrolled within the Psychology PhD program have the out-of-state portions of these fees waived – please contact the concentration Director if this does not automatically occur. Students are responsible for the remaining in-state portion of fees, which is approximately \$1000 per semester for full-time enrollment. A second fee occurs when a student enrolls in a designated online course, and these are \$50 per credit hour. Please note that graduate courses within the Psychology Department are rarely designated as official online courses. The third type of fee is a College of Arts and Sciences fee that is \$50 per

credit hour. This fee is waived by the College for enrolled graduate students in our program.

Please note that if you take courses outside of the Psychology Department or the College, you may incur additional fees per credit hour.

What scholarships, travel funding, or other awards are available to graduate students?

A range of funding opportunities are available in addition to student stipends, tuition waivers, and College of Arts and Sciences fee waivers. Graduate student travel grants are available in the Fall and Spring through the [Psychology Department](#) and the [ETSU Graduate School](#). The [ETSU College of Continuing and Graduate Studies](#) offers a range of research grants, teaching awards, and monetary service awards that are given each Spring. Additional travel reimbursement and research awards are available to graduate students who are members of [Psi Chi](#). Also check with your advisor about funding awards or opportunities available through relevant professional organizations.

What forms do I need to complete, and where do I get them?

There are forms associated with each of the research and clinical milestone projects, forms for graduation, and forms for evaluation of students, supervisors, and placements. Please refer to [Appendix A](#) for a complete listing of forms, where to find them, and where they should be submitted once complete. Forms are saved in the student's individual file. For electronic forms that require email addresses, please note that the ETSU Dynamic Forms platform requires the "@etsu.edu" ending rather than the "@mail.etsu.edu" ending. Using the latter will result in the form not reaching its intended recipient. Forms associated with the MA Thesis, Doctoral Candidacy Project, or PhD proposals must be accompanied by a summary of feedback from the committee during the proposal meeting. That feedback is a contract – the student and committee agree upon

what constitutes a completed milestone project for defense – and must be submitted to the concentration Director along with the appropriate form.

My DegreeWorks profile doesn't accurately reflect my coursework or completion of requirements. What do I do?

DegreeWorks is a software program that assists the Graduate School in tracking completion of required elements of the program. It is not perfect. The concentration Directors work with Graduate Specialists to ensure that coursework and paperwork are accurately cataloged, though this often requires completion of additional paperwork, changes to the catalog of record, etc. This process often occurs one to two semesters prior to MA and PhD graduation deadlines. If you have questions, please reach out to the concentration Director as needed.

I have a terminal Master's degree in psychology. Will I need to complete a second MA degree as part of the ETSU MA/PhD program?

If you have previously received a Masters degree in clinical, experimental, general, or another specific field of psychology, you will not be awarded a second Masters degree at ETSU, though you may still be required to complete some Masters-level coursework in our program. If you did not complete a thesis as part of your previous Masters program, you will need to complete and defend a thesis. Please work with your concentration Director to ensure that your Goldlink and DegreeWorks profiles accurately reflect your degree status.

I'm going to graduate in August, but there's no graduation ceremony that term. When do I walk for graduation?

August graduates may walk in either the May graduation ceremony prior to their August graduation date, or in the December graduation ceremony that occurs following their August graduation date. To walk for the May graduation ceremony, associated research milestone projects (e.g.,

Dissertation) must have been defended and turned into the Graduate School by the end of the Spring term Thesis or Dissertation deadlines. Please contact the concentration Director if planning to walk for graduation prior to the actual graduation term.

Appendices

Appendix A: Milestone forms

Clinical Concentration

Milestone	Name of Form	Location	Initiated by
Orientation	Acknowledgement & Understanding	PSYC Dept	Student
Advisor appointment	Primary Academic Advisor	PSYC Dept	Student
MA Thesis	Committee Appointment	Graduate School	Student
MA Thesis	MA Proposal Outcome	PSYC Dept	Student
MA Thesis	Notification of MA Defense	Graduate School	Chair
MA Thesis	Thesis Defense	Graduate School	Chair
MA Thesis	Manuscript Review	Graduate School	Student
Capstone	Request to Sit for Capstone and Committee Appt	PSYC Dept	Student
Capstone	Results of Capstone Project	PSYC Dept	Student
Capstone	Capstone Final Document	n/a, email	*Student
MA Degree	Apply to Graduate	Graduate School	Student
MA Degree	Results of Culminating Experience	Graduate School	DCT
Doctoral Candidacy Project	Appointment of Committee	PSYC Dept	Student
Doctoral Candidacy Project	Doctoral Candidacy Project Proposal Meeting Outcome	PSYC Dept	Student
Doctoral Candidacy Project	Doctoral Candidacy Project Defense	PSYC Dept	Student
Doctoral Candidacy Project	Candidacy for PhD	Graduate School	Student
Doctoral Candidacy Project	Final Document	n/a, email	*Student
PhD	Committee Appointment	Graduate School	Student
PhD	PhD Proposal Outcome	PSYC Dept	Student
PhD	Notification of PhD Defense	Graduate School	Chair
PhD	PhD Defense	Graduate School	Chair
PhD	Manuscript Review	Graduate School	Student
PhD Degree	Apply to Graduate	Graduate	Student

		School	
PhD Degree	Results of the Culminating Experience	Graduate School	DCT

*Submit/email to Clinical Executive Aide

Experimental Concentration

Milestone	Name of Form with Direct Link	Location of Form	Initiated by
MA Thesis	Committee Appointment	Graduate School	Student
MA Thesis	MA Proposal Outcome	PSYC Dept	Student
MA Thesis	Notification of MA Defense	Graduate School	Chair
MA Thesis	Thesis Defense	Graduate School	Chair
MA Thesis	Manuscript Review (3 signatures)*	Graduate School	Student
MA Degree	Apply to Graduate	Graduate School	Student
MA Degree	Results of Culminating Experience	Graduate School	DET
Doctoral Candidacy Project	Appointment of Committee	PSYC Dept	Student
Doctoral Candidacy Project	Doctoral Candidacy Project Proposal Meeting Outcome	PSYC Dept	Student
Doctoral Candidacy Project	Doctoral Candidacy Project Defense	PSYC Dept	Student
Doctoral Candidacy Project	Candidacy for PhD	Graduate School	Student
Doctoral Candidacy Project	Final document	n/a; email	**Student
PhD	Committee Appointment	Graduate School	Student
PhD	PhD Proposal Outcome	PSYC Dept	Student
PhD	Notification of PhD Defense	Graduate School	Chair
PhD	PhD Defense	Graduate School	Chair
PhD	Manuscript Review (4 signatures)	Graduate School	Student
PhD Degree	Apply to Graduate	Graduate School	Student
PhD Degree	Results of the Culminating Experience	Graduate School	DET

* Links to [manuscript review forms](#) requiring 4 or 5 committee member signatures are available

**Submit/email to Executive Aide and DET

Appendix B: Comprehensive Exam Grading Rubric

Experimental Concentration

This rubric will be employed for grading each answer on the written portion of a student's comprehensive exam. Each answer will be assessed separately, using this rubric as an evaluative guide. Most questions will not assess all four standards; however, when embedded in a question each standard will be evaluated on a 6-point scale (6 = Excellent; 1 = Poor), where scores of "1," "2," and "3" are considered failing, and scores of "4," "5," and "6" are considering passing. When scoring individual questions, each scored standard within that question will be weighted equally and averaged to create an individual question score. Then an overall score for each question will be created by averaging across all individual reviewer scores for that same question. In evaluating each of the standards, reviewers should expect to see clarity, depth, breadth, accuracy, cogency, and organization.

Scores of "Excellent" shall be awarded to the extent that a student: includes key references, includes a variety of references, accurately represents references, consistently supports claims with evidence or citations, identifies parallels and trends in the literature, makes logical extrapolations, presents convincing arguments, develops novel insights, develops provocative insights, and strives toward succinct exposition.

Scores of "Poor" shall be awarded to the extent that a student: cites references inaccurately, makes illogical claims, leaves gaps in logical argumentation, employs vague responses, employs rambling or aimless responses, goes off on unnecessary tangents, engages in self-contradiction, misses important or obvious connections, and fails to understand the question.

Scores between "Poor" and "Excellent" (i.e., between "1" and "6") will be based on the professional judgement of the individual reviewer as to where an individual response falls on the evaluation spectrum, based on the relative proportion of "excellent" versus "poor" response elements.

Student Name: _____ Reviewer Name: _____

Question:

Score:

Standard	Poor 1	2	3	4	5	Excellent 6	N/A
Integration/ Synthesis							
Application/ Translation							
Understanding/ Knowledge							
Critique/ Evaluation							

Notes:

Appendix C: Experimental Concentration Annual Evaluation Form

ETSU Experimental Psychology PhD Program Annual Graduate Student Evaluation Form					
Student Name:		Cohort Year:			
Primary Academic Advisor Name:					
Semester:	Spring	Fall	Year: _____		
Program Year:	Year 1	Year 2	Year 3	Year 4	
INSTRUCTIONS for ADVISORS (IMPORTANT, PLEASE READ CAREFULLY): *Ratings should reasonably reflect their actual time in the program to date. The purpose of the evaluation process is to show accurately the development which occurs across time as a result of experience, education, and training. Mark N/A if an item is not applicable, and fill out all other item as follows: Scale/Rating Definitions: Beginning Student Level: Possesses basic skills. For example, ratings reflect knowledge, understanding, and application of fundamental research methods and analyses. Students are most likely to consistently achieve this level during their first year in the program. Intermediate Student Level: Possesses intermediate skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an intermediate student status. Intermediate criteria in the area of research include, but are not limited to, accomplishments such as: ability to formulate hypotheses and articulate methods to test research questions; understanding and use of advanced techniques of statistical analyses with faculty supervision; competently designing and conducting research projects with faculty supervision; engagement in at least one opportunity annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); assists faculty in developing grants appropriately; etc. Students are most likely to consistently achieve this level during their second year in the program. Advanced Student Level: Possesses advanced skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an advanced student status. Advanced criteria in the area of research include, but are not limited to, accomplishments such as: acquisition of skills needed to execute sophisticated techniques of statistical analyses without faculty supervision; independence in competently designing and conducting research projects; engagement in multiple opportunities annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); primary authorship on small grants and/or advanced assistance of faculty on large grants; etc. Students are most likely to consistently achieve this level during their third year in the program. Professional Level: Possesses entry-level doctoral professional skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an entry-level professional with a doctoral degree. Students at this level in the area of research exceed advanced standing in competently designing and conducting research projects by identifying gaps in previous literature and applying theory. Research design and analysis skills are doctoral level. Students are most likely to consistently achieve this level during their fourth year or during dissertation completion. Please be as objective and honest as possible so that we may deliver the most accurate feedback to the student, and if needed, create a competency-based remediation plan with specific, clear goals. Please discuss your ratings with the student researcher, during which time you may adjust the ratings as you see fit and sign the form. Your time and effort is greatly appreciated.					

Research

At what level does the student demonstrate substantial understanding or competence in...

1...research design (e.g., between and within designs, correlational and experimental designs).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
2...understanding and use of appropriate methods and instrumentation (e.g., surveys, imaging techniques, tests, observation).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
3...dissemination of research results (e.g., professional conference presentations, manuscript submissions to peer-reviewed outlets).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
4...use and interpretation of statistical tests and analyses (e.g., descriptive statistics, correlation, t-tests, ANOVA, ANCOVA, MANOVA, regression, SEM, evaluations of mediation/moderation, power/effect size estimations).					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
5...use of professional-grade software (e.g., SPSS/PASW, SAS) to accomplish statistical analyses. B.2 1-2b, B.3a8					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
6...translation of psychological research (bench to bedside; how basic findings can be translatable to applied settings and situations; conducting research in applied areas; collaborating on actual translation or intervention)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
7...issues of cultural and individual diversity as applied to research.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
8...effective supervision and leadership of lab personnel.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

_____positive attitude toward research in psychology

Description:

--

Teaching

At what level does the student demonstrate substantial understanding or competence in...

1...mechanics of teaching (e.g., syllabus and class preparation, classroom or online presentation and management, testing and grading)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
2... issues of cultural and individual diversity in the classroom.					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
3... knowledge of content in courses taught					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- _____ professionalism in the classroom (e.g., starts class on time, doesn't cancel class often, returns papers in a timely fashion, keeps regular office hours, responds to students outside of class)
- _____ appropriate encouragement of student interaction in the classroom
- _____ responsiveness to student comments/questions in the classroom
- _____ positive attitude toward teaching of psychology

Description:

--

Professionalism/Collegiality

At what level does the student demonstrate substantial understanding or competence in...

1... initiative and seeking out professional development opportunities and growth (e.g., attending talks and defenses, applies for awards, initiates ideas for conferences, mentors peers)					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- _____ interpersonal communication with faculty and peers (friendly, helpful, socially appropriate)
- _____ responsibility and strong work ethic (e.g., does what is expected or assigned, attends meetings on time)
- _____ prompt responsiveness (e.g., drafts, assignments, emails, revisions)
- _____ appropriate contribution and presence in the ETSU Department of Psychology and primary lab

Description:

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Academics

At what level does the student demonstrate substantial understanding or competence in...

1... integration and accumulation of knowledge					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

2... translating the science of psychology					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

_____ **diligence in coursework (e.g., comes to class prepared, completes assignments on time)**

_____ **positive attitude toward learning psychological science**

Description:

--

Dissemination

During the evaluation period, please indicate how many of each of the following forms of research dissemination occurred.

Note: Each product should be counted in only one 'level' within a category, though it may be counted in multiple categories (for example, a funded grant leading to a conference presentation and a manuscript submitted for publication should be counted in all three categories).

Journal articles

In preparation:

Under review:

In revision:

Accepted:

Book Chapters

In preparation:

Under review:

In revision:

Accepted:

Local or regional conference posters or presentations

Proposed:

Accepted:

Presented:

National or international posters or presentations

Proposed:

Accepted:

Presented:

Preprints posted to an online repository (e.g, PsyArXiv):

Intramural grants (excluding travel):

Submitted:

Funded:

Extramural grants (excluding travel):

Submitted:

Funded:

Other research products (e.g., preregistrations, disseminated datasets or code, instruments, software): _____

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

_____ **research productivity**

_____ **submitting milestone projects (e.g., thesis) for publication**

Description:

--

General Comments by Advisor

--

Student Strengths

--

Student Areas for Improvement

--

Advisor Signature

Date

Student Signature

Date

Attach the student's current c.v. to this document.

Appendix D: Clinical Competencies Form

Clinical Competencies Evaluation Form

Student Name:

Year of Entry:

Site:

Semester: Fall Spring Summer Year:

Rotation Type (check all that apply):

- ☐ Practicum ☐ Externship ☐ Other
☐ Primary Care ☐ Interdisciplinary
☐ Rural ☐ Rural-reach

Supervisor Ratings

Please indicate the sources of information on which your evaluation is based for this time-period: (check all that apply)

- ☐ Direct observation ☐ Discussions in supervision ☐ Video file review
☐ Feedback from others ☐ Participation in meetings ☐ Audio file review
☐ Review of records ☐ Other, specify:

Please rate the student's performance in the competencies listed below, taking into account their developmental level/year in the program. All items will have optional space for examples and behavioral data to be notated via short answer.

Use the following scale:

- 1 = Development lags expectations; remediation warranted**
2 = Development lags expectations; extra supports/supervision needed
3 = Developing as expected for current placement; working towards basic competency
4 = Achieved basic competency (advanced practicum-level)
5 = Surpassed basic competency (at or approaching internship-level)
NA = Not Applicable or Unable to Judge at this time

Please Note: Competency ratings of "3" are the most common rating during the first and second semesters of practicum. Ratings of "2" do not *necessarily* reflect deficits or deficiencies but could at times, reflect appropriately developing competencies in need of additional supports. Ratings of "4" are developmentally expected towards the latter half of practicum and externship year one; whereas Ratings of "5" are most likely to occur during the second year of externship and beyond.

I. DOMAIN SPECIFIC CONCEPTS AND SKILLS

1. Student demonstrates ability to effectively discuss and apply:

- a. ...the cognitive aspects of behavior (e.g., automatic thoughts, schemas, beliefs about self).
- b. ...the affective aspects of behavior (e.g., emotional expression, lability, display rules).
- c. ...the biological aspects of behavior (e.g., genetic predispositions, physiology, pharmacology).
- d. ...the social aspects of behavior (e.g., relationship-based roles, stigma/stereotyping, interpersonal/dyad/group dynamics).
- e. ...individual difference in behavior (e.g., trait/personality characteristics, demographic factors).
- f. ...human development (e.g., developmental stages/milestones, stage of life issues/challenges).
- g. ...dysfunctional behavior or psychopathology (e.g., DSM-5-TR symptoms/criteria/diagnosis, family history, patient history).

II. FOUNDATIONAL COMPETENCIES

1. Professional Values and Attitudes

- a. Behaves 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
- b. Utilizes appropriate language and demeanor in professional communications
- c. Responds professionally to complex clinical situations with a degree of independence commensurate with their level of training and experience
- d. Adheres to clinic policies and procedures

2. Individual and Cultural Diversity

- a. Demonstrates an ability to work effectively with clients with diverse individual and cultural identities
- b. Articulates and effectively applies a theoretical or empirically informed approach to working effectively with diverse individuals and groups
- c. Demonstrates self-awareness as it relates to cultural humility
- d. Utilizes appropriate language when working with historically oppressed or marginalized groups consistent with APA recommended best practices
- e. Demonstrates awareness and ability to serve unique needs of folks in rural or rural-reaching areas

3. Ethical and Legal Standards

- a. Recognizes and appropriately responds to ethical dilemmas when they arise
- b. Conducts self in an ethical manner consistent with APA Ethical Principles of Psychologists and Code of Conduct
- c. Identifies and discusses ethical and legal implications in supervision and case presentations
- d. Demonstrates knowledge of typical legal issues, including reporting, confidentiality, and informed consent

4. Reflective Practice

- a. Engages in self-reflection regarding professional practice
- b. Demonstrates accurate self-assessment of competence
- c. Works to recognize limits of knowledge/skills and acts to address them
- d. Reviews own professional performance via video or audiotape with supervisors

5. Relationships, Communication, and Interpersonal Skills

- a. Develops and maintains effective relationships with clients
- b. Demonstrates respectful and collegial interactions with colleagues and clinic staff
- c. Produces and comprehends oral, nonverbal, and written clinical communication that is informative and well-integrated
- d. Demonstrates effective interpersonal and affective skills with the ability to manage difficult communication well
- e. Ability to understand and maintain appropriate professional boundaries
- f. Communicates effectively with individuals from other professions or within an interdisciplinary team

III. FUNCTIONAL COMPETENCIES

1. Assessment

- a. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural)
- b. Selects and applies assessment methods that draw from the best available empirical literature to conduct a comprehensive and culturally relevant assessment
- c. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization
- d. Communicates both orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences
- e. Effectively conceptualizes cases including diagnosis, risk assessment, and identification of behavioral targets for change
- f. Is timely and efficient in completing assessment methods and delivering pragmatic results

2. Evidence-Based Practice / Intervention

- a. Develops evidence-based intervention plans consistent with the goals of therapy
- b. Actively takes initiative to seek and implement interventions that are informed by the scientific literature, assessment findings, diversity characteristics, and contextual variables
- c. Applies the research literature to clinical decision making – effectively discussing theory, hypotheses, and treatment plans in supervision
- d. Modifies and adapts evidence-based approaches effectively to meet the needs of clients when a clear evidence-base is lacking
- e. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation

3. Supervision

- a. Develops and maintains effective relationships with supervisors
- b. Actively seeks and demonstrates openness and responsiveness to feedback and supervision
- c. Arrives to supervision prepared (e.g., with sections of tape marked, questions identified, etc.) and effectively utilizes supervision time
- d. Demonstrates ability / willingness to accept supervisory input regarding performance and incorporates directives into action
- e. Demonstrates understanding of vicarious liability of the supervisor
- f. Demonstrates awareness of when to seek additional supervision
- g. Demonstrates the ability to provide constructive criticism and support to peers when serving in a peer supervisor role

Overall, how would you rate this graduate student's performance based on each scale/comparison group below:

Within-subjects individual comparison

Only compare to this student to themselves. Based on the beginning semester/training period, how would you describe the students' overall progress:

- ☐ Regression: the student has lost skills it seemed they had prior
- ☐ Stagnation: though the student has not regressed, they have not made meaningful progress I expected they would make during this time period
- ☐ Progression: the student has made meaningful progress during this time compared to where they were at the onset

Between-subjects developmental comparison

Compare this student to other students *at this same point in training* (e.g., compare a Y1 practicum student at the end of their first semester to all other Y1 practicum students you've ever supervised at the end of their first semester; compare a Y4 externship student half way through their rotation to all other Y4 externship students you have supervised at that same point in training.) Based on this training period, how would you describe the students' overall progress:

- ☐ Very behind when compared to other students at this same level of training
- ☐ Slightly behind when compared to other students at this same level of training
- ☐ On track when compared to other students at this same level of training
- ☐ Slightly ahead when compared to other students at this same level of training
- ☐ Very ahead when compared to other students at this same level of training

Please provide a brief narrative summary of the student's clinical performance, including qualitative feedback regarding any items rated as below expectations.

Strengths:

Growth:

Specific items that need to be remediated/addressed:

Additional Comments from Clinic Director, Site Supervisor, or Other Supervisory Contact:

Signature of Supervisor

Date

Signature of Student

Date

Signature of Additional Supervisor (optional)

Date